Towards a Deeper Understanding of Community College Part-Time Faculty: Perceptions of Role and Expectations

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Reinforcing an educator as opposed to “adjunct” mentality amongst its PTF, NCCC can facilitate the socialization of more skilled, more engaged, and more committed PTF. (Blum, 1964; Kezar & Sams, 2011; Wylie, 1968)

In the figured world of NCCC, PTF are positioned by others as invisible, cheap labor; thus PTF struggle with who they believe they are in relation to who others say they are. As a result, PTF appear to “live down” to NCCC expectations. (Holland et al., 1988; Levin & Shaker, 2010; Steele, 1997)

PTF are competent and committed, but they are not receiving the support they feel they need to succeed from the institutions at which they are employed. (Gaeta and Leslie, 2002; Wallin, 2007; Washington, 2011)

NCCC does not invest in the development of its PTF to the extent it expects them to be skilled teachers, knowledgeable of policies and procedures, and aware of campus resources. (Jacobs, 1998; Kezar & Sams, 2011; Wallin, 2007; Washington, 2011)

NCCC can foster positive student outcomes – via better policy and improved practice – by rectifying the circumstances under which part-time faculty are hired and under which they work. (Jacobs, 1998; Kezar & Fagen, 2007; Kezar & Sams, 2011; Wallin, 2007; Washington, 2011)