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2015

Community College Adjuncts: From Information Seeking to Identity Formation

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COMMUNITY COLLEGE ADJUNCTS: FROM INFORMATION SEEKING
TO IDENTITY FORMATION

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Higher Education & Policy Studies Program
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Fall Term
2015

Major Professor: Rosa Cintrón

ABSTRACT

This phenomenological study addressed the transitions of biology and chemistry adjunct faculty, with full or part-time positions outside of academia, as they navigate the transition between their workplaces and the academic environment and also transition toward becoming confident and competent educators. Using the final two stages of Schoening's (2013) Nurse Educator Transition (NET) Model as a framework, this qualitative study examines the transitions of nine biology and chemistry adjuncts at College Alpha, which is a community college located in a southern state. Study findings indicated both degrees of transition, the day-to-day and the overall transition into teaching, impact the overall adjunct experience. The College's involvement with the adjunct and the generational differences between the adjuncts and their students also play a role in the transitions. The literature review addressed the use of the NET Model as a means of examining transitions toward teaching, the roles of adjunct faculty on college campuses, the workplace transition, and the particular needs of Millennial students are also addressed. The study culminated with conclusions about the experiences of the participants, recommendations for future research, and calls for action by community colleges to improve the adjunct experience. A chapter is also included that reflects upon the dissertation writing experience and the challenges of qualitative research not addressed in graduate programs.

I dedicate this work to my husband, John, whose love and support

guided me greatly in this process and to my daughter, Leah,

for whom I hope I have set a good example.

This dissertation is also dedicated to my parents.

May the culmination of this process prove to you that I understand

the debt that I owe and that I am finally starting to repay it.

ACKNOWLEDGMENTS

This dissertation is the result of a lot of hard work and dedication, not only from myself but also from those who have supported me and worked with me to get to the point of publication.

My first debt of gratitude goes to my dissertation committee. My chair, Dr. Rosa Cintrón, deserves much credit not only for offering me invaluable guidance but also for giving me the latitude to explore my ideas, while also bringing me back to reality when it was time to move on. This process would not have been as meaningful to me without your support as mentor, cheerleader, and realist.

Dr. Mike Bosley also deserves much credit for helping me to shape my protocol documents and for offering me excellent advice regarding my population and how to present my study in a way that would really make it meaningful to them. You are more than just my dean, you are a mentor, and I appreciate your guidance tremendously.

The advice of Dr. James Owens and Dr. Karen Biraimah also greatly influenced this work. Dr. Owens, your ideas regarding my protocol and your support of my process throughout my coursework were very encouraging to me. Dr. Biraimah, your help with clarification of my ideas was also invaluable to this process. I appreciate your taking time out of your semesters in Africa to be a part of my process.

I also must acknowledge the many people who helped me behind the scenes, so to speak, from my editor, Dr. Shelly Wyatt, to my transcriptionist, Carmen Longnecker. Your tireless efforts allowed me to complete this work on my timeline. For that, I am

forever thankful. Also deserving of thanks are Dr. Susan Dunn, who was a beacon of support for me on many occasions, as well as the many colleagues who saw me through this process, including Lee Lucia, whose insight led to my graphic depictions of the NET Model. I also need to think my swim buddy in this process, Nichole Shorter. You lifted me up, pushed me forward, and helped me in more ways than I could ever thank you for.

Lastly, I need to thank my study participants. I encountered so many wonderful adjuncts through my work, many of whom I may never have met otherwise. I appreciate your candor about your own successes and failures and your insight into your institution's role in your transition into teaching.

It has been said that it takes a village to raise a child. The same could be said about writing a dissertation. Today I stand on the shoulders of those who came before me, but I also shed new light on the research into the adjunct transition into teaching. Still, though, I thank those who came before me for handing me the baton, so to speak, and for giving me something to run with.

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OPENING VIGNETTE

Heather stares at the clock watching the seconds tick by. In just two hours she has to leave the lab where she works and drive to campus for the night class she teaches. She hopes traffic won't be too bad on the highway tonight. If it takes her too long to get to class, she won't have time to run through her lecture slides before class starts. She feels that when she doesn't, her students see right through her. They know she has a Ph.D. in Biology, but that means nothing when she can't explain to them what a cell wall does.

When Heather arrives on campus, her students are already waiting. They have questions and she has copies to make. She would ask someone for help making the copies but there is no one else there except the security guard. At least it is not like last week, when she arrived on campus to find the building was locked. Suddenly, she remembers she forgot to pack herself dinner. It'll be a long night teaching until 10 p. m. on just the granola bar in her purse. She finally makes it to class and begins lecturing. The students aren't paying any attention. They aren't asking the questions they all said they had before class started. They are on their phones and their laptops, probably chatting away about her on social media. Heather soldiers on through her Power Point, wondering why the students aren't taking notes the way she did when she was in college. She thinks to herself, "This is how you learn, kids!" But, it isn't.

Heather has no real contact with anyone else on campus except the security guard and her dean. She has no idea what the full-time professors do in their classes to keep their students engaged and has no idea how to find out. She's thinking about quitting, but she signed a contract to teach until December. She wonders how she will ever make it until then. She asked for a mentor, but no one seems to want to help. She feels all alone.

CHAPTER 1
THE PROBLEM AND ITS CLARIFYING COMPONENTS

General Background

The winds of change are blowing on college campuses, from community colleges to four-year colleges and research universities as the definition of the professoriate undergoes a massive transformation, the impact of which may not fully be realized for years to come. The transition began in the 1970s, when institutions of all kinds, but especially community colleges, began employing more part-time, adjunct, and contingent contract professors as a means of cutting costs and increasing graduation rates (Baldwin & Wawrzynski, 2011; Bethke & Nelson, 1994; Diegel, 2013). Since that time, the adjunct impact on teaching and learning has been addressed; however, the adjunct experience has not garnered as much attention in the literature. The American Association of University Professors (2014) defines part-time professors as part of a group known as "contingent faculty" (p. 170), or as professors who teach but are not in line to receive tenure. For the purposes of this work, the terms *part-time* and *adjunct* are used interchangeably with *professor* because they are used interchangeably in the literature reviewed. A professor is defined as "one who teaches," ("Professor," 2015, para. 1) meaning the term could apply to a part-time instructor. Adjunct professors often receive applause for the "in-field" experiences they bring to the classroom; but they are also often thrown into their jobs, having little to no experience in the classroom outside their own, now outdated, college experiences (Austin & Sorincelli, 2013; Baldwin & Wawrzynski, 2011). They are then left searching on their own for ways to successfully

make the transition from practitioner in the field to educator on campus. In addition to this often-unguided transformation, many adjuncts reach the classroom only to find students are not the same as they were when they were in school. The generation gap between teacher and student is creating yet another stumbling block for the adjunct as she searches for her place in academia (Howe & Strauss, 2007; Rickes, 2009; Twenge, 2013), a situation that can no longer be ignored.

The adjuncts' lack of teaching experience is creating implications for both teachers and students, as their expectations of what learning in college means seem to be growing further and further apart. Beginning with the year 2000 a new generation of students began taking over college classrooms, the Millennial Generation. The onslaught of technology-savvy students with different expectations of the college experience is causing significant problems for professors, mainly because those professors hail from a different generation, either as Baby Boomers or as members of Generation X, when expectations of everything, from the student-professor relationship to the value of the education received, was vastly different (Howe, 2007; Mangold, 2007; Rickes, 2009; Twenge, 2006). This gap is further exacerbating an already existing phenomenon involving the preparation of certain professors to teach in a college classroom, much less teach in a relatable way to a generation outside their own. Table 1 addresses some of the social and educational differences between the generations of teachers and students in today's classrooms. In order to address the transition of adjuncts from private sector careers and into college-level teaching these generational differences must also be addressed.

From the institutional perspective, the motives for employing adjuncts are clear. Adjunct professors give institutions greater flexibility in course offerings and help lower annual expenses for the institution (Benjamin, 2002; Bettinger & Long, 2010; Curtis & Jacobe, 2006; Karp, Bailey, Hughes, & Fermin, 2004). Institutions also view adjuncts as a way to help free up full-time and tenured professors to fulfill other university goals, such as research and publication (Austin & Sorincelli, 2013; Snyder & Dillow, 2013). Adjuncts seem like a viable solution to both dilemmas; however the solution to the problems fails to take into account teacher preparation for the task (Charlier & Duggan, 2010; Snyder & Dillow, 2013). Despite this concern, the U.S. Department of Education reported in 2012 that there were just fewer than 762,000 full-time professors at degree-granting institutions nationwide and the same number of part-time, or adjunct, educators.

Today's adjuncts must make the transition from novice to expert in teaching, from their previous idea of learning to the ideas of learning held by the new generation of students, in order to both survive and thrive in the realm of higher education. Millennial students are more grade-focused and group-oriented than generations before them. They value contact with professors and view authority figures as more co-facilitators and friends (Howe, 2007). It is up to college instructors of today to determine if, and how, they will adapt to these ideas, in addition to making the transition between the workplace and the classroom.

Table 1

College Student Characteristics by Generation

Generation	Birth Years	Characteristics	Educational Experience
Baby Boomers	1943-1960	Trust in Government, Optimistic, Gender roles defined	Predominantly Lecture, Knowledge Receivers
Generation X	1961-1981	Government Mistrust, Pessimistic, Rebellious	Predominantly Lecture, Knowledge Receivers
Millennials	1982-2003	Trust in Government and Parents, Conformists, Teamwork-driven	Group-work, Knowledge Creators

Note. Adapted from *Millennials Go to College*, by N. Howe and W. Strauss. Copyright 2007 by Lifecourse Associates.

The scope of this transition, and how effectively it is carried out, varies definitively based upon the employment status of the instructor. Table 2 reflects a general overview of the differentiation between tenured, tenure-track, and adjunct professors. Professors who are tenured, or who are on the tenure track, are often indoctrinated into their profession with a series of professional development workshops and seminars about teaching and learning. They may also have gained experience teaching as graduate students, so seminars allowing them to become acclimated to their particular institution's values regarding teaching and learning are useful (Austin & Sorcinelli, 2013; Baron-Nixon, 2007; Eliason & Holmes, 2012; Lyons, McIntosh, & Kysilka, 2003; Schuetz, 2002). The same is not the case for the adjunct professors hired to teach alongside the tenured professors, those instructors brought in to help fill the void

left by tenured instructors who wish to turn their focus toward their own research.

Adjuncts spent their graduate school years learning from experts in their fields about the

practical aspects of their chosen professions. Once they are part of academia, adjuncts

find themselves invited to policy workshops, issued mentors without guidance about how

either party should behave, and invited to dinners in an attempt to acclimate them to their

academic department and the institution—all in the name of training. In reality, little

training takes place at these informal meetings (Burnstad, 2000; Johnson & Stevens,

2008; Jones, 1984; Lyons & Kysilka, 2000).

Table 2

College Instructor Characteristics by Employment Status

Employment Status	Contract Status	Institutional Preparation
Tenured Professor	Continuous Employment	Often Required Professional Development
Full-Time/Tenure-Tracked Professor	Continuous Employment	Required Professional Development
Part-Time/Adjunct Professor	Semester-to-Semester Contracts With No Guarantee of Future Employment	Professional Development May or May Not Be Offered or Required

Note. Adapted from multiple sources (AAUP, 2014; Austin & Sorcinelli, 2013; Baldwin & Wawrzynski, 2011; Curtis & Jacobe, 2006; Gappa, Austin, & Trice, 2005).

Adjunct faculty are often experts in their fields, but not skilled in teaching

(Bethke & Nelson, 1994; Diegel, 2013; Eliason & Holmes, 2012). Institutions hire them

for their flexibility and discipline specific expertise, but sometimes invest little into their

professional development as instructors (Austin & Sorcinelli, 2013). The generation gap

between professors and students is just one reason that drives many adjunct professors to

seek institutional support to better their teaching practices. How well adjuncts navigate

the transition from the workforce to the classroom may dictate whether or not an adjunct

professor decides to remain in higher education or to eventually seek full-time

employment in the field. A wealth of research exists in the area of adjunct faculty at

community colleges. The literature shows there are faculty development programs

available to part-time professors, but there is little evidence those faculty development

programs are actually teaching them about the art of teaching, or teaching students whose

generations and values lie outside of their own (Burnstad, 2000; Johnson & Stevens,

2008; Lyons et al., 2003).

The values-sets of Millennials, who comprise the majority of today's college

students, calls for more feedback from instructors and the development of more personal

relationships than ever before (Howe & Strauss, 2007); however, this is something

adjuncts with limited or no teaching experience might fail to see as important. In fact,

today's students are less likely to develop meaningful relationships with adjuncts because

these professors lack the institutional investment of their full-time counterparts (Creasey,

Jarvis, & Knapcik, 2009) and are more restricted in how they are able to teach because of

controls placed upon them by their institutions. At the same time, several facets of the

literature are sharply critical of the impact adjunct instructor contact is having on students (Jacoby, 2006). Studies involving human capital theory find that increased exposure to adjuncts has a negative impact on a student's chance of transferring from a two-year college to a four-year institution (Eagen & Jaeger, 2009). Students also learn less from adjuncts because they are less likely to use challenging questions and innovative teaching techniques (Umbach, 2008). Much of this negativity could be eliminated if more was understood about the transition adjuncts take part in as they join the academic world.

Presently, faculty development programs exist at many colleges and universities to expand teaching and advising practices for adjunct faculty; however, nursing has examined the transition of practitioners to teachers (Schoening, 2013). Mangold (2007) offers credence to the role of the adjunct that transitions into the teaching role by noting that life experiences are both important and influential in the development of teaching and learning styles. At the same time, those life experiences are not enough to prepare adjuncts for what they will face in the classroom (Pompper, 2011). Ultimately, it is the institution's job to train faculty and to create the workplace transition necessary to allow them to become successful instructors (DuBard, 2004).

The components of the specific transition into higher education differ from transitions into and out of other workplaces. Schlossberg's (2011) transition model relates the career change many adjuncts undergo to become part of the college workplace to an Anticipated Transition. According to the Schlossberg, transitions vary in type, degree, the resources available for a successful transition, and where one is currently situated in the transition process. In any case, she recommends the organization taking on the

transitioning employee should provide a "socializing agent" (p. 3) and take other measures to assist with the process. Additional research on the workplace shows that transitions are "a key challenge for the organization" and it is up to those already comfortable in the workplace to indoctrinate new members in the way they see fit (Milligan, Margaryan, & Littejohn, 2013, p. 217). These authors found workers need both formal and informal learning experiences in order to successfully make workplace transitions. Haggard, Slostad, & Winterton (2006) noted that career-changers leaving professions outside of academics to become certified as elementary and secondary school educators needed far more support than they were receiving for their transitions. In higher education, similar issues exist as many adjuncts report feeling their transitions were unsupported by their institutions beyond explanations of administrative policies (Austin & Sorcinelli, 2013).

<u>Statement of the Problem</u>

As adjunct professor populations continue to grow, the ability of these instructors to transition from their full-time workplaces to their part-time teaching roles is an area of concern that needs to be addressed. There simply is not enough literature out there regarding the adjunct experience. Their transition is different from that of full-time professors, who likely obtained a Ph.D. or other terminal degree that required some kind of teaching experience. Instead, adjuncts are often unguided, unsupported, and lack vital training in areas such as technology, an area in which the students of today are often more savvy than their adjunct instructors. Black (2010) notes that Millennials "expect

teachers and schools to keep up" (p. 99) with the changing times. Without an adequate transition into teaching, this may never be possible as adjuncts struggle with developing their own sense of self and communicating difficult material to students whose values and learning styles are outside of their own.

The literature points to what efforts are being made to help adjuncts, most focusing on policies and technology training; however, policies and technology are not the most integral parts of an adjunct instructor's collegiate life (Austin, 2003; Baron-Nixon, 2007; Brown, Kelder, Freeman, & Carr, 2013; Diegel, 2013; Gappa & Austin, 2010; Holden, 1999). Teaching, learning, and student interactions comprise a greater part of the college experience for instructors. A review of the literature found few colleges which require adjunct faculty training programs, and almost none which have developed a specific training program to educate professors in how to transition into teaching and to interact with students outside their own generation, including today's Millennial college students. Howe (2005) offers bold characterizations of Millennials and Twenge (2006, 2013) has ideas about how to learn, but no attention has been paid to how to best prepare adjunct instructors to teach these students and to transition from novice to expert instructors. Pascarella & Terenzini (2005) note "differences in teacher behaviors have important implications for the acquisition of subject matter knowledge" (p. 114). Effectively, if instructors do not know how to teach to the skill level and interests of their students, an opportunity to connect with new material is lost. It is imperative, therefore, that the least-skilled instructors—adjuncts—receive the most training possible in how to engage with today's college students.

College faculty, specifically adjunct professors, need to be better prepared to meet the needs of this diverse group of today's students. The transition from novice to expert instructor should be explored in greater detail. Therefore, my dissertation research focused on the transition from the workplace to the classroom for adjunct instructors in biology and chemistry at a community college. My emphasis on biology and chemistry emerged from the increase in demand for these instructors and classes in the 21st century. My emphasis on the adjunct was driven by the apparent lack of literature regarding the potentially untrained teacher's ability to become a competent instructor. By examining the transition through the mindset that these instructors are moving into a different realm as workers, I hoped to shed greater light on how the transition takes place and how it might be made easier.

Significance of the Study

With this study, I intended to fill a hole in the literature regarding the transition practitioners must undergo in order to become competent college-level educators of Millennial Generation students. Harrison and McKeon (2008) assert that as some elementary and secondary educators move into the higher education workplace they "are expected to operate as 'experts' in their new workplace" (p. 15), a phenomenon that fails to take into account the significance of the workplace transition they are undergoing. The same can be said for biologists and chemists who are already working in the field and who choose to share their skills to students at the community college level. As they enter into the realm of higher education, they encounter not only a new work environment but

also a generation of learners whose expectations are completely different from what they expected of, and likely received, from their own college-level experiences.

The transition from workplace to classroom should be an important area of concern for higher education administrators, as research shows the classroom experience with adjunct professors not only falls short of expectations for students but also falls short of the experience presented by their full-time professor counterparts (Creasey et al., 2009; Eagen & Jaeger, 2009; Jacoby, 2006; Umbach, 2008). Best serving the academic needs of all students should be a priority for faculty and administration, especially at community colleges where students may be of varying ages and of varying levels of academic skill. The reputation of the college may be damaged if students do not gain content knowledge applicable to upper-level classes at a four-year institution from their experience. Additionally, placing ill-prepared adjunct faculty in classrooms could lead to higher employment turnover, as adjuncts leave the field out of frustration with their positions, and a lowered sense of the effectiveness of the college. Student experiences and their overall impressions of college could also suffer. My study could lead to a greater understanding of the adjunct transition from the workplace to the classroom, making the transition to college easier for students and teaching more effective and enjoyable for faculty.

Theoretical Framework

Throughout the course of development of this proposal I considered a number of potential conceptual and theoretical frameworks upon which to base my study. Among

my considerations were a grounded theory (Glaser & Strauss, 1966) approach to my research, attempting to create a transition theory of my own, and ethnography, which would have allowed me to immerse myself in the culture of the biology or chemistry adjunct professor for some time. Both ideas created a myriad of possibilities for study; however, none allowed me to closely examine the particular transition of the worker to instructor in the way in which I envisioned such a study taking place. I also looked at the theories of Fox (2000) who asserts that populations should be observed before theories are generated; however, his work lacks the sense of structure of a theoretical framework.

Transition theory became an area of interest to me upon discovering the work of Nancy Schlossberg. Schlossberg's (2011) transition model examines the impact of transitions, such as a career change or new responsibilities at work, and explains, "why even desired transitions are upsetting" (p. 1). Schlossberg (2011) introduces the element of time as a factor in transitioning, which is a key element of the experience. After examining Schlossberg's (2011) ideas, I arrived on transition as an area of study in relationship to adjunct community college instructors; however, I opted not to use Schlossberg's specific model in my research because her model has been utilized in a number of other studies related to education, and specifically higher education, and I did not feel a study using her model would stand out and contribute in a new way to the body of literature about higher education.

The framework for my study relies on the work of Schoening (2013) who created the Nurse Educator Transition (NET) Model to document the transition of practitioner nurses into nurse educators. According to the NET model, nurses undergo a transition

from being part of the hospital or doctor's office community toward being part of an academic community. In the *Anticipation/Expectation* phase, nurse practitioners are hired to become educators and are hopeful of what the future holds as they enter the classroom. They believe they can take on the role of instructor easily. In the *Disorientation* phase, they begin to understand that there are many things about their new positions they do not know. As part of the *Information Seeking* phase, adjunct nursing instructors seek out faculty development training, mentors, and other ways of mastering their new roles. In the last stage, *Feeling and Thinking Like a Teacher*, or *Identity Formation*, the adjunct enters the classroom with confidence in their role as an instructor (Schoening, 2013). Figure 1 illustrates Schoening's (2009) model as it appeared in her initial publication of her research regarding the transition of nurses into teaching.
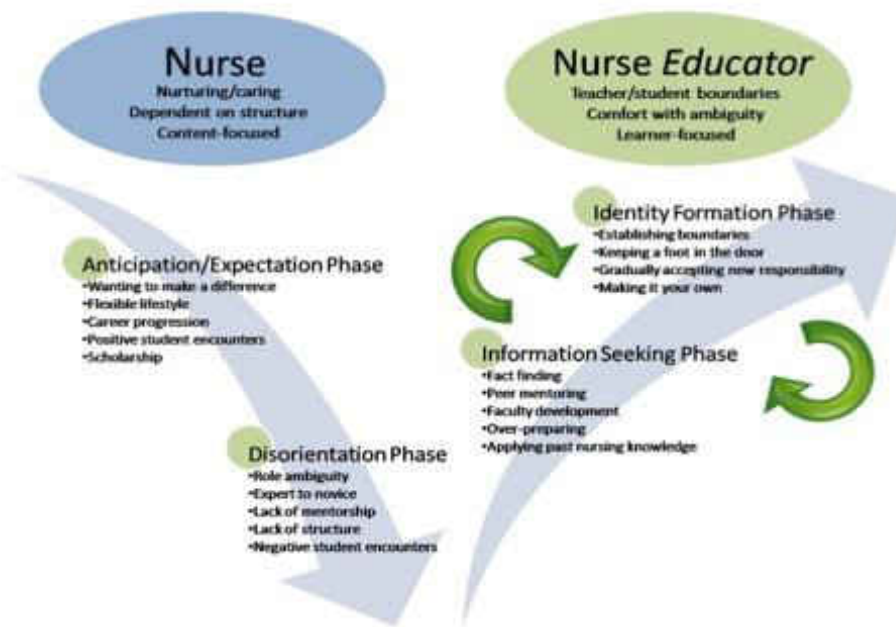
Figure 1. The Nurse Educator Transition Model. Adapted from "The Journey from Bedside to Classroom: Making the Transition from Nurse to Educator," by A. M. Schoening. Retrieved from http://digitalcommons.unl.edu. Copyright 2009 by A. M. Schoening.

The depiction above relates the transition from nurse to nurse educator as a dynamic process in which the nurse undergoes somewhat of a descent from *Anticipation/Expectation* toward *Disorientation* at the beginning of their teaching career, experiencing, first, a desire to create change, but then realizing they are not skilled in the best way to make that change happen. As the nurse-educator begins her ascent into classroom competency, according to Schoening's (2013) model, she learns to seek out information on competency in the classroom and then to use that information, in somewhat of a cyclical process of knowledge-gaining and knowledge-application, that ultimately leads to her ability to form her own identity as a nurse educator.

While I understand the process of knowledge gathering and assimilation to be a cyclical one, I first envisioned that my study participants, who will already have been teaching for a few years, might see their transition as more of a linear process moving from *Anticipation/Expectation* to *Feeling and Thinking Like a Teacher/Identity Formation* because they are examining the situation in hindsight. Figure 2 depicts Schoening's (2013) model, as I first envisioned it, in a linear sense. A study tracking participants from the beginning of their teaching careers might easily see the "ups and downs" of the knowledge acquisition process; however, asking adjuncts to look back on several years of teaching might not reveal the complete nature of the transition as a day-to-day occurrence. Instead, they may only be able to remember bits and pieces of the process and see themselves more for where they were and where they are now, as opposed to attributing specific moments in time to their transitions. In phone conversations with Schoening and email exchanges (Appendix A), both on May 26, 2015, she agreed that asking instructors to view their teaching in hindsight might produce a more linear timeline, depending upon how long the instructor had been teaching.
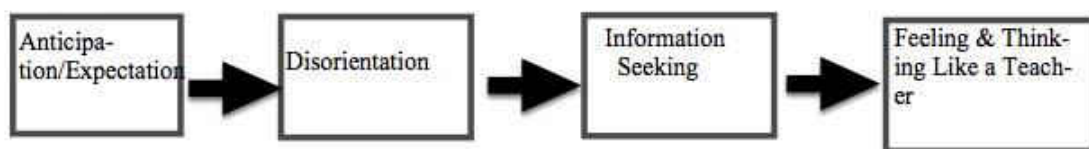
Figure 2. A linear depiction of the nurse educator transition model.

The final stages of this transformation, the *Information Seeking* and *Feeling and Thinking Like a Teacher (Identity Formation)* stages, are the ones that most closely reflect the transition an adjunct instructor who has taught for a few years, but whose greater experience lies within their field, must undertake in order to become a successful educator. Therefore, they became the lens through which my dissertation research was interpreted. Figure 3 details how the last parts of Schoening's model were applied to my research, with the biology or chemistry adjunct who is also a practitioner in their degree fields, and past the stages of *Anticipation/Expectation* and *Disorientation*, moving toward *Information Seeking* and *Feeling and Thinking Like a Teacher*. I chose to limit my study participants to biology and chemistry adjuncts because I believed their use of their degree-field knowledge in the workplace might most closely resemble what they taught in the classroom; whereas an employee in a bookstore, who also teaches English as an adjunct, might not bring the same workplace skill-set to the classroom a scientist might. The participants I interviewed were already somewhere between *Disorientation* and *Information Seeking* because they were already College Alpha instructors and not complete novices in the realm of teaching by the time my study began. I imagined, however, that the reality of the process would look a lot like the bubbles inside the beaker, a mix of *Information Seeking*, and *Identity Formation*, along with the added factor of student influence on both of these elements of transition.
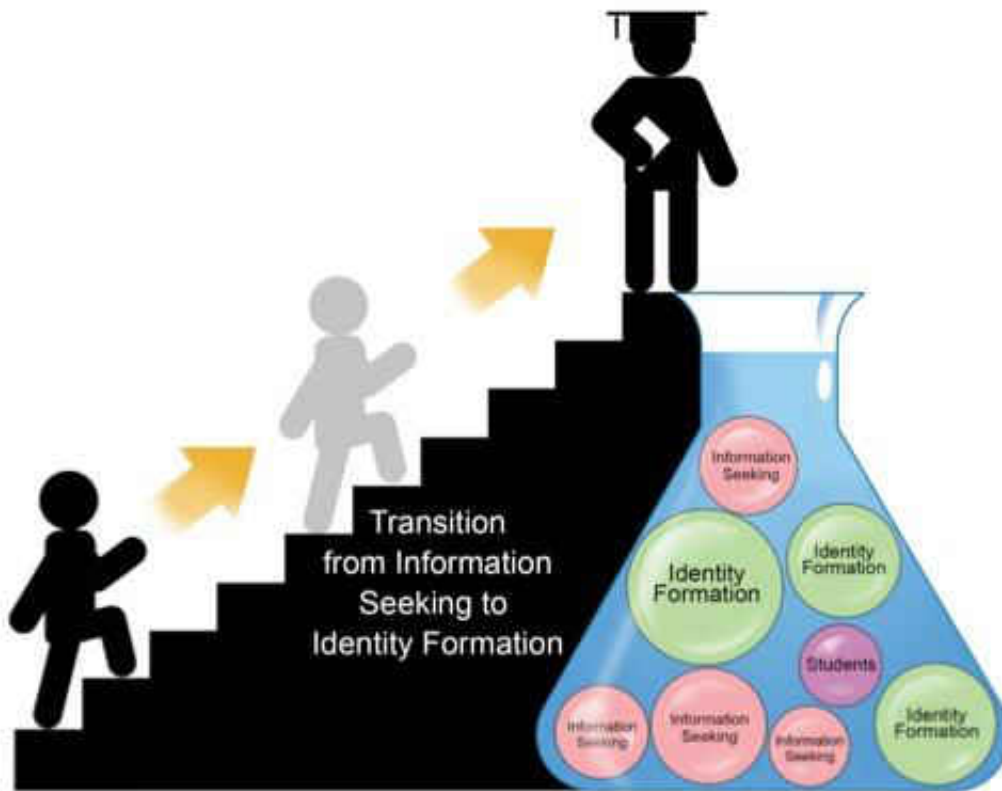
Figure 3. Biology and Chemistry adjunct application of the NET Model. Copyright 2015 by J. Hirsch-Keefe.

Schoening's (2013) model depicts the transition from not knowing, to knowing, a change in status that generally occurs for adjunct instructors through feeling they are "being 'thrown in,'" "flying by the seat of their pants," or "winging it" in their new roles as instructors (p. 169). By the time instructors reach the *Information Seeking* and *Feeling Like a Teacher* stages of the NET model, the author states that they have often encountered a number of negative situations proper training could have avoided. My research looked at the specific transition of one group of adjunct biology and chemistry instructors as they move from the *Information Seeking* stage of Schoening's (2013)

model toward *Identity Formation*, or *Feeling and Thinking Like a Teacher*, a sense they are prepared experts who are comfortable teaching.

<u>Research Questions</u>

The development of my research questions was a process in itself. After much reading and numerous discussions with my chair regarding the goal of my research, my phenomenological study of the transition adjunct instructors undergo was guided by the following questions:

First, how do participants come to be community college adjuncts in biology and chemistry?

Second, how do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?

Lastly, what does it mean to community college adjuncts in biology and chemistry to experience the transition from *Information Seeking* to *Identity Formation*?

Table 3 illustrates the way in which each of the research questions relates to the elements of Schoening's (2013) Nurse Educator Transition model.

Table 3

Relationship of Research Questions and Theoretical Framework

Research Question	Theoretical Framework
1. How do participants come to be community college adjuncts in biology and chemistry?	Identity Formation
2. How do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?	Information Seeking
3. What does it mean to community college adjuncts in biology and chemistry to experience the transition from Information Seeking to Identity Formation?	Identity Formation

Definition of Terms

The following terms were used throughout my literature review:

Adjunct Faculty/Part-time Faculty/Contingent Faculty: These interchangeable terms are defined as any part-time teaching staff (faculty) member at a community college. These faculty members are contracted semester-to-semester with no guarantee of the number of classes they will teach or that their contracts will be continued from semester to semester or year to year. Courses taught are based on institutional need.

Baby Boomer Generation: Those born between 1941 and 1961.

Faculty Development/Professional Development: These are terms that will be used interchangeably. They are defined as training received by faculty in a variety of areas including, but not limited to, instructional pedagogy, administrative policies, and student advising.

Full-Time Faculty: Any member of a community college teaching staff (faculty) who has either been granted tenure or continuing contract employment.

Generation X: Those born between 1961 and 1981.

Millennial Student: Those born between 1982 and 2003.

Non-traditional Student: Any student who matriculates in a college environment, who is under the age of 18 or over the age of 22 at the time of matriculation.

Traditional Student: A student who matriculates in college between the ages of 18 and 22.

Positionality of the Researcher: Part 1

Qualitative research dictates that I disclose my positionality as a researcher early in the process, as my own characteristics as an individual may have an impact upon my interpretation of data. My own position was important to consider as I told the stories of transition of my interview subjects, as theirs is a transition I have somewhat encountered in my own life.

I do hold a position as an adjunct instructor at College Alpha; however, my field of expertise is humanities and not in the sciences. I feel my shared experience as an adjunct made some of the transition points my interviewees discussed more relevant to

me, but the fact that my experience has been different from theirs allowed me to maintain all necessary objectivity in the process. I continue developing my positionality in Chapter 3, where I disclose why this work is of importance to me.

Summary

Adjunct instructors have become an integral part of college campuses. As experts in their fields, they bring a unique set of skills to college classrooms. Unfortunately, knowing how to teach is not always one of those skills and, therefore, the transition from practitioner to instructor is not always a simple one. The age, interest, and skill-based divide between Millennial Generation students and their Baby Boomer and Generation X adjunct professors is also impacting the classroom experience for all parties involved.

Faculty development programs, meant to train professors in how to teach and interact with their institutions, are doing little, if anything to address the issues adjuncts, in particular, are facing with the transition from being an expert in their field to being a skilled professor in the classroom. This is due, in part, to the fact that today's students have different expectations of their professors than the professors had for their own learning experiences.

Using Schoening's (2013) conceptual framework, which states that adjunct instructors go through stages of not knowing to knowing how to interact with students, my work addressed the issue of the adjunct faculty transition toward competent teaching, especially when the students are of the Millennial generation, which is outside their own. My phenomenological study examined the current teaching practices of College Alpha's

chemistry and biology adjunct faculty, through their eyes, as well as their transition

toward Identity Formation or Feeling and Thinking Like a Teacher. The goal of my

study was to shed more light on the transition adjuncts endure.

CHAPTER 2
LITERATURE REVIEW

Introduction

The role of the adjunct faculty member in higher education is a complex topic that much has been written about. Brubacher and Rudy (2003), in the fourth edition of their prolific text *Higher Education in Transition*, note that the move toward greater adjunct hiring in the 1990s was just higher education's take on the rest of economy's downsizing and "replacement of full-time employees with seniority rights by temporary workers" (p. 403). These authors do little to address the changing role of the adjunct, other than to make reference to their economic status on campus. The interesting story, however, is in how the adjunct makes the transition, moving from full-time employee in a field in which they are trained into their secondary role as educators, a field they likely have little experience with outside their own years in school. It is this transition I address in this literature review.

My literature review begins with a discussion of the Nurse Educator Transition model (Schoening, 2013) and how the model documents the transition of nurse practitioners into the role of adjunct teaching. I continue with an examination of the role of the adjunct, how it has grown and changed over time, as well as how the adjunct impacts students. I then introduce the concept of workplace transition and how induction, or orientations and trainings, play a role in the transitional process, including the process experienced by adjuncts. Finally, I offer a review of literature regarding Millennial students. As the predominant age group of college students today, their

generational differences, when compared to the average age of the adjunct, are influencing the ways in which adjuncts think about their teaching techniques and how they transition toward their own *Identity Formation*. This research could ultimately have implications for adjunct instruction and transitioning into teaching, and could help administrators find ways to create a smoother transition for new adjuncts.

Assessing Change: The Nurse Educator Transition Model

As a long-time student of the humanities, whenever I am tasked with explaining a phenomenon, my first thought is of the great thinkers of philosophy and history, and what they might have had to say about the subject. When I consider the role of transition, my mind inevitably turns to the Ancient Greek pre-Socratic philosopher Heraclitus, who once declared "the only thing that is constant is change." At the time he wrote these words he was referring to the constant state of change in the universe and, perhaps, within the environment that surrounded him. The statement, however, could just as easily be applied to the current state of higher education. Change occurs daily as new students enter college campuses and new ideas emerge from university research labs that alter the way we view our world. Change is also being forged within the professoriate, as college campuses move toward the use of more adjunct professors, a situation that will be discussed in greater detail in the pages that follow.

A separate, and perhaps more interesting, change is also occurring within the adjunct professors themselves. But how is that change measured? Is it in the fact that on her first day of teaching the butterflies in her stomach were so overwhelming she forgot

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to introduce herself to the class, but by the fourth year in front of the classroom she knew her own name, as well as the names of her students, by the end of the first week? Is change measured by the adjunct professor's ability to relate to her students' ways of learning, a skill she had to master over time, by trial and error, sometimes giving full credit on failing assignments because it was she who had failed in giving the task that asked for what she truly wanted to see on the page? Perhaps that assignment was something her subordinates at the laboratory she manages by day might have understood, but the students in her night classes clearly cannot. Schoening's (2013) Nurse Educator Transition Model would refer to that last scenario as the transition between being in a state of *Disorientation* and the achievement of *Identity Formation* for the adjunct professor.

How the transition occurs is different for every adjunct; but according to Schoening (2013) the change is documentable; the author's model breaks down the "social process that occurs during the role transition" (p. 167) toward *Feeling and Thinking Like a Teacher*, the definitions of which will be described below. While her model specifically addresses the transitions of nurse practitioners to nurse educators, it brings with it a unique opportunity to test her theory of transition in other areas of adjunct professorship as well.

Stage 1: Anticipation/Expectation

Schoening's (2013) study that led to the creation of the Nurse Educator Transition (NET) Model began with 20 nurse educators with varying degrees of nursing experience

who had all moved into the realm of teaching. The author identifies four major phases of transition through this experience, described in Table 4. The first of the phases identified is *Anticipation/Expectation*, which begins as soon as the nurse decides to move into nurse education. In the *Anticipation/Expectation* stage, there is hope of "making a difference in the profession by influencing the next generation of nurses" (Schoening, 2013, p. 168). They look forward to positive classroom and colleague experience, as well as the opportunity to contribute to research in their field, and are reassured by peers they are up to the task.

Table 4

Descriptions of the Nurse Educator Transition (NET) Model

Stages of Nurse Education Transition Model	Description
Anticipation/Expectation	Occurs before teaching begins State of confidence Peers supportive
Disorientation	Uncertainty in new role From expert role to novice Little support/guidance from institution
Information Seeking	Seeks support/guidance from peers, faculty development
Identity Formation/Feeling and Thinking Like a Teacher	From novice to expert Feeling confident

Stage 2: Disorientation

Phase two of Schoening's (2013) model is appropriately described as a period of *Disorientation*; the author's own research found that as the nurses in the study began working in nursing education they were met with "an absence of structure and mentorship and a realization that the nurse-patient relationship and teacher-student relationships are very different" (p. 169), especially when the occasion arose to evaluate student performance. Many in the study found their orientations by their institutions were not enough training, if they even had an orientation. Another source of disorientation for Schoening's (2013) subjects was "becoming a novice after having previously been an expert in another nursing role" (p. 169) as they realized a background in nursing gave them little practice in how to handle the student issues they were encountering.

Stage 3: Information Seeking

This period of *Disorientation* is followed by *Information Seeking* (Schoening, 2013). In this phase nurse educators engage in "self-directed, informal and formal activities: fact-finding, seeking out peer mentors, taking advantage of faculty development activities, and taking an active role in learning how to teach" (Schoening, 2013, p. 170). Nurse educators in this phase were found to be over-preparing for lectures and relying upon their own experiences as nurses to help guide their teaching efforts. They sought out mentors they felt could answer questions they had and some began to model their own teaching after the practices of their mentors (Schoening, 2013).

Stage 4: Identity Formation

 The final phase of Schoening's (2013) transition from nurse to nurse educator is the *Identity Formation* phase. In this stage of their development, the nurses in the author's study were able to "discover how to establish boundaries with students" (Schoening, 2013, p. 170) that reflected both their own teaching style and an ability to meaningfully evaluate their students' work without fear of retribution. The successful conclusion of the *Identity Formation* phase is *Feeling and Thinking Like a Teacher*, a mindset the author believes was achieved once a nurse educator gained confidence in her abilities and actions in the classroom as authoritative in the same way she had been an authority in the hospital setting.

 The transition from nurse practitioner to nurse educator is a dynamic process, in that the nurse takes steps both forward and backward as she makes the transition toward academic competency (Schoening, 2009). Through the process of gains and losses in the classroom, the nurse develops her own sense of self and ability to feel she is in control of what happens when she is teaching. Schoening's (2013) is not the only study to address this idea of identity formation through workplace indoctrination and learning. Boyd (2010) discusses the formation of new philosophies over time and Fresko and Alhija (2015) comment on the socialization process of transition in the workplace. The work of both of these studies will be addressed in my discussion of workplace transitions. The work of Schoening (2013) is unique, however, because it creates a specific model of stages of intellectual and social development for the adjunct, a measurable set of benchmarks upon which further study of adjunct transitions can be based. It is my intent,

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however, to only use part of Schoening's model, as demonstrated in Table 5 to include

only the *Information Seeking* and *Identity Formation* aspects of her research in my own

study.

Table 5

Revision of Schoening's NET Model

NET Model Stage	Description
Information Seeking	Seeks support/guidance from peers, faculty development
Identity Formation/Feeling and Thinking Like a Teacher	From novice to expert Feeling confident

Note. Adapted from "From bedside to classroom: The nurse educator transition model," by A. M. Schoening, 2013, *Nursing Education Perspectives, 34*(3), pp. 167-172. Copyright 2013 by National League for Nursing.

Prior to that study, however, I turn my attention to defining my population, a group of

educators whose teaching expertise, like my own, was gained through trial by fire and not

through formal instruction.

Defining Adjunct Professorship

Adjunct faculty are a major part of America's college campuses (Adams &

Dority, 2005; Baldwin & Wawrzynski, 2011; Curtis & Jacobe, 2006; Gappa & Austin

2010; Gappa & Leslie, 1993; Leslie & Gappa, 2002; Tirelli, 1997; Wallin, 2004).

Known as part-time faculty, or even contingent faculty, these non-tenure-track instructors

comprise a large number of the American higher education teaching population,

especially at community colleges. A U.S. Department of Education (2012) survey found

nearly equal numbers of adjunct and full-time professors on college campuses today.

Figure 4, created by the US Department of Education, depicts the exponential growth in

adjunct professor employment at degree-granting, postsecondary, institutions between

1991 and 2011. Community college adjunct use has mirrored this growth; however,

attempts to obtain specific community college data were met with no results. In the

process of my research, I contacted The American Association of Community Colleges

(AACC), The Community College Resource Center (CCRC), the U.S. Department of

Education (USDOE), the Integrated Postsecondary Education Data System (IPEDS), and

even the Southern Association of Colleges and Schools (SACS), which is the body that

governs the accreditation of community colleges in College Alpha's region, and was met

with no success because, as those organizations stated, the data does not seem to exist;

therefore I must rely upon general higher education data to demonstrate the rise in

adjunct employment.

The first adjunct hiring wave came in the 1970s (Baron-Nixon, 2007; Maitland &

Rhoades, 2005; Tirelli, 1997) and was due to the rise of the white-collar worker whose

job required a college education, a phenomenon that colleges, especially two-year

colleges, responded to by hiring more part-time instructors (Tirelli, 1997; Umbach,

2007). By the 1990s, adjuncts also rectified another dilemma for four-year colleges and

universities: shrinking budgets (Bethke & Nelson, 1994), which would no longer allow

for as many full-time professors whose tenure included benefits (Wallin, 2004).
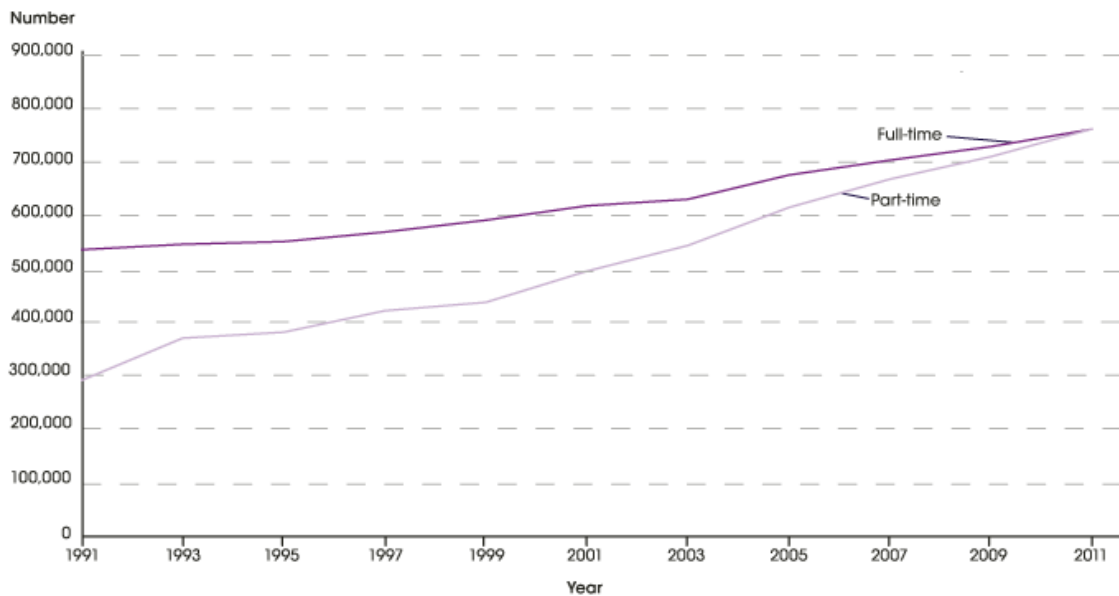
Figure 4. The growth of adjunct professor employment compared to full-time faculty at all U. S. institutions.

More recently, the adjunct population has continued to soar, even at four-year institutions, because of the flexibility they offer staffing managers who can be unsure of enrollment numbers from year to year (Bethke & Nelson, 1994). Pompper (2011) refers to them as "cheap labor" (p. 456), a term that may stem from the lack of benefits received, low pay accepted, and lack of amenities on many campuses, such as office space and professional development opportunities. Gappa, Austin, and Trice (2005) state that adjuncts "receive very little support" (p. 35). Roueche, Roueche, and Milliron (1996) call adjuncts "haphazardly selected, poorly socialized, rarely supported, and often ignored by the college-at-large" (p. 33). Baron-Nixon (2007) sees "an ever-growing distinction between two segments of faculty, the full-timers and the part-timers" (p. 3) and later claims "such segregation is counterproductive" (p. 67). Curtis and Jacobe's

(2006) study of the adjunct profession for the American Association of University Professors (AAUP) found they "are rarely provided with the institutional support they need to be effective" (p. 8).

Despite the negative connotation of their employment status, and perceptions of negative treatment, part-time instructors fill a distinctive need for the institutions they serve: a focus on teaching. They often teach the less desirable subjects in the new millennium, such as humanities (Lee, 1995), as well as other entry-level, general education, classes. Adjuncts can also bring real-world experience to the classroom that a full-time instructor might not have to give (Adams & Dority, 2005; Bettinger & Long, 2010; Pompper, 2011; Wallin, 2004), especially in the more desirable sciences and technology arenas. Lee (1995) notes that adjuncts "provide colleges and universities with an inexpensive source of quality instruction" (p. 4). Umbach (2007) states that the part-time, non-tenure track, professor offers flexibility for institutions, especially in a time when trust in higher education and the tenure system are waning and budgets are continuing to decrease as enrollment increases. By the numbers, the adjunct faculty population on college campuses is growing. Leslie and Gappa (1993) measured the community college adjunct population as high as 54% of the overall teaching staff. In 2013, the Council for Higher Education Accreditation (CHEA) reported the number of community college part-time professors to be more than 69% of instructors. As prevalent as they are on college campuses, however, little attention has been paid to how well prepared these in-field expert adjunct instructors are to handle the transition to the pressures of college-level instruction, as opposed to their day to day field work. Instead,

research has been done on the impact adjunct instructors have on the institutions and

students they serve.

Adjunct Faculty Impacts on Teaching and Learning

The impact adjunct instructors bear on student learning is significant for both

students and institutions (Baldwin & Wawrzynski, 2011); however, the full scope of the

adjunct influence has not fully been realized, as the major waves of adjunct hiring have

only been occurring for the past 40-50 years. Curtis and Jacobe's (2006) study of the

adjunct professorship found three key, significant, negative impacts for students taking

classes with adjunct instructors: a lack of quality education because of the lack of

institutional support adjuncts receive, a lack of relationship-building with students

because of their conflicting roles between community and institution, and a lack of

challenging instruction because adjuncts are restricted in their textbook choices and are

more prone to issuing assignments and giving tests that they can quickly grade. The

authors liken the difference between a course taught by a full-time professor, versus an

adjunct, to the difference between education and training, stating that full-time professors

have more of an obligation and ability to educate beyond basic skills; whereas an adjunct,

whose experience may lie in the field of study and not in teaching the field of study,

might merely be giving on-the-job-training in a classroom setting (Curtis & Jacobe,

2006). Umbach (2007) also found faculty-student interaction to be less frequent with

contingent, or part-time faculty. His study also examined full-time, non-tenure eligible,

instructors, finding they also lagged behind full-time tenured and tenure-track educators in their out of classroom experiences.

Bettinger and Long (2010) further studied the impact of adjuncts on instruction, finding adjunct instructors had the most positive impact on generating student interest in continued coursework in a field when the class they took with the adjunct was specifically tied to an occupation, such as engineering or education. This may be due, in part, to the practical experience adjuncts transitioning from the workplace bring to the classroom. The authors found the impact to be greater with "older" adjuncts, as opposed to "younger" ones because students perceived the older instructors to have had more real-life and in-field experience. They conclude that "adjuncts may be effectively used in particular disciplines to encourage subsequent enrollments" (Bettinger & Long, 2010, p. 599-600).

Despite the fact that adjuncts may influence continued study in a discipline, other research points to issues within the adjuncts' classrooms. Umbach's (2007, 2008) study of the use of active learning techniques found "part time faculty place less of an emphasis on active learning, preparing well-rounded citizens, and diversity experiences" (p. 9). The author concludes that adjunct instructors lack commitment to teaching and are performing at levels far lower than their full-time counterparts. Baldwin and Wawrzynski's (2011) work found adjuncts are more likely to use multiple-choice tests that are easy to grade than they are to use short-answer tests. Adjuncts are also "less likely to use learning-centered strategies" or to employ the use of group projects and oral presentations because of the time and effort involved in grading them (p. 1494). These

authors conclude that the adjuncts are delivering a lesser experience not only because they are untrained as educators but also because they are struggling to balance workplace and school responsibilities (Baldwin & Wawryznski, 2011; Umbach, 2008).

The likelihood a two-year college student will transfer to a four-year university is also diminished by exposure to adjunct teaching (Eagen & Jaeger, 2009). The authors used Human Capital theories to explore the impact of adjunct teaching on 1.5 million students in the California Community College system, finding "data indicate a significant and negative relationship" (p. 182) between adjunct exposure and chances of transferring within their five-year study. The authors call for more attention to be paid to issues such as availability of adjunct professors for student consultations in order to improve the transfer potential for community college students. Finally, Jacoby (2006) found that when the number of adjunct faculty, compared to full-time faculty, increases, there is a "highly significant and negative impact upon graduation rates" (p. 1092). The author further recommends against increasing adjunct populations on college campuses in the future, a change that seems unlikely, given hiring trends of the past 40-50 years.

<div align="center">Workplace Transitions</div>

This section introduces the idea of workplace transition. I feel it is important to address the issues of transition in my dissertation because adjuncts, even as full-time employees in a different, non-academic setting, must still become acclimated with the college or university where they will teach part-time. Many must also strike the balance between their full-time "day job" and their part-time position as an adjunct, where they

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likely lack the same sense of authority and respect from co-workers that they get in their full-time positions (Harrison & McKeon, 2008). By examining the challenges of workplace transition in general, and then looking at the transition toward adjunct teaching, it is my hope to shed light on some of the process involved in becoming an educator who has arrived at Schoening's (2013) *Feeling and Thinking Like a Teacher*, or *Identity Formation*, stage of development.

Existing transition theory examines both the processes and coping strategies associated with transition. Schlossberg's (2011) transition theory suggests that there are three types of transition: (a) anticipated, (b) unanticipated, and (c) non-events. Taking on a new position at work falls under the anticipated transition category. Schlossberg (2011) calls for the use of a "socializing agent" (p. 161) to assist with workplace transitions, whether that be in the form of a mentor, professional development classes, or some other mechanism.

Whether in academia or another workplace, transition is constant and often time consuming (Cooper-Thomas, Anderson, & Cash, 2011; Haggard et al., 2006; Harrison & McKeon, 2008; Milligan et al., 2013; Schlossberg, 2011). The trouble with many transitions is that the newcomer is expected to come into a situation already an expert in their new job (Harrison & McKeon, 2008), a situation not uncommon in adjunct teaching. A significant factor in the success of a workplace transition is often what vehicles the organization has in place to help the new employee, such as professional development training and employee socialization opportunities.

Many organizations rely upon orientation programs to help new employees adjust to their roles. Cooper-Thomas et al. (2011) found that recent college graduates will look to the organization itself for information and support in their adjustment; however, "experienced newcomers will rely more on their own adjustment strategies" (p. 42). More established workers tend to rely upon mentors, professional networks, and peer groups to find their place in an organization (Milligan et al., 2013). The formal meetings provide what Milligan et al. (2013) refer to as "formal learning;" whereas "learning by doing" (p. 219) occurs when the worker shadows a coworker or is coached through specific situations.

Literature on Transitions Toward Adjunct Teaching

Adjunct instructors, whose expertise lies more in their field of study than in their classroom experience, are, as previously stated, often given little support as they enter the classroom for the first time (Curtis & Jacobe, 2006; Gappa et al., 2005; Rouche et al., 1996; Schoening, 2013). Studies of the adjunct transition from practitioner to instructor are to be found in the field of nursing, where Paul (2015) finds issues persist for nurses who become adjunct instructors in all areas of teaching, from understanding their roles as educators, to the need for mentorship, to environmental issues such as adjusting to the classroom instead of working in a hospital or other medical setting. The "evolving teaching role identity" (p. 6) serves as one of the major outcomes of Paul's (2015) work, with many participants in the study realizing that as teachers they had to let their students make mistakes they would have jumped in to fix in a real medical situation.

Another area of concern for nurses transitioning into the realm of nurse-educators is locus of control over their own career choices. Goodrich's (2014) study of feelings of control over the transition process found that nurses who had more years of experience in the medical setting felt a greater sense of control over their transitions into teaching than nurses with less than five years of experience felt. The results of this quantitative study may have been impacted, however, by the fact that the nurses with more experience were also generally older and more confident and established in other areas of their lives, such as home and family (Goodrich, 2014).

Weidman (2013) further examined, qualitatively, the transition of nurses toward nurse educators, developing several themes from her research including the desire to teach, feelings of additional stress, especially when the first-time educators were asked to create test questions and were given little overall guidance regarding classroom techniques, and the potential benefits of mentoring in the transition process. Overall, the study "revealed a need for additional support to the novice nurse educator who does not have a nursing education background" (Weidman, 2013, p. 106). Clearly, this transition is not one to be navigated alone.

The model upon which I plan to base my own research evolved from the work of Schoening (2013), who studied the transition of practitioner nurses into the field of adjunct teaching; her participants "were surprised by the loose structure and the lack of formal orientation and mentorship" (p. 169) that came along with their transition to academia. None of the participants in that study felt their transition to teaching was assisted in any real way by the institution employing them.

The transition from K-12 teacher to college adjunct has also been examined, with Harrison and McKeon (2008) finding both "formal" and "situated" (p. 151) learning existed for the new adjunct professors, ideas similar to Milligan et al.'s (2013) conceptualization of the two types of workplace learning for new employees. While the urge to step in felt by the nurses in Paul's (2015) study was not felt by the adjuncts in Harrison and McKeon's (2008) work, the adjuncts in the K-12 transition study were most concerned with establishing their "'credibility' as a successful classroom practitioner" (p. 156). One component of establishing credibility in academia involves understanding not only the subject matter one is teaching, but also the most effective way to teach it. The section that follows examines the training of adjunct faculty as offered by the institution they are serving.

Induction and Training

This part of the literature review deals with the study of the expectations institutions have of adjunct faculty and where the responsibility for adjunct faculty training, and ultimately, facilitation of the transition from practitioner to educator actually lies. Workplace induction is introduced first, however, as this ambiguous term has led to many definitions of what it means to be indoctrinated into the workplace.

Workplace Induction

Prior to the need for ongoing faculty development, institutions often provide some kind of introductory program for new faculty to address policies, procedures, and

sometimes classroom technology (Gappa et al., 2005). Smith (2011) contends little has been written about formal university-level induction programs; therefore, this discussion will center not only on inductions in higher education but also on those in the K-12 system and other environments.

Organizations address the need for workplace induction, or orientation and training, in varying ways. Harrison and McKeon (2008) define workplace learning as beginning with some kind of "formal learning" process, in which the rules of the organization are defined, and continuing with a more "situated" learning process, in which the new employee gains knowledge from working on their own or by observing others (p. 153). Studies of induction efforts with teams of workers show initial orientations should be followed up by continuous training opportunities so that new needs and group concerns can be addressed (Atkins & Gilbert, 2003). Boyd's (2010) study of induction programs for nurses who became nurse educators found one problem with expecting practitioners to change their methodologies in order to teach is "they tend to hold on to existing identities as practitioners" and have trouble adjusting to their new role as teachers (p. 155). Green (2015) echoes that sentiment in her study of Australian teachers who held previous careers outside teaching, finding previous job experience was one of "the main influences on the pedagogy and philosophical approach to teaching" (p. 49) of her study subjects. A recurring theme related to the adjustment to teaching for career-changers is the need for a new identity to be forged in order for the new teacher or mentor to fully assume her revised role (Boyd, 2010; Fresko & Alhija, 2015; Smith, 2011).

Several studies address the role of induction in new identity formation in the K-12 arena. Fresko and Alhija's (2015) mixed mode study of a public school induction program in Israel found the seminars that were meant to create learning communities for these new teachers focused more on emotional support and identity formation instead of serving as ways to instill pedagogical practice. Study participants came away from the experience with the belief learning was a "social process" (Fresko & Alhija, 2015, p. 37) and that their ability to openly discuss classroom discipline and other issues was ultimately aiding them in their ability to form an identity as a teacher. Green (2015) found, however, that contact with students was more beneficial than fellow faculty contact for induction into the realm of education.

Induction programs, in general, may include education in policies and procedures, but a common theme in education induction programs is mentoring. Smith (2011) writes about her own experience as a mentor to seven new faculty members at a university, a practice that she says is growing in popularity. Issues the author brings up are that there is no single definition for the role of the mentor in teacher induction, and mentors themselves often receive little training to complete the task. Again, though, the concept of the "importance of identity development" (Smith, 2011, p. 317) is prevalent in her study. Baker et al. (2014) examine the role of group mentoring and teacher training for new chemistry faculty, finding such mentoring kept new teachers from falling into the trap of "either emulat(ing) the teaching they experienced when they were students" (p. 1875) or taking on the teaching styles prevalent in their departments. The authors claim both avenues lead to more lecturing and less student-centered learning, something their

workshops aim to avoid by not only allowing new teachers to create and practice new lessons together but also by teaching these new instructors about work-life balance and how to get all aspects of their work done in a timely manner.

<div align="center">Adjunct Faculty and Induction</div>

Adjunct faculty are expected to be "reliable, responsive, and responsible" (Adams & Dority, 2005, p. 3) and act as members of their academic community. That said, not every institution takes measures to ensure part-time instructors have the tools they need to be successful in teaching, or in their own personal development goals, by requiring ongoing faculty development or induction programs beyond basic orientations. Gappa et al. (2005) found "faculty in many of these alternative appointment lack opportunities to grow professionally and to feel part of a collegial community" (p. 35). Bethke and Nelson (1994) found a "wall of separation" between adjuncts and full-time professors (p. 15). Johnson and Stevens (2008) found adjuncts "felt limited and isolated in regard to their own professional development" (p. 27). Schuetz (2002) notes "part-timers are less connected than full-timers to professional organizations, colleagues, and administrative activities, all of which support and are likely sources of information about effective instructional practices" (p. 43). Eliason and Holmes (2012) argue "college teachers may have limited approaches to teaching due to prior experiences or a lack of pedagogical knowledge" (p. 42). The Council for Higher Education Accreditation (CHEA) (2014) report finds "a lack of access to professional development impacts faculty adoption and use of current pedagogical approaches and teaching strategies" (p. 6) and a lack of

mentoring between full and part-time faculty limits "sharing of information and ideas about improving instructional practices" (Council for Higher Education Accreditation, 2014, p. 6).

Kamps' (1996) study of a community college in Iowa found professional development and induction opportunities were provided, but not required, despite adjuncts being "a significant part of the college's instructional programs" (p. 1). Adams and Dority's (2005) study found just one in four colleges examined addressed the need for professional development, calling it the responsibility of the instructor to "take the initiative in promoting their own professional growth" (p. 41).

Just as the workplace is changing for today's graduating college student, the college itself is evolving as a workplace. Gappa and Austin (2010) refer to faculty members as "an institution's intellectual capital" (p. 2) believing both their abilities and institutional commitment can increase over time and with the right amount of nurturing. That said, the authors see staying current in both discipline and technology as a major goal for faculty at all levels. They must have a wide range of skills that compliments the needs of their students and "faculty must take the time to learn how to use new technologies in their teaching and research" (Gappa & Austin, 2010, p. 6). Additionally, they must learn to "communicate with their students who are accustomed to the connectivity that technology allows and expect ready access to their professors at any time" (Gappa & Austin, 2010, p. 6). Gappa and Austin (2010) recommend faculty of all levels take part in "continuous professional development throughout their careers" (p. 7) and that the training they receive correspond to where they are in their careers in higher

education. This stands as an argument to support the idea of specific adjunct faculty training to facilitate the transition toward competency as an instructor.

Literature on Adjunct Faculty Development Studies

This section contains a review of the body of research that exists regarding the effectiveness of existing adjunct faculty development programs and the development of new ones. An issue with these studies, however, is that they tend to focus on the development of orientation programs and social activities for adjuncts as final recommendations, assuming the instructors already possess some knowledge of pedagogy, instead of focusing on pedagogical elements (Lyons et al., 2000) and easing the transition into teaching.

Lyons et al. (2000) recommend a mandatory class in teaching methods because "adjunct instructors are often underprepared to meet the needs of community college students" (p. 1). Jones' (1984) study of Prince Phillip Community College in Arkansas calls for an orientation, staff development and social activities for adjuncts, and an increase in adjunct access to support services. Burnstad (2000) questions whether or not new adjunct faculty could even be aware of what their faculty development needs might be. Ultimately, the author concludes social elements, such as an all-faculty orientation dinner, the creation of individual development plans (IDPs) for those seeking an academic career path, and a strong mentoring program are the keys to adjunct training. The author sees "the advantage of a strong mentoring program" because it encourages adjuncts to take part in faculty development (p. 79). Social elements, however, do little,

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if anything, other than allow the adjunct to make friends at work. While friends may ease the emotional transition to higher education, Burnstad (2000) gives no indication going to a dinner will make an adjunct a better instructor.

As far back as the 1970s, programs for adjunct faculty development have considered ways to help these faculty members to make the most of the experience for both themselves and their students. These programs, however, lack relevance within the changing values of students today and do little to facilitate the transition toward competent instruction by adjuncts. Austin (1992) looks at the effect of socialization and career development for part-time faculty, finding faculty surveyed over more than a 20-year period from 1974 to 1988 felt they were "on their own" and had to "learn the professional roles through trial and error" (Austin, 1992, p. 101).

A lack of institutional connectivity is a recurring theme in many adjunct faculty development initiative studies. Johnson and Stevens (2008) found that "the adjuncts felt limited and isolated in regard to their own professional development" (p. 27) because the training developed by the institution focused on education in departmental issues and not on how to work with adult students as learners. Keim and Biletzky (1999) conclude that "professional development activities continue to be undervalued by many community colleges," a fact they attribute to the high number of part-time instructors who lack the feeling of institutional connectivity a full-time professor might have (p. 735). Diegel (2013) says adjuncts "need opportunities available to them so they feel like an important part of academic culture and are prepared to teach" (p. 596); effectively, making sure adjuncts know departmental policies is not enough.

Responsibility is another recurring theme of adjunct faculty development studies. Diegel (2013) examines the role of the administrator in promoting and ensuring faculty development for adjuncts, concluding that "educational leaders play a crucial role in providing adjunct faculty with the necessary tools to ensure that academic quality be upheld" (p. 596). The study ultimately concludes that specialized professional development classes should be required for all adjunct faculty. Lyons and Kysilka (2000) describe strong administrators as those who know their part time staff requires development. Roueche et al. (1996) studied adjuncts and their sense of integration and training, finding "few college administrators are aggressively and systematically directing their college's efforts toward integrating part-time faculty" (p. 39). Adams and Dority (2005), however, see most of the responsibility for non-policy related, academic development as sitting on the shoulders of the instructor herself. Schuetz (2002) examines data from a 2000 study by the Center for the Study of Community Colleges (CSCC), finding 76% of part-time respondents would take part in professional development opportunities if they felt they were readily available to them. Such classes might help facilitate the transition toward adjunct competency.

Attempts to incorporate pedagogical training into adjunct faculty development also appear in the literature. Eliason and Holmes (2012) show that a lack of faculty development for adjuncts can "minimize their effectiveness as teachers" (p. 42). Pompper (2011) found "an understanding of pedagogy is equally important for adjunct faculty" (p. 458) because most instructors in that study resorted to lectures, claiming they did not know what else to do with their students. Spigelmyer (2011) studied the impact

of a self-implemented faculty development training program at a Pennsylvania

community college, finding "pedagogy training has a place at the collegiate level" (p.

139), but only 29% of those who received her training reported that they used any of it in

their classrooms. Nonetheless, the author concludes "the evolving nature of teaching and

the need to keep pace with a dynamic learning environment makes training invaluable"

(Spigelmyer, 2011, p. 139) even if participants find the implementation of such training

too time consuming to actually implement.

Several studies focused on the varying perceptions of the need for adjunct faculty

development between students and the adjuncts themselves. Jones (1984) found the

students wanted the adjuncts to receive better training in advising and the incorporation

of real-world knowledge into classes. The adjuncts, however, wanted help with course

planning and incorporating visual aids in the classroom. Jones (1984) concludes that

"adjunct staff also frequently lack an understanding of . . . students' needs and

backgrounds" (p. 4), a clear cry for assistance in the transition from practitioner to

instructor. Brown et al. (2013) found students "expect a high-quality learning and

teaching experience, delivered by teaching staff well versed in disciplinary context and

teaching methodology" (p. 1), regardless of their employment status. Meanwhile, Brown

et al. (2013) reported that "access to resources and development opportunities to enable

them to deliver high-quality learning experiences may vary greatly depending on their

employment status" (p. 1).

Before I can document the transition adjuncts undergo from *Information Seeking* to *Identity Formation* or *Feeling and Thinking Like a Teacher* through the NET model, I feel it is important to establish how the individual generations on college campuses today view learning itself. These generational differences are not new or groundbreaking, arguably they occur every time a new generation enters college as students, but the entrance of the Millennials on college campuses seems to be creating an even larger divide today, given the addition of technology to the picture. The information on generational divides given below will lend background as to how adjuncts can successfully make the transition into academia and why basing their transition on the needs of the students they will be teaching is so important. Sandeen (2008) defines a generation as "a cohort of people born within a particular period of time" (p. 12) with each interval lasting about 20 years. A generation is known for its similar values and attitudes about issues such as family life, gender roles, politics, and religion (Holyoke & Larson, 2009; Howe & Strauss, 2007; Levine & Cureton, 1998; Rickes, 2009; Sandeen, 2008).

The three main generations of students in college classrooms today are Baby Boomers, Generation X, and Millennial students, all of whom bring with them "a special set of characteristics that tend to influence learning preferences" (Holyoke & Larson, 2009, p. 14). Holyoke and Larson (2009) examine the readiness to learn, orientation to learning, and motivation to learn of all three generations of today's college students. Their findings indicate, unlike previous generations, that Millennials "seemed to lack a

curiosity" previous generations possessed in college (Holyoke & Larson, 2009, p. 16) and that Millennials "easily became disconnected" (p. 17) when they could no longer relate their readings to their own experiences.

With respect to motivation to learn, Gen Xers and Baby Boomers became more connected to material when they were connected to classmates; whereas Millennials strive to leave the motivation to learn up to their instructors and classmates. Holyoke et al. (2009) caution "teachers and trainers of adult learners need to be aware of generational characteristics when developing lesson plans and training materials" (p. 20), implying that the same techniques for motivating and educating students can also be used to train the teachers who will be educating them. For Millennials, self-involvement appears to be a motivating factor (Espinoza, 2012; Holyoke & Larson, 2009; Twenge, 2006), a characteristic a transitioning adjunct professor may not fully be aware of.

Generational Research and Classroom Complexity

College classrooms today are more generationally and socially diverse than ever before (Holyoke & Larson, 2009; Mangold, 2007; Twenge, 2013) and so are the faculty and staff who are working with them. This diversity can be beneficial for student learning, but can also create issues for instructors who are attempting to ensure learning takes place while also attempting to create a learning environment that appeals to multiple generations in one classroom. McGlynn (2005) finds "different groups seem to learn differently" (p. 12) and it is for that reason that a new focus on Millennial learning strategies needs to emerge as well as concerted efforts to assist adjuncts in transitioning

from the workplace into higher education, as they may have little to no experience in the Millennial ideals.

The complexity of the classroom, however, goes beyond just the students. DeBard (2004) notes the issues having a generationally diverse faculty can bring, declaring that a balance needs to be found between the competitive nature of Baby Boomer instructors and the more teamwork-oriented mindset of the Millennial student. Mangold's (2007) study of nursing instructors and Millennial students finds that generational differences can also lead to differences in expectations in both teaching and learning, making for a more complex classroom environment.

The research of Johnson and Romanello (2005) points to the need for a new cultural understanding between the varying generations of teachers and students in the classroom. The authors contend faculty, who are often older than their students, should remain content experts in their nursing classrooms; however, they should acknowledge and call upon the technological skills of Millennials to augment learning. Barnes, Marateo, and Ferris (2007) echo this idea that "educators should formulate strategies that meet students halfway" (p. 4). They believe the Millennials can be best reached on their own platforms, such as social media, which can be used both inside and outside of the classroom. Johnson and Romanello (2005) assert that the learning styles of each of the generations is different, something that should be embraced by nurse practitioners who are in the process of becoming educators. Baby Boomers are most interested in lectures, Generation X wants a video they can access outside of class, and Millennials want interactive activities (Johnson & Romanello, 2005). The authors conclude "students

learn more when the teaching method is consistent with their learning styles, yet gain additional insight when occasionally pushed beyond their comfort level with alternative teaching methods" (Johnson & Romanello, 2005, p. 215).

<div align="center">The Millennial Generation</div>

In addition to exploring the transition of the practitioner toward adjunct professor, my goal is to examine how the generation gap between instructor and student impacts that transition.

Today's college students hail predominantly from the Millennial Generation. This generation is vastly different from those preceding it in both its generational characteristics and its educational expectations (Howe & Strauss, 2007; Pardue & Morgan, 2008; Sweeney, 2006). I explore the characteristics of Millennials below, in order to lend more insight into the depth of transition Baby Boomer and Generation X adjuncts must undergo in order to become competent leaders in today's college classrooms. Millennial learning styles and how their presence has impacted college campuses are also addressed.

<div align="center">Millennial Characteristics</div>

As a group, Millennials, born between 1982 and 2003, are more numerous, more affluent, more ethnically diverse, and better educated than Generation X, or even their Baby Boomer, parents (Howe & Strauss, 2007; Rickes, 2009; Twenge, 2006). They are technologically savvy, but may be more proficient with personal technology and using

the Internet for fun, as opposed to locating credible research online or using computers for academic purposes (Dungy, 2011). They respect authority in ways their predecessors, Generation X, did not, and seek out ways to serve their communities, and focus on "teamwork, achievement, modesty, and good conduct" (Howe & Strauss, 2007, p. 14) in their academic and social lives. They are a generation that is used to being watched and watched over, born in an era of school shootings and stranger danger. Howe and Strauss (2007) call Millennials sheltered, but also confident and often treated as though they are "special" in many ways in their lives.

The passage of the *No Child Left Behind Act* in 2002 only adds to this mindset that Millennial children are somehow special, creating educational standards and making sure students take standardized tests to measure their academic progress on an annual basis (Howe & Strauss, 2007). As the most tested and most "special" generation in history, "they [Millennials], their parents, - and the nation - expect institutions of higher learning to treat them the same way" (Howe & Strauss, 2007, p. 85), thus continuing the mantra that they are special in their own right. Cardon (2014) calls them an "instant gratification" generation (p. 36), a sentiment preceded by Pullan's (2009) call for online student support services because today's college students operate 24/7 and want answers when they have time to find them and not solely when an office is open.

Millennial Learning Styles

A particular challenge for Baby Boomer and Generation X adjunct professors of today, in their transition toward effectively teaching Millennial students, will be

mastering the skills needed to educate the Millennial generation. The literature points to numerous differences between Millennials and past generations in their educational expectations. Millennials expect their instructors to be technology experts like themselves and to wisely integrate that technology into learning (Cardon, 2014; Howe & Strauss, 2007). Millennials prefer active learning and hands-on activities, instead of the lectures that captivated the Baby Boomers and Generation X (Eckleberry-Hunt & Tucciarone, 2011). Millennials want positive feedback on their work and a challenging curriculum (Howe, 2005).

Millennial Impact

Millennials also bring with them high expectations of both their institutions and the professors who will teach them, expectations that are changing the nature of college campuses and the requirements of the professoriate. These expectations may also be causing issues for adjunct professors who did not expect the same level of service from their own professors. Millennials expect access to professors, both inside and outside the classroom. They "want to visit professors outside class hours and consult with them about personal challenges and life plans" (Howe & Strauss, 2007, p. 93). They demand the best possible classroom instruction because they have been led to believe they are special enough to deserve it (Howe, 2005; Howe & Strauss, 2007; Rickes, 2009).

Millennials are also transforming some of the boundaries that previously existed between professors and their students. Their intense mastery of today's communication tools may be something wholly unexpected by career-transitioning adjuncts. Espinoza

(2012) sees the cause of this change as coming from the instant access to information many Millennials have grown up with, which, in turn, has led them to reframe the idea of interpersonal relationships with professors.

Millennials also expect more clarity in assignments (Espinoza, 2012), something a transitioning adjunct may not be able to easily do, as they are so immersed in the technical jargon of their fields they are unable to make expectations clear to newcomers. Millennial students crave things like study guides because they want to know exactly what is expected of them for a test (Espinoza, 2012). Unfortunately, an untrained adjunct professor may not understand these specific Millennial student needs and may perceive low performance on an assignment or test as a sign the student is disinterested or unintelligent.

Summary

The presence of adjunct faculty on college campuses is growing every year as colleges struggle with growing enrollments and shrinking budgets. These in-field experts seem like a viable solution to the need to fill classrooms with teachers, while also bringing the real-world experience craved by today's students, but the transition they experience as they go from experts in the field to becoming experts in the classroom is not always positive. This can have major implications for both teaching and learning.

Literature presented on workplace transitions shows these moves, even when planned, can be extremely taxing on an individual, especially if the employee is going from an area where they have some expertise and moving into a field where they have

little to no experience, such as the transition into teaching. These employees are often

expected to come into the classroom as experts, but are not always given the necessary

tools to succeed in their new roles. Compounding the issue of transition difficulty is the

vast generational differences between the majority of today's adjunct professors and

today's traditional-aged college student, the Millennial.

      Schoening's (2013) Nurse Educator Transition (NET) model was also presented.

It serves as a means of documenting the transition from practitioner to educator in the

field of nursing but may also have other applications in the field of higher education,

documenting the development of confidence and competency among adjuncts in other

disciplines.

CHAPTER 3
METHODOLOGY

Introduction

The purpose of this chapter is to discuss the method and methodology behind my qualitative research study. The research design will be discussed, along with the research questions and their relationship to the individual interview questions, as well as the methods I used for interpretation of data; the basis of the naturalistic paradigm is also addressed. The chapter will also address issues of researcher involvement in the study and other considerations related to study approval.

Research and Design and Rationale

This study employed a naturalistic framework and employed qualitative research methods. Storkerson (2010) describes the naturalistic approach to research as the opposite of analytical, or positivistic, research, in that it examines relationships derived from sensory perception, such as interview analysis, rather than relying on numerical data analysis. It allows us to make sense of abstract concepts, "naturalistic cognition is a continuous, real-time process of making judgments, decisions, and actions" (Stokerson, 2010, p. 10).

Glaser and Strauss (1966), leaders in the development of grounded theory, lend credibility to qualitative research, arguing it is not just a precursor to quantitative research, but something that "should be scrutinized for its usefulness as an end product" (p. 56). The authors outline three reasons for the validity of qualitative research. First, it

often produces results researchers do not feel compelled to move past; second, it is widely understandable and relatable. A third reason for the validity of qualitative research is that it "is often the most "adequate" and "efficient" method for obtaining the type of information required for contending with the difficulties of an empirical research situation" (Glaser & Strauss, 1966, p. 56). Reflection is also an integral part of the qualitative research process, as Glaser and Strauss (1966) believe it allows for the researcher to consider data gathered and what ideas that data might present. There is also value in the researcher being directly involved in the qualitative research conversations, as it allows for the researcher to rely on his or her personal experience to potentially help others. Finally, qualitative research is valid because it presents a picture of a situation at a given time and that theory can be tested and retested over time to explore any potentially necessary changes (Glaser & Strauss, 1966).

<center>The Phenomenological Approach</center>

While I seriously considered grounded theory (Glaser & Strauss, 1966) as an approach to my research, time constraints, and my perceptions of my own ability to create a theory of real value to the world of academia, led me to a different path. Instead, I chose to conduct a phenomenological study, in part because of its similarities to grounded theory. Both avenues of research lend themselves to interviews and observations; however, phenomenology allowed me to "describe what all participants have in common as they experience a phenomenon" (Creswell, Hanson, Plano Clark, & Morales, 2007, p. 252) rather than expecting me to make judgments about their

experiences to derive a theory. It is the experience that the transitioning adjunct endures that was most interesting to me and not how that experience might be depersonalized into a single way of being.

Through phenomenology and the collection of the shared experiences of adjunct professorship, I was able to bring light to the essence of the adjunct experience as these part-time teachers navigate the dual worlds of academia and their positions in the private sector. After data collection from my interview participants, I was able to derive the characteristics of the shared adjunct experience, creating what Creswell et al. (2007) refer to as a "composite description" (p. 252), which will then allow for the potential improvement of that experience.

Moustakas (1994) describes the origin of phenomenology as deriving from the work of Husserl (1975), who developed Transcendental Phenomenology, which is based on the need for self-knowledge, subjectivity, and discovering the essence of experiences through observation. Moustakas (1994) describes the work of the investigator as one who "abstains from making suppositions, focuses on a specific topic freshly and naively, constructs a question or problem, to guide the study and derives findings that will provide the basis for further research and reflection" (p. 47). The end result, for Moustakas (1994), is the development of a description of the researcher's own experience.

Phenomenology in itself does not call for analysis and, in following the steps of Moustakas' (1994) transcendental or psychological phenomenology, I did not intend to analyze the stories I garnered from my study to create any kind of major, culminating,

theory. Moustakas (1994) also calls for a setting aside of the researcher's experiences and biases, something I felt confident I would be able to do.

<u>Research Questions</u>

The research questions for this study were developed to address the gaps in existing research related to adjunct faculty transitions toward competence in the classroom. I hoped to address the transition of adjunct faculty in relationship to the generation gap between adjunct and student so often found in college classrooms today.

My research questions were:

- How do participants come to be community college adjuncts in biology and chemistry?

- How do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?

- What does it mean to community college adjuncts in biology and chemistry to experience the transition from *Information Seeking* to *Identity Formation*?

The primary research question relates to the experience of biology and chemistry adjuncts at College Alpha's main campus as they move through the stages of Schoening's (2013) NET model from a stage of not knowing to knowing and understanding how best to perform their on-campus roles. The secondary question allowed me to use Schoening's (2013) model to explain the phenomenological experiences of biology and chemistry adjuncts at College Alpha and how the difference between their own

generation, as either Baby Boomers or Generation X, and the Millennial Generation of students they teach impacts their transitions toward competent teaching. The final question explored the meaning biology and chemistry adjuncts assign to the transition they experience as they become competent educators.

Site Location

This study was conducted at one of the regional campuses of College Alpha, a community college located in a southern state. College Alpha was founded in 1963 as Alpha Junior College for Men and in 2014 served 41,000 students. It became co-educational in 1983. Of those students, many who will matriculate in the 2015-2016 school year were born in 1982 or after and are, thusly, considered Millennial students. College Alpha boasts more than 1,600 adjunct faculty teaching in a variety of disciplines at several regional campuses throughout the state. Of those adjunct faculty, approximately 140 were listed as biology or chemistry instructors on the College Alpha online phone and email directory.

Participant Selection and Recruitment

I selected participants for my study from science-related disciplines within College Alpha, specifically biology and chemistry. Participants were limited to those part-time instructors who hold full-time or part-time jobs outside of academia, and did not include adjuncts who solely teach at College Alpha, without outside employment, or who solely teach at Alpha and other area institutions. Each of my participants has been

teaching at Alpha for five years or less. I chose biology and chemistry adjuncts based on

the belief that their roles in the workplace might most closely resemble what they were

teaching in the classroom. Potential participants were contacted by email to determine

their interest in taking part in the study (Appendix B) and screened via questionnaire to

determine their eligibility to participate. They were asked to provide a resumé with their

initial agreement to be a part of the study to allow me to ensure they meet the criteria for

the study and to tailor questions to their discipline. The questionnaire included Part 1,

Contextual Armature, a term developed by my dissertation chair (Appendix C). All

efforts were made to select participants in equal numbers regarding gender and

race/ethnicity. Participants were rejected if their only job is teaching at either College

Alpha or at College Alpha and other institutions of higher education. Participants with

more than five years of teaching experience were also rejected due to the fact that they

may no longer see the transition they have undergone in the same way as a newer

instructor might. My goal was to obtain a pool of eight to 12 initial participants, with at

least six completing the entire study, as I anticipated some members of my initial

participant pool might have to withdraw from the study for their own reasons.

      Following the initial screening, and collection of demographic information, I

conducted interviews with each of the instructors to explore their phenomenology of

transition from their full-time jobs toward academia. Interviews lasting 60-90 minutes

were conducted either in person or using "Skype," depending upon the preferences of the

participant. Interviews were recorded using the voice recorder on my cell phone.

Consent was obtained for the audio recording. My interview protocol appears in Appendix C. Table 6 reflects the relationships between my interview protocol, theoretical framework, and research questions.

Table 6

Relationship of Research Questions, Theoretical Framework, and Interview Protocol

Research Questions	Theoretical Framework	Interview Protocol Items
1. How do participants come to be community college adjuncts in biology and chemistry?	Identity Formation	1, 2, 3, 4, 6, 7, 9, 10, 12, 14, 17, 18
2. How do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?	Information Seeking	8, 19, 20A, 22, 23, 24, 25, 26
3. What does it mean to community college adjuncts in biology and chemistry to experience the transition from Information Seeking to Identity Formation?	Identity Formation	5, 11, 13, 15, 16, 18, 19A, 20, 21

Interview Protocol

The interview protocol for my study was organized into three parts. The first set of questions, or Contextual Armature, was intended to be delivered via the online survey tool Qualtrics after the potential participants agreed to be part of the study and I reviewed their resumés. Due to issues with the Qualtrics survey deployment I ended up asking most of the questions during the interviews or having the participants fill out a paper survey at the interview. This part of the study took roughly five minutes to complete.

The 11 demographic questions included inquiries regarding the participant's educational and teaching experiences, experience with College Alpha's Faculty Development Program, and their work outside College Alpha. While questions one and two were purely demographic, I felt question two, regarding gender, would have some bearing upon how and why one chooses to take on an adjunct teaching position and, therefore, is a part of their process of moving toward Identity Formation. There was a possibility that gender had an impact on the part-time teaching experience (Lester & Bers, 2010).

Questions in Part 2 of the Interview Protocol centered on the relationship between the participants' own experiences and their potential relationship to Schoening's (2013) Nurse Educator Transition (NET) model. The 14 questions in this section asked the participant to consider their own experiences with transitioning from *Information Seeking* toward *Identity Formation* in their overall career as part-time biology or chemistry instructors. The questions asked them to consider what role faculty development, their own curiosity, and their peers have played in this transitional experience. Ultimately, the goal of this part of the interview was to determine if Schoening's (2013) model, which was created for transitioning nurses, could be applied to adjuncts in the fields of biology and chemistry.

The five questions in Part 3 of the interview protocol brought an additional level of consideration to Schoening's (2013) model. These questions asked the study participants to consider their specific experiences with teaching Millennial students and

how the generation gap between themselves and their students has impacted the potential of a transition from *Information Seeking* to *Identity Formation*. Parts 2 and 3 of the protocol were expected to take 60-90 minutes.

Data Analysis

Table 7 reflects the process through which I analyzed my interview transcripts, using Moustakas' (1994) modification of the Van Kaam method of analysis of phenomenological data. My analysis began with transcription of the interviews, which I recorded, with interviewee consent, using the voice recorder on my cell phone. Once the interviews were transcribed by a transcriptionist, I checked them for accuracy and then sent them to my interviewees for confirmation that their ideas have been accurately captured.

Following transcription and confirmation, I began listing groups of ideas from each interview transcript, which I entered into an Excel spreadsheet. Once I had ideas listed from each interview, I grouped the ideas that presented themselves across the interviews by category. I then reduced the number of categories to the ones that seemed most prevalent among my interviews to get a sense of what themes existed in the interviews.

Once I developed a list of themes from the interviews, I went back to my original spreadsheet and made sure all the themes were a part of all of the interviews conducted. After developing these themes, I went back to the individual interview transcripts to develop an individual textural description of each participant. I used those individual

statements to create a composite description of the transitioning adjunct's experience

over time based upon the experiences of my subjects.

Table 7

Moustakas' Steps for Phenomenological Research Analysis

Step	Description
Listing & Preliminary Grouping	List every part of the experience that seems relevant.
Reduction & Elimination	Reduce groupings by creating labels for parts of the experience. If something from the preliminary grouping does not fit a labeled part, it can be eliminated. Two requirements: 1. Does it contain a moment of the experience that is necessary for understanding? 2. Can it be labeled? Expressions that overlap and do not conform to one label can be thrown out.
Clustering & Thematizing Invariant Constituents	Group together the Invariant Constituents created by Reduction & Elimination - these become the themes of the experience.
Final Identification of Invariant Constituents & Themes by Application - Validation	Check the themes in each subject's transcripts—if they are similar or compatible, they should be kept as overarching themes. If they are not similar from subject to subject, they can be eliminated.
Constructing Individual Textural Description for each participant	Use examples from the interview transcript to develop an overall description of each subject's experience
Develop the Composite Description	This will take the individual Textural Descriptions and create a Textural-Structural description of the group's experiences as a whole.

Note. Adapted from *Phenomenological Research Methods*, by C. Moustakas, 1994, Thousand Oaks, CA: Sage. Copyright 1994 by Sage Publications.

Transparency Method

Transparency is of fundamental importance in any research study. In order to maintain transparency, I included relevant quotations from my interviewees within the text of the dissertation. Interview questions used in the secondary stages of data gathering appear in Appendix C.

Positionality of Researcher: Part 2

Positionality is the ability of a researcher to understand how their own biases and experiences will inevitably impact their research, it "is the multiple, unique experiences that situate each of us" (Takacs, 2003, p. 33) and a "central component in the process of qualitative (and to an extent quantitative) data collection" (Ganga & Scott, 2006, abstract). Having a position that is close to one's research does not necessarily have to be a negative, or bias-driven, aspect of that experience. In fact, it "affords researchers a degree of social proximity that, paradoxically, increases awareness amongst both researcher and participant of the social divisions that structure the interaction between them" (Ganga & Scott, 2006, para. 2). Takacs (2003) sees great value in one having a close relationship to their research because the researcher then has the opportunity to listen to and learn from others "rather than convincing others of the inevitability of your position" (p. 32). Instead, bringing your own assumptions to the table, and then listening to others, allows one to lower their personal barriers and to work toward a common understanding (Takacs, 2003).

In this research study, my positionality can be described as that of an adjunct professor at College Alpha, who was born during the Generation X era. As an adjunct teaching humanities since the fall of 2008, I bring a unique knowledge of my own struggle to become a competent educator of Millennial students. It is a struggle that is close to my heart and is something I live every day, as I continue to not only attempt to create relevance in my discipline but also to make that relevance known to students whose values, experiences, and interests are different from my own. It is, however, not necessarily the same struggle that my fellow biology and chemistry adjunct colleagues are enduring as they move from workplace to classroom. The sciences are a vastly different discipline, one that perhaps bears much more relevance in our society today. The experiences of these professors would also inevitably be different from my own because I no longer hold a full-time job outside of teaching.

The purpose of the study was to document the transition of educators who work full-time in the field in which they teach part time. While I teach classes in a capacity that is considered part-time, my transition into academia was different because I left a full-time job in an entirely different field from the one in which I teach in order to begin teaching. Coming from broadcast journalism and entering adjunct teaching of humanities was a significant transition during which I expected to be met with a number of road blocks, moments of uncertainty, and what one might call a "learning curve" as I attempted to figure out what my new position, and discipline, were all about, this despite my having a master's degree in liberal studies and having significant content knowledge. For a researcher working in a lab by day, and teaching in the same discipline by night, I

imagined the transition from a place of expertise and authority in one realm, to a place of

uncertainty and presumed expertise in the other, might be rather uncomfortable. In the

classroom they are expected to be experts in their field, authorities on the policies of the

college, and capable of translating their unique subject area knowledge into a language

that can be understood by non-experts, all with little to no coaching as to how to do any

of that. They go from being project managers to classroom managers within a matter of

minutes each day and little thought is given by either of their employers as to how to that

transition takes place. That transition is further impacted by the generation gap between

educator and student in the classroom, a dynamic that must also be addressed.

Ethical Considerations

The research participants were volunteers. It was necessary to inform the

participants of the purpose of the study and the intended use of its results. Because of the

sensitive nature of the position of an adjunct, who may or may not be seeking future full-

time employment at College Alpha, the participants' names and personal information

were protected throughout the data collection, interpretation, and synthesis processes.

Participants were given IRB approved consent forms and both verbally agreed and gave

written consent via email to take part in the research.

IRB Authorization

After my proposal defense, I submitted my IRB protocol for approval. Once IRB

approval was obtained through the University of Central Florida (Appendix D), I

submitted my documents for review by College Alpha. The College Alpha IRB approval form appears in Appendix E.

Originality Score

This dissertation proposal was assessed for its originality using an anti-plagiarism software program called TurnItIn. A score of 7% was received for the paper and any significant areas of concern were addressed prior to publication. This score was discussed with my dissertation chair and she shared the results with my dissertation committee.

My final dissertation was checked for originality through iThenticate, an anti-plagiarism software which allows authors to make sure they have cited their sources accurately. The service provided through iThenticate also serves as a way to allow documents to move through the editorial review and publication processes and be checked for originality. My chair submitted the final document to iThenticate and then shared the results of the process with the rest of my committee.

Summary

In this chapter, I introduced the elements of phenomenology as the means through which I conducted my proposed qualitative research study of the transition of biology and chemistry adjuncts at College Alpha as they work toward becoming competent educators. Phenomenology allowed me to document this transition and discover common themes in

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the process, without declaring that all adjuncts undergo the same transition as the ones in my study.

The relationship between my research questions, theoretical framework, and interview questions was also discussed in this chapter, as were greater details regarding my own positionality in relationship to my research, how data collection took place, and what ethical considerations impacted the selection of my interview subjects. The chapter concluded with my plan for IRB authorization and discussion of my originality score with my dissertation chair.

CHAPTER 4
THROUGH THE ADJUNCT LENS

In this chapter I bring you the heart of my research: detailed accounts of my nine interviews with biology and chemistry adjuncts at College Alpha, all of whom have different motivations for taking on the same experience. They are all teaching while also working another job. Here, I want to depict the highs and lows of their transitions between those two roles: as an expert in the field and a novice in the classroom. As a result, I have chosen to weave my own narrative into their exact words. We tell this story together. Longer quotes will be set off and cited, in text, with interview and line numbers whereas shorter passages, such as incomplete sentences, will be used in-text, in quotes, and with citation in footnotes. My goal in doing this is to allow the participants to tell their own stories without breaking up the narrative too much for the reader, as citations often do. The participants' names have also been changed in order to protect their identities.

As this chapter developed, I stopped to give careful consideration of the views of my participants regarding their adjunct experiences. Because of the increase in enrollment and decrease in funding over the past several decades, the community college workplace has become one filled with adjuncts, many of whom must also maintain outside employment in order to sustain a comfortable way of life. What I discovered throughout the course of my research, however, was that many adjuncts teach because they enjoy sharing their knowledge, they come to class to learn along with their students, and are less concerned with the paycheck than they are with their own sense of

satisfaction gained from inspiring others to follow their path. Several of my interviewees

described their reasons for adjunct teaching as: "I am excited to share the knowledge"

(Elena, p. 2, line 39) or "Definitely I don't do it for financial reasons any more" (Andrew,

p. 4, line 123).

This chapter depicts the transitional experiences of nine biology and chemistry

adjuncts from College Alpha. I profile each of the participants and discuss their answers

to the questions within my interview protocol, as well as answers to the ones generated

on the spot as a result of their initial responses, such as the emergence of the question I

posed to Colin:

I want you to use adjectives, they don't have to be full sentences, just adjectives.

Describe your teaching as you look back at it from 5 years ago, how you see it

now, and where you see it in five years. (p. 18, lines 639-640)

Questions such as this one evolved out of my ability to engage with my participants and

to structure a discussion, rather than a "rapid fire" approach to questioning, with these

nine adjuncts. In this chapter, I also examine my own experience as an interviewer and

how being a former journalist and a current adjunct myself both prepared me, and left me

unprepared, for the experience I would have with my interviewees.

Conducting the Interviews

My bachelor's degree is in Telecommunications, a degree which I believed

would prepare me well for the challenges of qualitative research. In my many years of

working in radio and television, I became quite good at getting the answers I wanted from

just about anyone I interviewed. The experience of conducting interviews for my

dissertation was different, however, because I knew I simply wanted to ask questions and

to allow whatever answers came to appear on their own, and not to be guided by my

words. During the first interview I was a little taken aback by the loss of control I felt

when Andrew turned the event into more of a conversation than a formal inquiry. This

happened around 10 minutes into the interview, as we sat over coffee in a downtown

café, and I started to ask him about his day to day transitional experiences. His answers

became longer and related many of his experiences with transition to the sense of balance

he finds he has to maintain between 'work relationships' and 'school relationships.'

Fortunately, I was able to adjust and enjoyed having less structured conversations

with my participants, many of whom were as interested in my research as I was in what

they were going to add to it. For example, with Maria and Caroline, I had long

conversations about my research goals and methodology because neither had knowingly

participated in qualitative research before. Having the opportunity to explain the process

and my goals to others really made me feel like a true researcher.

I also believed myself rather qualified to take on my research topic because I, too,

am an adjunct professor. Even though I quickly left an unrelated position in another field

to teach humanities at College Alpha, I envisioned that my experience would somehow

mirror that of my participants, all of whom were also transitioning into teaching. The

difference, however, is that my participants are all still working in other jobs, positions

that utilize their scientific education. This is, of course, a key element in my research as I

focus on how the transition takes place when one has, technically, two places to be: at their "day job" and in front of the classroom.

There were both joys and challenges to my data gathering process. In my defense of my first three chapters, my committee wisely warned me about the potential difficulties of finding participants for my study. Despite the fact that the College Alpha online phone and email directory lists approximately 140 Biology and Chemistry adjuncts at its five regional campuses I chose to begin my research at the end of the summer semester, a time when not all campuses have adjuncts teaching. Ultimately, finding participants was both a joy and a challenge. I sent my initial email request to potential participants the week before classes ended. I received four initial responses from qualified participants but also got about ten more from people who wanted to help, but did not qualify, and had not read the entire email to realize they did not meet my study's participation guidelines. I ended up going back and forth with a lot of emails, and eventually playing phone "tag" with several potential participants and becoming a little frustrated with the process of finding people to interview. Eventually, I enlisted the help of the College's science department deans to help me recruit participants. This tactic proved to be extremely successful and it is because of their guidance I have the population of participants I wanted and needed. I do not believe their help biased my study in any way, however, because I specifically only asked the deans to remind the adjuncts that the study invitation was in their email or to announce that the study was being done at their fall welcome back activities. I did not ask them to target specific adjuncts as potential participants or to ask some to respond and not others.

Once I did find them, each of my participants became a unique and interesting element to my study of transition. The settings for my meetings varied, some were very formal and set in a quiet room at one of the campuses, while others were in more public, less formal, locations, perhaps lending themselves to more conversational events. Three of the interviews took place online, using Skype: Maria, Susie, and Samantha, and were very conversational. Maria and Susie were clearly at home and very relaxed, while Samantha was in a private room at work. The interviewees I met in the less formal settings--- Andrew, Josh, and Caroline--- seemed to give much more elaborate responses than the ones I got from the interviewees I met in more formal settings (such as Elena, Carlos, and Colin). If there is a lesson to be learned here for future researchers, it might be that more casual settings produce more comfortable and interactive interviews. These interviews might be harder to transcribe because of background noise, but, while I thought some of my participants would want privacy to discuss their experiences, I found that a more casual setting led to a more conversational tone overall.

In addition to posing in-person formal interview questions my participants also completed a demographic survey. The survey was intended to be delivered online before our meeting; however, technical difficulties with Qualtrics prevented me from doing that. Essentially, I created my survey and tested it, but when I deployed it not all of my participants were able to submit answers to the questions. I asked those questions during the interviews and took notes on the answers, putting them into a spreadsheet later. I also asked participants for a copy of their resumé. All the participants, except one, were more than willing to share their work and school experiences. Elena, however, seemed very

concerned about how her information would be protected, as she plans to seek future full time employment with the college.

As the interviews were conducted I found myself writing field notes about the experiences. An example of my field notes is presented in Appendix F. After the interviews were completed I reviewed the notes and categorized my ideas within them with the following categories: (a) pressed for time, found in interviews with Andrew, Elena, Susie, and Caroline, (b) confidence in teaching, discussed with Josh, Andrew, and Samantha, (c) rewards and costs, highlighted by Maria, Caroline and Carlos, (d) building relationships, discussed with Elena, Caroline, Susie, and (e) support and guidance, found with Josh, Andrew, Maria, and Colin.

<u>Profiles of the Participants</u>

In total, I received responses from approximately 25 of the 140 potential participants who were listed in the phone directory as adjunct teachers of biology or chemistry at College Alpha. Several people simply offered support, such as one respondent, who did not qualify, who wrote, "Best wishes to you on finishing your dissertation." Others had not completely read the email and wanted to help, despite the fact that they did not meet my study criteria.

My actual study participants consisted of four men and five women, representing four of the five regional campuses of College Alpha. A demographic breakdown of the participants appears in Table 8, where they are listed in the order in which they were interviewed.

Table 8

Participant Information

Interview Order	Name	Discipline	Highest Degree Held	Outside Teaching Experience (Y/N)	Generational Status	College Alpha Campus
1	Andrew	Biology	Ph.D.	Y	Generation X	Coastal
2	Elena	Biology	Ph.D.	Y	Generation X	Coastal
3	Carlos	Biology	Ph.D.	Y	Generation X	Rural
4	Maria	Biology	Ph.D.	Y	Generation X	Rural
5	Josh	Chemistry	Master's + 30 hours	Y	Millennial	Lowlands
6	Colin	Biology	Ph.D.	Y	Millennial	Coastal
7	Caroline	Biology	Ph.D.	Y	Generation X	Plains
8	Susie	Biology	Master's	Y	Millennial	Coastal
9	Samantha	Biology	Master's	Y	Millennial	Lowlands

Of the participants, eight were adjuncts in the biology department and one was an adjunct in the chemistry department. Six had a Ph.D. and three held a master's degree. Four were members of the Millennial Generation and five were members of Generation X. Two reported having post-doctoral teaching experience and almost all had experience teaching in graduate school. While I did not intend to categorize the participants by race or ethnicity Carlos openly disclosed to me that he was originally from Italy, and that English was not his first language, and Andrew was also of Greek descent. Each of the participants selected their own pseudonym for the study and each selected one that was

consistent with their actual gender. What follows is a profile of each of the participants and a discussion of their responses to the interview questions.

Andrew

The interview with Andrew was the first I conducted and was a learning experience in itself. Andrew and I met in a café near the downtown area. It was not, perhaps, the best interview location; however, it made for a very casual and conversational experience. Andrew came to the interview excited about helping with my research study. He was not at all what I expected a seasoned biologist to be. I expected someone more formal in their appearance and someone who was, perhaps, less of a conversationalist. A member of Generation X, meaning he was born before 1982, Andrew obtained a Ph.D. in biomedical sciences from the University of Central Florida and had an extensive background in both teaching and professional settings, having worked as an investigator for an area hospital's Translational Research Institute for Metabolism & Diabetes. He described his current non-teaching position as being a laboratory researcher. He came to the interview in shorts, a t-shirt, and a baseball cap, which accurately describe the sense of character I got from him. He spent a lot of time during the interview working at making me feel comfortable with the process of the discussion.

Andrew had just finished his fifth year of teaching anatomy and physiology in the biology department at College Alpha and had extensive experience teaching at other institutions. He currently teaches an average of six credit hours per semester at College

Alpha's Coastal Campus. Andrew started teaching in graduate school, finding it "very rewarding"[1] right from the beginning. Andrew rated his level of confidence as a teacher at a 9 out of 10, a rating he attributed to his over 10 years of teaching experience at institutions other than College Alpha. He noted that some of his confidence also came from the fact that teaching introductory–level classes at a state college has been "far easier in terms of the content"[2] than teaching graduate–level classes was in the past, a theme that recurs in several other interviews. Andrew described his initial impression of teaching as simply breaking down material and presenting it to students, an attempt to "make it easier."[3] What he found, however, was that student engagement and motivation were also major parts of teaching.

Teaching is fun and relaxing according to Andrew; however, he did note that the limited time he has to switch gears from his day job to his evening teaching role creates a challenge for him. According to Andrew, College Alpha does little to help ease this transition, despite the fact that he describes his relationship with the administration at his campus as good. He says he no longer attends his campus's welcome back meetings at the start of every semester because "the things they are discussing are the same things again and again"[4] and are not a valuable use of his time. He relies upon email to resolve issues with campus leaders, but admits he rarely gives a second glance to emails from them, or from other areas of the College. He could not think of anything else the college could do to help with his transition, but did not seem satisfied with what they were doing.

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[1] Andrew, p. 1, line 8
[2] Andrew, p. 1, line 20
[3] Andrew, p. 1, line 24
[4] Andrew, p. 2, lines 43-44

For Andrew, a sense of early mentorship came from his dean, with whom he had had a previous professional relationship. He said she was certain to remind him he was not teaching at the graduate level any more and that he should not have graduate-level expectations of his students. While her leadership was helpful, Andrew attributes the source of their mentor relationship to his previous relationship with the dean and not to something that College Alpha did to prepare him. When discussing the development of his teaching identity overall, Andrew said, "I was always on my own."[5] He believed much of his identity as an instructor came to him long before he came to College Alpha and that his transition was a good one, despite the lack of help he had received.

College Alpha offers an extensive professional development program; however, Andrew says he has never taken any of the classes himself. He has also never observed a peer's teaching, something he admitted might help him to better his teaching and confidence levels. Andrew notes, however, that in his eyes there are not a lot of creative ways to teach anatomy & physiology. Even when given the chance to teach a more creative class for non-majors, Andrew states that "no one said anything"[6] about how he might restructure the class or where he might seek support to do so, but he did state it was "something that (the College) *should* have done."[7]

One of Andrew's biggest struggles, upon coming to College Alpha, was adapting the depth of the material he was teaching to the caliber of students he had. This became a common theme among many of the participants in the study. He discussed ideas he had

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[5] Andrew, p. 3, line 89
[6] Andrew, p. 4, line 121
[7] Andrew, p. 4, line 126

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in his mind for adapting material to the needs of the student, such as creating tracks of classes for students to take, whether or not they planned to major in biology, but then dismissed the idea as something that would never be accepted at College Alpha. He said he has found a way to make his classes relevant to students, regardless of their goals; however, he is not sure "how feasible it would be"[8] for College Alpha to specifically offer classes for majors versus non-majors.

In our discussion of how the Millennial student generation fits into Andrew's transition into teaching, Andrew noted three main challenges: "the generation gap… the maturity gap and there is an authority gap."[9] In order to bridge the generation gap and maturity gap, Andrew said he encourages his students to call him by his first name, even in the laboratory setting. He said he maintains authority and enforces lab rules; but he wants to encourage his students to ask questions and addressing him on a first-name basis helps them to do that. To decrease the authority gap, Andrew makes sure he does not step outside of *his* comfort zone in teaching by teaching material outside of what the students might be ready for or by allowing the students too much autonomy in how they learn the information, thus maintaining his authority in the classroom. He also notes that "the level by which you teach does not represent your knowledge,"[10] meaning he avoids teaching to a level of complexity his students will not understand just to make himself look like an authority on a subject. Today, he encourages the use of the Internet and websites such as Google to allow students to answer their own questions in class when he

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[8] Andrew, p. 5, line 170
[9] Andrew, p. 6, lines 194-195
[10] Andrew, p. 7, lines 227-228

does not have an answer readily available; however, when he first began teaching, Andrew said he "would be very embarrassed"[11] when he did not have all the answers. He addresses the "maturity gap" by creating strict classroom and laboratory rules and enforcing them.

The use of technology became another area of conversation in my interview with Andrew. He stated that technology was something "I can improve and definitely the college can improve,"[12] meaning he does not get a lot of guidance or support from College Alpha in the use of technology beyond the CD that came with the textbook he was assigned. Andrew encourages the use of technology by telling students to use the Internet on their own time to augment their learning because "this is how they learn."[13] His use of in-class videos is very limited because Andrew says he fails to see the value in them for his students. When I asked him about how he incorporates the idea that Millennial students prefer work in group settings, Andrew noted there is little place for group work in his lecture classroom. Group activities are limited to the laboratory setting where "it works very well"[14] to be in a group.

Several other issues related to student-professor generation gaps that I discussed with Andrew included his perceptions that his students lacked patience to fully read the lab manual and to follow instructions, something he called "an age issue,"[15] and part of

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[11] Andrew, p. 8, line 246
[12] Andrew, p. 8, line 257
[13] Andrew, p. 8, lines 262-263
[14] Andrew, p. 9, line 292
[15] Andrew, p. 10, line 320

the "maturity gap"[16] issue. He tells his students that failing to read and follow

instructions can get them fired from their jobs in the future. A second issue, that

Millennial students are redefining relationships with their professors by expecting them

to be more available regardless of their employment status, was also a part of our

conversation. Andrew said he wants to develop deeper academic relationships with his

students outside of class "because I don't believe we are gods… and we should get over

it,"[17] referring to the idea that professors, including adjuncts, are somehow superior to

students because they are older or have more experience in a subject area. Again,

Andrew referred to the issue of the generation gap and how students need to feel he is

helping them to reach their goals, something he believes is easier to achieve with more

adult students. Students also crave more ways to communicate with professors outside of

class. Andrew states that he only allows communication via email because email is "the

legal document."[18]

One of the final areas of my discussion with Andrew dealt with how any kind of a

review process might figure in to his development as a professor. Andrew said his

assessment of his classes is now on "autopilot,"[19] meaning that he has reviewed his

students' performance and test questions many times in the past and does not put as much

work into those assessments as he did when he was first teaching. He does little to assess

his own performance beyond the institution-sponsored student feedback forms. To him,

teaching is a hobby and he believes his enjoyment of it is what allows his students to

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[16] Andrew, p. 6, line 194
[17] Andrew, p. 10, lines 343-344
[18] Andrew, p. 11, lines 373-374
[19] Andrew, p. 11, line 381

"have a better experience"[20] than they might with a full-time professor whose time is divided between office hours, committee work, an overloaded class schedule, and other obligations such as securing grants.

Elena

Elena and I met in a more formal setting, in a private room located inside the library at College Alpha's Coastal Campus, where she teaches. The interview with Elena was far less casual, and she seemed much more concerned with protection of her identity, as she was recently hired to begin teaching in a tenure-track position at the college in the fall. In addition to teaching biology and microbiology for College Alpha for the past four and a half years, Elena was also a postdoctoral associate in a laboratory of molecular metabolism for a major research facility in the area. A member of Generation X, Elena said she first began adjunct teaching to make money to pay back student loans and also to gain teaching experience for her next career move. She obtained a Ph.D. in Microbiology from the University of Alabama at Birmingham and had less than one year of actual teaching experience prior to being hired at College Alpha as an adjunct. She teaches an average of 12 hours a semester. She came to the interview formally dressed, as she had been teaching prior to our meeting. She also sat with her arms crossed for the first 15 minutes or so, but opened up as we began our conversation.

Before she started teaching, Elena envisioned that her time in front of the classroom was going to be a very "laid back"[21] experience; although she admits she was a

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[20] Andrew, p. 12, line 401

lot more optimistic about what teaching was going to be before she started, saying she "figured maybe more students really wanted to learn" instead of just being "there out of obligation."[22] When she started teaching she considered herself "still green"[23] despite her postdoctoral experience, but says her confidence has grown. Like Andrew, she found herself having to set limits on the depth of information she taught to her students because community college students are at a more introductory level than graduate students. In the beginning she says she "probably did a lot of overkill in content,"[24] something she had to learn to back down from. Nonetheless, she says she is "excited to share the knowledge"[25] and that learning how much to teach has been part of her transitional experience into teaching. The transition into teaching also allowed her to look for new ways to explain complex concepts and to "improve upon my own understanding and, therefore, my ability to explain those concepts" (Elena, p. 3, lines 82-83).

Elena described those moments of daily transition from her job as a postdoctoral researcher to adjunct professor as "a whirlwind" and "chaotic."[26] She finds herself rushing from her workplace to the college with barely enough time to eat or prepare her lessons. Like Andrew, she finds that bringing her real-life experience to the class helps her students to relate what they are learning to their own, future, careers. She implied that her position as an adjunct was also fun for her. She noted:

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[21] Elena, p. 1, line 21
[22] Elena, p. 1, lines 22-25
[23] Elena, p. 1, line 15
[24] Elena, p. 2, line 35
[25] Elena, p. 2, line 39
[26] Elena, p. 2, lines 50-52

because you are working with the experts in the daytime and there is a certain level of challenge there that sometimes when you are going from that to teaching, you feel a little relief. You feel like I can be more of myself with the kids, the students… because it's not as a high intense environment. (Elena, p. 2-3, lines 69-72)

Elena's reflections on the role of College Alpha in her transition into teaching were mixed. While her administrative leaders and deans have been very accommodating with her schedule, Elena noted she never really felt like she got a specific adjunct orientation. She found herself learning "by trial and error."[27] She also said she had no knowledge of the College's faculty development courses until she had already been teaching for a year. Teaching an occasional weekend class, she also found herself left out of conversations regarding campus closures and schedule changes. She told me that on more than one occasion she came to campus on a Saturday to find her building locked and the power off. Elena said that some of her best transitional interactions, which moved her toward feeling like she was a part of the College Alpha community, were with full time professors who sought her advice regarding their own projects. She attends the campus welcome back meetings and participates in the College's faculty development program, even though she does not hold any of their specific certifications for faculty learning. Elena has taken classes in critical thinking, group work, and flipped classroom learning. She referred to her own process of shaping her identity as a professor as

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[27] Elena, p. 3, line 103

something that is happening "little by little,"[28] giving the example of a class she took in which the instructor helped her learn how to use time management to keep students on track during in-class group work. She says she wants "to do more critical thinking work and more interactive work to get them (the students) more engaged and involved"[29] but is not sure how that's going to happen yet. Despite her faculty development successes, Elena said she felt "disconnected from the main events"[30] of the institution. She said she hopes her move into full time teaching with College Alpha in the coming months will make the process of her identity formation move faster.

Classroom observation is an activity Elena says she has done in order to improve her teaching. She recently sat in on a microbiology class because she was teaching it for the first time; however, when she first began teaching biology she did not observe anyone else and found herself relying upon lectures to fill up to three hours of a four-hour class. Through her own development as an instructor, and after observing the other professor's style in microbiology, she now incorporates group activities, student teaching, and worksheets into her classes "because me talking forever and ever is not going to make it sink in any more."[31] She says her initial instinct to lecture came from her own experience as a student in college, and she still struggles with how to effectively run her classes. Elena likens the struggle to the difference between "coming from research versus the traditional classroom setting,"[32] where in a research setting you look things up, use your

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[28] Elena, p. 4, lines 129-130
[29] Elena, p. 6, lines 187-188
[30] Elena, p. 4, line 131
[31] Elena, p. 5, line 154-155
[32] Elena, p. 6, line 195

notes, and collaborate; whereas in a traditional college classroom quizzes and assignments are done individually by students. She says she seems to change her classes from one end of the spectrum to the other every semester.

Confidence in teaching is another factor of transition that Elena reflected upon in the interview. She says she is very confident in her biology material and increasing in confidence in microbiology; however, "trial and error of every semester"[33] is what is building her teaching style confidence more so than anything that is being done by, or offered to her by, College Alpha. She refers to herself as being "on a continuum to creating a more effective approach" but recognizes "I am not quite there yet." [34] She is hoping that the training she will receive in College Alpha's tenure-track program will help her to fill in some of the gaps in her teaching confidence. That tenure-track training is not offered to adjuncts at College Alpha.

The conversation with Elena also included a discussion of the relationship between the traditionally-aged, Millennial-era, college student and her own perceptions of her confidence in interacting with those students on their terms. Elena identified several challenges associated with being a Generation X instructor teaching predominantly Millennial students. Among these challenges she identified a "generational gap,"[35] which includes differing ideas regarding the appropriate use of technology, an issue with keeping students focused, and an issue with ensuring her classroom policies and personal boundaries were being respected.

[33] Elena, p. 7, lines 217-218
[34] Elena, p. 7, lines 222-223
[35] Elena, p. 7, line 237

By "generational gap," Elena meant she finds herself taking on an attitude that "we didn't have that when we were your age,"[36] finding her students feel somewhat entitled to more from her, and from the class, and that less work should be put upon themselves, because of their ability to get information quickly. Proficient in technology, such as computers and smart phones, Elena noted it was difficult to make students understand some of the "boundaries" of the appropriate use of technology, including putting their phones away to pay attention in class. In the past, she has combatted this issue by attempting to involve the phones and other devices by allowing students to look up information. The use of technology also related to Elena's discussion of the issue of student focus. She reported that many of her students have "an attention issue."[37]

Elena also discussed students crossing boundaries and ignoring rules outlined in the syllabus, saying "it seems the threshold for what is allowable now is different,"[38] saying that she enjoys helping students and discussing their career goals; but it becomes difficult for her to enforce rules when she knows more information about a student's life or goals because, it seems, the more she knows about her students on a personal level, the more rules they attempt to break because they feel they now have a personal relationship with her. As a result, she reported finding herself reiterating the policies in the syllabus over and over. Elena said that her ways of dealing with these issues have come from her own ideas and discussions with faculty and not from anything specific College Alpha has

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[36] Elena, p. 7, line 238
[37] Elena, p. 8, line 267
[38] Elena, p. 10, line 338

done to help her; although she said "I'm sure there is other training or feedback I could get" (Elena, p. 8, line 281).

In her teaching, Elena continues to educate herself about new and emerging classroom technologies. As part of her flipped classroom training, she learned how to create screen cast lectures to post online, something she plans to implement this fall. She has also started investigating cell phone-based quiz apps that students can use to participate more in class. In the online part of her flipped class, she plans to use EDPuzzle, a program that allows an instructor to insert questions into video lectures that students are required to answer. This addition, she says, will also come with its own measure of trial and error. Elena also uses web-based activities for group projects and considers herself "very confident"[39] with these activities.

Assessing group work is one area where Elena definitely believes she can improve. She refers to herself as one of those adjuncts who is "just winging it as you go"[40] when it comes to grading group-work, giving students credit for participation even if the answers are not always right. She hopes that full-time instructors are more informed about how to grade group work by College Alpha and that, perhaps, she will receive that training in her tenure-track classes.

Elena uses the time she spends preparing her syllabi for the upcoming semester to assess her own performance in the semester that has just come to a close. She says she specifically looks at what she did and assessing how it went to determine what changes need to be made for the next semester. Her goal is to create an engaging experience for

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[39] Elena, p. 10, line 338
[40] Elena, p. 10, line 361

students, but she also wants to make sure the syllabus does not need any new rules or disclaimers regarding classroom behavior.

The contents of the syllabus and issues of classroom control were issues that also came up in the discussion with Elena. One of her biggest frustrations is cheating students. She says "the disciplinary aspect of teaching is the most challenging"[41] to her because she did not come to college-level teaching to be a disciplinarian. She says that she has never attended a class on handling disciplinary situations at College Alpha and that most of her advice on how to deal with these situations has come from conversations with her dean.

We also discussed Elena's views of her own teaching: past, present, and future, a question that emerged from our discussion and was not part of my interview protocol. Five years ago she would have described herself as "green and optimistic"[42] about what teaching would be like. Today she describes herself as "realistic;"[43] but in five to ten years she hopes to have seen more of an evolution in her teaching toward more use of technology, greater confidence, and greater self-satisfaction.

Carlos

My third interview was with Carlos, an adjunct professor in the biology department at College Alpha's Rural Campus. Carlos is currently working outside of teaching as a veterinary technician, but he worked for over 20 years as a veterinarian in

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[41] Elena, p. 12, line 409
[42] Elena, p. 13, line 452
[43] Elena, p. 13, line 455

his home country of Italy. Carlos says one of the main reasons he is teaching now is to make money while he waits for American authorities to validate his Italian veterinary degree, a Ph.D. in clinical pathology of small animals. He also holds a degree as a Doctor in veterinary medicine from an Italian university. He intends to go back to a veterinary practice when his American veterinary certification is achieved, but only until he can obtain a full-time teaching position at College Alpha. Carlos and I met in the faculty development office at one of College Alpha's regional campuses. The center was empty that day, aside from the employees working there; and we were able to talk, undisturbed, in a quiet area of the office. Despite the fact that Carlos is only a few years older than I am, I immediately saw in him someone who came across as a father-figure or caretaker. He was very personable and spoke with a thick Italian accent.

Carlos teaches in the evenings at College Alpha and began doing so approximately one year ago. He teaches one class a semester, but has several years of previous teaching experience in both Italy and Argentina. He took teaching methodologies classes in Italy, but also participates in College Alpha's faculty development program, despite the fact that he has yet to achieve any of the College's adjunct faculty development certifications. Carlos admits that one of his biggest setbacks in his teaching is the language barrier. He considers himself fluent in Italian, Spanish, and English but says he deals with misunderstanding in the classroom frequently.

One of the main reasons Carlos decided to transition into teaching is that he has always considered himself somewhat of a teacher to the owners of his animal patients. He said his compulsion toward explaining to owners what was going on with the health

of their pets led him to want to instruct others professionally. He considers this desire to be "something inside of my own personality." [44] He currently teaches biology, but wants to teach anatomy and physiology as well. Carlos rates his own degree of confidence in his teaching at either a 7 or 8 out of 10. He says he is comfortable with his content-area knowledge, even when students have questions he cannot answer on the spot, but "English is my third or fourth language"[45] and the language barrier does impede his confidence level. He hopes to see his confidence improve as his English improves.

When Carlos came to College Alpha he expected that his students would have a greater understanding of the process of learning than they actually did. He wants his students to understand that "the process is completely different"[46] between learning in high school and learning in college, that there are classes you have to take that do not seem important now, but are important later. He finds that students are not interested in his class, other than to get the credits.

Carlos is a member of Generation X and has two children. He says they are a major influence on his desire to teach and his ability to transition from one job environment to another. During his daily transition from his outside job into teaching he says he thinks about his children because he "ha(s) no problem" with the change from workplace to campus because "it is part of the life for me."[47] He says he considers himself like an actor in every situation. Carlos says, though, that the college does nothing to help his transition into teaching. This is despite the existence College Alpha's

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[44] Carlos, p. 1, line 27
[45] Carlos, p. 2, line 40
[46] Carlos, p. 2 line 56
[47] Carlos, p. 3, lines 94-96

extensive faculty development program that is available to adjuncts. He remembers

receiving technical training in the classroom technology and laboratory, but nothing else.

A support network is something that has become important to Carlos, as he

aspires to become a full-time instructor. He has sought the support of his dean and has a

cohort of other adjuncts, who were hired along with him, who he turns to for support. He

also asked he dean for a mentor and one has been provided for him. He has also taken

the time to observe another instructor's teaching. Most of what he gained from the

experience was new ideas about classroom management. He saw a lot of students not

paying attention and the professor not really noticing.

Despite the fact that Carlos only began teaching at College Alpha within the past

year, he says his confidence has already grown as an instructor. He says even in that

short time he "became better,"[48] something he attributes to the process of teaching and

not to anything the College has done. He says his first day at College Alpha "was

terrible"[49] despite his previous experience as a doctor and instructor. He says "it was

very tough"[50] because he felt awkward in front of the class until he knew his students and

they knew him. Conversely, the end of the semester "was very nice"[51] for Carlos because

he saw that many of the students who did not seem to care at the beginning of the

semester had a much different view of the class by the end. By the end of the semester he

saw himself as "more confident, more professor, more instructor"[52] than he had been at

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[48] Carlos, p. 7, line 194
[49] Carlos, p. 7, line 199
[50] Carlos, p. 7, line 205
[51] Carlos, p. 7, line 211
[52] Carlos, p. 7, line 219

the beginning. Carlos attributes much of his success in becoming more of an instructor to his children, saying "The father in me is a teacher and instructor, a professor, counselor, a lot of roles" (Carlos, p. 8, lines 237-238).

One of the biggest challenges for Carlos in interacting with today's traditionally-aged, or Millennial, college student is "to get the attention"[53] of those students. He does this by using technology such as videos and music to appeal to their interests because "if you use the system that I study 30-35 years ago, you fail with them" (Carlos, p. 8, line 252-253). He uses all the available classroom technology from the computer to the DVD player, to the overhead projector, and even allows students to use cell phones and laptops to look up answers to questions. He also allows students to choose between working on group projects and working on projects as individuals, a system he says works well for him. He says he assesses individual performance well, but looks to outside help, including others who are the same age as the traditional college student, for help in assessing group performance. He admits he "can't imagine 100% the mind of a Millennial"[54] because he is older.

Carlos says he considers his students to be like his own children, and he is somewhat of a father-figure to them. He enjoys talking with students about veterinary medicine, his area of expertise, but he refers students to academic advisors when they ask about other professors or classes because he is not comfortable giving advice on those topics. He did not answer the question about interpersonal relationships with students.

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[53] Carlos, p. 8, line 249
[54] Carlos, p. 10, line 301

Carlos does assess his own performance at the end of the semester, and says that as this new semester begins he intends to require the class to come up with questions about the lecture to ask at the end, something that will be new for him. He intends to start treating his class more as a group than as individual learners, something he believes will improve their learning experience. He says, though, that non-traditional college students, those older than the Millennial generation, may have issues dealing with the format of his classes, mainly because he is trying to cater to today's traditional college student's needs for group interaction and choices in assignments, something he was never entitled to in college. At times he says he is more of a moderator in class, allowing students to voice their views on a topic as long as they are respectful, something older students may or may not appreciate. Carlos envisions herself becoming more confident as an instructor as time goes on, something he sees as a process.

<center>Maria</center>

Maria and I met via Skype, which I thought could have some negative implications for the interview experience. Skype is an interesting medium because, unlike the phone, where participants in a conversation can exchange words, Skype allows for participants in a conversation to see one another and video chat. This allows for the participants to observe more than just tone of voice. We were able to see one another's surroundings, mannerisms, and appearances. These visual images became a positive and vital part of my experience with Maria, as we were both in homes and relaxed at the time of the interview. In fact, I was actually on vacation and in another state when the

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interview took place, making use of the technology to continue my research by finding Internet access at my brother-in-law's house. Maria was, it appeared, on her couch and her eldest child came into the view of her computer's camera more than once.

Maria's became the first of three very open and conversational Skype interviews I would conduct. The Skype interviews, in general, were surprising to me because they were so conversational. Many people are intimidated by the fact that the person on the other end of a Skype call can see what they are doing when they are talking; however, none of my participants on Skype seemed phased by the experience, despite the fact that at least one had little experience with Skype.

Maria obtained a Ph.D. in biochemistry from Cornell University. She teaches biology at College Alpha and had been with the college for four semesters when we met. She had no prior teaching experience when she took her adjunct position, except work as a Teaching Assistant in graduate school, and teaches eight hours a semester. She has held three separate post-doctoral positions. She also works as a Staff Scientist at a local research lab, balancing her teaching days and her work days so she is never doing both on the same day. Maria took a teaching strategies class in graduate school, and is an avid participant in College Alpha's faculty development program. She has achieved the college's Associate Faculty teaching certificate and is working on a certification specific to online teaching strategies.

Teaching was always an area of interest for Maria, because she has ties to the town where College Alpha is located and intends to stay here. She saw little room for her career in research to advance, and thought "teaching experience will make me more

marketable"[55] as she searched for principal investigator positions. She also saw a potential for decreased funding in the laboratory where she is a scientist and was afraid her position could be cut, making teaching more attractive.

Maria describes her confidence as an adjunct instructor as being "on a learning curve."[56] She learns more and more about how to teach every semester and is improving, something she enjoys. She says her faculty development training at College Alpha has been an integral part of her development as an instructor. From the beginning, she had no desire to be like the professors who she had in school, who predominantly lectured and perhaps had one interactive activity per class session. She wanted to provide more of an experience for her students but finds it difficult to fit the experiences in with the material she is required to cover. When she first started teaching, Maria was "very nervous… but I got over it quickly."[57] She attributes her quick recovery to her time spent presenting her work at conferences, but said that even at the conferences she often had a mentor with her. In the classroom she is alone.

Maria's transition between her 'day job' and teaching was unique to the study, because, unlike other participants, she purposefully never did both on the same day. She calls that "a good balance"[58] because it allows her to work alongside her peers, but also to bring her knowledge to the next generation of scientists. That said, she remarked that "teaching can be more draining;" therefore, she needs the time in between work and class

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[55] Maria, p. 2, line 65
[56] Maria, p, 3, line 78
[57] Maria, p. 3, lines 103-104
[58] Maria, p. 4, line 119

to "think and process."[59] As she transitions from one role to the other, Maria says one of her biggest concerns is her family and making sure she has not forgotten anything they need as she heads off for a 7 a.m. class. Family was also a factor in Carlos' daily transition process. Like the other participants, Maria also noted that College Alpha did little to help her prepare for the transition into teaching.

One thing the college did do for Maria was to assign her a mentor. The mentor was actually a colleague of hers at the research lab where she works and was someone she says she probably would have gone to on her own anyway. She was also included in some of the full-time faculty meetings where the dean said they wanted a part-time perspective, making her feel "joined in and that I had a voice and people cared."[60] She said she still feels included at her campus, but that may stem from the fact that she works during the day and not in the evening like many other adjuncts. She found her most difficult interactions to be with some of the lab techs who did not prepare the labs in the way she was accustomed.

Despite Maria's faculty development participation, she has never observed a peer's classroom in order to benefit her own teaching practice. She called it a "really great idea"[61] and said she would look for the faculty development class that would give her credits for the observation. Someone was supposed to come observe her teaching last semester; however, the event was canceled by the premature birth of her second child. Maria enjoys participating in College Alpha's faculty development program because it

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[59] Maria, p. 4, line 121-126
[60] Maria, p. 5, line 150
[61] Maria, p. 5, line 170

"helps me to spend time thinking about my teaching,"[62] especially in the areas of assessment and creating interactive learning environments. Maria also enjoys meeting new faculty through the classes and has learned a lot about her own capabilities as an online learner as a result of her participation.

Confidence as an instructor is another area where Maria has seen a lot of growth in her time at College Alpha. She describes the change as "my first semester I was not confident at all and by the end I was very confident" after the first semester her confidence has grown at a "gradual incline."[63] She says she has come to understand that she may not reach every student fully, even in an Introduction to Biology class, and that she will help the ones she can. She says she has had to move past taking it personally when students drop her classes or fall asleep in class.

In our discussion of the Millennial student presence in the classroom, Maria noted that one of the biggest challenges in teaching today's traditionally-aged college student was a sense of entitlement. She remarked:

> They expect that the material will be spoon-fed back to them. They are shocked when they have to do work at home, I think… I find that students don't expect to have to read. This is a surprise to them. They don't want to read and they don't want to listen to a long lecture. But they want to pass the class with an A.
> (Maria, p. 7, lines 240-249)

Maria was also surprised by the number of students who want to argue about their grades. She spends a lot of time explaining grades to students. She also takes late work, but only

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[62] Maria, p. 6, line 189
[63] Maria, p. 6, lines 210-211

if her students ask her to, because at least it means they did the work. The policy that previously stated she openly took late work is no longer in her syllabus.

Another major point of transition for Maria in relation to Millennial students has been in her level of organization. She finds she has had to set a lot of boundaries with her students regarding late work, even though she considers herself "pretty lenient with things."[64] A better organizational system has allowed her to decide when students can be late, rather than forcing her to take their word about discussions she may or may not have had with them about late work. This transition was something she had to create on her own.

Because her class has a required online component, in the form of materials from the textbook publisher she is required to use, Maria is forced to use some level of technology in her classes. She says "the students complain about it" because it is being forced on them, but "it's actually not my choice."[65] Most of the resistance she gets is from younger students, perhaps because they are being forced to utilize technology on someone else's terms. Maria actually weights her class requirements differently in the final grade, depending upon the areas of the class where the student has excelled, creating an environment where technology will not stand in the way of a good grade. She does bring the portable laptop carts into her classroom at times, especially at the beginning of class when she wants to make sure they all know how to sign on to the online course

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[64] Maria, p. 8, line 272
[65] Maria, p. 8, lines 281-282

system. She does not encourage the use of cell phones for students to find answers to questions in class because "I find they don't like when you tell them to look things up."[66]

When it comes to utilizing group work in her classes, Maria says that all of her labs are done in groups, which the students enjoy "probably because it's group.[67] She requires students to turn in individual lab reports, but says "I do struggle with how to assess students individually"[68] when they work in groups. She says she has to remind students constantly that copying one another's lab reports is plagiarism. She circulates throughout the lab asking students questions to make sure everyone in the group is actually doing some of the work on their own.

Maria relies on her professional development training from College Alpha to guide the formation of her relationships with her students. She attempts to create a "casual relationship"[69] by greeting students individually on the first day of class and encouraging student questions during her lectures. She says she sees the benefits of stronger relationships for both the student and for herself, but she did not address the issue of relationships outside of the classroom.

Professional development training has also helped to shape Maria's use of mid-semester evaluations of her teaching performance. She also lets her students know when she is using previous feedback to alter the class. She also surveys her students about their goals in the class and checks in with them later in the semester to see if they have met those goals. Maria said "I am constantly trying to improve the course that I am teaching

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[66] Maria, p. 9, line 322
[67] Maria, p. 11-12, lines 357-358
[68] Maria, p. 12, line 358
[69] Maria, p. 12, lines 384-385

and my method of getting the students engaged" (Maria, p. 13, line 448). For Maria, becoming a teacher is a process, one she is still in the middle of. She says that five years from now she hopes to be in a full-time position, perhaps one that combines teaching and research. As a teacher, she wants to improve, hoping "that my ability to evaluate the students will improve."[70] She also wants to improve her student interactions and the level of engagement she sees in her students.

<div align="center">Josh</div>

My meeting with Josh was perhaps the most informal on-campus interview I conducted. Josh arrived at the indoor lobby of one of the campus buildings after a long bike ride. He was dressed very casually and, for the first half of the interview, gave me the impression he had somewhere else to be. We sat in comfortable chairs and chatted and my initial impression of him was that he was a very intense person, and his demeanor was very serious. A member of the Millennial generation, Josh seemed to not feel he had many of the same issues that my participants, thus far, had alluded to having with student interactions, the use of technology, or their own personal growth. Josh intends to continue adjunct teaching until it can become his retirement career. For now, however, he is doing it to augment his income and to build his resumé. I did not get the initial impression that teaching was something that he enjoyed.

Josh holds a master's degree in chemistry from the University of Central Florida and said he had completed more than 30 hours in a doctoral program that he left because

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[70] Maria, p. 13, line 461

he got a full-time job. Prior to coming to College Alpha as an adjunct instructor three semesters ago, Josh had five years of teaching experience, including experience at another state college and as a tutor and instructor at Princeton Review, teaching MCAT review classes. He was actually an adjunct before getting a position in his industry, unlike the other participants thus far who came from industry into adjunct teaching. Josh said that his other work demands have prevented him from participating to a great degree in College Alpha's faculty development program, but he did take a one-semester, informal, teaching symposium as an undergraduate. Josh teaches Introduction to Chemistry in the evenings at College Alpha, usually six hours a semester in the evenings. Outside of his adjunct positions he is an Analytical Chemist who specializes in flavorings for drinks. Josh rates his confidence as an instructor as an 8 or 9 out of 10.

Josh had few expectations of what teaching would be like when he first started as an adjunct. He anticipated having to "bring the material down to sort of… the level of the student versus the level of the teacher" and said he thought the job of teaching would "be more personal."[71] He anticipated students coming to him with their issues with the class, and perhaps outside of class, instead of "me having to figure out what's going on behind the wall of silence."[72] Josh said he "probably did them (the students) a disservice that first semester"[73] by teaching at a level that was too high for his students to comprehend. He said it took time to figure out how to teach an introductory-level class.

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[71] Josh, p. 1, lines 20-22
[72] Josh, p. 1, line 23
[73] Josh, p. 1, line 31

The transition into teaching is something Josh says he does not think much about. For him, "it's not a huge paradigm shift."[74] That said, College Alpha has also done little to help him with that transition. Josh noted, "my support ended after my application and my paperwork was turned in to HR."[75] He says he seeks out administrators if he has a problem but still does not see much support. He says that even if College Alpha reached out to him with resources to help him develop his teaching it is not likely he would use them. He says he utilizes the skills learned through his graduate teaching experience to guide his practice now.

Josh did seek out a mentor when he first came to College Alpha, approaching the full-time professor who taught the course he was going to be teaching, but says he was "sort of met with silence." [76] He did end up finding a mentor in a former professor he had worked with as an undergraduate who had moved to College Alpha to teach. Today he relies on the department administrators and his dean for support but says he does not reach out often because "at least in my mind, I have the mentality that I have it under control."[77] He later described his academic experience at College Alpha as "a controlled chaos"[78] that his dean seems happy with. Josh says he has yet to observe a peer's teaching at College Alpha because he has not had time; however, he has been observed by others who have told him he needs to slow down in his approach to teaching. A lack of time and a lack of foreseeable gains have kept Josh from participating in College

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[74] Josh, p. 2, line 40
[75] Josh, p. 2, lines 49-50
[76] Josh, p. 3, line 72
[77] Josh, p. 3, lines 93-94
[78] Josh, p. 3, line 94

Alpha's faculty development program. He explained "I found the thing rather tedious"[79]

and that he had only done a few weeks' worth of classes.

A common theme within my interview with Josh was that he perpetually felt like

he was "gradual(ly) dumbing down"[80] his material. He explained this was because he

came into his adjunct role with experience teaching graduate students and what he

described as "arrogant confidence"[81] about his teaching. He referred to his College

Alpha students as "baby undergrads for the first time taking the class."[82]

Student engagement is a recurring issue for Josh. He says that "the biggest

challenge is getting them (intro-level students) to give a [shit]."[83] He notices a lot of

students playing on their phones in class, but says he does not really understand why. He

combats the issue by turning his teaching into a performance art, adding in humor and

using his age "as an advantage" by talking to students as "an equal,"[84] a sentiment also

partially expressed by Andrew. By turning the lecture into a casual conversation, Josh

believes he connects more with his students. He also uses his first name in the classroom,

instead of expecting his students to call him 'professor.'

Despite his attempts at engagement, Josh does still find he has issues in the

classroom. He remarked:

If I see someone texting I just stop the lecture and make it real awkward and I will

stare at them for comedic effect maybe longer than I probably (should) . . . I stare

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[79] Josh, p. 4, line 122
[80] Josh, p. 4, line 132
[81] Josh, p. 5, line 148
[82] Josh, p. 5, line 136
[83] Josh, p. 5, line 167
[84] Josh, p. 6, lines 177-178

at them and they see me stare at them and I keep staring at them and they will

sheepishly put their phone away and I will stare at them or a couple more seconds.

The class laughs and 'alright, back to teaching.' (Josh, p. 6, lines 192-196)

He says his use of humor in the classroom is not something he learned through his

attempts at faculty development at College Alpha, but from his previous teaching

experiences.

Josh understands that students of his generation, the Millennials, are tied to

technology; however, the most he uses in the classroom is PowerPoint. He says he

actually considers the use of PowerPoint lazy, but realizes it helps his students. He uses

College Alpha's available online course system only as a place to store lecture notes and

information for students, and does not use it to post assignments. He also does not allow

students to use their phones to answer questions for themselves in class. He finds that

when he asks students to seek their own answers to their questions "that strategy

backfires."[85] As a result, he has stopped doing it.

Despite research that claims Millennial students like group projects, Josh, who is

a Millennial, says he hates them and assigning group projects makes him "feel bad"[86] for

his students. For his part in the grading of the group project, Josh again says time is a

factor, and that he does not have enough time to grade group work. He says he has "zero

confidence"[87] in grading groups.

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[85] Josh, p. 7, line 226
[86] Josh, p. 8, line 251
[87] Josh, p. 8, line 263

Time was, again, a factor in Josh's decision to teach at College Alpha. Because the College does not require office hours of its adjuncts, he is able to come in, teach, and leave. When asked about his ability to interact with his students on an interpersonal level outside of class time, Josh stated, "I don't really have a huge opportunity"[88] because he has to get up early the next day to go to work. He will advise students during class breaks or over email, but mostly about the classes they should take and not about other life-related issues.

Josh reviews his own performance during, and after, the semester by examining student grades. He says that early on in his teaching, his performance as an adjunct was "rough, very rough."[89] Today, he refers to his teaching as "more elegant, like a performance,"[90] comparing his teaching to a well-choreographed dance. In the future, he hopes to "find that balance where I can have a life" and where he can give students good enough assignments to hold them "accountable" for their grades. [91] He plans to achieve his future vision by "trial and error"[92] and by experimenting with his students like the scientist he is.

Josh says he has "a different perspective than someone who is a full time teacher"[93] because he is able to bring real-world experience to the classroom and to teach his students what potential employers want them to know because he works in the field and uses some of the skills he's teaching every day. He wishes, however, that adjuncts

[88] Josh, p. 8, line 274
[89] Josh, p. 10, line 330
[90] Josh, p. 10, line 333
[91] Josh, p. 10, lines 339-341
[92] Josh, p. 10, lines 347
[93] Josh, p. 12, line 392

could move around more in the levels of chemistry that they teach, so they are able to see students they previously taught again in the classroom. That way, they could measure retention of information for themselves.

In summation, Josh came across to me as unhappy with his adjunct experience and his transition into teaching. He indicated he wanted to continue teaching into the future, even after he ends his industry career; however, it seems like it could be a difficult task for him to accomplish.

<div align="center">Colin</div>

Colin and I met in what could have been a very formal location, but it turned out to be very informal. An area chiropractor, Colin invited me his office, which turned out to be in a dance and yoga studio. It was after hours on a Friday, and the only other person in the office was the owner of the studio. The informality of the experience was enlightening because when we spoke on the phone I had concerns about his ability to really assess his own transition, given that he is a practitioner working with patients, as opposed to researcher in the lab. After he showed me around the studio, and we sat and talked about our weekend plans for a while, I had no doubt Colin had spent extensive time thinking about his transition into teaching in the past. The best way I could describe him would be friendly. He seemed to be good at building relationships quickly with people, something I immediately wondered about in relationship to his interactions with students.

Colin's work keeps him busy, but he teaches 12 hours a semester, two evenings a week and all day Sunday. Colin is in his first semester teaching at College Alpha, but has about two years of previous teaching experience at a for-profit institution and a community college. He also has some volunteer teaching experience. Colin has never taken a teaching strategies class, but says he eventually plans to get involved in College Alpha's faculty development program, but has not yet set a timeline for when he plans to do so. Colin says he started adjunct teaching at the same time he opened his practice, so his transition from one realm to the other is not as dramatic as it may be for other adjuncts.

Colin says he is very confident coming into his role as an Introduction to Biology adjunct professor because he has taught a more difficult class, Anatomy and Physiology, before. That said, he concedes "There is always a small fear. I never want to show that weakness or inability to have the answers for students" (Colin, p. 1, line 21-22). To him, it is important that his students have confidence in his ability to teach them. He admits when he does not have all the answers, he offers to look them up for students. Only on rare occasions does he allow or encourage students to seek answers on their own.

When moving from teaching as a volunteer in chiropractic school toward community college adjunct status, Colin saw what he called "a paradigm shift"[94] toward having to find new ways of measuring student information retention. As a volunteer teacher he was not giving tests because he was teaching practical applications, sometimes to people already working as chiropractors. At the community college level assessment

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[94] Colin, p. 2, line 47

is more prevalent. Colin's hope was that at College Alpha he might find more motivated

students than he had at the other community college, or the for-profit institution, where

he had taught.

Colin, like many of the others in the study, does not see the actual moments of

transition, going from his day job to an evening of adjunct teaching, as much of an issue.

He listens to relaxing music during the transition and says he feels prepared when he goes

to class. Like Andrew, he referred to teaching as "fun" and said he enjoys being part of

the process of educating his students, especially about how what they are learning can be

useful in the real world. This echoes a similar sentiment in other interviews about the

advantage of being an adjunct.

Mentorship has been important to Colin's development as an adjunct instructor.

He has a mentor who his dean assigned to help him. The mentor happens to be someone

who works at the fitness studio where he is also employed. He says her guidance is

important "because each individual university or college that I have taught for has a

different expectation of that adjunct."[95] Colin says he wishes College Alpha would have

done more than just hand him another instructor's course syllabus when he first started

teaching. He says his transition into teaching biology would have been easier if he had

also been given a specific list of core points to cover in the class. Colin says the

Welcome Back meeting he attended at his campus was helpful in guiding him toward

resources he may need for students such as disability services. He also relies upon the

science department office staff for a lot of information, saying he has "spoken with her

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[95] Colin, p. 3, lines 103-104

(his dean) a couple of times."[96] Colin has never taken part in peer observation of teaching, at College Alpha or at any other institution where he has taught. This is, in part, because his "schedule is pretty tight."[97]

Learning to establish boundaries with students has been a major part of Colin's growth as an instructor, especially because he is a Millennial like many of his students. He recalls that he:

> …Very quickly learned I need to ensure they understand I am not going to be a push over and I am not going to accept BS. I am not going to let them talk themselves around things… I had to learn how to be the bad guy. But I try to do it with a smile on my face. (Colin, p. 6, lines 195-200)

He says he has found that he has gotten too casual with students in the past, and that he has had to learn to be more professional. His students call him Doctor in the lab, something he thinks helps him gain some respect from students. Colin says that, as a Millennial himself, he has had to "create that framework"[98] for his students to treat him with respect.

Colin looks at the issues of teaching today's traditionally-aged college students through the lens of a younger instructor. He categorized the challenges he finds as being issues of motivation and focus and also the fact that they sometimes know more than he does on a topic because of the Internet. To combat the first issue, Colin attempts to

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[96] Colin, p. 5, line 152
[97] Colin, p. 6, line 183
[98] Colin, p. 7, line 223

"meet them at their levels and create somewhat of a rapport or friendship"[99] because he says that helps him combat a lack of engagement in the class. He expects respect because he gives it, but he doesn't always get it. He shared a particular example of students texting during class. With respect to the second issue, Colin sees value in the Internet, but is not always happy when students have researched a topic in advance, come in armed with questions, and then expect him to have answers on the spot. Colin also works to treat students as individuals, especially if they are attempting to disrupt the class with texting or other behaviors, such as the time a student threatened to stab him in school.

As a Millennial himself, Colin sees a lot of value in utilizing technology in the classroom. He utilizes YouTube videos in class and assigns homework in College Alpha's online course system for his students. He uses the homework to instantaneously see what students may need more help on in the next class. He also uses apps such as Remind, which allow him to contact students via text. If students need to look things up for class, though, Colin wants them to do it on their own time because "classroom time is a limited resource."[100]

Colin has what he calls a love-hate relationship with group projects. He loves them because "it's a real world application of the real stinking world"[101] that requires collaboration and understanding. He hates them because "there are some lazy stinking people out there who do not carry their weight."[102] He has developed a peer evaluation tool for the projects, to help him in assessing them; however, he says most people are not

[99] Colin, p. 8, line 264-265
[100] Colin, p. 11, lines 372-373
[101] Colin, p. 11, line 380
[102] Colin, p. 11, line 387

honest about their lazy group mates on the evaluations. Despite the difficulties, Colin says he plans to continue using group work. He has also developed a rubric to help with individual and group evaluations.

Adjunct-Millennial student relationships are a difficult realm for Colin, despite the fact that he is only about ten to 15 years older than most of his students. He says he finds difficulty with knowing where to draw the lines between instructor and friend with his students. That said, he says he does not want to be like the instructors he had in college, who taught and went straight back to their offices for formal meetings with students; but a particular class incident, where students were asking for too many details about his weekend plans, caused him to consider how close the relationships he has with students should be. He says he enjoys having an open enough relationship where students can ask difficult questions, but he does not accept invitations to go out with students after class. He does text students, however, if they do not show up for class because he wants them to know he cares. Colin also says he enjoys when students come to him looking for career advice because he is able to offer his experience and perspective to their situation.

Colin sees his status as a professional who also happens to teach as an adjunct as a benefit for his students "because I can show the students a 10,000 foot view"[103] of how what they are learning can augment their careers in the future. He remarked:

> giving them those types of real world applications for those fundamentals or
> showing them how they can expand into different things – I think gives me a

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[103] Colin, p. 15, lines 542-543

much more practical type of teaching background. (Colin, p. 15-16, lines 550-552)

Effectively, he believes that while the full-time professor's role is important, his role is also important for students who want to become practitioners and not teachers themselves. He notes that "learning from somebody who is actually involved in health care is paramount" (Colin, p. 21, line 741).

With respect to self-evaluation, Colin, like Josh, turns to his students' test scores as a means of determining the effectiveness of his teaching. He also gets verbal feedback from students about difficult parts of the class. He attempts to customize his classes to appeal to multiple learning styles, but says that is something he picked up on his own and not from any professional development work he has done.

Colin says he has seen a progression in his five total years of teaching. At first, he was "scared" and "shy"[104] about speaking in front of his students. Currently, he sees himself as less shy and developing into his teaching style. In the future, he wants to teach for a four-year university. While there, he wants to teach more introductory-level classes and create clubs to allow students to get a taste of their professional future. He wants to inspire others to be their best.

<div align="center">Caroline</div>

My meeting with Caroline was very casual, like talking to a close friend, even though we had never met before. We met in the empty cafeteria area of the research lab

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[104] Colin, p. 18, lines 642-643

where she works and had lunch as we talked. After I turned off my recorder, she noticed a colleague walking into the cafeteria and asked him to join us. They both asked questions about my research and my own experiences with the study. Caroline describes her position outside of College Alpha as researcher at a lab. She refers to her adjunct teaching position as a "Plan B" to help her pay off student loans and to have an additional source of income should the grant funding for her research lab run out. She also uses the money to keep her children in a private school. She has taught at College Alpha's Plains Campus, which is also where I happen to teach, for six semesters. Caroline has neither taken a teaching strategies class nor has she participated in College Alpha's faculty development program. She was a guest lecturer and a teaching assistant in graduate school, but had never taught her own class prior to joining the adjunct faculty at College Alpha in 2013. She has a Ph.D. in pharmacology & experimental therapeutics from Louisiana State University Health Sciences Center. She currently teaches one lecture and one lab of anatomy & physiology a semester, which is six hours, in the evenings after work.

Caroline says one of the major factors that made her want to start teaching was the number of work colleagues she knew who were already teaching at College Alpha. She says that while she lacks teaching experience, she was "always the teacher somehow"[105] in study groups in graduate school or even in her undergraduate program. She recalls "I liked helping people and I liked learning that way."[106] She says she "always feel(s) really good about my lectures, especially when I feel that students get

[105] Caroline, p. 1, lines 13-14
[106] Caroline, p. 1, lines 14-15

it."[107] Most of her classes are positive experiences for her; but, she remembers, "I used to beat myself up about it the first semester I taught, I don't always know the answer" (Caroline, p. 1, lines 29-30). She admits that good students have made some semesters more fun for her than others. Caroline encourages her students to ask questions and says they often seek the answers out together.

When Caroline first started teaching, she expected the experience to be a lot like what she had in school, where the professor lectured, she took notes, and "there was very little interaction."[108] She thought most of the hands-on engagement and student interaction would happen in the lab. What she found that first semester was surprising. She recalled "I was really surprised about how students really don't take notes anymore" (Caroline, p. 2, lines 63-64). She also saw a lot of "room for improvement"[109] in the way she handled the class in the beginning. Now, several semesters later, she still finds it "has been kind of challenging trying to figure out how different students learn differently."[110]

Caroline notes that the transition from her day job to her classroom at College Alpha is not always an easy one. She recalls "sometimes I am just rushing to get there" (Caroline, p. 4, line 109). Usually, she spends her lunch hour at work and her dinner time before class reviewing her notes for that evening's lecture, looking for the most important points she wants to stress. She tries to "keep in mind that a lot of students can't, or have

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[107] Caroline, p. 1, lines 27-28
[108] Caroline, p. 2, line 50
[109] Caroline, p. 3, line 83
[110] Caroline, p. 2, line 72

struggled with, understanding or committing all of that knowledge (to memory);"[111] but, at the same time she must balance the content-heavy nature of the class with what she wants her students to really learn. She makes herself available to students for about 20 minutes before class "since I don't have office hours like full-time faculty"[112] and also uses the time to get ready for the evening's lecture or lab. Caroline says her campus's lab staff has been very helpful in getting the lab ready for her and others have helped her to figure out the online course system. She says, though, that "I have very little involvement with the faculty or anyone there since I get there so late" (Caroline, p. 4, lines 126-127). She did express a desire to be on campus more to interact with more faculty and staff, but did not seem to know how she might make that happen.

Despite her lack of time on campus, Caroline spoke fondly of a full-time faculty mentor who was very helpful when she first started teaching at College Alpha. She sought out this mentor, and he has given her feedback after visiting her classes. She also relies heavily on the administrative staff at the campus for help. This mentorship and help made her feel as if she "(has) gotten the confidence I need"[113] to be successful. Caroline has never observed another professor teaching or in the lab. Time, and questions about whether or not the money she could gain would be worth the time invested, have kept Caroline out of College Alpha's faculty development program. She says she has thought about it, but the same young children whose private school tuition drives her to teach also keep her from participating.

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[111] Caroline, p. 3, lines 99-100
[112] Caroline, p. 4, lines 113-114
[113] Caroline, p. 5, line 161

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Caroline's overall transition into teaching has been, in her words, a good one so far because "my confidence is growing in leaps and bounds" (Caroline, p. 6, line 187). She enjoys the rapport she builds with students but notes that "I want them to respect me and see me as an authority figure" (Caroline, p. 6, line 189), while also seeing her as someone who can help them. Both of these ideas came across in interviews with other participants. She specifies a desire to "be on their same level to a certain extent"[114] and to make students comfortable with her. She has learned a lot, on her own, about student engagement and has taught herself to ask questions and wait for the answers before answering them herself. She recalls "In my first semester, they didn't know... so now I have learned I need to make them work a little harder" (Caroline, p. 6, lines 195-196). She also assigns group presentations and facilitates round-table discussions with smaller classes, all ideas she came up with on her own, or perhaps from her mentor. Being liked is an important element of teaching for Caroline, as it was for several other study participants.

In spite of her own growth as an adjunct instructor, Caroline, who is a member of Generation X, sees several issues with teaching Millennial generation students. For her, the most prevalent issue she has found is "a huge sense of entitlement with kids these days."[115] She told stories of very informal emails that might be construed as almost disrespectful. She has also encountered students who blamed her for their poor performance in the class. Students, according to Caroline, also lack study skills, which may contribute to their poor performance in class. She also feels students do not assess

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[114] Caroline, p. 6, line 192
[115] Caroline, p. 7, line 223

themselves often enough or know enough about the style in which they learn best. Another major issue Caroline sees in the classroom is that she has:

> A mixed bag of students. I have younger students, I have older students. I have older students who I know work during the day, either full-time or part-time, lots of them with families… I feel bad for them that they are at a disadvantage, if you will. But I have to keep the rigor high. (Caroline, p. 7, lines 241-246)

Like many of the other participants she feels pressure to "dumb down the class,"[116] but says she cannot do that because it is her job to prepare students for the next level of their studies. She says it is difficult on her to watch students not be successful, but it is not her fault.

Technology is an area where Caroline believes she could improve in her teaching practice. She utilizes Power Point and YouTube videos class and says students have told her about study apps they use on their phones and tablets, but she has yet to find time to investigate them. She does not restrict students from using laptops in class but "there have been instances where I tell them to put their phones away."[117] She says the students who are on their phones more than they are paying attention usually are the ones with issues with their grades. Caroline does in-class group activities but she does not grade in-class group work because she believes students should be assessed individually. When she was in Europe last year for work, she delivered her class content via podcasts. She says she will not do those for every chapter, though, because then no one will come to class.

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[116] Caroline, p. 7, line 246
[117] Caroline, p. 9, line 288

As important as student-teacher relationships are to the Millennial student, Caroline has an issue with them herself. When we discussed these relationships, she started by saying "sometimes they make me uncomfortable"[118] and relayed an example from this past summer when a group of students invited her to dinner after their class final. She recalled, "my initial reaction was 'no, I can't have dinner with you. It's inappropriate'."[119] She consulted with her mentor, who said he would support whatever decision she made. She went to dinner, justifying it by saying her final exam was objective and, therefore, grades would not have been impacted by her going to dinner. Caroline says she is "very open"[120] to discussing career goals with students but she lets them know she is not the authority on what classes they should take. She also notes, on the subject of students staying late to talk to her after class:

> It does make me a little uncomfortable if I have students who stay late. Especially if it's one student who stays . . . Simply because I don't know if that lends itself to any kind of issues . . . Things could be misconstrued. (Caroline, p. 11, p. 356-361)

Despite the potential issues, Caroline says she will still talk to students at class breaks.

Self-assessment of her teaching is an area that Caroline does feel confident in. She analyzes student test scores throughout the semester to rate her performance and says her current system of tests and quizzes seems to work for her and for her students. Her

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[118] Caroline, p. 10, line 324
[119] Caroline, p. 10, lines 326-327
[120] Caroline, p. 11, line 354

summer class's strong performance, which she described as some of the best she has seen so far at College Alpha, has raised her confidence level about her teaching significantly.

When asked to assess her own growth in her teaching in the last several years, a question that emerged out of our discussion and not my interview protocol, Caroline noted:

> I think now, compared to two years ago, I have really come into my own skin. I feel like a professor now. I would say when I first started I felt like a scientist who was just teaching, too. I feel like I wear both hats equally now, to a certain extent. (Caroline, p. 12, lines 412-414)

Despite that growth, Caroline still says she feels most comfortable in the lab as a researcher and not as an instructor in the long term. She struggles with finding ways to engage the students who are not as interested in the material on their own. She says she "wouldn't be doing it (teaching) if I didn't enjoy it;"[121] but striking the balance between work, teaching, and home has not been easy, and the support of her family has been invaluable.

<div align="center">Susie</div>

Susie and I met via Skype while we were both in our homes; again, the environment was casual and conversational, something that continued to surprise me about the Skype experience. She was casually dressed and there were other people in her

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[121] Caroline, p. 13, lines 443-444

home at the time who I could see walking in the background of her video image. A Millennial, Susie holds a master's degree in biomedical science from the University of Central Florida. Her teaching experience, prior to joining the adjunct faculty at College Alpha in the fall of 2013, was as a teaching assistant and student mentor during her graduate work. She had never taught a full semester class on her own prior to taking her position at College Alpha's Coastal Campus six semesters ago. She teaches Introduction to Biology and Microbiology classes in the evenings, usually three classes per week, and describes her day job as a research associate in a lab. She has never participated in College Alpha's faculty development program, although she aspires to do so when she starts teaching full time in the coming semester. She has never taken an outside teaching strategies class.

Like Caroline, and several other participants in my study, Susie first became interested in teaching at College Alpha after hearing about the positive experiences of others she worked with who also taught at the college. Susie described herself as a "people person,"[122] something she says contributes to her confidence in the classroom. But she said sometimes she found her students critical of her, especially in those first semesters when her confidence was lower. Now she sees what she calls "a general respect with the students"[123] and finds herself learning alongside them. As an adjunct, she finds herself balancing her outside work and home life with the classes she teaches, something she finds she has in common with her students who work, have a family, and go to school at night.

[122] Susie, p. 1, line 18
[123] Susie, p. 1, line 22

As with many other participants, Susie anticipated her role as an instructor would be similar to what she had experienced from her professors when she was a student. "I was ready to go in, tell them how the year was going to go" (Susie, p. 2, line 41-42) she recalled. She described the act of "flip(ing) myself into the role of what I (saw) my teachers do for the past six years… on the first day, I just did what all my cool teachers did for me on the first day" (Susie, p. 2, lines 42-44). She attempts to use her young age to an advantage and uses her first name in the classroom to try to make her students feel more comfortable. She makes an effort to accommodate her students' needs and describes her philosophy as:

> Hey if you guys are good to me, I'll be good to you. We can make this really easy or we can make this really hard. I can give you tons of homework or, if you keep up with what you are doing, we do not have homework. (Susie, p. 2, lines 56-58)

But Susie did say her style has evolved a lot since her first day in the classroom. She remembers sweating a lot that day and having a "shaky voice,"[124] and trying to return to the graduate school experiences she had had talking to larger groups of people than were in the classroom at College Alpha. She still says she gets nervous at times throughout the semester, especially when students ask questions that may throw the timing of her lectures off.

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[124] Susie, p. 2, line 61

The transition, from her job in the lab as a research associate to the classroom at College Alpha, is "definitely the hardest part"[125] of Susie's day. When she first started teaching she had "set a standard unknowingly in my brain for both my biology and microbiology students for what they were coming in with."[126] She quickly realized that standard was set too high. She now starts from the very basics of her material and has to remind herself during her daily transitions that she has to "start at the bottom" [127] when she comes to school to teach. When Susie has adequate time to make the transition, such as when she has time to go home before she goes to College Alpha, the transition is not difficult; but she says she struggles when she is running from the lab to campus and barely has time to run through her lecture slides before class starts. Susie says College Alpha does little to help her with the transition itself because "it's seven at night, there really isn't anyone on campus at that point in time."[128] When she teaches during the day, from time to time, on Fridays, Susie says she has a lot more opportunity to interact with full-time faculty and to get the help she needs. She adds "as (an) adjunct they only expect you to be there for so much time and (to) require you to do more would interfere with other positions you have" (Susie, p. 4, lines 133-134). Susie did add that, as a new adjunct, she did have full-time professors who advised her about particular labs that students may not do right. They also offered her lecture notes, syllabi, and old tests so she could have a starting point to build her own. The co-worker she had first gotten the idea of teaching at College Alpha from also became somewhat of a mentor to her.

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[125] Susie, p. 3, line 81
[126] Susie, p. 3, lines 82-83
[127] Susie, p. 3, lines 102–103
[128] Susie, p. 4, line 115

Susie says she makes a concerted effort to use her adjunct status, and having a position in the field of research, to her advantage. She makes an attempt to separate theories from practical applications of the science for them and acknowledges when she has recently used something they are learning in her lab "telling them how x, y, and z relate to real life career orientation, I find them to very much open their eyes for that" (Susie, p. 6, lines 204-206). Susie makes this effort because her own collegiate experience lacked those kinds of connections being made for her. In this way, she sees her adjunct status as an advantage over a full-time professor's, because they are not as familiar with new equipment or research strategies as she is.

One of the biggest challenges Susie sees in the classroom, though, is her age. At just 26 years old, she found "it's hard to take a leadership role when there are people who are senior to you under your control for that semester" (Susie, p. 7, lines 249-250). She does not reveal her age to students, but focuses them on her education to help build her credibility. She recalled a time when an older student questioned her authority about seating during their final exam. She had placed the exams in the classroom so the students would be sitting in alphabetical order. The student came in, insisting that he did not need to sit in the seat she had assigned him. She ended up telling him that if he wanted to challenge her role as an instructor he did not belong in the class and she would be happy to fail him. He ended up sitting where he was told, an experience that, to Susie, validated her authority in the classroom.

Susie did spend one semester as a continuing contract (non-adjunct) biology instructor at College Alpha, when another professor had an emergency and could not

teach. She says that was the only point she has ever been encouraged to do any kind of peer observation of a fellow professor's teaching, and it was because she was possibly going to be teaching that class. Susie did not do the observation, saying she was too busy with her other responsibilities. She says she would like to participate in College Alpha's faculty development program but "as an adjunct you have so much on your plate, you don't have things like office hours, you are using home hours for that type of stuff."[129] She has looked at classes in the past, but says she hasn't found any that seemed worth her time and effort.

Setting rules and enforcing boundaries are areas where Susie says she has seen herself improve as an instructor since she began teaching. She says, "I definitely find myself saying 'no' a lot more" (Susie, p. 9, line 304). She has strengthened her polices about missing quizzes, but still allows make-up tests. When it comes to grading, she remembers, "my first semester I was too strong the whole time. Towards the end I realized it and started curving making the questions easier, not as in-depth" (Susie, p. 9, lines 318-319). She justifies the short answer questions on her tests by reminding students that, in the real world, answers to questions do not come in multiple choice.

These new boundaries relate to Susie's perceptions of her growth as an adjunct instructor, a question that emerged as a part of the discussion and not the interview protocol. She recalls thinking during her first semester, "I knew I didn't have any experience. I didn't go to college for teaching. I didn't know how to make a test. How do you make a test?" (Susie, p. 10, lines 341-342). She says that when students come to

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[129] Susie, p. 8, lines 294-295

appreciate her short-answer tests and how they are challenged by them, her confidence in herself and her choices as an instructor grow.

During the interview we spent some time talking about the role of the Millennial student in the development of Susie's teaching. She believes her age is the most difficult thing about teaching today's traditionally-aged college students. She feels like she has to win them over with her knowledge before she can gain their respect. A second issue Susie finds with teaching Millennial students is "getting them to realize what a commitment this (college) is"[130] and that there are students who are only taking the class because it is required. She also has a lot of students who believe they do not need to study outside of class, something she disagrees with.

Susie uses her time before class, after class, and during breaks to hear student comments and answer questions. She builds relationships by getting excited about the biology-related things they are excited about that they bring to class, such as things they read about or see on television. She uses this open communication to ensure her students understand what they are learning, but that is where the idea of relationship-building ends for Susie. She explains, "I make sure I don't talk about certain personal things: my boyfriend, my family, my life" (Susie, p. 15, lines 541-542) unless they relate to the reason she is late for, or missing, class. She uses her age to her advantage, though, when it comes to getting students to open up about their own problems.

Like Caroline, Susie had a situation where she was invited to go out with her students, as story that emerged as a result of the discussion and not a question I asked

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[130] Susie, p. 10, lines 367-368

from the protocol. This time, it was during the semester and between class and lab sessions. Susie told her students she did not think she should go, and she did not. She also does not interact with students on social media sites, such as Facebook. She tells them, "There is the line. You don't go past that" (Susie, p. 16, line 581) and reminds them they are in class with her to learn.

Susie is a major proponent of technology in her classroom, utilizing PowerPoint and videos and encouraging students to record her lectures, take notes on their computers, and to utilize College Alpha's online course system phone app to keep track of grades and assignments. She says she found out about the app from her students and not from the college itself.

The only group work Susie's students do is in the laboratory, where they have to work in groups due to limited resources at College Alpha. Susie says the group lab work mimics the field, where collaboration is prevalent. She says she can always tell which students do not do their part in the labs because they get lower grades on the tests than their group mates. Those tests are a major source of self-assessment for Susie, who considers whether or not her own teaching led to wrong answers on some questions. She did not mention any other self-assessment techniques in our conversation.

Susie is going to take a break from teaching after her current semester because she feels her age is too much of a disadvantage and that is the reason why she has been passed over for a couple of full-time positions. She plans to get more experience in the field and continue fine-tuning her teaching before coming back to the classroom in what she hopes will be a full-time capacity.

<center>Samantha</center>

Samantha and I also met over Skype while she was in an office at her campus, the Lowlands Campus of College Alpha. At one point, someone else from the department walked into the room where she was talking to me, but that did not seem to affect her participation in the interview. Samantha was professionally dressed, very conversational, and seemed eager to help with my study. She obtained a master's degree in biology from Auburn University. Her focus was on animal behavior. She has worked as an Environmental Specialist for the Division of Emergency Management in Florida since 2011, about a year and a half longer than she has been an adjunct professor in the biology department at College Alpha. Samantha spent four years as "lead teacher" and graduate teaching assistant at Auburn, giving her some teaching experience prior to coming to College Alpha. She also had experience as a substitute teacher at the high school and middle school levels. Samantha teaches one, four credit, class per semester in the evenings at College Alpha and has never participated in the college's faculty development program. Samantha is on the border between being a member of Generation X and a member of the Millennial generation, but says she considers herself more of a Millennial because she grew up steeped in technology and many of her friends are true Millennials.

Samantha's desire to be an adjunct professor comes from the fact that she has been around teachers all of her life. Both her parents and her sister are teachers and, as she describes her role in the classroom she says "I love teaching" (Samantha, p. 1, line 7). But that love only extends to part-time status for her. She explains:

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I enjoy it so much and I feel that sometimes when you go full time with

something then it becomes a job . . . I do it because I enjoy going and I enjoy

being with my students. (Samantha, p. 1, lines 8-10)

Samantha rated her confidence in the classroom as a 9.5 out of 10, saying much of it has

come over time and also because she teaches Introduction to Biology and is "fairly

comfortable" with the material.[131]

The transition from Samantha's day job as an Environmental Specialist to the

classroom is sometimes a difficult one. She describes some of the challenges relating to

the amount of time she spends working on the days she teaches, which create over 14

hour days for her.

They are just drilling me with questions that they should know. And I wouldn't

say I lose my temper but inside I feel I am getting frustrated. And I hope that

doesn't come across. (Samantha, p. 1, lines 26-28)

Samantha says she spends a lot of time in the car on the way from work to class just

hoping she will be on time. When she arrives, she puts music on to help her calm down

and to help her students get ready for class. Samantha says College Alpha does virtually

nothing to help her to ease this transition. She remarked, "They really are not friendly to

people with jobs outside" (Samantha, p. 4, lines 107-108). She recalled a conversation

with her dean in which he told her not to bother applying for open full time positions

because she had not taken the time to observe any full-time professors' teaching. Her

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[131] Samantha, p. 1, line 18

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reaction, she said, was one of shock, because she could not understand why her own credentials would not outweigh a scheduling issue.

The transition into her teaching role is another area Samantha has found difficult about her adjunct position. After serving as a teaching assistant at a major university she was expecting to walk into larger classrooms and not have as much time to spend with individual students. She was also moved into teaching several different classes at College Alpha in her first few semesters, meaning she had to continually prep new classes each semester, something she says "got overwhelming."[132] Samantha's transition was also made more difficult by the fact that her departmental dean was hospitalized not only when she was hired but also when she actually started teaching. The dean who hired her was actually from another College Alpha campus. She recalled:

> When I started I had no one to give me any sort of guidance. I had to Google other instructors and try to get their syllabus out of their faculty webpages and figure out everything on my own . . . I didn't have anywhere to start. (Samantha, p. 2-3, lines 65-72)

One professor did offer her a copy of an instructor CD of images she could put on her Power Point slides, but she received no other support and that "they sort of threw me into the wolves."[133] Samantha says her new dean now makes an effort to pair new adjunct faculty with a tenured mentor; but, because she is no longer considered new, she does not have a tenured faculty mentor.

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[132] Samantha, p. 2, line 46
[133] Samantha, p. 4, lines 127-128

Samantha was also critical of College Alpha's faculty development program, something we discussed in greater detail than the questions on my interview protocol. She remarked, "…they don't make it easy for people who can only do evenings" (Samantha, p. 4, line 118). She has found evening professional development classes, but says the ones that interest her are always held on the nights she teaches. Samantha also finds her department is empty by the time she arrives to teach, so she does not see any other adjuncts and only an occasional tenured professor. While Samantha has never observed a peer's teaching, she does believe there are some things she could gain from the experience. She offered the example of sitting in on another professor's lab. Like Susie, she sees herself learning in the lab along with her students; but Samantha fears she may not be doing all the labs correctly herself.

There have been several significant changes in Samantha's teaching since she began working as an adjunct in January of 2012. For example, her class policies have changed regarding attendance and homework. Part of her shift toward mandatory homework has to do with what she calls her newly found knowledge of what College Alpha's students are like because "these students are a little less experienced as students"[134] than the ones she was teaching at a four-year institution and in upper-level classes. Samantha said making sure her students are better prepared for class with pre-reading homework activities has also helped to raise her confidence as an instructor. She has also started bringing real-world applications for the science she is teaching into the

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[134] Samantha, p. 5, line 163

classroom, especially when she sees or hears about something related to biology in the news.

Even though it was not part of the protocol I developed, Samantha and I discussed her perceptions of her growth in teaching. She described herself as "nervous" on her first day of teaching, saying she "wasn't as comfortable with the information"[135] because it was at a lower level than she as used to teaching. The questions that came from students were difficult and she felt unprepared because her expertise was in other areas. Today, Samantha describes herself as "a lot more comfortable with the material."[136] She finds that she depends less on her lecture slides to prompt her in what she is supposed to be talking about. Five years from now, Samantha wants to be teaching a higher level of biology or to have changed her teaching style to a flipped classroom approach. She does not expect her confidence level to improve because she is happy where it is now.

Despite her own position of being born just before the official start of the Millennial Generation, Samantha had some issues with making the connections with and teaching today's traditionally-aged college students. She recalled:

> The biggest issue that I'm finding is that they expect that since they showed up to class, that they could at least, at the very minimum, get a passing grade . . . They have this true, deep-rooted, feeling that has always been "I showed up, I passed" and they honestly can't grasp the concept that that's not the way it goes in college (Samantha, p. 7, lines 231-235).

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[135] Samantha, p. 6, line 193
[136] Samantha, p. 6, lines 198-199

She compared the experience she has had with Millennial students to some older students she has had in class, some of whom have bachelor's degrees and are returning to college to get prerequisites for additional training, such as medical school. She said of the older students, "they can come into the classroom and they can do what's expected of them and not think anything of it" (Samantha, p. 7, lines 247-248). For Samantha, the difference can be passing or failing a class.

In order to overcome the challenges of having a multi-generational classroom with students who have different expectations of the class, Samantha has resorted to creating what her students have told her is "a terrifying first day of class,"[137] one in which she details how much time they should be spending studying for the class. She also requires anyone who scores below a C on an exam to meet with her in person. She spends a lot of time working with those students on study skills such as using flashcards and keeping a log of their study hours and how they used them. She asks to see that log if they score below a C on a second exam.

PowerPoint and the use of videos encompass the ways in which Samantha utilizes technology in her classroom. She also posts the videos and lecture slides on College Alpha's online course management system so students can review them after class. In the lab, she utilizes equipment ranging from microscopes to spectrometers. She has removed the online assignments she used to have in class because she now assigns so much other homework. She does allow computers and phones in class, as well as the

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[137] Samantha, p. 8, line 274

recording of lectures. She says she may stop allowing computers and recording in class, though, because "there are so many different lectures online that they can see that are actually set up to see a lecture online" (Samantha, p. 10, lines 333-334).

Samantha utilizes a combination of group and independent projects in her classes, in part because she finds that even though Millennials are characterized as enjoying group work, she encounters students who will not do the work unless they have to do it for themselves. Like other adjuncts interviewed for my study, she noted that the labs are required to be in groups because of a lack of materials and adequate class time for individual labs at College Alpha. She has her students start labs in groups and then work independently. She justifies telling students they have to work in groups at least part of the time by telling them "that's part of science, you have to be cooperative" (Samantha, p. 11, line 385).

When it comes to creating strong relationships with students, Samantha refers to herself as having "high confidence,"[138] allowing them to call her by her first name, in much the same way Andrew described his laboratory environment. Samantha describes her role with respect to the students as:

> I am at school for them. My goal is to help them be successful and I want them to be completely comfortable with me to do that… I look pretty close to their age. So, I think that helps a lot. (Samantha, p. 11, lines 396-403)

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[138] Samantha, p. 11, line 394

Samantha also seems to enforce fewer conventional classroom rules than her colleagues in the study, such as not making her students raise their hands to talk in class and joking and talking with students while experiments are running in the lab.

Samantha's big pet peeve with respect to student relationships is the lack of care that they put into the emails they send her. She says "They don't understand what a professional email is" (Samantha, p. 12, line 408). She gets a lot of emails with attachments and no writing in them. She attributes the fact that the emails she gets are not up to her standards to the fact that the students may be too comfortable with her.

Advising students is something Samantha says she is comfortable with. She shared a story about a student she spoke with before class about her career goals just one day before our interview. She has also helped several students get into four-year university programs and to get jobs working with professors as undergraduates. She describes her role as "I want to be a life changer and I think it's that time after (class) where you have that one on one and talking about where they are going in their life that is important" (Samantha, p. 13, lines 452-454). But Samantha also says she knows her limits and will send students to an advisor when appropriate. She will also "change the topic pretty quickly"[139] if a student tries to interject things into the conversation about their relationships or non-school-related issues. Samantha says no one at College Alpha has ever talked with her about how far her advising relationships with students should go.

Samantha evaluates her teaching throughout the semester to make sure her

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[139] Samantha, p. 12, line 430

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students are getting what they need from the experience of being in her class. She takes what students seem to like into consideration as she plans her lectures and videos and makes changes during the semester as needed. She says she does not strongly encourage student participation in College Alpha's program to evaluate instructors because she does not like the timing of the surveys. Instead, she offers her own evaluation, which she uses to alter her class and to give advice to future semesters of classes.

Samantha seems happy with the idea of being an adjunct biology instructor; but she sees issues with the position and the degree to which College Alpha has helped her to adjust to it. To her, teaching is for the students.

Summary

In this chapter I introduced the five female and four male adjunct biology and chemistry professors who were chosen to be a part of my study of science practitioner transitions into adjunct teaching. I provided summaries of the interviews and information about my participants, including their generational status. Andrew, Elena, Carlos, Maria, and Caroline were clearly of Generation X status. Josh, Colin, and Susie, were Millennials. Samantha's age puts her on the border between Generation X and Millennial status, but she considers herself a Millennial. I also shared their views on their teaching and development as professionals, as well as how much they believed College Alpha has, or has not, been a factor in their development.

Over the course of the interviews, I discovered a number of themes that split the

essence of transition into two parts: the transition into teaching and the daily or weekly transition from a biology or chemistry adjunct's day job to their role as an instructor. In both transitions, the institution and the students play a major role. In the chapter that follows, I further address the two ideas of transition and how they do or do not relate to Schoening's (2013) Nurse Educator Transition (NET) Model. I also address the major themes found in my research and how those themes relate back to my research questions.

CHAPTER 5
MAJOR AND MINOR THEMES AND SURPRISING OUTCOMES: MAKING SENSE
OF THE RESEARCH FINDINGS

This chapter has several parts. The first part will address the themes revealed

through the data I collected and described in Chapter 4. Both major and minor themes

will be discussed in detail in relationship to the essence of transition and will be placed in

the context of the three research questions. Finally, I will provide a summary of the

chapter. Because this chapter is steeped in analysis, and all of my interview data is mixed

together in that analysis, I have chosen to cite the interviews in text, as opposed to in

footnotes, in order to make it more clear whose thoughts I am using to back up my

themes and analysis.

Major Themes

In my analysis of the data collected, Moustakas' (1994) modification of the Van

Kaam method of analysis of phenomenological data was used to identify the themes and

patterns that have become the results of this qualitative study. I reviewed the data

collected from each participant several times and even listened to each interview a second

time to reconnect myself with the tone of the participant, something that was lost during

transcription into mere words on a page. Out of this review, a list of potential themes

from each interview was developed. Those themes were then compared across

interviews and then grouped into major themes within the study. Major themes of the

study, which I define as presenting themselves in four or more of the interviews,

included:

1. The adjunct experience/transition is largely dictated by factors outside of College Alpha's administration,

2. The adjunct experience/transition is influenced by a number of interactions, including interactions with the college itself, and

3. Generational status plays a definitive role in the adjunct experience/transition, regardless of the age of the adjunct.

One interesting discovery I made, however, was that there were variations on some of the major themes I developed. For example, not all of my participants had the exact same issues or concerns with their transitional experiences with respect to College Alpha. Similarly, not all of them had the same experiences with teaching Millennial students as part of their transitions. This was due, in part, to the fact that some of them *are* Millennials themselves. This was a factor neither my committee, nor I, considered as I entered into this study. Table 9 reflects the major and subthemes of the study and Table 10 reflects the minor themes. Below the tables is a detailed analysis of the major themes, supported by my participants, those men and women tasked with navigating the transition between two roles: practitioner and adjunct instructor. Minor themes are also addressed.

Table 9

Major Themes and Sub-Themes Found in this Research

Major Themes	Sub-Themes
1. The adjunct experience is largely dictated by factors outside of College Alpha's administration	1a. The adjunct's personal motivation to teach 1b. The adjunct's sense of self-confidence 1c. The adjunct's outside influences, including work experiences
2. The adjunct experience/transition is influenced by a number of interactions, including interactions with the college itself	2a. The level of support received from the College Alpha administration or from the adjunct's specific department 2b. Access to, and utilization of, professional development opportunities 2c. The loneliness of the adjunct experience 2d. The balancing of work and school responsibilities, or the day to day transition
3. Generational status plays a definitive role in the adjunct's experience/transition regardless of the age of the adjunct	3a. The adjuncts found definitive differences between their own attitudes and their students' attitudes regardless of their own age. 3b. The Millennial student plays a role in the adjunct's need to set boundaries 3c. The Millennial Generation is having an impact on the adjunct's teaching, and their own learning, experiences

Table 10

Minor Themes Found in this Research

Sub-Themes
1. Self-evaluation is a factor in the transitional experience but the role varies from adjunct to adjunct
2. Adjunct education level plays a role in the transitional experience

Theme 1: Adjunct Experience/Transition as Largely Dictated By Factors Outside Of

College Alpha's Administration

Out of the analysis of the interviews I found three significant factors outside of

College Alpha that dictated a biology or chemistry adjunct's ability to successfully

transition into teaching. I divide the discussion of outside factors into these three parts:

1. The adjunct's personal motivation to teach,

2. The adjunct's sense of self-confidence, and

3. The adjunct's outside influences, including work experiences.

Personal Motivation

The first of these factors to emerge was the participants' personal motivation for

teaching. Andrew, in particular, described his motivation in these terms:

> The adjunct will be there because there is an element of enjoyment. Like I always,
>
> at the first class, say 'guys this is not my regular job, it's my entertainment, my
>
> hobby. So don't ruin my hobby.' (Andrew, p. 12, lines 396-398)

Additionally, Andrew, Carlos, Caroline, and Samantha all viewed their

motivation as coming from their own personalities, or natural instincts, as educators.

Caroline told the story of how she became the mock teacher in her college study groups

and that led to her desire to teach professionally. Carlos referred to it as "… something

inside my own personality to teach other people" (Carlos, p. 1, line 27). Samantha

discussed how she wanted to change lives by teaching students about biology and how

her background of coming from a family of teachers motivated her to want to be one

herself. Josh was motivated to teach because he saw it as a retirement career, coming

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after he left work in the private sector. Caroline also mentioned money as a significant factor in her becoming an adjunct instructor, noting she had children in private school. Four of the participants, Maria, Susie, Caroline, and Colin, all indicated they knew someone teaching at College Alpha before they applied for their adjunct positions and that those people were a significant factor in their desires to teach.

Self-Confidence

A second factor outside of the college itself that dictated part of the adjunct transition was the individual adjunct's assessment of their own self-confidence as an instructor and the growth of that self-confidence. Of the four participants who chose to answer this question with a rating, Samantha, a Millennial, rated herself the highest with a 9.5 out of 10. Carlos, who previously indicated he had concerns about the language barrier between himself and his students, rated himself a 7 or 8 out of 10. Josh, a Millennial who had the least experience teaching at College Alpha of all the participants, rated himself an 8 or 9 out of 10. Andrew, who had the most overall teaching experience of all the participants, rated himself a 9 or 10 out of 10. Elena, who chose not to rate her confidence as an instructor, described her growth in self-confidence as:

> Certainly when I first started I was still green. Maybe I didn't feel as confident then. But as I have taught over the years I have gained more confidence. I think there is still more to learn but I definitely have more confidence now than before. (Elena, p. 1, lines 15-17)

Maria, who had no teaching experience prior to taking her adjunct position teaching biology at College Alpha, said that her biggest jump in confidence happened during her first semester. She described her growth in confidence as being on a "gradual incline" (Maria, p. 6, line 211) since then. Josh said that his started out as "more arrogant confidence" (Josh, p. 5, line 148) that has started "becoming more wisdom-based confidence" over time (Josh, p. 5, lines 150-151). Susie admitted "I definitely sweat a lot on that first day" (Susie, p. 2, line 61), something she has gotten over through continuing to teach. Caroline talked about her confidence "growing in leaps and bounds" (Caroline, p. 6, line 187). Colin stated that he got his current level of self-confidence from the reactions of his students to his teaching.

Outside Influences on Teaching

A third factor outside College Alpha that influenced the participants' transition into teaching was their outside work experiences. As previously discussed, the adjunct brings to the classroom an experience that a full-time professor, who has been surrounded by academia, may not be able to bring (Adams & Dority, 2005; Bettinger & Long, 2010; Pompper, 2011; Wallin, 2004). All of the participants in the study held full or part-time jobs outside of their adjunct teaching at the times of their interviews. These jobs became motivating factors in their adjunct experiences. Caroline discussed the possibility of grant money running out at her research lab as one of her major motivating factors for starting to teach. Carlos indicated he wanted to share his knowledge as a veterinarian to motivate students to get into the field. Susie discussed the fact that speaking in front of

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groups of students was not an issue for her because she had spoken in front of large groups related to her work. She also noted:

> I am constantly adding stuff to my notes as technology changes. As the field changes, I feel it's very important to keep up to date for the students. (Susie, p. 5, lines 175-176)

Susie also tells her students when she applies things they are learning in class to her work in the lab, a factor she said motivates them to want to learn more. Colin relayed that his outside work experience was a benefit. He described the way his work as a chiropractor in the field benefitted both himself and his students because the memorization they are doing now, such as learning the detailed parts of a cell, will help them in practical situations in the future. He referred to his outside experience as "a much more practical type of teaching background" (Colin, p. 16, lines 551-552). He said "It's important for professionals to go back into the classroom" (Colin, p. 16, lines 563-564) and to "bring the clinical stuff into the classroom as well" (Colin, p. 20, line 714). Elena created group projects based on online technology that is actually used in the field of biological research. Andrew related what his students are learning to what he has seen in his own workplace and what might happen to them in the real world, reminding them that employees do get fired for not following directions, which is something he emphasizes in the lab.

Theme 2: Adjunct Experience/Transition as Influenced by a Number of Interactions,

Including Interactions with the College

A second major theme that emerged from my analysis of the interview data was that there are many interactions, including those with the college itself, that play a significant role in the transitional experiences of adjunct biology and chemistry professors; but that transition is subject to four variables. Variables that influenced the transitional experience included:

1. The level of support received from the College Alpha administration or from the adjunct's specific department;

2. Access to, and utilization of, professional development opportunities;

3. The loneliness of the adjunct experience; and

4. The balancing of work and school responsibilities, or the day-to-day transition.

Level of Support

The first significant factor in the college's role in the transition of its adjuncts into teaching came from the participants' perceptions of the level of support College Alpha's administration, and individual science departments, gave them when they were hired, and continued to give them as they began teaching. Of the nine participants in the study, three were officially assigned mentors, Carlos, Colin, and Maria; but both Colin and Maria stated they knew these mentors prior to coming to College Alpha, so they seemed more like friends than helpers in the task of adjusting to this new role. Andrew, Elena, Josh, and Samantha said they were not assigned mentors of any kind. Susie noted she does have full-time faculty members who do help her from time to time and Caroline

does seek the advice of the full-time biology professor on her campus; however, she seeks out his help more than he offers it. Andrew described his experience coming to College Alpha as being "always on my own" (Andrew, p. 3, line 89) and Josh recalled his unsuccessful attempts to contact the full-time professor in charge of his campus's department a few times, determining that "I guess I am on my own" (Josh, p. 3, line 76).

Another area of support from the college that related to the biology and chemistry adjunct transition was the participants' perceptions of the general support they received from their campus or department administration. All nine participants indicated, in one way or another, that the bulk of their contact with the college was with their individual department administrators and staff. Their perceptions of the quality of that interaction broke down into three sub-categories: satisfied, indifferent, or dissatisfied with the experience.

Three of the nine participants, Caroline, Susie, and Maria, all reported satisfaction with the general level of support their departmental administration gave them as they transitioned toward teaching. Caroline noted:

> We have a really good set of staff. Lab prep staff who have the labs prepped and are always willing to help if I need something . . . People have been very helpful with figuring out Blackboard. (Caroline, p. 4, lines 121-123)

She could not recall a time when she did not think she got the support she needed from her campus. Susie noted that a number of full-time faculty were very open to helping her with class planning and with advising her about the pitfalls she might encounter with some of the lab experiments. She characterized her initial adjunct experience as being

filled with "a lot of personal support" (Susie, p. 4, line 141). She looked at syllabi from other professors and considered how their schedules were set up as she made her own. Maria described her relationships with full-time faculty in her department as good, but attributed that to the fact that she sometimes teaches during the day, when most of them are on campus, too. She recalled being included in faculty meetings where her opinion was warranted, but did not recall getting a lot of support with her initial course planning. She stated, "I think I am on my own in that, but it works fine" (Maria, p. 4, line 141).

Elena's discussion of the support she receives from her campus and department, or received when she first started teaching at College Alpha, was mixed. On the one hand, she was appreciative of the fact that her dean had scheduled her classes so she had enough time between her day job and her class to go home and eat dinner. On the other hand, she mentioned occasions where she came to campus for a weekend class and found the buildings locked and the lights off, closures she was not advised were happening. She said her only real connection, in the beginning, was with her dean and the office staff in the department. She has sought the advice of full-time faculty with respect to classroom discipline issues, but said her campus's biology department could have done more to help her, specifically "I think in general there needs to be an adjunct orientation when they first start" (Elena, p. 4, line 114-115). This was a sentiment she returned to several times in the interview.

The remaining five participants all expressed some form of dissatisfaction with the role College Alpha's administration or faculty had played in their transitional experiences. Andrew noted that his department chair was a friend from before he started

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teaching at the college. He attributed the guidance she gave him about what to expect

when he first started teaching to their friendship and not to her role at College Alpha. He

described the College's role in his transition by stating:

> They don't do much. I think like every other adjunct, we have minimum contact
>
> with the department . . . We have a very good relationship. But pretty much I am a
>
> contractor. It's a contract. (Andrew, p. 2, lines 39-42)

Josh discussed the fact that he feels he has to seek out support when he needs it, instead

of anyone checking in on him to make sure he doesn't need help. He said he has gotten

support in terms of "they give me access to web courses online, they give me the

textbooks and the lab manuals" (Josh, p. 2, lines 58-59) but his attempts to reach out to

full-time faculty have not been met with positive responses. He said most of his support

comes from his dean and the department administrative staff but "basically everything

that I bring to the table in (the way) of teaching, came in with me, not through any effort

of College Alpha" (Josh, p. 3, lines 83-84).

Samantha recalled having to look up the faculty websites of the full-time faculty

members in her department in order to see what a syllabus needed to look like. When she

finally encountered a full-time faculty member who would help her, almost a month into

her first semester of teaching, she discovered there were CDs of images she could have

been using for her PowerPoint slides that she was unaware even existed. Carlos noted

"Well they give me a support but not that kind of support about transition" (Carlos, p. 5,

line 133). He said most of the support he has gotten has been technical support about

how to operate classroom or laboratory equipment. Colin has gotten considerable

support from his department, much of it gained from his attendance at a welcome back meeting. He did say, though, that "I would like to see something a little bit more set in stone" (Colin, p. 4, line 109) regarding having a specific, approved, syllabus for new adjunct faculty to use.

Professional Development

The second significant factor in College Alpha's role in the adjunct transition and experience as they move toward teaching relates to the adjuncts' perceptions of access to, and their utilization of, professional development opportunities. As noted in the literature review, a study conducted by Gappa, et al. (2005) found "faculty in many of these alternative appointment lack opportunities to grow professionally and to feel part of a collegial community" (p. 35). Of the participants in the study, seven knew about, or had attempted to get involved with College Alpha's extensive faculty development program. Both Caroline and Andrew, however, knew little about what the program represented or how it could help them improve as instructors. Caroline remarked "I have not sought any additional training" (Caroline, p. 8, line 259). Andrew recalled "Maybe I have been invited through emails and deleted them. I don't know" (Andrew, p. 4, lines 132-133).

Carlos, Maria, Josh, and Elena all reported having taken at least one professional development class through College Alpha but not all of them found the experience to be positive. Josh recalled:

I was only in it for a few weeks. To be honest, I found the thing rather tedious

That and also I was being pulled at that point in my life in so many different

directions that I just couldn't stay as on top of it as I probably should have.(Josh,

p. 4, lines 122-129)

He now says he probably would not even use the information College Alpha's program

offers. Samantha, who has never participated in College Alpha's professional

development programs, commented that the classes are not convenient for people who

work during the day and teach at night. She was aware of the online course offerings, but

says she has not found many she is interested in.

Maria's experience with College Alpha's professional development programs is,

perhaps, the most successful example of all the participants. Maria holds at least one of

the College's professional development certifications and is working on a second one.

She believes the classes have helped her become a better instructor and to be more

connected to the college.

The Loneliness of the Adjunct Experience

A third factor that emerged in the successful transition of a practitioner into

teaching biology or chemistry at College Alpha was their perceptions of inclusion in the

college community. Diegel (2013) said adjuncts "need opportunities available to them so

they feel like an important part of academic culture and are prepared to teach" (p. 596)

because inclusion is a significant factor in adjunct job satisfaction and an institution's

retention of its adjuncts. Despite the appearance of such facts in the literature, six

participants in the study reported they felt little was being done to make them feel like

they are a part of the College Alpha community. Caroline summed up the extent of her

interactions with the campus staff with:

I really have very little involvement with the faculty or anyone there since I get

there so late. I am in my class and out of my class. The people I interact most are

the lab staff and security guards. (Caroline, p. 4, lines 126-128)

She reflected upon her situation by reasoning that she just is not on campus enough to get

involved in building relationships with others and that she feels "like I am a part of

College Alpha in the capacity that I need to be. It can't be any more than that" (Caroline,

p. 14, lines 459-460). Susie attributed the fact that she did not feel included on campus to

the fact that she teaches at night and the full-time professors and staff have left by the

time she gets there. Josh echoed Susie's idea, calling the remaining people who are on

campus by the time he arrives as "a skeleton crew" (Josh, p. 4, line 103). Samantha

continued the sentiment, saying the building is all but empty by the time she comes to

campus.

Elena, who moved to a full-time, tenure-tracked position the semester after our

interview, related the loneliness of the adjunct experience to her own lack of development

as in instructor in the past:

You are so disconnected from the main events so you just connect wherever you

can and then if I had remained an adjunct forever more, then probably the rate of

that identity being formed would have been much slower, I imagine, than

becoming a full timer. (Elena, p. 4, lines 131-133)

She called her ability to develop herself as an adjunct "sporadic" (Elena, p. 10,

line 355), saying it seems like it is up to the adjunct herself to make the effort to find

development opportunities. Andrew, on the other hand, said he understood the position

he was walking in to and said he couldn't imagine anything else the college could do for him "considering that I am an adjunct" (Andrew, p. 2, line 49).

Striking the Balance

The fourth, and final, significant factor of interaction in the adjunct's ability to transition into teaching involves their own ability to balance the interaction work and school responsibilities, a factor I call the "day-to-day transition." This day-to-day transition was discussed by every participant in the study in some capacity. Carlos, who had five current jobs on his resumé including his adjunct position at College Alpha, referred to his transition from one of his outside roles into teaching as "like an actor" (Carlos, p. 4, line 100). Six of the participants: Colin, Samantha, Susie, Elena, Caroline, and Andrew, all noted the daily time rush of moving from their day jobs to their teaching jobs at night. Colin remarked that his "schedule is pretty tight" (Colin, p. 6, line 183), making for a difficult overall transition for him. Samantha talked about the issues of trying to fit both work and school into one day:

> There are times that . . . I might have had a busy day at work and then I show up
> and do the lecture and a lab after. So I am with the students for 6.5 hours after an
> 8 hour hard day. (Samantha, p. 1, lines 25-26)

Samantha also noted she had daily concerns about getting to class on time because of the traffic she encounters driving to College Alpha. Andrew and Susie also commented on time constraints of moving from one role to another quickly. Andrew recalled "The challenge for me is how fast the transition happens" (Andrew, p. 2, line 32). For Elena, the main concern is being prepared for class. She spends considerable time on the drive to

the College Alpha campus making sure she is prepared for class. For Caroline, the time

rush to get ready for class is an all-day event on the days she teaches. She spends her

lunch or dinner hour reviewing the notes for the lecture she plans to deliver that evening.

In the case of Josh, the day to day balance is more about getting everything done for his

students, something he says has led him to assign less challenging work at times:

> I am working a big boy job and I don't have the luxury of time to sit around and
>
> grade all of these projects and do my real job and stay on top of the grading for
>
> my classes, grading their tests, getting their test grades and quiz grades back to
>
> them in a timely manner and have a semblance of a life outside. (Josh, p. 8, lines
>
> 253-257)

Caroline discussed the balance of her work and school lives again in this way:

> It's been stressful, to be honest, with my work here (at her research lab). And I
>
> never let it sacrifice my productivity here so that's been very stressful. (Caroline,
>
> p. 13, lines 447-448)

Maria plans her work and teaching schedules on opposite days, but faces a different

challenge as she has to leave the house before her children leave for school. She says that

interplay creates its own level of day-to-day transitional stress.

Theme 3: Definitive Role of Generational Status in the Adjunct Experience/Transition

The final major theme to emerge from my analysis of the data is that generational

status plays a role in the experience and transitions of the adjunct. Holyoke and Larson

(2009) acknowledge that generations bring different learning preferences into the

classroom and that those preferences need to be addressed in training educators. What is not addressed in their research, but was found in my data analysis, is that the transitional experience of the adjunct is impacted not only by the age of the student but also by the age of the adjunct. I found this because my participants were divided generationally as five members of Generation X and four members of the Millennial Generation. The Millennial adjunct was not an idea I had previously accounted for, and their experiences are not widely addressed in the literature on adjunct teaching. They are, however, addressed in my study as they emerged as a theme that impacted the experience of the biology and chemistry adjuncts I interviewed regarding their experiences at College Alpha. The factors impacting the transitional experiences of each adjunct in the study divide into three main areas:

1. Definitive differences between adjuncts' attitudes and students' attitudes regardless of their own age,

2. Adjuncts' need to set boundaries with Millennial students, and

3. The impact of Millennials on the adjuncts' teaching and learning.

Age and Attitude Differences

In the course of the study, Andrew, Carlos, Maria, Elena, and Caroline all identified themselves as members of Generation X. They also all cited differences between their own general attitudes and the attitudes of their predominantly Millennial students, differences they believed played a role in their transitional experiences as they move toward adjunct teaching. For example, Carlos found getting his students to pay attention in class was a major issue for him, one which was not his problem when he was

in school. Maria also stated that her students often expect her to do most of the work for them, something she never expected of her professors:

> I would ideally like my students to come to class prepared to learn . . . I did this as a student. To me that means you read the chapter before you come to class. You come knowing what you don't understand. (Maria, p. 7, lines 241-243)

Elena specifically tries to create what she calls a very "laid back" (Elena, p.12, line 427) atmosphere in class to help her students adjust to the complexity of the material. But she finds them reliant upon technology and herself "moving into that generational gap where I am like 'we didn't have that when we were your age'" (Elena, p. 7, lines 237-238). Elena says she finds ways to incorporate examples all generations in the classroom will understand, but it is work for her to think about it.

Caroline finds it a challenge to figure out how students who are of the Millennial Generation learn. She is surprised her students do not take notes and finds a feeling of entitlement is a major problem among students today. She explained the difference through the example of emails, saying "…I would never draft an email the way some of my students draft. It's not disrespectful but it's definitely not respectful, either. I think it's a testament to how kids are different these days" (Caroline, p. 7, lines 225-227). Similarly, Andrew characterized three major generational differences between himself and his students, all of which have impacted his transition into teaching. The differences in maturity, generational status, and authority he finds are best managed by his own attempts to remind himself that his students are community college undergraduates and

not of the educational level of the people he is used to working with professionally. He also notes that students lack patience today.

Of the four adjuncts I interviewed for the study who qualify as members of the Millennial Generation, all but Josh believed their age played a factor in their transitional experiences with students. Colin, who has his students call him "doctor" in the classroom, remarked:

> Some of my students are older than me and I feel that as a younger instructor, a younger professional, it's important to me to maintain that title to maintain that level of respect. (Colin, p. 7, lines 220-223)

Susie, who also deals with finding ways to maintain the respect of her students, despite her age, recalls "feeling that initial… of them in shock and who is this girl? This is my teacher who I pay thousands of dollars to come hear lecture" (Susie, p. 10,lines 361-362). She combats the questions about her age by ignoring them and telling students to focus on her knowledge and how she can help them learn. She also believes students do not have the same level of commitment to learning she did as a student. Samantha, like Elena, finds that her students do not put enough effort in. Like Caroline, she gets unprofessional emails from students who she also believes feel they are entitled to grades just for showing up.

Setting Boundaries

A second facet of the transition for the practitioner into adjunct teaching, as it relates to generational relationships, has to do with setting proper student-teacher boundaries. Regardless of their own generational status, all nine participants relayed

some kind of issue with setting boundaries with Millennial students, an issue that impacted their transitions into teaching. In the literature, Howe and Strauss (2007) and Twenge (2006, 2013) discuss the variations in boundaries Millennials have brought to college campuses. For example, the authors talk about students wanting to develop more personal relationships with professors and wanting greater access to professors. Discussions with the nine participants in the study revealed other boundary-setting issues related to adjunct transitions and student relationships, the use and abuse of technology in the classroom, and differing expectations of behavior in class.

First, eight of the nine adjuncts in the study, all but Elena, discussed their specific transitional issues related to their relationships with Millennial students. Susie, in particular, recalled that she was warned by full-time faculty in her department that she needed to establish her boundaries regarding student relationships early on. She said her conversations with students are "very comfortable" (Susie, p. 2, line 51) right up until the students start asking her about her age. She prefers to keep conversations about professional advice and not personal issues. Josh, Colin, and Samantha, all Millennials, expressed concerns about making clear who the authority in the classroom was going to be. Of the Generation X-era professors, Maria said she was "probably too soft" (Maria, p. 8, line 256) on her students in an effort to be more friendly with them. Caroline also made kindness a priority in her classroom; whereas Carlos described his relationships with students as almost that of a father figure. Andrew related his vision of the student-teacher relationship as one that is not distant, but also not uncomfortable for either party.

The second facet of boundary setting with Millennial students that had an impact on the transitions of the adjuncts in the study dealt with the appropriate use of technology. Seven of the nine participants, all but Maria and Carlos, made a specific mention of technology-related issues in their classrooms. Samantha's and Elena's issues centered around a general need for "putting away their devices to focus on the material" (Elena, p. 7, lines 241-242). Susie and Andrew had particular issues with the use of the phone; while Josh and Colin were perplexed by texting in class. Josh's solution was to make students feel uncomfortable until they stopped texting. Caroline's issues were with the misuse of both phones and laptops. Her attitude is that "I am not their mother" (Caroline, p. 9, lines 290-291), and she does not correct students until the behavior violates the ability of other students in the class to effectively learn.

The final area of boundary-setting that impacted the adjunct transition into teaching dealt with the differing ideas of acceptable in-class behaviors between the adjuncts and their Millennial students. Each of the study participants, with the exception of Carlos, indicated they had observed what they deemed as inappropriate behaviors in their classrooms. From plagiarism (Samantha, Elena, Maria), to Elena's recollection of a student "getting nasty or back-talking" (Elena, p. 8, line 260) in a way she never would have done, to the "legitimate climate of fear" (Josh, p. 11, line 378) Josh feels he has to create in order to get students to do their work and pay attention in class, each of the eight adjuncts addressed the need to establish correct behaviors in their own ways. Susie, Andrew, Elena, and Maria all rely upon their syllabus to help them set their boundaries;

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while Susie and Samantha both said they find themselves constantly having to remind students of the rules for class.

The Millennial Impact

The final aspect of the of the overall theme of the role of generational status in the adjunct transitional experience relates to the impact the Millennial Generation is having on the teaching experiences of the adjuncts, and also on the learning experiences of the students themselves. When Holyoke and Larson (2009) described Millennial learners, they called them lacking curiosity and stated that they seemed more interested in learning when they were able to connect new knowledge to themselves. Espinoza (2012) and Twenge (2006) back this idea that professors may not already be, but need to be, aware of the need to involve the student's values and experiences in their learning process. Every adjunct participant in the current study relayed, in some way, a technique or desire to make what the students were learning relevant to them. But the Millennial student impact on the adjunct transitional experience goes further than that. Millennials are shaping lesson content, delivery methods, and even assessment techniques to the point where it is the adjunct who is stepping out of his or her comfort zone to conform to the students, instead of the other way around.

Every participant in the study expressed some concern over making sure the class content was at a level their students would understand. For example, Andrew stated "… when I first started I was completely naïve about how I should approach the material in terms of the context and difficulty" (Andrew, p. 5, lines 147-149). Elena talked about her move toward effective content selection as "a transition to back out of the information a

little bit and just get the basic message across" (Elena, p. 2, lines 141-142). For some of the other participants, however, the concern was not expressed in terms of the careful selection of content; instead, the concern represented a difficulty in the transition from practitioner to adjunct. Colin, Susie, Samantha, and Josh, all Millennials themselves, used a variation on the term "dumbing down" to describe the way in which they had to alter content to meet the intellectual abilities of their Millennial students. Samantha described "knowing what College Alpha students are like" (Samantha, p. 5, line 153) and "these students are a little less experienced as students" (Samantha, p. 5, line 163) than the students she taught previously at a four-year university. Josh referred to the "gradual dumbing down" (Josh, p. 4, line 132) of his teaching technique, recalling how he started his College Alpha career thinking he could teach the way he instructed fellow graduate-level students in the past. He commented on the fact that he finds himself repeating things a lot to make sure the students understand what he is talking about. Colin talked about previous teaching experiences where he had to water down material to make it make sense to students. Susie commented on having to teach basic vocabulary words in class because biology is "such a new language to them" (Susie, p. 3, line 86).

Content delivery methods were another area that stood out among my participants' responses as a way Millennial students were shaping their transitional experiences. Six of the nine adjuncts interviewed, Maria, Elena, Carlos, Samantha, Colin, and Andrew, all commented on how their own teaching techniques differed from the ways in which they were taught when they were in college. These differences became a part of these adjuncts' transitions because it forced them to adapt to the norms

of community college teaching, as opposed to what they were used to from their own undergraduate experiences.

One area of difference, especially for the Generation X professors in the study, was the use of technology in the classroom. All of the participants talked about using PowerPoint and videos in class. In an effort to connect with her students, Elena has also started using phone apps and computer-based programs to quiz and poll them. While these are not the kinds of things she uses her phone for, she finds the use of technology they know makes her students more comfortable answering questions in class because it feels like they are just on their phones, which is a normal activity for them. Maria brings the laptops available on her campus into her classroom to help students become familiar with the required course technology and college-wide online course system as a group. Carlos' use of technology, including videos, music, and online programs is a necessity because "…if you use the system that I study 30-35 years ago, you fail with them (today's students)" (Carlos, p. 8, p. 252-253). Carlos also regularly allows students to look up answers to their own questions using their phones in class.

A second area of difference which impacted the adjuncts' transitions, regardless of their own generational status, was the overall content delivery methods the participants employed. Andrew utilizes videos in class, as well as interactive activities. Maria commented on the changes in education since her days as a student:

> I think teaching has changed since I was in school. When I was in school it was
> more that the teacher stands up and talks and the students listen. (Maria, p. 3, lines
> 89-90)

When she started teaching, Maria would utilize one interactive activity at the end of class; however, her interactions with Millennial students have now shown her "now it's expected by the students at our college that a whole class is interactive" (Maria, p. 3, lines 97-98). For Maria, all the activities make it difficult to get all the material she needs to cover into a class period. Colin finds himself perpetually looking for ways to appeal to multiple learning styles with his teaching, utilizing PowerPoint, computers, cell phones, videos, and hands-on activities in class. Susie also utilizes multiple classroom technologies to reach her students. Samantha will adjust her class and stop showing videos during the semester if she finds her students are not responding well to them.

The final way in which Millennial students impacted the teaching and transitions of the adjunct professors in the study dealt with the depth and breadth of their assessment techniques. Four of the participants, Samantha, Josh, Susie, and Maria, all commented on the impacts students were having on their assessment techniques. For Samantha, more homework has become the most effective way to keep students engaged in the class and to assess their learning. Josh has stopped using in-class questions as a way to assess learning. He found that asking questions in class only discourages less experienced students from answering or from asking their own questions because "I notice the frustration tends to happen more often than it doesn't" (Josh, p. 7, lines 228-229); because, to him, if students are asking a question it is usually a question more than one student has.

Maria's issues with assessment stemmed from the questions she gets about why students turn in an individual lab report for a group lab experience. She tells them it is

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"because I find that students don't do work if they all don't have to turn it in" (Maria, p. 11, lines 360-361). Susie also altered her assessment techniques because of her students, remarking "I realized they weren't ready to be challenged too far into in-depth questions" (Susie, p. 9, lines 319-320). In all cases, the Millennial students had challenged the past experience and the authority of the adjunct and had, ultimately, shaped in some way their development as teachers.

<div align="center">Minor Themes</div>

In addition to the major themes addressed in the previous section, two minor themes emerged from the discussions with the participants. I characterized the minor themes as ones that did not have the same support, or level of detail, in the interviews as the major themes had. Their emergence came from the tones of the participants and their own degrees of experience in the world of teaching and learning. The minor themes identified in the study are as follows:

1. Self-evaluation is a factor in the transitional experience, and
2. Adjunct education level plays a role in the transitional experience.

Theme 1: Self-Evaluation as a Factor in the Adjunct Transitional Experience

The first of the minor themes, the role of self-evaluation in the adjunct transitional experience, was a theme that emerged as a result of a question from my interview protocol. I asked the participants specifically what kinds of evaluation processes they used, outside of College Alpha's student feedback survey, to assess their performance

and to initiate changes in their classes or teaching from semester to semester. All nine participants answered the question; however, it was more difficult to create a single picture, or even a picture based off of adjunct generational status, with the answers to this question than it was with the previous ideas I grouped as major themes. This is, perhaps, because I did not get the sense, from the interviews, that the adjunct participants in the study placed a high value on self-evaluation as part of their individual transitional experiences.

The participants who came the closest to a rich discussion of their self-evaluation practices were Samantha, Josh, Susie, Colin, and Caroline. All of these adjuncts, with the exception of Samantha, specifically evaluated student test scores or final class grades as a measure of their own abilities and performance as a teacher. After low test scores, Colin solicits verbal feedback from his students about ways he might have helped them to learn more. He asks specific questions such as:

Did you feel I didn't cover it well enough, did not give you enough examples?

Did you not internalize? Did you not study? (Colin, p. 17, lines 594-595)

Caroline indicated she felt there were areas where she could grow as an adjunct, but only assesses her performance as an instructor based on the whole class's performance at the end of the semester. Josh looks at grade distribution, believing a Bell Curve style of grade distribution is a sign he has done well as a professor that semester. He said he used to give bonus points to students at the end of the semester for telling him what they hated about him or the class, but says he found the technique ineffective because the students were too comical about the experience. Still, though, he leaves it open to the students to

give their feedback because "if at any point you think I am a [shit] professor you need to tell me so I can fix it. It's on you to tell me when I am not performing the way you want me to" (Josh, p. 9, lines 307-309). He says he continues to make changes to his classes through trial and error because he is a scientist and his classes are like experiments to him. Samantha asks students to evaluate class activities, more than her own teaching performance, in a survey at the end of the semester. Susie says she makes efforts at self-improvement, including throwing out test questions that are particularly confusing for students.

The remaining adjunct participants had limited ideas about their own self–evaluation techniques or the need for self-evaluation. For example, Andrew accounted for his lack of semester–to–semester evaluation of his teaching performance by stating "This is something that I have already done" (Andrew, p. 11, line 381). He does admit he does some fine tuning in his classes over the semesters but did not elaborate on what changes he might make. Elena also said little about her semester–to–semester evaluation practices but said the transition into teaching, in general, made her evaluate her own knowledge. Carlos talked, in particular, about a new stipulation in his syllabus that requires students to ask five questions as a group before the class can end. Carlos did not have a specific, semester–to–semester evaluative process to discuss. Maria has put a question on her first test asking students for an evaluation of the class by her students and said she is looking for ways to improve but also had no specific evaluation process for herself or for her classes.

Theme 2: The Role of Adjunct Educational Level in the Transitional Experience

The basis for the second minor theme from the participant interviews stems from their self-reported educational background information from their resumés and demographic surveys, as compared to an overall assessment of their transitional experiences. The surveys indicated that six of the participants held a Ph.D. or its equivalent while the other three held master's degrees, as indicated in Table 11. Based on information provided during the interviews, adjuncts with Ph.D.s were, overall, more satisfied with their transitional experiences and more willing to adjust to the students' needs in the classroom. They also seemed, overall, more confident with their transitions and the fact that they had not fully become the educators they want to be.

Table 11

Participants and their Degree Levels

Participant Number	Participant Name	Degree Level
1	Andrew	Ph.D. in biomedical sciences
2	Elena	Ph.D. in microbiology
3	Carlos	Ph.D. in clinical pathology of small animals
4	Maria	Ph.D. in biochemistry
5	Josh	MS in chemistry
6	Colin	Doctor of chiropractic medicine
7	Caroline	Ph.D. in pharmacology & experimental therapeutics
8	Susie	MS biomedical sciences
9	Samantha	MS biology

For example, Maria, a Ph.D., has utilized College Alpha's extensive professional development programs to help ease her transition; whereas Josh, who holds a master's degree but dropped out of a Ph.D. program, indicated such training would not be an effective use of his time. Andrew, a Ph.D., called his experience teaching "fun" (Andrew, p. 6, line 204); whereas Samantha, who has a master's, feared her students could sense her frustrations about running from work to school when an experiment ran late.

Words and phrases used by the participants with respect to their own transitions also spoke to their comfort level with the fact that their transitions might not yet be complete. Caroline, a Ph.D., spoke of the realization that she has not fully become an instructor by indicating "I feel like I can always grow and develop" (Caroline, p. 12, line 416). She feels part of her future growth as an adjunct lies in figuring out how to reach struggling students. On the other hand, Susie, who holds a master's degree and full-time aspirations for the future, said she was not willing to continue to teach as an adjunct for the five years, or more, it might take for a full time position to become available.

Transition Results

Three research questions guided my research. The questions focused on the transitional experiences of biology and chemistry adjuncts who also held jobs outside of their part-time College Alpha teaching positions. Data was collected from resumés, interviews, and a demographic survey. The data was used to address the research questions, which were:

1. How do participants come to be community college adjuncts in biology and chemistry?

2. How do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?

3. What does it mean to community college adjuncts in biology and chemistry to experience the transition from *Information Seeking* to *Identity Formation*?

Each of the questions relates to either the *Information Seeking* or *Identity Formation* stages of Schoening's (2009, 2013) Nurse Educator Transition Model, which are the final two stages of an adjunct's development toward confidence and competency in their teaching role. In the sections that follow, the determinations regarding each research question, as gleaned from the data, are addressed.

Research Question 1

How do participants come to be community college adjuncts in biology and chemistry?

Becoming a community college adjunct teaching biology or chemistry is a multi-step process. It begins with how the adjunct becomes a part of the institution and continues with an examination of their own predisposed ideas about what teaching would be like. Once they are on campus, the level of support they receive plays a factor in the practitioner "becoming" an adjunct, this includes exposure to faculty and professional development classes. Finally, the specific hours an adjunct is on campus each day or week play a role in the transition path they take toward adjunct professorship.

Participants in the study indicated they came into adjunct teaching because of their own desire to teach (Samantha, Colin, Josh, Maria, Elena, and Carlos) or because of the encouragement they got from colleagues in their workplace (Susie, Caroline, and Andrew). Elena, Carlos, Andrew, and Caroline all stated that money was an initial reason they started teaching as adjuncts. Once they arrived in their teaching roles, their indoctrinations into the experience varied greatly. All of the participants, except for Maria, indicated they had had what they considered to be some kind of teaching experience, in the classroom. Some had previous community college teaching experience, like Josh, while others had experience as a teaching assistant in graduate school or at other institutions, such as Carlos, Andrew, and Samantha.

Each participant in the study indicated in their discussions that they had some kind of picture in their minds about what community college-level adjunct teaching would be like. Andrew spoke about "just presenting the material and attempting to break it down" (Andrew, p.1, lines 23-24). Carlos thought his students would be more interested in the process of education, as opposed to just getting four credits for a class. Josh said he had few expectations at the beginning, but realized his expectations were too high for his students once he was in the classroom. Both Caroline and Susie, who started teaching right after she obtained her master's degree, thought their teaching experience would be like what they had encountered as a student. Maria knew it was going to be different, but was surprised by how different her teaching experience was from her own experience as a student. Samantha's schedule was shifted around for several semesters in the beginning, causing her to quickly prepare lessons for a number of classes, which was

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something she found taxing on both her time and energy. Elena said that after four-and-a-half years of adjunct teaching she has finally reached her vision of what she thought adjunct teaching would be about: a laid back environment where students want to learn.

Support is another area critical to the participants in the study in their quests to move toward adjunct teaching in biology and chemistry. Partnership with a specific mentor, however, has only been part of the experience for three of the participants: Carlos, Maria, and Colin. Out of the three, both Colin and Maria have assigned mentors; but they are people that they already knew from their outside workplaces. Both Susie and Caroline sought the advice of full-time faculty members on their own but did not consider any one faculty member as a mentor. Andrew, Elena, Josh, and Samantha all lack a mentor, assigned or otherwise. Josh recalled he "was sort of met with silence" (Josh, p. 3, line 72) when he asked for a mentor.

Based on the interviews conducted, faculty development plays a mixed role in the process by which practitioners become competent and confident adjunct professors. All of the participants have some knowledge of, or awareness about, College Alpha's faculty development programs; however, Andrew did not believe he had really been invited to participate other than through emails, while both Carlos and Caroline seem to believe the laboratory safety classes College Alpha requires count as professional development. Colin and Susie have never taken a professional development class at College Alpha. Samantha and Josh both say they had negative experiences with the programs. Only Elena and Maria have really invested time and effort into College Alpha's professional development programs. Maria, who had no teaching experience before coming to

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College Alpha, speaks fondly of how the faculty development classes have eased her transition into teaching:

> It's been super. I have learned so much about everything. Ways of developing interactive activities. That's probably the major thing I have changed and learned from the courses. (Maria, p. 6, lines 187-188)

Maria also notes how her assessments and development of rubrics are improved because of her experience with faculty development.

The final element of the study that speaks to the question of how the participants have come to be adjuncts in biology and chemistry deals with the specific hours of the day spent teaching. With the exception of Maria, who was able to balance her outside work hours on opposite days from her teaching hours, all of the participants teach, or taught at some point, at night or over the weekend. When we met, Elena was coming from a daytime class; however, she recalled a story during the interview of coming to the Coastal Campus of College Alpha on more than one occasion to find the building locked and the parking lot empty. She characterized weekend teaching as:

> Challenging . . . In some regards it was great 'cause you don't have to worry about another class coming behind you and the other hand, if there are efforts that promote for sustainability that are not considering the weekend . . . courses, then you may not have power for instance, or if there is a maintenance problem, the staff are not present to address the issue. And that has happened before. (Elena, p. 4, lines 110-114)

Caroline and Andrew both indicated they felt out of touch with the events going on at their campuses and, at times, with their departments, because of the hours they teach. Josh also said he felt a sense of distance related to his lack of daytime teaching hours and Samantha talked about how everyone from her department was gone by the time she arrived on campus.

Research Question 2

How do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?

In short, experience in the classroom far outweighed training or coursework as the means by which the nine adjuncts in the study came to any understanding of the generational differences, or issues, between themselves and their students. But the answer to this question is not that simple. That's because several unintended, but very intriguing, ideas came out of the attempts to answer the question. For the interview protocol, a series of questions was designed to examine the generational differences between today's traditionally-aged college students and biology and chemistry adjuncts at College Alpha. What was not considered prior to the onset of the study, was that the ages of some of the adjuncts might fall within the same generation as their students. The discovery that four of the participants were actually of the same generation as the majority of their students, all Millennials, added an extra layer to the analysis of this question and its results.

Perhaps the most interesting answers to the questions came from the

fact that most of the participants, with the exception of Maria, had not fully taken advantage of opportunities to learn more about their own teaching and how today's traditionally-aged students learn, lessons that are offered by College Alpha. Other interesting responses came from the fact that some of the participants in the study are actually of the same generation as the majority of college students today. In theory, they are all Millennials because they were born between 1982 and 2003; however, there were still differences to be had between the adjuncts and students. This may stem from the fact that the Millennials who have reached the status of obtaining a master's degree today would have to have at least been born in the 1980s or early 1990s, a time frame considered an early Millennial. The early Millennial traits are somewhat different from later Millennials, who grew up more steeped in technology than their same-generational predecessors.

The first of the questions on understanding of generational status related to the participants' own experiences with taking a teaching strategies class, either at College Alpha or through another institution. Five of the participants, Andrew, Carlos, Maria, Josh, and Samantha all indicated they had taken a specific teaching strategies class prior to the interview. Carlos' class was offered in Europe and focused on teaching strategies in higher education in Italy. The others took classes while in college themselves, with Samantha and Josh taking them as undergraduates. Andrew and Maria took theirs as post-doctoral fellows at four-year institutions. These classes offered information about popular teaching methodologies in the times in which they were given; but none placed

specific emphasis on the age differences between the student and the up-and-coming teacher.

The other four participants, Elena, Colin, Susie, and Caroline had no teaching strategies coursework experience and were reliant upon their own knowledge to navigate the generational differences between themselves and their students. Maria, Elena, Carlos, Samantha, Colin, and Andrew, only some of whom had taken teaching strategies classes, were able to see the differences between their own learning and the way their students wanted to learn. Samantha, relayed her generational knowledge as:

> I think my knowledge of what the students care about has come out of them
> reading the stuff and being familiar with enough to have conversations about the
> information when they come to class. I found that's really helpful and they do
> better on exams. (Samantha, p. 5, lines 172-175)

As a Millennial herself, Samantha possessed a confidence she felt existed because she was older, but still inside the students' generation.

The utilizations of peer observation of teaching and the identification of useful faculty development classes by the participants were other areas in which the adjuncts might have able to make connections and build an understanding of the generational differences in the classroom, but most participants had not utilized those opportunities to do so. Carlos recalled a peer observation he had made where he learned as much about the professor's style as he did about the interactions the professor had with the students and what he called "management of the class" (Carlos, p. 5, line 159). He explained:

The students are incredible. As a professor you didn't see everything, you focus

on 1 or 2 or maybe 3. I have 24. When you cross the line and became a student,

not a real student, but you see the professor with the student and you analyze the

situation, the students are incredible. (Carlos, p. 6, lines 164-166)

In later clarification of the comments, Carlos indicated that his use of "incredible" was

meant to discuss the fact that the students were disrespectful to the professor by talking in

class and not paying attention. None of the rest of the participants in the study had ever

gone in to observe another professor's teaching at College Alpha. Colin said it "sounds

like fun" (Colin, p. 6, line 183), while Caroline said she would consider the idea now that

the question had been posed to her.

The lack of faculty development participation by the most of the participants in

the study uncovered yet another area in which they had not come to understand

generational differences. As uncovered by the protocol questions related to research

question number one, only Samantha, Josh, Elena, and Maria had ever actually taken part

in any of College Alpha's faculty development programs. Out of these four, only Maria

indicated she had really successfully learned anything about teaching and learning from

the experience. She was also the only participant in the study who came in with no

previous teaching experience.

Based on their in-class experiences and life experiences, and, with the exception

of Maria, not on any specific training from College Alpha, the participants responded to

questions related to their own ideas about teaching Millennials for the study. Each of the

Generation X-aged participants found teaching Millennial students a challenge in a

different way. Andrew reasoned it down to "the generation gap… a maturity gap… and there is an authority gap" (Andrew, p. 6, lines 194-195). Elena alluded to similar challenges. Caroline called it "a huge sense of entitlement" (Caroline, p. 7, line 223), which Maria echoed when she discussed her students' apparent need to be spoon-fed information instead of reading the book. Carlos found getting the attention of his students to be his biggest issue.

The challenge of teaching Millennial students was also an issue for the Millennial-aged adjunct. Instead of framing it in terms of a gap, however, the adjuncts who were Millennials themselves saw the challenge as more of an issue of establishing authority in the classroom. Josh continually finds himself restating his expectations and creating what he called "a slight climate of fear in terms of assignments" (Josh, p. 11, line 372) in order to gain respect from his students. Colin finds he has issues with students who want to establish friendships with him instead of professional relationships. Susie is constantly thwarting questions about her age, which she says is a factor in students questioning her authority.

A group of questions in the protocol examined specific teaching techniques that have been shown to be ways in which Millennial students effectively learn. The adjunct participants in the study each used varying degrees of techniques beyond lecture-and-listen in their classes; however, all indicated in some way that they felt their hands were tied in terms of how much technology they could use, or how many group projects they could employ, because they had such a large body of material to cover in the class. As a result, the laboratory experiments have become the group projects in class for all the

participants. Elena has tried to incorporate the use of real biological databases in group

exercises. Caroline assigns group teaching from time to time, but does not grade the

work because, to her, group projects are a way for some students to hide from doing the

work "I feel that if I am going to assess them, they should learn it on their own"

(Caroline, p. 9, lines 303-304). The technology use in class for all participants is limited

to PowerPoints and videos, mainly because the adjuncts do not have time in class for

interactive activities that involve technology.

A final area in which the adjuncts evaluated their ability to reconcile the

generational differences between themselves and their students focused on the value

placed on student-teacher relationships. The student-teacher relationship has been found

to be valued greatly by Millennial students. In fact, Millennials are stretching many of

the boundaries of those relationships by discussing personal issues with instructors and

by asking more of them than just an education. For the participants in the study, the

student-teacher relationship held great value, as long as it was on their terms and not the

terms of the students. Susie, Elena, Samantha, and Colin all emphasized that they strive

to create an atmosphere where students are comfortable asking the difficult questions.

Andrew noted he wanted to have strong relationships with his students and Josh pondered

why his students did not seem to want to have the same strong relationships with him.

An interesting point to consider with respect to the student-teacher relationship

that emerged from the interviews was the point at which the student had overstepped the

line set by the adjunct of what the appropriate relationship would be. This occurred more

with the Millennial adjuncts than with the Generation X adjuncts. For example, Susie

was bothered by students focusing on her age and not her academic record. She also shut conversations down when they started to focus on her family or when a student wanted advice on how to deal with a situation not related to the class or the college. Samantha got emails where "they just write a sentence like they are texting me. They don't sign their name or anything" (Samantha, p. 12, lines 411-412). Colin, as previously noted, expressed concerns about students becoming too friendly with him. All of the participants valued the opportunity to talk about professional or career-related issues with students and to offer academic advice; but the comfort level decreased when other questions surfaced related to more personal issues.

The terminal protocol question for the study also, in many ways, related to the ability of the adjunct to reconcile the generational differences between themselves and their students. Interestingly, the adjuncts' responses were mixed regarding their ability to self-evaluate during the semester or at the end of it. Josh, Maria, and Samantha all said they waited until the end of the semester to have students offer feedback on their teaching; whereas Caroline assessed her own performance based on student grades. Colin, Susie, and Maria look at each test throughout the semester to pinpoint a performance issue in their own work. Andrew indicated he no longer self-evaluates because his class works well for him and, he believes, for his students.

Research Question 3

What does it mean to community college adjuncts in biology and chemistry to experience the transition from Information Seeking to Identity Formation?

Transition should be meaningful in any capacity, but to the adjunct attempting to balance the transition from workplace to school on a daily or weekly basis the meaning of the transition can be defined by the level of support and guidance the adjunct receives, how long they have been teaching, and what their own perceptions of their position are. All of the adjuncts in the study taught at College Alpha for five years or less, and all had some kind of job related to their scientific education outside of their part-time teaching. Among the nine adjunct participants it became apparent that they still saw themselves as moving between two very different worlds: the workplace and the college environment. With the exception of Maria, who teaches during the day and on days opposite from the ones when she works, all of the adjuncts expressed some level of frustration with the daily transition between their two roles.

One of the key aspects of transition into teaching is the level of confidence the adjunct feels. All of the participants in the study were asked to discuss how they talk about their confidence level in teaching with other people. The responses varied greatly, as some took the question as a chance to rate their confidence, such as Andrew, Carlos, Josh, and Samantha, all of whom, except Carlos, rated themselves at an 8 out of 10 or above. Carlos noted his language barrier was an issue in his teaching in the beginning and now. Others, such as Elena, talked about their adjunct teaching as a progression, a transitional experience in itself where she initially felt "green" in her now role, but now sees herself as having "more confidence now than before" (Elena, p. 1, lines 15-17). Susie gained her confidence in teaching from her ability to talk to others in non-teaching

situations. She described herself as a "people person" (Susie, p. 1, line 18) and said she gains greater confidence when she sees her students succeed.

The day-to-day transition is another experience that adds to the adjuncts' abilities to move between their workplace and academic roles. Susie and Elena both commented on the scheduling rush that takes place trying to get from one work activity to the other on time. Caroline noted "usually around lunchtime or during dinnertime I am just reviewing my lecture quickly" (Caroline, p. 3, line 95). Josh spoke about not having

> The luxury of time to sit around and grade all of these projects and do my real job and stay on top of the grading for my classes, grading their tests, getting their test grades and quiz grades back to them in a timely manner and have a semblance of a life outside. (Josh, p. 8, lines 254-257)

Even Andrew, who had the most total teaching experience of all the study participants, at College Alpha or other institutions, said he had issues making the immediate transition from work to teaching easy for himself. He explained:

> For me it's a practical issue. I am teaching evenings. I start teaching at 7. And you know, until 6:45 that I leave work I am still engaged with work. And you know, suddenly I am driving and in 15-20 minutes I have to wear a completely different hat, trying to relax, and pretty much have an (enjoyable) lecture or discussion. The challenge me is how fast the transition happens, rather than anything else. (Andrew, p. 2, lines 32-36)

In every participant's interview they noted that College Alpha does little, in their opinion, to support their individual daily transitions. While Andrew and Maria did not seem

troubled by this fact, some of the others hoped the college would do more; yet none of the participants could really pinpoint what the college should be doing. Most of the transitional support these adjuncts found was from their deans or department administrators and sometimes from full-time faculty as mentors or friends.

Even with that support, the adjuncts overwhelmingly described their experiences in transition as lonely and isolated. Caroline noted that everyone is gone by the time she gets to campus, as did Samantha, who said "when I come, there are no other people even in the building anymore. Nobody is there. I teach nights and they all teach days. And they go home" (Samantha, p. 4, lines 132-133). That isolation led to frustration for Samantha, who applied for a full-time position but was told that because she had never observed a peer's class her chances of getting a full-time position were slim to none. In fact, the only adjunct in the study who had gained from peer observation of teaching was Carlos, but even he admitted he learned more about the students than about teaching that day.

In the discussion of research question two I looked at the potential gains from faculty development participation at College Alpha, and how that participation might have impacted the adjuncts' relationships with, and ability to teach to the needs of, Millennial students. What I discovered in the research, however, was that only a handful of my participants, Josh, Maria, Elena, and Samantha, had actually participated in College Alpha's extensive professional development program. Professional development might be a means by which these adjuncts could reconcile their transitional experiences into teaching; however, with only four participants participating in the programs and only

Maria having what she would call a positive experience, the argument is difficult to make.

The final area in which the transitional experiences of adjuncts was measured in the study was through the participants' own means of self-evaluation. Here, again, the question was addressed in research question two, with Josh, Maria, Samantha, and Caroline all waiting for the end of the semester to evaluate their own performance and basing that evaluation on semester grades. Colin, Susie, and Maria used test scores throughout the semester to rate their own performance; but Andrew said he no longer evaluates his performance because the hard work of evaluation has been done in the past. Again, another potential opportunity to solidify a transition into teaching may be being missed, as these adjuncts are not conditioned to consider how self-evaluation might help them to change or improve.

Summary

In this chapter, three major themes and two minor themes were introduced that relate to the transitions of practitioners in biology and chemistry into adjunct teaching. The data from the nine participant interviews was analyzed with respect to these themes and their sub-themes and then related back to the three research questions. A dilemma was also introduced regarding the second research question and the inability to predict the generational status of the respondents to the study participation request. The presence of both Millennial and Generation X professors added an additional layer of interest to the study.

The next chapter is a reflection on the overall complexity of qualitative research and dissertation writing at the graduate student level. The final chapter will contain conclusions drawn from the study as well as recommendations for future research and for future adjunct faculty transitions.

CHAPTER 6
NAVIGATING THE PROCESS OR THE POWER OF WRITING

Introduction

The information in this chapter is unlike many other dissertation chapters in that it contains no citations but gives much insight into my process as a researcher. This chapter details my journey from adjunct professor and student/doctoral candidate to who I will become when I write the final words of this document and defend my research—Dr. Keefe. This is a story of transition and transformation that warrants a chapter in itself.

When my chair approached me about writing this chapter, my immediate reaction was to say yes. I had read so many dissertations that appeared to have come together in a linear fashion, I was having trouble envisioning an end to my own work; to me, it felt like I was ice fishing, cutting holes in the ice, dropping in a line, and hoping for a bite that never came. After a few months and about four potential research topics, I started joking about selling my ideas to others out of the back of a truck. It was quite the vision to have, and one that I was almost serious about.

It was out of this challenging experience of finding a topic, a theoretical framework, and the right research questions that the idea for this chapter was born. My rationale in writing the pages that follow to explain the process of change within myself and within this work, a level of detail, of nuance, that is not often addressed in dissertations but should be considered more seriously.

Understanding the Process

No amount of reading and no amount of coursework can prepare you for the writing of a doctoral dissertation. Prior to starting my first three chapters, or proposal, I read books about dissertation writing, such as Single's (2009) *Demystifying Dissertation Writing*, and books about qualitative research, like Moustakas' (1994) *Phenomenological Research Methods*. As informative as they were, they all made it sound like some kind of dissertation fairy was going to come along and hand me a topic and everything else was just going to fall right into place. I also read dozens of qualitative dissertations (and a few quantitative ones, too, for good measure) and searched my soul for the magic that was going to make my topic and research mysteriously appear like it seemed the topic and research had for so many others before me.

The truth is, it did not appear, and for all those who came before me it had not, either. One has to fight for a dissertation topic, to search for it, and to claim it as theirs before it can really become their own. But no one talks about the blood, the sweat, and the tears that go into finding that topic, that one thing no one else has explored in the way you plan to. No one writes pages and pages into their dissertation about the late nights spent pondering topics, searching for a theoretical framework, or attempting to construct appropriate research questions about something no one has ever studied before. No one admits the number of times their chair said "no" before she said "yes" (see Appendix G for a 'brilliant' example of that) or the number of drafts of a literature review they created before they finally created one worthy of defending as part of a proposal project.

I did all of those things. In the spring of 2014, I took a prospectus–writing class with my chair; it was an elective class that changed my entire perspective on this process, although even it would not prepare me for the tribulations of my actual dissertation research. The goal of the class was to begin to explore a topic that, at the University of Central Florida, would become the basis of a dissertation research proposal. In the realm of Higher Education and Policy Studies that proposal was defined as the first three chapters of the dissertation – an introduction, literature review, and methodology chapter defining the way in which the proposed dissertation research would take place.

During the course of that class I researched my way through about four different topics, including a reiteration of a dual enrollment study that had been done and a survey of Millennial student attitudes on college-level learning. I scoured the existing literature on adjunct teaching looking for a new angle and had to dig even deeper to find a theoretical framework that made sense. Easy? Not even close.

<u>The Stages of Dissertation Grief</u>

Out of the prospectus class I also developed what I somewhat jokingly then, but now quite seriously, refer to as The Stages of Dissertation Grief. Losing a loved one involves a process of grieving and, to me, it seemed every stage of the beginning of the dissertation process was filled with its own level of loss and, therefore, grief. I was a straight–A student and had a lot of book-borne knowledge going into dissertation hours; but, I soon realized that none of what I knew from the past was going to apply to that current process.

I intend, at some point, to do actual research on The Stages of Dissertation Grief and to qualify their existence with experiences other than my own; however, for now, I will settle for a discussion of them as they relate to my own experience. I define Stage 1 as "Thinking You Know It All." In a somewhat similar way to Schoening's (2009, 2013) *Anticipation* stage of adjunct teaching, the student embroiled in the "Thinking You Know It All" stage believes they have their whole "dissertation plan" worked out before they even sit down to read the first research article or write the first word. My plan was to defend my proposal in May of 2015, it happened closer to July and was a struggle to get there.

Stage 2 would best be described as "Lost in the Research." It is very easy to 'fall down a rabbit hole' about a million times in dissertation research. I believe my topic changed as many times as it did because of the sheer number of interesting articles I found and 'shiny objects' I was distracted by in my research. A good chair will, eventually, tell you when it is time to make a U-turn on the research road and, fortunately, mine did. In Stage 3, "The Honeymoon," the doctoral candidate submits her first draft of her proposal to her chair and expects nothing but shining criticism and a quick trip to the editor before she defends. But, just as most honeymoons end with a pile of dirty laundry and credit card bills, her proposal is returned with a myriad of comments about missing research, unclear passages, a flawed theoretical framework for the research being proposed, and a host of new areas to explore. Yes, that was my reality.

Reality officially sets in when the candidate goes "Back to the Drawing Board" (Stage 4) and spends several more drafts repairing the damage to her proposal document

and learning new things about how her research might unfold. This process is painful, and ugly, and might take more than one, or two, or three, or more, additional full paper edits to get right. At that point, I had almost lost my will to continue and was being carried along by a number of friends I work with, who are also mired in this process, who kept telling me I had no right to give up.

Then, it happens: somehow, but not magically, with a lot of pushing and pulling and flipping and turning the proposal is strong enough to defend. In the "Initial Defense Phase" the candidate feels great. She's working hard to make edits to the proposal, is excited about getting it to her committee, and cannot wait for the day she can move on to her research.

The defense is nerve wracking, but manageable, with details all its own like the development of the presentation and the defense of one's research idea. After the defense, there are edits to be made to the paper and interview protocol and Institutional Review Board (IRB) approval to be obtained, but the feeling of joy is unimaginable to the candidate who is still writing her proposal. In this "Post-Defense Joy" phase, things get exciting. There is a lot of work to be done, but it is good work, work that moves the process of 'becoming doctor' along. IRB approval is obtained, for some of us faster than others, and even the issues IRB has with your study seem minor compared to what you have been through. Then, emails or other communications inviting participants to the study go out, and the unimaginable waiting begins.

<u>The Realities of Qualitative Research</u>

At this point, The Stages of Dissertation Grief warrant a special section on the sheer realities of qualitative research. Again, when I set out reading countless qualitative dissertations one thing I noticed about them all was how easy they made it sound. According to them, you identify a pool of potential participants, you send them a quick email, the responses to help come pouring in, you do your interviews (in what seems like one day), you transcribe the interviews, analyze them, write up some results, turn in your finalized dissertation, and graduate; but that does not happen, in qualitative research or in quantitative. As I type these pages my dear friend and 'swim buddy' through this experience is struggling with finding enough participants for her quantitative study.

Instead, you discover all the things you do not know about what you are doing, finding yourself in the "Clueless About Research" phase of The Stages of Dissertation Grief. Through my doctoral studies I took a total of three classes in statistics, two were definitively quantitative in nature and the third was billed as a combination of quantitative data analysis and survey writing. I also took a class in research, in which we read successful study after successful study about higher education, studies that looked like they had had lines of candidates flowing out the door and had been put together in one exhausting day of interviews. The closest my studies came to qualitative research was the books I read on my own and my own discovery of the work of Glaser et al. (1966) as I considered grounded theory as a potential methodology. As I noted in Chapter 4, I have a background in journalism and I have interviewed everyone from

governors to garbage men. None of this prepared me for the challenges of qualitative

research.

I emailed out my invitation to my participants and I waited. No other dissertation

I had ever read talked about the waiting. No journal article I came across for my research

class described the realities of trying to find participants to interview. My committee had

warned me that sending out invitations two weeks before the end of a semester was risky,

but I did not want to believe they could be right until I was into my second week of

waiting for responses and the only ones I had gotten were from people who had not fully

read my email and were not actually qualified for the study. Then, there were the emails

from the well–wishers who wanted to help but could not because they did not qualify,

either; one of these is discussed in Chapter 4. About ten days into the waiting, I started to

wonder if my population actually existed. In theory, I knew it did, because I started

asking some questions before I chose a population; but I wondered where they all were

now?

It took almost two weeks for me to set up my first three interviews. No book and

no other dissertation prepares you for what interviewing is like. Even a career in

journalism, which is supposed to foster objectivity in reporting, does nothing to prepare

you for literally becoming your own survey instrument. After the interview with Andrew

I realized I needed to really become a player in my participants' stories of transition; if I

did not tell them my stories, they had no reason to tell me theirs. I mean, some of my

interview questions really asked them to look critically at themselves. If I could not show

them I would do it, too, why would they ever open up to me? So I opened up and became

entrenched in the "Enjoying the Interviews" phase of The Stages of Dissertation Grief. I could have done this forever, but after my third interview, with Carlos, the phone calls and emails stopped coming and I felt like I was back where I started.

I slipped into a stage I call "Endless Waiting" as I worked on leads and tried to find candidates who fit my study profile. I had a vacation planned with my family that I had actually created a 'contingency plan' to leave early from if an interview surfaced. It seemed, however, that nothing was going to save me from that week of camping in the North Carolina mountains. Then, I got an email from Maria. Fortunately, she wanted to Skype, which I actually did, on vacation. Endless waiting continued as the emails stopped coming. Remember, no one else tells you about the waiting. It was about three weeks before I finally developed a new plan.

The fall semester was about to start and I decided to reach out for help. I called the deans at College Alpha's science departments and asked them if they would mind mentioning that my email was waiting for the adjuncts when they had their Welcome Back ceremonies in a few days. I was fortunate they said yes. After that, my final five interview participants contacted me and I was quickly back in the "Enjoying the Interviews" phase, despite the fact that I was also starting a busy fall semester myself.

By this point, I was also already getting the initial interview transcripts back from my transcriptionist. My original plan was to use a dictation software package to record the interviews and transcribe them using that but, upon further investigation, I found that others who had used the software found it "memorized" their voices and did not do as well with the voices of their participants. I decided to enlist a transcriptionist because her

work would be faster, and more accurate, than anything I could do on my own. It was well worth the money and it was costly.

As I got each transcript back, and entered the "Joys of My Own Research" phase, I decided not to start coding the transcripts right away, looking for those themes that populate Chapter 5. Instead, I read through them and wrote each section of Chapter 4 as an individual story. It brought me very close to my participants and gave me a chance to read, and tell, their stories without a critical thinking pen in my hand. As I did this, I also listened to each interview again. No one tells you how close you really have to get to your data with qualitative research. I had no idea the number of times I would listen to the interviews to gather the tones of the responses or would flip through the transcripts reading their spoken words on the page, getting to know something new or different about each participant as I worked, finding what was lost when conversations out loud became pages in my hand. I had emailed my participants each transcript for approval and emailed them again with questions, like the meaning of the comment Carlos made about the students in the class he observed being "incredible" (Carlos, p. 6, line 164), because the tone was simply lost in the pages of his transcript. This was work and there was no magic wand, no book, for me to go by. I created this data and I had to figure out what it was on my own.

As I wrote each story in Chapter 4 the rest of the dissertation really started to take shape, but it was not a fast process. I woke up in the middle of the night more than once to jot down potential themes in my phone. I wrote on countless scraps of paper, trying to envision, just in my mind, the commonalities of the participants. I got back inside my

interviews over and over until I felt like I was living those hours of my life again and again.

<div style="text-align:center">Living the Data</div>

I liken my process of analyzing my data in my "Living the Data" phase to looking at one of those ambiguous drawings that looks like it could be two things at once. You keep rotating the page and rotating the page to figure out what it is, or could be. Finally, you see both the old woman and the young woman at the same time and, once you do, you can never separate those images again. It took time, but that is what happened. I started by writing the individual stories. Then, I took each individual participant's story and created a table of ideas and themes in them, with matching quotes or passages from the interview.

Once I had a table for each participant, I took a step back and waited. It seemed like I was waiting for that magic wand to appear, and I believe there was a point where my husband told me—I actually needed to finish the dissertation because it was not going to write itself, but in many ways it did. As I considered each story side by side, with its individual themes, I started to see the similarities and differences. I rotated the page and all the data fell into place where it might belong. I cleaned it up and started writing what has become my Chapter 5.

Chapter 5 has two real parts, the major and minor themes and also the relationships to the research questions. I saw those as two different ideas, so I walked away from my data in between them to give myself time to think. I went back to that

table I had painstakingly created for Chapter 3 and looked at what the relationships between the protocol questions and the research questions were supposed to be, and then I went back to the data and made sure the answers I got held true to the ideas I had months before. Fortunately, for the most part, they did.

Having that table made writing the data's relationships to the research questions in Chapter 5 easier than I thought it was going to be. Finally, something had come easily for me! It was like walking into a test and knowing all the answers. I was so close to my data I saw the relationships were already there. They required thought and careful support from my interviews, but I was finally a researcher, writing my own work into a reality.

Chapter 7 was an emotional chapter for me to write. It was, as you will read, finally my turn to reshape Schoening's (2009, 2013) model and to add to the literature on adjunct transitions. This was the very reason I had set out on this dissertation path in the first place, but then the uncertainty set in. I texted my chair and asked her if I was really supposed to be doing this. Her reply: "Excellent, that is really what students should do or initiate. That is the sort of thing that tells me the research or dissertation has become 'their own' (Rosa Cintrón, personal communication, September 25, 2015). My favorite children's book is *The Velveteen Rabbit* by Margery Williams. Had I just become real like the rabbit at the end? I was not about to hop away without finishing the dissertation; but, after that, it all felt different. Chapter 7 flowed from my soul. I wrote it in two days and by the end my fingers hurt so much (something no one else also tells you about dissertation writing or qualitative research, it is a workout!) but I could not stop. I was

making recommendations based on what –I-, a doctoral candidate had found, not some seasoned researcher who does this for a living, but me, a doctoral candidate with a goal of, one day, graduating.

The feeling of moving into the "I Did It" phase is indescribable, but clearly the hard work it took to get there is not. When my chair asked me to write this chapter, she wanted me to focus on the process and its details, on what I did and how I did it, and all the things 42 hours of classes never taught me. I can sum it up like this: In my program there was no education on qualitative research. I thought I knew something about it but I did not know a thing until I did it. I went in with a plan. What you are reading is not exactly how I thought it would turn out, but I got there. I went through all of The Stages of Dissertation Grief but I made it.

Along the way, I thought a lot about why people don't finish. Now I realize why only some of us do. This is hard work; and anyone who tells you, or insinuates in their writing, that their study went lightning fast and everything came together quickly with the analysis and writing is probably not telling the whole truth. My data came quickly, by qualitative research standards. I puzzled for days and days and days over my analysis. There was a point where I scrapped everything I had, started again, and then went back to my original iteration of the data. I talked about ideas for analysis (not specific content of interviews, just ideas for analysis) with everyone who would listen. I asked questions and I got answers. I relied upon my chair to give me the freedom to figure it out on my own. What started out as 'ours,' as she kept sending me back to the drawing board on my literature review, became mine when I met with her one day and told her what I found

and what I saw and where I was taking this research. Perhaps that is the moment when I really became real. The moment I realized qualitative research is a difficult task, with few rules, that one has to navigate alone, but with the support of people who care.

CHAPTER 7
ON BECOMING PART OF THE ACADEMIC CULTURE: DISCUSSION AND
RECOMMENDATIONS

Introduction

In this chapter, I return to my study. Here I examine the relationship between the conceptual framework I chose and the research findings. I also discuss my re–envisioning of the Nurse Educator Transition Model to more closely reflect what I believe the adjunct transition to be about, as based on my research. The research questions, and the findings related to them, are also revisited using the literature review for support. I also present recommendations, the limitations of the study, and implications for practice, along with recommendations for future research. The chapter concludes with a summary of the findings of the study.

Conceptual Framework Revisited

The perspective I selected for this study, as detailed in Chapter 2, was Schoening's (2009, 2013) Nurse Educator Transition (NET) Model. This model details the transitions of practitioners into adjunct teaching positions in the field of nursing and names four distinct stages of that transition: (1) *Anticipation/Expectation*, (2) *Disorientation*, (3) *Information Seeking*, and (4) *Identity Formation*. *Identity Formation* is the point at which the adjunct realizes that they have a place in both the world of the practitioner and the world of academia. According to Schoening (2009, 2013), the model is fluid and the nurse can oscillate many times back and forth between *Information*

Seeking and *Identity Formation* as they grow and change as both practitioners and instructors.

One of the key issues with the model, when used as a theoretical framework, however, is that it fails to address the multiple layers of transition a practitioner undergoes when becoming an adjunct. While the NET model addresses a sort of 'returning to the well' by gaining new information or skills as an adjunct, and then discovering new issues to resolve as a result—like taking two steps forward and one step backward while walking—the NET model ignores the fact that the transition these adjuncts undergo is both an overall transition and a day-to-day transitional experience.

The adjuncts in this study were in the process of becoming something more than just researchers in the lab or practitioners in the field. Based on Schoening's (2009, 2013) assessment of time frames in teaching and so–called place in the experience, all of the participants in this study had been teaching at College Alpha for five years or less and should have fallen between *Information Seeking* and *Identity Formation*. But there is more to their stories of transition than can be tracked by Schoening's NET model. These adjuncts faced an additional struggle not addressed by Schoening (2009, 2013): the day–to–day transitional challenges of moving from the workplace to the classroom. Several of the adjuncts, including Andrew, Susie, and Samantha, discussed their own issues with hurried transitions and "hav(ing) to wear a completely different hat" (Andrew, p. 2, line 34). They also commented on the loneliness of adjunct teaching and the lack of institutional support. For example, Samantha noted that "I feel like they sort of threw me into the wolves and hoped I figured it out. And I think I did. It's just a lot of stuff"

(Samantha, p. 4, lines 127-128). I believe that this day–to–day transition informs the adjunct's ability to move forward on the NET Model's scale and, therefore, cannot be ignored as a part of the process. More specifically, I focus on the day–to–day experience that shapes the adjunct's ability to seek information about their new teaching role and to form their teaching identities. If this experience is a negative one, as were the cases of the majority of my study participants, the outlook on the transitional experience as outlined in the NET Model could also be clouded with negativity.

A second shortcoming of the Schoening (2009, 2013) model is that it also does not address the role self-evaluation plays in the process of moving toward *Identity Formation*. In her 2009 work, Schoening accounts for the role of student evaluation in the new adjuncts' realization; adjuncts are not fully transitioned into competency in adjunct instructing but the role of self-evaluation in the transitional process is ignored. Schoening addresses the idea of making the new adjunct position your own but does not examine the role of self-evaluation in the process. While most of the adjuncts in my study—Josh, Maria, Samantha, Caroline, Colin, and Susie— all employed some kind of self-evaluation process to their teaching, they mostly relied upon either final grades or test scores to make that evaluation. Colin also solicits verbal feedback on exams and Josh spoke of failed attempts at getting students to rate his performance for bonus points at the end of the semester:

> I encouraged honesty. The meaner the thing is the more points I'll give you. And I
> found that it doesn't really work because they know its joking but I encourage

them that if at any point you think I am a [shit] professor you need to tell me so I

can fix it. (Josh, p. 9, lines 305-308)

Nonetheless, self-evaluation, in addition to student evaluation, would seem to be an

important part of the growth and transitional process yet self-evaluation is not addressed

by Schoening (2009, 2013).

A final area not addressed by Schoening's (2009, 2013) NET Model is what

happens when transitions fail. All of the participants in my study held at least a master's

degree and six held Ph.D.s in their fields. By all accounts, these adjunct instructors *could*

have made successful transitions; however, two of the College Alpha adjuncts with

master's degrees, Josh and Samantha, both implied that their individual transitions had

not been successful. Josh indicated he had also taken 30 hours of coursework toward a

Ph.D. in chemistry but had not completed his program. While this failure in transition,

from master's degree to Ph.D., might have no impact on an adjunct's teaching

experience, it points to the fact that transitions can be failed, which is something that

Schoening's (2009, 2013) model does not address.

According to the NET Model, at some point the adjunct should reach *Identity*

Formation. They can move back and forth freely between *Information Seeking* and

Identity Formation but this oscillation between stages does somehow end and the

implication in Schoening's (2009, 2013) study is that the end is a success. Sadly, the

happy ending is not always the case and should be addressed in any discussion of

transition in the workplace or otherwise. In Susie's case, she was in the process of

preparing to quit her adjunct teaching position at the end of the semester in which she was interviewed because of her failed attempts at career advancement at College Alpha.

In Figure 5, I offer a revision of the Schoening (2009, 2013) model that includes the elements of the day–to–day transition, the role of self-evaluation in the transitional process, and the potential for a failed transition to occur.
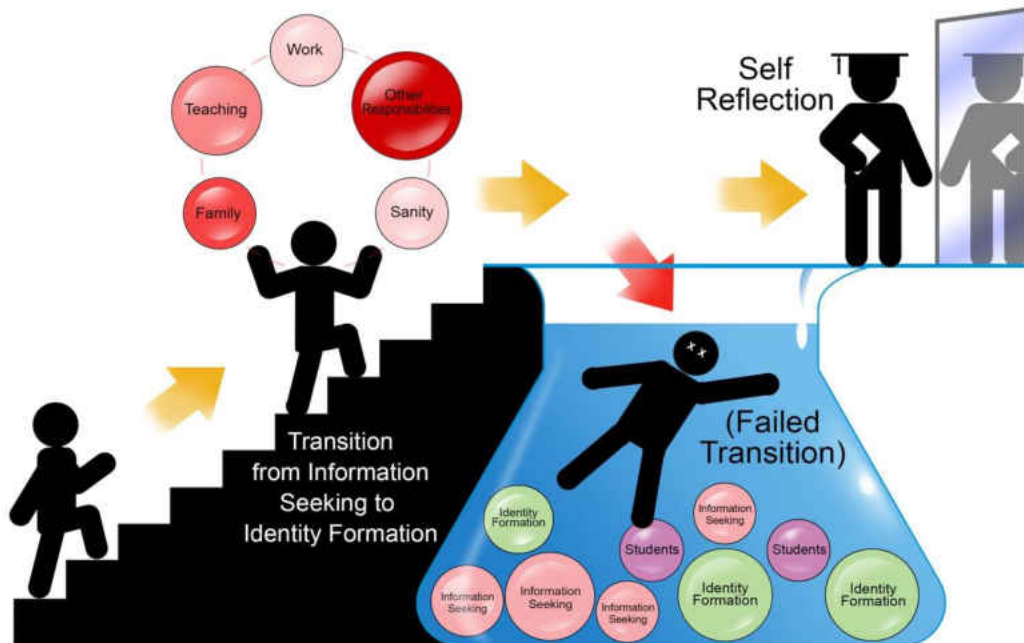
Figure 5. A revision of Schoening's NET Model as it applies to College Alpha adjuncts. Copyright 2015 by J. Hirsch-Keefe.

In this revised depiction of the NET Model, the adjunct walking up the stairs is juggling

the aspects of day–to–day transition that go along with the transition into adjunct

teaching while working an outside job, as described by the nine participants in the study.

The revision of the NET Model also depicts the two potential paths of the overall

transition: first, a move toward a success that involves self-reflection as part of the

process and, second, a failed transition, in which the adjunct falls off the path, so to speak

and does not successfully move toward adjunct teaching. This model offers a more

complete depiction of all of the potential paths of adjunct workplace transition.

Discussion of Results

The intent of this qualitative study was to explore the transitional experiences of

adjunct biology and chemistry professors at College Alpha and to contribute to the

literature on adjunct transitional experiences. Three research questions guided the

investigation:

1. How do participants come to be community college adjuncts in biology and

    chemistry?

2. How do community college adjuncts in biology and chemistry understand the

    generational differences between themselves and their students?

3. What does it mean to community college adjuncts in biology and chemistry to

    experience the transition from *Information Seeking* to *Identity Formation*?

These questions focused directly on the transitional experiences of the adjuncts

involved in the study and their perceptions of how generational differences in the

classroom impact those experiences. In Chapter 3, all three research questions were

connected to the *Information Seeking* and *Identity Formation* stages of Schoening's

(2009, 2013) Nurse Educator Transition (NET) Model and derived from their connections

to the literature review in Chapter 2. The results discussed in Chapter 5 revealed,

however, that there is more to the reality of transition than the NET Model reflects.

The literature on adjunct teaching discussed in Chapter 2 reveals significant

growth in adjunct teaching, beginning in the 1970s (Baron-Nixon, 2007; Maitland &

Rhoades, 2005; Tirelli, 1997). Since the 1990s, the expanded reliance on adjunct

instructors has helped institutions address budget uncertainties and enrollment

fluctuations by cultivating a flexible workforce that can be called in or cancelled out at a

moment's notice (Bethke & Nelson, 1994). A small body of literature on workplace

transitions revealed that, once adjuncts transitioned into teaching, issues emerged

regarding the striking of the balance between feeling respected at their day jobs and

having a meaningful teaching experience (Harrison & McKeon, 2008). This

phenomenon of issues with striking the balance between outside work and teaching was

confirmed by the participants in the study.

The literature also revealed the low level of college support for the adjuncts'

transitional experience (Curtis & Jacobe, 2006; Gappa et al., 2005; Rouche et al., 1996;

Schoening, 2013). This finding was partially confirmed by the study. All but one

participant in the study, Maria, seemed dissatisfied in some way with the level of support

they had received from the college as a whole. Participants found the bulk of their

support came from deans and administrative assistants while some found support from

full–time faculty. In all cases, though, participants in this study stated they wanted more support than they were currently receiving.

Literature on the adjunct teaching position itself declared a "wall of separation" between adjuncts and full–time professors (Bethke & Nelson, 1994, p. 15) and that adjuncts, in general, "felt limited and isolated in regard to their own professional development" (Johnson & Stevens, 2008, p. 27). These ideas were partially confirmed by the study. Josh, in particular, commented on the "preferential treatment…given to the full–time professors" in the assignment of classes (Josh, p. 13, line 457). Meanwhile, the isolation Johnson & Stevens (2008) identify may not entirely be the fault of the community college. College Alpha does offer a wide range of professional development options but it was revealed in the study that four of the adjuncts, Andrew, Carlos, Caroline, and Susie had little to no knowledge of them, despite the emails and fliers distributed by College Alpha advertising programs and individual classes. Maria, Elena, Samantha, Josh, and Colin knew what College Alpha's the professional development programs were about, but not all had had positive experiences with them. Samantha commented:

> They want us to do this professional development but they don't make it easy for people who can only do evenings. And again, its . . . it's not totally fair to say that because every now and then they do have an evening class but I guess I am teaching that night so I can't do it. It just . . . they don't make it super convenient. (Samantha, p. 4, lines 117-120)

Josh also recalled how he had dropped out of College Alpha's professional development classes because they did not seem worth his time. Some of the isolation the adjuncts felt may be an indication of poor timing of development coursework or even the result of the adjunct's own actions.

Finally, the literature review examined generational learning in the college classroom setting. A new focus on the learning styles of Millennials began when the Millennials started entering college classrooms for the first time in about the year 2000. The research of Barnes, Marateo, and Ferris (2007) declared that "educators should formulate strategies that meet students halfway" (p. 4) in their quest to incorporate appropriate content into class sessions while also utilizing technology and teaching and learning practices such as group work. The work of Johnson and Romanello (2005) concluded that "students learn more when the teaching method is consistent with their learning styles" (p. 215). The results regarding the Millennials' impact on learning in the current study indicated that most of the adjuncts had little time to explore more "Millennial" learning techniques because of the amount of content they were required to cover. Elena incorporated a real-world database group project and Caroline allowed her students to prepare co-teaching group presentations but the presentations were not graded because Caroline, like Josh and Andrew, lacked the confidence to assess the students as individuals within the group.

Literature on student-teacher relationships found that Millennial students have a large-scale respect for authority (Howe & Strauss, 2007) but they also want to bend or break some of the previously-established boundaries regarding the relationships between

professors and students (Espinoza, 2012). Millennials expect to visit with instructors outside of class and to be able to ask questions beyond course content. However, the results of this study indicate that adjuncts are not as interested in developing those deep personal relationships as their students might be. Instead, participants in this study are most comfortable keeping their student-instructor relationships on a professional level. For example, Susie, who recalled a story during our interview about a female student who came to her about a fight she had with her boyfriend, stated "I try not to give my personal opinion on those things" (Susie, p. 15, line 559-560). Susie also recalled issues she had had with students wanting to get too personal with her about her age. Similarly, Colin reported having issues with students trying to get too personal with him:

> I definitely try to keep a professional decorum but there was a certain point where I was (thinking) ok its getting too friendly. Nothing happened. It wasn't inappropriate but they were starting to see me more as a peer as opposed as their instructor. So I had to step back and establish that teacher student (relationship). (Colin, p. 6, lines 207-210)

All of the adjuncts in the current study appreciated when students came to them with professional questions or seeking academic advice. That said, Carlos and Caroline indicated they were quick to refer students to advisors when their students started asking them questions about whether or not a particular professor would be appropriate for them to take a class with in the future.

How do participants come to be community college adjuncts in biology and chemistry?

The participants in this study all came to be adjunct professors in different ways. Some were encouraged by colleagues at work to teach at College Alpha while others had family members who are teachers. In some way, all the participants expressed a desire to share their knowledge and make a positive impact on students. Bettinger et al. (2010) studied the impact of adjunct instructors on student learning; they determined that adjuncts who taught classes specifically tied to their individual professions, like engineering or education, made students want to take more classes in that area. The authors surmise that the practical experience and real-world stories the adjuncts were able to include in class lectures encouraged students in ways an academic, or full–time, professor would not be able to do. Bettinger et al. (2010) also determined that older adjuncts, as opposed to younger ones, had more classroom credibility, perhaps because of the presumption by students that they had more real–world practical experience. This aspect of the findings is further discussed in relationship to Research Question number 3.

The participants in this study, for the most part, also felt like they came into their adjunct teaching roles with little to no support from College Alpha. Maria recalled, "I was completely on my own" (Maria, p. 4 lines 109-110), a sentiment echoed by Elena, who recalled, "You are [just] given your textbooks and lab manuals" (Elena, p. 3, lines 100-101). A similar story was shared by Josh, Samantha, and Susie. This finding, that there is little support for new adjuncts, is backed by previous studies indicating that a lack of support can be an issue for adjuncts (Curtis & Jacobe, 2006; Gappa et al., 2005;

Rouche et al., 1996; Schoening, 2013). Several participants in the current study—Maria, Andrew, and Colin—talked about casual relationships with mentors, most of whom were previously their friends or work colleagues. The bulk of the support the adjuncts in this study received, however, was from immediate supervisors, such as department deans, and from the occasional full–time faculty member. This was true of Susie and Caroline, especially. Otherwise, they felt alone, like Josh and Elena, figuring out their roles by trial and error or by falling back on the way they were taught in college as a starting point for their own teaching techniques. Baker et al. (2014) found that, when teachers lack a positive mentoring experience or a proper induction into teaching, they tend to resort to teaching in the ways in which they were taught, which is often not using the latest in teaching methodologies such as student-centered teaching techniques. The current study also found that most of the participants felt their creativity in the classroom was limited, so to speak, by the massive amount of content they were expected to cover in just one semester. Andrew recalled that "we rely on [the] textbook" (Andrew, p. 8, line 260), meaning he does not feel he has much room to infuse his own ideas beyond the material he is required to teach. Participants felt unable to experiment with student-centered learning techniques, beyond asking questions during their lectures, because they were concerned about making sure they could cover all the material in the given time.

The participants in this study also had limited knowledge about, or use of, the professional development opportunities available to them through College Alpha. With the exception of one participant, Maria, the adjuncts in the study were largely reliant upon trial and error to master the art of teaching. Harrison et al. (2008) determined there

are both "formal" and "situated" learning opportunities and that, while trial and error in the classroom can be effective in some ways, formal learning opportunities are also necessary for adjuncts in order for them to transition successfully into teaching.

<u>Research Question 2</u>

How do community college adjuncts in biology and chemistry understand the generational differences between themselves and their students?

Research Question 2 came to have two answers, each based upon the generational status of the study participant. The Generation X-aged adjuncts in this study spoke more of a generation gap, or even a gap in maturity, between themselves and their students. Mangold (2007) found that generational differences between teachers and students can lead to differing expectations of what the teaching and learning experiences should be. This phenomenon was confirmed by the study participants' responses regarding their perceptions of their students' expectations of them in class. Maria discussed her concerns about her students' expectations: "I think they expect that the material will be spoon-fed back to them. They are shocked when they have to do work at home" (Maria, p. 7, lines 240-241). Andrew, Carlos, and Elena expressed other concerns about students' commitment to learning, such as Elena's statement about students relying too much on memorization and not enough on learning for mastery.

In this study, while all of the Millennial adjuncts qualified as "early Millennials" (born between1982–1992), these same adjuncts found clear differences between themselves and their Millennial students (who were predominantly born between 1992–

2003). Unlike the Generation X adjuncts, generational differences between early

Millennial adjuncts and their late Millennial students centered more on a fight for

authority in the classroom than on a gap in maturity or age. Each of the Millennial

participants struggled with establishing themselves as an expert in their field or with

maintaining a sense of separation between their role as instructor and their potential role

as a friend to their students. For Susie, her main issue is her young age and youthful

appearance. She commented, "I usually get about halfway through the semester and then

they start asking me my age" (Susie, p. 7, lines 260-261). Howe et al. (2007) found the

expectations of the Millennial generation seem different than past generations because

they crave emotional closeness, even with figures they deem see as potential authority

figures. Colin, in particular, struggled with students who wanted to be his friends instead

of seeing him as an instructor.

Regardless of the generational status of the study participants, there were some

commonalities between the adjuncts in the current study and their understanding of

generational differences in their classrooms. For example, both generations of adjuncts

utilized their own classroom experiences, or the teaching strategies they had learned in

classes taken outside of College Alpha, to rationalize the differences for themselves.

Josh said he did not think he would use any training offered by College Alpha to

rationalize the differences between himself and his students because he had learned so

much about teaching from his outside experiences in the past. Again, this is an example

of Harrison et al.'s (2008) research that emphasizes the value of experience gained in

situated learning; however, an opportunity to create understanding by means of formal

learning is being lost because the adjuncts have not been exposed to pedagogical knowledge regarding generational differences. Lyons et al. (2000) stress the importance of this pedagogical training, especially for adjuncts, because it is incorrect to assume that an adjunct has taken a teaching strategies class, much less taken a class recently enough to understand the different ways in which students learn.

<u>Research Question 3</u>

What does it mean to community college adjuncts in biology and chemistry to experience the transition from Information Seeking to Identity Formation?

Two categories of transition emerged from this study: first, the overall transition into adjunct teaching, as addressed by Schoening (2009, 2013) and, second, the day–to–day transition from the adjunct's workplace to their role as instructor at College Alpha. Each will be addressed separately but both are part of the larger transition from *Information Seeking* to *Identity Formation* addressed in the literature.

The overall transition into adjunct teaching is not an easy experience for the real-world practitioner. When Josh, a participant in the current study, defined his feelings on being an adjunct relegated to teaching introductory–level classes: "I feel like very much it is being in a war zone teaching that intro level and I feel the other professors all feel the same way. No one wants to do it. It's brutal" (Josh, p. 14, lines 463-464). To him, the analogy of a war zone summed up the entire experience of adjunct teaching, one in which he soldiers on, so to speak, until both he and his students reach a level of comfort in the classroom. His overall transition has been difficult. Others, like Elena, referred to her

initial transition as "pretty rough" (Elena, p. 3, line 100), a sentiment shared by others in this study.

Additionally, Research Question 3 is answered by the fact that the overall transition into adjunct teaching is not always successful. Schoening (2009, 2013) defined the transition into adjunct teaching as a four–stage social process, one that ultimately ends in successful transition. From the pre–teaching *Anticipation/Expectation* phase through the *Identity Formation* outcome, Schoening (2009, 2013) characterized the overall adjunct transition as a fluid process whose outcome should be positive. Ultimately, however, it is not always that way. Susie indicated that the semester in which her interview took place would be her last at College Alpha because she had been passed over for full–time promotion and "I can't just keep adjuncting" (Susie, p. 16, line 595). Josh also indicated he was frustrated with the process and would concentrate on his outside career, keeping adjunct teaching as a backup job. Both Caroline and Maria also indicated they preferred their day jobs to adjunct teaching and were only teaching to have a backup in case funding at their laboratories ran out.

In addition to the adjuncts' overall transitions into teaching, the participants in this study also revealed a second transitional experience they were being forced to reconcile: the day–to–day transition into adjunct teaching. This transition is equally, if not more, difficult to rationalize than the overall transition for the adjuncts. Harrison et al. (2008) wrote of the need to strike a balance between the authority they had at their professional workplaces and the lack of authority they were faced with when coming to campus to teach. For Josh, part of that balance was the realization he was required to

teach introductory–level classes when his outside workplace allows him much autonomy and the projects he works on require a higher level of chemistry than he is teaching. All of the study participants talked, in some way, about the experience of having to adjust the material they taught to meet the intellectual capabilities of their community college audience.

This balancing act was tempered by the lack of time many of the participants in this study felt they had to make the daily adjustment to the college workplace setting. For example, Andrew, Elena, Caroline, and Susie all talked about how rushed they felt in going from work to school each day, with Caroline and Susie both indicating they used their lunch and dinner hours, or the time just before class, to review lecture slides. Samantha talked about coming close to losing her temper and being frustrated with students who "are just drilling me with questions they should know" (Samantha, p. 1, line 27) when she comes to class after a long day at work. For all the adjuncts, the day–to–day transition presented some form of difficulty.

Both the overall and the day–to–day transitions for the adjuncts in this study were lonely and isolating experiences. Study participant Elena talked about being poorly informed about campus closures when she taught weekend classes. Caroline talked about being one of the only people on campus when she teaches and having a better relationship with the security guard than with her teaching colleagues. Overwhelmingly, participants spoke of feeling they had no guidance in what or how to teach within their disciplines. Samantha said she had turned to the Internet to find sample syllabi of other professors upon which to model her own. Weidman (2013) studied the feelings of stress

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and loneliness associated with adjuncting, with findings supported by the current research.

<div align="center">Other Discoveries</div>

In addition to the discovery of the differences between the experiences of Generation X adjuncts and Millennial adjuncts, three other interesting discoveries came out of the current research. First, the adjunct experience for biology and chemistry professors at College Alpha is largely one without reflection. Several of the interview questions, especially the one I posed regarding how the adjuncts in the study talk about their confidence level in teaching with their non-teaching peers, caused some participants to reflect on these ideas for the first time. When I asked the confidence level question, Samantha's first response was "I don't think I have ever talked about my confidence" (Samantha, p. 1, line 18). When I asked him about his day–to–day transition, Carlos paused for some time before determining he felt like an actor playing a new role. In her post-interview review of her transcript, Elena admitted she struggled with the idea of how to evaluate her own confidence in teaching.

Even when asked questions about self-evaluation of teaching, most of the participants who had a plan for self-evaluation (Josh, Caroline, Samantha, Susie, and Colin) relied upon student grades or test scores to evaluate their own teaching. These participants had not fully embraced the idea that self-evaluation should not necessarily be tied only to student outcomes. Josh, Caroline, Samantha, Susie, and Colin had not given much consideration to their own thoughts or feelings about their own teaching or how

experiences in their classes looked through their own lenses rather than the lenses of their students.

The second discovery to come out of the current research is that most adjuncts are unaware of the services College Alpha does provide to help them improve as educators or, if they are aware of the services, they do not feel they need them. Andrew believed he had never been asked to attend a professional development workshop outside of the emails he usually deletes. Josh knew about College Alpha's faculty development programs, and had tried them once, but did not think they were worth his time. For Susie, timing was a major factor that kept her from the face–to–face professional development classes; she explored the online offerings, but said none of them interested her or seemed necessary.

Thirdly, the campuses of College Alpha each feature their own distinct campus cultures and the culture of each campus has an impact upon the experiences of the adjuncts who work there. This observation is based largely upon my own employment as an adjunct at College Alpha, who has worked at multiple campuses in the past, but is also backed by the interview data gathered from the participating adjuncts, who taught at four of the five campuses in the College Alpha system.

Maria and Carlos, both of whom consider the Rural Campus to be their home campus, as well as Caroline, who works at the Plains Campus, seemed to have a more positive outlook on their overall induction into College Alpha and the level of support they received from administrators. Carlos had access to multiple mentors and Maria had been included in full–time faculty meetings. This is not to say their experiences were

perfect but the tone of their discussions were a lot less accusatory than those of other participants and they seemed happier with their overall adjunct experience. Incidentally, the two campuses share the same upper–level administrator.

On the other hand, Andrew, Elena, and Susie, all from the Coastal Campus, seemed to have had some of the more difficult experiences with adjusting to adjunct life. The Coastal Campus is considered College Alpha's second largest campus and serves about 15,000 members of its student population. During their interviews, Andrew, Elena, and Susie characterized their experiences teaching at the Coastal Campus as limited by inadequate communication with the administration and a culture that left adjunct instructors feeling like contractors instead of valued employees at the institution. Samantha's and Josh's experiences at the Lowlands Campus are, perhaps, the most startling; both reported having issues characterized by feelings of alienation from the campus culture. For example, Josh talked about how he asked for a mentor and never got a response. Susie is leaving her adjunct teaching position at the Lowlands Campus after the semester in which we spoke because the college, and her campus in particular, are making it too difficult for her to continue teaching while working full–time.

Recommendations

The rate of adjunct employment at community colleges is growing and will likely continue to grow as the economy and levels of enrollment remain uncertain in the future. As adjunct populations grow, it is clear more attention needs to be paid to them. The

following is a series of recommendations for community college administrators as they consider how best to work with the changing instructor population.

First, more needs to be done to bring adjuncts, newly hired or those with the institution for some time, into the culture of the institution. Colin, the most recently–hired of all the participants in this study, was the only one who spoke with a real sense of feeling he was being brought into College Alpha's culture through the assignment of his mentor, his campus's welcome back activities, and the professional development class offerings of which he was made aware. Others, like Maria and Caroline, talked about having mentors in the past but feeling, to some degree, like they had left those relationships behind or had been left behind by those mentors. Andrew abandoned the welcome back festivities because they never seemed to contain new information for him. Elena said that she, and other adjuncts, needed more of a new-faculty orientation in order to successfully acclimate themselves to the College Alpha culture.

Based on the current research, I recommend that community colleges consider going beyond inviting adjuncts to meetings and toward the creation of specific adjunct circles of support and learning. These voluntary group mentoring-type sessions could serve multiple purposes. First, these sessions would offer adjuncts of all experience levels a way to build camaraderie among their ranks and across disciplines. In the course of this study, Josh was the only participant who referred to having other adjunct friends, some outside his department. One way to combat the loneliness of adjuncting would be to give the adjuncts a means to discuss their concerns and ideas beyond the departmental level and to meet adjuncts outside of their own disciplines. These sessions could be

facilitated by seasoned adjuncts and could feature their own professional development lessons and credits for participation.

A second recommendation to help combat the loneliness of the adjunct experience is to have administrative staff members and technical support services available during all hours classes are in session. Nearly all of the adjuncts in the study, with the exception of Maria, who teaches during the day, expressed that they were often on campus after everyone else in their department had gone home. Elena and Caroline, in particular, referred specifically to the lack of technical support service availability on their campuses at the times they taught. Community colleges need to do more to make sure the day–to–day transitions and teaching experiences of their adjuncts are appropriately supported.

Thirdly, more needs to be done to recognize the contributions adjunct instructors can, and do, make to the community college environment. College Alpha recently instituted a college–wide recognition program that offers awards for full and part–time employees based upon their years of service. This is just one step in the right direction. Adjuncts with outside industry experience should play a pivotal role in course curriculum planning, textbook selection, and other aspects of student degree–planning initiatives. Maria, who teaches during the day, was the only adjunct in the current study who indicated she had ever been consulted about a departmental decision. She felt "faculty meetings . . . are usually for full time instructors, but they said they wanted the perspective from a part timer as well" (Maria, p. 5, lines 148-149).

None of the adjuncts in the study indicated they had ever been a part of a textbook selection committee or consulted regarding course content and how that content relates to

the real world. Effectively, none of the participants in this study indicated they were ever asked if anything they are teaching applies to a job they have that a student might pursue in the future. Such consultation and input would not only allow the adjunct instructors to contribute to the betterment of the college but also would allow the adjuncts to utilize their real–world skills, which not all full–time and tenured faculty may have, to help shape degree programs and to benefit the college as a whole.

Additionally, for multi–campus institutions such as College Alpha, a way needs to be found to standardize the induction process for adjuncts. As revealed through the course of the study, the nine adjunct participants came from four of the five College Alpha campuses. Each adjunct seemed to have their own experience with induction, but these experiences exhibited strong similarities and discernible differences based upon the home campus location of the adjunct. Samantha and Josh both consider the Lowlands Campus of College Alpha their home campus and both expressed issues with limited access to resources and both are also unsure of how large of a role teaching will play in their futures, with Susie planning to leave adjunct teaching after the semester in which she was interviewed. Andrew, Elena, Susie, and Colin all consider the Coastal Campus home and, with the exception of Colin who was in his first semester of teaching at College Alpha, noted they felt they were on their own in some capacity with their work at the college. Conversely, Maria and Carlos both consider the Rural Campus their home campus, where Maria has been included in full–time faculty activities and Carlos has been adopted by multiple mentors. Caroline's experience at the Plains Campus has been

filled with rich interaction with a full-time faculty mentor she sought out independently of any program offered by the college.

The variations in feelings of acceptance and inclusion in activities across campuses of the same college should not exist. Multi–campus institutions should have one central point of induction contact for adjuncts, perhaps in the form of a Director of Adjunct Services, with Assistant Directors at each of their regional campuses. The Assistant Directors would work with adjuncts at individual campuses, while the Director's job would be to work with the Assistant Directors to create a standardized experience for adjuncts across all campuses within a college's main system. These people could be responsible for making sure every adjunct has the same knowledge about resources, feeling of being welcomed, and access to opportunities regardless of the size or location of their satellite campus.

In response to the apparent generational gaps between instructors and students at community colleges, more needs to be done to educate adjuncts, and all levels of professorship, about the varying experiences and expectations of today's traditional-aged college students. In the current study two different types of generational gaps were revealed: the gap between Generation X adjuncts and their Millennial students (found with Andrew, Elena, Carlos, Caroline, and Maria) and also the gap between early Millennial adjuncts and the later Millennial students of today (found with Josh, Colin, Samantha, and Susie). Just as community colleges, such as College Alpha, focus on issues related to diversity of the student population with respect to race, ethnicity, learning styles, and degrees of ability (such as the need for remedial education) it is

important for them to consider the diversity of the ages of the students on campus as well. In the study, all of the participants recognized the differences between themselves and their students, especially with respect to their ages; but none had received any kind of training in how to embrace those differences and to use them as an advantage in the classroom. As a result, I recommend the creation of a college-wide training in generational diversity issues, as I believe understanding these differences could create a better college experience for all parties involved. This training would do more than just introduce the generations and their apparent differences, it would also generate ideas about how to make the strengths of both professor and student, regardless of age, a valid and valued part of the classroom experience.

A secondary recommendation related to generational differences between students and teachers begins with an initiative already in place at College Alpha: the move toward defining learning in the 21st century classroom. In addition to generating and implementing ideas from faculty of all ranks regarding how to facilitate 21st century learning, College Alpha should reach out to today's college students, especially Millennials, and work on incorporating their ideas about teaching and learning, in addition to current research on the topics, into their plans for re-envisioning teaching and learning in the modern world. Without student input, the college is, effectively, operating in a vacuum where faculty and staff are only able to speculate about what students want and need now and into the future. Student input is an essential part of this process, yet none of the adjuncts in this study seemed comfortable with soliciting student input in their classrooms. In fact, the early Millennial adjuncts, such as Susie, Josh, and

Samantha, seemed to find themselves struggling with their students to maintain power and authority. These struggles could be eliminated, or at least decreased, if learning were centered more on today's values and not on the values of the way these adjuncts were taught, including a heavy emphasis on lectures and homework.

An offshoot of the restructuring of the 21st century learning initiative should include the creation of an ongoing task force to monitor the changes in teaching and learning as they relate to generations in the classroom. Allowing adjuncts to be paid to participate in the task force, in the same way full-time faculty get release time for committee work, would allow for adjuncts to be more of a part of this very important work. The goal of the task force, which could feature rotating membership terms of two years, would be to continually assess the College Alpha student and adjunct faculty population, in particular, to ensure that the adjuncts have an awareness of changes in ideas related to teaching and learning, things that might be more obvious to fill-time faculty who are immersed in student interactions and tenure-track workshops more often than the adjunct is.

<u>Limitations of the Study</u>

Given the scope of the recommendations in the previous section, it is important to consider the limitations of the study conducted to develop them. The goal of this study was to examine the transitions of biology and chemistry adjuncts as they moved from their positions in the field, where they hold some kind of authority, onto the College Alpha campus, where they are not key decision–makers. The results of the study are,

therefore, not generalizable to all adjunct transitions at all community college campuses. Nor are they generalizable to transitions within all disciplines. The value of this study is the way in which interested parties might be able to use the conclusions within it to understand those transitions more clearly and to find ways to make those transitions easier. The limitations of the study include small sample size, the fact that the sample was drawn from only one community college, and that participating adjuncts come from only two specific disciplines. The researcher's own bias as an adjunct at College Alpha also adds to the limitations of the study.

The sample size for the study was limited by several factors. First, the College Alpha website phone directory lists just 140 adjuncts in biology and chemistry at all five of the regional campuses. It does not indicate how many of those adjuncts have full-time paying jobs in addition to their part–time teaching positions, which was a requirement to be part of the study. I chose to access potential participants via email because not all of them had phone numbers listed on the college website and many of those numbers listed were campus phone numbers, meaning I might not have been able to contact all potential participants if they were not teaching in the semester when I set out to find my sample. The email contacts led to a second limitation; my study participation was limited to only those adjuncts who actually read their email during the time I set aside to solicit my participants. I did get some help from department–level deans at two of the campuses and full–time faculty at a third but the extent of that help was to ask the adjuncts to please check their emails. It is entirely possible there are other adjuncts, with jobs outside of

teaching and who fit my criteria of teaching at College Alpha for five years or less, that did not respond to the study request.

The fact that I chose to do my study at one community college in a southern state also serves as a limitation for the study. It is impossible to generalize the experiences of all adjuncts in all disciplines based off of one study at one institution. Therefore, the study should be seen for what it is: a snapshot of the transitions of adjuncts in biology and chemistry at one institution. I cannot speak for the adjunct experience as a whole.

The choice to limit the study to adjuncts teaching only in biology and chemistry also limits the study. The decision to limit the participants to biology and chemistry adjuncts was made because I wanted to explore the specific experiences of adjuncts who work in their science–related jobs outside of academia during the day and then teach that same discipline at night. The experience of an English adjunct who also works at a bookstore or a math teacher who also teaches at a high school did not seem to have the same potential challenges as biologists and chemists who use their degrees for in–field work in medical research or environmental preservation. One unintended limitation of the study is that I only had one chemist, who met the qualifications to participate in the study, respond to my request for participation. I do not believe his experience speaks to the experiences of chemistry adjuncts as a whole, just as I do not believe the experiences of the eight biology professors in the study represent all adjuncts in their discipline.

Finally, my own bias as a researcher needs to be, once more, addressed. In Chapter 1, and again in Chapter 3, I disclosed my positionality as a researcher. I am an adjunct professor at College Alpha but I teach humanities—not biology or chemistry. A

long time ago, I left my outside job to teach part–time and have undergone my own version of the overall transitional experience which I wrote about in Chapter 5. While considered a bias, I also believe my experience as an adjunct added to my ability to successfully conduct the study.

Qualitative research inherently calls for the researcher to become the survey instrument. I have done that. I involved myself in my interviews by sharing stories with my participants in order to get them to open up about their own experiences. In order to eliminate any potential misinterpretation of, or misrepresentation of, my data, I kept my chair and my work colleagues who were not involved in my study informed of any challenges I was facing. I sought the advice of my chair concerning how to represent tone and how to explore ideas that came from my specific knowledge of College Alpha, mixed with that sense of tone in the interviews, and not from quantifiable data. I consulted with my committee members about other challenges, including issues I had getting the right information on adjunct usage for my literature review and where to begin with my interpretations of my data.

Practical Implications

This qualitative study was designed to contribute to both the literature about, and the practice of, adjunct transitions at community colleges. The fact that this study was specific to adjuncts in two scientific disciplines and at one community college does not take away from the potential practical implications of the study. The results should have meaning for, and implications for the practices of, all community college administrators.

From upper–level administrators, to departmental deans, to all those who work with adjuncts through their inductions or regular teaching roles, information about their experiences should be valuable. The results should also have meaning for, and implications regarding, the practices of faculty development practitioners who should be working to create an environment that helps adjuncts learn more about the art of teaching. The results of the study should also have implications for adjuncts themselves as they strive to navigate the challenges of transitioning into teaching, whether their goals consist of continued part–time employment or future full–time employment.

A key implication of this study for community college administrators at all levels, from campus leaders to departmental deans, is that not enough is being done to facilitate the induction and transition of adjuncts with jobs outside of teaching into their teaching roles. These adjuncts should be considered assets to the institution, especially given the historically documented community college focus on providing a more practical, and less liberal–arts–oriented, education than a four–year institution might give. The practical skills and workplace knowledge of the adjunct instructor should be celebrated and more should be done to ensure working adjuncts have a positive experience with the institution and do not feel doors are being slammed in their faces when they ask for help or decide to potentially seek full–time opportunities. Adjuncts should also be invited to regularly serve on textbook and curriculum review committees or at least be solicited for their input in more ways than a single, easily deleted or missed email. Additionally, administrators of multi–campus institutions should examine the differences between creating separate campus cultures for students and creating separate campus cultures for

employees. While an individual campus culture may be important for students seeking a short-term education in the arts or more STEM-driven programs, it would seem less valuable for employees making a long-term commitment to the institution which may drive them to switch home campuses over the courses of their careers.

Faculty and professional development practitioners at community colleges should also see this research as a call for more focused and directed efforts to improve the adjunct experience. Consideration should be given to adjunct schedules in the scheduling of professional development classes; and circles of support and learning, for adjuncts and led by adjuncts, should be formed to help not only indoctrinate the adjuncts into community college teaching but also to ensure continued support of adjuncts throughout their teaching careers.

Finally, implications for adjuncts should include the knowledge that their experiences, both at work and at their part–time institutions, are important and relevant. Adjuncts should understand, from this study, that they do have a voice and that they should take whatever means are necessary to make sure that voice is heard. They should understand that they offer something to community colleges that their full–time counterparts often to not: continued real–world knowledge and experience.

<u>Recommendations for Future Research</u>

More research is necessary into the adjunct experience. Throughout my experience with writing my literature review, creating my research procedures, and

organizing my findings, I discovered several additional areas of research that should be explored. These areas include:

1. An exact accounting for the number of adjuncts teaching at community colleges needs to be compiled. During my proposal defense, my committee questioned the use of a USDOE graphic which shows the increase in use of adjuncts at both four– year institutions and community colleges from 1991 to 2011. When I attempted to find data that only represented community colleges, I was met by a lot of people who were, like myself, curious about who had that information. I contacted a virtual alphabet soup of organizations involved in the collection of data in higher education, including The American Association of Community Colleges (AACC), The Community College Resource Center (CCRC), the U.S. Department of Education (USDOE), the Integrated Postsecondary Education Data System (IPEDS), and even the Southern Association of Colleges and Schools (SACS), which is the body that governs the accreditation of community colleges in College Alpha's region, and was met with no success. An accurate count of the number of adjunct and full–time, community college professors is needed.

2. The role of online and/or mixed–method teaching in the process of adjunct transitions should be explored. During the course of my interview with Maria, she disclosed that she was forced to use an online component in one of her classes, something that neither she, nor her students, saw as a positive addition to the class. My interview protocol focused entirely on the transitional experiences of adjuncts who physically come to their respective campuses to teach. More

research into adjunct transitions should be conducted and it should focus on the experience of online professors who may, or may not, find themselves even more disconnected from their campus than professors who teach at the college facility.

3. More research needs to be done on the transitional experiences of Millennial adjuncts who are also teaching Millennial students, a phenomenon discovered when four of the nine participants in my study turned out to be Millennials themselves. Howe et al. (2007) characterize Millennials as being born between 1982 and 2003; this means the first of the Millennials, or early Millennials, could have graduated with their master's degree and begun teaching as early as 2002 or 2003. The last of the Millennials will enter college as late as 2021 and that is only if they matriculate right after they graduate from high school. This means there will be at least six more years during which time Millennial professors will be teaching predominantly Millennial students. Johnson et al. (2005) call for a cultural understanding *across* generations between adjuncts and students but little research has been done into *within* generation interaction with Millennials.

4. More research needs to be done on the general transitional experiences of adjuncts. This study focused specifically on biology and chemistry adjuncts with outside jobs that utilized their biological science or chemical science education. This tells only one part of the story. Research should focus on other disciplines, like English, history, or humanities, and how adjuncts who do not work in the fields they teach in make the transition and adjust to teaching. Additionally, more research should be done into the transitions of chemistry adjuncts into teaching.

As noted in the Limitations of the Study section, there was only one participant from a College Alpha chemistry department. This means the current study results cannot do much to speak for the experiences of chemistry adjuncts beyond that one participant.

5. The specific reasons behind non–participation versus participation in college–sponsored professional development activities by adjuncts should be investigated. One of the interesting points of the current study was the number of adjuncts who believed the general laboratory safety classes they had taken counted as professional development. Another was the number of participants who had limited knowledge about whether College Alpha even had development programs for them. Austin (1992) surveyed part–time faculty over a span of 14 years, finding many adjuncts were unaware development opportunities existed for them. She does not, however, examine reasons for non-participation once the adjuncts learned these opportunities existed. Johnson et al. (2008) found that most adjuncts in their study did not think the available faculty development opportunities were relevant to them.

6. The unsuccessful transition into adjunct teaching warrants examination. Schoening's (2009, 2013) model insinuates, with its fluid motion between *Information Seeking* and *Identity Formation*, that the adjunct will, at some point, successfully transition and have a formed identity. That does not always happen, as was evidenced by Josh's non–completion of his Ph.D. program and Susie's decision to leave her adjunct teaching position because she could not secure a

full–time position. Research needs to be done into the causes of, and implications of, failed adjunct transitions for both the adjunct and the institution. I did not explore the number of adjuncts who had already left College Alpha because of dissatisfaction with their experiences; however, the instances of adjunct turnover, and the reasons behind them, are worth examination.

Summary

In this chapter, I revisited the conceptual framework for the study and added to the framework's capacity to measure the adjunct transitional experience. I also discussed the results of the study in the context of the literature review and presented limitations of my research. Recommendations were outlined for adjuncts, administrators, and faculty development practitioners in the community college setting that were based on the findings of the current research. Finally, I presented implications for practice and suggestions for future research in the area of adjuncts and adjunct transitions.

At the end of the day, it is not easy being an adjunct, just as it is not easy being in a new town. You do not always know the rules and you do not always know where to turn for help. Sometimes, the residents do not even want to help you. The research presented in this study examined the transitions of biology and chemistry practitioners into adjunct teaching at one community college. It definitely does not speak to the whole adjunct experience; however, it tells the story of nine individuals on the common quest to find their way through this new, and sometimes difficult, experience of becoming part of the academic culture.

CASE STUDY CONCLUSION

It's nearing the end of the semester and Heather is excited. She feels like she has a lot more of a home at College Alpha. The faculty development office on her campus has helped her to find ways to engage her students through classes she was able to attend online and on evenings when she doesn't teach. She's amazed they took her advice and made sure a greater variety of classes are offered at night. It feels like she's made a real contribution to her institution.

Through the classes she's met other adjuncts, and even a few full-timers, and she feels like she has a growing sense of community and a sense of place at College Alpha. Her campus' administration has even started hosting forums to get ideas about how to make the adjunct experience a better one for those instructors who also have full-time jobs outside of teaching. Heather's even been able to attend a few of the forums because there are not just daytime meetings on campus; her dean took her suggestion and has hosted a few of them in the evenings and others through online webinars.

Heather realizes her experience is still far from perfect, but it is much improved. She's looking forward to teaching at College Alpha again next semester. She hopes the newly-hired Director of Adjunct Services, and her campus' Assistant Director, who will be on campus several nights a week when most adjuncts teach, will help her, and others like her, to continue to want to teach in addition to their full-time jobs by making the teaching experience enjoyable. If only she could do something about the traffic!

APPENDIX A
PERMISSION TO USE INTELLECTUAL PROPERTY

From: Schoening, Anne M. <AnneSchoening@creighton.edu>
Date: Tue 5/26/2015 12:35 PM

To: Jennifer Keefe;

Hello, Jennifer. Thank you so much for your interest in my work. I am pleased to hear that you are interested in testing this model with other disciplines.

You have my permission, with citation and acknowledgement of copyright, to use the image of the model in your work.

In regards to your question about a linear vs. dynamic model, it is probably best explained by looking at my full-text dissertation: http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1006&context=cehsedaddiss

See pages 96-100. The dynamic nature of the model comes from the stages of transition as described by the participants, as well as the methodology used (Strauss & Corbin).

I hope this helps. Please let me know if you have any further questions!

Best wishes,

Anne Schoening, PhD, RN, CNE
Associate Professor, Maternal/Newborn Nursing
Faculty Development Coordinator
Creighton University College of Nursing
Fellow, Center for Academic Innovation (CAI)
(402) 280-4777
aschoening@creighton.edu

APPENDIX B
REQUESTS FOR PARTICIPATION: INITIAL AND FOLLOW-UP

Dear College Alpha Adjunct Science Professor,

My name is Jennifer Keefe and I am a doctoral candidate in the Higher Education and Policy Studies Program at the University of Central Florida's College of Education and Human Performance. I am conducting research related to transitions into teaching for adjunct professors. The purpose of my study is to explore the experiences of adjunct Biology and Chemistry professors as they transition from their jobs outside of teaching into their roles as part-time educators. I would like to request your help with my dissertation study. I am particularly interested in adjunct professors who hold full-time jobs that utilize their education in the sciences and then also teach at College Alpha in what Alpha considers a non-full-time, or adjunct, status.

Your participation will involve email and phone correspondence and at least one in-person interview that will be recorded solely for use in this study. This interview can also be conducted through "Skype" if that is more convenient for you. You will have the opportunity to discuss questions you may have before you agree to the interview, by phone or email, and will be asked to sign and return a consent to be interviewed before the interview can take place. In-person interviews will last approximately 60-90 minutes and can be scheduled at the date and time of your choosing. The interview will consist of semi-structured, open-ended, questions that will be provided to you in advance. Follow-up questions will be sent through email or asked over the phone.

Should you be willing to share your experiences, please email me your availability to meet, including the time and location most convenient for you, as soon as possible. If "Skype" is more convenient, please indicate your availability as well as your "Skype" contact information in your reply. In either case, please also attach a current copy of your resume or curriculum vita so that I can develop the interview based upon your experiences. Please also notify me if you are unwilling to participate in my study so I do not continue to contact you.

In order to ensure confidentiality, your name will not be disclosed at any time. If you hold a job outside of College Alpha that utilizes your scientific skills, and are willing to participate in this study, please contact me at your earliest convenience. You can also contact me with questions regarding the study at jkeefe1@knights.ucf.edu or at (407) 402-6507. Your contribution will address the lack of literature on adjunct transitions in higher education.

Thank you in advance for your time and support of this study.

Sincerely,

Jennifer Hirsch-Keefe
Doctoral Candidate
College of Health and Human Performance
University of Central Florida
jkeefe1@knights.ucf.edu

Dear Adjunct Professor,

Thank you so much for assisting me with my dissertation research and agreeing to participate in an interview. I am an Adjunct Professor of Humanities at College Alpha, so the experiences of my fellow adjuncts are very close to my heart. As a current doctoral candidate at the University of Central Florida in the Higher Education and Policy Studies program, my research will explore the transition experiences of Chemistry and Biology adjuncts as they go from their outside jobs into their teaching roles. This study will provide further understanding of the adjunct experience, especially for those adjuncts who are constantly transitioning between roles.

By agreeing to be interviewed, you acknowledge that you are an adjunct professor at College Alpha and you have a job outside of teaching that utilizes your degree in the sciences.

I have obtained permission from the Institutional Review Board at the University of Central Florida to conduct this study. Completion of this study will be valuable because it will lead to further understanding of the adjunct experience.

Enclosed, you will find information regarding the agreed upon date and time of our interview, as well as a link to a form of preliminary questions regarding your background I would like for you to complete before the interview. If you have any questions regarding your participation in the interview or questions about the interview itself, please contact me at (407) 402-6507 or jkeefe1@knights.ucf.edu.

Thank you for your time and support with this study.

Sincerely,

Jennifer Hirsch-Keefe
Doctoral Candidate
College of Health and Human Performance
University of Central Florida
jkeefe1@knights.ucf.edu

APPENDIX C
INTERVIEW PROTOCOL

The title of Part 1 of the instrument is Contextual Armature.

1	Name:
2	What is your gender? Male Female
3	Highest level of education (choose one): Doctorate Master's Bachelor's
4	Did your own education require a teaching component? Yes No
5	Number of years teaching at College Alpha: (fill in blank)
6	Have you ever participated in College Alpha's Faculty Development Program? Yes No
7	Do you hold any of the College's Faculty Development certifications? Associate Certificate Digital Professor LifeMap None of the Above In Progress
8	Have you taken any teaching strategies or teaching methodologies classes or workshops outside of College Alpha? Yes No If yes, please explain:
9	Do you teach at College Alpha in the daytime, evening? Choose all that apply: Daytime Evening
10	How many semester hours do you teach on average, per semester, at College Alpha? (fill in blank)
11	What is your job outside of teaching at College Alpha? (fill in blank)

The title of Part 2 of the instrument is Net Model.

Nurse Educator Transition Model Phase	Interview Question

	Nurse Educator Transition Model Phase	**Interview Question**
12	Identity Formation	What prompted you to move from your position in biology (or chemistry), where you are considered an expert, into teaching, where you are a novice?
13	Identity Formation	When you describe your position and teaching experience with College Alpha to others, how do you describe your level of confidence in being a biology or chemistry instructor?
14	Identity Formation	Describe what you, as a novice instructor, thought teaching would be like before you started in your adjunct position. What was the reality of that first semester?
15	Identity Formation	Discuss the transition you undergo - going from your "day job" to the teaching role on a daily or weekly basis.
16	Identity Formation	Discuss what, if anything, the College does to help you ease this transition. What more could they be doing?
17	Identity Formation	What kind of initial support or guidance did you receive at College Alpha? Where did it come from and what did it entail?
18	Identity Formation	What kind of support did you initially seek out on your own from either peers or mentors that helped you form your teaching identity? What kind of support do you seek or rely upon now that helps to form your identity as an instructor?
19	Information Seeking	Have you ever observed a peer's teaching in order to refine your own teaching?
19A	Identity Formation	What do you think you gained from that observation experience that has impacted your own teaching?
20	Identity Formation	In your preliminary survey you indicated you had participated in College Alpha's Faculty Development programs. What do you think you have gained from those experiences?

	Nurse Educator Transition Model Phase	Interview Question
20A	Information Seeking	Which classes were most useful? Why?
21	Identity Formation	What changes have you seen in your teaching from semester to semester? In your confidence level in your teaching role?

The title of Part 3 of the instrument is Millennial Students.

	Nurse Educator Transition Model Phase	Interview Question
22	Information Seeking	What do you see as the biggest challenge in teaching today's traditional-aged college students? How do you overcome that challenge? What additional training have you sought out?
23	Identity Formation	Technology is a major part of the Millennial Generation's everyday life. Describe the degree to which you rely upon, or allow the use of, technology in your classroom.
24	Identity Formation	Millennial Students often prefer group projects and collaborations in class. To what degree do you employ these projects in class and how confident are you with assessing group and individual performance?
25	Identity Formation	Millennial Students also generally have a different view of the professor-student relationship than was the norm when we were in college. What is your level of confidence with developing closer academic and interpersonal

	Nurse Educator Transition Model Phase	Interview Question
	relationships with students of today?	
26	Information Seeking	What kind of review process do you employ, either during or at the end of the semester, to evaluate the effectiveness of your teaching, the assignments you gave, or your testing protocols?

APPENDIX D
IRB APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
            FWA00000351, IRB00001138

To: **Jennifer Erica Hirsch - Keefe**

Date: **July 17, 2015**

Dear Researcher:

On 07/17/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Community College Adjuncts: From Information Seeking to Identity Formation
Investigator:	Jennifer Erica Hirsch - Keefe
IRB Number:	SBE-15-11448
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Joanne Muratori

Signature applied by Joanne Muratori on 07/17/2015 05:06:15 PM EDT

IRB manager

Page 1 of 1

APPENDIX E
COLLEGE ALPHA IRB APPROVAL

Human Research Protection (HRP) Institutional Review Board (IRB)

IRB Determination Form

Title of Research Protocol: __Community College Adjuncts: From Information Seeking to Identity Formation__

Principal Investigator (PI): _Jennifer Hirsch-Keefe_

Date Received by IRB Chair: ___7/20/2015___

IRB Number: ___15-0018___

Based on the IRB Protocol Initial Submission Form (or, as appropriate, the IRB Continuing Review/Termination Form or the IRB Addendum/Modification Form) submitted by the Principal Investigator and for the project identified above, the following determination has been made by the ___ IRB:

☐ The research is exempt from IRB review.

☒ The research is eligible for expedited review and has been approved. Expedited review category: _5_

☐ The research is eligible for expedited review but requires modifications and re-submission before approval can be given.

☐ The research is subject to full review and will be discussed at the next IRB meeting, currently scheduled
for _____.
    (date)

☐ The research has been subjected to full review and has been approved.

☐ The research has been subjected to full review and has been disapproved.

Period of Approval: ___7/20/2015___ to ___7/20/2016___

Additional details specific to this determination are attached to this letter. It is the Principal Investigator's responsibility to read, understand, and comply with these attachments.

If you have any remaining questions abou␣␣␣, IRB process, contact the IRB Chair at irb@

_____   ___1/20/2015___
Signature of IRB Chair or Designated Representative   Date

C: IRB File, IRB Members, PI Supervisor/Administrator

APPENDIX F
COLIN FIELD NOTES

8/28/15 - his office - closed
casual dress - polo & pants

Young

not a real mentor
fell in any of teaching
in school
inspired

Parts 2 & 3 are my pool of in-person interview questions.

	Nurse Educator Transition Model Phase	Interview Question
12	Identity Formation	What prompted you to move from your position in biology (or chemistry), where you are considered an expert, into teaching, where you are a novice?
13	Identity Formation *small few*	When you describe your position and teaching experience with College Alpha to others, how do you describe your level of confidence in being a biology or chemistry instructor? *pretty confident*
14	Identity Formation	Describe what you, as a novice instructor, thought teaching would be like before you started in your adjunct position. What was the reality of that first semester? *Paradigm shift*
15	Identity Formation *also in Josh*	Discuss the transition you undergo - going from your "day job" to the teaching role on a daily or weekly basis. *not big deal*
16	Identity Formation *- getting a mentor assigned* *→ new thing at Valencia*	Discuss what, if anything, the College does to help you ease this transition. What more could they be doing? *→ need key points on paper*
17	Identity Formation *welcome back mtg* *emails* *not a lot of contact w/dean*	What kind of initial support or guidance did you receive at College Alpha? Where did it come from and what did it entail? *Support staff - yes - also in Josh*
18	Identity Formation *st pete - no support* *Kaiser - 2 pm of help* *Val - Blackboard*	What kind of support did you initially seek out on your own from either peers or mentors that helped you form your teaching identity? What kind of support do you seek or rely upon now that helps to form your identity as an instructor? *future - see dept*
19	Information Seeking	Have you ever observed a peer's teaching in order to refine your own teaching? *not in college setting*
19A	Identity Formation	What do you think you gained from that observation experience that has impacted your own teaching?
20	Identity Formation	In your preliminary survey you indicated you had participated in College Alpha's Faculty Development programs. What do you think you have gained from those experiences? *N/A*

confident, also teaches AP & now bio

has info but can sprinkle in aspects of - more valid to student

adjuncts?

250

	Nurse Educator Transition Model Phase	Interview Question
20A	Information Seeking	Which classes were most useful? Why?
21	Identity Formation	What changes have you seen in your teaching from semester to semester? In your confidence level in your teaching role?

[handwritten] N/A

[handwritten notes] coming in - wants success+ liked yourself - wants to have fun w/students but before. How to be bad guy (CONTROL) → has been hard for him
② Realized was getting too friendly w/students, stepped back call him Dr. Barker

	Nurse Educator Transition Model Phase	Interview Question
22	Information Seeking	What do you see as the biggest challenge in teaching today's traditional-aged college students? How do you overcome that challenge? What additional training have you sought out?
23	Identity Formation	Technology is a major part of the Millennial Generation's everyday life. Describe the degree to which you rely upon, or allow the use of, technology in your classroom.
24	Identity Formation	Millennial Students often prefer group projects and collaborations in class. To what degree do you employ these projects in class and how confident are you with assessing group and individual performance?

[handwritten notes near 22] as younger instructor: 1. motivation + buy in meets them at their level - not same journey gosh. Texting + Respect — True

[handwritten left margin] ① No attempt to maintain title + respect for students

[handwritten notes near 23] Tech good for educator Youtube - for learning style engagement HW online; contacting students

[handwritten right] Remind app tech connects

[handwritten notes near 24] Has used + love + hate them - real world application & collaboration hate - people are lazy + others have to do the work

Love -

[handwritten right] at Kaiser 15% gd was group project and he was frustrated → will still do them confident w/assessment

	Nurse Educator Transition Model Phase	Interview Question
25	Identity Formation	Millennial Students also generally have a different view of the professor-student relationship than was the norm when we were in college. What is your level of confidence with developing closer academic and interpersonal relationships with students of today?
26	Information Seeking	What kind of review process do you employ, either during or at the end of the semester, to evaluate the effectiveness of your teaching, the assignments you gave, or your testing protocols?

struggled w/ this b/c likes people. He's a friend type person. His instructors were distant. He's not like that. New gen. builds trust w/ relationships - impt to him

enjoys relationship but a few got too fam.

relationships - impt to him

adjunct role changes b/c of technology
→ *email him.*
→ *gives students his cell will text students.*

confident directing students in ~~their~~ career

Being a practitioner helps him in classroom - also in ash real world application

"learning from people who have done it."

→ *accomodates learning styles after tests - talks to students abt why they got grades or ?s wrong. Uses students to customize style*

252

5 yago: scary — he was shy & not confident
volteaching exciting — saw motivated people
educational had to put hands
on training into teaching
beneficial forced him to learn

Now: scarier — recent history b/c being
paid to do it. Responsibility
b/c he's not asked to teach
not being asked back b/c too hard.
(Dumbing Down) too much for him
Inspiring — saw students excel
Depressing — b/c not motivated
students

5 yrs from Now: wants to be at UCF +
more complexity + more campus
+ club involvement. for him
An inspiration to students
larger impact on students
teaches b/c wants to create me of
them better world

253

Very nice, open, excited abt teaching
issues w/ authority + students
tone - very different from Josh's
interview.
(+) experience, mentor he know's

APPENDIX G
FAILED RESEARCH QUESTION

Jennifer Keefe

<u>Research Questions</u>

[handwritten annotation: add in that questions that changed several times]

My phenomenological study of the transition adjunct instructors undergo will be guided

by the following research questions:

First, in what way, if any, does Schoening's (2013) model help explain the

phenomenological experience of community college adjuncts in biology and chemistry?

Second, how does the generational difference between Baby Boomer/Generation X

teacher and Millennial student impact the adjunct's ability to transition toward Schoening's

(2013) Identity Formation?

Table 3 illustrates the way in which each of the research questions relates to the elements

of Schoening's (2013) Nurse Educator Transition Model.

Table 3 *Relationship of Research Questions and Theoretical Framework*

Research Question	Theoretical Framework
1. In what way, if any, does Schoening's (2013) model help explain the phenomenological experience of community college adjuncts in biology and chemistry?	Information Seeking
2. How does the generational difference between Baby Boomer/Generaton X teacher and Millennial student impact the adjunct's ability to transition toward Schoening's (2013) Identity Formation?	Identity Formation

[handwritten annotations: "no", "See notes"]

256

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