

FINDING THE COST OF FREEDOM:
ACADEMIC FREEDOM DISCOURSE AS IT PERTAINS
TO THE PART-TIME INSTRUCTOR IN HIGHER EDUCATION

A dissertation presented to the Faculty of the Graduate School
at the University of Missouri-Columbia

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Philosophy

by

WILLIAM BAYER MARTINDILL

Dr. Joe F. Donaldson, Dissertation Supervisor

MAY 2008

© Copyright by William Bayer Martindill 2008

All Rights Reserved

The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

FINDING THE COST OF FREEDOM:
ACADEMIC FREEDOM DISCOURSE AS IT PERTAINS TO
THE PART-TIME INSTRUCTOR IN HIGHER EDUCATION

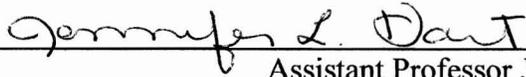
presented by William Bayer Martindill,

a candidate for the degree of doctor of philosophy

and hereby certify that, in their opinion, it is worthy of acceptance.



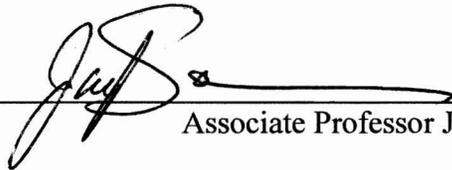
Professor Joe F. Donaldson



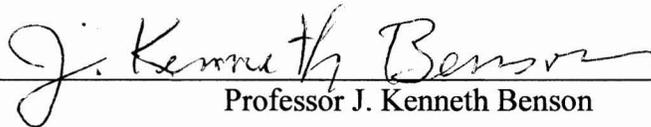
Assistant Professor Jennifer L. Hart



Associate Professor Peggy Placier



Associate Professor Jay P. Scribner



Professor J. Kenneth Benson

DEDICATION

I lovingly dedicate this work to my marriage partner, C. Michele Spino Martindill. Her inquisitiveness, consideration, and desire for fairness constantly inspire and challenge me. Her love means everything to me.

I dedicate this work to my parents, C. Scott Martindill and JoAnn Bayer Martindill (1920-2005) who instilled in me the desire to learn, to be fair to others, and to share.

I dedicate this work to the thousands of devoted part-time instructors in higher education who willingly contribute their knowledge, aspire to impact the lives of others and enthusiastically aid in the process of learning.

ACKNOWLEDGEMENTS

In the early 1970's Crosby, Stills, & Nash would close their concerts with a song entitled "Find the Cost of Freedom." The words of the song,

Mother earth will swallow you, lay your body down
Find the cost of freedom, buried in the ground

were intended to highlight the injustices of the Viet Nam war and to raise the consciousness of people, including myself, to protest against the war. I borrowed the words from the song for the title of this dissertation. Understanding the injustice against part-time instructors is not of the level of the horrors of Viet Nam, but there is a need to raise consciousness of a cost for freedom when there is not academic freedom in our colleges and universities.

First and foremost I want to acknowledge Dr. Joe Donaldson, my advisor and dissertation committee chair. Dr. Donaldson's encouragement over the many years as I toiled on my PhD is commendable. Our Sunday afternoon meetings once a month with his advisees were always a source of educational inspiration and amiability. I certainly appreciated Dr. Donaldson letting me rant about part-time instructor's issues at these meetings. Dr. Donaldson, despite recent health challenges, went the extra effort to read a final draft of my dissertation well into the night and to provide excellent insights and comments to allow me to bring this work together.

Thanks to the members of my committee for their important contributions: Jeni Hart stepped up to chair my defense and to give the dissertation a thorough reading; Peggy Placier provided support in allowing me to explore a nonstandard data collection method; Jay Scribner made sure that in the midst of my diatribe on fairness to part-time

instructors I treat others evenhandedly; and Ken Benson was always a source for theoretical inspiration.

I want to pass along appreciation to the Educational Leadership and Policy Analysis (ELPA) Department in the College of Education at the University of Missouri. The program provides a valuable course of study that has become a vital area of interest to me. ELPA helped me realize my love of higher education.

Thanks to student peers: Robin Walker, David Russell, and Andre Thorn, who were always helpful for sharing thoughts, bouncing around ideas, and sharing in the foibles of completing our dissertations.

I also wish to acknowledge important former teachers and mentors of mine: Dr. John Eigenbrodt at DePauw University and Dick Denton at Claremont School of Theology whose spirits live on in the great memories I have of them; and, Dr. John Zingg at Colorado Technical College, who realized before I did that I would love teaching.

A special thanks goes to two very special people to me at the University of Missouri, Dr. Richard Wallace, former Chancellor, who displayed that fairness and compassion can reside at the top levels of a university administration and my former boss, Vicki Dennison, who, herself has faced numerous challenges but maintained a clear head for asking good questions, making sound decisions, and offering insightful advise.

Of course, the most important Thank You goes to Michele, my marriage partner of thirty-one years. Michele is never short of challenges to my thinking and views. Our lives are filled with constantly questioning the world around us along with doses of theoretical, philosophical and sociological discussions. Michele has inspired me with her boundless interest in students and student learning through her many years of part-time

teaching. Michele's students continually express a deep admiration and appreciation of her, proving a quality educational experience can be provided by a part-time instructor.

Finally, Michele reminded me to be sure to acknowledge our house full of cats who inspire me with a constant source of calm and a carefree attitude and help me keep a healthy perspective and outlook on life.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF FIGURES	viii
LIST OF TABLES	viii
ABSTRACT	ix
Chapter	
1. INTRODUCTION	1
The Part-time Instructor.....	8
Brief History of Post-Secondary Faculty and the Rise of the Use of Part-time Instructors	13
Academic Freedom.....	17
Theory.....	21
Methods	22
The Research Questions.....	24
2. LITERATURE REVIEW	25
Titles for the Part-time Instructor	27
Taxonomy of the Part-time Instructor	27
Work Conditions.....	29
Job Security.....	30
Contracts	32
Pay for Part-time Instructors.....	33
The University Administration’s Use of Part-time Instructors.....	35
Quality of the Educational Experience	36
Unionization.....	38
Gender.....	40
Other Issues for the Part-Time Instructor	43
Academic Freedom.....	44
Literature on Academic Freedom and Part-Time Instructors	53
3. THEORY	56
Abbott	57

Clegg.....	61
Benson and Martindill	65
Conclusion	68
4. METHODS OF RESEARCH	69
Discourse Analysis	69
Autoethnography	74
5. DISCOURSE DATA AND AUTOETHNOGRAPHIC DATA	76
Job Security and the Assignment of Courses.....	82
Course Evaluations	93
Pay and Getting Paid.....	101
Supply and Demand.....	102
No Pay for Extra Work	103
Pay Distribution	105
Course Materials	108
Due Process.....	113
Tenure	121
Gender.....	126
Conclusion	132
6. DATA ANALYSIS AND THE MEANINGS OF ACADEMIC FREEDOM.....	136
Open Forum on Academic Freedom.....	136
Theoretical Foundations	142
Abbot's System Level Approach	142
Clegg's Circuits of Power	143
Benson and Martindill's Dialectic	144
Analysis of the Categories of Data	145
Job Security and the Assignment of Courses.....	145
Course Evaluations	153
Pay and Getting Paid.....	158
Course Materials	162

Due Process Procedures	167
Tenure	171
Gender Issues	174
 Theoretical Lenses and Meanings Attached to Academic Freedom.....	 177
Abbott's System Level Analysis.....	177
Clegg Circuits of Power.....	179
Benson and Martindill's Dialectic	182
A Discussion-Who Manages Whom?.....	184
Meanings Attached to the Concept of Academic Freedom	185
Further Research	189
Conclusion	190
 REFERENCES	 193
VITA.....	204

LIST OF FIGURES

Figure

1. Clegg's Circuits of Power with the addition of micro, meso, and macro levels..... 63

LIST OF TABLES

Table

1. AAU Contingent Faculty Index 2006 (Gravois, 2006)..... 10

FINDING THE COST OF FREEDOM:
ACADEMIC FREEDOM DISCOURSE AS IT PERTAINS
TO THE PART-TIME INSTRUCTOR IN HIGHER EDUCATION

William B. Martindill

Dr. Joe F. Donaldson, Dissertation Supervisor

ABSTRACT

Academic freedom has been an important facet of college teaching. However, the meaning of academic freedom is often nebulous and varied for many members of the college faculty. An estimated 48 percent of teaching faculty in higher education are hired on a part-time basis. With so many college courses being taught by faculty who do not have tenure or full time appointments I raise the question: what meanings are attached to the concept of academic freedom by the part-time instructor? To answer this question the study incorporated a research strategy of discourse analysis and autoethnography.

The study revealed the meanings attached to the concept of academic freedom by the part-time instructor are: having continuous or permanent employment so he or she can express himself or herself freely in the classroom without fear of not being re-hired; being able to negotiate the basic conditions of employment, providing a freedom of choice; being free to develop course materials and to have intellectual property rights in relation to those materials; receiving an honest evaluation with access to a grievance process and thereby providing for the free flow of information; and, for women part-time instructors, no repercussion when taking maternity leave.

These are not the traditional meanings of academic freedom associated with higher education. What the study revealed is a new definition of academic freedom that encompasses structural components.

CHAPTER ONE

INTRODUCTION

Thirty-five years ago as an undergraduate student reading the works of Paulo Freire (1972) I was enlightened how education can free the oppressed, “Authentic liberation...is not another deposit to be made in men [*sic*]. Liberation is a praxis: the action and reflection of men [*sic*] upon their world in order to transform it” (p. 66) Freire said. Today I have become acutely aware of an oppression within education — the treatment of the part-time instructor in higher education. The irony is the words of Freire were meant for the student and the public and not to right a wrong for the ones who provide the education—the instructors. Freire stated, “Education as the practice of freedom—as opposed to education as the practice of domination —denies that man [*sic*] is abstract, isolated, independent, and unattached to the world; it also denies that the world exists as a reality apart from men [*sic*]” (p. 69). The world of the part-time instructor is often isolated, independent and unattached to the world of the university. A two-tier ranking of faculty within the university exists; the top tier is the full-time faculty with tenure and a living wage versus the part-time instructor in the lower tier faced with low pay, lack of job security, and poor working conditions (Smallwood, 2003). The lower tier status for the part-time instructor has been well studied and documented (Dubson, 2001; Fulton, 2000; Gappa & Leslie, 1993; Hoeller, 2003; Smallwood, 2001). One of the consequences of the lower tier status is the part-time instructor is not provided the protection garnered the top tier (tenured) faculty (Elman 2003). What Elman means by no protection is often no or few policies are available to protect the part-time instructor especially when it comes to academic freedom. This study is about the part-time

instructors and academic freedom in higher education. In particular, in this study I explore the social construction of the meanings attached to academic freedom by the part-time instructor.

The social construction of academic freedom is made up of a complex interaction of many factors. I have collected data using the research methods of discourse analysis along with autoethnography. I examined the data using theories that analyze the constructions of meanings and relations evolving between the actors involved in the network of higher education. Andrew Abbott (1988), Stewart Clegg (1989), and J. Kenneth Benson and C. Michele Martindill (1998) provide the theoretical frameworks for this study. Abbott provides insights on the jurisdictional control or the policies existing within the social network of the part-time instructor's involvement with the university administration. Clegg's circuits of power identifies the levels of power within the social network of the part-time instructors and the struggles of the instructors leading to a restriction of action such as the part-time instructor not being hired to teach another course after being involved in a controversial issue. And finally, Benson and Martindill's focus on the dialectical accounts for the contradictions occurring within the negotiated order of higher education, for example, the part-time instructor who loves to teach but is not paid enough to make a living and takes on multiple teaching jobs at multiple schools resulting in multiple bosses and multiple policies and multiple meanings of academic freedom.

Why am I concerned about academic freedom for the part-time instructor? While reading Stanley Aronowitz (1998) I came across the following statement:

At the pinnacle of the working class a shrinking elite—industrial workers in the large enterprises, craftpersons, and technical employees—still have relatively well-paid, full-time jobs and enjoy a battery of eroding benefits: paid vacation, health care (with the appropriate deductibles), and pensions. In between are the at-risk categories of labor: laid-off workers rehired as ‘contractors’ or ‘consultants,’ both euphemisms for part-time workers: workers in smaller enterprise with lower-paying full-time jobs and fewer benefits; and, of course, *the bulk of college teaching adjuncts.*” [emphasis added] (p. 213)

Aronowitz brings to light the plight of the college teaching adjunct or part-time instructor who is working for low pay, has little job security, and has few benefits. College part-time instructors’ employment is in a contingent state. They do not have the job protection provided to the tenured professors for the mere fact the part-time instructor is usually hired for only the upcoming term with no guarantee of being hired for any future terms. Part-time instructors, in fact, are not really ever fired, they are just not asked to teach again. This can happen when a course the part-time instructor was teaching is not offered for a term or when an administrator has any question as to the instructor’s worth or even more distressing, when a controversy arises with the part-time instructor and the university does not want to deal with it. Rhoades and Slaughter (1998) stated, “One of the greatest sources of managerial flexibility in allocating faculty resources is the use of part-time faculty, who may be hired and released far more easily than full-timers. And managers are exercising that flexibility to hire increased numbers of part-time faculty” (p. 46-47). Rhoades and Slaughter further said “part-time and contingent faculty are marginalized. Indeed, many full-time faculty are content to

contain part-time instructors at the margins. Yet the hiring and workforce trends of recent decades are reducing the centrality of full-time faculty in the teaching workforce” (p. 47). Because the part-time instructors have little, if any, control on their situation they are not only marginalized but are put in a situation where they are challenged to just stay employed every time a term or semester comes to an end. Freire spoke to what happens when people are put in such a marginalized situation. He said “to alienate men [*sic*] from their own decision-making is to change them into objects” (p. 73). The part-time instructor, with an advanced degree and autonomy in the classroom, has a sense of independence in the classroom. However, he or she becomes alienated and objectified by many of the decisions made for him or her such as book selections and course content. Another example of the alienation is the part-time instructor has no idea if she or he will be employed from term to term and is often not informed if she or he will no longer be used – hence no job security. Freire, speaking about the student said, “For an alienated person, conditioned by a culture of achievement and personal success, to recognize his [*sic*] situation as objectively unfavorable seems to hinder his [*sic*] own possibilities of success” (p. 156). This is applicable to the part-time instructor who has achieved success in earning advanced degrees but is hindered in attaining success as an educator because of the two tier culture.

My interest in the plight of the part-time instructor is driven by Freire’s (1972) insight into oppression. He stated, “The pedagogy of the oppressed, as a humanist and libertarian pedagogy, has two distinct stages. In the first, the oppressed unveil the world of oppression and through the praxis commit themselves to its transformation. In the second stage, in which the reality of oppression has already been transformed, this

pedagogy ceases to belong to the oppressed and becomes a pedagogy of all men [*sic*] in the process of permanent liberation” (p. 40). The first stage, unveiling the oppression and committing to its transformation, is happening for the part-time instructor. The media and popular press are recognizing the oppression of the part-time instructor. An article in the Tampa Tribune by Tina Trent (2008), a Ph.D., part-time instructor at Hillsborough Community College, provided a very astute assessment of teachers in higher education. Trent stated,

The majority of people who actually teach in our universities and colleges are not tenure-track or even full-time professors, but grossly underpaid temp workers. ... in the community colleges, which now enroll three-quarters of all Florida college students, approximately three-quarters of the teachers are mere temp, also called adjuncts, who labor with no health insurance, no job security from semester to semester and a pittance for wages. (para. 4)

Trent also made the excellent point about the profession of college teaching and how she is treated as *member* of the profession, “It’s also difficult to express how demoralizing it is to be asked to lecture expertly on the entire expanse of Western civilization while being paid like someone who just got picked up off the streets to work an overflow shift for Manpower” (para. 28).

Freire’s second stage in the analysis of the pedagogy of the oppressed is the oppression felt by one group impacts everyone. In the case of this study the oppression of the part-time instructor impacts the students, the classroom, the administration and the academic discipline in higher education. The plight of the part-time instructor becomes an issue for all of higher education. My interest is to raise the awareness of the

oppression of the part-time instructor and give voice to the part-time instructor in higher education.

For the part-time instructor a key oppression is the threat to his or her academic freedom. The issue of academic freedom has come to the forefront of discussions about higher education. Doumani (2006) stated,

In the aftermath of the attacks of September 11, 2001, government agencies and private advocacy and special-interest groups have been subjecting institutions of higher learning to an increasingly sophisticated infrastructure of surveillance, intervention, and control. This bold campaign of censorship and intimidation comes at a time when the academy is in the midst of transformation driven by the increasing commercialization of knowledge...colleges and universities are more vulnerable than ever to the myriad ways outside political and economic forces are reshaping the landscape of intellectual production. (p. 11)

Doumani quotes Jonathan R. Cole, former provost and dean of faculty at Columbia University, who warned “[i]f we fail to defend [academic freedom] we jeopardize the global preeminence of our Universities...Whenever academic freedom is under fire we must rise to its defense with courage-and without compromise” (2006 p. 30).

Another motivator for me to study academic freedom and the part-time instructor was the injustice as expressed by Wendell Fountain (2005), a long time part-time instructor and an outspoken advocate for part-time instructors. Fountain told the story about a speech he gave to a group of Rotarians in which he cited the injustices to part-time instructors in higher education. One person came up after the speech and said “No one puts a gun to their head. They don’t have to teach if they don’t want to” (p. 25).

Fountain was incensed at the total disregard that the “just, right, and fair thing ... should be done” (p. 25). He emphasized the “moral and ethical treatment should be of preeminent concern to all who employ anyone” (p. 25) and the academic sharecroppers (Fountain’s label for part-time instructors) “are given no voice in college governance, and may lose their jobs if they’re tough graders or take controversial positions” (p. 26). I maintain the right and fair thing should be done for the part-time instructors and as I see it, this revolves around academic freedom. Understanding the complex web of the meanings attached to academic freedom by the part-time instructor requires the study of the work conditions; governance issues; the relationships of the part-time instructor to the administration; and, the numerous other factors impacting the life and times of the part-time instructor.

In this study I explore the meanings attached to academic freedom from the perspective of the part-time instructor, including myself. Academic freedom goes well beyond the part-time instructor being able to state his or her viewpoints in the classroom without fear of being fired. As Doumani stated, “It is unlikely that a single conception or strategy of academic freedom can be equally effective in the ever-changing political and institutional terrains of higher education in the United States” (2006, p. 43). The meanings attached to academic freedom by the part-time instructor may be reflected in the following as well: student discussions in the classroom; topics covered in the course; syllabus creation; textbook selection; starting the class on time; letting class out early; grade distribution; office hours; getting appointed to teach another class; electronic interface with students – emails and on-line courses; hiring practices; class size; evaluations by students and administration; and, other aspects revealed in this study.

In the following sections in this Introduction I will explain the state of affairs of the part-time instructor, provide a brief history of post-secondary faculty and the rise in the use of part-time instructors, the essentials of academic freedom, and the basics of the theories and methods engaged in this study.

The Part-time Instructor

It is estimated 47.5 percent of the total faculty in both two year and four year post-secondary institutions are part-time instructors¹ (Knapp et al, 2007). An anecdotal account from a study at Rutgers University tallied the number of tenured faculty an undergraduate had in all her courses – the result: only six tenured professors in 40 courses (Thompson, 2003). I conducted a similar count using a recent graduate of the University of Missouri at Columbia, a Business major with an emphasis in Marketing and a minor in Sociology. The review of her four-year course work revealed the following: of 41 courses completed for her degree (one course was taken at another college and transferred), nine were taught by full time tenured faculty members. Four of her courses were taught by full-time tenure-track faculty so, only 13 courses out of 41 were taught by full-time tenure/tenure-track faculty. Fifteen courses were taught by graduate students, either teaching assistants or graduate instructors. And the final 13 courses were taught by

¹ Although many titles are used to label the non-tenure and non-tenure track faculty I will use the label part-time instructor representing the position of this person as not having full time employment. I will also use instructor rather than faculty since to me faculty implies a group of teachers but the part-time instructor is not often viewed as a member of this group (Gappa & Leslie, 1993). For this study the part-time graduate assistant instructor is not included.

part-time instructors, often labeled as non-regular or non-tenure track faculty. Of the seven courses in her Marketing emphasis, two were taught by tenured faculty. The trend, as the literature and data show, is for colleges and universities in the United States to hire more part-time faculty and non-tenure track faculty to teach courses.

As stated, 47.5% of post-secondary instruction in the United States is provided by part-time instructors (Knapp et al, 2007). Knapp's data is from the Integrated Postsecondary Education Data System (IPEDS). IPEDS defines a postsecondary education institution as "an organization open to the public that has as its primary mission the provision of postsecondary education" (Knapp et al, 2007, p. 1). IPEDS collected data from 6,613 institutions in the Fall of 2005. The total number of faculty counted was 1,314,506. Faculty is defined as staff whose primary responsibility is instruction, research, and/or public service. Of the 1,314,506 total faculty members, 624,753 or 47.5% were designated as part-time staff. In Public institutions 46.4% were counted as part-time faculty. In Private, not-for-profit institutions, 42.8% of the faculty were part-time and in Private, for-profit institutions 74.4% were part-time faculty (Knapp et al, 2007, p. A-14).

Within my home university, The University of Missouri-Columbia, the percentage of part-time faculty is lower than the national data. Almost 35% of faculty at the University of Missouri-Columbia are part-time instructors (see Table 1). However, in comparison to the University's peers in the American Association of Universities (AAU), the University of Missouri-Columbia ranks toward the top of the 59 members with the most part-time instructors. The following table contains the Contingent Faculty Index. The Contingent Faculty Index is a publication by the American Association of University

Professors (AAUP) containing data on the number of tenure-track and non-tenure-track faculty members at 2,600 institutions. Table 1 shows the AAU research institutions extracted from the total list of institutions researched by the AAUP.

Table 1
AAU Contingent Faculty Index 2006 (Gravois, 2006)

	Institution	Tenured and tenure-track	Full time non-tenure-track	Part time	Percentage of part time
1	New York U.	1299	744	2584	55.85%
2	State U. of New York at Buffalo	862	220	755	41.10%
3	U. of Southern California	1060	547	1010	38.59%
4	Rutgers U. at New Brunswick	1740	420	1299	37.55%
5	Syracuse U.	783	108	526	37.12%
6	State U. of New York at Stony Brook	606	233	495	37.11%
7	Columbia U.	1137	152	747	36.69%
8	U. of Colorado at Boulder	953	1314	1308	36.59%
9	U. of Missouri at Columbia	1000	616	868	34.94%
10	Massachusetts Institute of Technology	902	220	520	31.67%
11	Brandeis U.	247	101	153	30.54%
12	U. of Illinois at Urbana-Champaign	1799	393	850	27.94%
13	U. of Oregon	594	369	369	27.70%
14	U. of Pittsburgh main campus	974	737	631	26.94%
15	Yale U.	794	400	405	25.33%
16	U. of Wisconsin at Madison	1556	354	623	24.60%
17	U. of California at Irvine	809	111	293	24.15%
18	U. of Kansas main campus	990	187	366	23.72%
19	U. of California at Berkeley	1315	222	467	23.30%
20	Tulane U.	422	69	148	23.16%

Gravois (2006) made this observation on the data, “Since the 1970s, the proportion of tenured and tenure-track faculty members in the American professoriate has dwindled from about 57 percent to about 35 percent, while the proportion of full- and part-timers working off the tenure track has grown from about 43 percent to 65 percent” (p. 1). Note in the table the high percentage of part-time instructors at Syracuse University, Columbia University and a couple of universities from the State University of

New York system; some of the discourse data collected for this study is from part-time instructors who are employed at these universities.

In the Fall, 2003 edition of *New Directions for Higher Education*, the extent of the use of part-time faculty was recognized with a special issue entitled “Exploring the Role of Contingent Instructional Staff in Undergraduate Learning.” The editor, Ernst Benjamin, stated the use of part-time instructor appointees “include not only non-tenure-track part-time faculty but also many instructional staff who lack faculty status, an increasing proportion of full-time non-tenure-track faculty, and a substantial number of graduate student teaching assistants” (p. 1). The popular press recognized the growth in the use of part-time instructors. This was revealed in a *New York Times* article (November 20, 2007): “Professors with tenure or who are on a tenure track are now a distinct minority on the country’s campuses, as the ranks of part-time instructors and professors hired on a contract have swelled.” The part-time teacher is an integral part of colleges and universities.

The American Association of University Professors viewed the use of part-time instructors as a threat to tenure and claimed the decline in tenured faculty should be a concern for colleges and universities. In the 2003 statement on *Contingent Appointments and the Academic Profession*, the AAUP noted, “At most universities and colleges, the number of tenure-track positions now available is insufficient to meet institutional teaching and research needs. To staff essential courses, most institutions hire both part- and full-time faculty off the tenure track on short-term contracts and in other less formal arrangements” (p. 2). As the AAUP saw the situation, the impact of this hiring trend on the university is a “minimal institutional commitment” (p. 3) to the part-time instructor.

This results in fewer faculty available for involvement in the institution's governance, including planning the curriculum and serving on committees. According to the AAUP (2003), "The faculty as a whole is less stable when its members are increasingly unable to support these key academic activities" (p. 3).

The preceding is one example of the complex relationship between the part-time instructor and the institution of higher education. Other factors impacting the relationship include: the part-time instructor's working conditions (often no office, no phone, and no computer equipment); lack of long term commitment and no job security for the part-time instructor; no health benefits or contributions to retirement benefits; and, a lack of involvement with the governance of the university. Universities hire and not hire part-time instructors because of budget and scheduling conflicts. The part-time instructor is only paid for the course he or she teaches, and rarely is provided any health or dental benefits (Gappa, 2001; Honan & Teferr, 2001). Also, the part-time instructor can be hired or un-hired at the last minute if a course does not have enough students enrolled to satisfy an enrollment number established by the administration. The relationship between the university and the part-time instructor is further complicated due to limited communication, possibly a couple of workshops held over the course of a year, or a departmental meeting, or the occasional email and memo from various university departments. The email might be reminding the part-time instructor to review rosters for accuracy or to turn in grades by a certain date. The communication will most likely be about bureaucratic tasks, rarely the invitation to holiday parties, or words of encouragement. These complexities in the relationship of the part-time instructor with

the administration, full-time faculty and students impact the meanings attached to academic freedom by the part-time instructor.

Brief History of Post-Secondary Faculty and the Rise of the Use of Part-time Instructors

A faculty member in the university during the Middle Ages was dependent on the students to make the decisions about the faculty role. The “students held all the administrative posts and established the regulations governing the fees to be paid professors, the length of their lectures and levied fines” (Caplow, 1965, p. 11). I found this information regarding the governance of the university foreboding, especially in relation to the part-time instructor. Even though over the years the control and decisions of the university has moved from the students to the faculty to a professional administration and then to a coalition of faculty and administration, part-time instructors have not been a part of the governance control and decisions (Thompson, 2003). With the significant number of part-time instructors used to teach courses I notice, in a sense, a return to the student run university. Not in a direct way but sometimes administrators decide if a part-time instructor will be hired to continue teaching based solely on the student evaluations. Just recently, my marriage partner was told her assignment as a part-time instructor for next semester is contingent on a review of her TEQs (Teacher Evaluation Questionnaire) of her current course even though she has over 20 years of successful teaching experience, a Ph.D. and recent TEQs from other courses at this institution. It appears her future employment is solely dependent on what the students think of her.

Up until the 1860s the professor in post-secondary education was a versatile sort of person having the ability to teach multiple subjects. During the late 1800s and early

1900s the faculty developed specialized knowledge and pushed for more professionalization. The specialized knowledge divided material into disciplines resulting in the rise of areas of study such as psychology, economics, political science, sociology and anthropology. Support for the separate subjects came in the formation of graduate studies departments and professional journals. The natural sciences formed professional societies after the Civil War starting with the American Association for the Advancement of Science. In 1884 the American Historical Association was formed and took its place in the university. Economics followed in 1885 with a national professional association, psychology in 1892, anthropology in 1902, political science in 1903 and sociology in 1905 (Ross, 1997).

In the 1950s there was a decline in teaching by the full time university faculty with an increase in the faculty's involvement in research and other duties. Caplow (1965) quoted one department head as saying, "[t]he emphasis in this department, as in most departments in this discipline, is on research. There's always somebody to handle the teaching; one looks for a good man [*sic*] in terms of his [*sic*] research and productivity" (p. 125). This reflects a shift from teaching to non teaching duties and the importance of the non teaching activities, mainly research. After World War II, the growth of capitalism resulted in a shift in higher education to educate a labor force that was able to research and manage the new technical and social knowledge needed to assist in the growth of business (Smith, 1974). In the 1950s and 1960s faculty teaching loads were reduced. One of the trends at the time was for a department to hire new faculty members and give them lighter loads for the first year so they could get acclimated to the school, but sometimes the university might never increase the workload after the initial

year. With the reduction of teaching loads for the new faculty came the reduction of teaching for the rest of the faculty, mainly a reduced load given to the senior faculty as a bonus. Furthermore, Caplow (1965) found “along with the general reduction of average teaching load...teaching itself is regarded more and more casually” (p. 124). The decrease of teaching resulted in the courses the full-time faculty did teach were advanced courses and as a result “introductory courses were taken over by part-time instructors” (Caplow, p. 124). The practice of using the part-time instructors for introductory courses continues to be the case today; for example, in the 2004 Fall semester at the University of Missouri, the Sociology Department offered ten Introduction to Sociology courses, two were taught by full-time faculty, eight were taught by part-time graduate instructors.

In the mid 1900s a shift also occurred in governance of the university. In the early 1900s the leadership had been centered with the faculty, but their role became more tenuous as the role of the professional administrator evolved and these administrators were put in charge, or put themselves in charge, of the academy. The administrators were often from the faculty ranks but many were not and the divide between the faculty and administration grew (Caplow, 1965).

Caplow’s (1965) analysis of universities identified the power in the university is based on both the ladder of academic rank (assistant professor, associate professor, and full professor) and the authority of the administration. This bifurcation of power links the power in academic rank to prestige and the power in the university administration is linked to authority often from a board of trustees or board of curators. The result is the power in the university is a vague notion with an incomplete, ambiguous and often uncodified set of rules and procedures used to govern the academy.

Caplow (1965) was prophetic in his assessment the trend for faculty will be away from teaching toward research with the fallout being “the use of part timers to teach the student” (p. 194). During the 1960’s “Universities hired staffs of academics whose main work was doing research rather than teaching. If they did occasionally teach, these researchers were to be found in the graduate seminar, not the undergraduate lecture hall” (Gamson 1998 p.104). With more faculty doing research and not available to teach, universities hired part-time instructors to fill the teaching positions. The use of casual labor provided an immediate fix; unfortunately, this *fix* became a permanent solution.

In Johnson, Kavanaugh and Mattson’s edited book, *Steal this University* (2003) contributors Cox, Mattson, and Gottfried and Zabel acknowledged the use of part-time instructors assists in the commodification of education. Commodification means attaching *exchange* value to the faculty based on their *use* value as educators. The part-time instructor becomes a commodity whereby he or she is merely the delivery person of the goods and thereby allows university administrations to restructure the academy using a corporate model. The corporate model structure in the university is revealed in the way part-time instructors are hired in an as needed basis just like part-time, seasonal employees might be hired by Wal-Mart during the holiday season. Furthermore, Cox (2003) opined other university activities such as the use of private companies for outsourcing cafeteria services, campus housing, and the bookstore are all corporate flavored activities within the university. The university administration reflects the commodification of the part-time instructor by centralizing and controlling all course development including handing the part-time instructor the syllabus and textbook and hiring and re-hiring part-time instructors each term on an as-needed basis.

Academic Freedom

What is it about academic freedom that will be researched in this study? My research starts with a few very public challenges to academic freedom. The challenges have come from situations such as the public outcry against Ward Churchill of the University of Colorado after he provided a controversial theory on the victims of 9/11. Churchill's theory was the people in the World Trade Center were "too busy braying, incessantly and self-importantly, into their cell phones, arranging power lunches and stock transactions...if there was a better, more effective, or in fact any other way of visiting some penalty befitting their participation upon the little Eichmanns inhabiting the sterile sanctuary of the twin towers, I'd really be interested in hearing about it" (Reid, 2005, p. C01). These comments resulted in a plea from many people, most notably the Governor of Colorado, Bill Owens, for Churchill to be fired from his position of professor. That Churchill had tenure foiled any idea he could be fired but the public outcry resulted in scrutiny of Churchill's research, questioning of Churchill's ethnic heritage (he has identified himself as an American Indian), and a review of how professors earn and keep tenure at the University of Colorado.

Academic freedom has also been challenged by the creation of powerful alumni groups opposed to perceived radical activities at their Alma Mata. At UCLA, the Bruin Alumni Association was created because "we're facing an exploding crisis of political radicalism on campus. It's endangering the very core of UCLA – the undergraduate experience. One aspect of this radicalization, outlined here, is an unholy alliance between anti-war professors, radical Muslim students, and a pliant administration" (Jones, 2006a). It is the goal of the Bruin Alumni Association to "(f)ully document the

overwhelming politicization of the undergraduate experience – by professors, radical student groups and leaders, partisan academic centers and majors, and the administrative offices which tolerate these abuses” (Jones, 2006a). The founder of the Bruin Alumni Association, Andrew Jones also started www.uclaprofs.com. The tag line for this site is “Exposing UCLA’s Radical Professors” (Jones, 2006b). This site is composed of profiles of professors who “are actively proselytizing their extreme views in the classroom, whether or not the commentary is relevant to the class topic” (Jones, 2006b). The profile information comes from uclaprofs.com paying students for course notes and recordings which, in Jones (2006b) mind, “provide solid proof of abusive professor behavior.”

One other public challenge to academic freedom is the work of David Horowitz and his book, *The Professors: The 101 Most Dangerous Academics in America*. In this book Horowitz told the story of the Churchill “spectacle” and asked the question “How could the university have hired and then raised to these heights an individual of such questionable character and preposterous views as Ward Churchill?” (p. xxii). Horowitz stated his book “examines 101 college professors and attempts to provide a *factual* basis for answering these questions” (emphasis added) (p. xxii). Horowitz claims the portraits he provided of the 101 dangerous university professors “reveal several disturbing patterns” (p. xxiii) including the “overt introduction of political agendas into the classroom” (p. xxiii).

The preceding cases challenging academic freedom have had public exposure; however, many not so public challenges to academic freedom involve part-time instructors. For example, John Daly, former part-time English instructor at Warren County Community College (WCCC) in New Jersey, was forced to resign for using his

private email account to speak out against the war in Iraq in a reply to a student who had invited Daly to a rally in support of the war. The student sent Mr. Daly an unsolicited email invitation to attend a pro-war rally and Mr. Daly, not even knowing who the person was nor that she was a student at WCCC, replied how he was going to boycott this event and he was “going to ask others to boycott it.” He further said “Your literature and signs in the entrance lobby look like fascist propaganda and is extremely offensive” (WorldNetDaily.com, 2005, paragraph 1). Daly’s email was shared with the national media and the College was pressured to fire Daly. Even though groups supported Daly and affirmed his email was protected by the First Amendment (Lukianoff 2005) it was clear as a non-tenured faculty member he was not impervious to immediate dismissal.

Douglas Giles, a former part-time philosophy instructor at Roosevelt University in Chicago, Illinois was fired because the chair of the Philosophy Department had ordered him to not allow any discussion of the Muslim belief in the holiness of Jerusalem in his World Religions course. Mr. Giles filed a grievance with the Roosevelt Adjunct Faculty Organization (RAFO) citing “the faculty contract forbidding the university from restricting academic freedom” (www.rafo.org). The issue was mired in accusations of poor teaching performance, incompetence claims by a dubious peer review, and fabricated student complaints. Since the original charge, Mr. Giles reached an agreement with Roosevelt University. Roosevelt agreed to create an Academic Freedom Review Committee dealing with any future academic freedom issues. Mr. Giles agreed to keep confidential the other terms of the settlement (Giles 2006).

Another not so public challenge to academic freedom is the case of Jeffrey Nielsen, a former part-time philosophy instructor at Brigham Young University (BYU).

Nielsen wrote a letter to the editor of The Salt Lake Tribune newspaper supporting gay marriage. Mr. Nielsen is a practicing Latter-Day Saint but BYU chose not to rehire him for the next term. His notice from the school read in part,

In accordance with the order of the church, we do not consider it our responsibility to correct, contradict or dismiss official pronouncements of the church, ... Since you have chosen to contradict and oppose the church in an area of great concern to church leaders, and to do so in a public forum, we will not rehire you after the current term is over. (www.affirmation.org/news/2006_49, 2006, para. 7)

In each of these cases, I identified these instructors as *former* part-time instructors because each was not rehired to continue teaching or more to the point, they were fired. They were not provided a due process (except Giles after the Union intervened) to investigate the situation nor were they given any real opportunity to defend their actions.

One other thought on academic freedom and why this needs research for the part-time instructor: my brother is an attorney in California and teaches part-time for a law school, when I was telling him about my topic of research he made the comment, “one provision of my teaching contract includes academic freedom, but there is no stated definition” (M. J. Martindill, personal communication, December 26, 2007). This lack of definition is coming from a law school!

The discourse on academic freedom as well as other discourse from part-time instructors will be the catalyst for my research on academic freedom. Also, in my twenty-five years of experience as a part-time instructor in higher education there have been occasions which I will convey which frame my meaning of academic freedom.

Theory

My study of the meanings of academic freedom will involve the theoretical lenses from the following theorists: Andrew Abbott (1988); Stewart Clegg (1989); and J. Kenneth Benson and C. Michele Martindill (1998). The following is a brief overview of each theory.

Andrew Abbott's (1988) study of the professions provided an historical study of how the network of professionals is structured and controlled in our society. Abbott's concept of jurisdictional relation will help frame the complexity of the part-time instructor's situation such as being hired for only one term at a time with no guarantee of future employment.

Clegg's (1989) concept of circuits of power identified the levels of power within the social network and analyzed the relationships of the agents (in this case the instructors, students, and the institutions of higher education) which leads to a restriction of action, including the threat to academic freedom. Clegg described how the circuits of power consist of a particular focus and type of power at each level: episodic power relations of humans at the micro level; domination type power at the macro level; and, the social integration or obligatory passage points at the meso level. Using Clegg I place the meanings attached to academic freedom by the part-time instructor within the agencies or agents that are part of and control the 'circuit' and then analyze the following: the strategies and resources employed; the environmental contingencies; and, the obligatory passage points.

Benson and Martindill (1998) suggested a dialectical approach to the study of social networks allows for the analysis of both the institutional level (the university and

its administrators) and the study of processual relationships at the micro level (the part-time faculty interaction with the students, administration and other faculty). The dialectical approach enabled me to view the social processes at the meso level through which meanings are attached to academic freedom by the part-time instructor in the micro and macro level interaction.

Methods

Two research methods are employed for this study, discourse analysis and autoethnography. Discourse analysis of academic freedom and the part-time instructor is conducted at all the levels of power: the macro level, exploring the system of higher education; at the micro level, exploring the agencies, most importantly the part-time instructor; and, the meso level, exploring the interactions and rules of membership or involvement in higher education. Discourse sources provide the data for insights into the study of part-time instructors and academic freedom. The sources include: a very active electronic listserv of part-time instructors; institutional policies and procedures on part-time instructors and academic freedom; material on the web; newspaper articles; and, my observations at various meetings of faculty and administrators at the University of Missouri-Columbia including a public forum on academic freedom.

The use of discourse analysis is relevant because “social reality is produced and made real through discourses, and social interactions cannot be fully understood without reference to the discourses that give them meaning” (Phillips & Hardy, 2002, p. 3). The focus of this dissertation is an exploration into the reality of academic freedom and the understanding that discourse shapes this reality. Placing the discourse on academic freedom in “a medley of social institutions” (Gee, 1999, p. 18) and involving a variety of

“props” (Gee, 1999, p. 18) such as policy statements and governance meetings allows me to describe the “dance” (Gee, 1999, p. 19) existing with the meanings attached to academic freedom by the part-time instructor. The exploration will proceed at the meso level of analysis. Meso analysis is an analysis of how the interactions between the macro level and the micro level work. Macro level social structures, such as education or government, are often reified because they have a life of their own. However, these macro structures have agents – the one-on-one interaction of people with policies. The agents/actors at the micro level create the macro but, without the macro structures the agents at the micro level would not be able to get things done. The analysis of how the interactions work is the meso analysis. We cannot observe *education* because what you are observing are the actions of agents in the structure of education. However, we can observe the agents – the faces in the structure which would be the administrators, the teachers, and the students. But in observing the agents you do not see the structure so with meso you see the level where macro-micro interact. At the meso level we can observe academic freedom – the interaction of agents’ actions and social structures response and vice versa.

The discourse analysis material at the meso level to be analyzed are articles in popular press and the comments on the adj-l listserv. The adj-l listserv is a very active (five to ten posts a day) electronic interchange with contributions from people such as Jane Buck, former president of the AAUP, Joe Berry the author of *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*, and Keith Hoeller, a regular contributor to *The Chronicle of Higher Education*.

The goals for using discourse analysis are a) to understand the context and how the discourse came into existence which is often complex and even messy, and b) analysis of the discourse to “identify the multiple meanings assigned to texts” (Phillips & Hardy, 2002, p. 74)—in my case the multiple meanings of academic freedom conveyed in the messages posted to the adj-1 listserv.

The other data collection method employed in this study is autoethnography – the use of my story provides a way to connect “autobiographical and personal to cultural, social and political” (Ellis, 2004, p. xix). Using my story with concrete action, emotion, embodiment, self-consciousness and introspection as well as the components of story telling including dialogue, scene descriptions, characterization and plot brings reality to the world of part-time instructors. The stories I tell come from my observation and participation and reflect my meanings of academic freedom.

The Research Questions

The following questions drove this research. These questions came from my interest in the issues impacting the part-time instructors. As the literature review shows, issues on the work conditions of the part-time instructor has been researched and documented. I researched these issues and extracted the meanings attached to academic freedom by the part-time instructor from the discourse and autoethnography. The questions are:

1. What is the relationship of academic freedom and part-time instructors in higher education as viewed from the discourse and my story?
2. What meanings are attached to academic freedom by the part-time instructor?

CHAPTER TWO

LITERATURE REVIEW

A review of the theories, ideas and conceptual perspectives in the academic literature about faculty in post-secondary education and more particularly the part-time instructor informs my research. Also, review of the literature on academic freedom especially as it relates to the part-time instructor provides background for the evaluation of topics emerging from the discourse and autoethnographic data.

The study of part-time instructors is relatively young and still maturing mainly because the extensive use of part-time instructors is a recent phenomenon in higher education. Some studies of part-time instructors used anecdotal data to describe the situation of part-time instructors. Michael Dubson's (2001) edited work, *Ghosts in the Classroom* contained many stories on the conditions of the part-time instructor. Among the first person narratives in the text is the following:

I am an adjunct. I am an educated, intelligent, well-meaning person. I have the advanced degrees the colleges market as being the ticket to respect and financial security, although they do not respect nor financially reward mine. I have the same degree as the full-time faculty with whom I work, and I do the same work they do. Yet, I am treated so very differently.

I work a semester before I ever see a dime. They get paychecks every week or every other week. The second half of my pay is held as blackmail until I turn in my grades, implying that I am not professional and cannot be trusted. If I teach eight courses in an academic year, I make approximately \$16,000. They

teach eight to ten courses during an academic year and make, on the average, \$40,000. (Swift, 2001, p. 2)

The stories on the conditions of teaching for the part-time instructor provides a much needed picture and heighten awareness of the situation just described by Swift (2001). The numerous articles describing these situations are for the most part anecdotal but the stories are similar. Even for me the stories were an affirmation of the experiences I have had in my twenty-five plus years as a part-time instructor in higher education.

In my review of the literature about part-time faculty I found a variety of topics about part-time instructors have been researched. First and foremost in the research were numerous titles used to label the instructors who serve in the part-time roles. Further, a number of articles provided the taxonomy of people filling this role. A variety of topics emerged from the research related to the work conditions for the part-time instructors: the lack of job security; the use (or lack of use) of contracts; pay to the part-time instructor; university administration's use of part-time instructors; and, the quality of the educational experience for students taught by part-time instructors. I also found much of the literature on the part-time instructor related to the very passionate events involving the push to unionize. The articles on unionization reported the need to organize and how organizing can be conducted at both the local level and on a national scope. One glaring omission in the literature on part-time instructors is the study of the preponderance of women in part-time instructor's positions. And finally, I reviewed the literature related to the focus of this study, the part-time instructor and academic freedom.

Titles for the Part-time Instructor

The variety of labels applied to the part-time instructor often causes confusion when reviewing the data, especially as the data relates to the use of part-time instructors. Berry (2005) provided a list of almost 50 different terms used for part-time instructors. The more common titles include part-time, contingent, adjunct, lecturer, and clinical. The least common titles, but descriptive nonetheless, are peripheral, non-standard, non-academic, and non-regular (Berry, 2005, p. xi). It should be noted the standard titles in academia for full-time, regular faculty: professor; associate professor; and assistant professor, denote rank and position in higher education institutions. The part-time instructor titles are indicative of a temporary, contingent position and do not connote a hierarchy.

Taxonomy of the Part-time Instructor

Beyond the label for the person who teaches part-time in the university there have also been attempts to categorize the people who do the work. Tuckmman, Caldwell and Vogler (1978) provided a classification of part-time instructors which included categories of: semi-retired, students, hopeful full-time teachers, full-mooners, part-mooners, and part-unknowners. Semi-retired part-time teachers are usually former professors who teach the occasional course; student part-time instructors are the graduate instructors who are gaining experience or fulfilling graduate study obligations; hopeful full-time teachers are hired to teach a full load of courses and take the job with the hope of getting a tenure-track position; full-mooners have a full time job (over 35 hours a week) and teach part-time; part-mooners teach a full load of courses all on a part-time basis often splitting the courses among different colleges or campuses (the mooners label comes from the concept

of moonlighting which is when someone has a regular day job guaranteeing work and benefits but works part-time at night for the second income); and part-unknowners classified any other part-time situation.

Gappa and Leslie (1993) identified four categories for the people who teach part time: a) career enders – the semi and fully retired faculty member who returns to the academy to teach a course or two--this category may be increasing as more faculty take early retirement, the result of universities attempting to cut payroll of the high salaried tenured faculty by offering full-time faculty members early retirement programs; b) specialists, experts, and professionals – those who usually have a full-time career and are sharing their expertise--quite often they are teaching for the love of the profession rather than the income; and c) aspiring academics - those who aspire to teach full-time—a category which would include the graduate instructors seeking the full-time position upon completion of their degree. Gappa and Leslie (2003) also included in this final group the person who takes multiple part-time appointments and who often ends up with more of a teaching load than a full-time teacher. A common label for this group of part-time instructors working multiple teaching positions has been *freeway flier*. Freeway flier was first applied to the part-time instructor taking appointments at multiple California State Universities and traveling the freeways to get from one class to another. The fourth category Gappa and Leslie category is Freelancers – the instructors who may have a number of part-time jobs, of which one is teaching part time. These part-time instructors do not aspire to full-time academic positions.

Gappa (2000) used survey data to refine a description of the part-time instructors and what they do in terms of workload. Seventy-seven percent of the part-time

instructors surveyed had other non academic jobs with 64 percent of these having full-time employment. Gappa found the average time the part-time instructor has been with the same institution was 6.3 years. And she concluded “for the most part, part-time faculty members appear to be reasonably well-off in economic terms” (p. 79). She did not clarify what is meant by “reasonably well-off” and since 64 percent of the part-time instructors have full-time employment, most likely it is in their field (e.g., lawyers, CPAs) so they should be reasonably well-off. Those who rely only on part-time teaching will find they are paid “25 to 35 percent less than full-time faculty” (Gappa 1984 p. 75) and have no employer paid health insurance or retirement. These low paid part-time instructors would probably not say they are reasonably well off.

Thompson (2001) identified two types of part-time instructors employed in post-secondary education: (a) those who work part-time in hopes of getting the full-time position, serving a sort of apprenticeship; and (b) those who teach part-time as a sideline. Thompson told of his own situation in which he had completed a Ph.D. in philosophy in hopes of getting a tenured position. He was not able to get the tenured position and returned to school and attained a degree in library science to secure non-teaching work in a library, which he did. He has since been teaching part-time and in his article he claimed those who teach part-time as a sideline are authentic because they are practitioners in the field.

Work Conditions

The literature about the part-time instructor contains many articles focused on the conditions and state of affairs regarding the part-time instructor’s working environment. Some of the key topics emerging include: job security; contracts; the pay to the part-time

instructors; the university administration's use of part-time instructors; unionization; the quality of the educational experience for students taught by part-time instructors; gender; and academic freedom. The following sections expand on these topics.

Job Security

Even though many part-time instructors have been employed by an institution for an average of 6.3 years, a sense the relationship can quickly come to an end still lingers. Change in administrators, a drop in enrollment, or poor evaluations of the part-time instructor can all lead to termination or not being rehired (Gappa, 2000).

Feldman and Turnley (2001) noted "the most prominent disadvantage of working as an adjunct was the lack of advancement opportunities and particularly the lack of job security" (p. 7). Feldman and Turnley based their remark on a survey of 105 non-tenure-track instructors at a large state university. They measured job satisfaction based on the aspects of flexibility, autonomy, challenge, coworkers, supervision, pay, benefits, and advancement opportunities. They also assessed professional commitment, "the extent of individuals' emotional investment in their chosen vocation" (p. 4) and relative deprivation, "the extent to which individuals felt anger about their current situations and entitlement to better jobs" (p. 4). Feldman and Turnley gathered data with open ended questions about the experiences of the adjunct faculty. The disadvantage of being a part-time instructor, lack of job security, was derived from quotes such as, "I have no job security. I never know when or if I will be offered employment beyond the current semester" (p. 7).

Related to job security, or the lack of it, is the absence of due process procedures afforded the part-time instructor, especially if the part-time instructor has a question on

not being rehired. This situation happens when the part-time instructor, waiting to be asked to teach a course calls the director and is deflated when told he or she is not needed. Richard Moser, former researcher with the AAUP, writes about the part-time instructor not being re-hired: “Adjuncts on the outs with administrators are told their courses have been canceled, enrollment has dropped, the department is retrenching—if they’re told anything at all” (Schneider, 1999). Moser was even more adamant when he said the release of a part-time instructor is “never done by frontal assault. They’re dead before they know what hit them” (p. 2). Schneider provided anecdotal data of part-time instructors who have spoken in class on topics leading to a controversy and the result is the part-time instructor is not rehired. The part-time instructors find that due process is not provided to them, quite often because the university just doesn’t want to spend the money. After the part-time instructor is let go the only recourse for her is legal action which is highly unlikely because hiring a lawyer would cost the part-time instructor money, which of course she is not making because she just lost her job. Furthermore, the part-time instructor finds few allies or support from other faculty including full-time, tenured faculty because the full-time, tenured teacher may feel threatened if the part-time instructor has the same protected status he or she does (Schneider, 1999).

Longmate (2000) pointed to one of the reasons many part-time instructors do not complain about conditions – they will be seen as malcontents and would not be asked to teach again. It should be noted the use of one semester or one term contracts provides no ongoing job security for the part-time instructor and as a result the management of the university keeps the part-time instructors under its control. Longmate identified other negative conditions for the part-time instructors: unfair compensation, restricted hours

and the sporadic advancement from a part-time position to a full-time position. These negative conditions contribute to the insecure situation for the part-time instructor and allow the administrators power and authority over them, providing further evidence of the shift in the authority within the academy from the faculty to the professional administrators.

Contracts

The typical part-time instructor is offered a contract to teach a course for a single term or semester. If the contracts are issued prior to the student enrollment deadline a clause may be included in the contract stipulating if the course is canceled the part-time instructor will receive a small fixed amount of financial compensation for the time already invested in preparing for the course. A contract I received from Regis University in Colorado Springs, Colorado in the late 1980s, for example, offered \$100 in payment if the course was canceled prior to its start.

Fulton (2000) observed if an annual contract was used for the part-time instructor it would undermine tenure and might lead to annual contracts being used for full-time instructors as well. The use of annual contracts is a concern for the AAUP because the AAUP has contended using annual contracts will give university administrators an alternative to tenure and reduce the number of tenured faculty. Having annual or multi-annual contracts is a positive step for the part-time instructor and provides a certain amount of job security. However, the university administration may be challenged by annual contracts because they will lose scheduling flexibility. If the part-time instructor has a contract and the enrollment is insufficient or if the funds are not available to pay a part-time instructor the administration would have to pay the part-time instructor anyway.

Insufficient enrollment means too few students have enrolled in the course to generate tuition income needed to cover expenses.

Fulton (2000) contended the extended use of a part-time instructor undermines the hiring practices used when hiring the full-time instructor because most of the time the part-time instructor was not hired via a national search or with the scrutiny used when hiring the full-time faculty member. As a result, hiring someone for a full-time tenure or tenure track faculty position is more time consuming and costly for the university than hiring a part-time instructor. Hiring someone for a part-time position is often done with a classified advertisement in the local paper, followed by a review of credentials, and an interview. This practice costs the university very little time and money.

Pay for Part-time Instructors

The pay or financial compensation for part-time instructors is a hotly contested issue. To the part-time instructor who is employed full time in another job, the pay may not be a major concern; however, to the part-time instructor who is dependent on numerous part-time teaching jobs he or she pieces together into a single financial package, pay is very important (Gappa, 2000). The discussion on pay often centers on what is fair compensation for teaching a course (Holler, 2003). The difference in financial compensation between the full-time and part-time faculty in some universities is quite wide with the part-time instructor earning as much as 50 percent less than the full-time faculty on a pro-rated basis (Hoeller, 2003). Other research bluntly states:

our findings validate concerns that part-time faculty are treated inequitably. The compensation of part-time faculty by academic employers is lower than that paid to full-time faculty even when expressed on a per-hour basis, lending credence to

charges of unfair treatment and exploitation. Inadequate compensation may increase the need for some part-time faculty to seek employment outside of the institution and may not be in the best interests of either the individual or the institution. In addition, part-time faculty clearly are concerned about their lack of benefits. (Toutkoushian & Bellas, 2003, pp. 191-192)

Longmate and Cosco (2002) pointed out part-time instructors are much less expensive for the university because they receive no health or retirement benefits and much less pay. As a result, the cost to the school of a part-time instructor teaching the same work load as a full-time instructor can be as little as one-quarter of the pay. Furthermore, Longmate and Cosco stated “[s]tudents pay the same fees, and the credits earned from classes taught have the same value, regardless of the status of the instructors...Moreover, adjuncts are only marginally involved in the governance of their institutions, have no job security or seniority, and receive little or no opportunity for continuing professional development” (p. B14). By “status of instructor” Longmate and Cosco were distinguishing between full-time faculty and a part-time instructor, reflecting title more than hierarchy.

Another area of concern regarding pay is the timing and circumstances in receiving a paycheck. Some of the colleges and universities delay paying the full amount for the course until grades have been turned in at the end of the term. Swift (2001) said it very clearly, “I work half a semester before I ever see a dime. They (full-time faculty) get paychecks every week or every other week. The second half of my pay is held as blackmail until I turn in my grades, implying that I am not professional and cannot be trusted” (p. 2). This statement says a lot about the view the university administration has

toward the part-time instructor if the instructor considers holding the paycheck until the grades are turned in as blackmail.

The University Administration's Use of Part-time Instructors

As mentioned, the AAUP (2003) viewed the extensive use of part-time instructors as a threat to tenure and claimed the decline in tenured faculty should concern colleges and universities. The AAUP was aware not enough tenure and tenure-track faculty members are available to teach all the courses and part-time instructors and full-time instructors not on the tenure track are needed. As the AAUP saw the situation, the university made “minimal institutional commitment” (p. 3) to the adjunct instructor resulting in fewer faculty available for involvement in the institution’s governance, including planning the curriculum and serving on committees. According to the AAUP, “The faculty as a whole is less stable when its members are increasingly unable to support these key academic activities” (p. 3). There may be a situation when a university is enlightened to include a part-time instructor on a campus committee but most often the selection is someone to represent all part-time instructors and not a representative of say, the English Department.

When challenged with budget constraints, university administrators might forcibly retire or fire faculty, but when the economic situation improved “a number of institutions opted for more contingent and non-tenure track faculty that would limit their financial commitments as well as enable them to be flexible and more responsive to the economic and financial trends in the external environment” (Honan & Teferr, 2001, p. 187). The data on hiring trends reveals a 103% increase of part time appointments from 1975 to 1995 and only a 27% increase in full-time tenure-track faculty hires (Johnson,

2003, p. 5). At two year colleges there was a 210 percent rise in the use of part-time faculty from 1970 to 1995 (Gappa, 2000, p. 69). Also during a time of budget constraints universities will freeze the hiring of full time faculty so the administration uses part-time instructors to teach classes. Unfortunately, it is convenient for the university to continue this practice of using part-time instructors even when the university's economic situation stabilizes. Furthermore, when faced with financial and budgetary challenges and fluctuating enrollments, university administrators are less likely to commit to long-term tenured employment for faculty. If part-time instructors are readily available and will accept short term contracts, lower pay, and no benefits, the university's needs are met (Gappa, 2000). Administrators are further buoyed by the use of part-time instructors when there has been no substantial evidence part-time instructors are less effective than full-time faculty in the classroom (Leslie, 1998).

The increased use of part-time instructors is seen as a means for the administrators to exert more control on the academics of the university (Wood, 2000). The decision to use a part-time instructor is often in the hands of central administration because it is their call whether or not a course is cancelled based on the enrollment number or other commitments of the full time faculty. With economic factors playing a central role in the actions of the university administration, their decisions reflect a business model rather than a university concerned about the quality of the courses taught or offering courses students need to continue their education (Pratt, 1997).

Quality of the Educational Experience

A part of the discussion on the use of part-time instructors in post-secondary education revolves around the level of instructional quality provided to students. As I

mentioned no substantial evidence exists that part-time instructors are less effective than full-time faculty in the classroom (Leslie, 1998). The meaning of quality varies from the actual level of knowledge possessed by the part-time instructor to the extent the part-time instructor can be a valuable instructor especially when he or she does not have a regular teaching schedule, does not have office space, and does not receive the recognition and respect of peers.

Carroll (2003) contended students do not know if their teacher is full-time or part-time and it does not make any difference to the student. Measures of quality such as the traits of responsiveness and sincerity are seen in both full-time and part-time instructors. Carroll contends with the increased use of e-mail for communication with students the instructor could be anywhere and answer questions anytime.

Berger (2002) reported on research comparing part-time instructors and full-time faculty regarding educational effectiveness. She concluded the research showed little difference in educational quality if a course is taught by a part-time instructor or a full-time faculty member. That little difference exists in the educational quality is important for administrators to justify the use of part-time instructors. Using this data the university administration claims the quality of the educational experience is not diminished by the use of part-time instructors.

Other literature on part-time instructors takes the opposite view that the quality of teaching has diminished. Townsend (2003) succinctly stated, "Although administrators describe the use of adjunct faculty as allowing their institutions to teach more for less, it has instead become a way to earn more in tuition revenue while providing less in education" (p. 23). Based on survey data from a 1999 study conducted by the Coalition

on Academic Workforce, Townsend concluded with the low wages, marginal benefits and second class citizen treatment it is no wonder there may be an impact on instructional quality. The main impact is related to the time the part-time instructor spends (or does not spend) with students and on class preparation since having to work multiple jobs and to commute between those jobs takes up much of the part-time instructor's time.

Townsend contends the diminished quality is a result of the working conditions for the part-time instructor, such as not having a quiet place to meet with students, and not the part-time instructor's ability.

Unionization

The involvement of unions with part-time instructors has been a very active and oftentimes combative factor within the part-time instructor milieu. Recently, part-time instructors have won union contracts with New York University (Arenson, 2004) and the State of Washington Community and Technical Colleges (Hoeller, 2005). A proponent of unionization is Keith Hoeller, who teaches part-time and contributes to *The Chronicle of Higher Education*. Hoeller (2004) advanced the notion part-time instructors need to form unions separate from the full-time faculty since the issues for each group are different. Hoeller noted there have been conflicts between the part-time instructors and the full-time faculty mainly over the issue of compensation and benefits. A key component for many union contracts in all trades is to increase pay and benefits. When the full-time teachers are not supporting equal pay for equal work for the part-time instructors then the full-time faculty is probably not going to be an advocate for part-time instructor unionization.

Part-time instructors look to unionization to give strength to their numbers and a voice with university administrators. At times the push for unions put the part-time instructors at odds with the full-time faculty in areas such as gaining health benefits which are provided for the full-time instructor but not often offered to part-time instructors. The chasm between part-time instructors and tenure and tenure-track faculty members can run deep for some, including, for example, a full-time teacher at Nassau Community College who said to a part-time teacher of nearly 40 years at the college “This is our college, not yours. You’re like interlopers. You’re the academic grape pickers” (Smallwood, 2003, p. A10). Fortunately, not all full-time faculty members hold this attitude and some are pushing to do away with the two-tier system. The hope for some is part-time instructors and full-time faculty will combine forces so administrations cannot play one off of the other. California State University and City University of New York part-time and full-time faculty have voted for unions to provide “better pay and some measure of job security or seniority” benefiting all faculty (Smallwood, 2003).

An example of union activity for the part-time instructors is New York University agreeing to a contract with the American Federation of Teachers (A.F.T) – United Auto Workers (U.A.W.) Local 7902 representing 2,300 part-time instructors. The May, 2004 agreement was embraced by both sides: the part-time instructors were to get wage increases, health benefits and some job security; and, the administration said with the contract it will assist in attracting better part-time instructors, thus increasing the quality of the University’s teaching (Arenson, 2004).

The *Chronicle of Higher Education* has published a number of articles by Jill Carroll (2004) who contends part-time instructors should be entrepreneurial and look out

for themselves. Carroll goes so far as to say for the most part she does not see the need for part-time instructors to be a part of a union. It should be pointed out Carroll speaks from the perspective of someone with a permanent, full-time job who teaches part-time.

A contrasting view is provided by John Hess (2004) who is concerned if part-time instructors set themselves up as entrepreneurs it will result in them becoming a mere commodity for administrations. Hess goes so far as to claim part-time instructors are part of the McDonaldization of post-secondary education, leading to the McUniversity. McDonaldization, as Ritzer (1996) defined it, is the coming together of the “principles of the bureaucracy and of the assembly line” (p. 25). Ritzer addresses the McDonaldization of higher education stating, “students may feel like little more than objects into which knowledge is poured as they move along an information-providing and degree-granting educational assembly line” (p. 139). The part-time instructor is also an object on an assembly line. The part-time instructor is often handed already prepared course materials including the complete lecture plan.

Gender

The study of gender as it relates to the part-time instructor appears to be underrepresented. The lack of articles found about part-time women instructors may be attributed to the variety of labels for the part-time instructor (e.g. adjunct, contingent) when searching databases. Searches on the study of women in higher education resulted in numerous studies on women in leadership positions but not many on female faculty and even less on part-time instructors.

I found one study that researched women on tenure track. What was interesting is the researcher discovered many women faculty are part-time instructors and few are on the tenure track (Cook 2007a). In the article, Cook revealed:

Statistics confirm what we've known all along. Far fewer women than men are on the tenure track. Those on the track are far less likely than men to get tenure. They have lower base salaries and a widening gap in wages. Women make up a disproportionate number of adjuncts, especially if you don't count the doctors, lawyers and other professionals who teach a course or two on the side. (2007, p. 1)

Cook made it a point to distinguish between the part-time instructors who have a full time, professional job and teach as only a side-line and the female part-time instructor trying to make a living from only part-time teaching jobs.

The data for a 2003 quantitative study used data from a 1993 National Survey of Postsecondary Faculty (Toutkoushian & Bellas, 2003). Toutkoushian and Bellas's study ascertained 38.2 % of all male faculty are part-time instructors; whereas, 50.6 % of all female faculty are part-time instructors (p. 181). In this study the researchers asked:

- (1) Are women more likely than men to prefer part-time faculty positions, and if so, does this difference account for the higher proportion of women in part-time positions?
- (2) Are the earnings of part-time female faculty comparable to those of men in these positions after controlling for relevant predictors of faculty salaries?
- (3) Are men and women in part-time positions equally satisfied with their wages and with other aspects of their jobs? (Toutkoushian & Bellas, 2003, pp.173-174)

In their conclusion to this study Toutkoushian and Bellas considered:

Are part-time faculty (disproportionately women) best described as an exploited class of workers, or are they individuals who have made voluntary choices and are satisfied with those choices? Based on our findings, we conclude that the "truth" lies somewhere in the middle. Supply-side factors clearly lead some individuals—particularly women—to prefer part-time academic employment. On the demand side, factors such as educational attainment, experience, and institutional type help explain the high concentrations of some individuals in part-time positions. (p. 191)

There have been studies conducted of full-time women faculty addressing issues similar to the plight of the part-time female instructor. Hart (2007) studied full-time, non-tenure track women faculty and questioned whether “women in non-tenure track positions, continue to be marginalized in academe because of their gender” (p. 6)? Hart also identified,

There is a critical mass of women in non-tenure track positions, and based upon the findings from this study and evidence from others (Clark, 1998; Glazer-Raymo, 1999; Harper et al., 2001, Perna, 2001), they were not being treated fairly. *Satisfaction is not a proxy for fair treatment*, and to systematically treat one category of faculty (and in this case, one that is highly feminized) as marginal is unethical, and possibly even illegal [*emphasis added*]. (p. 28)

The non-tenure track positions Hart researched were full-time faculty but the findings echo the plight of women in part-time instructor positions.

Toutkoushian and Bellas and Hart described the women in higher education using phrases such as “exploited,” “marginalized,” and “not treated fairly.” These words are

descriptive of the female in the hierarchy structure of higher education. White males dominate the senior administrator positions in colleges and universities and are in the positions of privilege. Johnson (2006) stated privilege “grants the cultural authority to make judgments about others and to have those judgments stick” (p. 33). Positions of privilege generally evolve over time as those in the position of privilege define reality and systematically allow or deny things to happen for others. Higher education’s position of privilege is held by white males who have controlled and maneuvered through the ranks since the beginning.

Other Issues for the Part-Time Instructor

A number of other issues emerged in my review of literature about the work conditions for part-time instructors and impact the meanings attached to academic freedom by the part-time instructor. These issues include:

1. Instability – Lack of decent pay and benefits can worry and distract the part-time instructor resulting in the part-time instructor also taking a menial job to be able to afford benefits for his or her family (Benjamin, 2003).
2. Due process – Lack of due process procedures available to a part-time instructor can impact the classroom because the part-time instructor will have no recourse for accusations made by students. As a result, the part-time instructor may not seek changes, innovations, or take risks in the classroom—all of which may diminish the quality of the classroom learning experience (Thompson, 2003).
3. Classroom preparation – Part-time appointments are often made at the last minute leaving little time for the faculty member to prepare for a course (Nutting 2003).

4. Professional development – Assistance from the university is rare and as a result the part-time instructor does not have a chance to improve his or her teaching, research and disciplinary knowledge (Nutting 2003; Thompson 2003; Townsend 2003).
5. Student advising – Part-time instructors cannot help a student because they are not always familiar with academic issues having been left out of orientations and seminars about university policies and procedures (Claitor 2001; Thompson 2003).
6. Accessibility – Part-time instructors are not around the university as much as the full-time faculty member and hence have less opportunity to be available to the student (Elman 2003; Schuster 2003).

Academic Freedom

The firing of Professor Edward Ross from Stanford University in the early 1900s is often recognized as the inauguration of policies on academic freedom in higher education. It had been reported Ross was a liberal economist with views contrary to Mrs. Leland Stanford, wife and widow of the founder of Stanford, so she fired him (Tierney, 2006). Because of Mrs. Stanford's action seven faculty members at Stanford quit. One of them, Arthur Lovejoy, joined with John Dewey and established the American Association of University Professors (AAUP). Interesting to note is what Tierney (2006) has revealed about this incident and more specifically about Edward Ross. It seems Ross was an eugenicist. Despite Ross taking the side of the working class, as a eugenicist he was prejudiced against Chinese, Japanese, and African-Americans. Ross supported the advancement of the white race and would speak about the supremacy of the whites, seemingly representing the University. He supported not letting "the coolies" into the University. The coolies were the Chinese and Japanese laborers working in the campus

dorms and cafeterias. Tierney (2006) points out Ross should not be held up as a hero but exposed as someone spreading hate speech (p. 5). Nonetheless, the outcome of Ross' firing, the creation of the American Association of University Professors, is significant.

In 1915 the American Association of University Professors provided the first formal statement on academic freedom for higher education in the United States (Rabban, 2006). The 15 professors constructing the Declaration of Principles were clear the Declaration should allow professors to teach without fear of reprisal. The impact of the Declaration is undeniable. Post (2006) stated "The academic freedom we now enjoy derives directly from the vision of the "Declaration"" (p. 64) and he reminded us a big part of the Declaration of 1915 "sought to redefine the employment relationship between professors and universities" (p. 62). Post explained how the employer/employee relationship in the United States in the early 1900's was employment-at-will, which meant that employers could "discharge or retain" employees "for good cause, for no cause or even for cause morally wrong, without thereby being guilty of legal wrong" (p. 62).

An important underpinning of the 1915 Declaration on academic freedom is academic freedom is not an individual right but a professional freedom. The authors of the Declaration located academic freedom in "the distinctive social functions of universities and scholars" (Post, 2006, p. 64). The Declaration contends faculty are "the appointees, but not in any proper sense the employees" (Post, 2006, p. 66). The situation for faculty is

...once appointed, the scholar has professional functions to perform in which the appointing authorities have neither competency nor moral right to intervene. The

responsibility of the university teacher is primarily to the public itself, and to his [sic] judgment of his [sic] own profession...[and] in the essentials of his professional activity his [sic] duty is to the wider public to which the institution itself is morally amenable. So far as the university teacher's independence of thought and utterance is concerned—though not in other regards—the relationship of professor to trustees may be compared to the relationship between judges of the federal courts and the executive who appoints them. University teachers should be understood to be, with respect to the conclusions reached and expressed by them, no more subject to the control of the trustees, than are the judges subject to the control of the president, with respect to their decisions; while of course, for the same reason, trustees are no more to be held responsible for, or to be presumed to agree with the opinions or utterances of professors, than the president can be assumed to approve of the legal reasonings [sic] of the courts. (Post, 2006, p. 67)

If faculty are to judge their own profession then “faculty should be regarded as professional experts in the production of knowledge” (Post, 2006, p. 69). Faculty producing knowledge sets the standard of the disciplines. Academic freedom is bounded by these standards.

In 1940 the AAUP issued the Statement of Principles on Academic Freedom and Tenure, a result of six years of conferences to clarify and restate the principles of academic freedom from the earlier Declaration of 1915. The 1940 Statement addressed three areas: freedom in research and publication; freedom in teaching; and, freedom in extramural expression. Even though part-time instructors were not a factor in the

development of the 1940 Statement on Academic Freedom, freedom in teaching applies to the part-time instructor since teaching is primary to his or her duties. The 1940 Statement declared “Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject” (Doumani, 2006, p. 270). In the 1970 Interpretive Comments, an AAUP ratified statement used to provide a response to the 1940 Statement, the AAUP clarified the phrase “controversial matter.” The 1970 Interpretive Comments included: “The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry ...the passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject” (Douman, 2006, p. 274). Keeping to the discipline or subject matter is important; however, the faculty member who does not introduce controversial topics in his or her class is not being true to the discipline and mission of higher education.

Metzger (1955) provided an historical perspective on academic freedom in American universities. Citing the influence of German university principles including *Lehrfreiheit*, Metzger stated “the university professor was free to examine bodies of evidence and to report his [*sic*] findings in lecture or published form—that he [*sic*] enjoyed freedom of teaching and freedom of inquiry” (pp. 112-3). The student was “free to roam from place to place, sampling academic wares..free to determine the choice and sequence of courses, and were responsible to no one for regular attendance” (p. 112). Teaching in this environment meant the university professor needed freedom to provide the opportunities for the students and to develop new ideas for research. However,

Metzger (1955) noted support for academic freedom was not institutionalized until the AAUP came along in 1915. Even with the creation of the AAUP and the development of the Declaration on Academic Freedom there was public pressure to limit the speech of the professors. Almost one hundred years later public pressure still remains to limit the speech of professors (e.g., the focus of authors like Horowitz).

Thorstein Veblen (1957, 1918) was acutely aware of the influence of business interests on the university when he identified that the board of trustees and presidents of universities were acquiescent to powerful businesses. Businesses were providing money (and control) for colleges and universities and Veblen was afraid the economic pressure would corrupt the search for knowledge. Veblen was prescient in his analysis -- 90 years later an academic building at the University of Missouri-Columbia is named the Anheuser-Busch Natural Resources Building because the brewers of Budweiser beer donated money to the University. Most recently an auditorium on the University of Missouri campus was named after the pharmaceutical giant Monsanto after Monsanto donated money. Similar naming has occurred at institutions across the nation.

In 1929 at the University of Missouri in Columbia academic freedom became the focus of students, faculty, administrators, citizens of Columbia and the Board of Curators. A group of students in a Sociology of Family class were studying relationships. A questionnaire was distributed to male and female students that included questions about sexual relationships. The local citizenry was incensed at the affront to the morals of the community and called for the firing of the faculty involved and the expulsion of the students involved. The Board of Curators and University President succumbed to the community pressure and dismissed one professor, suspended another professor and

expelled a student. The faculty were incensed at the denial of academic freedom to research and study and the AAUP were summoned to investigate. The AAUP interviewed and investigated the situation and in its report stated,

the Board of Curators served notice on the faculty ...that the Board has and may exercise the right of dismissal of any member of the faculty whose teaching and research does not conform to the undeclared standards of the Board. There is little freedom of teaching and research in a university governed by such principles, particularly when important actions touching freedom of teaching and research are taken without, or against, competent faculty advice, and guided by a president who does not seem to understand the functions of a real university.

(1930, p. 12)

The anti-communist sentiment in the 1940s and 1950s had a major impact on higher education and academic freedom. The Communist Party had members from the professoriate, many who joined the Party in the 1930s merely as a sign of solidarity with the workers' unions. However, the Cold War and its anti-Communist stance in the 1940s took over much of the American consciousness and anyone involved with the Communist Party was viewed as a threat to United States security. Actions of the U.S. Government, such as President Truman's Executive Order 9835 which established a loyalty-security program for federal employees, gave government agencies the power to eliminate Communists and anyone displaying dissident behavior. The fact is, only a few thousand members of the Communist Party resided in the United States, and the members from colleges and universities were usually casual members, and hardly a threat to national security (Schrecker, 1986). The fear of communism was rampant and professors were

made to look like violent revolutionaries. Congress and the Senate passed a statute in 1940 which was later found to be in violation of the First Amendment. However, in the mean time the statute “made it illegal to teach and advocate the overthrow and destruction of the Government of the United States by force and violence” (Schrecker, 1986, p. 6). What followed was the questioning of university faculty all over the country regarding communist activities by federal agencies, such as the FBI, the House Un-American Activities Committee (HUAC) or state legislative committees. Quite often the questions were about Party membership and asked for the names of other members. Many instructors refused to answer the questions and even though these committees had no authority to fire the faculty member there was enough pressure on the university administrations they carried out the wishes of the investigating committees and the faculty member was fired. It has been calculated nearly seventy tenured or tenure track faculty across the country were dismissed during the McCarthy era (O’Neil, 2006). Schrecker (1986) showed the actions of the university administrators in the 1940s and 1950s failed to protect the academic freedom of the faculty. In the colleges and universities, she stated, “there should have been a rational assessment of the nature of American Communism and a refusal to overreact to the demands for its eradication” (pp. 340-341). Furthermore, regarding academic freedom she pointed out,

for almost a decade until the civil rights movement and the Vietnam war inspired a new wave of activism, there was no real challenge to political orthodoxy on the nations’ campuses. The academy’s enforcement of McCarthyism had silenced an entire generation of radical intellectuals and snuffed out all meaningful opposition to the official version of the Cold War. When, by the late fifties, the hearings and

dismissals tapered off, it was not because they encountered resistance but because they were no longer necessary. All was quiet on the academic front. (p. 341)

William Buckley was another conservative critic of higher education in the 1950s. Buckley (1951) stated, “academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support” (p. 190). From his words he revealed a support for academic freedom for the boards and administrators but not for faculty and students.

Following the September 11, 2001 terrorist attacks on the World Trade Center academic freedom in higher education was challenged anew with government legislative actions such as the Patriot Act. The Patriot Act has had civil libertarians voicing concerns of “compromised privacy protections, eroded civil liberties, and chilled dissent” (Doumani, 2006, p. 14). Other concerns post 9/11 for academic freedom have come from the private sector. Groups such as the American Council of Trustees and Alumni (ACTA) criticize universities for having courses on ““Islamic and Asian cultures” rather than “ensuring that students understand the unique contributions of American and Western Civilizations”” (Doumani, 2006, p. 24). Doumani also stated the challenges to academic freedom are “structural, not cosmetic, in intent, as they emanate for the most part from worldviews that aim at fundamental changes in the mission of higher education” (2006, p. 26). However, not everyone in higher education is convinced challenges to academic freedom exist in today’s classroom.

In contrast to Doumani’s concern about the rise of intolerance is O’Neil (2006). O’Neil compares today’s academic environment to the McCarthy era and said “the prospect of a recurrence [of the McCarthy era] seems remote...we now have in place a

quite elaborate and complex set of constitutional safeguards for academic freedom, free inquiry, and due process that are not likely to be displaced or undermined” (p. 60). By the way, O’Neil was part of an open forum discussing academic freedom at the University of Missouri-Columbia and his thoughts on academic freedom from this forum will be shared later in this study.

Government intervention and private intervention do not tell the entire story of academic freedom according to Doumani (2006). The most defining situation in understanding academic freedom is the commercialization of education. “Simply put, as the commercialization of knowledge expands, the space accorded to academic freedom contracts” (Doumani, 2006, p. 34). Doumani stated the “commercialization of education is producing a culture of conformity decidedly hostile to the university’s traditional role as a haven for informed social criticism” (p. 38). From naming buildings after corporations to companies endowing positions of leadership such as a dean, commercialization is prevalent in higher education.

Ironically, at the time I was reviewing the literature on academic freedom and the commercialization of education a question was raised about the actions of my home department, the Educational Leadership and Policy Analysis (ELPA) Department in the College of Education at the University of Missouri in Columbia. ELPA had agreed to establish an endowed center using a gift of \$900,000 from Harold S. Hook, the founder and CEO of Main Event Management Corporation (MEMC). MEMC’s mission is to “provide management training and organization development services to help organizations become more effective and thus more productive” (MEMC, 2008). MEMC markets and distributes a product called Model-Netics which the Hook Center

uses to assist school districts “to create and maintain performance cultures that translate into successful education of all students” (Hook, 2008, mission). My question is does the use of Model-Netics encourage the commercialization of education by producing a culture of conformity based on efficiency and increased productivity? And, if part of the mission of the Hook Center is to conduct research, can social criticism occur if the Center is entrenched in the language of institutionalized corporatism?

Literature on Academic Freedom and Part-Time Instructors

One viewpoint in the literature on academic freedom and the part-time instructor contends academic freedom, as defined in the traditional sense where the instructor’s speech is protected in the classroom, is not relevant to the part-time instructor (Marshall, 2003). The part-time instructor may have freedom of speech but what he or she does not have is freedom to “provide and facilitate the best possible education for students” (Marshall, 2003, p. 46). Because the part-time instructor is hired on a term-by-term basis, if for any reason the administration finds a reason to not use an instructor then the instructor is just not re-hired. Most times the part-time instructor is not provided with any reason as to why he or she is not re-hired. And there is rarely a due process procedure afforded the part-time instructor to find out why. As a result, what are important to part-time instructors are issues such as working conditions and job security. As Marshall saw it, without these basic benefits the part-time instructors are actually restricted and denied academic freedom.

A 1999 *Chronicle of Higher Education* article cites research of Richard Chait, professor of higher education at Harvard, in which 250 college handbooks were reviewed for policies on academic freedom related to part-time instructors. It was found only 10

handbooks clearly mentioned an academic freedom policy related to the part-time instructor (Schneider, 1999). With the increasing number of part-time instructors providing a vast majority of the post secondary instruction universities and colleges will most likely be pressed to provide clear statements concerning academic freedom.

The 2003 AAUP statement on contingent faculty addressed academic freedom and provided the following:

To secure academic freedom for the entire profession, and to ensure the highest quality in teaching and research, the responsibilities of faculty peers in the appointment and evaluation of colleagues for contingent faculty positions should resemble those for appointments on the tenure track. (AAUP, 2006, p. 104)

The AAUP contends (or hopes) academic freedom is protected through peer reviews and a growing commitment to the part-time instructor resulting in reappointment and ultimately tenure much as an instructor on the tenure track would receive. However, for the part-time instructor the reviews are usually only by students and because the contracts are issued term by term no level of commitment is shown to the part-time instructor. As a result the part-time instructor is not as likely to take risks in his or her teaching and even in outside service work for fear of irritating an administrator and not being re-hired.

The research on academic freedom and the part-time instructor is limited which makes this study necessary. It is my contention academic freedom in the traditional sense is not relevant to the part-time instructor. Giving voice to the part-time instructor and showing academic freedom is enabled and constrained for part-time instructors because

of the work conditions provides insight into the meanings attached to academic freedom by the part-time instructor.

CHAPTER THREE

THEORY

Three sociological theories are used in explaining the complexities of the meanings attached to academic freedom by the part-time instructor. The three theories reviewed are those of: Andrew Abbott (1988), Stewart Clegg (1989), and J. Kenneth Benson and C. Michele Martindill (1998). As this study unfolds, the theories and methods described in the next chapter will be entwined in the description of the “domain,” as Gee (1999) called it. The domain of this study, the part-time instructor and meanings of academic freedom, will be illuminated by the discourse and autoethnographical data, and analyzed and explained by the three theoretical lenses. Some of the questions addressed in the study include:

1. Questions identifying the components enabling or constraining the part-time instructors’ meaning of academic freedom: What work conditions for the part-time instructor impact academic freedom? Who are the people interacting with the part-time instructor? What are the social roles of the people who interact with the part-time instructor?
2. Questions taking into account the perspective of all of the components of academic freedom in the part-time instructor’s interactions: What is the context and history in which the components exist? What policies (e.g., a policy regulating union representation of part-time instructors) are in place affecting academic freedom within the part-time instructor’s interactions? What patterns of interaction are revealed in the meanings of academic freedom?

3. Questions analyzing the interactions of the part-time instructor: What ongoing processes (e.g., rationalizing the low pay and lack of benefits) are involved in the meanings attached to academic freedom by the part-time instructor? How does the way organizations and institutions are socially constructed affect the meaning attached to academic freedom by the part-time instructor? In other words, to what extent do existing hierarchical administrative structures in universities both enable and constrain the meanings attached to academic freedom by the part-time instructor?

In addressing the above questions and using the framework of the following theories it will be possible to develop an understanding of the meanings attached to academic freedom by the part-time instructor as emergent and contingent phenomena. I have chosen these theorists as a way to answer the research question: What meanings are attached to academic freedom by the part-time instructor?

Abbott

Andrew Abbott's (1988) study of the professions provided an historical study of how the system of professionals is structured and controlled in our society. Abbott asserted the study of professions needed to focus on the work completed in order to explain variations that do not fit existing models (e.g., explain why some professions disappear or fail to form). What is studied in the professions is the work itself which changes over time, impacted by the struggle for control of the work. The interactions and struggle leads to interdependencies among the network of professionals involved with the work. Abbott termed the network between work and professions as one of *jurisdiction* (p. 20) and the conflict and interdependencies the struggle for *control*. *Jurisdictional control* evolves on both a technical level (e.g., job skills and licensure) and an abstract

level (abstract knowledge generates practical skills/techniques of the profession). The abstract level determines survival in the competition or the interrelations of professions. As such, "the interplay of jurisdictional links between professions determines the history of the individual professions themselves" (p. 20). In identifying this interplay, Abbott placed the emphasis on the study of the network of professions or jurisdictional relations. The jurisdictional relations vary from one case to another and can account for multiple outcomes as well as explain the systems of formation and transformation in relation to professions. His example of the acquisition of professional schools (law, medicine) into the traditional university revealed a jurisdictional relation which makes the university "a holding company for largely autonomous faculties, usually closer to their professional associations than to a particular university" (p. 208). An example of Abbott's jurisdictional control from this study is the management of the part-time instructor. The administrators of the university have become business managers in coordinating a large number of part-time instructors regardless of their academic discipline. In other words, the relation with the part-time instructor is based on a business model concerned with the availability of the employee (the part-time instructor) rather than a consideration of the part-time instructor's academic expertise.

Abbott emphasized the systems or fields of relations enabling or constraining conditions for action as well as the relations in the interaction among professionals. In my study of higher education the conditions for action I focus on are the work conditions. The work conditions of the part-time instructor include: lack of office space; hired for one term with no guarantee of future employment; low pay compared to the full-time faculty; and, fear of not being rehired because of poor evaluations. An understanding of

the conditions for action can lead to an explanation of why certain forms of professions emerge and thrive while other forms flounder and then subsequently disappear.

One example of emerging professions in higher education is the growth of the university administration (e.g., the creation of numerous positions of vice-presidents, vice-chancellors and vice-provosts). The emerging and thriving profession of university administrator is a matter of the members of the profession (the presidents, chancellors and provosts) controlling the jurisdiction. Administrators appoint other administrators to positions that report to them and in turn boost their positions of control or power.

Another emerging profession in higher education, the focus of this study, is the part-time instructor. The profession or number of part-time instructors may be growing; however, the control does not lie in the hands of the members of the profession.

Abbott asserted definitions of professions must follow from theoretical questions focusing on why occupational groups control knowledge and skills; how these groups achieved their power to control the acquisition and application of particular kinds of knowledge; and, the extent to which professionalization will spread in the occupational world (p. 1). Abbott's definition of profession was, therefore, necessarily vague:

"professions are somewhat exclusive groups of individuals applying somewhat abstract knowledge to particular cases" (p. 318). Developing an objective definition of profession, argued Abbott, would only obscure the power and importance of professions within our culture. With an objective definition of profession there would be no means to ask about the multitude of ways a society structures expertise and no way to be critical toward taken-for-granted accounts of how professions came into existence. Furthermore, it is in actively making definitions of professions problematic where Abbott's historical

sociology is effective. Modernist narratives or the views from the industrial age and critiques of those narratives promised progress and freedom. But the progress was challenged by Abbott when he asserted "we must forget the beginnings and ends, and make history the endless succession of middles that it is" (p. 322). In the study of the meanings attached to academic freedom by the part-time instructor a major consideration is the control of the knowledge and skills and the impact on the profession of teaching in higher education.

The implications for social network analysis from Abbott's perspective rested on the value of studying the work rather than the professions. As Abbott pointed out, historical discourse needs to acknowledge human actions, the work, are at the same time both determined and chosen. These conditions for action can in turn act as constraints structuring the interactions. Abbott was primarily concerned with structure and its associated properties, but he noted structure is a "deceptive reality" (p. 321). Structure is ever-changing and understanding structure as ever-changing opens the door for future social network analyses exploring not only how discourse produces structure (which produces discourse), but how subjects are produced. Beyond asking how societies structure expertise, it will be possible to ask at another level of analysis how experts are produced. The part-time instructors' work environment or the conditions for action are studied to expose the structure in the human actions.

Abbott's system level analysis provided an understanding of how systems of dispersed relations are historically formed and transformed, thereby making it possible to ask how particular conditions for action are available in the present. Abbott's approach to analysis does not accept the present as an end point so no way is known how events

will come together in the future. By not placing the relations in a stagnant state the analysis can explore an understanding of organizations and professions as processural. For this study the meanings attached to academic freedom by the part-time instructor are explored with an understanding the work environments or conditions for action are not stagnant but processural.

Abbott's jurisdictional relation frames the complexity of academic freedom for the part-time instructor's situation that includes being hired for only one term at a time with no guarantee of future employment; interaction with the college administration only through evaluations; all course materials (books and syllabus) provided to the part-time instructor; no office at the college so the only place for individual interaction with students is in the classroom or hallway or parking lot; and being paid for the entire term at the end when final grades are submitted. Abbott's focus on why occupational groups control knowledge and skills, and how these groups achieved their power to control the acquisition and application of particular kinds of knowledge provides a means to explore the part-time instructor's relationship with the students, administrators, and full-time, tenured faculty members. Even more so, history as the "endless succession of middles" allows for an analysis of how boundaries between part-time instructors and university administrators and part-time instructors and full-time instructors are negotiated in response to the pressures of budget and student enrollments.

Clegg

Stewart Clegg's (1989) "circuits of power" model (Figure 1) is an analytical tool for identifying and explaining the entities or agencies in an organization. Clegg's model is based on Foucault's theories of power. Foucault made the distinction between power,

power over, and domination. *Power* is one human's action affecting the actions of another human and vice versa. It is also referred to as episodic power relations. For example, power is when the boss *suggests* a way for an employee to do a task. *Power over* is when a human changes or transforms another human's environment or the rules of practice. For example, power over is seen when the boss *orders* the employee to do a task in a certain way. And, *domination* is when the boss and the employee are in a structure with fixed roles and relations and no choice of how to do a task is available except what the structure dictates. Clegg's model uses these three theories of power as three levels or circuits. The episodic power relations are the micro interactions of agencies. The domination is the formal hierarchy or macro level of interactions of agencies. The rules of practice are found at the meso level. The meso level is the label provided by Benson and Martindill (1998) to describe the social integration between the micro and macro levels. Within the meso level are "obligatory passage points" (Clegg, p. 214). The obligatory passage points are the occasions or moments when the three levels of power interact. The obligatory passage points suggest the complexity of the route of the power within the organization. For this study it is recognized the organization of part-time instructors is not a formal structure but is the interaction of agencies: part-time instructors, university administrator, and full-time tenured and tenure-track faculty. The circuits of power provide a lens to categorize the agencies and activities as well as reveal the interactions impacting the meanings attached to academic freedom by the part-time instructor.

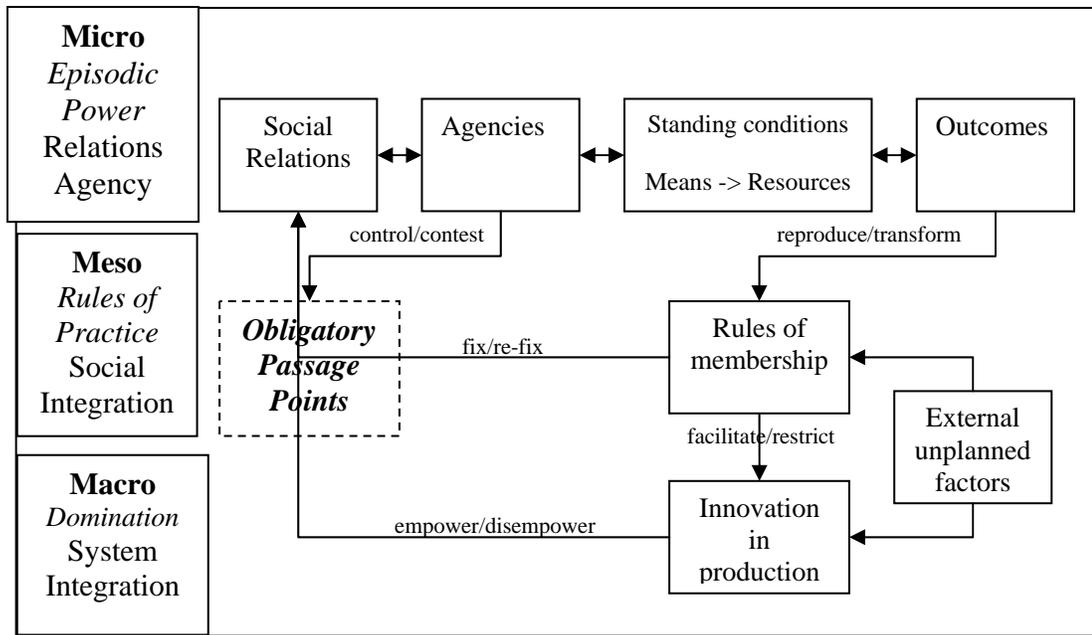


Figure 1 – Clegg’s Circuits of Power (p. 214) with the addition of the micro, meso, and macro levels

An example of an obligatory passage point in higher education related to the part-time instructor is what I experienced in the hiring of instructors with the Graduate and Adult Studies Program at William Woods University. The selection of a part-time instructor to teach a course was dependent on a number of factors. At the micro level the instructor’s past course evaluations are considered (reflective of his or her social relation with the course/student agency) along with the part-time instructor’s qualifications for teaching a particular subject. At the macro level the University provided the formal structure-the schedule of courses. The part-time instructor is in need of a course to teach and the University is in need of an instructor to teach a course. To connect these levels is the administrative assistant with the Program who aligns these two circuits. The administrative assistant represents the meso level or passage point deciding who will teach the course based on the rules of practice she has been provided. The “rules” would include the availability of the instructor, whether he or she has taught a course recently for the University, if the potential instructor has attended one of the workshops offered

three times a year, if the potential instructor has signed and returned a form stating the instructor acknowledges the rules laid out in the Adjunct Faculty Handbook, and if the instructor's recent evaluation had an overall rating of at least 5.0 out of 6.0. For this study I analyze organizations and structures and identify the obligatory passage points which provide the insight to the circuits of power and meanings of academic freedom.

Using Clegg's (1989) circuits of power I can identify, categorize, and explain the numerous agencies' impact on the meaning of academic freedom for part-time instructors. An agency is a "collective form of decision-making" (Clegg, 1989, p. 187) and is an element of the power system along with the "events of interest" to the agency (p. 213). The agencies form the organization. The agencies which form the "organization" of part-time instructors and academic freedom include: the administrative assistant who handles all the paperwork; the rules and regulations of the university as an important passage point ensuring decisions are carried out properly; the full-time tenured and tenure track faculty, including the chairs of academic departments at the institutions and the directors of the programs who hire and employ numerous part-time instructors; the college's administrators; the students; the classrooms; the offices (or lack thereof); and, the various perspectives these agents bring to the circumstances. For Clegg "power is grasped only relationally" (p. 207) and the social network of the agencies create a "relational field of force in which power is configured" (p. 207). The struggles between these different agencies result in organizational actions and the actions define power.

By placing the meanings of academic freedom for part-time instructors in the framework of the circuits of power I use the meso level focus to bring the micro level (the view of the part-time instructor-agent) and the macro level (the system of higher

education) together. Clegg identified that the circuits of power consists of a particular focus and type of power at each level (micro, macro, meso), along with social relations between the levels. Involved in the social relation are: the agencies controlling the 'circuit'; the outcomes and how they are measured; the environmental contingencies; the innovations; and, the obligatory passage points. Furthermore, the social network is not just for the individuals within the network, nor is the network only the institutions framing it, and certainly the network is not the researcher who is exploring the interactions. Therefore, the study of the meanings attached to academic freedom by the part-time instructor is a study of the multiple layers of meaning within the network.

Benson and Martindill

J. Kenneth Benson and C. Michele Martindill (1998) suggested a dialectical approach to the study of social networks. The dialectical approach provides a meso-domain analysis of both the institutional level (in the case of this study the university system and its administrators) and the study of processual relationships at the micro level (the part-time instructors interaction with the students, administration and full-time tenured and tenure track faculty). The dialectic approach links meso-domain analysis which "focuses on how multiorganizational patterns shape the intentions of policy makers and policy outcomes" (Benson & Martindill, 1998, abstract) and historical institutionalism which "focuses on national-level variations in economic, political, and other institutional arrangements as explanations for policy content and outcomes" (Benson & Martindill, 1998, abstract). Dialectical analysis uncovers the connections or patterns in processual relationships and locates these relations in the larger, complex power relations. As a result of this analysis the power relations are understood as

constructed by people with their own interests who negotiate the multilayered and often contradictory patterns for action at the macro level. The dialectical analysis frees the analyst from preconceived notions often seen at the macro level (“we have always done it that way”) by identifying the current environment as socially constructed by people. Therefore, the dialectical analysis unearths the current, socially constructed arrangements limiting and constraining the activity of the agents in the environment.

The dialectic view encompasses the variety of forces both liberating and constraining the development of the meanings and the complex layers of the forces in the relations. The layers of relations require further analysis to uncover “the contextualization of contexts” (Benson & Martindill, 1998, p. 2) and view how the processes of the development of the network can be both a forward movement as well as a contradictory circle in which outcomes or meanings are seen not as predictable successive stages building on one another, but as contingent and emergent interwoven processes having intended and unintended consequences spanning distant sites and times.

At the core of the dialectical view is the claim that social arrangements are constructed by people in particular social relationships and limited by social contexts. People choose lines of action by choosing directions, using means available, and pursuing available openings. Their actions can be made more fully rational by illuminating the situational contexts—the causal forces, the possibilities for change. Sociological analysis helps to overcome reification by opening up decision processes and revealing possibilities for action. (Benson & Martindill, 1998, p. 1)

The dialectical approach is used to show the use of part-time instructors as processual changes in relation to the needs of the university and the demands in teaching. For example, the budget cuts by the administration lead to a department using more part-time instructors at a pay less than a full-time faculty member to save money. The meso-domain and historical institutionalism analysis explain academic freedom by placing the meanings attached to academic freedom by the part-time instructor within the multitude of possibilities of what is understood as well as what is not understood. The many challenges in work conditions for the part-time instructor (low pay, no benefits, last minute assignments or cancellations) impact the meaning of academic freedom. The meaning attached to academic freedom by the part-time instructor could be placed in the context of budget constraints within a department, but such a simple response would not take into account the part-time instructors' willingness to accept this situation because they love teaching or hold out hope they could be hired for a full-time position.

Dialectical analysis of social networks in higher education assists in the analysis of the complex meanings attached to academic freedom by the part-time instructors by analyzing the network of interactions and negotiations evolving between the actors in the network, namely the part-time instructors and others in the university. The negotiated order between the part-time instructor and others in higher education (administrators, full-time tenured and tenure-track faculty, and students) determines how the organization is structured and perpetuated based on the policies arranged by the parties involved. This study will unveil contradictions in the structure and interactions of higher education impacting the meanings attached to academic freedom by the part-time instructor.

Conclusion

Together the theories of Abbott, Clegg, and Benson and Martindill are used to explain the conditions of action for the part-time instructor. For example, Abbott provides insights on the jurisdictional control or policies within the social network of the part-time instructor's involvement with the university administration, the full-time faculty, and students. Clegg's circuits of power identifies the levels of power within the social network of part-time instructors and the struggles between the agencies leading to a restriction of action such as the last minute appointment to teach a course which then becomes a power struggle between the instructor accepting the job and the department needing an instructor to ensure the course is not cancelled. And finally, Benson and Martindill's focus on the dialectical is used to account for the changes occurring within the negotiated order, the part-time instructor who loves to teach but is not paid enough to make a living and takes on multiple teaching jobs at multiple schools resulting in multiple bosses and multiple policies to follow.

CHAPTER FOUR

METHODS OF RESEARCH

The research methods used to collect data for this study are discourse and autoethnographical. The discourse data come from part-time instructors throughout the United States and Canada and the autoethnographical data is my story as a part-time instructor for the last twenty-five years.

Discourse Analysis

The study of the part-time instructor and meanings of academic freedom will be a challenge because of the varied and diverse understandings of academic freedom; however, the variety and diversity is the focus of this study with a goal of uncovering the various meanings attached to academic freedom by the part-time instructor. Therefore, it will be important to recognize and incorporate the many voices, in particular the part-time instructor's voice, with a say in the definition and meaning of academic freedom. The use of discourse analysis is useful because "social reality is produced and made real through discourses, and social interactions cannot be fully understood without reference to the discourses that give them meaning" (Phillips & Hardy, 2002, p. 3). According to Gee (1999) when using discourse analysis the researcher must have a point. The point of this dissertation is the exploration of the meanings of academic freedom with the understanding discourse shapes the meanings. The analysis of the discourse will "illuminate how and why language works in action" (Gee, 1999, p. 8) and the language in action "creates or builds the world of activities" (Gee, 1999, p. 11). However, as we look at the language of the part-time instructors in higher education regarding the meanings of academic freedom we need to understand discourse analysis involves more than

language. Gee (1999) supports this when he stated “who we are and what we do is more than just language” (p. 17). Other “stuff” (Gee, p. 38) is revealed in the discourse. This other stuff includes “mind stuff and emotional stuff and world stuff and interactional stuff and non-language symbol systems” (Gee, p. 38). And finally, in discourse analysis it is important to recognize “meanings of words are ever changing and adapted to specific contexts” (Gee, 1999, p. 41), which means full contextual and situational analysis is incorporated into the analysis of the discourse.

The discourse used for this study will include the following: popular press articles; university policies; and most importantly, the email posts to the adj-l listserv. The adj-l listserv is a very active electronic interchange with regular contributions from people such as Jane Buck, former President of the AAUP, Joe Berry the author of *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*, and Keith Hoeller, a regular contributor to *The Chronicle of Higher Education*.

The electronic listserv is a universal method for individuals with similar interests to share their thoughts and to carry on a dialogue related to a specific topic. An email message posted to the list is immediately distributed to all of those who are subscribed to the list. Subscription to the adj-l list is by an individual’s request².

Research using listserv postings has been a part of qualitative health research including the document or discourse analysis of posted messages (Nochi, 1998;

² To get on the adj-l listserv send a request with an email address and name, which is optional, to the list moderator. On the list information it is stated that “your request will be held for approval by the list moderator” (<http://adj-l.org/mailman/listinfo>); however, no other information is required.

Winzelberg, 1997). In health research it has been found the listserv forums “provide valuable information through documentary analysis of naturally occurring discourse in posts and archives” (Sixsmith & Murray, 2001, p. 423). Sixsmith & Murray (2001) pointed out listserv posts can be used like any other textual documents such as letters and emails and provide unsolicited everyday talk. The use of everyday talk in research can explain a social phenomenon.

Since the adj-l email posts are sent to a public list the posts are considered public domain. In general when people send out emails to a listserv they consider the material to be public (Sixsmith & Murray, 2001). The archives of adj-l are available on-line and as an audit trail I have downloaded these files and saved them into Microsoft Word documents. Once the data is placed in Word documents I can perform word or phrase searches to locate and trace quotations to the original email message.

The trustworthiness of the data collected from the adj-l listserv posts is addressed using Lincoln and Denzin’s (1994) question regarding the authenticity of textual data. Lincoln and Denzin asked, “Is a text faithful to the context and the individuals it is supposed to represent?” (p. 578). As noted, some of the posters to the adj-l listserv are leaders in the organization of part-time instructors and provide much of the discourse on the situation of part-time instructors beyond what is posted on the adj-l listserv--for example, Joe Berry’s book, *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*, is widely used to assist with union activity. The data (email messages) are true to issues of higher education and the part-time instructor. It is very rare to find a post to the adj-l listserv that is a personal attack or slanderous in nature and I have never seen the listserv spammed with rude comments or derogatory statements.

Robinson (2001) pointed out the people who post on a listserv could do so with anonymity so the poster finds the internet a safe environment for sharing his or her thoughts with “a depth of feeling that is usually not present in more formal communication” (p.709). For the most part I will protect the identity of the person posting on the listserv, but those who are already in the public discourse (e.g., Joe Berry) will be identified to lend credence to the research data.

The discourse or texts studied is not exhaustive but representative of where the part-time instructor’s conditions for action are discussed in higher education. These texts are “naturally occurring” texts –they appear in the normal day-to-day activities of people in higher education (Phillips & Hardy, 2002, p. 70). Part-time instructors in higher education are familiar with the use of listserv technology for interactions with students, colleagues at their schools, and colleagues in their discipline.

The study of the discourse also involves locating the discourse in the historical and social context in which it was produced. Locating the discourse in context means analyzing the discourse by considering its source -- where it is published and who published it. The hermeneutical exercise interprets the actions of the authors as well as recognizes my interpreted view. Along with my view are the dynamic influences of the world view on me.

One goal in using discourse analysis is to understand the context and how the discourse came into existence which is often complex and even messy. “Discourse analysis...tries to explore how the socially produced ideas and objects that populate the world are created in the first place and how they are maintained and held in place over time” (Phillips & Hardy, 2002, p. 6). Phillips and Hardy (2002) discovered in their

research on the use of discourse analysis how collections of texts can construct the social world and provide a “robust foundation that can support a range of research approaches” (p. 33). Because the study of academic freedom is a societal issue it is necessary to analyze the discourse used regarding academic freedom from the society of higher education. Fairclough (1992) incorporates the societal component in his approach drawing “together language and social theory” (p. 4). Central to discourse analysis is the “social-theoretical sense of discourse” (p. 4). Fairclough uses a three dimensional analysis: text, discursive practices, and instances of social practice. Text is “any product whether written or spoken” (p. 4) but can also extend to “other symbolic forms such as visual images” (p. 4). Discursive practice is the “processes of text production and interpretation” (p. 4). And, instances of social practice are the “institutional and organizational circumstances of the discursive event” (p. 4) including the impact of the circumstances on the event. Fairclough promotes research projects in discourse analysis which are defined in terms of questions about the forms of social practice surrounding the discourse and where the analysis relates to the social structure but does this in terms of social change. The three levels of analysis I use for this study (micro, macro, and meso) are incorporated in Fairclough’s approach. The social practices are the micro level, the social structure is the macro level, and the social or cultural change is the meso level.

Another goal of discourse analysis is to “identify the multiple meanings assigned to texts” (Phillips & Hardy, 2002, p. 74). Extrapolating the meanings begins with questions about the collected data (discourse). The questions include: is the discourse dealing with the micro or macro level; are there categories emerging from the data; does the data relate to the research question?

And finally, the phenomenon being studied and how it is conceptualized influences the research questions (Phillips & Hardy, 2002, p. 63). The use of part-time instructor discourse data leads me to questions such as: how does the study of part-time instructors and academic freedom connect to other related studies of part-time instructors? How do the working conditions of part-time instructors affect the concept of academic freedom? And, how does the discourse construct meanings of academic freedom?

Autoethnography

The use of autoethnography data will provide a way to connect “autobiographical and personal to cultural, social and political” (Ellis, 2004, p. xix). I use my story as a part-time instructor for the action, emotion, embodiment, self-consciousness and introspection personal experiences can provide. My story will contain the components of story telling including dialogue, scene descriptions, characterization and plot.

The stories I will tell come from my observation and participation. One of the key traits of someone doing autoethnography is the researcher is “nosy and a good listener” (Ellis, 2004, p. 27). As a part-time college instructor and computer systems analyst for 25+ years I have to ask a lot of questions and be nosy as well as pay attention to the responses to the questions I pose.

The autoethnographic approach allows me to share my personal stories and relate them to the culture of part-time instructors in higher education. Autoethnography is not an autobiography, although the autoethnographic data is part of the autobiography. Autoethnographic data collection includes a reflexive approach to the narrative of the

story or as Ellis (2004) describes it, the inward look then the outward (social-cultural) look and often back to the inward (p. 37).

The stories I share are from memory. But, before raising the question about the validity of memory data, it should be understood even recent field notes used in collecting data are written from memory. Sometime the reflection over time reveals more about the story than if it had been written at the time of the event. Ellis (2004) notes, “every story is partial and situated” (p. 116). It is often the case upon reflection the actions and reactions of the characters in the story take on a deeper meaning. Also, these are my stories so the perspective is from my point of view at a particular time for a particular purpose.

My biggest challenge in telling the stories is to engage the reader to become a part of the situation but, conveying the meanings attached to the experiences will reveal the relevancy related to the meanings attached to academic freedom by the part-time instructor. As an academic research piece focusing on the volatile issue of academic freedom with the primary audience being academics I am confident the stories will be relevant and interesting.

It should also be understood the stories are a mere snapshot of my circumstances and are not the whole story. I suppose the pieces of reality I convey could be viewed much like pictures of the summer vacation, which oftentimes become more real than the entire vacation (Ellis, 2004, p. 117). And while traveling on the vacation you may encounter, “[w]rong turns, dead ends, road closures and pot holes...but they often lead to more interesting and rewarding journeys” (Martindill, 2005, p. 34).

CHAPTER FIVE

DISCOURSE DATA AND AUTOETHNOGRAPHIC DATA

I pulled into the always crowded parking lot and immediately began looking for a place to park. It was 5:10 and I knew I had 10 minutes to find a spot to park and get to the classroom. I left my full-time job as a computer support manager at 5:00 and munched on an apple on the drive to the local evening college campus. I searched for a parking space along with the evening students and other part-time instructors commuting to the college. We were avoiding the “no parking for evening students” spaces since this lot was shared with the traditional day students who lived in the dorms on the campus. I finally found a space way in the back of the lot. I took the last bite of my apple, rummaged through the box in the back seat where I keep books, articles and other materials (basically my office which I had remembered to carry out from working at home the evening before) and loaded the books and notes I would need tonight in my shoulder bag and grabbed the laptop computer. Fortunately, wireless access is available in the classroom and I can check for any last minute emails from students on my laptop.

I usually have a minute to check email while the students settle in and chat, their conversation often being about the lack of parking. I remember an evening instructor’s workshop with this college where the director of facilities was invited to talk about the parking situation. He told us we were not to park in the spots for the traditional day students. The group of evening instructors voiced concern about the lack of parking. These questions were dismissed by the director of facilities with the comment “to just get there earlier.” I asked how many spaces were available and how many people showed up in the evening for classes and if the analysis had been done so a plan for more parking

could be enacted. The director of facilities stammered something about enough parking is available for the staff, faculty and students during the day and at night it was “every man for himself,” so much for facilitating the needs of students and faculty.

As I got out of my vehicle and headed to the classroom I was feeling good about tonight’s class. I had reviewed the materials last night and felt prepared. The students in the course have been engaged, and I felt good about teaching because I had been asked the day before if I would teach a course during the next term. The evening program had eight week courses and the start of the next term was four weeks away so it was nice to have the advanced notice and the security of another paycheck at the end of the next term.

What I mean by “paycheck at the end of the term” is this college paid the evening program instructors (almost all of whom were part-time) at the end of the term when we turned in the grade sheets for the course. This meant you might spend a week or two preparing for the course reading the material, preparing notes for the class sessions, finalizing assignments and preparing class activities. Sometimes the course would extend to nine weeks when a holiday falls during the term. We had one week after the term was over to complete the grading and turn in the grade sheet and at the time the grade sheet was handed to the administrative assistant we would be handed our paycheck. So, in some terms a part-time instructor may work up to three months before being paid.

I was feeling good about the class this evening because I had been sent the student evaluations from the course I had taught last term and they were quite favorable. Did a correlation exist between the previous student evaluations and being asked to teach again? I have been teaching with this college for a number of years and always received

positive evaluations so I would hope my continued employment was not solely dependent on the previous term's evaluations. However, I was always concerned one set of poor evaluations would prevent me from being hired for the next term.

And, one other reason came to mind why I was feeling good this evening, I like the classroom environment and appreciate having the opportunity to teach. It is satisfying and rather exhilarating to share information with students, field questions, and listen to discussions. I always look forward to classes. However, looming over me is the knowledge this work is part-time and temporary and it may be my last course. At this point, I have employment for another two months but who knows what will happen when the next course is over.

My concerns about the impermanence of my employment were echoed by Keith Hoeller, an adjunct professor in the Washington State community college system and co-founder of the Washington Part-Time Faculty Association. Hoeller wrote about the future of part-time instructors:

college professors cannot teach successfully if they are in constant fear of losing their jobs because of something they said in class or wrote in a published article. They cannot enforce high standards, if they fear doing so will cost them their livelihood. It is high time that we extend job security, and even tenure, to contingent faculty members of all stripes. (Hoeller, 2007)

It is always a concern of mine, wondering if I will continue to be employed after the next term. Does this lack of job security impact my teaching? Does worrying about a poor evaluation and its influence on my continued employment impact my teaching? Does not having an office at the college to store course materials and for meeting with

students impact my teaching? Are all of these impacts on my teaching really an impact on my academic freedom? What does academic freedom mean? Is it the ability to say what I want in the classroom or is it something more? Is this situation similar for other part-time instructors? All of this leads to the key question for this study: What meanings are attached to academic freedom by the part-time instructor in higher education?

Many facets impact the working conditions of the part-time instructor which I have already described (e.g., lack of office space and lack of job security). Do these surroundings shape the meanings attached to academic freedom by the part-time instructor? What have part-time instructors articulated about their teaching environment and experiences? What do these expressions divulge about the part-time instructor's understanding of academic freedom? In this study I address these questions by revealing the discourse from part-time instructors and from my story. Following this chapter of discourse and autoethnographical data I will analyze the meanings attached to academic freedom by the part-time instructor in higher education.

The discourse from part-time instructors I will analyze comes primarily from email messages posted on an electronic mailing list, also referred to as a listserv. The particular listserv I will reference is the Contingent Academic Mailing List located at adj-l@adj-l.edu. I will refer to the list as adj-l. Many of the people posting messages on this listserv are part-time instructors or organizers of part-time instructors for unions or other faculty associations. The start of a thread may be an original post to the listserv or a link to an article published in *The Chronicle of Higher Education*, *Inside Higher Education* or the popular press related to part-time instructors. Sometimes a post will be prompted because of something that has recently happened to a part-time instructor and the person

posting the message may be looking for help. Some threads start when a part-time instructor is seeking information for union negotiations and wondering what other union chapters have done. Since this list has members from all across the United States and Canada many of the people posting messages seek information about how other colleges and universities treat part-time instructors. The replies to the posts on the list often confirm the original poster is not alone in his or her situation or the article relates to someone else's circumstances. Sometimes the feedback fuels the situation with further information or examples from other part-time instructors.

For this study I read hundreds of discussion threads from the last three years posted on the adj-l listserv. This is a very active list serve: in the time frame from December 1, 2007 to May 1, 2008 almost 1,000 emails were posted by close to 75 different people. It should also be noted that the adj-l listserv is not associated with any educational union organization or the AAUP. The listserv is hosted on a website operated by the North American Alliance for Fair Employment (NAAFE) located at www.fairjobs.org. NAAFE is a network of organizations concerned about the rise of contingent workers. All the threads from the last two years are stored in the archives found at http://adj-l.org/mailman/private/adj-l_adj-l.org. I had saved the posts from three years ago in my own email. I placed the threads by topic into Microsoft Word documents making it easy to search for quotations and to incorporate into my data chapter. From the many threads of messages on adj-l I have read I gathered the ones addressing relevant issues to work conditions of the part-time instructor. I grouped these messages into topics or themes revealing or influencing meanings of academic freedom. The following groups of messages emerged as the themes or categories from the listserv messages I

reviewed. I will use these categories to organize the part-time instructor discourse data and the autoethnographical data. The autoethnographical data, my twenty-five years experience as a part-time instructor in four different university settings, will weave into the categories. The categories are:

- Job security and the assignment of courses – messages related to the continued employment of the part-time instructor, who makes the course assignment or appointment, and being re-hired or not re-hired;
- Course evaluations – messages discussing the evaluation process of the part-time instructor and the impact of the evaluations;
- Pay and getting paid – messages on the impact of supply and demand and the amount part-time instructors are paid for teaching a course, the issue of getting extra pay for extra work, and pay distribution or when the part-time instructor receives a paycheck;
- Course materials – messages on whether the course syllabus and materials are developed by the course instructor or prepared by someone else and provided to the instructor; also, messages regarding ownership of the course materials;
- Due process procedures – a number of cases are discussed regarding grievance procedures which are and are not available to the part-time instructor;
- Tenure – listserv messages discussed the relationship of the part-time instructor to the tenure process; and,
- Gender issues – the messages on adj-l revealed to what extent gender plays a role in the treatment of part-time instructors.

Revealed in the discourse of the messages posted to a public forum and in the autoethnographic data are the meanings of academic freedom for part-time instructors and what enables and constrains the meanings.

Job Security and the Assignment of Courses

For a two year stretch, while I was teaching part-time with an evening program, I was hired over and over again each eight week term to teach the same course. The course was the Introduction to Computers and was required for all students so enough students always enrolled and the course was pretty much guaranteed a *go*. Every so often a second section of this course would be offered and I would be asked to teach it as well. The consistency of knowing I would have a course to teach each term was nice. That the college administration, namely the Director of the Evening Division, would assign the courses to me was nice as well. However, this luxury was afforded to me because I had been with this college for a number of years, had good student evaluations and was always willing to accept the assignment. At this university a core group of part-time instructors taught term after term, some earning ten and 15 year employment awards. However, the consistent assignment of courses is a luxury not afforded to many part-time instructors. Jack Longmate, longtime union organizer of part-time instructors made this observation,

At present, higher ed employers in the U.S. have their cake and eat it too. They benefit from a diverse labor pool of contingent faculty who they hire at will, but then they rarely assume their part of the employer-employee relationship. Colleges often feel they have the liberty to hire and then not rehire a given contingent faculty member because they feel they owe no commitment to

members of the class of contingent faculty. Some from my college have defended that flexibility by saying that if the world's best English or math instructor should happen to come along, it would be in the college's best interest to be able to hire that superb instructor (as long as the practice wouldn't threaten the position of current administrators or tenured faculty, of course).

The anxiety of being in the position of the “hire at will” employee can weigh on the part-time instructor, especially if she or he has been employed by a university for an extended amount of time. Longmate continues in his post,

U.S. colleges/universities should not be allowed to treat their employees as wholly expendable. Once an employee satisfies the requirements of a probationary period, he or she should be granted some measure of job security, like the presumption that his/her job will continue.

Holler (2007) made the following observation in an article posted on the insidehighered.com web site:

While truly equal pay and benefits are important, job security must move to the front of the line if contingent faculty are ever going to be able to speak out about their oppression — both on campus and within their unions. Job security would give adjuncts meaningful academic freedom and make grievances worthwhile. Right now an adjunct who files a grievance has to weigh the short-term benefit of winning the grievance with the long-term chance of losing his or her job entirely. (para. 27)

The part-time instructor is available for college and university administrators to fill in teaching courses at the last minute depending on how many students are enrolled or

the availability of the full-time instructor. The last minute notification puts the part-time instructor in a precarious position and often at the mercy of the administration to accept the assignment or lose the opportunity to teach another course in the future. On a campus with a union contract for the part-time instructors a policy guaranteeing each part-time instructor be assigned at least one course a semester may be available. In any case, because the hiring of the part-time instructor is at the whim of the administration the part-time instructor is considered expendable. Related to job security is the way course assignments or appointments are made and who makes them.

An adj-l listserv thread titled “Adjuncts with NO say in their course assignments?” garnered a number of responses which made mention of union involvement, policy statements, and who makes the course assignments. The start of this thread was from Douglas Giles. Giles, by the way, is the former part-time instructor from Roosevelt University who was fired because the chair of the Philosophy Department had ordered him to not allow any discussion of the Muslim belief in the holiness of Jerusalem in his World Religions course. Giles wrote:

Harper College in IL has instituted a policy where the college Dean, no longer departments, assigns all courses for adjunct faculty. Adjuncts are also no longer allowed to say how many sections, or what sections, or even which courses they wish to teach. The only input they are allowed is to specify blocks of time they are unavailable to teach. The Dean makes all decisions (not the department) and the college has decreed that those decisions are final and cannot be questioned or grieved by the adjunct or the union. If the adjunct finds a course assignment unacceptable, their only option is to decline the course with little or no chance of

another course offering instead. The college is saying that their interpretation of the adjunct contract is that their only obligation is to assign an adjunct a single course each semester.

So, if you taught two or three sections of the same course for years you could now be offered only one section in an entirely different course you have never or seldom taught and there is nothing you could do about it.

A response soon followed from Jeanette providing more background on the union agreement and other information from the Harper College Faculty Association.

Douglas: This site <http://www.harperadjuncts.org/> includes 2006-2010 contract language pertaining to adjunct faculty work assignments. The information that appears below appears to be a summary of contract provisions and there is the mention of "other adjunct faculty"-obviously those who are not members of this particular union (Harper College Faculty Association-affiliated with the Illinois Education Association-NEA). Does the policy you cite include ALL adjunct faculty at Harper College? Do you have additional information concerning the "unions" at Harper College and their elected leadership?

8.2 Class Assignment *Our members get priority in class assignment over other adjunct faculty.*

The College has to assign at least a three-credit-hour class that is most likely to run to our members before providing assignments to other adjunct faculty.

The Dean has the right to decide *which class* you can teach based on your qualifications, but he can't arbitrarily not [*sic*] make any assignment at all.

If the College decides that your teaching qualifications *have ceased to meet its academic credential requirements*, you will have the right to have your academic credentials and performance evaluations reviewed by the committee consisting of the College's Chief Academic Officer, your Dean, the HCAFA [Harper College Adjunct Faculty Association] President and the Grievance Chair. (See Side Letter to the Contract)

In the last part of this response was a summary of the contract. I looked up the class assignment section in the contract and the following is the actual wording:

8.2 Class Assignment

Each adjunct faculty member shall submit a written request to the Dean, on a form provided by the College, by the date established by the College, to identify the days and times the adjunct faculty member is available to teach for the subsequent semester. Every attempt will be made to honor such request subject to the College's staffing needs.

The College acknowledges that a reasonable effort shall be made to assign adjunct faculty members who are fully qualified by virtue of their academic credentials, training, classroom evaluations, recent experience, current discipline related technology, pedagogical techniques in the classroom and date of hire as defined in Article 3.7. The College will make a reasonable effort to assign an adjunct faculty member who has not been provided at least a three credit hour contingent assignment, with an assignment that will most likely run before providing a contingent assignment to a non-unit adjunct faculty member. The

Dean has sole discretion in determining an appropriate teaching assignment for an adjunct faculty member.

Adjunct faculty shall be notified, when possible, of their contingent work assignment for the next regular semester prior to the end of the current semester.

(Harper College, 2006, p. 17)

In the policy is the statement, “[the College] will make a reasonable effort” to assign a part-time instructor a course. Including the clause, “reasonable effort” leaves an out for the administration to not assign a part-time instructor a course because the administration could say they made a reasonable effort and not have to provide proof. The contract also states the part-time instructor “shall be notified, when possible, of their contingent work assignment for the next regular semester prior to end of the current semester.” Therefore a part-time instructor may not know if he or she is teaching a course until they are finishing up the current semester. This can certainly impact the part-time instructor who might be considering changing the material for the course and wonders if it is worth taking the time to research new material and textbooks or whether they will not be assigned the course again and the research will be a waste of time.

The next response in the thread came from a part-time instructor at Syracuse University who contested the involvement of the Dean in the course assignment decision:

This is ridiculous. The one course rule is horrid. The deans assigning courses [is] so scary. As many of us know deans are often not the best people to make these choices. I find it hard to believe the actual deans are doing it. *More likely some lower level administrator is making the decisions and this is scarier. [emphasis added]*. It is much preferred to offer choices and ask for preferences in terms of

classes and also times. The time factor is essential as many adjuncts need to piece together an income from a few different schools.

The part of this posting I highlighted was “some lower level administrator is making the decisions” about course assignments. I experienced this at William Woods University while I was Program Manager for the Computer Information Management (CIM) Program. The process of course assignment began with the Director of Business and Computer Programs for the Evening and Graduate Studies Program. He would select the part-time instructors for the courses. If it was a part-time instructor’s first assignment the Director would base his decisions on the part-time instructor’s interview and the courses they would ask to teach, and the part-time instructor’s resume. As I pointed out in the previous section, if the part-time instructor had taught with William Woods University before the Director used student evaluations to make assignments. He only conferred with me on assignments a couple of times. After selecting the part-time instructor it was left up to the administrative assistant to make the contact with the part-time instructor to find out if she or he would be able to teach a course. If that person was not available the administrative assistant had a list of the part-time instructors that could teach the course and *she* would pick the next person to contact. I never was sure of the criterion used by the administrative assistant but I made sure I was always nice and pleasant to her and responded quickly to her requests. I figured she would contact the part-time instructor who would make her job the easiest by agreeing to fill the slot so wanting to ensure employment I tried to make her job easy and agreed to her request.

The following post to the adj-1 listserv is the account of a part-time instructor accepting numerous teaching assignments and dealing with the travel, meeting with

students and hoping to provide an education to her students. Because of the heavy load of courses, she admits the quality of her teaching diminished. What is most interesting is why she thinks this happened

Like many people on this list, i'm [*sic*] sure, i [*sic*] have taught under a lot of different kinds of conditions. Tenure-track, at a rural residential liberal arts college. Freeway-flier, roaming an area covering hundreds of miles. Community college, degree mill, Catholic school, high-school test-prep, you name it.

Yes, when i [*sic*] wasn't paid to offer office hours and didn't have an office, I met with students anyway at a coffeehouse (and have kept the habit). I don't see how that could possibly be an argument for anything at all. I still had too many students and spent too much time on the freeway. As a human being i like to think i'm [*sic*] a decent one, and a talented teacher to boot--but i'm [*sic*] here to tell you that when my work conditions were difficult, the quality of my work suffered.

Sometimes i [*sic*] sucked. Sometimes i [*sic*] got horrible evaluations that made me feel bad and i [*sic*] had to deal with that. And i'm [*sic*] only just now, with better job conditions (because of the extraordinary work of my union), and the insight gained from organizing, realizing that it *wasn't me.* *Of course* that year that i [*sic*] taught 22 classes in one year, i [*sic*] did a sucky job with some of them. Of course. It wasn't me. It was the job conditions.

She was asked about how she ended up with 22 classes in one year. The reply was:

The 22 classes was putting together a lot of jobs, some quite small (and also low-paying). Teaching for various institutions, all on different calendars. Roaming

around a huge geographical area. Teaching outside my field, even outside my discipline.

The thread on course assignments in the listserv continued with a part-time instructor, Jan, at the University of Arkansas at Little Rock sharing her course assignment experience:

Speaking from the experience with and perspective from my own department, the relevant deans have not as yet gone to such extremes. As a part-timer, though, existing university policy prevents me from teaching upper division courses except if there is an extreme need and no one else can meet that need. My department chair does essentially tell me what courses at what days and times I'll be teaching--2 courses for adjuncts, 4 for full-time/tenured faculty. Of course FT faculty get the first picks of days and times. In my case, too, what is first offered has frequently been replaced/substituted with different classes, sometimes with relatively short notice.

This post provides another example of the use of part-time instructors for last minute assignments as well as the part-time instructor has little, if any, input on the day and time when they would be able to teach.

One other post to the adj-I listserv from a part-time instructor at Syracuse University addressed quality as it relates to the part-time instructors qualifications and the impact on the teaching:

A larger concern is quality---if a faculty member is not "qualified" upon later review, not during pre-screening, to teach a course the students suffer and the evaluation of the faculty member can only suffer as well.

Giles, having had his share of run ins with university authorities after being told what not to teach, returned with a post identifying some of the realities of what has happened to the part-time instructor regarding course assignments and the involvement of the Dean.

I am greatly concerned about the potential for abuse when Deans are allowed to dictate adjuncts' schedules. They truly are "not the best people to make these choices." Yes, at Harper College the Deans are actually now doing the scheduling of adjuncts themselves. Worse, the adjuncts are allowed no input in the process other than to specify blocks of time they are available to teach. Adjuncts are not allowed to say what courses or even how many sections they wish to teach. The assignment decisions of the Dean are final and cannot be grieved. The adjunct either says "yes" or "no" and cannot ask for other courses.

Jeanette also raised the important point that the new Harper contract also gives Deans the power to determine at their discretion whether an adjunct is "qualified" to teach a particular course. This power has been used several times already by Deans to strip unit members of courses they have taught for years but are now suddenly deemed "unqualified" by the Dean (that almost all of these adjuncts had this happen to them as soon as they reached unit-level seniority is, I'm sure, just a coincidence). Decisions on qualifications are also not grievable. The adjunct can ask for the Dean to "reconsider" but we can all guess how likely it is that a Dean would change their original decision simply because they were asked. Again, the adjunct union agreed to this new power of the Deans.

The potential for abuse is frightening. Since the new contract states that "The Dean has the right to decide which class you can teach based on your qualifications (as determined by the Dean)" and the Dean is obligated to only assign an adjunct a single course, a Dean can declare you "unqualified" to teach the courses you have taught and "qualified" to teach a course you have never taught and do not want to teach. You are left with that unwanted one section assignment take it or leave it with no right to challenge it at all because the college has fulfilled its only obligations under the contract.

Personally, I very much hope this is not a new tactic colleges will use to further disempower adjuncts and I really hope that no other faculty union will ever agree to these provisions.

This discussion thread highlights a number of issues related to the assignment of courses to the part-time instructor: the amount of input the part-time instructor has in the process; the person who makes the decision about the assignment; and, the agreement or policy between the part-time instructor and university administration in place to guide the process. The new "tactic," as Giles states, is to take away the power of the part-time instructor in the course selection. As was pointed out previously, at Harper College the part-time instructors were able to work with their department chair but now the part-time instructor's freedom to engage in this interaction has been taken away. The Dean is the person who decides the course assignments with the part-time instructor filling out a form, turning it in on time, and then waiting to hear what his or her assignment will be.

Qualifications, defined as "academic credentials, training, classroom evaluations, recent experience, current discipline related technology, pedagogical techniques in the

classroom and date of hire,” give the Dean many reasons why a part-time instructor might not be assigned a course. Placing the decision with the Dean allows the college to standardize the review of qualifications, but what does this mean for the part-time instructor? What was originally a negotiated process for the part-time instructor and his or her department is now a one way process with all the power held by the Dean.

Without a say in his or her future course assignments what are the ramifications for the part-time instructor? If the part-time instructor does not accept the assignment given to him or her does it impact in some way his or her chances of future assignments? Is, as Giles notes, this approach to course assignments a new tactic that dis-empowers the part-time instructor? The part-time instructor has little say on his or her course assignments when the power of appointment is held by the administration.

Course Evaluations

The evaluation of the part-time instructor is commonly used to assess her or his ability in the classroom (Baldwin & Chronister, 2001). One method of evaluation is to have someone (an administrator or another instructor) sit in on a class session with a check list of items to observe and evaluate. The evaluator may follow-up the evaluation with a written assessment or a one-on-one discussion with the part-time instructor.

Another method of course and instructor evaluation is having the students answer questions via a standard form.³ Once the form is completed by the students it is delivered to the administration. These forms will commonly use a numeric Likert-type scale (e.g.,

³ Some evaluations make the distinction between an evaluation of the course (e.g., asking questions critiquing the book, the course layout, and the materials used) and an evaluation of the instructor (e.g., speaks clearly, and arrives to class on time)

1 to 5, strongly disagree to strongly agree). Students are to use this scale to rate the course and/or instructor. Examples of the statements the student will rate from 1 to 5 are, “Syllabus or handouts clearly defined course objectives” or “The course was well organized.”

The evaluation ratings of the course are often not a reflection of the part-time instructor because the instructor may not have been responsible for the development of the course materials. Preset course content and materials are often used in the evening, adult learner environments. A university will run similar degree programs in multiple locations and hire multiple instructors to cover all of the locations. To ensure consistency, the university will have one person develop the course and keep it up-to-date and then submit the materials to the rest of the instructors teaching the course.

Other questions on the evaluations specifically address the part-time instructor’s ability as an instructor. The student is to rate the instructor on aspects such as, “instructor appeared knowledgeable about the subject;” “instructor appeared well prepared for class;” “instructor allowed expression of different viewpoints;” “instructor encouraged student questions;” “instructor was enthusiastic about the subject;” “instructor made effective use of class time;” and finally the general rating “instructor is a good teacher.” A comments section allows students to share written thoughts. After the evaluations are collected, the ratings are statistically calculated to provide response percentages, means, and standard deviations. Sometimes comparisons are provided to show how the instructor performed in relation to other instructors.

Once the evaluation is conducted the use of the information can be constructive or, in the case of the following message posted on the adj-1 listserv, the evaluation may be

considered punitive. This part-time instructor at Olympic College in Bremerton, Washington offered his opinion about the use of evaluations:

It is one thing when a teachers [sic] is observed for the purpose of constructive improvements. It's quite another when the teacher has no job beyond the current term and the evaluation is aimed at judging the teacher's basic competence.

... until recently, the only assessment of adjunct faculty was from student evaluations. Now, in response to an accreditation finding, college's adjuncts who have taught fewer than 9 terms will undergo classroom evaluation visits.

Full-time instructors have been invited to conduct the classroom observations and the guidelines they've been provided to do so are quite heavy-handed and judgmental. The stated purpose of the evaluation, for example, is to determine whether the adjunct possesses "sufficient knowledge of the subject."

The condensing [sic] tone contrasts with the supportive, encouraging tone used in describing the tenure review committee that works with full-time faculty.

This post recognizes an evaluation could be used in a punitive manner and as a means for deciding continued employment. The person providing this post contrasts the "condescending" tone of the evaluation for the part-time instructor to the supportive and encouraging tone of the evaluation for the full-time faculty. The bifurcation fuels the division between part-time instructors and full-time faculty. As the person posting these comments states, the guidelines are "heavy-handed and judgmental." The part-time instructor could be defensive and contemptuous if the evaluation is "aimed at judging the teacher's basic competence." It is also interesting an accreditation review forced this college to implement classroom evaluations since administering the student evaluations

were not enough. The student evaluations are normally used for course evaluations (Baldwin & Chronister, 2001) but in this case the evaluations were carried out by full-time faculty.

Another group of part-time instructors were confronted with evaluations every time they taught--seemingly in retaliation to union interventions and a lost grievance case against the college. The message by a part-time instructor at Westchester Community College in New York State notes:

From when I started in 1994 until 2002, we were never observed. Then a few of us got on our high horses and started asking the union to intervene for us in a few matters (one that I remember was getting paid for a mandatory "orientation" meeting at the beginning of every semester). One of my colleagues got "nonreappointed" (a backward constructed word that we created, I think) and grieved and won. I think she was paid for the entire semester that she didn't work. Apparently, the college could not prove that my colleague was incompetent (she's not. She went from there to get a full-time gig at NYU.) since she'd never been observed. Since then, guess what, we get observed every semester. I didn't get observed for the first eight years I worked there, but I've been observed almost every semester since 2002.

Some universities face union influence to not use the evaluation in a retaliatory manner. The following message about the evaluation process is from a union organizer with a university which has union representation for the part-time instructors:

We have a joint union-management committee which oversees the process, we try to ensure consistency [*sic*], and disseminate info about the process. For example

we worked hard to ensure our 16 point questionnaire doesn't have any "home run" questions such as: would you recommend this instructor to another student? or what's your overall opinion of this instructor? Such questions would always attract the eye of an evaluator. We try to force them to make a decision based on the aggregate results of the 16 questions. Also, our agreement states that two evaluations within two years are enough, and that if no evaluation or only one is done within the two year period, the evaluation process is deemed to be complete, putting the onus on the college to do them.

The positive effort developing this college's evaluation process is reflected in a thoughtful procedure. The admonishment of the "home run" question is an enlightened attitude about what sort of evaluation questions will or will not provide effective feedback. The positive tone of this posting conveys a healthy attitude on the part of this university toward the use of the course and instructor evaluation.

Evaluations may be one way administrators are able to make decisions about teaching assignments. For three years I was the Program Manager for the Computer and Information Management (CIM) program within the Graduate and Adult Studies Program at William Woods University. William Woods University is a private liberal arts university with a traditional campus in Fulton, Missouri, and extended classroom campuses in 60 locations around the state of Missouri. My duties involved working with the Director of the Graduate and Adult Studies Program in assigning faculty to teach courses at the extended classroom campuses. When I was hired in the Program Manager position I had taught with the program for about two years and knew most of the other instructors. If I did not know them personally I knew about them from the students

talking about instructors from previous courses. In making the course assignments the Director would pull out a matrix he put together of the student evaluation scores for each instructor from the part-time instructor's previous teaching assignments. The students would assess the instructor using a scale of 1 to 6 with the usual array of questions including "What is your overall rating of the faculty facilitator's performance?" If the instructor did not score above a 5 on this question then the Director was not ready to hire him or her again. In some cases I would comment the part-time instructor was new and perhaps we could mentor him or her or maybe he or she had taught a particularly critical group of students.⁴ Unfortunately, the Director was not willing to provide mentorship or other advice to the instructor because making an effort to help the part-time instructor would take time; instead the Director would pull out a list of other available instructors he was willing to assign to the upcoming course.

An important consideration regarding the administrator using the home run question is the student answering the home-run question could be considering all aspects of the course, not just the part-time instructor's ability. However, many facets of the course, such as the book used or the topics covered are not chosen by the part-time instructor. Therefore, when the student circles a number for an "overall rating" the part-time instructor may be penalized unjustly.

⁴ The William Woods University Evening program was based on the cohort model bringing together one class of 10-20 students who would stay together for the entire duration of 13 computer courses so it was also important to assess if the cohort was scoring all instructors low.

Another example of the administration using the evaluations in a manipulative and punitive manner happened to my marriage partner, Michele. Michele is a part-time instructor at the University of Missouri in Columbia. After teaching every semester and a summer course for nearly five years in the Sociology department she was asked and agreed to teach Introduction to Peace Studies in a Winter Semester. Just after the semester ended she attended a retirement party for her favorite professor in the Sociology Department. At the party the Director of the Peace Studies Program in a loud voice amongst a crowd of her *peers* asked her to get the course evaluations of the Introduction to Peace Studies course to him so he could “run them past the higher ups” to determine if she could teach the course in the Fall. Needless to say, the emphasis on the student evaluations and the humiliation of being asked about the evaluations in a public forum further set her apart from the full-time faculty.

The following message thread to adj-1 told the stories of part-time instructors who get good reviews but are not allowed to teach because full-time faculty fill the teaching slots first. The start of the post is from Jane Buck, former President of the American Association of University Professors:

Some years ago, I worked as an adjunct at one university to supplement my low salary at another. The course I taught was a difficult required course taught by a "regular" faculty member and me, and our names were listed on the schedule. I was told just before the start of the semester that there was insufficient enrollment in my section to warrant offering it. I asked a friend in the records office to give me the numbers. You guessed it--35 had registered for my section and none for my colleague's.

In regards to part-time instructor evaluations compared to full-time faculty the following question was raised by a part-time instructor at Columbia University:

I have never seen any statistical comparison between the student ratings of full-time faculty versus that of permatemp (adjunct) labor. Has anyone? any conclusions?

The response from Jane Buck:

I'm not aware of statistical comparisons between adjunct and full-time student evaluations, but it would certainly be interesting to see whether the often-cited claim that contingent faculty--both full- and part-time--pander to their students in order to receive positive evaluations because their jobs depend on them.

Jane Buck highlights the concern part-time instructors are teaching to the evaluation.

That is, the part-time instructor knows what evaluation criteria will be asked of the students and will try to ensure positive feedback in these areas. This may result in the part-time instructor giving everyone a good grade. The following is in response to Jane Buck's post from a part-time instructor at Syracuse University:

I have also heard from many of my peers about worries regarding student evaluations, pressure not to inflate grades, and even more pressure to keep students happy. It seems as a PTI [part-time instructor] that we are encouraged to do the absolute best job in order to keep having our contracts reissued, but also keep an eye on our grading. Plenty of mixed messages there...

The mixed messages remark is the crux of the course evaluation issue for the part-time instructor. When student evaluations are the primary criteria used for rehiring the part-time instructor the part-time instructor may make sure the students give the part-time

instructor positive evaluations. To ensure good evaluations the part-time instructor may issue high grades. The quest for good evaluations is often all the part-time instructor can do to ensure job security and being hired for the next term. The mixed message is the part-time instructor needs good evaluations to continue employment and to get good evaluations good grades may be issued; however, if grades are perceived as inflated the part-time instructor may be reprimanded and not have future employment.

Pay and Getting Paid

Despite many part-time instructors expressing the love they have for teaching, a central concern is the compensation they receive for their effort. And, not just being compensated but receiving a fair wage. As Anna, a part-time instructor at Columbia University stated it:

Adjuncts are earning far below the median wage in most areas of the country, much less than educators at the K-12 level with far fewer benefits. Rather than maligning the adjunct, I would like to see their effectiveness both judged and rewarded because of what they are giving to the education community.

The adj-l listserv attracted posts from part-time instructors offering solutions for the inequality of pay. Anna conveyed a common theme with her message:

Equal pay for equal work. Maybe each part of academic work should be valued in terms of time/ \$\$ -- teaching (70 %) research (30%) -- however one wants to value them and a full time salary at associate professor level (say about 75K) be split amongst the adjuncts.

Besides the call for equal pay for equal work a number of other issues related to pay arise. These issues fall into three categories: supply and demand; extra pay for extra

work; and, when pay is distributed. The discourse data and autoethographic data on pay fits into these categories.

Supply and Demand

Anna, A part-time instructor from Columbia University, lamented in a listserv posting the low rate of pay for the part-time instructor which she thinks could be higher if the supply of instructors was limited. She made the case the value and the pay rate for part-time instructors needs to be raised because the part-time instructor is in the shaky situation without knowing if he or she will be teaching beyond the current term. What she posted was:

Contingent Faculty should be paid at the very highest pro rata rate -- because of the insecurities in the situation. (If there were a more limited supply of us, in terms of supply/demand theory that is how it would work.) By not paying medical, pension, sabbaticals, tuition for dependents – whatever else the full-timers have as their due, by being on-call so-to-speak part-timers deserve more than a pro-rata share.

Another part-time instructor confirmed a similar situation occurred at his college where the supply of part-time instructors is high because they take on any and many teaching jobs. His comment was:

If the wages were better, part-time people wouldn't have to work twice as many hours as full-time persons to string together a living at half the income, without benefits. If so many of the so-called part-timers weren't working more than full-time, there wouldn't be as many applications for adjunct positions, as people might stop trying to get that next gig for three hours more per semester once they

were up to nine hours, or maybe a dozen, per semester. The supply and demand problem is widely touted by administrators who don't really care to know how many hours their adjuncts are working in total.

These listserv messages paint a picture of part-time instructors hoping to be asked to continue teaching, preferably at the same institutions and not have to piece together multiple jobs at multiple institutions

No Pay for Extra Work

Availability and flexibility to accept teaching assignments at the last minute is not the only reason administrators use part-time instructors. Hoeller bemoaned the lack of support beyond the pay check and how using him saves the university money by not paying for anything beyond teaching a course:

Even at 100% pro-rata pay, based on a teaching load, we are a bargain for the colleges, since they would probably still continue to deny most of us job security, health and retirement insurance, travel costs, sabbaticals, professional development, unemployment, offices and office support. Unlike full-time faculty, who have these things provided by the college, most adjuncts have to pay for these things out of our own pockets.

William Woods University required all part-time instructors to attend one workshop a year to retain faculty status but no compensation for attendance was paid, unless you can call stale donuts and bitter coffee as payment. The workshops were held Saturday morning every four months. Typically, the workshops were held at the main campus in Fulton, Missouri; however, the majority of the part-time instructors lived in the cities where the majority of Evening Program courses were taught (Columbia and

Jefferson City, Missouri) which were around 30 miles away. Not only were the part-time instructors not paid for their time to attend the workshop there was no reimbursement provided for mileage.

Some part-time instructors with William Woods University, including myself, would commute between Columbia, Missouri and Jefferson City, Missouri, living in one city and teaching at the extended campus in the other. With the rising price of gasoline it was a burden to pay for a once or twice weekly commute. However, William Woods University did pay for mileage if the part-time instructor's commute to teach was over 50 miles one way. It is interesting they would come up with a minimum of 50 miles one-way considering the distance between the Columbia and Jefferson City is 25-30 miles which would be over 50 miles round trip.

A part-time instructor receiving extra pay for extra work may even be frowned upon by a university. My marriage partner, a part-time instructor at the University of Missouri-Columbia, was required to attend a two day workshop for instruction on teaching a writing intensive course. The course she was assigned for the following semester was designated writing intensive. The workshop was held prior to the start of the semester. Toward the end of the workshop the participants were handed a form titled "Information for Departmental Transfer." The form had her name and department on it and it stated "MU faculty who attend both days receive \$200 [departmental transfer] for first-time attendance." The form was to be filled out by the workshop attendee's financial officer to provide the appropriate department information to the workshop organizers so they could transfer the funds. Once transferred the money would be available to the attendee through her department. She had been told a stipend for

attending the workshop would be paid and here was the form for issuing the pay. However; the next line was crushing, it said “Nonregular faculty with temporary appointments are not ordinarily eligible for this funding.” “Nonregular faculty” is the label the University of Missouri uses for part-time instructors. The form made it clear a part-time instructor, who is under contract to only be paid for the course she teaches, will not be paid for working two days while not on contract.

Pay Distribution

Part-time instructors in higher education are, for the most part, usually hired on a term-by-term basis. Some universities may hire part-time instructors on a year-by-year contract. Normally a contract is issued listing the course the part-time instructor has been assigned, the pay for the course, and when the pay will be issued. In many cases the contract will stipulate the part-time instructor will not receive a paycheck until the end of the term. One part-time instructor from Maryland viewed holding pay as punitive action and made this comment about the timing when she received a paycheck:

My Adjunct Faculty paycheck from Montgomery College is being released 1 week and three days later than in the same period last year, which means teaching for a month without pay--which is fine when you are beginning a long term FT employee, but is punitive if you are are [*sic*] contingent. (I teach 6 hours in Fall Sem and 3 in Spring Sem.)

Another part-time instructor at Pace University had a similar experience regarding the length of time the university takes to pay the part-time instructor. His response to the previous message was:

You are doing better than the adjuncts at Pace University (NY,NY). We do not receive our first paycheck until the 15th of October.

Pace University's Fall term starts on the first Monday of September which means the part-time instructors work for six weeks before getting paid. By the way, Pace University has 460 full time faculty and 730 part time faculty teaching sixteen week terms (Fast Facts about Pace, www.pace.edu retrieved 12/1/2007). A fiscal advantage probably exists to hold the pay for that many employees; unfortunately people (and their monthly bills) are involved.

For the Fall semester at the University of Missouri-Columbia the pay to part-time instructors is issued at the end of the month starting in September; however, the Fall semester starts in the middle of August; therefore, the part-time instructor waits at least six weeks for the first paycheck. Not taken into account is the part-time instructor has probably spent a couple of weeks before the start of courses preparing the syllabus and course handouts and prior to the start of the term the part-time instructor will need to get book orders to the bookstore. Hence, the part-time instructor may work two months before being paid.

I have been associated with three college evening programs and all three have held the part-time instructor's paycheck until the grades have been turned in at the end of the term. The terms for these colleges ranged from five weeks to ten weeks in length. Add to the five or ten weeks, a week or two preparing for the course plus a week to do final grading after the course is over (remember, the instructor is part-time which may mean she or he has another job and limited time to grade final exams and projects); plus,

add a week if a holiday falls during the term. A part-time instructor may work for two to four months before he or she receives a paycheck.

Even worse is William Woods University evening program. The part-time instructors teaching at satellite campuses submit the end of term grades via an electronic system. However, the part-time instructor is also required to mail in the grade sheet and other paperwork to the main campus. The statement on the appointment letter under Terms and Conditions is, "Honorariums will be issued within 30 days of the receipt of course materials." Course materials include the grade list and a faculty end of course survey. Not until the physical copy of the grade sheet is received does the procedure start to process a paycheck and send it to the part-time instructor.

One particular term I taught a ten week computer programming course for William Woods University evening program. The course met every Wednesday evening and had a week off for the Fourth of July. I was able to grade the final projects fairly quickly when the course was over and sent in the grades; however, it took three weeks after that before I received the paycheck. Totaled up I had worked and waited 14 weeks or three and a half months, before I saw the paycheck.

At one point during my time with William Woods University I queried an administrator why they waited until the grades were turned in to release a paycheck. I was told if the University did not hold the paycheck they would have a problem with the part-time instructors not sending in the grades at all and will "take the money and run."

During one of William Woods University workshops the part-time instructors received training on using a new electronic system for entering the students' grades at the end of the term. Instructions on security logon were provided to ensure we were the ones

entering the grades and instructions on how to print a copy of the grades were provided as well. Even though we had entered the grades electronically we were told we also needed to print and sign and send in a copy. Knowing the paperwork has to be submitted to get paid, one part-time instructor commented, “If you don’t send the grades in you don’t get paid.” Another part-time instructor quickly retorted, “This is the most *important* step.”

Another college I taught with required us to hand deliver the grade sheets to an administrative assistant before we would get a paycheck. If a part-time instructor was in need of the paycheck in a hurry, I imagine her or his grading of final exams or final projects was probably hurried as well. To get our paycheck from this college we would have to show up at the limited hours the administrative assistant would be available to receive the grades. Once she had reviewed our grade sheet she would reach into a drawer, find the paycheck with our name on it and hand it to us. I felt as if I was being given a handout rather than rewarded for the work I had done.

I have one more recollection about pay for part-time instructors: when meeting with my doctoral committee at the beginning stages of this dissertation I talked about the pay issue for part-time instructors and mentioned the amount I was paid for teaching a course at William Woods University. I was surprised by the laughter and the comments that wasn’t pay, it was charity. Here I am with 25 years experience of college teaching, a dissertation away from the same academic level as these people and I was the subject of ridicule because my part-time instructor pay was deemed inferior.

Course Materials

The materials (books, syllabus, and handouts) for courses in higher education are either provided to the instructor by the college or university or the materials are

developed by the instructor of the course. Even more important is the selection of the course content. Certainly, the book choice, and the topics and objectives listed on a syllabus drive the content of the course. However, it is up to the discretion of the instructor as to what is covered in class sessions, or is it?

When the part-time instructor is assigned a course to teach he or she encounters two situations related to the course materials. The first situation is the part-time instructor is able to put together the materials for the course him- or her-self; writing the syllabus and selecting the textbook(s). The second situation is the part-time instructor is given the book(s) and syllabus by the university and is instructed to use those materials.

In the first scenario the part-time instructor is asked to prepare his or her own materials with the assumption the compensation for performing this service is inclusive in the pay he or she is receiving for the course. An interesting occurrence may happen; the college or university will take these materials and offer them to instructors teaching the same course in the future or may even place the materials on the web to be available to anyone. The following message from Rebecca, a part-time instructor at Montgomery College, Maryland, appeared on the adj-l listserv highlighting the issue of ownership and copyright of course materials:

Question: has anyone (everyone) in adjunct-land been asked to hand over your course materials/handouts for the courses that you teach, and/or have you been asked to forfeit copyrights on your materials? Is there a relationship between this practice and the new vogue for OpenSource-wares? Are the latter works by for-hire course developers?

Another part-time instructor of Psychology at Southern Connecticut State University, Marguerite, pointed out laws may be available protecting the instructor and material developed for a course:

I believe the laws on Intellectual Property rights protects [*sic*] us all somewhat.

As a former editor-in-chief of a national magazine, I learned to attach the copyright symbol to all of my self-generated materials.

To try to answer the question on who owns intellectual property I refer to the article, *Whose Property is it?* by Gary Rhoades (2002). He revealed a spectrum of academic property ownership approaches from universities as public domain to universities as corporations. According to Rhoades:

Historically, higher education has been considered part of the public domain, a nonprofit arena of activity; during some periods, it has also been seen as a venue for professional production that is relatively independent of commercial interests. But as academic managers increasingly orient academic work and production to revenue generation, in much the same way that CEOs manage private corporations, the traditional patterns of higher education are changing.

Who owns academics' intellectual property? It depends. It depends on the type of property. Sometimes it depends on negotiations between an individual faculty member and the administration. At many colleges and universities, it depends on the institution's control of academics' time, and a faculty member's use of institutional resources. All of these answers, however, reveal an increasingly corporate model of academic employment, one that in terms of

property ownership is more prevalent in nonunionized than unionized settings. (p. 2-3)

Another message on the adj-1 listserv on this topic characterizes the hierarchy in the academic community with the part-time instructor at the bottom of this hierarchy and having no claim on the syllabus. Chris, a part-time instructor, made the following observation:

The academic community is not egalitarian. The lower in the hierarchy, the more distant from the distinction of authorship. Therefore, it would undoubtedly strike most members of my listserv (adjunct teachers in a community college English department) as dangerous as well as absurd for anyone to insist upon a syllabus as in any way a personal possession.

A second scenario for the part-time instructor regarding course materials is the materials for the course are prepared by someone else. In this situation, the part-time instructor is provided the book and the syllabus to be used. In some instances, implicit instructions are provided that the syllabus should not be changed. William Woods University used pre-written syllabi for the courses in the Evening and Graduate Studies Program. These syllabi were developed by program managers (usually part-time instructors) responsible for a course or set of courses. After the book is selected and the syllabus is prepared the part-time instructor would be sent these materials prior to the start of the course. The following statement was included with the syllabus:

The syllabus for this course has been developed to provide consistency of learning outcomes for all students in the program. The faculty facilitator has the right to modify, but not alter substantially, the syllabus to meet the needs of a cohort

group and/or to utilize the particular expertise of the facilitator. Any decision to modify the syllabus is to be mutually agreed upon by the learners and the facilitator. Any substantial alteration of the syllabus must receive prior approval of the program director of the Associate Provost of Graduate and Adult Studies.

Sometimes having the materials provided to the instructor is imperative to the institution and helpful to the instructor. My first teaching job was in 1983 with Colorado Technical College (CTC), located in Colorado Springs, Colorado. CTC was a small, private, college struggling for accreditation and trying to get a niche with the growing technical industry. CTC offered a fairly progressive computer science major put together by Dr. John Zingg, a former chair of the Computer Science Department for the Air Force Academy in Colorado Springs. Dr. Zingg hired me part time to teach two courses for a 12 week term. Prior to the start of the term I was handed a syllabus and book for each course. The syllabus was very detailed with an outline for each session containing the session's reading assignment, exercises due, the objectives for the session, topics to be covered, and outcomes to be assessed. At the time I was grateful for the detail because it assisted me with my preparation of the course since I had not taught the material before. Even though I had just completed my own course work in computers the materials from Dr. Zingg were up to date and well thought out. For the approximately three years I taught with CTC, Dr. Zingg developed the materials for all the courses and I was conditioned not to stray from the syllabus. It was not until years later when teaching with Regis University I realized I could expand my pedagogy to include something besides lectures, exercises and answering questions. At Regis I was given the freedom to decide on ways to present material. At one point looking at another instructor's syllabus I saw

he had used a movie. It occurred to me using media was innovative and could provide a different avenue for encouraging discussion. The years at CTC held me back from trying anything different. In defense of CTC, the rigidity was probably because they needed to prove to the accrediting agencies the courses were well managed and the material was covered.

The question is, is the pre-packaged approach to course materials a hindrance to the instructor's academic freedom? And, to what extent does the selection of textbooks and other course material relate to academic freedom? Of course, if the part-time instructor is given the freedom to select his or her own materials what happens if a decision he or she makes is questioned? Is there a mechanism available for the part-time instructor to defend his or her decisions? When disputes arise in higher education policies and procedures may be formally approved and documented in the university's records to allow the faculty member to resolve the matter in a fair and equitable manner. What concerns the part-time instructor is if the policies pertain to him or her. The next section provides data about the availability of due process procedures for the part-time instructor.

Due Process

The concept of due process has come to embody the essence of fair decision making in criminal, civil, and administrative law. Due process generally requires adequate notice and a meaningful opportunity to be heard, but these requirements involve intertwined substantive and procedural considerations. A systemic approach to the provision of due process in higher education ensures fair decision making in higher education. (Stevens, 1999, para. 3)

This statement, from an *Eric Digest* report entitled “Due process and higher education: A systemic approach to fair decision making,” encouraged universities and colleges to use due process to assist with legal challenges. Due process procedures, an integral part of the United States court system, provide an individual notice of any charges of wrong doing and allow the individual to respond to those charges in a court of law. For higher education, Stevens (1999) stated,

Due process is not a single event that occurs in isolation. A university should promote system-wide respect for the principles of due process by ensuring that all official inquiries into disputed facts are conducted in a predictable and dignified manner, that any members of the institutional community who face official action adverse to their protected interests receive proper notice and a meaningful opportunity to present and respond to evidence, and that academic and disciplinary decisions are made by unbiased officials. (para. 9)

Often when a part-time instructor is not rehired the university administration may not provide any reasons. If the administration does provide an explanation why a part-time instructor was not rehired they may use reasons such as: lack of enrollment for the course; the need to use a full-time instructor to teach the course; the part-time instructor’s credentials do not match the course; the part-time instructor has not followed university rules or guidelines; or, the part-time instructor has received poor evaluations. Other underlying issues influencing the decision could be: a part-time instructor might not get along with an administrator; the part-time instructor may be critical of university policies or treatment; or, the part-time instructor is involved in union organizing. Because the part-time instructor is hired from term to term, when the university administration does

not want him or her to teach anymore, he or she is not really fired; the part-time instructor is not appointed for another term. So the question surfaced, when a part-time instructor is notified he or she will not be offered a course to teach, what grievance or due process procedures are available to expose the reason and allow the part-time instructor to respond? This question was raised by a part-time instructor at the University of Arkansas at Little Rock:

Is there any sort of protection, especially legal, that adjuncts could rely upon, to prevent any and all sorts of retaliatory actions, especially not being rehired?

Several years ago I worked at a community college in another area. A persistent critic of the administration--and said critic was remarkably accurate with his sources of information--found himself out of a job. He was not "fired"--his contract would simply not be renewed. Several other instructors wound up in similar situations over the next year--the common denominator was their criticisms of poor pay, various administrative policies, and that any chance to offer any real or effective input was ignored or disallowed.

I was not rehired after seven successful years of teaching at Columbia College in Columbia, Missouri. I tell the following story to detail the situation I faced: despite a solid teaching record and many successful classes I was *fired* and not allowed to take the case through a due process procedure.

Columbia College is a traditional four year undergraduate school with an Evening and Adult Learner division in Columbia, Missouri, and approximately 50 extended campuses throughout the United States. My career in teaching at Columbia College started on a very high note. I was hired for one course in the Evening and Adult Learner

program just after we moved to Columbia. The term went well and I was re-hired for the next term. This started a succession of continuous employment for nearly every term for the next seven years. In all, I taught over 50 courses in those seven years. Many times I was fortunate enough to teach two courses a term. During the seven years with Columbia College I was asked to teach a variety of topics in computers, which kept things interesting for me. I was also asked to develop a course in computer networking which earned rave reviews. After about five years of this successful run a new chair was hired for the Computer Information Systems (CIS) Department. The Evening and Adult program course instructors were managed by the Chair of the Department associated with the traditional day program. This person, in effect, became my “boss” even though the decision regarding which courses I was teaching and the contracts I signed was made by the Evening and Adult Program office with the Director of the Program signing the contracts. After a year or so on the job the chair of the CIS Department had a concern about the academic standards for the CIS evening courses. He met with the part-time evening instructors on a couple of occasions and talked about issues such as grade inflation and setting high academic standards. I remember one particular meeting where I pointed out how the adult learner is different from the traditional day student. Just my luck, I had recently completed the graduate course, the Adult Learner, for my PhD studies. I was prepared with the latest data on the high achievement rate of the adult learner and as I attempted to share some of the research the Chair cut me off and said I just needed to raise my standards. He implied the adult learners were no different than the traditional students he taught during the day.

The Chair's disdain for the adult learner and condescending tone about how the adult evening program is not providing a real education put me in a defensive position. I spoke to him about how the research shows the grades for adult learners are higher than the traditional students. I would find out in later research when it comes to achievement in courses, adult learners "are more disciplined in their studies, and they monitored and understood their study habits and skills to obtain maximum benefit from the time they had" (Donaldson et al., 2000, p. 8).

I continued teaching courses and even though I raised the bar for the students they would still excel in their work and would earn A's. It should also be noted the textbook, basic syllabus and requirements for the course were provided by the Columbia College Evening Division. As the instructor for the course I was handed these items with some leeway to modify assignments and tests as well as set the grading standards.

I was, by this time, only teaching one course, an overview course on technology for business majors. I had questioned the Director of the Evening Program about this and she told me the aforementioned Chair of the CIS Department had decided since I did not have an advanced degree in computers I was no longer qualified to teach the computer courses I had been teaching for fifteen years – systems analysis and design, computer networking, operating systems, and data bases. This posed a challenge for the Director of the Evening Division since she lost a dependable, known instructor with over twenty years of real world experience in computers (something the Evening Division advertised as a plus to the instructional quality of courses they offered).

For another six terms I continued teaching a course on management information systems for the business major. Then the College made a change and the course I was

teaching was moved from the CIS department to the Business Administration Department. The Chair of the Business Administration Department had to approve the faculty who were to teach the course now that it was listed in her department. She consulted the Chair of the CIS Department about me.

So, one day toward the end of a term (what was to be my last term), I received a letter in the mail stating I would no longer be asked to teach for Columbia College. The letter said I “knew about CIS Department concerns over grade inflation and that [I] had not taken sufficient action to bring the inflation under control.” The letter was sent by the Director of Adult Learning for the Evening Division. When I approached the director of the Evening Division I was told it was not her decision – the Chair of the Business Administration Department made the decision. I had never met this person and she was not willing to meet with me. I asked for a meeting with the Dean of Academics and was told the decision was final. An employee of Columbia College’s Evening Division Extended campus, who was a classmate in my graduate program, intervened and some overture was made of hiring me back, but by this time I was wary of what sort of treatment I would receive and I declined. What I had hoped for was a face to face meeting with the Chair of the Business Administration Department and the CIS Department to pose questions regarding the allegation of grade inflation. However, no due process procedure was made available to me and I was told the grievance procedures the college had in place were designed for full-time faculty and did not apply to me, a part-time instructor.

The lack of due process for a part-time instructor was exemplified in the following story about a part-time instructor who protested the firing of another part-time

instructor. David Tillyer, a part-time instructor at City University of New York, provides this account of the situation.

Next week there is going to be a trial in US District Court, Southern District of New York, pitting an adjunct who was fired (non-reappointed) against Westchester Community College in Valhalla, NY.

The adjunct, Pat Munroe, was fired because he was very vociferous in protesting the firing of another adjunct, Linda Ciano, who was the adjunct representative on the union's executive committee, in 2002. The administrator, David Bernstein, now assistant dean, but then director of the English as a second language program, said that he felt threatened by Munroe and ultimately [*sic*] didn't reappoint him. Ciano grieved successfully, but Munroe was out in the cold.

Munroe, after a long, long path, is finally going to have his day in court. Many of his colleagues have abandoned him, partly out of fear of being associated with him and partly because he became a little obnoxious in pressing his case. Now he has a chance of being vindicated in Federal District Court in White Plains. Keep an eye out for news of this case.

Another part-time instructor who had worked with Linda Ciano made this observation regarding the case: "It is an unfortunate nature of the beast that we are at the mercy and whims of any dean who can simply not reappoint any adjunct without due process."

Obviously, Westchester Community College was not providing any due process or grievance procedures for the part-time instructors. Prior to taking this case to the courts, Munroe had filed a grievance for his firing through the union and an arbitrator ruled Westchester Community College "did not violate its contract with adjuncts when it

declined to re-appoint” Munroe. This, however, did not address the right of Munroe to speak up. As a result, Munroe took the case to Federal court and the following is what was reported on the adj-l listserv about the verdict:

I told you two weeks ago about a case at Westchester (New York) Community College where an adjunct was suing for being fired for speaking up vociferously when a colleague was fired for union activities. The trial went on for about five days.

The verdict sheet asked:

1. Has plaintiff Mr. Patrick Munroe proved by a preponderance of the credible evidence that the substantive content of his speech and writings was a substantial or motivating factor in the decision to take adverse action against him?

Below the question appeared the names of the 4 defendants, with a yes and a no blank after each one: Bernstein, an assistant dean who runs the ESL program; Nechols, its director under him; Glusker, the dean of continuing education; Hankin, the president of Westchester Community College.

Here's what the foreman said:

Mr. David Bernstein: Yes.

Mr. Robert Nechols: Yes.

Ms. Marjorie Glusker: Yes.

Mr. Joseph Hankin: Yes.

2. Have the defendants proved by a preponderance of the credible evidence that they reasonably regarded Mr. Munroe's conduct in connection with his speech and writings as so potentially disruptive to the effective operation of the college that

termination of Mr. Munroe was justified, without regard to the Constitutionally protected content of his speech?

Mr. David Bernstein: No.

Mr. Robert Nechols: No.

Ms. Marjorie Glusker: No.

Mr. Joseph Hankin: No.

3. State in a single dollar amount the total compensatory damages to be awarded to Mr. Patrick Munroe: The foreman said "Zero dollars."

This case decreed the administrators at Westchester Community College cannot fire (not reappoint) a part-time instructor just because he or she speaks out against the university. The verdict stated a) all involved administrators used Munroe's speech, speaking out against the firing of a fellow instructor, as a reason he was not rehired and b) Munroe's speaking out was not justification for terminating his employment. Constitutional law upheld the freedom of speech even if no due-process was provided by the university for a part-time instructor to complain about a non reappointment.

Tenure

The issue of tenure is a hotly contested and a much discussed topic in higher education. Some of the issues I have addressed in this study, such as job security and lack of due process, are not issues for the tenured faculty member yet they are major concerns for the part-time instructor. The tenured professor is guaranteed employment every term and the tenured professor as well as the tenure-track professor has some form of a grievance procedure providing a due process for the professor to use if he or she is accused of a transgression, whereas the part-time instructor may have no procedures

available to grieve an accusation. In my research I did not find a tenure process for the part-time instructor at any university or college. As a result “[t]he lack of tenure can leave adjuncts vulnerable. In a number of cases, professors outside the tenure track have been dropped after run-ins with administrators over everything from grading to opinion articles in newspapers” (Finder, 2007).

Granting tenure to a full-time faculty member doing the same work as a part-time instructor causes resentment for the part-time instructors. A part-time instructor at Emory University had the following to say about tenure and the privileges it brings to those who have it but the duress to those who do not:

The conflicts of interest between full and part time are part of a privilege structure that reflects and mimics the racial and gender privileges in the working class. Such privileges ...hurt the class interests of those on whom they are conferred as well as those who are denied the "benefit." Workers (as workers) are hurt by any measures which undermine solidarity, our main weapon against employers's [*sic*] pressure to raise profits at the expense of wages. Racial, gender, and tenure-stream privileges are far more systematic than personal favors from a supervisor to a select group of "teacher's pet" favorites. They are built in, and require no special deals, hence they blend into the background of the corrupt, fend-for-yourself, devil-take-the-hindmost atmosphere of capitalist society. Dragging them out of the closet, exposing them to the light of day, makes it harder to see them as normal, natural, the luck of the draw. How many times have you heard tenure stream people say "I was just lucky I guess." This outlook cops out of

examining the systematic pattern of a social control formation and lets the "lucky" off the hook from acting in solidarity with the "unlucky."

A listserv message from Hoeller provided a link to an article in the *Chronicle of Higher Education* entitled "Does Tenure Really Work?" (Williams & Ceci, 2007). Williams and Ceci are two full-time tenured professors from Cornell University. They pointed out "[t]he key reason for tenure, espoused by the American Association of University Professors since 1915, is to ensure academic freedom" (b16). But Williams and Ceci recognized "less than 40 percent of U.S. faculty members are on the tenure track" (b16). The researchers asked 1,004 professors to "react to real-world dilemmas involving colleagues who wished to teach courses unpopular with their peers, to investigate unpopular topics, and to publish controversial findings" (b16). Williams and Ceci concluded, "Academic freedom should mean that professors with tenure act without fear of reprisal ... Sadly, tenure does not appear to confer such freedom" (b16).

This article brought forth numerous comments on the adj-1 listserv about the inequity of the tenure system and the impact on students. The President of the Vancouver Community College Faculty Association said:

The authors [of the article] conclude, "...tenure is not living up to its original promise: it does not liberate professors to exercise the freedoms of speech, writing and action." It details how those on tenure track self-censor to stay in the good graces of those who would judge them.

Of course this tenure and tenure-track promotion system is used as a justification for not extending academic freedom to the lowly adjunct. But is it not a bit of a sham if these authors are correct?

Students aren't being served in an atmosphere of academic freedom by either their adjunct nor their tenure-track profs.

Would it not be better for faculty associations and faculty unions to fight for academic freedom for all, from day one, as well as equitable pay and working conditions?

Because of the increase in the use of part-time instructors in teaching college courses the number of full-time faculty with tenure or on the tenure track has diminished. Finder (2007) revealed:

Professors with tenure or who are on a tenure track are now a distinct minority on the country's campuses, as the ranks of part-time instructors and professors hired on a contract have swelled, according to federal figures analyzed by the American Association of University Professors. (Para. 1)

Tenured professors are in the minority of the total number of instructors on a campus so the idea of tenure for part-time instructors had been mentioned on the adj-l listserv. This notion provoked a number of replies. In the following message a part-time instructor advocated tenure for part-time instructors so freedom of speech and political activity are protected:

P-T [part-time] tenure is about both job security and job protection. Not only does it mean that your assurance of continuing work would actually mean something, and not be simply an oxymoronic "conditional assurance," but it should also mean that in the case of dismissal, you'd have the same grievance process as full-timers, beginning with some assurances of due process. Many campuses have a quite elaborate process to protect F-T [full-time] faculty from whimsical dismissal for

being too political (active in the union or controversial in comments or research), but for part-timers only a process of complaining that they done you wrong that takes years to reach any sort of conclusion. Freedom of speech and political activity really requires protections of this sort, so P-T tenure, among other things, makes it safer for contingent faculty to seek fair treatment.

The class distinction mentioned in a prior comment lead to a post suggesting tenure for everyone would provide more equitable treatment of all faculty. Steve Street, a long time adjunct at one State University of New York (SUNY) campus, posted the following message:

PT tenure would classify all faculty in the same way, so that legislatures, administrations, colleagues, and unions would have to treat all faculty by the same criteria; all other adjustments could then follow. As it is now, legally, they don't; our pay-equity argument alone, e.g., is diffused by the objection that one tenure-taught course can't equal one taught by the non-tenured (or tenurable), even in the case of two different sections of the exact same course, b/c the yearly tenure salaries are based on those faculty's other responsibilities, too. It's as if all members of an orchestra are called musicians except the tuba players, whose contracts read "bass-note stuff," so they can't get paid union scale and have to carry their own instruments; when those get heavy, well, "look at your contract." If we hadn't loved music so much maybe we would have. PT tenure would give us all the same terms of contract; it'd be the end of the two-tiered or two-tracked professorate – on paper, anyway.

The idea of ending the bifurcation within the professoriate is a goal for some and would provide equitable conditions. As Street put it:

Advocating some kind of option for PT tenure, as AAUP and others have proposed, would address the public's, the legislatures', and our tenured peers' concerns for quality, since we'd be evaluated on hiring and later; it'd provide for equitable pay, benefits, and career development, including the assumption of progression or seniority; it'd officially integrate us into our institutions

Tenure is an integral part of higher education but for the part-time instructor it seems useless to pursue. I recall talking to a director of an evening program I was teaching with about hiring me full time to be available to teach three or four courses a term and to assist with the evening program as an advisor and other professorial duties. The reaction was laughter and disdain. She said neither the traditional day faculty nor the administration would go for it.

Gender

Women hold a majority of the part-time instructor positions (Toutkoushian & Bellas, 2003) and their voice is often “heard” in messages on the adj-l listserv. However, the start of an interesting discussion about women in part-time instructor positions was by a regular contributor on the adj-l listserv who is male. Keith Hoeller sent to the listserv a link to an article published in the *Seattle Post-Intelligencer* entitled *Moms in academia: Will it be faculty or family?* The article was about women professors’ decision to have children and the ramifications of these decisions on their careers. Keith Hoeller (2006), who sent the link, posted an opinion piece he wrote which was also published in the

Seattle Post-Intelligencer. In his editorial he points out the “[a]rticle doesn't consider part-time faculty” and

Since "Moms in academia" deals only with those women who have tenure-track or tenured faculty positions, it leaves out the majority of women professors who occupy contingent professorships and who have no hope of tenure, let alone promotions to full-time faculty jobs.

Hoeller goes on to say,

The American Association of University Professors has shown women occupy a disproportionate share of the lower professorial ranks, especially the two-thirds of the faculty now called "contingent." For while women make up 40 percent of all full-time positions, they comprise 50 percent of all part-time positions nationwide. These adjunct female professors work without the benefit of tenure or the protection of academic freedom, receiving poverty-level wages, and often without retirement or health care benefits.

Hoeller identified the issues for female part-time instructors are similar to those issues for male part-time instructors: no protection of academic freedom, low wages and no benefits.

Before women can be moms in academia they will be faced with taking maternity leave and not only losing pay but losing the accrued time on the seniority list. The following posts on the adj-1 listserv described the hearing held with an arbitrator between the part-time instructors and Vancouver Community College regarding the maternity leave issues:

Five VCCFA (Vancouver Community College Faculty Association) teachers were our lead witnesses at our Dec arbitration hearings for getting maternity leave for term instructors. [term instructors or terms is the label used at VCC for the part-time instructor] The college's view has been that they don't/can't do the work so they should just be considered off contract for personal reasons. (Terms generally don't get any leave opportunities except for sick leave.)

The post continues with a description of utilization of the right of first refusal to women on maternity leave. The right of first refusal is already included in the part-time instructor's union agreement with VCC and means the part-time instructor can decline a teaching assignment and not lose ranking on the seniority list.

Also in our favour is our right of first refusal provision which applies to all terms after six months of cumulative work at any time-status. That could be pointed to as a clear collective agreement right mothers were being denied because of their pregnancies and need to care for their children, conditions that flow from them being women.

The last part of this post is a "duh" comment, but I should point out this post to the listserv is by Frank Cosco, a long-time male union organizer.

Northern Kentucky University's (NKU) independent student newspaper ran a story about the use of part-time instructors and the difference in the position of the part-time instructors based on their gender. The title of the article was very apropos, "Women outnumber but don't outrank men at university." The use of the number of faculty in the various categories (male, female, full-time, part-time) paints the picture of many women

employed by the University; however, the women are not the full-time faculty nor are they in the position to be promoted to the rank of professor.

Of NKU's 973 faculty members, 493 professors are women, according to the Common Data Set from the 2005-06 school year. Male teachers are actually the minority, with only 480 instructors. (Schulte, 2007, para. 2)

The article provides the percentages of faculty in the various categories and reveals, though more women are teaching, more men are in full-time status and the position of privilege is held by the males.

While women may be the dominate gender in department offices, there are still more men in the classroom. Of the 493 female professors on campus, only 268, or 54 percent, have full-time teaching status, with the remaining 225, or 46 percent, being part-time faculty. While the men may have fewer total faculty members, 276, or 57 percent, have full-time teaching status, leaving only 204, or 43 percent, to be part-time teachers.

"Where it's clear they [women] are behind is when you look at the rank of full professor," said Nancy Hancock, the director of Women's Studies and an associate professor of philosophy. It goes along with the national trend, she said, of more female instructors having lower ranks than their male counterparts. This leaves females with less chance to gain tenure status.

"This is another issue that higher education in general needs to address, and that is the majority of women in higher education are either adjunct faculty, which means they're temporary, or they are junior faculty," Hancock said. (Schulte, 2007, para. 3, 4, 5)

Some of the women posting on the adj-l listserv are outspoken on all issues and speak out against the positions of privilege, such as this post from Anna:

All faculty need to get involved in the "wresting" of power away from the administration. This involves more collegiality and cooperation than I have seen exhibited among academics to date. There is a tradition for professors running universities but that was during the middle ages!!! (Do you ever feel it's about "Wizard of Oz" education, with the scarecrow being given his Ph.D.?) As I watch our elected representatives making decisions for which we all pay literally, I truly wonder what education is about.

Speaking to the lack of collegiality and cooperation is probably a female identified response. However, I still felt the gender issue has more impact on the part-time instructors. So, I asked my marriage partner, Michele, about what it means to be a female part-time instructor. Michele has been a part-time instructor since the late 1980s. She has taught with Regis University's evening program in Colorado Springs, Colorado and taught undergraduate courses at University of Colorado at Colorado Springs. For the last eight years she has taught part-time at the University of Missouri in Columbia. Michele has a PhD in Sociology and currently holds the title Adjunct Professor in the Peace Studies Program and the Department of Women's and Gender Studies. My question to Michele was, "What role does gender have with part-time instructors especially since the issues women face (low pay, no benefits, etc.) are the same for male part-time instructors?" Her response was, "Are you kidding? Of course gender has a role." (Did I mention she teaches for Women's and Gender Studies?) Michele's response continued, "the issues for women part-time instructors are many starting with family.

Look at my situation with my Mother.” Michele was the primary care giver for her mother who lived with us while going through numerous health issues. Because of the time this took and not being able to leave the house for extended periods of time Michele, despite having two Master’s Degrees and working on her PhD, was not able to pursue any full time academic position. On this point Michele went on to say, “many women not only have the ailing parent or parents to care for, which traditionally is the responsibility of the female, but women are also caring for children. This is the sandwich effect many women are caught in – the mother and daughter having to care for children and parents.” Having seen the work Michele did caring for her Mother, trying to advance her career in a full time academic position would have been out of the question.

Me: “I can see that is a challenge for women, some of the recent literature on women in academics focuses on when women have children and being able to put their careers on hold. Some universities are adding to their tenure policy that women can suspend their tenure track to have a baby.”

Michele: “That is all well and good, but the issue is women maneuvering in the sexist world of academia. Universities are male dominated; males established the rules and males maintain the status quo.”

Me: “There are women in leadership positions as presidents and chancellors of universities.”

Michele: “Male identified women.”

Me: “Huh?”

Michele: “Women who have to act and behave like males to get in a position of leadership.”

Me: “Ok, so what other issues have women faced as part-time instructors?”

Michele: “The same issues any woman faces in the work place – getting paid less, having household responsibilities like cleaning and laundry and cooking that take time and energy, and male bosses that dominate higher education.”

Me: “I help with the cooking and cleaning! And besides, one would think that if any industry would have more equality it would be higher education.”

Michele: “It is not a matter of equality. With equality you are trying to have women equal in a man’s world. Women should be seeking equity. Equity incorporates the female perspective and ...”

Me: “So, in essence the part-time female instructor faces all of the above challenges PLUS the issues of all part-time instructors. I suppose the issue of academic freedom has the extra challenge for women of working in the confines of a male dominated world.”

Michele: Tapping her nose as if playing charades...“You got it.”

Conclusion

The discourse data and autoethnographic data were separated into the following categories: course evaluations, job security, pay and getting paid, course materials, due process and procedures, tenure, and gender.

The course evaluations data revealed how course evaluations are major criteria used for rehiring the part-time instructor; however, the part-time instructor is sent the mixed message good evaluations will ensure continued employment but, giving good grades to make sure students give good evaluations may result in reprimands for grade inflation.

Job security is a key issue for part-time instructors since continued employment means continued pay. Integral to job security for the part-time instructor is the appointment or assignment process. I found the part-time instructor has little input in the process; the person who makes the decision about the assignment is often a dean or administrator removed from the discipline; however, for some universities a union agreement or a policy is in place between the part-time instructor and university administration providing equity to guide the process.

The amount the part-time instructor is paid is an often discussed topic because of the importance for the part-time instructor to make money and earn a living. However, the data revealed two other issues for the part-time instructor: one is being compensated for extra work such as, attending workshops and two when he or she is paid. When a university holds the entire pay until grades are submitted or when the first paycheck is issued six to eight weeks after the part-time instructor starts work, holding the pay is viewed as punitive.

Part-time instructors developing their own course materials can mean they are able to choose the topics to be covered in the course and the books to be used; however, the use of prepackaged course materials means a savings of preparation time for the part-time instructor. The listserv data I collected revealed a concern the part-time instructor who develops the course materials may have the university claim the materials as property of the university and sell them without compensation to the part-time instructor. The use of prepackaged course materials provides course consistency and standardization which is important for programs having multiple campuses. Prepackaged course

materials also provide guidance to the neophyte instructor and as mentioned save the part-time instructor the time it takes to select books and prepare course syllabus.

The lack of available due process procedures for the part-time instructor to use was noted in the data. A part-time instructor is never really fired; he or she is not rehired. When a part-time instructor is not appointed to teach for a term it is often the case she or he does not have access to a grievance procedure to determine why the decision was made to not be rehired. Without due process procedures no way formal way exists to ensure the reasons for not rehiring the part-time instructor do not infringe on the labor rights of the part-time instructor.

The tenure system, albeit by some estimates in a state of decline for full time faculty, is seen as the means to protect university faculty from being fired for pursuing controversial research or teaching controversial topics. The data I collected revealed bifurcation between the privileges tenure brings to those who have it but duress to those who will never get it, the part-time instructors. Without the protection of tenure, part-time instructors do not feel their freedom of speech and political activity are protected nor can they request fair treatment.

Underlying so much of the treatment of the part-time instructor is the issue of gender, especially since 50% of all women university instructors are part-time and only 38% of all male instructors are part-time (Toutkoushian & Bellas, 2003). The female part-time instructor is burdened with the added expectations of caring for children and often parents, along with bringing in additional income. Higher education has been dominated by males, who hold the position of privilege. Women on maternity leave or raising children are faced with losing position, status, and future opportunities.

These categories provided a device to sort out the part-time instructors issues and as the data was revealed, the categories allowed me to analyze patterns providing the meanings attached to academic freedom by the part-time instructor.

CHAPTER SIX

DATA ANALYSIS AND THE MEANINGS OF ACADEMIC FREEDOM

During the time of my data gathering for this study, an open forum on academic freedom was held at the University of Missouri in Columbia. The title of the forum was “What's Happened to Academic Freedom Since September 11?” and my observations from this forum provide a backdrop for my analysis on meanings of academic freedom. The reason I share the meanings of academic freedom discussed at this open forum is the participants are or had been tenured, full-time professors and their focus was on the traditional perceptions on academic freedom in higher education. The meanings attached to academic freedom by the part-time instructor I extract from my data will be juxtaposed with these traditional meanings.

After my reflection on the open forum on academic freedom, I review the theories of Clegg, Abbott, and Benson and Martindill. These theorists provide the lenses for extracting the meanings attached to academic freedom by the part-time instructors in higher education. Using the categories of data from the previous chapter I will analyze the discourse and autoethnographic data. The meanings of academic freedom revealed from the categories of the data collected will be viewed and summarized through the theoretical frameworks. I will provide my discussion, the implications of this study, and ideas for further research. The goal is to answer my research question: What meanings are attached to academic freedom by the part-time instructor?

Open Forum on Academic Freedom

An open forum on academic freedom was sponsored by the Difficult Dialogues Project as part of The Chancellor’s Global Topics Forum of the University of Missouri.

Participants at the forum included: Vicky Riback-Wilson, former Missouri state legislator; Paul Miller, professor emeritus in sociology and former university president; and, Robert M. O’Neil, former President of the University of Virginia. O’Neil was the founder of The Thomas Jefferson Center for the Protection of Free Expression, which happens to distribute the funds from the Ford Foundation⁵ to pay for Difficult Dialogues Project forums like this open forum on academic freedom.

O’Neil’s assessment of the state of academic freedom in higher education is academic freedom is not a hot topic even post 9/11. O’Neil stated the fears of university administrators there would be outbursts among faculty over the terrorist attack did not materialize nor did witch hunts or red scares occur. The few outbursts were, for the most part, tolerated by the powers of the university. The Ward Churchill case was cited as the sole exception, and it involved a challenge to Churchill’s tenured professorship at the University of Colorado. O’Neil said confidently, compared to the McCarthy Era things now are nothing like they were in the 1950s. O’Neil sees harmony among the constituents in all areas of the university.

At the forum a number of issues on academic freedom were discussed. The issues included: legislative actions impacting higher education; a fear of speaking up about

⁵ According to Doumani (2006), soon after 9/11 “major funding organizations, such as the Ford and Rockefeller foundations, added new language about terrorism to contracts that must now be signed by all grant recipients” (p.14). Apparently the language was so restrictive the Ford Foundation had to modify it several times after protests and pressure from civil- rights groups and elite universities. I wonder if the funding for this forum on academic *freedom* contained such language?

issues even though outspoken professors have been tolerated and allowed to remain in the academy; the use of “sensitive but unclassified” status to label research so the research can be taken out of the public view; and, loose embargo rules so American faculty can share co-authorship of journal articles with foreign faculty no matter the foreign faculty’s home country. An example of legislative action impacting higher education happened with the State of Ohio passing a Patriot Act type bill requiring all state workers (including those at the state universities) to swear to a statement affirming they are not a member of one of the 60 terrorist groups on Ohio’s watch list and they have not solicited funds for any of these groups

Retired sociology professor and a former college president on the panel, Paul Miller, mentioned David Horowitz’s “Academic Bill of Rights” which, according to Miller, is being discussed in roughly a third of the state government bodies and being voted into bills. What struck Miller was the seemingly lack of response or challenge from faculty about the true nature of Horowitz’s Bill of Rights. Horowitz’s Bill of Rights includes language no different from what academics already follow but now states are meddling into university’s affairs. “Why is controversy surrounding academic freedom so moderate in this critical time?” He raised concerns about global militarism and the number of research universities that are part of the military establishment, finding more efficient ways to kill other humans. He asked how can academia be so tame, so docile to these issues? Miller’s comment was followed by applause. I gathered the applause from the attendees was to display they were not docile to the concerns he raised. Miller offered a couple of suggestions why faculty are passive in their response to his concerns: given the moderate political climate in higher education the public (including those who

manage knowledge - mayors, governors, legislators, and business leaders) needs a deeper understanding how freedom can be strengthened. Miller challenged faculty to teach students to not remain silent when smothered under the views of others, including research sponsors.

The former state legislator, Vicky Riback-Wilson, on the panel voiced concerns that a climate of fear and intimidation is “squelching” discussions and an expression of opinions. Wilson identified instances when she was a legislator where the legislators tried to set university policy regarding what is said in class, where faculty can live, or whether or not faculty can run for government office. This micro level of involvement by legislators in university affairs has created an atmosphere of animosity between the legislator and the university. To Wilson, these are threats to academic freedom.

O’Neil shared he has heard many faculty members who have spoken up about academic freedom post 9/11 and this Forum on Academic Freedom and its sponsor The Difficult Dialogue Project are examples. On the Churchill case O’Neil pointed out Churchill was absolved from charges because he was protected by constitutional protection of free speech and the University of Colorado’s tenure protection. Of course, that Churchill was protected by constitutional law and tenure didn’t limit the University of Colorado and the Colorado State Legislator from finding some way to fire Churchill. The University of Colorado ultimately fired Churchill based on claims he had performed dubious research. Even O’Neil jumped on the bandwagon agreeing Churchill’s research was questionable and he did not deserve tenure.

Other concerns about academic freedom broached at the Forum on Academic Freedom were: relationships with international scholars, loyalty oaths, and the impetus

behind research. For example, the concern was raised that academic progress is limited because of tighter control allowing international scholars to come to the United States. Someone else mentioned a climate of dampening thoughts exists at the University. The example she cited was people are not raising questions about issues threatening academic freedom, such as the use of loyalty oaths in Arizona. In these oaths public educators are sworn to protect the border with Mexico, which essentially means teachers will turn in illegal immigrants attending their classes. And, a concern was voiced universities are using research programs as an extension of Homeland Security and government research as well as the overly close alliance with corporate interests.

The Forum concluded with the Chancellor of the University of Missouri proclaiming intimidation and fear has no role in the university. The Chancellor encouraged faculty to aggressively engage their classes and, “don’t sell out” the students by avoiding difficult dialogues.

What was most telling about the Forum for me is what happened when it was over. I was starting to leave but turned to say hello to a faculty member I have spoken to on other occasions. This faculty member is a full-time tenured professor and based on her membership on various governance committees she is fairly well-respected on campus. This is what made her comments to me so startling. Her comments after the Chancellor’s charge of “don’t sell out” were “bull shit! How can he say *that* when our newly hired basketball coach had to sign a loyalty oath that he would not say anything bad about the University?” As I said, I was a bit taken aback by her comments but not to lose the moment I said, “what about the Anheuser-Bush Building or the Monsanto Auditorium?” (a building housing the College of Agriculture, Forestry, and Natural

Resources paid for by the beer brewery and the pharmaceutical giant paid for an auditorium in the Life Sciences Building; both revealing heavy corporate influence on the campus). She responded, “that’s why this is bull shit. There is plenty of fear and intimidation, that’s why I wouldn’t even bring up about the coach having to sign the loyalty oath.” With that we parted ways but I was struck with how the entire forum and all of its sanitized discussion on academic freedom was really not a dialogue when a prominent member of the faculty was so intimidated she did raise the question of an apparent contradiction.

The forum on academic freedom revealed several perceptions on academic freedom: legislative actions in various states may challenge academic freedom through the use of loyalty oaths on public workers (including state university faculty); free speech and academic freedom are protected (but did not really say how); foreign faculty and co-authorship of research should be allowed unencumbered; and, the university should create an atmosphere where students are not silenced or buried under views of others.

The reason I recounted the events and discussion of the Open Forum on academic freedom was to juxtapose the perceptions of academic freedom from the Forum with the data I gathered from the part-time instructors. This study is not a comparison and contrast of full-time faculty to part-time instructors’ meanings of academic freedom; however, to address the meanings of academic freedom for part-time instructors the academic freedom forum provided a backdrop of some of the common perceptions of the meaning of academic freedom.

Theoretical Foundations

The theories of Abbott, Clegg, and Benson and Martindill provide the lenses to extract the meanings attached to the concept of academic freedom by the part-time instructors in higher education. From the data presented in the previous chapter I am interested in showing the meanings part-time instructors attach to the idea of academic freedom. The study of the meanings attached to academic freedom by the part-time instructor is a study of multiple agents (administration, students, full-time faculty and part-time instructors) involved with multiple layers of higher education. I use these three different theorists to peel away the layers.

Abbot's System Level Approach

Abbott provides a system level approach to the analysis of the data and acknowledges numerous occupational groups can encompass the system or organizational level. It is important to identify which groups are involved at the system level and which one or ones control the playing field or do the rule making. Abbott uses the term jurisdictional control to describe the system structure and gatekeeper is the label for the one who controls the system.

In the case of colleges and universities, the administration and full-time faculty (tenure/tenure-track) usually are the gatekeepers. For example, a university administrator often controls the course appointments for the part-time instructor or a full-time professor maintains governance over the teaching, such as the decision on course content and the selection of the course textbook. Actually, the full-time professor may have authored the textbook so not only does the professor control the selection process but he or she controls the language and content of the course. Abbott helps me identify and understand

the conditions for actions (e.g., the policies and historical practices) that enable and constrain the meanings attached to academic freedom by the part-time instructor.

Clegg's Circuits of Power

Clegg's circuits of power model is based on three perspectives of power located in three levels or circuits. Level one is the episodic power relations or the micro interactions of agencies (communications between administrators, students, full-time faculty, and part-time instructors). Level two contains the rules of practice and is referred to as the meso level (the policies and procedures defining the interactions of the agencies). Level three is the formal hierarchy of the system or macro level (the hierarchy of the university with defined roles of authority and adherence to higher education tenets). Included in the circuits of power are the obligatory passage points. Obligatory passage points are the occasions or moments when the three levels of power interact and when agents must act (even if the decision is to do nothing). The obligatory passage points are the times when a part-time faculty member, for instance, must decide what to do when a new policy is handed down from the administration. My data analysis examines the decisions related to part-time instructor work conditions (e.g., use of course evaluations) as they pass through the obligatory passage points.

Clegg's obligatory passage points also provide a focus for identifying the levels of power within the social network of part-time instructors along with the interactions of the agents connected to the part-time instructors. The interactions are often decisions which lead to a restriction of action. The decisions establish the obligatory passage point for the agent and lead to subsequent obligatory passage points. For example, a part-time instructor is asked two weeks before the start of the term to teach a course. First, the

part-time instructor is put on the spot to accept the appointment in fear of losing future appointments. The part-time instructor knows if the assignment is turned down another opportunity may not present itself the next time an appointment is available. Second, since the request came at the last minute, the part-time instructor may hastily prepare for the course which could diminish the quality of the educational experience. Third, the university administration is on the spot to make sure the course has an instructor or else the course would be cancelled and the university will lose money. And, finally, the decision by the student to register for the course goes through the obligatory passage point--the student is expecting to attend the course, learn the material and get the units of credit.

Benson and Martindill's Dialectic

Benson and Martindill's dialectic approach provides a framework to analyze a system's jurisdictional control and the obligatory passage points within the system. Benson and Martindill use the term negotiated order to label the interaction of agencies in the circuits or levels of the organization. Within the negotiated order it is assumed there will be inevitable contradictions as the agencies interact. The contradictions offer an opportunity to expose inequalities, identify exploitation and implement change in the social structure. The contradictions do more than point out the disparity between the micro and macro levels; the contradictions identify the predominant influence, typically the historical and cultural practices at the macro or system level and their effects at the micro level. Identifying the predominant practices and influences in a relation makes it possible to expose oppression and implement social change.

An example of a contradiction in higher education is when the university administration orders departments to cut their budgets. A small academic department, with less money, will hire more part-time instructors. Paying the part-time instructors a fraction of the cost of a full-time faculty member saves the department money on labor costs. However, because the department is using more part-time instructors not enough full-time faculty are available to serve on PhD candidates' committees. The contradiction is apparent when the department has cut the budget to the point not enough full-time faculty members are available to do the department's work. When it is recognized full-time faculty have been replaced by the part-time instructors the overuse of underpaid part-time instructors is exposed.

Analysis of the Categories of Data

Using the categories from my data collection I peer through the theoretical lenses and explore the meanings attached to academic freedom by the part-time instructor in higher education. The categories of data are: job security and the assignment of courses; course evaluations; pay and getting paid; course materials; due process; tenure; and, gender. Following the analysis of the data categories I provide a summarization of the meanings of academic freedom in relation to the theoretical lenses.

Job Security and the Assignment of Courses

Securing permanent employment is often the goal for the part-time employed instructor. Permanent employment does not always mean a full-time position. From the data I collected it is apparent part-time instructors would like to have the security of knowing they will have a teaching position for more than the present term. As one part-time instructor stated, “[o]nce an employee satisfies the requirements of a probationary

period, he or she should be granted some measure of job security, like the presumption that his/her job will continue.” However, another message to the adj-l listserv pointed out, “[a]t present, higher ed employers in the U.S. have their cake and eat it too. They benefit from a diverse labor pool of contingent faculty who they hire at will, but then they rarely assume their part of the employer-employee relationship.” “[R]arely assume their part of the employer-employee relationships” implies the university does not promise continued employment even though the part-time instructor makes him or her-self readily available when needed. Put in the position to be “hired at will” sends a message to the part-time instructor to be flexible and be available when called; however, no guarantee of a job or continued employment is provided. Hoeller raised the issue, “job security must move to the front of the line if contingent faculty are ever going to be able to speak out about their oppression.” Hoeller elevates the job security issue beyond having continuous and predictable employment to having the freedom to talk about the plight of the part-time instructor without the fear of losing his or her job.

Jurisdictional control. The university administrator controls the jurisdiction for employing the part-time instructor. The jurisdiction is a mix of components: a list of courses on a schedule to be taught; a list of part-time instructors available to teach courses; and, the administrator making the assignment of a part-time instructor to a course. The administrator serves as the gatekeeper for assigning positions with numerous factors influencing his or her decision. Some of the factors for the decision are: the university policies; cultural and historical practices; and, sometimes just the pressure of needing to find someone to teach a course at the last minute.

As I have noted, employment decisions for the part-time instructor are made by the university administration. Some colleges and universities have a formal policy in place to guide the decision process. However, the potential for abuse was echoed by one part-time instructor in relation to his college's policy, "Adjuncts are also no longer allowed to say how many sections, or what sections, or even which courses they wish to teach. The only input they are allowed is to specify blocks of time they are unavailable to teach." The lack of departmental input is echoed as well, "The Dean makes all decisions (not the department) and the college has decreed those decisions are final and cannot be questioned or grieved by the adjunct or the union." Another part-time instructor posted about the courses she was offered, "In my case, too, what is first offered has frequently been replaced/substituted with different classes, sometimes with relatively short notice."

The assignment of courses "with relatively short notice" is a fairly common occurrence and reflective of an administration taking advantage of the flexibility and willingness of the part-time instructor to take whatever job is offered. The last minute, short notice request to a part-time instructor to teach a course also displays the power or control held by the administration. Some colleges and universities have it written into their hiring policy they will only tell the part-time instructor of upcoming course assignments a few weeks prior to the start of a term. At one college the policy stated, "[a]djunct faculty shall be notified, when possible, of their contingent work assignment for the next regular semester prior to the end of the current semester" (Harper College, 2006, p. 17). No clear explanation of what is meant by "when possible" is provided.

Obligatory passage points. One obligatory passage point in the assignment of courses is the situation regarding the administrative assistant who contacts the part-time

instructor to see if he or she is available to teach a course. After notifying the part-time instructor about a possible teaching assignment the administrative assistant may take it upon him or herself to decide how long to wait before getting confirmation back from the part-time instructor that he or she can take the assignment. If the response is not quick enough or the part-time instructor makes it too much of a hassle for the administrative assistant (negotiating the day or time the course is offered), the administrative assistant may seek out another instructor.

Another obligatory passage point is the limitation imposed by some universities on the number of courses a part-time instructor can teach. The limitations are usually that only one or two courses can be taught by a part-time instructor. As a result the part-time instructor seeks multiple courses at multiple colleges to earn enough money to pay bills. When one college imposes the limitation on the part-time instructor she or he contacts another college, hopefully near by, for teaching jobs. This is what would drive (so to speak) a part-time instructor to accept teaching jobs from multiple colleges and having to spend time commuting between the jobs. The passage point is a juggle for the part-time instructor as he or she is offered assignments, calculating drive time between schools, and the time to prepare and grade for the courses.

Negotiated order. The interactions of the university administration and the part-time instructor comprise the negotiated order. In some cases the part-time instructor has little input into the job assignment decision and therefore is left wondering from term to term if he or she will have a teaching job. At one (but surely not the only) university the procedure starts with the part-time instructor providing time slots when he or she is available to teach a course. This may be quite a juggle because the part-time instructor is

teaching multiple courses at multiple colleges and possibly waiting to hear from one while offering his or her services to another. A part-time instructor the “Adjuncts are not allowed to say what courses or even how many sections they wish to teach.” After gathering the data on availability, the administrator will assign the part-time instructor to a course and that will often be the final say with little room for negotiation. If the part-time instructor is not able to take the assignment little or no negotiation goes on and the administrator will refer to a list of other part-time instructors and pick one to try to fill the slot.

Contradictions. One significant contradiction occurs when the course assignment is made at the last minute. When the part-time instructor is contacted about accepting a teaching assignment only a couple of weeks, sometimes only a few days, prior to the start of the course, he or she will have little time to prepare, even if the course materials are provided to him or her. With other teaching obligations and other job responsibilities there may not be enough time to read the materials and prepare for classes and lectures. With a short time for preparation the part-time instructor may not be as well prepared as possible and as a result the quality of the instruction for the course will suffer.

The decisions on course assignments are often made by an administrator which may be appropriate for the general management of courses; however, a contradiction arises with an administrator making the final decision. If the administrator makes the assignment without consulting the academic department the course may not be well taught because the wrong instructor was assigned. This contradiction was revealed in the policy at Harper College, “the college Dean, no longer departments, assigns all courses for adjunct faculty.” The departments are in a tenuous position when the part-time

instructor assigned to teach a course by the Dean, may not meet the department's criteria for the course.

Universities will also tout the commitment they have to the quality of education yet not even use the part-time instructor who has displayed quality work. Jane Buck's story exemplifies the contradiction of the university assigning a course to a faculty member but it was not the instructor the students wanted. Jane told the story of being dropped as the instructor for a course at the last minute only to find out her section of the course had plenty of students enrolled. The full time faculty member's section had no one enrolled so the full time faculty member was given Jane's section.

Another contradiction surfaces when a part-time instructor accepts whatever assignment is offered but then may be saddled with teaching a topic he or she is not comfortable with or even qualified to teach. Taking away the freedom of the part-time instructor to provide his or her preference for a class may be a detriment to the quality of the educational experience, especially if the part-time instructor is not engaged in the course because it was not his or her preference.

The input for a time preference is important to the freedom the part-time instructor has in negotiating course assignments. A part-time instructor from Syracuse University posted, "[i]t is much preferred to offer choices and ask for preferences in terms of classes and also times. The time factor is essential as many adjuncts need to piece together an income from a few different schools." There was even the case of a part-time instructor admitting she was teaching seven classes one term at three different schools just to get enough income to get by. The sacrifice of her time and commitment

level was also a detriment (by her admission) to her responsibilities to the students and the quality of education they received.

A contradiction surfaces when the part-time instructor, again afraid of not being rehired, will avoid controversial issues in the classroom; however, the message delivered by university administrators, including the Chancellor of the University of Missouri at the Open Forum on Academic Freedom, is intimidation and fear have no role in the university. The Chancellor said faculty should engage students aggressively in difficult dialogues; otherwise the students are not getting a full educational experience. However, as I found out after the forum was over a full-time, tenured faculty member was intimidated enough to not raise the question about why the Chancellor agreed with a panel member's statement about loyalty oaths being detrimental, yet the newly hired basketball coach was asked to sign an statement he would not speak ill of the University of Missouri. If this tenured professor was intimidated and fearful to bring up something controversial, a part-time instructor would steer clear as well. There is a difference though; the full-time tenured professor is probably not engaging in a controversial discussion for fear of public embarrassment or possible rebuff from her department which could lead to future rejection of advancement. The part-time instructor is not engaging in controversial discussion for fear of losing his or her job. The deeper fear is not having a paycheck and not being able to pay the bills.

The fear of not being rehired and of not having continued employment may keep the part-time instructor from speaking up about oppressive conditions. But an even more immediate concern is, if the part-time instructor speaks up about the time or day when a course is offered he or she may be seen as uncooperative and then not rehired. Therefore,

when the assignments are made without consulting the part-time instructor, the part-time instructor is put in the position to not turn down the offer is turned for fear he or she will not be asked to teach again. The part-time instructor may be worried the person making the assignments will not contact him or her for future assignments because the last request of the part-time instructor was turned down. It is interesting to note that *fear* for the part-time instructor is turning down a request to teach a class, more so that speaking up about an issue in the class.

Meanings attached to academic freedom. Based on the depth and breadth of the data collected, the meanings attached to academic freedom by the part-time instructor are entrenched in job security. One meaning of academic freedom that surfaced from the data is based on whether or not the part-time instructor is assured continuous employment. If the part-time instructor is secure there will be future course assignments, he or she is free to challenge students and provide more innovative pedagogy without the fear of repercussion and not being rehired. The part-time instructor may also be concerned if he or she does or says something controversial it may impact future employment if the part-time instructor is regarded as a troublemaker. However, what I found even more prevalent in the data is that part-time instructors are concerned if they turn down an offer to teach a course or if they haggle too much about the time or day the course is offered the college or university will not ask them to teach again. For the part-time instructor academic freedom means being able to negotiate the basic conditions of employment with regard to days of the week, hours when the class is offered and the amount of pay he or she will receive.

Another major influence on the meaning attached to academic freedom by the part-time instructor is the contradiction between the administration's priority to fill slots (assigning part-time instructors to courses) and the part-time instructor's concern about continuous employment. To make the match the part-time instructor is often willing to sacrifice time and commitment level. In turn, the administrator is willing to sacrifice quality because the part-time instructor selected to teach may not be the best match for the course or have the time to provide a quality educational experience for the students. In this instance the part-time instructor views academic freedom as continuous or permanent employment.

Course Evaluations

The messages from the adj-l listserv and from my experience of twenty-five years of part-time teaching make it clear: part-time faculty have every reason to believe university administrations control the course evaluation process. The administration develops the questions on the evaluation; the administration decides how often the evaluations are dispensed; and, the administration decides how the evaluations are used. The part-time instructor is minimally involved in the process. She or he may know the questions asked on the evaluations and will most likely be provided with the results, however, the part-time instructor may not have any input on the selection process of questions. Furthermore, the part-time instructor is often not privy to how the administrator uses the evaluations to make decisions about future employment.

Jurisdictional control. The jurisdictional control for the course evaluations is in the hands of the university administration. University directors, deans and department chairs are the gatekeepers for the course evaluation process. They decide when and how

often the evaluations are administered and most importantly, what is done with the results. For the colleges and universities with branch campuses the administrator reviewing the evaluations may never have met the part-time instructor and the only knowledge he or she has of the part-time instructor's teaching ability is the course evaluation. As a result, the pressure is on the part-time instructor to get good evaluations so the administrator will look favorably on him or her and offer future teaching assignments.

The administration develops the course evaluation often including the "home run" question. The home run question attempts to summarize the thoughts of the student in one statement. Examples of the home run question are, "What is your overall rating of the faculty facilitator's performance?" or "Would you recommend this instructor to another student?" An administrator may use the home run question in deciding to rehire faculty while ignoring other data from the other questions on the student evaluations. The one question assessment was used by the Director I worked for at William Woods University. For this administrator one number told him all he wanted to know about a part-time instructor's teaching ability. By judging the part-time instructor with a single number there was no consideration of other results from the evaluations and no other qualities of the part-time instructor's teaching were considered.

It is also interesting to me that an evaluation question using the word *performance* is included in an academic appraisal. This is probably an historical practice where performance is understood to mean general ability and skill in teaching; however, the tone of the language is *rating* the *performance* which sounds more like the student is asked to quantify the part-time instructor's entertainment value.

Circuits of power and obligatory passage point. Analyzing the course evaluation process using Clegg's circuits of power reveals at the macro level the formal structure of the university administration. The administration establishes the rules and policies for the course evaluations. At the micro level is the part-time instructor's relation to the students filling out the evaluation and also the part-time instructor's relation to his or her immediate supervisor who reviews the evaluation results. The micro and macro, and meso levels interact at the obligatory passage point. Intersecting at the obligatory passage point in the course evaluation process are the following agents: the immediate supervisors decision on rehiring the part-time instructor based on evaluations; the selection of the questions used on the course evaluations; the students filling out the evaluations; and, the part-time instructor hoping for good evaluations. The intersection results in the situation as one part-time instructor posted, "I have also heard from many of my peers about worries regarding student evaluations, pressure not to inflate grades, and even more pressure to keep students happy." The outcome from the passage point is a rehiring decision which, of course, is important to the part-time instructor for continued employment.

Negotiated order. Benson and Martindill's dialectic approach provides the framework to analyze the layers within the evaluation system and the negotiated order of the layers. The negotiated order for course evaluations involves the administration, full-time faculty, the students and the part-time instructor.

The university administration establishes the policies for the use of the evaluations. The negotiation between part-time instructors and administrators was exemplified by one part-time instructor sharing the situation at his college, "We try to

force them [the administration] to make a decision based on the aggregate results of the 16 questions [on the evaluation].” The part-time instructors had input into the evaluation process at this university.

Full-time faculty are sometimes used to perform the evaluation of the part-time instructor making them part of the negotiated order. The full-time faculty involvement is not always positive. As a part-time instructor stated, “Full-time instructors have been invited to conduct the classroom observations and the guidelines they've been provided to do so are quite heavy-handed and judgmental. The stated purpose of the evaluation, for example, is to determine whether the adjunct possesses "sufficient knowledge of the subject.”” The message from the part-time instructor continues, “The condenscending [*sic*] tone contrasts with the supportive, encouraging tone used in describing the tenure review committee that works with full-time faculty.” The part-time instructor’s message uncovers a layer of contempt toward the full-time faculty member. A chasm between the part-time and full-time faculty evolved and a two-tier hierarchy is the result: the full-time faculty in the top tier and the part-time instructor in the lower tier.

The students are involved with the negotiated order when they are asked to fill out course evaluations. The part-time instructor may consciously or subconsciously negotiate for positive evaluations by awarding good grades or just making sure to put on a good show to make students happy. If the students have been entertained they will give a good rating on the part-time instructor’s performance

Contradictions. The course evaluation usually includes questions rating a part-time instructor’s ability to communicate or the part-time instructor’s depth of knowledge. It is interesting that in all the messages I reviewed from the adj-l listserv it was never

mentioned that a part-time instructor was mentored or provided help to improve his or her teaching after receiving the results of the evaluation. In fact the opposite was expressed by one long-time part-time instructor. The message he posted was about his situation “when the teacher has no job beyond the current term and the evaluation is aimed at judging the teacher's basic competence.” In this case the evaluation is regarded as punitive. This was certainly the case for my marriage partner, Michele. If her course evaluations were not viewed as satisfactory by “the higher ups” (the gatekeepers for deciding who should teach the course) then apparently she would not be asked to continue teaching.

Another contradiction revealed in the use of course evaluations is this: many questions on an evaluation address the quality of the course and the instructor; however, as I have noted, the “home run” question is often the only question used in the assessment of the part-time instructor. Evaluation questions such as, “The instructor established a good working relationship with the class” or “the instructor encouraged students to express themselves” are ignored, but if they were shared with the part-time instructor could improve his or her teaching skills and the quality of the course. The contradiction is this: evaluations are used to decide if an instructor is to have continued employment and not used to improve the quality of teaching. In fact, the evaluation is seemingly used to keep the part-time instructor in line, as a mechanism of social control established by the university administration.

A summary. The following is my summation about the use of course evaluations: the part-time instructor wants to get good evaluations so he or she gives students good grades; giving students good grades makes the students happy; when the students are

happy they give the part-time instructor good evaluations; when the part-time instructor gets good evaluations the administration is happy; when the administration is happy they rehire the part-time instructor to teach again; when the part-time instructor teaches again he or she gets a reputation of giving good grades, and the cycle starts over again.

Rhetorically I ask where the academic freedom in this scenario is when the part-time instructor is trapped in the loop. More to the point, a meaning attached to academic freedom by the part-time instructor is pleasing the students, looking good in the eyes of the administration and hoping to get rehired.

Pay and Getting Paid

Notwithstanding the love of teaching, the bottom line for the part-time instructor is the monetary compensation for his or her services. The data revealed university administrators control the amount the part-time instructor is paid and when the paycheck is issued – usually held by the university until after the term is over and the part-time instructor submits the final grades. I also found evidence of the exploitation of part-time instructors when required to do extra work for no pay.

The gatekeeper. The university administration (a Dean or department chair) is usually the gatekeeper for the amount of pay awarded to the part-time instructor. The administration, sometimes with input (or demands) from union negotiations, will establish the rate of pay for the part-time instructors. Once the pay rates are established they will be put into a system policy. How the administration establishes the amount of pay is important to the part-time instructor and often the source of contention when the amount is compared to a full-time faculty member. Some part-time instructors suggest a pro rata pay scale with a percentage based on other work. For example the part-time

instructor paid at a rate of 70% of the full-time professor because the full-time professor spends the other 30% of time on research. One part-time instructor suggested she receive more pay because of the insecurity of the position and being readily available for the last minute assignment. What was mentioned most often in the data was the part-time instructor is paid very little compared to his or her full-time faculty member counterpart.

As much as the amount of pay is an issue for the part-time instructor so is the timing when the pay is distributed. As I shared in the data, some universities and colleges will not give the part-time instructor a paycheck until the term is over and final grades have been submitted. A part-time instructor may find this practice demeaning. It is even more degrading when an administrator has the opinion, “[if] the part-time instructor is paid before the grades are turned in they will not do it (turn in the grades).” I have also experienced the response from university administrators that “pay has always been distributed after the course is completed.” Such historical practice is a part of the jurisdictional control and often when practices are so entrenched it is difficult to see the injustice. A part-time instructor on the adj-l listserv made note of the discrepancy between the full-time faculty member getting paid every other week and the part-time instructor, as I experienced, working for three months and then getting paid. When comparing the policy on the distribution of the pay, as well as the rate of pay between full-time faculty and part-time instructors, the chasm grows between these two members of the same profession.

Obligatory passage point. An obligatory passage point in the pay distribution process is the time it takes to process, print and send out the paycheck after grades have been submitted. The interactions within this passage point may be based on a policy

statement, as was the case at William Woods University. The William Woods University appointment letter contained the course information (time, date, location, etc) assigned to the part-time instructor as well as the honorarium to be received “in one payment.” The letter also provided the terms and conditions the part-time instructor agreed to upon signing the letter. Under the heading Honorarium is the statement “Honorariums will be issued within 30 days of the receipt of course materials.” This statement, by the way, is in bold font and in a font size bigger than the rest of the letter. Before the part-time instructor is sent a paycheck he or she has to send off the grades and other paperwork to the main campus. At this point one is never really sure if the paperwork arrived safely and if it was filled out properly. If the paperwork is not completed correctly it is returned (via U.S. mail) to the part-time instructor and the issuance of the paycheck is held until the proper paperwork is submitted.

Negotiated order. Just as holding the pay is demeaning and condescending to the part-time instructor, not paying for extra work is humiliating and even exploitive. The negotiated order of employer/employee relations typically is based on the premise--you do the work, you get paid. For the part-time instructor this relation is not always the case. When the university is not willing to pay a part-time instructor for extra work which is required, it gives the impression the university administration is trying to cheat the professional staff. As one part-time instructor put it, “Unlike full-time faculty, who have these things [travel costs, sabbaticals, professional development] provided by the college, most adjuncts have to pay for these things out of our own pockets.” The incident where my marriage partner was not going to be compensated for spending two days at a required workshop highlights an administration’s disrespect, or maybe just disregard, for

the part-time instructor. The requirement to attend a workshop with William Woods University without compensation is yet another example of how a university administration acts as the gatekeeper, controlling the jurisdiction of pay to the detriment of the part-time instructor.

Contradictions. The lack of trust in the part-time instructor poses an interesting contradiction. Once course assignments are made and a contract is signed the university administration's involvement with the part-time instructor is minimal. At extended or branch campuses no university administrators or representatives are there to check the part-time instructors arrival or departure. I personally have been responsible for unlocking and locking an off-site classroom. Yet the university trusted I would show up, have the key, and be responsible for locking the facility when I left. The contradiction is: the university trusts the part-time instructor will show up on time, they trust the part-time instructor will present the course content, and they trust the part-time instructor will grade the students fairly. But, the university does not trust the part-time instructor will send in paperwork on time so they withhold the paycheck. More than anything, for part-time instructors the meaning attached to academic freedom is the university administration does not trust them.

Another contradiction in the pay distribution issue is because the pay is held until grades are submitted; the quality of grading may be diminished. If the part-time instructor rushes to finish grading so they can get a paycheck he or she may rush through grading final assignments. With the pressure on to get the grades turned in, so the part-time instructor can get the paycheck, he or she may only do a cursory review of the

students work before assigning grades. The potential for diminished quality is predicated on the pressure of needing to get a paycheck.

Meanings attached to academic freedom. The pay to the part-time instructor is a volatile issue. From the lack of pay to no pay for extra work to the holding of paychecks, the part-time instructor is placed in a demeaning and sometimes exploited position. When the part-time instructor is slighted and exploited as a professional educator it may impact the quality of the educational experience either through rushing to get the grading done or just exasperation at the mistreatment. When the part-time instructor is treated differently from the full-time faculty the two-tier chasm is deepened. All the while the meanings attached to the idea of academic freedom by the part-time instructor are impacted by the pay received. What academic freedom means for the part-time instructor is being paid an equitable wage, being paid for required work, and not having the pay withheld until paperwork is submitted.

Course Materials

The part-time instructor is confronted with two scenarios regarding the acquisition of course materials: a) the course materials (books, syllabus, etc.) will be prepackaged by the university and handed to the part-time instructor to use, or b) the part-time instructor will put together the content for a course, including selecting books and developing the syllabus. If the part-time instructor is provided the book(s) to use and the syllabus to follow little room is left for her or him to infuse other materials as well as his or her expertise into the course. If the part-time instructor develops the materials for the course, he or she may find the university claims ownership on the material and can even sell it without having to get approval or compensate the part-time instructor.

Jurisdictional control. In either of the previous two scenarios the jurisdictional control resides with the administration. A designate of the administration, a department chair or senior faculty member for example, develops the syllabus and selects the textbook. These materials are supplied to the part-time instructor assigned to teach the course. The part-time instructor may be given leeway to modify the syllabus or the course materials but sometimes content cannot be changed without prior approval by the university administration, as was the case with William Woods University. The administration is the gatekeeper of the course materials. They control the development process selecting who authors the syllabus and the administration controls any changes to the materials.

If the part-time instructor develops the course materials he or she may be requested to supply these to the university administration with the understanding the materials are property of the university. The university administration is the gatekeeper of these materials and controls their use sometimes to the extent of selling the materials to other universities.

Obligatory passage points. The overarching obligatory passage point in the selection of course materials is the origin of the materials. The passage through the point will either be directed by the administrations policy that the materials are to be provided to the part-time instructor or the part-time instructor is the person developing the materials.

Other obligatory passage points emerge from the overarching passage point: the course material development process; the use of the course materials and changes to

them; and, the process of the part-time instructor developing his or her own course materials for a course.

The obligatory passage point related to the course material development process involves an administrator of the university, for example, a department chair or a director of a specific adult learning program; it involves the person developing the materials; and, of course the part-time instructor. The administrator assigns the project to someone, typically from the academic discipline involved, who is to develop the course content and select the textbook(s) and prepare the syllabus. Incorporated into this meso level are the university guidelines for developing syllabi such as the listing of objectives and outcomes as well as ADA statements. The designee is given the authority to decide on course objectives, course topics, textbook(s), and assignments. The administrator approves the materials and the materials are supplied to the part-time instructor.

A second obligatory passage point is the use of the course materials and changes to them. In this passage point the agents are: the part-time instructor; the administration supplying the materials to the part-time instructor; the students receiving the instruction via the materials; and, the policies or rules the part-time instructor adheres to regarding changes to the material. When the part-time instructor is supplied with the prepackaged course materials he or she may view this as a blessing (someone else has done the work) or a curse (being *told* what and how to teach). The part-time instructor may resent not having the freedom to select his or her own materials as well as feel slighted that they are considered incapable of deciding what should be taught. Furthermore, the students may ask for changes to assignments or topics. These episodic struggles force the part-time instructor to change the syllabus or pick another book. However, meso level rules may

be enforced that say the prepackaged syllabus cannot be changed without prior approval. This was the case with the William Woods University evening program where the policy about changing the syllabus was on the first page: “The faculty facilitator has the right to modify, but not alter substantially, the syllabus...any substantial alteration of the syllabus must receive prior approval of the program director or the Associate Provost.” The line between modify and alter substantially was blurred and in my three years assisting the program director as program manager I was not aware of any request of a substantial alteration. However, even though the part-time instructor was given the freedom to modify the materials the administration had the final say.

The third obligatory passage point which emerged from the data is the process when the part-time instructor develops his or her own materials for a course. The dilemma for the part-time instructor is that developing the materials takes time and he or she may not be compensated for this time. However, the part-time instructor is given the freedom to select topics and books to his or her liking and is able to make the course fit his or her expertise. For example, an Introduction to Computer Programming course could use a couple of different programming languages. If the part-time instructor is able to select the programming language he or she is most familiar with, the teaching will be easier and more effective.

Contradictions. Benson and Martindill’s dialectic approach opens up analysis of discourse data to reveal contradictions. One contradiction I found with the use of prepackaged materials is what happened to me while developing the course syllabi for William Woods University. Even though I thoroughly researched the textbooks and the topics to be covered, I could not incorporate the expertise the part-time instructor brings

to the course and include materials matching his or her strengths. Whether it is on-the-job experience or the part-time instructor's own education, these are aspects of the material I could not include in the lesson plans. If the policy for modifying the course materials is too rigid the part-time instructors may feel as if they are merely a robot delivering someone else's idea of course content.

Another contradiction is that quality teaching cannot come in just one prepackaged set of course materials. If you have standardized materials you will have standardized teaching and you end up with standardized minds. For example a prepackaged course on business management may not take into account the course being taught in a rural area where farm management is an issue rather than the urban area where the focus might be on multinational business. As I mentioned in the discourse data, when I reflect on my own teaching using the prepackaged materials I was provided when I was teaching at Colorado Technical College I realize I was not incorporating my own style and creativity. Once I broke out of the mold and explored other pedagogies I am sure the quality of my instruction improved.

Meanings attached to academic freedom. When the part-time instructor is provided prepackaged course materials the sense of ownership of the course is diminished. Freedom to incorporate personal insights and expertise to enhance the course content may not be allowed. Even if the part-time instructor is allowed to develop his or her own materials for a course the freedom of ownership of the materials may be taken away and the materials given to others with no rewards or credit for your effort. A meaning attached to academic freedom by the part-time instructor in this instance is the

opportunity to develop course materials and to have intellectual property rights in relation to those materials.

Due Process Procedures

A part-time instructor posted the following question on the adj-1 listserv, “Is there any sort of protection, especially legal, that adjuncts could rely upon, to prevent any and all sorts of retaliatory actions, especially not being rehired?” Not only was she asking about the availability of a due process procedure but she was sharing a situation where, if available, due process could be used to question the actions of the administration about not being rehired to teach another course.

The gatekeeper. The need for due process is exemplified from the experience described by one part-time instructor: “It is an unfortunate nature of the beast that we are at the mercy and whims of any dean who can simply not reappoint any adjunct without due process.” It was not clear whether this university has a due process procedure or if it was not available to the part-time instructor. But whether it was a case of the part-time instructor not knowing about the availability of due process or not having access to the process, it was acknowledged the university administration was the gatekeeper and did not assist the part-time instructor.

The lack of awareness of due process is perhaps a way the administration is the gatekeeper to the process and keeps part-time instructors from questioning decisions. I know when I was not rehired at Columbia College and told I had inflated grades, I was not notified of any grievance procedures or due process procedures I could use to question the decision.

If the university does not have a formal procedure for the part-time instructor to be protected from false accusations or at least to be able to answer allegations, then the university administration is not protecting the part-time instructor's academic freedom. This is what Stevens (1999) noted in the *Eric Report*: "A university should promote system-wide respect for the principles of due process by ensuring that all official inquiries into disputed facts are conducted in a predictable and dignified manner" (para. 9). The issue of the lack of due process procedures for the part-time instructor is associated with the issue of job security and assignment of courses. The university administrator decides on part-time instructor course assignments and if a part-time instructor does not get reappointed little recourse is available to find out the reason why. Of course, the university administrator may have a litany of reasons the part-time instructor is not rehired (e.g., your section of the course is not being offered, we have hired a new instructor and trying him out) but if the part-time instructor has no means (money, time, or energy) to challenge the decision he or she will not find out the real reason and be able to defend any accusations.

Obligatory passage points. Two obligatory passage points emerged from the data on part-time instructors and due process. One, the part-time instructor is not aware of a due process procedure available to him or her; and two, due process procedures are in place at a university but are not made available or not used by the part-time instructor.

In either of these situations the gatekeeper for due process is the formal university system and the university administration. The policies and procedures in place at the system level of the university organization guide the grievance process. The procedures are typically published publicly, for example on the web, and therefore available for the

part-time instructor to access. It would be up to the part-time instructor to research and learn about the procedure at his or her university. However, to use the due process procedures and to get the paperwork to the appropriate person will necessitate going through an administrator and now the administrator becomes the gatekeeper to the process. Once an administrator is involved in the process; however, the control may be guided by the policy (e.g., they have 30 days to respond).

If a part-time instructor is not rehired and he or she wants to use a due process procedure to challenge the decision then a number of factors need to be considered as the part-time instructor navigates this obligatory passage point. The factors to consider include: the time it would take to put together a case to challenge the decision; to amass a challenge the part-time instructor will have to use his or her own resources, including a computer, email accounts and time; and since the part-time instructor is no longer part of the university there may be little if any cooperation from the university to help with the process. Even Stevens (1999) leaves an out for the university when he stated “any *members of the institutional community* who face official action adverse to their protected interests [should] receive proper notice and a meaningful opportunity to present and respond to evidence” (para. 9). After not being rehired, the part-time instructor is no longer a member of the community and therefore may not be allowed access to the process. The only other options are to go to a court of law or just give up. And if the due process procedure is a multi step process with many forms and letters required then the part-time instructor may well give up because he or she does not have the time.

By not sharing or not allowing the part-time instructor the use of a due process procedure is an example of the part-time instructor not regarded as a professional nor

included as a member of the profession of university professors. As I was told by a full-time tenured professor at an AAUP conference on contingent faculty, the part-time instructor should be on probation *for at least a year* before he or she is extended rights of due process.

The Monroe case was one case where the U.S. court system and Constitutional law upheld freedom of speech for a part-time instructor. The Monroe case decreed the administrators at Westchester Community College cannot fire (not reappoint) a part-time instructor just because he or she speaks out against the university. The verdict stated a) all involved administrators used Munroe's speech, speaking out against the firing of a fellow instructor, as a reason he was not rehired and b) Munroe's speaking out was not justification for terminating his employment.

Contradictions. A contradiction emerges from the analysis of the data: due process procedures are based on the premise of freedom of expression but if the part-time instructor is not told of the process then freedom of expression is denied. The *Eric Report* (1999) recommended "A university should promote system-wide respect for the principles of due process by ensuring that all official inquiries into disputed facts are conducted in a predictable and dignified manner" (Stevens, para. 9). The *Eric Report* recommendation is ignored by the university or at least it is not carried out if the part-time instructor does not know of or does not have the means to initiate an official inquiry into a disputed decision.

Without a due process procedure the university administrator may not be compelled to provide an honest assessment of the part-time instructor's teaching ability. As a result the basic freedom to be told why a decision was made regarding the part-time

instructor's employment is removed. Furthermore, when the part-time instructor is not informed of a due process option for grievances the message sent to the part-time instructor is he or she does not have the freedom to challenge decisions. A meaning attached to academic freedom by the part-time instructor therefore is receiving honest assessments of his or her teaching ability and having access to a transparent grievance process.

Tenure

More than anything in higher education, academic freedom is equated with tenure. When a faculty member is granted tenure the traditional notion is she or he can make controversial statements, take unpopular stances on issues, speak out against the university administration, or engage in controversial research and he or she will not be fired. In the case of a part-time instructor who does not have tenure it could be deduced he or she does not have academic freedom.

The gatekeeper. The university administration, managing and supporting the tenure process, is the gatekeeper to granting the academic freedom associated with tenure. Tenure is an interesting social construction in which the university administration and faculty created a system to critique the worthiness of a faculty member to be granted freedom to teach and research without fear of reprisal. A part-time instructor engaging in controversial behavior, without the protection of tenure, may end up out of a job if the university administration had to deal with public outcry pertaining to the part-time instructor. The following post from a part-time instructor highlights this point:

Many campuses have a quite elaborate process to protect F-T [full-time] faculty from whimsical dismissal for being too political (active in the union or

controversial in comments or research), but for part-timers only a process of complaining that they done you wrong[,] that takes years to reach any sort of conclusion.

The part-time instructor recognizes granting tenure is for the privileged full-time faculty member. As one message stated it, “The conflicts of interest between full and part time are part of a privilege structure that reflects and mimics the racial and gender privileges in the working class. Such privileges ...hurt the class interests of those on whom they are conferred.” The tenure system controls the ranks of higher education professoriate and is a major gatekeeper for the profession. The part-time instructor will not even be considered for tenure.

Obligatory passage points. Taking “years to reach any sort of conclusion” highlights the case for many a part-time instructor relating both to due process and to being granted tenure (which probably will not happen). If a part-time instructor was to use a due process procedure (an obligatory passage point) to challenge an action by the university, the instructor would be confronted with how much time and resources it would take to mount a challenge. After realizing how much time it will take to go through the due process steps the part-time instructor might just give up, besides he or she has to spend time finding another job. With tenure, a part-time instructor would not be faced with having a challenge of not being rehired. Of course, it has also been pointed out by a part-time instructor the “tenure and tenure-track promotion system is used as a justification for not extending academic freedom to the lowly adjunct.” In other words, the message sent to the part-time instructor is you do not go through the arduous process to attain tenure and therefore, should not be granted academic freedom.

Many part-time instructors are used in higher education but because their status is not tenured they are not a part of the academic profession in the same manner as the full-time tenured professor. In higher education this means not participating on committees and not being part of the governance of the university—another obligatory passage point. For about four years I was a member of the Strategic Planning and Resource Allocation Counsel (SPRAC) for the University of Missouri-Columbia. SPRAC was a major sounding board for the Chancellor and senior staff, especially in formulating and implementing strategic plans. My appointment was as a staff member at large. SPRAC was comprised of the Chancellor, the Provost and the rest of the Vice-Chancellors, Vice-Provosts and senior staff for the University. The Deans of the Schools and Colleges were on the committee along with a number of full-time tenured faculty and a few other staff representatives and a couple of student representatives. No part-time instructors were on this counsel, even though 35% of the faculty at the University of Missouri-Columbia are part-time (Gravois, 2006). During my time on this counsel attending the bi-annual meetings the part-time instructor was never mentioned in relation to saving money, quality of education or any of the other issues that were addressed in the strategic planning process.

Contradictions. One contradiction with tenure related to the part-time instructor is the university wants quality teaching but does not provide the environment for the part-time instructor to be secure in his or her position and thereby encouraging the highest possible quality in teaching. One part-time instructor held out hope the part-time instructor could be granted tenure: “Advocating some kind of option for PT [part-time]

tenure, as AAUP and others have proposed, would address the public's, the legislatures', and our tenured peers' concerns for quality.”

Another contradiction of the part-time instructor being excluded from the tenure process is students are not being served especially in the manner that the Chancellor of the University of Missouri encouraged. Chancellor Deaton’s comment at an open forum on academic freedom encouraged faculty to aggressively engage classes and, “don’t sell out” the students by avoiding difficult dialogues. However, 35% of the faculty at the University of Missouri at Columbia are part-time instructors. Without the protection of tenure these part-time instructors may not think they can aggressively engage the students and in fact, they may well sell out the students for fear of being fired (not rehired).

Meanings attached to academic freedom. Allowing tenure for only full-time faculty reifies the meaning of academic freedom as applicable to the tenured professor and not the part-time instructor. As the tenure process continues for only full-time faculty, academic freedom is socially produced and reproduced with the traditional meanings (e.g., freedom of speech in the classroom, protection from frivolous accusations). However, the part-time instructor who is left out of the tenure process is left out of having academic freedom in the traditional sense. Part-time instructors see academic freedom as something that should be applied equally to all faculty.

Gender Issues

It is not easy for me, a white, middle-aged male, to identify the way gender enables and constrains the meanings attached to academic freedom by the part-time instructor. From the data I collected I found the administration of the university controls

the jurisdiction and the female, part-time instructor is often exploited, marginalized, and not treated fairly.

The gatekeeper. While it can be said the work conditions are the same for male or female part-time instructors (e.g., the distribution of pay) the conditions are not the same related to decisions regarding hiring, rehiring and assigning courses to the female part-time instructor. That fewer women than men hold positions in high level administrative positions in higher education is a reason males continue as the decision makers or gatekeepers. Males dominate decisions when it comes to faculty positions, “the majority of women in higher education are either adjunct faculty, which means they're temporary, or they are junior faculty” (Schulte, 2007, para. 3). Male administrators making a decision about hiring a female may perpetuate a gender bias by deciding she will not be available because she has children or is of the age she could become pregnant and have children.

Jurisdictional control. As I mentioned the jurisdictional control for the part-time female instructor is the male dominated university administration. An attitude of the male administrator is reflected in the following post on the adj-l listserv regarding a pregnant part-time instructor: “The college's view has been that they [the pregnant instructor] don't/can't do the work so they should just be considered off contract for personal reasons.” Such a callous attitude will keep the female part-time instructor from teaching and at this college the assignment of courses is partly based on seniority; however, the part-time instructor who takes maternity leave will lose position on the seniority list.

Obligatory passage point. When a part-time instructor is not able to teach because she is pregnant the conditions for action at the passage point is the decision by university administration to allow her to continue teaching after the birth of the child. She doesn't have a choice except whether or not to get pregnant (usually!) so what happens next is out of her hands.

An aspect that is very different for the female part-time instructor from the male part-time instructor is the female part-time instructor faces unique challenges outside of the university. The female part-time instructor may be in a traditional female role faced with family issues and other work (if she is able to maintain another job). The female part-time instructor may be a single parent with children and the part-time work may be the sole income or if she is in a marital relationship there may be pressure to bring in extra income from the part-time job.

The contradictions. As has been stated, a large number of female part-time instructors are employed in higher education. Only 38% of all male faculty are part-time instructors; whereas, over 50% of all female faculty are part-time instructors (Toutkoushian & Bellas, 2003, p. 181). Since most part-time positions do not have the potential to advance or move into full-time faculty positions then women instructors have less of a chance to attain full-time status. The lack of movement and advancement for women is a contradiction for colleges and universities that tout themselves as equal opportunity employers.

Meanings of academic freedom related to gender. There are inequitable and discriminatory practices inflicted upon women part-time instructors in higher education mainly related to the position of privilege dominated by males. Therefore, academic

freedom means women are treated equitably as part-time instructors. Academic freedom means women are treated fairly and impartially in job assignments, rehiring, and course evaluations. Furthermore, academic freedom means being treated fairly when taking an absence for maternity leave and for family obligations. Fair treatment means there is no repercussion such as losing seniority or losing future employment opportunities when a woman takes time off from teaching.

Theoretical Lenses and Meanings Attached to Academic Freedom

This section summarizes the previous data analysis into the three theoretical lenses. Specifically, I will locate the data in the concepts of gatekeepers and jurisdictional control, circuits of power, obligatory passage points, negotiated order and contradictions. I show the patterns that evolved within these frameworks and then I arrive at a summary of the meanings attached to academic freedom by the part-time instructor.

Abbott's System Level Analysis

Jurisdictional control. Abbott (1988) used the term jurisdictional control to describe the system level structure of an organization. Numerous occupational groups encompass the system or organizational level. It is important to identify which groups are involved at the system level and the extent of their involvement and which one or ones control the playing field or do the rule making. Those who control the playing field or do the rule making are the gatekeepers. Identifying the gatekeepers helps us recognize who is in control and how they are able to maintain the control through language and practices.

Gatekeepers. Throughout my analysis of the data categories I identified the university administration has the jurisdictional control over the work conditions of the part-time instructor. The university administration is the gatekeeper involved in hiring part-time instructors, assigning courses to teach, rehiring the part-time instructors to teach another term, developing course materials and managing the “bottom line.” Some of these decisions may include full-time faculty if they are needed to review credentials or develop course materials. The level of involvement is related to the type of program. Full time faculty and department chairs will be more involved in the traditional university programs. I found the non-traditional, evening, extended campus programs are controlled by administrators with an MBA in the role of a business manager, with full-time faculty and department chairs used in a consulting manner. The faculty may make recommendations about hiring and the course materials; however, the final decision is made by the university administrator. The university administrator is the gatekeeper for deciding how much the part-time instructor is paid, when he or she is paid, and if any pay is provided for extra work. The university administration also controls and manages the due process procedures and the tenure process. Both of these processes are socially constructed by the administration allowing them to maintain macro level control. And least we forget, the university administration is dominated by white, males.

Incorporated into the jurisdictional control is the fear and intimidation of the gatekeeping role of the administration. Numerous posts by part-time instructors to the adj-l listserv and my own experience reflect an unwillingness to speak up about issues related to his or her work conditions. The part-time instructor is even afraid to question course assignments for fear of not getting future employment. The part-time instructor is

concerned about job continuation; the full-time, especially tenured, faculty member is concerned about public scrutiny. The fear of admonishment is what was expressed to me by the full-time, tenured faculty member in her response to the open forum on academic freedom. She wanted to challenge the administration of the University of Missouri for saying they want open and honest discussions yet these same administrators required a newly hired basketball coach to sign a loyalty oath stating he would not speak out against the University.

Clegg Circuits of Power

Central to Clegg's (1989) circuits of power are the obligatory passage points. Obligatory passage points are the occasions or moments when the three levels of power interact. The levels of power are: episodic power relations or the micro interactions of agencies; rules of practice or the meso level; and, the formal hierarchy of the system or macro level.

Levels of power. The episodic relations for the part-time instructor include: the relations with students (the course evaluation scenario where the part-time instructor wants to keep the student happy) and interactions with the full-time faculty who have referred to the part-time instructors using derogatory labels such as interlopers, sharecroppers, and grape pickers. A two tier structure results with part-time instructors expressing indignation, antagonism, and disdain for full-time tenured and tenure-track faculty. The part-time instructors experienced disrespect for their education, hard work, and good work.

At the meso level are the rules of practice: the formal policies as well as the cultural and historical practices. The rules of practice are used by universities and

colleges to maintain order and standardization. The university administrator is often the keeper of the rules; however, unions may have some influence on policies such as pay or job security and the use of seniority practices. An example of the rules of practice is the process of using prepackaged course materials. In this case the syllabus is already prepared with topics to be covered, objectives to be met and rubrics for grading as well as the textbook(s) selected. These materials are provided to the part-time instructor with the provision that they are not to be significantly altered. The practice is the materials (syllabus and textbook) are developed and selected by someone within the university with the intent to standardize the course across branch campuses. The policy associated with the materials is there is to be no significant change to the syllabus without prior approval of the university administration. In one manner this practice relieves the part-time instructor of having to develop the course materials and perhaps allows him or her to accept a last minute assignment and not do the, often unpaid work, of writing a syllabus. However, these rules constrain the teaching and freedom of the part-time instructor. Because of the rules and policies part-time instructors are prevented from incorporating topics or readings which they deem significant to the course.

The macro level in the circuits of power for the part-time instructor is the university administration and more to the point the hierarchy of the university structure. Throughout the data I found reference to the administrator who controlled the part-time instructor's domain both through practice and language. The administrator assigns the classes, he or she decides what to do with course evaluations, and the administrator imparts the language in the reasons for not rehiring a part-time instructor. A reoccurring theme in the data is a distrust of administration whether it is in the assignment of courses

or being told to find your own parking space, the part-time instructor is marginalized and his or her concerns are trivialized. When the concern of the administrator, who is in the role of business manager, is focused on whether or not paperwork has been submitted on time I imagine he or she is not concerned about the academic freedom of the part-time instructor.

Obligatory passage points. The obligatory passage points for the part-time instructor run the gambit from the administrative assistant contacting the part-time instructor regarding course assignments to the gender bias of a male administrator. Other obligatory passage points involve the part-time instructor juggling a schedule of teaching multiple courses at multiple colleges in conjunction with the policy at some colleges limiting the number of courses a part-time instructor can teach. And finally the obligatory passage points impact the demeanor of the part-time instructor including: the mistrust shown to him or her regarding the distribution of pay; the disrespect shown to him or her regarding the selection and use of the course materials; and, the professional impertinence toward the availability of due process.

A pattern I saw in the obligatory passage points is the recent growth of policies and procedures applied to the part-time instructor. Pay for work situations such as no pay for extra work, holding pay until grades are submitted, and modifying course materials are all recent conditions for action requiring a response by university administrators. The full-time faculty policies and procedures are well established. With the recent growth of part-time instructors comes a scramble for policies and procedures to *manage* them.

My observations from the open forum on academic freedom do and do not match what was revealed in the listserv data from part-time instructors. On one hand the

concern about fear and intimidation is shared between full-time faculty and part-time instructors, but for different reasons. The part-time instructor is fearful of not being rehired if he or she does something controversial whereas the full-time faculty member is fearful of doing something or participating in research (again not a concern for the part-time instructor) that may bring him or her public scrutiny. On the other hand, the concern about academic freedom with international researchers is not a concern for the part-time instructor. Also, legislation that may limit academic freedom is not an immediate concern for the part-time instructor—most likely the part-time instructor will comply with whatever policies are in place just to ensure continued employment.

Benson and Martindill's Dialectic

Negotiated order. Negotiated order is the interaction of agencies in the circuits or levels of the organization at the meso level. The pattern I found with the negotiated order for the various work conditions is the focus for university administrators is managing the part-time instructor. Administrators apply business practices to the management of the part-time instructor. The administrators or managers often make the final decision on hiring the part-time instructor; they appoint and assign the part-time instructors to courses; university administrators decide on the use of prepackaged course materials; the administrators choose to rely on the course evaluations to determine future teaching and not use the evaluations as a means of making for better teaching. The university administration is in control of the due process procedure for grievances and they control when part-time instructors are paid. Despite the management of so many aspects of the part-time instructor's business it is a contradiction how the university administration will entrust the part-time instructor with a fair amount of autonomy with a course.

Contradictions. Identifying contradictions offers an opportunity to expose inequalities, identify exploitation and implement change in the social structure. The contradictions also do more than point out the disparities they identify the predominant influences on a structure. My data analysis unveiled a number of contradictions:

- When higher education administration is concerned with the expediency in filling a teaching position and uses a part-time instructor the quality of the teaching may be impacted because of last minute preparation on the part of the part-time instructor.
- Course evaluations are not used to improve the quality of the educational experience and, in fact, are used to reduce the part-time instructor to a single value, which to me represents a rather blatant form of objectification.
- The part-time instructor is expected to be a professional academic yet the pay is very low and insulting for what he or she is expected to know.
- The university trusts the part-time instructor to show up on time, present the course content, and grade the students fairly; however, the university does not trust the part-time instructor will send in paperwork on time so the paycheck is withheld until the grades are received by the university.
- The majority of part-time instructors are women and most part-time instructor positions do not have the potential to advance or move into full-time faculty positions therefore women instructors have less of a chance to attain full-time status. The lack of movement and advancement for women is a contradiction for colleges and universities that tout themselves as equal opportunity employers.

The reason for revealing the contradictions in a system is within the contradictions are the social processes that construct how a particular group in the system is defined or treated. In the case of this study the meanings of academic freedom are revealed in the relations and treatment of the part-time instructors in higher education. Also, the reason for analyzing and conveying the contradictions in a system is they point to the dominate influences in a system. When the dominate influence or position of privilege is revealed the oppression is illuminated and can be challenged.

A Discussion-Who Manages Whom?

The university administration provides the management of the part-time instructor. In the case of the extended campuses or evening adult learner programs the administrator may be a director, program manager, or coordinator. The manager is probably not a dean or department chair, in other words the manager is not from or a part of an academic department. The management duties may include hiring, assigning courses and scheduling. The manager may be from the academic ranks but it is not a necessity since the duties require someone to juggle schedules and manage processes such as turning in the grades and receiving a paycheck. There may be some involvement from the academic disciplines and departments but it may only be as a consultant to help verify a part-time instructor's qualifications or to advise on course content. In the case of William Woods University Graduate and Adult Studies program the hiring decisions and course content decisions were made by the Program Director (who had an MBA) with input from Program Managers. Program Managers were part-time instructors who had been elevated to oversee a course or a group of courses and assist with hiring other part-time instructors. In my three years as Program Manager for the Computer and

Information Management Program I met with the chair of the Computer Information Systems only a couple of times to discuss curriculum. As non-traditional programs in higher education increase in popularity and the trend continues to use part-time instructors the source of management shifts. Academic management no longer resides in the academic departments with full-time faculty managing and controlling the faculty and curriculum. Traditional academic management is losing the control. Management in the academy is rapidly transforming into a business based model: tracking the number of students (customers); assessing the markets for program appeal (demographic analysis), and watching the bottom line for a profit. The implication of this trend is a shift in who has jurisdiction over areas for which the academic profession has traditionally had jurisdiction. More business managers and fiscal managers are involved in the governance of higher education. The paradigm shifts from the focus of the educational leadership skills as they are taught in programs like my home department, ELPA to a focus on business management skills.

Meanings Attached to the Concept of Academic Freedom

There were two questions driving this research: a) what is the relationship between academic freedom and part-time instructors in higher education as it is viewed in the discourse and my story? and b) what meanings are attached to academic freedom by the part-time instructor? The discourse provided answers to these questions, revealing both the conditions (relationships) influencing the meaning of academic freedom and a set of meanings related to the concept of academic freedom. Some of the relationships between academic freedom and part-time instructors are:

1. Because the part-time instructor lacks job security and is afraid of not being rehired because of something they may say, he or she does not have freedom of expression. Unfortunately, the job market and a ready supply of part-time instructors is such that the university is often able to find someone to teach a course when they want to replace an outspoken part-time instructor.
2. Part-time instructors are not paid an equitable wage, are not paid for required work, and have their pay withheld until paperwork is submitted. These practices send messages from the university administration that the part-time instructors are not valued members of the university and could belittle their sense of freedom in the classroom.
3. The two-tier relationship with the full-time faculty places the instructor in a trivialized position further devaluing his or her contribution to the university and diminishing any perceived freedom of expression.
4. The part-time instructor is motivated to get good course evaluations because course evaluations are not a means to improve pedagogy but to quickly judge a part-time instructor's worthiness based on a numeric scale. To this end, the instructor will work to please the students who in turn will help the instructor look good in the eyes of the administration. As a result the part-time instructor loses his or her freedom to express themselves, to discuss controversial topics, and to explore innovative pedagogy.
5. When prepackaged materials are used for a course the part-time instructor does not have the freedom to use his or her education and experience to select what would be best for the course and a sense of ownership of the course wanes.

6. Without due process procedures part-time instructors have no formal means to compel the university administrator to provide an honest assessment of the part-time instructors teaching ability. Furthermore, without a due process option that can be used to file a grievance and to challenge the administration's decisions the part-time instructor's freedom is denied.
7. Allowing tenure for only full-time faculty reifies the meaning of academic freedom as applicable to the tenured professor and not the part-time instructor. As the tenure process continues for only full-time faculty, academic freedom is socially produced and reproduced with the traditional meanings (e.g., freedom of speech in the classroom, protection from frivolous accusations). The part-time instructor who is left out of the tenure process is left out of having academic freedom in this traditional sense.
8. Inequitable and discriminatory practices are inflicted upon women part-time instructors in higher education denying them the freedom to teach and advance in the profession.

By identifying these relationships or conditions of action I am highlighting the structures that enable or constrain the meanings attached to academic freedom by the part-time instructor.

The number one constraint on the meaning attached to academic freedom is the lack of job security. The AAUP's 1940 statement on academic freedom stated "Freedom and economic security...are indispensable to the success of an institution in fulfilling its obligations to its students and to society" (p. 3); however, the discourse revealed the part-time instructor does not have economic security. As for another traditional meaning of

academic freedom, no where in the discourse did I read of a part-time instructor who is concerned about co-authorship of research with international faculty and if the research should be allowed to proceed unencumbered.

What meanings are attached to academic freedom by the part-time instructor? For the part-time instructor, academic freedom means having continuous or permanent employment so he or she can express himself or herself freely in the classroom.

Academic freedom means being able to negotiate the basic conditions of employment with regard to days of the week, hours when the class is offered and the amount of pay he or she will receive. Involvement in these decisions displays a freedom of choice for the part-time instructor. Another meaning attached to academic freedom by the part-time instructor is being free to develop course materials and to secure intellectual property rights in relation to those materials. Receiving an honest evaluation of his or her teaching ability with access to a grievance process provides for the free flow of information for the part-time instructor. Being paid an equitable wage, being paid for required work, and not having the pay withheld until paperwork is submitted displays a respect and value for the part-time instructor. And finally, for women part-time instructors, academic freedom means there is no repercussion such as losing seniority or losing future employment opportunities when taking maternity leave and absences for family obligations.

These are not the traditional meanings of academic freedom associated with higher education. What I am demonstrating is a new definition of academic freedom that encompasses structural components. When the structural components (e.g., job security, equitable pay) are satisfied the part-time instructor will perceive himself or herself as having academic freedom.

Further Research

In retrospect there are aspects of this study I might have done differently. At one point I considered posting a question and soliciting feedback regarding academic freedom on the adj-l listserv. I am sure this action would have garnered many comments; however, one of my goals for the study was to let the issues be communicated naturally by the part-time instructor. Also, I am aware of other listservs and web blogs that discuss the plight of the part-time instructor and more data could be collected from these sites. There are other areas of discourse that could have been explored as well, including university policies related to part-time instructors. Also, I could have included the discourse in the many handbooks and guidelines that are being developed and used to assist in the management of part-time instructors. These are data sources I can explore in follow up studies.

I envision a number of areas where further research could be conducted about the meanings attached to academic freedom by the part-time instructor. These areas include:

1. Research policies and procedures within higher education as they are applied to the part-time instructor especially in comparison to policies and procedures that apply only to full-time faculty;
2. Research the extent to which the part-time instructors are involved (or not involved) in the governance of the university, including committee membership and involvement with administration;
3. Research full-time faculty perceptions of the part-time instructors and their work and contributions to the university;

4. Research the relationship of administrators, legislatures, and the public regarding the institutionalization of academic freedom and who controls it, for example the anti-academic freedom movement (e.g., Horowitz's Bill of Rights).

Conclusion

The contradictions I identified earlier do more than point out the disparity between the micro and macro levels; the contradictions identify the predominant influence, typically the historical and cultural practices at the macro or system level. Identifying the predominant practices and influences in a relation makes it possible to expose oppression and implement social change. To return to Paulo Freire's (1972) insight into oppression, he stated,

The pedagogy of the oppressed, as a humanist and libertarian pedagogy, has two distinct stages. In the first, the oppressed unveil the world of oppression and through the praxis commit themselves to its transformation. In the second stage, in which the reality of oppression has already been transformed, this pedagogy ceases to belong to the oppressed and becomes a pedagogy of all men [*sic*] in the process of permanent liberation. (p. 40)

Through the discussion of the meanings attached to academic freedom and what it is and is not for the part-time instructor, I have unveiled the oppression of the part-time instructor.

As has been pointed out the use of part-time instructors in higher education has grown and continues to grow. This study has communicated the asymmetrical power distributions within the negotiated orders for the part-time instructors. University administrators remain dependent on using part-time instructors to save money and to call

them to teach courses at the last minute. However, it is important the university administration is aware of the issues that concern the part-time instructor: job security; equitable pay; and fair treatment. Even more important for higher education to uphold its mission of free expression and the exploration of ideas, the part-time instructor needs to be assured the administration supports him or her. The supportive university administration is flexible regarding a part-time instructor's availability and will provide forewarning and an explanation if a part-time instructor is not being rehired. The extent of devaluing of the part-time instructor is ironic considering the value part-time instructors are asked to show to the students. My recommendation for administrators and educators is to show respect to the part-time instructors and recognize the contributions they make to the university and raise their status through job security, pay, honesty and fairness.

A very interesting outcome of the data analysis conducted for this study was seeing a paradigm shift in the management of the faculty. The gatekeepers for the work environment of the part-time instructor are the administrators. Specifically, the administration/gatekeeper controls job security and being re-hired to continue teaching; course evaluations; pay issues; due process procedures; and, tenure. As the numbers of part-time instructors used in higher education grow, the administrator/gatekeeper gains power and control in regard to the number of instructors he or she manages. Currently, it is very common for a university administrator to make the decision if a part-time instructor is going to teach and then assigns the course to him or her. The administration, as the gatekeeper, controls the work conditions and hence the academic freedom of the professoriate.

I include in my conclusion a quote from a post on the adj-l listserv from Anna, a frequent and erudite contributor to the listserv. Anna stated, "... in the end, the chairs with the support of deans, presidents, and committee of colleagues do whatever they want to do. I am outraged by how little people are really concerned about education." I am concerned about the use and over use of part-time instructors in higher education. The work conditions of the part-time instructor I have explored reveal mistreatments or at least a disrespect and contempt for a segment of professional educators. It was my desire to provide a means for the voice of the part-time instructor to be heard.

Thank you to the reader for going along with me on this journey. Perhaps you will be moved to improve the conditions of the pedagogy *by* the oppressed.

REFERENCES

- Abbott, A. (1988). *The System of professions, an essay on the division of expert labor*. Chicago: University of Chicago Press.
- American Association of University Professors. (1930). University of Missouri, Report on the dismissal of Professor DeGraff and the suspension of Professor Meyer. Reprint from *Bulletin of the Association of University Professors* 16(2).
- American Association of University Professors. (1989). Academic freedom and tenure. *Academe*, 75(3), 8-11.
- American Association of University Professors. (1997). 1940 Statement of Principles, 1970 Interpretive Comments. In L. F. Goodchild & H. S. Wechsler (Eds.), *History of Higher Education* (pp. 562-567). Needham Heights, MA: Simon & Schuster Custom Publishing.
- American Association of University Professors. (2003). *1940 Statement of principles on academic freedom and tenure with 1970 interpretive comments*. Retrieved February 14, 2003, from <http://www.igc.apc.org/aaup/1940stat.html>
- American Association of University Professors. (2006). Contingent appointments and the academic profession (2003). In *Policy documents and reports*, (10th ed., pp. 98-114) Washington, DC: Author.
- Arenson, K. W. (2004). Part-timers at N.Y.U. win contract, their first. *New York Times*. Retrieved on May 8, 2004, from <http://www.nytimes.com/2004/05/08/education/08nyu.html>
- Aronowitz, S. (1998). The last good job in America. In R. Martin (Ed.), *Chalk lines: The Politics of work in the managed university* (pp. 202-221). Durham, NC: Duke University Press.
- Aronowitz, S. (2000). *The knowledge factory: Dismantling the corporate university and creating true higher learning*. Boston: Beacon Press.
- Baldwin, R. G., & Chronister, J.L. (2001). *Teaching without tenure: Policies and practices for a new era*. Baltimore, MD: Johns Hopkins.
- Benjamin, E. (2003). Editor's notes. *New Directions for Higher Education*, 123, 1-13. Retrieved March 1, 2004, from <http://www3.interscience.wiley.com/cgi-bin/jissue/105558366>
- Benson, J. K. & Martindill, C. M. (1998). *Toward a dialectical approach to policy analysis: Linking historical institutionalism to the meso-domain*. (forthcoming).

- Berger, L. (2002, August 4). The rise of the perma-temp. *New York Times*, Section 4 A, Education Life: pp. 20-23.
- Berry, J. (2005). *Reclaiming the ivory tower: Organizing adjuncts to change higher education*. New York: Monthly Review Press and North American Alliance for Fair Employment.
- Buck, J. (2001). The president's report: successes, setbacks and contingent labor. *Academe*, 87(5), 18-21.
- Buckley Jr., W. F. (1951). *God and man at Yale: The superstitions of "academic freedom."* Chicago: Henry Regnery Company.
- BYU instructor let go for questioning LDS stand on gay marriage. (2006 June). *The Salt Lake Tribune*. Retrieved November 4, 2006, from http://www.affirmation.org/news/2006_49.shtml
- Caplow, T. (1958). *The academic marketplace*. Garden City, NY: Basic Books, Inc.
- Carroll, J. (2004, April 14). Should you join a union? *Chronicle of Higher Education*. Retrieved April 15, 2004, from <http://www.chronicle.com/jobs/2004/04/2004041401c.htm>
- Cervero, R. M., & Wilson A. L. (1994). The politics of responsibility: A theory of program planning practice for adult education. *Adult Education Quarterly*, 45(1), 249-268.
- Claitor, D. (2001). A week in the life of a part-time teacher. In M. Dubson (Ed.) *Ghosts in the classroom*. Boston: Camel's Back Books.
- Chancellor's Global Issues Forum. (2006). *What's happened to academic freedom since September 11?* (Audio Recording retrieved February 2, 2007, from <http://chancellor.missouri.edu/audio/chancellors-forum-9-28-06.mp3>). Columbia, MO: University of Missouri.
- Clegg, S. R. (1989). *Frameworks of power*. London: Sage Publications.
- Coalition of Contingent Academic Labor (COCAL). (2006). Retrieved December 11, 2006, from <http://www.caut.ca/cocal>
- Cook, S. G. (2007a). Disparate effect on women could end the tenure system. *Women in Higher Education* 15(12), 1-2. Retrieved January 19, 2008, from [http://www.wihe.com/\\$spindb.query.listallart.wihe.1105](http://www.wihe.com/$spindb.query.listallart.wihe.1105)

- Cook, S. G. (2007b). Tips and perspectives for academic moms. *Women in Higher Education* 16(9), 31. Retrieved January 19, 2008, from [http://www.wihe.com/\\$spindb.query.listallart.wihe.1105](http://www.wihe.com/$spindb.query.listallart.wihe.1105)
- Cox, A. M. & Leatherman, C. (2000). Study shows colleges' dependence on their part-time instructors. *The Chronicle of Higher Education*, 47 (14), A12-A14.
- Cross, J. G., & Goldenberg, E. N. (2003). How does university decision making shape the faculty? *New Directions for Higher Education*, 123, 49-59.
- DeGeorge, R. T. (1997). *Academic freedom and tenure: Ethical issues*. New York: Rowman & Littlefield Publishers, Inc.
- Denzin, N. (1989). *The research act* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Dewey, J. (1997). *Democracy in education: An introduction to the philosophy of education*. New York: Simon and Schuster Publishers.
- Donaldson, J. F., Graham, S., Martindill, W., & Bradley, S. (2000). Adult undergraduate students: How do they define success? *Journal of Continuing Higher Education*, 48 (2), 2-11.
- Doumani, B. (2006). Between coercion and privatization: Academic freedom in the twenty-first century. In B. Doumani (Ed.) *Academic Freedom after September 11* (pp. 11-57). New York: Zone Books.
- Dubson, M. (Ed.). (2001). *Ghosts in the classroom*. Boston, MA: Camel's Back Books.
- Ellis, C. (2004). *The ethnographic I: A methodological novel about autoethnography*. Walnut Creek, CA: Altamira Press.
- Elman, S. E. (2003). A regional accreditation perspective on contingent faculty appointments. *New Directions for Higher Education* 123, 71-78. Retrieved March 1, 2004, from <http://www3.interscience.wiley.com/cgi-bin/jissue/105558366>
- Evans, S., Eliot, M., Hood, J., Driggs, M., Mori, A., & Johnson, T. (2005, Fall). Assessing the special education faculty shortage: A crisis in California-a statewide study of the professoriate. *Teacher Education Quarterly* 32(4).
- Fairclough, N. (1992). *Discourse and social change*. Cambridge, MA: Polity Press.
- Feagin, J. R., Orum, A. M., & Sjoberg, G. (1991). *A case for the case study*. Chapel Hill, NC: The University of North Carolina Press.

- Feldman, D. C., & Turnley, W. H. (2001). A field study of adjunct faculty: the impact of career stage on reactions to non-tenure-track jobs. *Journal of Career Development, 28*(1), 1-16.
- Finder, A. (11/20/2007). Decline of the tenure track raises concerns. *New York Times*. Retrieved December 29, 2007, from <http://www.nytimes.com/2007/11/20/education/adjunct.html>
- Finkelstein, M. (1984). From tutor to specialized scholar: Academic professionalization in eighteenth and nineteenth century America. In L.F. Goodchild & H.S. Wechsler (Eds.). *The History of Higher Education, Second Edition* (pp. 80-93). Needham Heights, MA: Simon & Schuster.
- Flexner, A. (1915). Is social work a profession? *School and Society, 1*, 901-911.
- Frey, C. (2006). Moms in academia: Will it be faculty or family? (2006, October 28). *Seattle Post-Intelligencer*. Retrieved March 27, 2007, from http://seattlepi.nwsourc.com/local/290331_womeninacademics28.html
- Fulton, R. D. (2000). The plight of part-timers in higher education: some ruminations and suggestions. *Change, 32*(3), 38-43.
- Gappa, J. M., & Leslie, D. W. (1993). *The invisible faculty*. San Francisco: Jossey-Bass
- Gappa, J. M. (1984). Part-time faculty: Higher education at a crossroads. *ASHE-ERIC Higher Education Research Report No. 3*. Washington, D.C.: Association for the Study of Higher Education.
- Gappa, J. M. (2000). The new faculty majority: somewhat satisfied but not eligible for tenure. *New Directions for Institutional Research, 105*, 77-85.
- Giles, D. (2006, November 14). Academic freedom grievance settled! Message Posted to foracademicfreedom@yahoo.com.
- Goodchild, L. F., & Huk, I. P. (1990). The American college history: a survey of its historiographic schools and analytic approaches from the mid-nineteenth century to the present. In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research. Volume VI* (pp. 201-290). New York: Agathon Press.
- Goodchild, L. F., & Wechsler, H. S. (1997). *History of higher education*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Gotham, K. F., & Staples, W. G. (1996). Narrative analysis and the new historical sociology. *The Sociological Quarterly, 37*(3), 481-501.

- Gravois, J. (2006). Tracking the invisible faculty: A new index confirms that, at thousands of colleges, most professors are off the tenure track. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com> Section: The Faculty Volume 53, Issue 17, Page A8
- Hall, P. M., & McGinty, P. J. W. (1997). Policy as the transformation of intentions: producing program from statute. *The Sociology Quarterly* 38(3), 439-467.
- Hart, J., & Cress, C. (in press) Are women faculty just “worrywarts?” Accounting for gender differences in self-reported stress. *Stress, Trauma and Crisis: An International Journal*.
- Hart, J. (2009, Spring). Non-tenure track women faculty: Opening the door. *Journal of the Professoriate*. Manuscript accepted for publication.
- Hess, J. (2004). The entrepreneurial adjunct. *Academe*, 90(1), 37-41
- Hoeller, R. K. (2005, August 16). Equal pay means equal raises, too. *Chronicle of Higher Education*. Retrieved August 16, 2005, from <http://www.chronicle.com/jobs/2005/08/2005081601c/htm>
- Hoeller, R. K. (2006, October 31). Article doesn't consider part-time faculty. *Seattle Post-Intelligencer*. Retrieved November 4, 2006, from <http://www.seattlepi.com>
- Hoeller, R. K. (2007, November 13). The future of the contingent faculty movement. *Inside Higher Education*. Retrieved December 29, 2007, from <http://www.insidehighered.com/views/2007/11/13/hoeller>
- Hofstadter, R., & Metzger, W. P. (1955). *The development of academic freedom*. New York: Columbia University Press.
- Hollander, P. A. (1978). *Legal handbook for educators*. Boulder, CO: Westview Press.
- Honan, J. P., & Teferra, D. (2001). The U.S. academic profession: Key policy challenges. *Higher Education*, 41, 183-203.
- Hook Center (2008). *Welcome, Mission*. Retrieved May 3, 2008, from <http://education.missouri.edu/orgs/hookcenter>
- Horowitz, D. (2006). *The professors: The 101 most dangerous academics in America*. Washington, DC: Regnery Publishing, Inc.
- Houle, C. O. (1980). Continuing learning in the professional. Chapter 2 in *From professionalism to professionalization*, (pp. 19-33). San Francisco: Jossey-Bass.

- Huer, J. (1991). *Tenure for Socrates, A study in the betrayal of the American professor*. New York: Bergin and Garvey.
- Johnson, A. G. (2006). *Privilege, power, and difference*, (2nd ed.). Boston: McGraw Hill.
- Johnson, B. (Ed.). (2003). *Steal this university*. New York: Routledge.
- Jones, A. (2006a). *Bruin Alumni Association*. Retrieved March 27, 2006 from <http://www.bruinalumni.com/aboutus.html>
- Jones, A. (2006b). *Exposing UCLA's Radical Professors*. Retrieved March 27, 2006, from <http://www.uclaprofs.com>
- Knapp, L.G., Kelly-Reid, J. E, Whitmore, R. W., & Miller, E.. (2007). Employees in postsecondary institutions, fall 2005 (NCES 2007-150). Washington, D.C.: U.S. Department of Education, National Center for Education Statistics. Retrieved March 29, 2007, from <http://nces.ed.gov/pubsearch>
- Knowles, M. S. (1984). Introduction: The art and science of helping adults learn. In M. S. Knowles (Ed.), *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.
- Krier, D., & Staples, W. G. (1993). Seen but unseen: part-time faculty and institutional surveillance and control. *The American Sociologist*, 24(3-4), 119-134.
- Larson, M. S. (1977). The rise of professionalism: A sociological analysis. Chapter 2 in *The constitution of Professional Markets*, (pp. 9-18). Berkeley, CA: University of California Press.
- Leslie, D. W., & Gappa, J. M. (2002). Part-time faculty: Competent and committed. *New Directions for Community Colleges*, 118, 59-67.
- Lincoln, Y., & Denzin, N. (1994). The fifth moment. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 575-586). Thousand Oaks, CA: Sage.
- Longmate, J. (2000). Careers: name withheld by request. *American Language Review*, 4(2), 24-28.
- Longmate, J., & Cosco, F. (2002, May 3). Part-time instructors deserve equal pay for equal work. *Chronicle of Higher Education*, B14.
- Lukianoff, G. (2005). *Free speech at stake at warren county community college*. Retrieved February 11, 2007, from <http://www.thefire.org/index.php/article/6475.html>

- Main Event Management Corporation (MEMC) (2008). *AboutMEMC and What is Model-netics?* Retrieved May 3, 2008, from www.maineventmanagement.com
- Marklein, M. B. (2002, December 5). Non-tenured instructors feel relegated to second class. *USA Today*. Retrieved December 5, 2002, from http://www.usatoday.com/news/education/2002-12-05-adjunct-professors_x.htm
- Marshall, E. (2003). Victims of circumstance: academic freedom in a contingent academy. *Academe*, 89(3), 45-49
- Martindill, C. M. (2005). Killing them with kindness: A meso-dialectical study of the conceptual formation of humane and inhumane in the no-kill animal shelter movement. *Dissertation Abstracts International*, 67 (02), (AAT No. 3207299).
- McGill, B. (2008). Math professor becomes full time after 15 years as adjunct instructor. *Pioneer Online*. Retrieved March 16, 2008, from http://www.okc.cc.ok.us/pioneer/Archives/March_24_2008/news3.html
- McGrath, D. (2005, August 20). Part-time college instructors just don't make the grade. *Chicago Sun Times*.
- Michels S. (2003). Teachers without tenure. *Online NewsHour*, January 8, 2003. Retrieved January 9, 2003, from http://www.pbs.org/newshour/bb/education/jan-june03/tenure_1-8.html
- Moore, K. M. (1980). Introduction: academic tenure in the United States. *Journal of the College and University Personnel Association*, 31(3-4), 1-17.
- Moser, R. (2000). The AAUP organizes part-time faculty. *Academe*, 86(6), 34-47.
- Nielsen, J. (2006). Retrieved November 4, 2006, from http://www.affirmation.org/news/2006_49.shtml
- Nochi, M. (1998). Struggling with the labeled self: People with traumatic brain injuries in social settings. *Qualitative Health Research*, 8, 665-681.
- Nutting, M. M. (2003). Part-time faculty: Why should we care? *New Directions for Higher Education*, 123, 33-39.
- O'Neil, R. M. (2006). Academic freedom in the post-September 11 era: An old game with new rules. In E. Gerstmann and M. J. Streb (Eds.) *Academic Freedom at the Dawn of a New Century: How Terrorism, Governments, and Culture Wars Impact Free Speech* (pp. 43-60). Stanford, CA: Stanford University Press.

- Pankin, R. & Weiss, C. (2004). *Part-time faculty in higher education: A selected annotated bibliography*. Retrieved August 31, 2004, from <http://www.ricweb2/adamslibrary/resources/bibliographies/index.html>
- Phillips, N. & Hardy, C. (2002). *Discourse Analysis: Investigating Processes of Social Construction, Qualitative Research Methods Series 50*. Thousand Oaks, CA: Sage Publications.
- Post, R. (2006). The structure of academic freedom. In B. Doumani (Ed.) *Academic freedom after September 11* (pp. 61-106). New York: Zone Books.
- Pratt, L. R. (1997). Disposable faculty: Part-time exploitation as management strategy. In C. Nelson (Ed.), *Will teach for food* (pp. 264-277). Minneapolis, MN: University of Minnesota Press.
- Reid, T. R. (2005, February 5). Professor under fire for 9/11 comments. *Washington Post*. Retrieved August 27, 2006, from <http://www.washingtonpost.com/wp-dyn/articles/A76-2005Feb4.html>
- Resolution in Recognition of Contingent, Non-Tenured Faculty in the State of California Public Institutions of Higher Education and In Support of Efforts to Raise Public Awareness. (n.d.). Retrieved May 11, 2004, from <http://www.aroundthecapital.com/petitions>
- Rhoades, G. (1998). *Managed professionals: Unionized faculty and restructuring academic labor*. Albany, NY: State University of New York Press.
- Rhoades, G. (2001, September/October). "Whose property is it?" *Academe*. Retrieved December 01, 2007, from FindArticles.com at http://findarticles.com/p/articles/mi_qa3860
- Ritzer, G. (1996). *The McDonalozation of society*. Thousand Oaks, CA: Pine Forge Press.
- Robinson, K. M. (2001). Unsolicited narratives from the internet: A rich source of qualitative data. *Qualitative Health Research*, 11, 706-714.
- Ross, D. (1997). The development of the social sciences. In L. F. Goodchild and H. S. Wechsler (Eds.), *The history of higher education, (2nd ed.)*, ASHE Reader Series (pp. 290-317). Needham Heights, MA: Simon & Schuster.
- Rudolph, F. (1990). *The American college and university, a history*. Athens, GA: University of Georgia Press.

- Santovec, M. L. (2007). Use family-friendly strategies to recruit, retain faculty. *Women in Higher Education*, 16(4), 8-9. Retrieved January 19, 2008, from [http://www.wihe.com/\\$spindb.query.listallart.wihe.1152](http://www.wihe.com/$spindb.query.listallart.wihe.1152)
- Schneider, A. (1999). To many adjunct professors, academic freedom is a myth. *Chronicle of Higher Education*, 46(16), A14-15.
- Schrecker, E. W. (1986). *No ivory tower: McCarthyism and the university*. New York: Oxford University Press.
- Schuster, J. H. (2003). The faculty makeover: what does it mean for students. *New Directions for Higher Education*, 123, 15-22.
- Schulte, S. (2007, February 28). Women outnumber but don't outrank men at university. *The Northerner: The Independent Student Newspaper of Northern Kentucky University*. Retrieved March 27, 2008, from <http://media.www.thenortherner.com/media/storage/paper527/news/2007/02/28/News/Women.Outnumber.But.Dont.Outrank.Men.At.University-2747278.shtml>
- Shils, E. (1993). Do we still need academic freedom? *American-Scholar*, 62(2), 187-209.
- Sixsmith, J. & Murray, C. D. (2001). Ethical issues in the documentary data analysis of internet posts and archives. *Qualitative Health Research*, 11, 423-432.
- Smallwood, S. (2001, January 5). MLA survey reveals wide discrepancy in part-time faculty members' earnings. *Chronicle of Higher Education*, p. A 15.
- Smallwood, S. (2003, February 21). United we stand? *Chronicle of Higher Education*, pp. A10-11.
- Smith, D. N. (1974). *Who rules the universities? An essay in class analysis*. New York: Monthly Review Press.
- Smith, P. (1991). *Killing the spirit, higher education in America*. New York: Penguin Books.
- Spalter-Roth, R. & Erskine, W. (2004). The cost and benefits of temporary faculty. *Footnotes*, 32(9), 1.
- Stevens, E. (1999). *Due process and higher education: A systemic approach to fair decision making*. (Report No. BBB32577). Washington, DC: George Washington University, Graduate School of Education and Human Development. (ERIC Document Reproduction Service No. ED435311)
- Sutton, T. P. & Bergerson, P. J. (2001). Faculty compensation systems: Impact on the quality of higher education. *ASHE-ERIC Higher Education Report Volume 28*(2).

- Swift, M. T. (2003). I am an adjunct. In M. Dubson (Ed.), *Ghosts in the Classroom* (pp. 1-10). Boston, MA: Camel's Back Books.
- Trent, T. (2008). College temps carry the load in Florida. *The Tampa Tribune*. Retrieved March 26, 2008 from, <http://www2.tbo.com/content/2008/mar/23/bz-college-temps-carry-the-load-in-florida>
- Thompson, B. E. R. (2001, July 21). Emissaries from the world beyond: the authenticity of adjuncts. *The Chronicle of Higher Education*, p. B16.
- Thompson, K. (2003). Contingent faculty and student learning: welcome to the strativity. *New Directions for Higher Education*, 123, 41-47.
- Townsend, R. B. (2000). Part-time faculty surveys highlight disturbing trends. *Perspectives Online*. Retrieved April 18, 2001, from <http://www.theaha.org/perspectives/issues/2000/0010/001new2.efm>
- Townsend, R. B. (2003). Changing relationships: changing values in the American classroom. *New Directions for Higher Education*, 123, 23-32.
- Toutkoushian, R. & Bellas, M. L. (2003). The Effects of Part-Time Employment and Gender on Faculty Earnings and Satisfaction: Evidence from the NSOPF:93. *Journal of Higher Education* 74(2), 172-195.
- Tuckman, H.P., Caldwell J., & Vogler, W.B. (1978). Part-timers and the academic labor market of the eighties. *The American Sociologist*, 13(4), 184-195.
- University of Missouri. (2001). *Collected Rules and Regulations, Faculty Bylaws and Tenure Regulations. Chapter 310: Academic Tenure Regulations. 310.020 Regulations Governing Application of Tenure*. Retrieved January 21, 2008, from <http://www.umsystem.edu/ums/departments/gc/rules/bylaws/310/020.shtml>
- University of Missouri. (2005). *Collected Rules and Regulations, Grievance Procedures. Chapter 370: Academic Grievances. 370.015 Academic Grievance Procedure for the University of Missouri-Columbia*. Retrieved January 21, 2008 from <http://www.umsystem.edu/ums/departments/gc/rules/grievance/370/015.shtml>
- Williams, J. (2000, October 27). How the tenure track discriminates against women. *Chronicle of Higher Education*.
- Williams, W. M. & Ceci, S. J. (2007, March 9). Does tenure really work? *Chronicle of Higher Education*.
- Winzelberg, A. (1997). The analysis of an electronic support group for individuals with eating disorders. *Computers in Human Behavior*, 13, 393-407.

Wood, J. L. (2000). *Part-time faculty and strategic plans in higher education*. Paper presented at [the Conference on] Part-Time Faculty and Strategic Plans in Higher Education, Washington, D.C., August, 2000.

WorldNetDaily.com (2005). *Professor's e-mail bashing student: Read the note that ignited national controversy*. Retrieved February 11, 2007, from http://www.worldnetdaily.com/news/article.asp?ARTICLE_ID=47602

Zimble, L. J. (2001). *Background characteristics, work activities, and compensation of faculty and instructional staff in postsecondary institutions: Fall 1998*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

VITA

William “Bill” Bayer Martindill was born in Indianapolis, Indiana and attended public schools in Decatur, Indiana and Indianapolis. In 1976 he received a B.A. in religion from DePauw University in Greencastle, Indiana. In 1978 he completed an M.A. in religion at the Claremont School of Theology in Claremont, California. Mr. Martindill held jobs as a welder and bartender and returned to school in 1980 to study in the emergent computer field. In 1983 Mr. Martindill began teaching in the Computer Science Department at Colorado Technical College (CTC) in Colorado Springs. After two years at CTC, Mr. Martindill worked in a series of jobs in the computer industry all the while continuing to teach as a part-time instructor at Regis College in Colorado Springs.

Mr. Martindill continued working in the computer industry and teaching part-time after a move to Columbia, Missouri in 1993. In Missouri, he has taught part-time for Columbia College, Westminster University and William Woods University. In 1998 Mr. Martindill began taking classes in the Educational Leadership and Policy Analysis Department in the College of Education. A Ph.D. in Education was completed at the University of Missouri in Spring, 2008.