DISSERTATION

SOCIO-SPATIAL EXPERIENCES OF PART-TIME COMMUNITY COLLEGE FACULTY

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ABSTRACT

SOCIO-SPATIAL EXPERIENCES OF PART-TIME COMMUNITY COLLEGE FACULTY

Nearly half of the undergraduate student population in the United States attends community colleges (Bailey, Jaggars, & Jenkins, 2015), and in serving these students, community colleges rely heavily on part-time faculty (Jaeger & Egan, 2009). The reliance on part-time faculty is typically cost-motivated and a symptom of the neoliberal influences on higher education (Levin, 2007; Saunders, 2008). Part-time faculty often lack resources and support, are poorly compensated, do not receive benefits, and their teaching schedules are inconsistent and unreliable (Caruth & Caruth, 2013). The purpose of this study was to examine the everyday lived experiences of part-time community college faculty through a socio-spatial lens. The research was conducted as a case study and conceptually framed by institutional ethnography and critical geography. Methods included interviews, mental sketch mapping, and document analysis. The combination of methods was entirely qualitative and framed from a constructivist lens. Mental sketch mapping led to reflective spatial narratives that uncovered the ways that part-time faculty influenced and were influenced by spaces. Findings included the limited spaces participants utilized and felt comfortable in at the college, the lengths that they went to support their students, the challenges and barriers faced in teaching and other work including poor classroom and office spaces, and the lack of inclusion, despite the institution's efforts. The ruling relations of the college were evident in individual interactions, uses of space, and institutional policies and processes.

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DEDICATION

To Tiera –

My greatest wish is for you to find and pursue the things that make your eyes light up.

To all part-time faculty –

You are appreciated and you're making a difference in the lives of your students.

TABLE OF CONTENTS

ABSTRACT ii
ACKNOWLEDGEMENTS iii
DEDICATION v
CHAPTER 1: OVERVIEW OF STUDY 1
- Problem Statement 1
- Purpose 3
- Research Questions 4
- Epistemological and Ontological Foundations 4
  - Spatial Ontology and Epistemology 5
- Conceptual Framework 6
- Community College Context 9
- Part-time Faculty 11
- Researcher Perspective and Rationale 12
- Significance and Potential Contributions 14
- Summary and Dissertation Overview 14

CHAPTER 2: LITERATURE REVIEW 17
- Theoretical Framework 18
  - Spatial Theory 18
  - Institutional Ethnography 27
  - Combining Theories 29
- Contingent Faculty in Higher Education 32
  - Part-time Community College Faculty 35
- Literature Review Summary 41

CHAPTER 3: METHODOLOGY 43
- Methodological Approach 44
  - Institutional Case Study 45
- Research Approach 46
  - Site Selection 47
  - Participant Recruitment 48
  - Data Collection Strategies 49
  - Data Analysis 55
- Positionality 59
- Trustworthiness 60
- Limitations and Delimitations 61
- Chapter Summary 62

CHAPTER 4: CASE DESCRIPTION 63
- A Portrait of the Campus 63
  - Campus Layout and Appearance 64
- A Portrait of the Part-time Faculty 67
- Case Summary 74

CHAPTER 5: MAPMAKING AND FINDINGS 75
- Overview of Socio-Spatial Contexts of Everyday Experiences of Part-time Faculty 75

Mental Sketch Maps ... 77
"It was Cathartic:" Mapmaking as a Reflective Process ... 77
Choices in the Map-Making Process ... 81
Teaching and Working with Students ... 91
"We Will Walk Together:" Navigating Campus to Support Students ... 91
Classrooms as All-Purpose Spaces ... 94
Part-Time Faculty Offices and Office Hours ... 100
Relationships and Resources ... 105
Academic Departments: The Importance of Proximity ... 105
Supervisors ... 113
Superb Support Staff ... 114
Social Spaces and Relationships ... 116
Faculty Development and Feedback ... 117
College Governance and Engagement ... 122
Summary of Findings ... 124
CHAPTER 6: DISCUSSION, RECOMMENDATIONS, AND REFLECTIONS ... 126
Discussion of the Study ... 126
Answering the Research Questions ... 126
Connections to Theory and the Existing Literature ... 129
Methodological Considerations ... 142
Revisiting the Conceptual Framework ... 148
Recommendations for Practice ... 149
Orientation and Access to Resources ... 150
Leadership and Supervision for Part-time Faculty ... 151
Essential Spaces and Proximity ... 152
Summary of Recommendations ... 153
Recommendations Future Research ... 154
Personal Reflections ... 155
EPILOGUE ... 158
REFERENCES ... 162
APPENDIX A ... 179
APPENDIX B ... 183
APPENDIX C ... 184
APPENDIX D ... 190
APPENDIX E ... 191

CHAPTER 1: OVERVIEW OF STUDY

In a recent paper from Columbia University's Community College Research Center (CCRC), Susan Bickerstaff and Octaviano Chavarín (2018) described the need for research on part-time faculty within the current state of community colleges:

> Over the past decade, community colleges have engaged in an array of reforms focused on increasing student learning, persistence, and completion. This work has included reforms to developmental education, advising, and student support services. And more recently, community colleges in many states have embarked on whole-institution reforms designed to impact multiple dimensions of the student experience, from intake to completion. Yet, within this broad reform movement, an area that has garnered less attention is the working conditions of adjunct faculty. (p. 1)

This research attempts to uncover the working conditions of part-time faculty with a focus on teaching and teaching improvement. Utilizing critical geography and institutional ethnography, the everyday lived experiences of part-time community college faculty are explored in relation to space, relationships, and power.

Problem Statement

Community colleges are important research sites because of the high percentage of students that start (and sometimes finish) their educational paths through them. Yet, despite the essential role of community college faculty in educating college students, research on community college faculty is limited (Twombly & Townsend, 2008). Research on part-time community college faculty is even sparser, and with funding shortfalls and changes to the higher education professoriate, community colleges are increasingly reliant on part-time faculty. Research on part-time faculty most often focuses on the relationship to student success, teaching efficacy, professional development, and job satisfaction (Jacoby, 2006; Leslie & Gappa, 2002).

Part-time faculty make up two-thirds of community college faculty (Hurlburt & McGarrah, 2016; National Center for Educational Statistics, 2008). This study draws heavily on the Center for Community College Student Engagement (2014) report, *Contingent Commitments: Bringing Part-Time Faculty into Focus*, which is likely the most holistic portrayal of the community college reliance on part-time faculty, the part-time faculty experience, and the effects on student learning. According to the CCCSE (2014), 58% of community college classes are taught by part-time faculty. Part-time faculty are paid at a lower rate than full-time faculty, rarely receive benefits, and work conditionally – depending on the needs of the college. Considering these factors, part-time faculty are the least expensive way for community colleges to meet their instructional needs (Saunders, 2008).

Because of the temporal relationship between community colleges and part-time faculty, along with limited (if any) opportunities for part-time faculty to interact with peers and participate in college decision-making, part-time faculty are less likely to engage in high-impact practices that lead to the most significant student success (CCSSE, 2014). To be clear, this is not a criticism of those working as part-time faculty but of the structural challenges that part-time faculty face when working to be the best educators possible. As such, the CCSSE (2014) report emphasized that differences in teaching between full-time and part-time faculty are likely due to the fact that "colleges too often are not fully supporting part-time faculty or engaging them in critical elements of the faculty experience" (p. 3). The report calls on community colleges to use resources to support part-time faculty better. This could include providing office space and access to resources so that part-time faculty can more easily interact with students and colleagues outside of class, as well as inclusion in professional development and decision-making.

This study positioned the role of part-time faculty in community colleges in a framework of inequity. If community colleges continue to be reliant on part-time faculty to hold most of their faculty positions and conduct most teaching, then calls from Kezar and Sam (2010) and others to better support these faculty in their day-to-day work, including teaching, must be answered. While this research only occurred at one institution, the hope is that it will further expose the need for ongoing research of part-time faculty, add to the discussion about the vital role of part-time faculty in community colleges, and lead to improved working conditions.

Purpose

The purpose of this research was to add a critical socio-spatial context to research on part-time community college faculty. This research focused on the part-time faculty population because of their growing role in community colleges and their often-marginalized status. Through this research, I aimed to present a more holistic understanding of the part-time faculty experience with specific attention given to part-time faculty experiences teaching and improving teaching.

This study builds upon the findings and call to action in the 2014 CCCSE report by specifically examining the socio-spatial relations of part-time community college faculty. While the CCSSE report did include focus groups as a qualitative element in the mixed methods study, the qualitative methodology of this research adds greater depth to the understanding of the part-time community college faculty experience. This research was a response to the call by Gildersleeve and Kuntz (2010) for additional spatial research in education and Hopkins's (2010) call for further critical geography research on higher education campuses, specifically the inclusion of more voices. The limited research on part-time faculty often does not include part-

time faculty voices (Gappa & Leslie, 1993). Finally, this research responds to a call from Light et al. (2009) for more qualitative research on the effects of faculty development.

My goal was to use spatial analysis of the part-time faculty experience to “reframe persistent educational problems in productive, actionable ways” (Gildersleeve & Kuntz, 2010, p. 15). By layering the socio-spatial elements of the part-time faculty experience (e.g., limited access to resources, institutional knowledge, relationships, and spaces) on top of the many other inequities in part-time faculty work (e.g., low pay, unreliable and inconsistent work), I hope to present a more holistic picture of the everyday experiences of part-time faculty.

Research Questions

This research was guided by two overarching questions that align with institutional ethnography and critical geography. The first question was intended to broadly explore the experiences of part-time community college faculty through a socio-spatial lens. The second question connects access to and use of space to teaching as a central element of the part-time faculty experience.

- How are the everyday experiences of part-time faculty shaped by the socio-spatial contexts of community college campuses?
- In what ways does access to and use of campus spaces influence part-time faculty teaching and their efforts to improve their teaching?

The questions were developed from the literature review and my personal experiences working as and observing part-time community college faculty.

Epistemological and Ontological Foundations

This research combined theories and methodologies to develop a new understanding of the experiences of part-time community college faculty. The study utilized critical socio-spatial

theory through a critical constructivist epistemological view. The constructivist view is founded on the belief that "individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences...." (Creswell, 2014, p. 8). Schwandt (1998) characterizes constructivist research as needing to "elucidate the process of meaning construction and clarify what and how meanings are embodied in the language and action of social actors" (p. 222). This research is constructivist because of the emphasis on the individual reality (Lincoln et al., 2011). Using a qualitative interpretivist approach gave voices to the participants, which is essential for understanding the realities of space and experience in their daily lives. This understanding of "what actually happens" is a central tenet of institutional ethnography (Smith, 1999).

The constructivist paradigm blends with the critical paradigm by focusing on action and reform that could change participants' lives (Creswell, 2014). Utilizing a combination of the critical and constructivist paradigms resulted from the way that knowledge was acquired and used in this study and better aligns with institutional ethnography and critical geography. The methodologies were both participative and hermeneutic (Lincoln, 1990).

Spatial Ontology and Epistemology

Spatial theorists, most notably Soja (1989), have sought to expand upon traditional views of critical theory by deconstructing and reconstructing critical thought to move from a historical to a spatial ontology. This spatial ontology, which centers on the meaning of space and experiences, aligns with the critical constructivist paradigm utilized in the broader research project. The social ontology of institutional ethnography is founded on concepts of social organization, social relations, ruling relations, and experience (Campbell & Gregor, 2004). Smith (2005) suggested the institutional ethnography requires a paradigm shift and describes the ontology as a view of "knowledge that is essentially an extension of the ordinary ways in which

we know our everyday worlds into regions we have not been to, and perhaps could not go to, without the explorer's interests and cartographic skills" (p. 2). In other words, institutional ethnographers are dependent on participants to help them know the institution that they are researching. The research objective of understanding local lived experience is in line with the constructivist paradigm (Lincoln et al., 2011) and can be situated within the institutional ethnography framework.

The emphasis on the spatial calls for a "radical reconceptualization of epistemology;" however, because of a still-evolving discourse, a unique spatial epistemology has yet to be fully developed (Soja, 1989, p. 8). Foucault specifically discussed the "epistemological mutations and transformations of the seventeenth century" and emphasized "the spatialization of knowledge" in leading to knowledge as a science (Rabinow, 1982/2010, p. 254). Soja (1989) suggests that a spatial epistemology must be transformative, which aligns with the critical paradigm.

This exploration of theory, including ontology and epistemology, was inspired by Doreen Massey, who, when asked about theory development, explained,

> One of the things I'd say is that you can't take a theory off the shelf and use it, or if you do, you're possibly not being sufficiently critical because it always runs into difficulties, always something is posed that's at an angle to it, or that doesn't quite work, or that's conceptually inadequate, then you're on your own. (Hoyler, 1999, p. 73)

Massey's thinking influences and relates to the combination of theories and the bricoleur approach to combining methodologies in the research. While not seeking to develop a new theory, combining socio-spatial theories and institutional ethnography has rarely been done, and there is still much room to explore the epistemology and ontology of socio-spatial work.

Conceptual Framework

The research was conceptually framed by institutional ethnography, which situates day-to-day experiences in the context of power and social relations. Institutional ethnography is

paired with critical geography to develop a complete understanding of space and the lived experiences that are both within the space and shaping the space. To understand critical geography, a definition of socio-spatial is needed. Soja's (1989) definition was utilized for this research: "socially-produced space is a created structure comparable to other social constructions resulting from the transformation of given conditions inherent to being alive, in much the same way that human history represents the social transformation of time" (p. 80). This definition aligns with the use of the terms critical geography and socio-spatial by educational researcher Amalia Dache-Gerbino (2014), who notes that the terms critical geography and socio-spatial can be used interchangeably and emphasized the importance of space, not as a silo, but as socially constructed.

The critical elements of institutional ethnography and critical geography are directly related to power dynamics which can be uncovered and analyzed from both a social and spatial perspective through the combination of these theories and methodologies. Institutional ethnographers seek to understand "how power works through special institutional forms of knowing" (Campbell & Gregor, 2004, p. 13). Critical geographers view power relations as "contextually intertwined and inseparably connected" to space (Soja, 1989, p. 150). Understanding power relations specific to context can help individuals navigate institutions and gain control in their lives (Campbell & Gregor, 2004). For part-time community college faculty, such empowerment may lead to requests for access to resources, opportunities for teaching improvement, and opportunities to exchange ideas about teaching with colleagues.

In the conceptual framework (Figure 1), institutional ethnography and socio-spatial theory serve as lenses through which to understand the everyday experiences of part-time faculty. Particular attention is given to the experiences of teaching and teaching improvement.

By understanding the connection between the everyday experiences of part-time faculty, teaching, and teaching improvement, this research should produce suggestions for the support and structure of part-time faculty experiences, which could, in turn, benefit the quality of community college education.

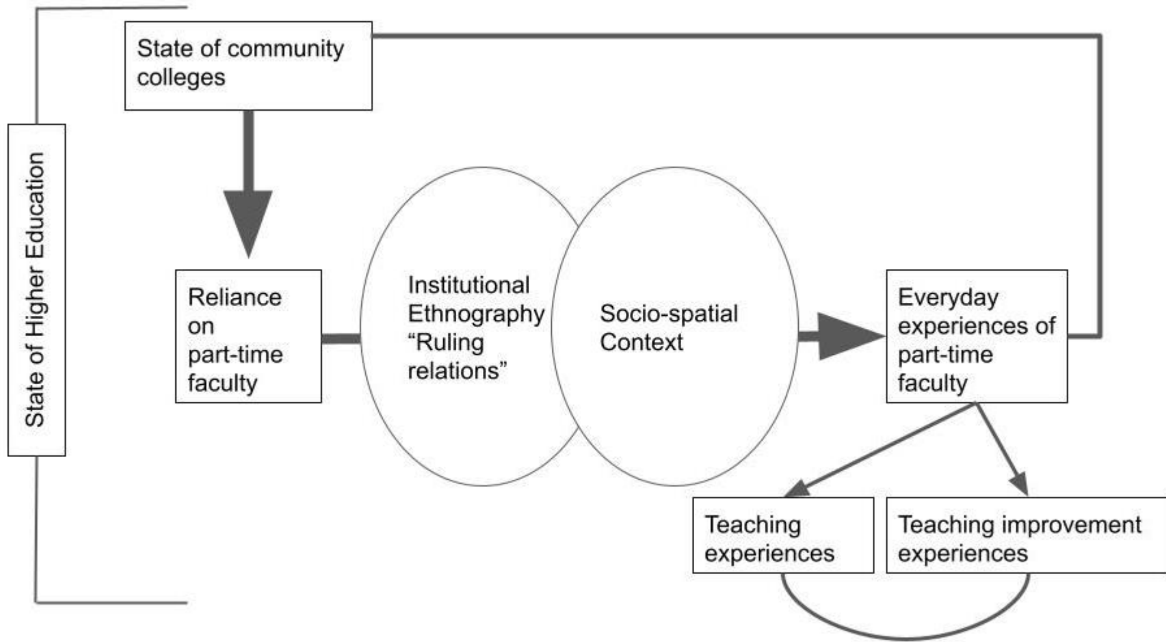

Figure 1. Conceptual Framework

While institutional ethnography centers on the institution level, our educational systems and the practices and the experiences of those within them do not exist within a vacuum. This research mostly focuses on factors internal to the community college environment that affect the part-time faculty experience, such as access to resources and leadership. Still, external factors such as national and state policies and the neoliberal influences on community colleges cannot be ignored. These external influences are described below as part of the context for community colleges and part-time faculty.

Community College Context

This research was conducted at a mid-sized community college in the Pacific Northwest. Community colleges are unique educational institutions and function differently than other types of universities and colleges (Bowen & Tobin, 2015). This uniqueness must be understood to explore the work of part-time faculty within community colleges more fully. Community colleges are defined as "any not-for-profit institution regionally accredited to award the associate in arts or the associate in science as its highest degree" (Cohen et al., 2013, p. 5). This definition includes public and private, comprehensive, and technical two-year colleges.

The initial rationale for the establishment of, early purpose of, and early place of the community college in the higher education landscape is often debated. Many argue that community colleges have a strong neoliberal purpose and were established as a means to train workers (e.g., Cohen & Brawer, 1996; Giroux, 2010; Levin, 2007), which is evidenced today through the prevalence of statements about the preparation of workers in community college mission statements (Ayers, 2005). Levin (2007) argued that community colleges continue to be more responsive to business and industry expectations than to their students and the local community. Regardless of the intent, community colleges filled a space in the expanding higher education landscape as more and more students sought post-secondary education opportunities (Cohen et al., 2013).

Today the definition and roles of community colleges are expanding. Some community colleges now offer bachelor's degrees, and others partner with four-year institutions to offer four-year degrees from their campus. The community college curriculum also extends into high school with various credit and enrollment options for high school students (Cohen et al., 2013).

Nearly half of the undergraduate student population in the United States attends community colleges (Bailey et al., 2015), and every state in the U.S. has community colleges, although they are most prevalent in the West (Cohen et al., 2013). Community colleges are open-door institutions which means that access is open to almost anyone interested in attending. As such, community colleges disproportionately serve low-income, first-generation, and ethnic minority students (Bailey et al., 2015; Cohen et al., 2013). In 2010, minority students comprised 42% of community college enrollments in the U.S. (Cohen et al., 2013).

Although largely underrepresented in past research and policy work, there has been a new focus on community colleges in federal and state policies. Community colleges are plagued by low completion rates, with less than 40% of students completing a degree or certificate in ten years, and new national initiatives, such as Guided Pathways, specifically focus on improving retention and completion. Policymakers and funding bodies pressure community colleges to improve outcomes without the influx of new resources and often in a resource-scarce state (Bailey et al., 2015). This is the situation in the Pacific Northwest, where in Oregon, for example, the budget for community colleges decreased by 4.7% for 2019-2021 (Higher Education Coordinating Commission, 2018).

Change efforts in community colleges are often directed at student support services rather than at classroom instruction. Developmental education programs have been the target of reform efforts, but faculty teaching college-level courses have not been significantly impacted by or involved in community college reform efforts (Bailey et al., 2015). Moreover, when reforms were implemented, the reforms functioned within the current community college model of program design and service structure, rather than closely examining the framework as part of the reform. As a result, many of the program and service structures in community colleges have

remained essentially unchanged since the establishment of the institutions in the 1960s and 1970s (Bailey et al., 2015).

Because of the array of services provided by community colleges, faculty, and often primarily part-time faculty, may work in the evenings or on weekends when few services are open or resources available. Part-time faculty often lack the opportunity to connect with other colleagues and resources on campus. I often hear a faculty desire to simply "talk about teaching," and this lack of opportunity is not unique to part-time faculty. The Pacific Northwest Great Teaching Seminar introduced the need for their work in this way:

> As community college teachers, we often work in isolation. Our schedules are different than those of our colleagues and our days are spent inside classrooms and small offices. We don't have an opportunity to discuss the great ideas, daily successes, problems, helpful practices and teaching techniques that make up our professional lives. (Portland Community College, 2019, para. 1)

This quote captures the community college context in which faculty do their work. Part-time faculty are particularly removed from these opportunities to discuss and reflect on their teaching and teaching improvement efforts.

Part-time Faculty

As introduced above, part-time faculty are the focus of this study, but terminology for defining the relationship of faculty to their workplace and contract conditions varies widely. Definitions of faculty status are therefore essential. Full-time faculty members have a full-time contract and could be instructors or at different levels of the professorship in tenure-track systems. Faculty members without a full-time contract are often lumped into the group of *continent faculty* – those who have contracts that are not full-time or not long-term.

Part-time and *adjunct* are terms to describe types of contingent faculty. Some community colleges, higher education organizations, and faculty associations distinguish between part-time

and adjunct faculty within the broader term contingent faculty, and some research uses the terms interchangeably (see Bickerstaff & Chavarín, 2018). In my work environment, the part-time faculty strongly oppose using the term adjunct because of the traditional definition of the term: “something joined or added to another thing but not essentially a part of it” (Merriam-Webster, n.d.). This definition does not align with the essential role that part-time faculty play in modern higher education systems. For the purpose of this research, the term part-time faculty was used to refer to college instructors who teach a limited number of courses and do not hold a renewable contract with the college. The term contingent faculty is used as a broader category to group faculty without full-time contracts.

The neoliberal influences on the rise of part-time faculty positions are addressed throughout the study. While there is increasing interest in the work of part-time faculty, there is still much that is not understood about their working lives and professional identities (Levin & Hernandez, 2014). Research on both the broad category of contingent faculty and more narrowly defined community college part-time faculty are explored in the literature review in Chapter 2.

Researcher Perspective and Rationale

One afternoon when I returned to my office, I was surprised to see a part-time faculty member sitting outside my door. “Am I late for a meeting?” I thought. I wasn’t. She explained that the part-time faculty colleague with whom she shared an office was meeting with a student in the office, and she was waiting to return to her computer. I invited her into my office as I thought about this outstanding educator’s many challenges in teaching and supporting students. Another time I listened as a department chair argued for designing classrooms without a podium computer station because “faculty bring their own devices to class.” I had to remind him that only our full-time faculty have access to college-supported tablets and laptops that could be

brought into the classroom and easily connected to the projectors; part-time faculty are reliant on desktop computers, often passed down from other areas of campus, or are forced to use their own devices. In my current role leading a community college's teaching and learning center, I see part-time faculty struggle with issues such as these - access to institutional knowledge, resources, and space - daily. I watch as part-time faculty, many of whom are incredibly talented educators, are pushed to the margins of the college. As in the example above, my role is often to advocate for part-time faculty.

S.R. Jones, Torres, and Arminio (2014) explained that "Compelling interests that lead to unsettled questions are typically related to our life experiences" (p. 11). While I have taught as a part-time faculty member, I have always simultaneously held an administrative position at the institution, which allowed for privileged access to people, resources, and institutional knowledge. Yet, despite the increased access, I still found elements of the part-time faculty experience that were unexplained and challenging to navigate. It is not my personal experience that compels me to do this research, though. Instead, the interest and passion result from my frustrations from witnessing the inequities and challenges within the daily experiences of part-time faculty colleagues.

To further locate myself within the study, I returned to my journal reflections from when I was developing this research project. I wrote,

> Community colleges are changing advising structures and degree pathways and implementing numerous other improvement models to increase completion and retention rates, but teaching is largely overlooked. This is remarkable since strong teaching and strong faculty-student interactions, support, etc., results in greater completion and retention. The classroom is where students spend their time! But how do we ensure high-quality teaching (and strong student-faculty experience) with an increasing reliance on part-time faculty who are often marginalized and may lack a connection to campus and resources, teaching experience, fair compensation, time, space, and any power? Community colleges are not helping part-time faculty be the best teachers they could be, and faculty development is an overly simplistic and misguided answer for improving

> teaching. How is this sense of marginalization (documented in the literature) expressed by part-time faculty? And how does it affect teaching?

Through observation, relationships with part-time faculty colleagues, and my own teaching experiences as a part-time faculty member, I developed many questions about the connection between the marginalization of part-time faculty and teaching experiences. Leaning on the geographic perspective that I gained through studying geography at the undergraduate and graduate level, I began to focus my observations on the unique socio-spatial experiences of the part-time faculty with whom I worked. By serving in a role that has the power to positively influence the working conditions and teaching experiences of part-time faculty, this research has a personal connection that is rooted in a desire to understand and a desire to affect change.

Significance and Potential Contributions

With these experiences of part-time faculty in mind, I reflected on that type of study that would align with my research questions and my research perspective. I value research that is relevant to a reasonably broad audience, that will enhance my work as a practitioner in higher education, and most importantly, has the potential to create social change. Because community colleges have an increasing reliance on part-time faculty (Bailey et al., 2015; Cohen et al., 2013; Twombly & Townsend, 2008), and because so little research is focused on community college faculty (Twombly & Townsend, 2008), I hope this study will be valuable to community college part-time faculty, administrators, and, though farther from my expertise, to those who design spaces on college campuses. By framing the study in institutional ethnography and critical geography, I was able to work towards producing knowledge that can change reality (Merriam & Tisdell, 2016) for part-time faculty in community colleges.

Summary and Dissertation Overview

This chapter introduced the need to study the socio-spatial context of part-time community college faculty experience. There has been a simultaneous reliance on part-time faculty at community colleges and a growing number of students attending community colleges, making part-time faculty teaching an integral part of student learning and success. However, when part-time faculty are not fully supported, they, and perhaps their students, suffer. By understanding the socio-spatial contexts of this problem, I hope to add depth to the CCSSE (2014) suggestions on ways to improve the part-time faculty experience, particularly the recommendations that deal with office space and access to shared faculty areas. These topics are further explored in the subsequent chapters.

Chapter Two, the literature review, begins by situating literature within the theoretical framework. The overview of spatial theory draws heavily from the work of Edward Soja and Doreen Massey. Dorothy Smith's work serves as the foundation for introducing institutional ethnography. Chapter Two concludes with a broad review of research on contingent faculty before focusing on studies on part-time community college faculty.

Chapter Three outlines the institutional case study methodological approach and research methods aligned with critical geography and institutional ethnography. The complexity of this research led to the adoption of a critical bricolage approach. Mental sketch mapping, interviews, and document analysis were utilized to develop an understanding of the everyday experiences of part-time faculty at one community college.

The case site and participants are introduced in Chapter Four which serves as the foundation for the presentation of the participants' maps and the research findings in Chapter Five. The findings are divided two overarching themes: (a) teaching and working with students,

(b) relationships and resources. Finally, Chapter Six includes a discussion, recommendations, and reflections.

CHAPTER 2: LITERATURE REVIEW

This literature review combines several topics and themes to build a foundation for the study of the socio-spatial experiences of part-time faculty. My aim was for this literature review to be a “reexamination or reconsideration that unsettles or disturbs what we might take for granted....” (Schwandt, 2014, p. 275). This form of the literature review aligns with the interpretive nature of the research and was meant to be disruptive so as to expand the discourse about the experience of community college faculty (Eisenhart, 1998).

Two questions guided this research and review of the literature:

- How are the everyday experiences of part-time faculty shaped by the socio-spatial contexts of community college campuses?
- In what ways does access to and use of campus spaces influence part-time faculty teaching and their efforts to improve their teaching?

The research questions were developed in response to my observations of and experience as a community college faculty member, gaps found during the research and writing of this literature review, and the problematization of current research (Sandberg & Alvesson, 2010).

The questions were informed by current research on community college faculty and socio-spatial research that focuses on college campuses. While there are many themes in this study on community college faculty, the lived experiences of part-time faculty was the focus of this review, with further emphasis on teaching and teaching improvement. Part-time community college faculty experiences are framed within the broader context of contingent faculty in U.S. higher education institutions.

In addition to exposing gaps, I sought to challenge assumptions in the current research through problematization. For instance, multiple intervention-based studies on community college faculty explore the effects of faculty development but fail to recognize that in addition to providing training on teaching, the intervention also provides a communal space and experience for sharing ideas. I suggest that the socio-spatial element of the faculty development may be as influential as the content.

The theoretical perspective is presented as a starting point for the study. To align the literature review with the theory and methodology of institutional ethnography, “both what is known and what needs to be discovered about the topic” need to be identified as related to the social organization (Campbell & Gregor, 2002, p. 51). The section addressing the theoretical framework includes subsections on connecting theory to relevant literature. For example, one section includes a discussion about space and place in educational research, including a call for more spatial research in education. Moving on from the theoretical framework, I address the state of contingent faculty in higher education before more specifically looking at research on part-time community college faculty.

Theoretical Framework

S.R. Jones et al. (2014) suggested replacing the term *literature review* with *theoretical framework* to highlight the importance of theory in research. The authors define the theoretical framework as “concepts and previous research that inform the phenomenon being studied” (p. 9). In this chapter, I adopted this approach for the theoretical framework as a foundation for the rest of the literature review. The main theories and related research are outlined below.

Spatial Theory

In qualitative research, the spatial turn can be viewed in a similar way as the interpretive turn (which is also significant for this research), but the spatial turn has received significantly less attention in educational research. Through the spatial turn, space has had an increasing prevalence in sociology, anthropology, history, literacy studies, legal studies, philosophy, and psychology (Blank & Rosen-Zvi, 2010). Note that education research is not included! More recently, Ford (2016b) addressed the lack of a spatial turn in education. Ford (2016a, 2016b) drew heavily on the work of Michael Peters, an early educational researcher who emphasized space. The work of both Ford and Peters is addressed at the conclusion of this section.

The spatial turn is rooted in critical theories from Marx and Hegel and was developed by a range of theorists, including Foucault and Miskowiec (1986), Lefebvre (1991), Soja (1989), Harvey (2001), and Massey (1994), who "discovered space and used it as a critical and analytical tool" from the 1980s through the present (Blank & Rosen-Zvi, 2010, p. 2). Much theory on space is closely connected to modernity, capitalism, and the shift to a post-industrial society. Harvey's (2001) work helps link spatial theory to the current neoliberal critiques of higher education made by Giroux (2010), Levin (2007), and Saunders (2008), among others. While spatial theory is primarily rooted in geography, many geographers were hesitant to spatialize Marxism due to a fear of a theory reminiscent of environmental determinism. That reminder, for this work, is that space does not predict teaching success.

This theoretical overview focuses on work by Edward Soja (1989, 2010) and feminist geographer Doreen Massey (1991, 1994, 2005) because of the alignment of their theories with the conceptual framing of this research. Soja's work synthesized much of the earlier thinking on socio-spatial theories, including a heavy emphasis on Foucault and Lefebvre, and his work is the most consistently cited scholarship throughout spatialized education research. Soja's (1989,

2010) work is utilized throughout this study as a foundation of socio-spatial theory. More specifically, Soja's (2010) examination of space and inequality will help frame the inequitable access to resources and space of part-time community college faculty. Massey's scholarship adds depth to the equity perspective of space and access and bridges critical geography theory and institutional ethnography. Massey's work is founded in feminist theory, and while both scholars emphasize inequities and the role of the organization, their perspectives are not always in total alignment. I have included a short introduction to early spatial theory to add context to their work.

I cannot describe and utilize spatial theory without acknowledging the foundational influence of Michel Foucault's work which is tremendously broad and will not be addressed in detail here; however, of particular note is Foucault's influence on expanding Marxist thought from the historical to the spatial. Foucault (1980, 2010) addressed many vital concepts for this research, including the relationship between space, power, and social relations. Like Foucault, Henri Lefebvre's work served as a foundation for later spatial scholars. In addition to Marxism, Lefebvre's work is influenced by Nietzsche's conceptualization of space. Lefebvre deeply explores social relations and links them to the production of space (1991). David Harvey is considered the pre-eminent scholar of Marxist geography (Soja, 1989). One of Harvey's (2001) most outstanding contributions was the connection between spatial theory and social justice. This paragraph cannot capture the importance of the work of these theorists. Still, the intent of this brief introduction is to add context to the discussion of Soja's and Massey's theoretical work and help strengthen the relationship between space, higher education, and the everyday lived experiences of faculty.

Soja's most significant contribution is his defining explanation and re-imagination of postmodern geographies and socio-spatial theory in *Postmodern Geographies: The Reassertion of Space in Critical Theory*. Through this text, Soja (1989) sought to "spatialize the conventional narrative by recomposing the intellectual history of critical social theory around evolving dialectics of space, time, and social being...." (p. 3). He accomplished this through bridging some of the early socio-spatial theories with the emergence of interpretive human geography, which was grounded in a spatial hermeneutic.

At the core of Soja's (1989) socio-spatial theory is the idea that "the organization of space was not only a social product but simultaneously rebounded back to shape social relations" (p. 57). Soja repeated this notion that space is both produced by and produces social relations throughout his work – a thought that was echoed by Massey (1994). These two sets of relations are "dialectically inseparable" (Soja, 1989, p. 78), which in some ways creates a challenge for the approach of this study.

Soja (1989) examined the relationship between class and the social production of space, relating class struggle to both labor and capital, and highlighted that within the class struggle, there are different productions of space and social relations. Massey (1994) also drew connections between space and class but added a gendered lens. She emphasized the importance of geography in the construction of gender. Massey (1991), who appreciated and referenced Soja's work, found it to be too reliant on a critique of historicism and centered on a dominant white male narrative. Massey (1991) criticized Soja's (1989) use of *postmodern* as a descriptor for his geographic theory when he failed to recognize feminist thought as part of postmodernism. She argued that Soja (1989) conflicted his own message by excluding other voices and presenting a linear construction of the history of the development of socio-spatial theory.

For the purpose of this study, Massey's work, like Harvey's, is used to draw connections between the local and the global. In *for space*, Doreen Massey (2005) presented a critique of flat-earth globalization narratives and an accessible perspective on the re-imagining of space. Her argument centered on three propositions which recognize (a) "space as the product of interrelations," (b) that "distinct trajectories coexist," and (c) that space is "always being made" and is "never finished" (Massey, 2005, p. 9). These propositions led to Massey's (2005) introduction of the idea of the social responsibility of space which informs and is informed by the intersection of space, politics, and social relations. To Massey (2005), space was very localized but needed to be understood in the context of an increasingly complex world. For example, in this study, the day-to-day activities of part-time faculty are greatly influenced by the campus environment and even more specifically, their access to an office and use of classroom spaces, but that relationship between space and lived experience cannot be fully understood without considering the influence of neoliberalism and policy on higher education.

As I have attempted to demonstrate, the work of both Massey and Soja can easily be tied to this investigation of the socio-spatial experiences of part-time faculty. Morrison et al. (2017) found that most authors in their edited volume exploring educational inequity through critical race spatial analysis relied heavily on Soja's work. They explained the importance of his contributions:

> Soja recognized the possibility to (re) examine space in education as more than a simple background where education happens; instead he built theory that allowed research to search for ways that the space of schools (at all scales) both contribute to and resist inequalities. (p. 4)

In *Seeking Spatial Justice,* Soja (2010) directly addressed spatial inequities in the schools and the educational system, making his work a cornerstone for this and other socio-spatial educational research. The following section further explores the use of spatial theory in education research.

Socio-Spatial Education Research

The spatial theorists bridged spatial theory and education long before educational researchers did. Foucault (1969/2002) and Soja (2010) both produced work directly related to space and schools. Massey did not directly address space in schools, but her work is almost universally referenced in research that applies spatial theory to education. The spatial turn is still a new development in educational social theory, and much of the educational research that utilizes spatial theories has not focused on higher education, especially not the faculty in higher education.

Spatial researchers frame their research through socio-spatial relations or critical geography lenses. Researchers continue to call for greater adoption of a critical geography perspective in higher education research. For example, Peters and Kessl (2009) drew on the work of Harvey, Soja, and Lefebvre to call for increased use of space in educational research. Ford (2016b) suggested research to link spatial theory, critical pedagogy, and educational spaces. In another paper, Ford (2016a) explored the production of space as a problem within education rather than looking at ways that the spatial perspective can change education.

Peter Hopkins (2010), a professor of social geography, specifically addressed the lack of critical geographies of university campuses. Hopkins's study focused on the experiences of Muslim students at a large university. Hopkins's study is part of an increasing look at the spatial experiences of students on university campuses (e.g., Dache-Gerbino, 2014; Gieseking, 2007; Pearsall, Hawthorne, Block, Walker, & Masucci, 2015; Smit & Nel, 2018). Even these works,

though, mainly focus on student access. There are few connections in the literature between spatial theory and the part-time faculty experience, but the calls from the student-centered work lend to the importance of space on campuses and in planning. For instance, Smit and Nel (2018) call for a consideration of space in strategic planning - an idea that could benefit all campus community members.

Few studies consider the socio-spatial context of the faculty experience, and those that do, touch on the importance of space either highlight the importance of office space (e.g., CCSSE, 2014; Kezar, 2013; Meixner et al., 2010) or are set in the university context and almost entirely consider full-time faculty experiences (e.g., Kuntz, 2009). Office space is referenced throughout this study, as well, but it is only one element of space that is considered as important to part-time faculty and is conceptualized as a socially constructed space, not only as a physical space such as in much of the research. Research that addresses the socio-spatial experiences of faculty in universities adds to this study by helping to frame types of spaces and meaning beyond space use by faculty. However, the community college environment and the expectations of faculty are so different than the bifurcated research and education work at universities that few direct parallels can be made.

When a spatial approach has been utilized in educational research, K-12 education has been the focal point. Much of the spatial educational research has focused on student access and the social context of education. Emerging spatial research adopts Soja's (2010) approach to spatial justice and links social-spatial theory to critical race theory. For example, researchers explored connections between space and educational inequality in *Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity* (Morrison et al., 2017).

Much of the spatial research in education, including studies by Hopkins (2010) and McGregor (2003), originated in England, Canada, and Australia, where there is a more robust tradition of geographical research. Barnacle (2016) captured the interest of higher education scholars in a greater exploration of space in the higher education context through an editorial introduction for a journal issue covering the topic. Barnacle (2016) noted that the 53 submissions for the journal special issue supported a high interest in space in higher education. Most of the published articles centered on K-12 education, student access, and methodologies.

Space, Place, and Faculty Experience

Despite the research above, I did not find a socio-spatial study situated on a community college campus. This aligns with the notion that community college campuses are under-researched. There are a limited number of socio-spatial studies involving faculty at any type of higher education campus. When space is mentioned, it was often in the context of access to office space and is often reported through a quantitative survey (Meixner et al., 2010).

Jolley et al. (2014) offered one of the few qualitative studies that included spatial elements. Jolley et al. (2014) interviewed twenty part-time faculty from community colleges across the United States and addressed institutional engagement, teaching conditions, and access to office space and resources as the most basic level of engagement. Office space is a common theme in research on part-time faculty experience (CCSSE, 2014; Kezar, 2013; Meixner et al., 2010). Jolley et al.'s (2014) study also linked access to resources and teaching: "although adjunct faculty are expected to meet standards of academic rigor set forth through mandated curriculum development needs, they are put at an immediate disadvantage and set up for failure as they are not provided the basic tools of teaching" (p. 221). Issues with access to resources can be further explored through a socio-spatial context.

In her dissertation, Lisa Bergson (2016) drew from her own experience working as a contingent faculty member when researching the perceptions and experiences of second-career contingent faculty on their career adaptability. Bergson (2016) shared,

> The contingent faculty members shared an office with two desks....By parking myself in the department, I met and got to know several of the full-time faculty and the ever-important administrative assistant as well as other part-time contingent faculty. As a result, I was able to ask a lot of questions of seasoned contingent and full-time faculty and learned from their experiences and unique way for running a classroom. (p. 16)

By taking this physical space in the department, Bergson's (2016) teaching was informed by her connection to other faculty and the ability to review different syllabi, discuss classroom policies, and share ideas on assignments, assessments, and student support. In addition, Bergson (2016) noted that by being present in the department, she gained an understanding of department and campus politics and how they might affect her own work.

Bergson's (2016) personal example highlighted the importance of socio-spatial relationships in developing teaching practices which is the central theme of this research. Had Bergson chosen to hold office hours via Skype (an option given to her) rather than have a physical presence in the department offices, she would have missed out on opportunities to improve teaching practice. Bergson (2016) also spoke to the importance of connecting to the department and developing collegial relationships. Bickerstaff and Chavarín (2018) echoed the idea that part-time faculty can feel isolated and disconnected from the department and institution within the community college context. In their study, part-time faculty reported getting to know faculty who taught in classrooms before or after their class; however, these relationships rarely lasted between the semesters (Bickerstaff & Chavarín, 2018). Part-time faculty who teach in the evenings have even less opportunity for interaction with colleagues. These are the types of experiences that was uncovered through this research.

Institutional Ethnography

Institutional ethnography can be utilized as both theory and methodology and does not rely on strict definitions or applications of either. "Institutional ethnographies are built from the examination of work processes and study of how they are coordinated, typically through texts and discourse of various sorts. Work activities are taken as the fundamental grounding of social life...." (Devault, 2006, p. 295). Dorothy Smith (1989) developed the approach of institutional ethnography in the 1980s. Devault (2006) and Campbell and Gregor (2004) have embraced and further developed Smith's (1989) work. Smith (2006) emphasized the aspects of discovery and exploration and the move to understanding a greater whole - "beyond any one individual's experience" (p. 1). In Smith's work, social relations were defined as something that people are actively participating in (Campbell & Gregor, 2004). Using an institutional ethnography approach allowed for an understanding of the day-to-day activities of part-time faculty and framed how part-time faculty are situated within the social and power dynamics of the institution.

Smith (2005) highlighted the way texts informed people's work but noted that "while we have valuable things to learn from discourse analysis as well as from the field of rhetoric, institutional ethnography recognizes texts not as a discrete topic but as they enter into and coordinate people's doings" (p. 170). Further, Smith (2005) emphasized the importance of the researcher's interaction with the text in place and time - the text-reader conversation. Critical discourse analysis is often used in institutional ethnography studies (Smith, 2006) and focuses on "power as a central condition in social life" (Wodak as cited in Bazeley, 2013, p. 218). The social setting is essential to the understanding of texts.

The role of internal and external factors are viewed from a different perspective in Figure 2. This model was modified from an institutional ethnography study by Dorothy Smith on a

woman's standpoint of single parenthood and educational institutions. As Smith (2006) explained, the individual is "implicated thereby in a complex of relations beyond her view. We, researchers, take up our inquiry from that site" (p. 3). The conceptual model in chapter 1 (see Figure 1) was designed to link the many compounding conditions, theories, and experiences involved in this work. The complementary model adapted from Smith starts from the location of the individual, in this case, someone working as part-time faculty, within this context.

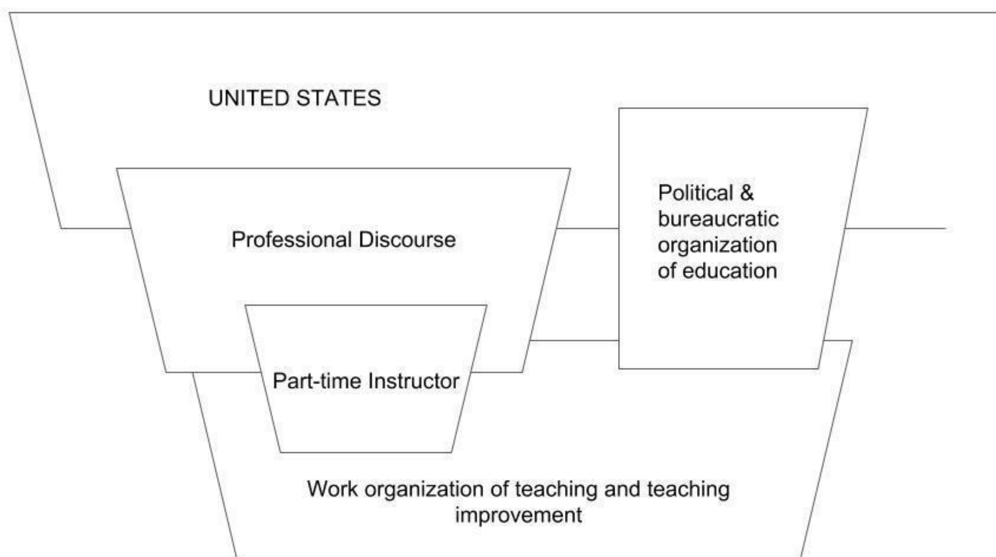

Figure 2. Framework Modeled from Smith's (2006) *A woman's standpoint: Single parenthood and educational institutions*

The Problematic

A key component of institutional ethnography is the identification of the *problematic* (Smith, 1989). In institutional ethnography, the problematic is not necessarily a problem, nor is it the research question. Lived experiences become the problematic of research. The researcher is responsible for identifying the problematic through observation of and interaction with people within their social context (Campbell & Gregor, 2004). Soja (2010) repeatedly referred to the

spatial problematic when highlighting broad issues such as the relationship between socio-spatial relations and capitalism. The problematic for this research was situated in the local and conceptualized as the role of socio-spatial experiences in teaching and teaching improvement activities of part-time community college faculty. The problematic was identified through observations and interactions with part-time faculty and analysis of faculty development initiatives and guides used during the onboarding processes for part-time faculty.

Institutional Ethnography and Part-Time Faculty Experience

Numerous studies have utilized institutional ethnography to study faculty work, but few have specifically taken an institutional ethnography approach to part-time faculty work. While these studies focus on higher education, and in some cases, faculty, few offer perspectives on the day-to-day lived experiences of faculty. K. Jones et al. (2014) used institutional ethnography to examine the tenure and promotion process at American universities. Their study presented one specific element of the lived experiences of faculty. Another institutional ethnography study focused on the lived experiences of faculty working with writing center staff (e.g., LaFrance & Nicolas, 2012). Several institutional ethnography studies (see Bennett, 2017; Wallace et al., 2014) in higher education were specific to the experiences of women, which aligns with Smith's (2005) focus on women's work. Avery-Cooper's (2000) thesis for completion of a Master of Arts program utilized institutional ethnography to understand the experiences of women as part-time faculty. In short, while institutional ethnography aligns well in both theory and methodology for studying the experiences of part-time faculty, it has been under-utilized to explore this topic.

Combining Theories

One problematic element that needs to be addressed in this combination of institutional ethnography and socio-spatial theory is how space is defined and understood. While both critical

geography and institutional ethnography rely on the social construction of spaces, institutional ethnography prioritizes the social and the discursive and places little value on physical space. This is not entirely a conflict, though. For example, Foucault discussed the importance of interaction in the development of the meaning of space (Burchell et al., 1991). Likewise, with an institutional ethnography approach, "objects become what they are to us by virtue of what we do with them and where, when, and with whom they are used" (Campbell & Gregor, 2004, p. 28). Our interactions are fundamental in meaning-making and participants co-create meaning through the study.

The work of Smith (1989, 2005), who developed institutional ethnography, and Massey (1994, 2005), who pioneered feminist geography, are both rooted in the exploration of gender in social processes. Feminist geography is based on the gendering of space and time. Massey's framework expanded beyond women's work as she and others utilized the approach, and it is now thought to be applicable for analysis "for all those whose lives are subject to the ruling relations" (Smith, 2005, p. 91). While a feminist perspective is not central to this research, the use of a feminist lens has contributed to the value of underrepresented voices, which is at the core of this research.

In addition to the feminist origins, Massey's (1994, 2005) conceptualizations of space and experience align well with the framework of institutional ethnography because of the emphasis on space and power in both. Massey highly valued the practical application of theory (Kitchin, 2016) in a similar way to Smith's (2006) view of the intertwined relationship between theory and methodology in institutional ethnography.

Both critical geography and institutional ethnography emphasize the importance of social relations in the construction of reality. From a spatial perspective, social practice "embraces the

production and reproduction, and the particular locations and spatial sets characteristics of each social formation" (Lefebvre 1991, p. 33). Institutional ethnographers view the world as "invariably social" and believe that "the only way we can be in the world is as social beings" (Campbell & Gregor, 2004, p. 27). Therefore, through our social relations, we have a two-way relationship with space: being influenced by it and co-creating it.

Perhaps the most significant overlap between institutional ethnography and critical geography is the importance of lived experiences. Soja (1989) and Lefebvre (1991) both addressed lived experiences. Both conceptualized the lived experiences as part of a thirdspace that was neither the perceived space of everyday social life nor the conceived space of cartographers or architects. For Soja (1989), the thirdspace was a way of thinking about space that was socially produced. Foucault and Miskowiec (1986) also highlighted lived experience: "We do not live inside a void...we live inside a set of relations that delineates sites which are irreducible to one another and absolutely not superimposable on one another" (p. 23). In a similar vein, Campbell and Gregor (2004) present two sites of experience - "the local setting where life is lived...and the extra-or-trans-local that is outside the boundaries of one's everyday experience" (p. 29). Lived experience is what institutional ethnography seeks to understand and is an essential element of socio-spatial theory. In this study, I sought to learn about the lived experiences of part-time faculty both through their countermapping and narrative accounts and to a limited degree through observation.

Ethnography and geographic theories have been combined before and can function well together. Billo and Mountz (2015) found that the earliest combinations of institutional ethnography and geographic theory methodologies were in the late 1990s and early 2000s and addressed topics such as refugee camps, conversation organizations, and corporate social

responsibility. Matthews et al. (2005) described a methodological approach of geo-ethnography in which they combine analysis from GIS with ethnographic methods. Others have suggested a geo-narrative methodology that combines GIS with narrative methods (Kwan & Ding, 2008).

Institutional ethnography and critical geography are not a perfect theoretical match, but there is enough overlap in the foundational theory that both theories can be utilized together to better understand the experiences of part-time community college faculty. Further, there is a lack of research that utilizes critical geography or institutional ethnography to explore part-time faculty or community colleges. Thereby, the use of these theories adds not only to the literature but also to conceptualizations of the use of both theories.

Contingent Faculty in Higher Education

Research on contingent faculty focuses on the relationship to student success, teaching efficacy, professional development, and job satisfaction (Gappa & Leslie, 1993; Jacoby, 2006;). Contingent faculty compose a large and diverse group of faculty members, and while for the purpose of this research, they are grouped together, their individual experiences, effects on learning, etc., vary tremendously. One example of difference among faculty is how they came to be contingent faculty. Gappa and Leslie (1993) named four categories of contingent faculty: career enders; specialists, experts, or professionals; aspiring academics, and freelancers. These categories have been foundational in subsequent research on contingent faculty and continue to provide a practical framing for the varied experiences and intentions of part-time faculty. Wallin (2004) recommended that higher education administrators consider the categories of contingent faculty presented by Gappa and Leslie (1993) as a way to understand the backgrounds and needed support for the part-time faculty they hire.

One of Gappa and Leslie's (1993) goals in their research for the foundational book *The invisible faculty: Improving the status of part-timers in higher education* was to find out "what had been done and what could be done to help part-time faculty do a better job of teaching" (p. 7). Gappa and Leslie (1993) aspired to recommend practices "to help part-time faculty contribute to strong programs and institutions while finding personal and professional satisfaction in work that has often been ignored and devalued" (p. 7). They point to community and inclusion as essential elements of the faculty experience but do not specifically address space. Kezar (2013) emphasized the value of offices and the proximity of colleagues as part of the working conditions of contingent faculty. Further, Kezar (2013) found that departmental support and policies impact the performance of contingent faculty in and out of the classroom.

Much research on contingent faculty has had an ideological framing that emphasizes negative impacts of contingent faculty–drawing connections to student learning outcomes, course completion rates, retention, and student access to faculty–or focuses on the oppression of contingent faculty (Kezar & Sam, 2010). I address what Gappa and Leslie (1993) refer to as "the myth of unequal quality" first (p. 125). Gappa and Leslie (1993) suggested that part-time faculty members have significant teaching experience from previous college teaching or teaching in the K-12 system. Landrum (2009) produced research that counters the story that part-time faculty have a detrimental effect on student learning: part-time faculty course evaluations and student grades were not statistically different from those of full-time faculty.

There are, however, some commonly referenced inequities experienced by contingent faculty: not having the ability to work toward tenure or other long-term work status protected by a contract leading to a lack of job security; insufficient access to support services, office space, and professional development opportunities; lower rates of compensation (Johnson, 2011). It is

challenging to argue against many of these inequities, but Kezar and Sam (2010) advised to move beyond the focus on the oppressed status. Similarly, Gappa and Leslie (1993) cautioned against using a class or caste system when referring to contingent and noncontingent faculty and stressed the importance of a community of faculty. Despite their call for institutions to unite faculty, these perceptions of a lower-class of faculty persist and are based mainly on the lack of resources, compensation, and support for contingent faculty. These calls in the literature allow room for the critical socio-spatial perspective of this research as a way to explore the experiences of part-time faculty, expose ways in which space is connected to inequities, and connect space to experiences.

The differences in experiences, resource access, and compensation between contingent and noncontingent faculty are equity issues. Spence (2017) found that contingent faculty were statistically less satisfied with their jobs than noncontingent faculty and found a statistically significant relationship between how faculty are treated and their work performance. Many part-time faculty reported low job satisfaction, often feeling marginalized, underpaid, and without loyalty to the institution (Antony & Valadez, 2002; Bergson, 2016; Purcell, 2007). Many researchers have called for improved benefits, salaries, and institutional support for contingent faculty (e.g., Caruth & Caruth, 2013; Halcrow & Olson, 2008; Spence, 2017). Purcell (2007) called for critical scholars to explore the topic of contingent faculty as a critique of institutional hierarchy. Kezar (2013) specifically discussed the need for faculty policies that support contingent faculty and suggests that, in turn, these policies would positively affect student engagement. Noncontingent, and especially tenured faculty, can be the greatest advocates for contingent faculty, but not all faculty see this as a worthwhile effort (Schwartz, 2014). Collaboration between contingent and noncontingent faculty could improve working conditions

for both groups, especially when considering the effect that work with contingent faculty may have on the noncontingent faculty experience (Rentz, 2010).

A significant amount of research points to the financial benefits of hiring contingent faculty as the main driver for the continued growth and reliance on this group of faculty members (Gappa & Leslie, 1993; Halcrow & Olson, 2008; Lyons, 2007; Sorcinelli, 2007; Wallin, 2004), and as higher education budgets continue to dwindle, this trend will undoubtably continue. Contingent faculty have a significant role in the education of college students, and by more completely understanding their day-to-day experiences, my hope is to co-create suggestions for change with part-time faculty. The following section looks at part-time community college faculty more specifically.

Part-time Community College Faculty

Community colleges more heavily rely on part-time faculty than four-year higher education institutions (Curtis et al., 2016). Two-thirds of community college faculty work part-time (National Center for Educational Statistics, 2008), 80% are White, and the majority of the faculty responsibility is teaching (Twombly & Townsend, 2008). Part-time faculty teach over half of all community college students (CCSSE, 2014). Interestingly, some of the findings about part-time community college faculty counter the research findings on all contingent faculty (e.g., lower student success rates). However, there is consistency in findings on poor compensation and working conditions.

Part-time faculty are paid less than full-time faculty and they rarely receive benefits. Contracts may be year-to-year at best but are often only offered term-by-term with an unreliable number of courses (CCSSE, 2014). Employing part-time faculty benefits colleges through added flexibility and reduced costs. The model of hiring faculty based on cost efficiency and growth of

part-time faculty positions stems from the neoliberal influences on higher education and is, in part, a result of the neoliberal critique of the tenure system (Saunders, 2008).

Part-time community college faculty, like most contingent faculty, lack access to resources including offices and computers, rarely receive sufficient support from administrators, and are not included in meetings and faculty development (CCSSE, 2014; Jolley et al., 2014). Because of these conditions and others, part-time faculty often do not feel valued (Avery-Cooper, 2000). Thirolf (2013) found that part-time community college faculty positioned themselves in relation to full-time faculty and that connections to colleagues positively contributed to their identities. The following subsections address elements of the part-time faculty experience in more detail, starting with teaching.

Teaching

The experiences of community college faculty–their pathways to teaching– are typically more varied than faculty at four-year institutions. Most new faculty continue to come into teaching from a higher education system that holds the research institution as the best model for teaching and learning excellence. Further, new faculty continue to replicate the teaching strategies that they experienced as students (Fulton & Ucklicder, 1998; Perez et al., 2012). The CCCSE (2014) research emphasized the importance of high impact practices for student learning while at the same time reporting that part-time faculty do not utilize these strategies. Further, part-time faculty may be less likely to adopt technology and other tools that can aid in student learning. According to Purcell (2007), part-time faculty may have high levels of content expertise but little teaching experience and little familiarity with higher education processes, so the need for faculty development is well-founded.

Teaching quality from part-time faculty is also influenced by last-minute hiring decisions and last-minute course assignments. These administrative decisions set the part-time faculty up for challenges by allowing them little time to familiarize themselves with the curriculum and prepare course lessons and materials. In addition, because of the unreliable nature of part-time faculty work, individuals cannot often plan for future courses (Bickerstaff & Chavarín, 2018).

Teaching Improvement

Because faculty teaching improvement is often centered around faculty development initiatives, past research on faculty development is given significant weight. An examination of socio-spatial relations of part-time faculty allows for consideration of where, when, how, and why the development and improvement of teaching practices occur. The majority of studies on faculty development at community colleges have been quantitative studies that list college faculty development initiatives or leadership of faculty development (Grant & Keim, 2002; Hoerner et al., 1991; Murray, 1999, 2001). According to Twombly and Townsend's (2008) review of the literature, faculty development at the community college level focused on what was being done, and researchers have critiqued the lack of institutional support, ad hoc nature of initiatives, and lack of power of faculty development leaders.

Research has produced conflicting evidence about the commitment to formal faculty development programs at community colleges. Hoerner et al. (1991) found that there were no clear goals for faculty development programs in community colleges and technical schools. Murray (2001) suggested community colleges have formal faculty development programs, but that support is lacking. Murray (2001) listed five conditions that are necessary for effective faculty development at community colleges:

> (a) institutional support, that is, a climate that fosters and encourages faculty development; (b) a formalized, structured, and goal-directed development program; (c) a

> connection between faculty development and the reward structure; (d) faculty ownership; (e) colleague's support for investments in teaching; (f) and the belief that good teaching is valued by administrators. (p. 489)

In *Redesigning America's community colleges*, Bailey et al. (2015) noted that many of these conditions are not in place.

Teaching and learning centers (TLCs) can provide a spatial component to faculty development and collaboration. While less common at community colleges than at research universities, a growing number of community colleges have or are creating a teaching and learning space. This is often partly because of the need to support and train part-time faculty. Schumann, Peters, and Olsen (2013) argued that TLCs contribute to the campus climate for faculty and are a place where value can be co-created on campuses. TLCs can provide a physical and social space for all faculty, full- and part-time, to learn and exchange ideas (Schroeder, 2012). The idea of TLCs as a place to support collaboration and learning aligns with Kezar's (2005) model for redesigning higher education for collaboration. Kezar (2005) emphasized the importance of formalized structures, campus networks, and relationships. Kezar's study reinforces the importance of socio-spatial relations for all faculty, staff, and administrators. The implication is that part-time faculty must be considered and included in campus collaboration efforts.

Smith and Gadbury-Amyot's (2014) research highlighted the contrast between faculty perceptions of faculty development and the intent of faculty development initiatives. This gap between perception and practice can be well-explained through the meaning-making in qualitative research and analysis, and investigating the gap from a socio-spatial perspective may add additional insight. Light et al. (2009) used mixed methods research to determine the impact of a year-long faculty development program. Drawing the connection between faculty

development and teaching improvement is an essential element of research on faculty development (Curtis & Thornton, 2014; Lyons & Burnstad, 2007). Light et al. (2009) found that the faculty development program produced evidence of changes in teaching. This research stands out from most other research on faculty development because of the experimental design with a control group. Light et al. (2009) emphasized the need for qualitative research in faculty development to uncover the complexities of the impact of the work.

In their work drawing connections between faculty development and student learning, Condon et al. (2016), identified three sites for faculty development: formal faculty development (workshops, conferences), self-directed efforts to examine and improve teaching, and routine events, which aligns with other studies that point to personal, instructional, and organizational development (Grant & Keim, 2002). The socio-spatial context may influence and be a part of all three categories. Faculty development is most often thought of as solely residing in the first category, but Bailey et al. (2015) argued that much of the faculty development at the community college takes place in the second (self-directed) category, and Condon et al. (2016) suggested that there is much learning that occurs (but is not often recognized) in the third group (routine events). These routine events include the hiring process, the annual review process, and departmental goal setting (Condon et al., 2016). These are the points that faculty may be learning most about the culture of the organization, yet Condon et al. (2016) concluded that there is a significant gap in the literature regarding the learning and professional development that occurs here. This is again a gap that can be investigated from a socio-spatial lens.

Faculty development extends far beyond the training offered and includes elements of socio-spatial nature such as formal and informal mentoring and the opportunity to regularly communicate and share resources with teaching colleagues. One of Nicolle's (2005) most

notable research finding was that faculty highly valued peer interactions and mentoring in faculty training in technology. Mentoring is often called out as one of the most important elements of faculty development (Keaton et al., 2015; Steinert et al., 2010) and has the potential to more greatly benefit the socio-spatial relations of part-time faculty than other types of faculty development.

Orientation and Access to Resources

There is an abundance of information that part-time faculty need to know for teaching. For instance, they need to know how to order textbooks, locate essential resources on campus (for their own use and for support of students), and use instructional technologies (Bickerstaff & Chavarín, 2018). This knowledge can be obtained through formal structures such as orientations, faculty development, and mentoring and also through less formal interactions with colleagues. Gappa and Leslie (1993) described orientation as "an important factor in integrating part-time faculty into the academic community" (p. 180). An orientation can meet many needs of part-time faculty including introducing new instructors to campus resources and processes, facilitating introductions to support staff and colleagues, and clarifying expectations about teaching and support of students (Gappa & Leslie, 1993). In their recent study, Bickerstaff and Chavarín (2018) found that only 54% of part-time faculty attended a formal orientation. Participants in the CCSSE (2014) focus group, shared that orientations were absent or did not include necessary information such as "whether they had a mailbox, where to meet with students, and what support services the college offered" (p. 14).

Lack of access to or knowledge of resources and support structures in another element of inequity within the part-time faculty experience (Eagan et al., 2015; Kezar & Sam, 2013). When considering access to resources, Bickerstaff and Chavarín (2018) found that only 13% were

provided with a computer or laptop, 35% were provided with a phone line and voicemail, and only 29 % were equipped with private office space or a personal desk in shared office space. When part-time faculty are not supported and provided with the resources and institutional knowledge that is needed for teaching and support of students, student learning can be negatively impacted (Curtis et al., 2016; Kezar & Sam, 2013).

Leadership and Involvement

Decisions about the working conditions of part-time faculty are often made by chief academic officers, academic deans, and department chairs - all of whom typically have a full-time position at the college (CCSSE, 2014). Other decisions are made at department meetings in which part-time faculty may not be included or may not have a voice among their full-time faculty colleagues. Decisions made by the full-time faculty about curriculum and assessment often do not include the perspective of part-time faculty (CCSSE, 2014; Gappa & Leslie, 1993). In some cases, and as I have experienced at my institution, decisions are made by full-time faculty that significantly influence courses only taught by part-time faculty.

With part-time faculty composing a majority of the faculty positions at many community colleges and considering that they often do not have a voice in decision-making, the influences and power of faculty governance are reduced, furthering the neoliberal emphasis on top-down governance (Saunders, 2008). Part-time faculty are often expected to embrace the changes without compensation or recognition for their work. Not only do college leaders, including full-time faculty, need to include part-time voices in decision-making, they also need to consider the uncompensated work that they require of part-time faculty (Bickerstaff & Chavarín, 2018).

Literature Review Summary

The literature review exposed gaps in how part-time community college faculty have been researched. Namely, too much research has been quantitative and has addressed faculty development which is often found to be ineffective. Researchers have called for more qualitative and mixed methods studies to explore the faculty experience. Community college faculty are an under-researched population, and there is a particular need for research on part-time community college faculty. In addition to identifying gaps, this literature review exposes conflicting research on part-time faculty and the often-over-simplified perspective of improvement through faculty development. This literature review builds the foundation for this study that fills a gap in the research of this population while also taking a critical perspective on the purpose and methodology of past research.

CHAPTER 3: METHODOLOGY

The purpose of this study was to develop a greater understanding of how socio-spatial relations affect the daily lived experiences, including teaching and efforts for teaching improvement, of part-time community college faculty. The methodology, as with all parts of the study, was grounded in the constructivist paradigm. This research was conducted when participants were all working remotely due to COVID-19. The research methods were adapted to fit within the confines of remote interactions, and several interview questions were added to address the nature of remote work for part-time faculty. Both the physical (pre-COVID-19) and virtual (amid COVID-19 restrictions) socio-spatial dynamics of the part-time faculty experience were investigated. However, the physical campus space remained the central focus of this research.

My hope is that the knowledge gained through this research will ultimately contribute to an improved work environment for part-time faculty by focusing on the need for access to space and resources and opportunities for connecting with colleagues in both physical and virtual realities. There is a timely opportunity to learn from this research as campus spaces are being evaluated and changed for the return to face-to-face teaching and work. In addition, the research contributed to my understanding of the intersections of part-time faculty teaching and teaching improvement with their socio-spatial realities. I hope to build on that knowledge to grow and improve spaces and opportunities for part-time faculty at the community college where I work.

This research focused on the part-time faculty population because of their growing role in community colleges and their often-marginalized status. This study adds a critical socio-spatial context to research on part-time community college faculty by examining power and privilege as

related to and reproduced through space and relationships. The idea for this research arose from observation and work with and as part-time faculty and provided the opportunity to combine two of my interests - geography and higher education. Two overarching questions guided this research:

- How are the everyday experiences of part-time faculty shaped by the socio-spatial contexts of community college campuses?
- In what ways does access to and use of college spaces influence part-time faculty teaching and their efforts to improve their teaching?

The first question was intended to broadly explore the experiences of part-time community college faculty through a socio-spatial lens. The second question connects access to and use of space to teaching as a central element of the part-time faculty experience. Both physical and virtual spaces were considered, including the transition between and intersections of those spaces.

Methodological Approach

As noted in the previous chapters, much of the research on faculty, and specifically community college part-time faculty, has been quantitative and conducted at a large scale. Researchers have called for more qualitative and mixed methods studies to explore the faculty experience. The research questions in this study focus on understanding the everyday lived experiences of part-time faculty and therefore call for a qualitative approach rooted in the constructivist paradigm. According to Merriam (2010), “qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 457). Qualitative research “honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a

situation" (Creswell, 2014, p. 4). With those definitions in mind, qualitative research framed by the constructivist paradigm was the apropos approach for developing an understanding of the day-to-day experiences of part-time community college faculty and the effect of access to and use of space on teaching and teaching improvement.

The study differed from many qualitative approaches because it was framed by the spatial rather than the temporal. The spatial focus allowed for an alternative approach for capturing the complexity of part-time faculty relations within the institution. Understanding the role of physical space is necessary to understand the complexities of recognizing and accurately portraying the socio-spatial dimensions of individual and group experiences. Nevertheless, Soja (1989) cautions that research does not become spatial by simply adding a spatial element to a study and encourages the researcher to break free of historicism and embrace a reconstituted perspective founded on the spatial. This research examined space in novel ways by considering both the physical campus and the spaces and relations that exist through remote work. By exploring the interactions of space, power, and knowledge, I hope to uncover how the campus geography and use of space contribute to inequities for part-time faculty and how these interactions are changing in the virtual space.

Institutional Case Study

This research was conducted as a case study in which the institution's main campus served as the boundary for the case, and part-time faculty were the participants. The shift of part-time faculty work to the virtual environment due to COVID-19 resulted in the examination of the virtual and physical spaces of the institution. The socio-spatial relations of part-time faculty are created through and influenced by many elements of the organizational culture and power structure. Using an institutional case study design allowed for an investigation of these systems and power within the institution (Mills et al., 2009) as it related to the part-time faculty

experience. Critical geography and institutional ethnography served as the theoretical foundations of this study and combined provided the lens through which analysis occurred. The case study design lent itself to further exploring this theoretical foundation (Stake, 1995).

Limiting the research to one site allowed for a deeper understanding of the institution, social relations and power dynamics within the institution, and the physical spaces of the college. The spatial bounds of the inquiry aligned perfectly with the case study approach in which the unit of analysis is the most defining characteristic (Merriam & Tisdell, 2016). Yin (2013) suggests that using a single case leads to additional challenges for validity and generalization. However, Merriam (2010) challenges the idea of generalizing as being rooted in the positivist paradigm. Merriam (2010) and Stake (2005) stress the value of what can be learned through narrative descriptions in a single case. Merriam (2010) urges the writer to “transport the reader to the setting...through writing a vividly descriptive narrative of the setting and situation” (p. 460). Chapter 4 includes portraits of the participants and case in an effort to transport readers to PNWCC.

Research Approach

The research approach combined qualitative geographic methods, such as mental sketch mapping, with interviews and document analysis (see Appendix A). The use of multiple methods of data collection aligned with the qualitative case study approach. Both the data collection and data analysis were framed from a constructivist lens - “focusing on how people construct knowledge or make meaning” (Merriam & Tisdell, 2016, p. 208). The timing of research methods was not linear. For instance, while document analysis aided in my initial understanding of the part-time faculty experience, I continued gathering and analyzing documents throughout the research. The research approach evolved throughout the study, and I made use of the

methods necessary to explore the institution. The combination of methods was entirely qualitative and allowed for a focus on space, place, and power.

Site Selection

Selecting a site is one of the most critical steps in case study research (Stake, 1995). Therefore, the selection should be purposeful (Merriam, 2010). My interest was in a mid-sized community college in the Pacific Northwest that relied heavily on part-time faculty. Dozens of colleges met these criteria, and several sites were considered, but ultimately, due to the lack of physical access to campuses that resulted from COVID-19, I chose the institution where I was employed as the research site. The college met all of the criteria, and despite my initial hesitation to conduct the study where I work, my knowledge of the college, including knowledge of the campus geography, positively contributed to the study. In addition, there was greater ease of connecting with potential participants than there might have been at another institution. During the research period, I was employed as a full-time faculty member and department chair.

For the purpose of this study, I referred to the college by the pseudonym Pacific Northwest Community College (PNWCC). As Nespor (2000) points out, anonymized places are often easily identified, and this could be especially true in this case because of my employment status and the sharing of maps of campus in Chapter 5. The use of a pseudonym felt superficial and at odds with the ontology and theory that frame the study, but one was used at the institution's request and for any potential benefit of anonymity it may provide to participants. Because a pseudonym was used, citations are not included for documents and websites from the institution since the citation of sources would reveal the college's identity (American Psychological Association, 2020).

PNWCC is an accredited institution with a fall term full-time equivalent (FTE) student population of 5,000 to 6,000 students. PNWCC has around 130 full-time contracted faculty and

about 330 part-time faculty teaching credit courses. The size of the college is important when considering the organizational structure and culture, finances, and resources (Indiana University Center for Postsecondary Research, n.d.). PNWCC is located near a small city and has branch campuses in surrounding areas. The main campus of the college created the boundary for the case with respect to physical presence.

Participant Recruitment

Purposeful sampling was used to identify participants within the case. With permission from the college's IRB office, I connected with part-time faculty through an internal email listserv. I also asked the part-time faculty leadership to help promote participation in the study. The initial email to part-time faculty included an overview of the study, including a timeline for interviews and a link to a survey to express initial interest (see Appendix B). I specifically sought participants whose primary connection with the case was employment as part-time faculty and who had spent at least two terms working on the main campus so as to capture the elements of physical space. A quota for participants was not determined beforehand. After one week, I closed the initial interest survey due to an overwhelming response. From those who completed the interest survey, I selected twenty-one participants who met the criteria and followed up with an email and consent form. Thirteen part-time faculty participated in the study. I felt that it was imperative to compensate participants in this study because of their often marginalized and underpaid role as part-time faculty. As noted in the consent form (Appendix C), participants received a $50 Amazon card upon completing the mapping exercise and interview.

The thirteen participants were part-time faculty at PNWCC. As defined in earlier chapters, part-time faculty are faculty who work less than full-time and do not have a guaranteed term-to-term contract. The participants represented three of the four academic divisions on the main campus and taught in seven unique disciplines. Several of the participants taught on more

than one of the PNWCC campuses and were asked to focus their maps and responses in the interview to their work on the main campus. In addition, several of the part-time faculty taught at other nearby institutions and were asked only to include details about their work at PNWCC.

Pseudonyms were used for all participants. The spatial element of this research connected participants to particular spaces, which had the potential to compromise anonymity. I chose to utilize the strategy of "altering specific characteristics" as a way to disguise identity (APA, 2020, p. 22). Within the spaces that part-time faculty occupied, gender identity would be the main identifying factor, so pronouns and pseudonym usage were assigned independent of the sex or gender identity of the participants. In some cases, the participant chose their pseudonym and pronoun.

Many of the participants shared details about their identities, academic backgrounds or credentials, and length of employment at PNWCC during the interviews, even though they were not explicitly asked. To protect the anonymity of the participants, most of these details were not shared. One exception is the general amount of time that participants worked at the college because this factor clearly impacted participants' everyday experiences. Among the thirteen part-time faculty participants, several have worked at the college for over ten years, and a few have only worked at the college for one year or two years. Most of the participants have worked at the college for three and ten years. In cases where a specific comment may easily have led to the participant's identification, the term participant was used.

Data Collection Strategies

Data collection procedures are outlined below (see Table 1) and evolved as the study progressed. As is typical in a case study, multiple forms of data were collected and analyzed (S.R. Jones et al., 2014). The use of multiple sources of data strengthens the validity of the findings in case study research (Merriam, 2010). Document collection and analysis spanned the

length of the study. The initial intake form was only used to determine whether or not participants met the sampling criteria. Mental sketch mapping resulted in the first significant data collected from participants. Semi-structured interviews followed the creation of the maps. Interviews with department chairs and an associate dean followed the initial analysis of the map and interview data.

Table 1 Data Collection Process and Timeline

Data Method	Means	Timeframe
Document Collection	Websites	November 2020 - March 2021
Initial Intake Survey	Online survey	November 2020
Mental Sketch Mapping	Email, Independent work by participants	November 2020 - January 2021
Interviews with Part-time Faculty	Zoom (recorded)	November 2020 - January 2021
Interviews with Department Chairs and an Associate Dean	Zoom (recorded)	February 2021

A case study database was utilized throughout the study to organize data (Yin, 2014) in Dedoose, qualitative data analysis software. All data were treated with integrity. Appendix A includes more details of data collection procedures.

Observation was initially planned as an additional source of data collection; however, significant observation was not possible during the research period due to restrictions on access to campus due to COVID-19. My previous observations of part-time faculty work at the college and knowledge of the institution contributed to my understanding of the part-time faculty experiences. There were limited occasions in which I worked with and observed part-time faculty remotely. In these cases, I acted as a “very active participant observer...who is a member of the group or organization and is thus participating while observing” (Merriam, 2010, p. 459). These instances of observation mainly occurred during online faculty development sessions and observations of remote teaching.

Document Collection

Documents were used both as an entry point to better understand the part-time faculty experience and to explicate the connection between space, power, and access associated with the part-time faculty experience. Documents were collected from the college website. Documents included websites, the faculty handbook, orientation materials, board reports, online materials from the part-time faculty association, and the part-time faculty contract. Participants were not asked to provide documents. As documents were located, I considered the age of the document, the author(s), the audience and intent, and any bias that might be contained in the document (Merriam & Tisdell, 2016). For example, as related to this study, documents produced by the part-time faculty association may have a different tone and different biases than those produced by the administration on a similar topic.

Mental Sketch Mapping

Mapping has long been associated with quantitative research and positivism. More recently, qualitative methods have emerged as a means of collecting and analyzing mapping data. Specifically, the use of GIS (geographic information systems) in educational research is still relatively new (Velez & Solorzano, 2017). Mapping was an essential element in this study for understanding how activities and interactions were influenced by the environment (Mennis et al., 2013). Having part-time faculty create maps put this often-marginalized group in the position of being knowledge generators (Morrison et al., 2017).

When conducting mapping exercises, the interactions that take place in the space are equally as important as the space itself (Cummins et al., 2007), and therefore participants must be given an opportunity to describe their experiences and behaviors in a space and their perceptions of the space (Mason et al., 2009). Embracing a qualitative approach for mapping and

analysis allows the map to become a visual representation of experience rather than quantitative data points that could further perpetuate power hierarchies (Velez & Solorzano, 2017).

Methods of collecting participants' stories through maps can take many forms. Boschmann & Cubbon (2014) explored the epistemological foundations of qualitative GIS and defined both sketch mapping and mental mapping. "Sketch maps are cartographic representations of individual or group spatial experiences, commonly produced by placing locational marking onto geographically referenced base maps" (Boschmann & Cubbon, 2014, p. 237). Mental maps are not reliant on GIS and are more free-form drawn maps that do not rely on geographical reference points. A mental map could take the form of a cartoon, for instance.

Gieseking (2013) uses "mental map" and "mental sketch maps" interchangeably and describes mental sketch maps as a method to examine the ways people produce and experience space. Mental sketch maps allow the creator to represent emotions and experiences in space (Pearsall et al., 2015). These mental sketch maps can be used for the countermapping of individual spatial narratives (Boschmann & Cubbon, 2014). Countermapping puts "mapping in the hands of people to allow for different points of view and ways of understanding and increasing agency in understanding, rights, and use to spaces" (Gieseking, 2013, p. 723). Researchers in various fields have used mental sketch maps to elicit "complex and often invisibilized stories of the marginalized" (Gieseking, 2013, p. 714). Countercartographic narratives can reveal how socially constructed spaces reflect institutional practices (Knigge & Cope, 2006) that marginalize part-time faculty.

Drawing from Gieskeing's (2013) guidelines for the use of the mental sketch mapping methods and analysis, I adopted mental sketch mapping as the initial method of prompting participants' narratives of their social-spatial experiences. Participants were asked to map their

campus experiences and had the option of whether or not to use a base map of the campus for geographic reference. The use of a base map had the potential to allow some participants to be more comfortable drawing a map and could have prompted reflection of socio-spatial experiences, but it might have stifled creativity for others. The goal was to capture the participants' countermapping in whatever way they were comfortable producing it. Participants were reminded that there is no right or wrong answer for what they include and represent on their maps.

Participants were given the option to receive a packet by mail that would have included high-quality paper, a pencil, and colored pencils, but all chose to use their own materials. Participants were asked to consider a variety of factors when creating their maps (e.g., where they most often interact with students, where they feel most comfortable on campus). After participants finished drawing their maps, they were asked to label the map and add descriptive comments. Participants were given the opportunity to submit maps via mail or email. All maps were submitted via email and reviewed prior to the interview stage of the study.

Interviews

Interviews are an essential component of qualitative mapping and are a way to understand better the meaning and context embedded within the map and map-making process (Gieseking, 2013). Interviews were semi-structured and lasted between 45 and 90 minutes. The use of semi-structured interviews allowed for different perspectives based on unique experiences to be explored while still maintaining a consistent topic (Corbin & Strauss, 2015). As a new researcher, this format allowed for some structure without being overly restrictive.

I asked a set of common questions (see Appendix A), asked about specific details of each participant's map, and asked participants to elaborate with follow-up questions. The order in

which questions were asked varied depending on what was shared about each participant's map, but comprehensive data were obtained from all participants through the pre-established questions (S.R. Jones et al., 2014). Most questions focused on experience and behavior, and "why" questions were mainly avoided to limit speculation (Patton, 2015). Probing was used to seek clarification or additional details following the participant's initial response (Merriam & Tisdell, 2016).

Interviews were conducted after maps were received and reviewed. The initial review of the maps provided some insight into the participant's experiences prior to the interview. Participants were asked to share and explain their maps at the start of the interview. Additional questions focused on the connection between teaching and teaching improvement and space, access, and relationships. While most of the questions centered on everyday experiences, some questions allowed participants to consider what they do not have access to through space or relationships. Participants were also asked several questions about changes to their relationships, access to resources, and how their teaching and teaching improvement efforts have changed as a result of the COVID-19 pandemic and remote teaching.

Due to social-distancing restrictions, all interviews were conducted remotely using Zoom. There are pros and cons to online interviews. Because all part-time faculty who were interviewed were teaching remotely, lack of access to technology was not a significant concern. There is always a slight chance that confidentiality can be compromised when using an online technology like Zoom, but the risk was minimal, and I took numerous precautions to prevent access to the recordings. Advantages of online interviews include increased flexibility in relation to time and access for the interviews and built-in transcription such as in Zoom (Merriam & Tisdell, 2016). Participants were given a choice whether or not to use video during the interview, and all chose

to use video. Use of video allowed for the inclusion of non-verbal clues, which was at times helpful in my understanding of the participant's responses (S.R. Jones et al., 2014).

Additional Interviews. Additional interviews with members of the campus community who could speak to the work of part-time faculty were to be included if needed. Whether or not to conduct these interviews was one of the most significant areas of internal debate for me in the data collection. I did not want to include voices of power in a way that undermined the narratives of the part-time faculty participants, yet the additional interviews had the potential to fill in gaps from earlier data collection and strengthen the validity of the research (S.R. Jones et al., 2014).

After concluding most of the analysis from the maps and interviews and most document analysis, I decided to interview a limited number of department chairs and associate deans. I reached out to the associate deans and recent or current department chairs in the academic divisions represented by the part-time faculty participants. I conducted short interviews (25 to 40 minutes) with two department chairs and one associate dean. These individuals were not compensated for participation. Interviews were semi-structured and conducted through Zoom. A list of questions is included in Appendix A. Questions for these interviews evolved as the research progressed.

Data Analysis

Participant mental sketch maps and accompanying narratives, transcribed interviews, and documents were analyzed. All data became part of the case study database. The goal of data analysis was to answer the research questions (Merriam & Tisdell, 2016). My hope was that analysis of the data would help uncover elements of the institutional culture and structure that contribute to the everyday lived experiences of part-time faculty, especially as related to their teaching and teaching improvement efforts. By analyzing the data through the lens of critical

geography and institutional ethnography, access, relationships, and opportunities for part-time faculty were framed within the space and power structure of the institution.

Utilizing multiple sources of data strengthens research studies, but analysis of multiple sources of data can be a challenge of case study research. Analysis in this study was based on Stake's (1995) procedures for data analysis and included categorical aggregation and direct interpretation of data. Using categorical aggregation, maps and interviews were analyzed to find themes within the case. Data analysis occurred throughout and following data collection (Merriam & Tisdell, 2016).

Part of the goal of utilizing interview and mapping data to understand the institution was to verify that a participant's experience was not idiosyncratic but instead reflected elements of the institutional structure, policies, and power dynamics. In other words, the goal in analyzing accounts of individual experiences is to "make visible the ways the institutional order creates the conditions of the experiences" (McCoy, 2006, p. 109). Maps were analyzed in a variety of ways. The first level of analysis considered the creation of the maps and the elements included in the maps. The ways in which the maps were created and the elements included or excluded helped set the context for understanding the experiences represented through the maps and the spatial thinking of the participants. Map accuracy and quality were not considered in the analysis. The focus was on the narratives and experiences included on the maps (Gieseking, 2013). Maps were analyzed to look for patterns in the representation of space and trends in where resources were accessed, and interactions occurred. Because of the openness of the directions, some of the mental sketch maps could not be associated with exact geographic locations. Maps were used in their original digital forms (as sent by email from participants). GIS or further digital processing of the maps was not utilized in this study.

Maps were analyzed individually and connected to the interview transcripts. The findings from the analysis of the maps and interviews were cross-referenced with patterns that became apparent from document collection and analysis and the minimal degree of observation. Document analysis and follow-up interviews with members of the campus community other than part-time faculty were utilized to strengthen, fill in gaps, and make sense of patterns in the data. Findings from document analysis confirmed what was shared through the maps and interviews but also led to contradictions (S.R. Jones et al., 2014). In this study, document analysis mainly contributed to my understanding of policies and other guidance provided to part-time faculty. At times, the review of documents exposed gaps between structure and policy and the part-time faculty participants' day-to-day experiences and understanding of the college organization and systems.

Coding and Memos

Coding was used as the starting point to capture major themes throughout the various sources of data. Because interviews were conducted through Zoom, an initial transcript was produced with the recording. The transcript was manually edited to ensure accuracy. Transcripts, additional written narratives from participants, maps, and documents were added to the case study database in Dedoose, which is where coding occurred. Early data analysis focused on finding similar themes and placing stories within the context of the institution (Bazeley, 2013). Maps were coded to a limited extent and similar themes were noted. The initial codes were mostly low-level codes that related to explicit categories in the data (e.g., classroom space). Higher-level codes are more implicit and can describe a conceptual category, construct, or pattern (e.g., power dynamics) (Bazeley, 2013). Codes and labels were refined and adjusted throughout the analysis (Merriam, 2010).

Memos were used as a means of documenting ideas, reflections, and patterns throughout the study and helped capture the process of moving from codes to categories and concepts. Some memos were created within Dedoose, but others were developed through ongoing notetaking. Bogden and Bicklen (2011) suggest that "trying to visualize what you are learning about the phenomenon can bring clarity to your analysis" (cited in Merriam & Tisdell, 2016, p. 198). I used sketching to spatially represent key themes throughout the analysis of participants' maps and interview transcripts. I thought of this process as *spatial memoing* and found it helpful in moving toward concepts (see Figure 3).

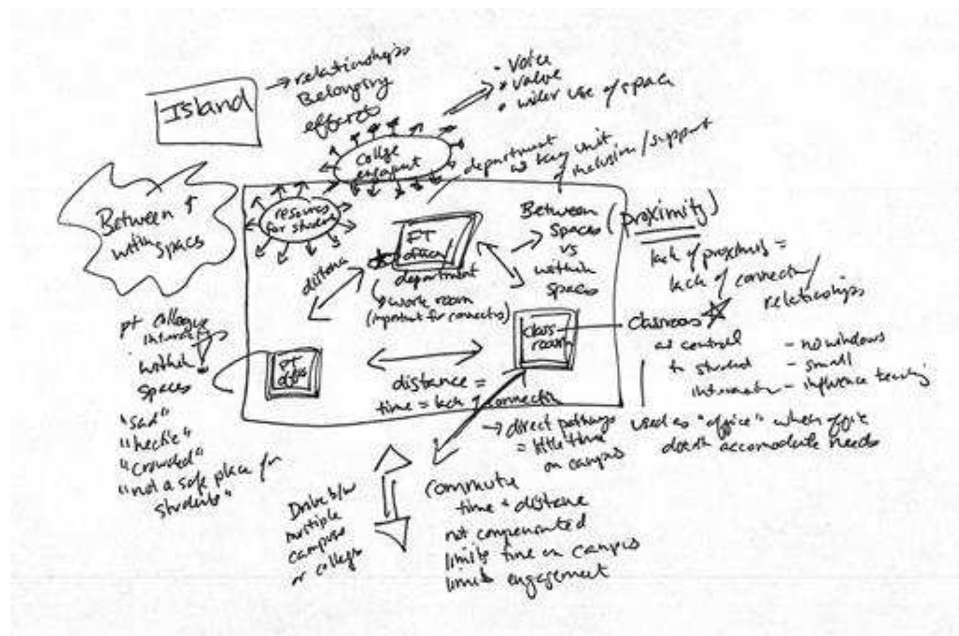

*Figure 3***.** An Example of a Spatial Memo

I later used spatial memos to inform the rich and meaningful descriptions central to case studies. This process aligns with Bazeley's (2013) explanation of the description process as "a means of enhancing the quality of analysis" and emphasizes the importance of the process for refining thoughts and allowing for clarification while determining relationships (p. 228). The

continued analysis occurred throughout all phases of coding to assist in creating a stronger, thicker analysis of the data (Bazeley, 2013).

Positionality

My connection to this research and the participants was outlined in Chapter 1, but it is worth revisiting my positionality as specific to the study's methodology. For this study, I acted as a co-constructor of knowledge, understanding, and interpretation of the meaning of lived experiences (Lincoln et al., 2011). As a faculty member and coordinator of the college's teaching and learning center, my work centers on efforts to improve teaching and student learning, and I recognized that I have both passion for and frustrations surrounding this work. In order to conduct a quality inquiry, I needed to locate myself within the study and regularly needed to reflect on any bias that may have influenced data collection and interpretation (Wolcott, 1994).

I could not assume that I would be trusted, despite my best efforts of relationship building (S.R. Jones et al., 2014). I acknowledged the power dynamic between my role as a full-time contracted faculty member and researcher and the part-time faculty who participated in the study (Louis & Calabrese Baron, 2002). I wanted to be closely engaged with the part-time faculty who participated in the study but recognized that challenge because of potential power dynamics. The use of participant-created maps has the potential to break down some of the insider-outsider dynamics of research, and other researchers have found that the mapping exercise helps build rapport and comfort in the interview process (Boschmann & Cuban, 2014).

Further, considering the lack of opportunity for observation, I relied heavily on my knowledge of the college and observations of work with and work surrounding my part-time faculty colleagues. According to Glesne (2011), "the more you function as a member of the everyday world of the researched, the more you risk losing the eye of the uninvolved outsiders,

yet, the more you participate, the greater your opportunity to learn" (p. 65). By using my knowledge of the college and understanding of the part-time faculty experience as a starting point, I was able to develop a richer understanding of the lived experiences of part-time faculty. Still, as I practiced reflexivity through the study, I needed to focus on whose story was being told and ensure that the analysis reflected the data rather than my desire to create more equitable circumstances for part-time faculty (S.R. Jones et al., 2014). I am grateful to the part-time faculty for what I learned from them, including an understanding of some of my blind spots and biases in my work with part-time faculty. Further reflection is included in Chapter 6.

Trustworthiness

Trustworthiness criteria refer to a set of criteria that can be used for assessing the quality of qualitative research (Schwandt, 2014). The nature of a constructivist project would often be difficult to repeat, and therefore, while one could demonstrate that the findings are true (validity), it may be challenging to repeat the study with the same results (reliability). Savin-Baden and Major (2013) explained that qualitative researchers "most often rely on themselves and are rather guided by a self-created protocol; thus, the terms are not a good fit (p. 474). Smith (1990) shares a similar perspective on validity in constructivist research:

> for constructivism, there is no independently existing reality of meanings that is susceptible to objective depiction, and there is no epistemological sense to be made of the dichotomy between meaning and significance. (p. 175)

In this context, trustworthiness is more about quality and the appeal of interest to readers than about validity and reliability. There were multiple elements of this research project that strengthened the trustworthiness.

In this study, the use of multiple methods contributed to the trustworthiness and allowed for revisions interpreting data (Stake, 1995). The use of thick and rich description added to

trustworthiness by drawing readers into the study (Creswell, 2014). Including interviews with others at the college who could speak to the part-time faculty experience while focusing on the perspectives of the marginalized part-time faculty aligns with Lincoln et al.'s (2011) emphasis on fairness. Elements of reflexivity, including acknowledgments of power relations and assumptions, were included in this write-up and ongoing notes (S.R. Jones et al., 2014). Finally, there were two components of review: member checking and peer debriefing. Participants were provided with options of what they wanted to review (e.g., the complete transcript or excerpts) and given guidelines for the member checking process (Carlson, 2010). Two peers reviewed the case description, findings, and analysis and provided feedback. The goal through all of these steps is to ensure that the data are "trustworthy to the extent that it accounts for [research participants'] experiences" (Campbell, 1998, p. 70).

Limitations and Delimitations

This study explored the experiences of part-time community college faculty on a single campus. This study does not address the socio-spatial experiences of full-time faculty. The views of the part-time faculty are limited to their experience with that college, even if working elsewhere.

Not only are community colleges unique higher education institutions, but each community college is uniquely framed within the context of its community. Further, the part-time faculty experience varies significantly by college. The study is not meant to result in generalizations but will provide a model for replicating this research approach at other community colleges or universities.

Social distancing and limited on-campus presence due to the COVID-19 pandemic resulted in a representation of space based on memory rather than recent daily experience.

Creating mental sketch maps from memory is not unusual (Gieseking, 2013), but data would likely be richer if part-time faculty were currently participating in the campus culture within the college's physical space. For these reasons, it would be challenging to generalize these findings. However, the hope is that the findings can complement and build upon current research to add perspective for future research on part-time faculty and further the case for greater institutional support of part-time faculty from college administrators.

Chapter Summary

This case study allowed for a broad examination of the day-to-day experiences of part-time faculty at one community college through a qualitative socio-spatial lens. Findings were co-created through a mapping exercise and interviews. There was some adaptability to the use of methods as the research progressed. The goal was to use the combined critical geography and institutional ethnography theoretical framework and methodology to generate a new understanding of the lived experiences of part-time faculty and to better understand the effect of space and social relations on their teaching and efforts for teaching improvement.

The methods and context shifted slightly from the original plan due to COVID-19 changes to the work environment and research restrictions; however, the research questions remained the same. The additional consideration of power, access, and relationships in the virtual space added depth to the study and further contributed to the understanding of the part-time faculty experience. My ultimate hope is that the work will lead to interventions that will improve the part-time faculty experience, which, in turn, could improve student learning and experiences. As is typical in case-study write-ups, a detailed description of the case is included in Chapter 4, followed by findings in Chapter 5 (Merriam, 2010). The analysis is presented through discussion, recommendations, and reflection in Chapter 6.

CHAPTER 4: CASE DESCRIPTION

The purpose of this chapter is to depict a vision of the college and the part-time faculty who work there, including participants in the study. This chapter begins with a description of the campus that serves as the unit of analysis for the case study. Next, descriptions of the campus architecture and layout are provided to help the reader imagine the spaces in which the everyday lived experiences of the part-time faculty occur. The second section introduces the part-time faculty at PNWCC, including elements of the part-time faculty contract and statistics about part-time faculty employment and teaching. Finally, the participants, as a group, are introduced.

Between these two descriptive sections, this chapter provides the background for better understanding the socio-spatial findings addressed in Chapter 5. For example, while this chapter mentions participants' limited use of the campus, it is not until Chapter 5 that the details of the socio-spatial context and the connection to teaching are presented and explored. Therefore, Chapter 5 more specifically addresses the findings and answers the research questions. This chapter was informed by my impressions of and experiences at PNWCC, results from document collection and analysis, and to a limited extent, the mapping exercise and questions about participants' maps during the interviews.

A Portrait of the Campus

Pacific Northwest Community College sits within a large valley dominated by agriculture, including hazelnut orchards and grass-seed production. On sunny days in the spring, snowcapped peaks can be seen from campus. The college serves approximately 18,000 students per year, with around 11,000 students enrolled in for-credit courses. Many PNWCC students transfer to nearby universities while others are engaged in the Career and Technical Education

programs and quickly find employment in local industry and healthcare. Students at PNWCC come from urban and rural areas, and while the large majority of students are local, some students commute for an hour or more for specialized programs. The college does not have residential facilities, and services are limited on the evenings and weekends.

The college consists of six campuses or centers that vary significantly in size. Some centers are specific to specialized programs, while others offer an array of classes and expand college access into nearby communities. Because of the investigation of space in this study, the focus is on the largest campus. Often referred to as the main campus, this campus is where most administrative offices and programs for four of the five academic divisions are located. The main campus is also where the majority of part-time faculty work and where most student services can be accessed.

Campus Layout and Appearance

Despite the college's best efforts at landscaping and renovations, the main campus of PNWCC is not a welcoming place, especially during the cold and rainy winter months. Within the college's own facilities master plan, the buildings are described as follows:

> The current building construction on [PNWCC's main] campus is monolithic concrete. Monolithic concrete at the current scale is imposing to pedestrians as they approach the buildings. The buildings feel massive, heavy, hard, cold, and aren't complementary to the human scale. This fails to create an inspirational learning environment....

Imagine being met by these imposing concrete walls each day when you come to work or school. One participant, Roscoe, described the campus:

> It's not a very cozy space, even though they are trying to make it nicer. It's very windy and very, you know, exposed to the weather. It is just not very comfortable....Whenever I visit the main campus, I feel it's just not a good design. I heard the history of it was that someone who designed a prison in Arizona actually designed the buildings.

While this is a popular rumor at the college, regional architects, who had experience designing other college campuses, planned PNWCC. In fact, in 1972 as construction was beginning, the

architectural plan for the college won an award, and the architects were recognized for their design. Aside from the prison architecture rumor, several participants invoked prisons in their descriptions of the campus, for instance, describing an office as “cell-like.”

The campus consists of over twenty buildings that mostly connect via outdoor covered walkways. Cold winds sweep through the walkways adding a literal coldness to the cold, unwelcoming feeling of the campus. In the facilities master plan, these hallways are described as “dark cavernous spaces.” Most restrooms and staircases are located off these hallways, although both are internal in several more recently renovated buildings. Participants described access and safety concerns related to the campus design. For example, Nikki depicted the location of a women’s restroom at the end of a dark hall next to a janitorial closet as unsafe. Dane shared that he was “shocked at how unfriendly this campus is to those with physical disabilities.” The campus is also challenging to navigate. Having worked on this campus for over five years, I frequently find that it is easier to walk people to a location than to explain how to navigate the maze of external staircases and walkways. Part-time faculty offices are often tucked in remote corners and lesser-traveled areas of the campus.

Sprawling parking lots create the borders of the campus to the north and south. Most students, faculty, and staff arrive by car or bus with few pedestrians or bicyclists. Parking lots are often full up to the rows farthest from the entrances. There are at least five different ways to enter the campus, with some entries being more open and welcoming than others. The east and west sides of the campus contain more open space, including a walking path, tennis courts, and a campus garden. These areas can be beautiful and offer a break from the concrete. Kate, who described much of the campus as “dismal,” noted that the art galleries provide a reprieve from the cold gray walls. The central courtyard is well-landscaped and full of color during warmer and

drier months. Students, faculty, and staff use the courtyard for informal gatherings, sharing meals, playing music, and occasionally as an outdoor classroom.

Buildings with wide-covered paths as exits surround the courtyard. Most of these buildings are academic buildings, but some courtyard-facing buildings contain service areas such as the library and learning center, registration, and student leadership. A student-run coffee shop and a small cafe can also be accessed from the courtyard. There is a covered walkway around much of the courtyard's perimeter that connects to staircases providing access to the second floor of the buildings. Several buildings are not immediately adjacent to the courtyard. Sarah, one of the part-time faculty who primarily works in the building farthest from the courtyard, described the building as an island: "We're on our own island because geographically, it is away from the other buildings. It's weird because it is on the main campus, but it's like, it's its own little island." The effects of this separation are explored in Chapters 5 and 6.

The original buildings on the main campus were constructed between 1971 and 1973. Several buildings have been updated, including facilities for the sciences and industrial arts. Unfortunately, the recent earthquake retrofitting of old buildings added even more concrete to the campus and closed off many windows. The buildings that have been built or renovated more recently stood out to the participants. Roscoe talked about a building that was renovated in 2010, "I like that place because it is really sunny and has a lot of windows. It's really nicely done, but it's an exception." Much of the vision of the facilities master plan has yet to be realized. For instance, the following architectural goal is directly related to this study but has yet to come to fruition on the campus:

> Create spaces that strengthen educational support networks between faculty/peers/community. Strong relationships have been shown to aid in educational achievement and follow through. Personal networks are often built outside the classroom,

> and space must be designed to encourage chance interactions that can lead to supportive relationships.

There are several areas where these interactions are better facilitated, and these spaces were explicitly mentioned by participants for fostering interaction between students and part-time faculty. Most of the comments about spaces were about those where the part-time faculty spent the most time: classrooms and their offices. Both of which will be addressed in detail in Chapter 5.

A Portrait of the Part-time Faculty

Imagine that you are a recent graduate of a doctoral or master's program. You love teaching and want a full-time teaching position, but you can only find part-time faculty work. Your teaching position and course load is inconsistent term to term with limited benefits and low pay, and yet you are expected to teach at the same level (or better) than full-time colleagues. You can be compensated to participate in other elements of the college, but you're not able to because you are also teaching at two different schools - trying to earn enough money to pay rent and college loans. Or imagine that you have recently retired after spending most of your life developing expertise in a topic only to find that your colleagues do not value your perspective. As a result, you are excluded from department meetings and often feel that you need to stay quiet when colleagues discuss your discipline. Both of these scenarios portray the reality of part-time faculty work. Thirteen part-time faculty participated in the study and are referred to by pseudonyms: Amelia, Dane, Ella, Felix, Izzy, June, Kate, Nikki, Oliver, Roscoe, Sarah, Tina, and Waylon.

One participant, Kate, described part-time faculty as "an afterthought. And [we] aren't necessarily appreciated. We are expected to do a lot of stuff for very little pay and

compensation., but then we also get the brunt of the blame when things aren't necessarily good." Kate continued,

> I don't think [PNWCC] is the only community college or college in general that is not treating [part-time faculty] with the respect and the appreciation that they do deserve. And I think that's just a general byproduct of American educational systems - teachers are disposable.

Another participant, Sarah, reflected, "I am just a part-timer, a small little thing. I wonder if it matters if I am here or not." These quotes capture some of the feelings that the part-time faculty participants had about themselves and their role as part-time faculty. The term "disposable" was used by several participants when describing their value to the college. These impressions are formed through the conditions of their employment (low pay, lack of consistent work, short notice addition or cancellation of classes, etc.), by broader contexts of power and access at the college, and, as Kate alluded, within the neoliberal landscape of higher education. Some of the factors that contribute to the experiences of part-time faculty but are outside of their everyday socio-spatial contexts are addressed in this section in an effort to paint a picture of the working conditions of part-time faculty. The socio-spatial context is examined by looking at participants' maps in Chapter 5.

As defined by the part-time faculty contract at PNWCC, the participants in this study are all part-time faculty who are "employed by the college for three or more workload credit equivalents in any given academic term." PNWCC, like most community colleges, relies heavily on part-time faculty for course delivery. Over the past several years, the college has employed 316 to 342 part-time faculty per year. Compare that to the 123 to 136 full-time faculty employed per year over the same period. In 2019, 51% of student-credit hours were taught by part-time faculty. To recap, the part-time faculty teach the majority of credit hours yet do not feel that they have value at the college.

According to data provided by PNWCC, the part-time faculty population is younger and consists of more women than the full-time faculty population. Those demographic factors may also contribute to part-faculty members' sense of value and voice on campus but were not investigated in this study. Part-time faculty come to their work for various reasons, but many, including several of thirteen part-time faculty participants in this study, hope to use part-time faculty teaching as a launching point for full-time faculty positions. William, a department chair, captured the ways people might come to the job and warned applicants of the challenges of the work:

> When I hired people, I would tell them if you are a stay-at-home parent who wants to get out of the house, well, this is a great job for you. If you're retired, and you'd like to make a little extra money, do something interesting, great job for you. If you're new in your career and you would like to get teaching experience, this is a great place. And I said, if you fall into any other category, this is a terrible job, and you should not take it. You do not make it a living. I said that to everyone that I hired who had that look in their eye like maybe they thought this was a sustainable living, and also sadly, I said, you know your chances of getting a full-time position here are next to nothing.

While seemingly presenting a pessimistic view for those just starting, William touches on the reality of part-time faculty work. Several of the participants addressed why they are working as part-time faculty, ranging from being home with young children to being retired to seeking a full-time position. Dane shared that he is seeking a full-time teaching position and would welcome the opportunity to be more engaged, but few options exist. Waylon was teary-eyed as he described his love for teaching but lack of opportunity at the college: "you can only give so much to a place." On the other hand, Kate shared, "I love teaching and [PNWCC], despite some of the shortcomings. I genuinely love working here, and I keep applying for faculty positions because I want to work here." These three quotes align with William's warning to potential new part-time faculty.

Working Conditions and the Part-time Faculty Contract

Participants shared several frustrations with the part-time faculty experience that do not directly relate to the socio-spatial context but help set the stage for understanding their experiences. For example, part-time faculty expressed frustration over the short time frames to prepare classes and being the first to lose classes when enrollment drops. June lamented that these practices are “unfair to the part-time faculty but ultimately disadvantage the students.” Participants did not feel that they received an adequate orientation to the class, and some expectations were unclear. In short, part-time faculty are unpaid for some of their work and undervalued for their knowledge and efforts to support students; and they often do not have all of the necessary resources or information to best support students.

The part-time faculty at PNWCC have a contract and an association. Most, but not all, of the participants were part of the association, and a few of the participants were actively involved with the leadership of the association or negotiation of the contract. The contract addresses part-time faculty employment issues such as pay and performance review, college benefits such as tuition reimbursement and professional development, and academic issues like academic freedom and intellectual property rights. The terms of the part-time faculty contract were being negotiated with the administration during part of this research. The current contract was described as a “skeleton” and “not very strong,” and the part-time faculty hoped to make progress during the negotiations.

The benefits of the association extend beyond what is included in the contract. The association maintains a separate website that is linked from the PNWCC website. The website contains a wide array of resources for part-time faculty. Part-time faculty receive invitations and compensation for attendance at all faculty development events offered through the college’s teaching and learning center and have opportunities to be engaged with various councils and

committees on campus. Roscoe shared that there are many ways that the college works to support part-time faculty, including paying part-time faculty to attend faculty development and participate in college governance, but these efforts aren't enough to affect all that is put in the way of part-time faculty. He explained that the many barriers and lack of access result in the feeling that part-time faculty are not valued: "Our voices, our experience. We are made to feel that it doesn't matter." William reflected on the inclusion of part-time faculty from his role as department chair:

> They're basically excluded from everything. On paper, they are, of course, welcome to come to department meetings, and we do look for opportunities for people to do other projects work on OERs, the high school partnership work, and there's someone working on that with us, so individual people did work on special projects, especially if they're interested in building their career but effectively the system locks them out of all important decision making.

William's focus on "the system" was echoed by part-time faculty participants. Sarah shared that she often feels that to be included, she needs to "say the correct words and dance the correct steps of the dance." She said that she often asks herself, "who is serving who, is the system serving the people, or are the people serving the system, and it gets to me when I see that we are here to worship and serve the system." Even when the institution offers invitations to meetings, as noted by William, the part-time faculty are not truly included.

The part-time faculty association has a significant task in advocating for part-time faculty employees. They are not only up against the system at PNWCC but also far greater power structures in the American economy that have led to the reliance on part-time faculty. In the part-time faculty report to the Board of Education in January 2020, the part-time faculty association president addressed the importance of investing in part-time faculty (and costs of losing part-time faculty) by stating, "Whenever we lose a colleague, the college loses an investment." and specifically:

● Quality of Education: Every time an instructor is hired they need to learn the ways of the college, they need to understand the goals and strategies, and they need time to learn to take full advantage of the tools that are given to them. These tools are crucial in securing the quality of education.

● Productivity of Education: Once instructors realize all the tools that are available to them on campus they can support and guide their students to completion of their education.

The report went on to name the ways in which the part-time faculty association was addressing the retention and effectiveness of part-time faculty:

● Orientation: We developed an engaging program to introduce the new hired instructors across divisions to the teaching tools they need and a group to feel supported. We still need help from the hiring committees and supervisors to effectively share that resource with the new instructors.

● Retreat: The retreat is a perfect venue for questions, guidance, or new ideas. It is also a great place to meet administrators as well as part-time colleagues. The number of instructors participating is continuously growing. We were able to welcome between 50-70 instructors to each retreat this year.

● Associate Deans: Associate Deans are the direct supervisors for the Part-Time Faculty in their divisions. When issues arise PTFA offers help and mediation in any situation that involves the Part-Time Faculty member. PTFA strives for close cooperation with the associate deans, for example in on-boarding and orientation of new faculty members.

● Inclusion: There are still many instances in campus life where Part-Time Faculty is treated as an outsider. For example our new members are not introduced during the inservice. We are often called the “adjuncts” although we are nobody’s assistants, but fully qualified instructors that teach maximum 24 credits in a year.

● Contract: A good contract offers the instructors security and livelihood so they can freely invest their energy in teaching. Right now Part-Time Faculty members at LBCC are paid less than all other comparable institutions (Sister Colleges) in the I-5 corridor. This has negative impacts in faculty retention and engagement. We are working on making our contracts competitive. As years ago our Full-Time colleagues, we too, strive to be “average.”

These are not new focal points of the part-time faculty association. Through my review of over two years of part-time faculty reports to the Board of Education, I noted that many of the same topics were repeated. These themes also came up in interviews with the part-time faculty. The

orientation (or lack of an orientation), the role of the associate deans, and inclusion will be addressed throughout this chapter and Chapters 5 and 6.

Participants who have worked at the college for many years suggested that the environment for part-time faculty has improved significantly. From my interactions with part-time faculty, I know that many part-time faculty attribute the positive changes to the presence of the contract. Overall, Ella saw many positive gains at the college over time, but she noted that with the development of the part-time faculty association, “there’s been a lot of strain, where people were choosing their words carefully, or always ‘oh let’s ask the part-time faculty now,’ but that has become more normalized, more a part of our culture.” She attributed the college’s support for professional development and an increased voice for part-time faculty to the origination of the association and contract.

Others such as Oliver noted that the working environment has improved overall, but the college is now more reliant on part-time faculty. Oliver and Tina challenged this reliance and expressed the need for more full-time faculty. Oliver reflected,

> In our department, there were about an equal number of full-timers and part-timers, but that’s not the case now. We might have one more full-timer than we had back [when I started], so our full-time faculty in our department has not grown in twenty years or more now. That’s not right; I mean, if you can keep as many part-timers as we have busy for this many years, then we need some more full-timers.

The reliance on part-time faculty is often perceived as a means to add flexibility for the college, and it is the college and the system, not the part-time faculty, full-time faculty, or students, that benefit from the reliance on and conditions of part-time faculty work. Part-time faculty are part of a structure in which they are marginalized through compensation, lack of job security, and as further explored through this study, space; and yet part-time faculty are the people most likely to be teaching community college students. These students may be the first in their families to

attend college or be part of another marginalized group. They may be students who never thought they would go to college or those coming back later in life to earn degrees. All students need faculty who can offer the best possible learning experiences and academic support in their educational journeys. Unfortunately, part-time faculty are often not positioned to educate students in this way - not because of their knowledge or abilities - but because of the barriers put in front of them by the system.

Case Summary

This chapter was written with two purposes. First, the descriptions of the campus and part-time faculty were included to allow the reader to understand the case better. The hope was that the reader could visualize the campus and vicariously understand the conditions of part-time faculty work. Description of some of the spaces more specific to the part-time experience, such as classrooms and shared offices, are included in Chapter 5 with the hope that the reader is transported to those spaces (Merriam, 2010). Describing the contract and work of the part-time faculty association sets the foundation for the focus on the socio-spatial elements of their experiences that are explored in Chapters 5 and 6.

CHAPTER 5: MAPMAKING AND FINDINGS

In this chapter, I present the findings from the participants' maps and associated narrative descriptions and interviews. In addition, findings from document analysis and interviews with department chairs and an associate dean are included to fill in gaps and strengthen the results. While most of the findings are specific to the physical campus, several notable trends were realized through questions about part-time faculty participants' remote work and teaching experiences. These findings directly connect to the key themes from on-campus experiences and are discussed in more depth within each theme. The chapter is organized by the themes that became apparent through the analysis and aligned with the research questions. The research questions are 1) How are the everyday experiences of part-time faculty shaped by the socio-spatial contexts of a community college campus? 2) In what ways does access to and use of college spaces influence part-time faculty teaching and their efforts to improve teaching?

Overview of Socio-Spatial Contexts of Everyday Experiences of Part-time Faculty

While there were several clear themes from the analysis, they were intricately intertwined, as should be expected when looking at the socio-spatial context. Organizing this chapter was, therefore, complex. To explore the findings and best understand the interconnectedness of the social and the spatial within the everyday lived experiences of the part-time faculty, I first pulled the two apart. From the socio-spatial theoretical perspective, the social and the spatial are inseparable in everyday experiences, but the attempt to unwind them resulted in the emergence of several patterns used to organize the findings.

Figure 4 shows the core spaces, relationships, and work that make up the everyday experiences of the part-time faculty participants at PNWCC. These elements of part-time faculty

experience were influenced by and influencers of the concepts of proximity and time on campus. Proximity was the dominant connector of the themes, with participants often naming proximity as an essential factor in their use of space, as well as in forming and maintaining relationships, developing knowledge of and utilizing resources, and interacting with students. Time was another factor often mentioned by participants. All of the above themes and influences contributed to participants' sense of inclusion on campus, which was articulated as having three main components - voice, visibility, and value.

The first section serves as a broad overview of the mapping process and the participants' reflective experience of mapping. Section two focuses on the teaching and support of students, which are at the core of the part-time faculty experience. Finally, section three covers engagement in the college and interactions with faculty colleagues and administration, including ways in which faculty were included in (or excluded from) their department and shared governance.

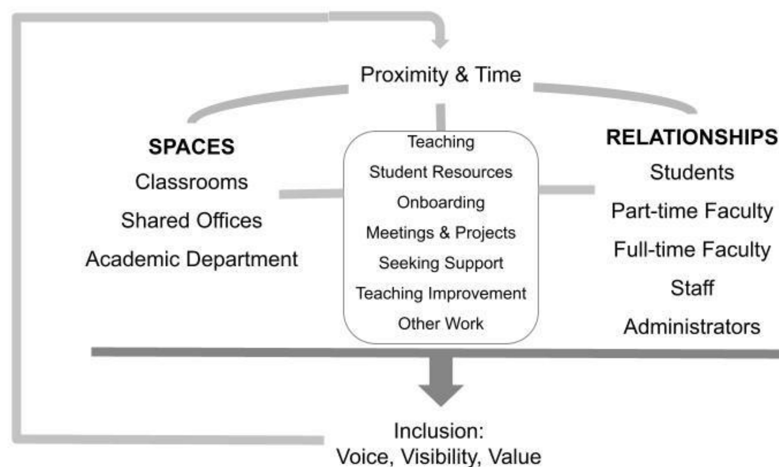

Figure 4. Overview of Socio-Spatial Context of Everyday Experiences of Part-time Faculty

Mental Sketch Maps

The participants' maps and details of their map-making process are included as an introduction to the way that the mapping exercise captured and led to participants' reflection about and articulation of the socio-spatial contexts of their everyday experiences on the campus. As outlined in Chapter 3, participants created mental sketch maps which are "visual maps derived from their cognitive maps of space and the information, emotions, and ideas they hold, whether real and/or imagined" (Gieseking, 2013, p. 713). The subsections below capture the reflective value of the maps as a means of telling a story. Elements are the participants' spatial thinking is also described. Time and levels of comfort in spaces are key themes. The final subsection focuses on participants' choices when creating their maps.

"It was Cathartic:" Mapmaking as a Reflective Process

For many of the participants, the map-making exercise was a reflective process that resulted in new understandings of their use of campus spaces and the influence of campus spaces on their work and relationships. Mental sketch mapping captured the socio-spatial dialectic within part-time faculty work but often through the reflection that resulted as part of the exercise, not always from the produced map. Through the exercise, participants created countermaps/counternarratives of their everyday experiences.

The process of making the maps elicited a range of feelings from participants. Several participants expressed concern about their maps or a lack of confidence in what they created. Others stated that the experience of making the map was enjoyable. For example, Ella explained,

> The process. Okay, so I found it to be a self-reflective exercise which I enjoyed. I took some time to really think about the spaces I was part of and the spaces I was excluded from or didn't use. I enjoyed thinking about and identifying certain places that have a lot of meaning to me, meaning because of the people - a lot of rich memories, especially with students.

Like Ella, most participants described taking time to think about spaces and their experiences in them as they created their maps. For example, Sarah described creating her map:

> It was a very interesting process. I had never thought of it before, and it kind of made me ponder on which part of campus I am utilizing most. I'll tell you that making the map was so much more exploratory than I had thought it would be. I approached this experience without any preconceived ideas or thoughts that I had thought of before.

Felix reflected, "I guess the biggest thing that impacted my thoughts about the spaces is probably my first time on the campus itself. So that's what really directed me to draw them out the way that I did." Similarly, Tina shared,

> Anyway, that was kind of fun. It was kind of nostalgic to go back and go, oh yeah, oh yeah, okay, this happened there, and that happened there, and in there, well, I'd forgotten about that little room over there. So, it is the little green one [on my map].

For many of the participants, the exercise required them to think about the college and their experiences in a new way.

As part of the map-making exercise, participants were asked to include places where they spent the most time, felt most comfortable, felt least comfortable, interacted with students, etc. (see Appendix A for mapping directions). Several participants shared that they hadn't thought of spaces where they felt uncomfortable, and these spaces were only realized through the mapping exercise. For others, the lack of comfort or inclusion was part of their daily lived experiences. Waylon shared,

> It was kind of a good reflection. It was good to put a little bit of my life on paper. And so, I just went through your list of things you sent me. I was just thinking about where I spend my time, where I enjoy being, where I don't feel that comfortable. It was cathartic. I guess it was kind of a good way to think through things.

A wide range of spaces were noted as comfortable and uncomfortable (see Appendix D). Feelings of comfort and discomfort were typically due to one of three factors: role of part-time

faculty in the space, physical characteristics of the space, and most significantly, interactions within the space.

"Show Up, Teach, and Leave"

Participants repeatedly expressed that they spend a limited amount of time in a limited number of spaces at the college. Dane, who started teaching on one of the other campuses at the college, shared

> I thought that when I finally got to the main campus, I'd feel like I'm part of it. And in fact, I still don't. I feel like my job is to show up, teach, and leave. You know, nobody really needs me to be around any longer than that. I feel like that is the message I get, and 'here, we'll give us this crummy little office.'

Roscoe also reflected on his limited time on campus, "On campus, mostly what I do, I come to teach. I stay for my office hours, and then I leave." These quotes extend beyond a reflection on time and start to illuminate the lack of value part-time faculty may feel.

Limited Time. For some participants, their limited time on campus was dictated by other factors. As noted in Chapter 4, many part-time faculty teach at more than one college or hold another job. Others have family responsibilities that consume much of their time. Several participants lived in nearby communities, so their commute time was also a factor in their time and involvement on campus. Reflecting on his commute, Dane, who lives over an hour from campus, shared, "if it's the big event at the beginning of the term, I can make it work, but if it is a lunch thing and I'm not already on campus. Well, that is a long way to drive for a meeting." These temporal factors are influenced by the broader societal context outside of the institution.

Limited time on campus directly contributed to participants' sense of inclusion and belonging. Dane said that part of the divide between full-time and part-time faculty is when he cannot follow and feel included in conversations because he doesn't know the people, events, or campus projects that are being referred to. He reflected,

> You know, as I talked about my time on campus, there's that history. When you're part-time and you've only been there for four years, you're not part of it. I don't know that history, and so conversation so often devolves into what remember like 'Billy did that and he and...' I don't know these people. I don't know what they're talking about. You know, it's hard to be part of that. I think it's annoying for me, and it is annoying for them when I keep saying, 'Who is that? What is that?' Obviously, I am not part of that conversation. I kind of start getting up to speed, but when you're new and part-time and there so little, it's hard to get a grasp.

Dane said that small examples like this reinforce that he's not part of the college. He later described this feeling, "I always feel like a guest, you know, not a vital part of the college." Time was a common theme in participants' discussions of the remote environment. Those who commuted and then reflected on their time interacting with the college during remote work noted the ease and enjoyment of attending events online. Others appreciated the added time recovered from not having to commute.

Limited spaces. Amelia, Kate, Nikki, and Waylon all offered reflections on their limited use of the campus space. When asked to explain her map, Amelia shared,

> It's not the entire campus. I decided to just do the buildings where I spend the most time, which is pretty limited. I don't know what else to say. These are the four places that I enter when I'm on campus. I started to draw the whole campus, but why, why would I take up space when I only go to these few places.

Similarly, Nikki reviewed the campus map and noted areas that she has never visited:

> So, we have a track, and there is the wellness path, and there are the sand volleyball courts, never been there, you know tennis, never been over there. I haven't seen the greenhouse. Really anything on this west side, I haven't been over there.

None of the participants included the greenhouse or garden on their maps. Only Ella added the walking path, and only Ella and Felix included outdoor athletic facilities such as the baseball field and tennis courts. They were both more likely to utilize these areas. Ella elaborated on her use of the path by stating, "that is an important space, having conversations while you're walking on that trail. I value that." For Felix, the outside spaces were near his office and classrooms.

Amelia was the only other participant to include an area outside the central courtyard that didn't connect to her teaching or support of students. She shared,

> Sometimes in the summer, I'd have a three-hour gap between classes without anything to really do or anywhere to go. I signed up for weight training because that's the only way you can go to the weight room in the summer. And then, when I was done, I would teach my afternoon class. I met a few students but also met faculty from different departments, and we kind of got to know each other a little bit in there, and I became comfortable in there. I got to know the weight instructor, and now I just go when the gym is open.

While naming a physical space, much of Amelia's focus was on the social.

In addition to the spaces above, there were academic buildings that were left off maps or not included by participants. These were facilities most used by the Career and Technical Education (CTE) programs such as welding and machine tool. Nikki noted that she is aware that the college offers CTE programs, but she has never visited the buildings on campus where those courses are taught. She explained,

> I know we have welding and other trade programs, and I think it would be nice for students to see those areas. And for faculty too. I believe those programs are growing, and for college students, it is a different career path. They should see those areas, but I don't think most students or faculty go over there.

Sarah shared that she didn't have reason to go into some of the buildings with a more specialized focus, such as those where some of the manufacturing courses are taught. When reflecting on these spaces, she shared, "I wish I had more connections in those areas. I think it just takes knowing the people, and there was no opportunity to get to know any of the people who work there." Roscoe shared a similar sentiment about the industrial buildings noting that they are spaces he doesn't visit because he doesn't know any of the people. This notion aligns with a goal in the college's Facilities Master Plan to make those spaces appealing to invite interaction and showcase the programs. Within the plan, the college acknowledges that "students and faculty do not get an opportunity to interact with these maker programs" (e.g., welding).

Choices in the Map-Making Process

There was significant variation in the participants' maps. Not all participant maps are included in this case write-up, but there is at least one example of each approach. Several maps were cropped or edited to remove identifying elements, such as the names of college employees. The maps that participants shared reflected a variety of approaches to map creation and interpretation of the instructions. Appendix E captures the various elements of map-making. All participants shared maps with one-dimensional features, always from the top-down birds-eye or cartographer's view. All the participants included labels of buildings. Three of the participants printed the campus map and drew on that map. Tina's map was traced - falling somewhere in between printing and drawing. She was the only participant who shared that she couldn't remember the locations of spaces on campus:

> I'm an absolutely horrible drawer, so what I kind of did was just traced over the map. I went and printed out a map, or no actually, what I did was I held [the paper] up on the laptop like this, you know, and traced. And then the interesting part was I have no memory anymore. My children keep telling me, 'Mom, you're old.' And I'm getting there, so trying to remember exactly where the rooms were since I was on campus was hard.

All other participants drew their maps by hand. Most of the participants referenced the campus map when creating their maps, which added to the accuracy of their maps and labels. Felix shared,

> I made [my map] from memory, but then I printed the [the campus] map afterward. I didn't do it exactly the way it was. Mostly the building shapes were off. Oh yeah, this one is actually long. I don't know why I didn't remember that.

Amelia also said that she referenced the campus map, but, like Felix, mainly to ensure the accuracy of building shapes, not to include areas with which she was less familiar.

Participants represented their use of and experiences on campus spaces through paths, representative size, color-coding, symbols, and labels. Most of the maps contained several of these components. There were two temporal considerations in participants' map creation. Most

participants considered time spent in areas of campus when determining what to include, while others sized the building shapes on the map according to the amount of time spent in the space. Several of the participants, for example, June (see Figure 5), included time frames based on academic years within their maps.

Across all the types of maps, four participants included additional written descriptions of their use of the campus space to complement and expand upon what was included on their maps. Dane shared, "I am not very creative or artistic, so I feel I need to write some about the map." Ella organized these additional notes based on her time on campus. Similarly, Oliver included notes that captured his use of space over time but only captured one academic term on the map. Ella (see Figure 6) and Izzy (see Figure 10) attempted to capture all of their experiences over time and did not label the different time frames on their maps. June included notes on her map and taped several pieces of paper together to make room for her descriptions (see Figure 5).

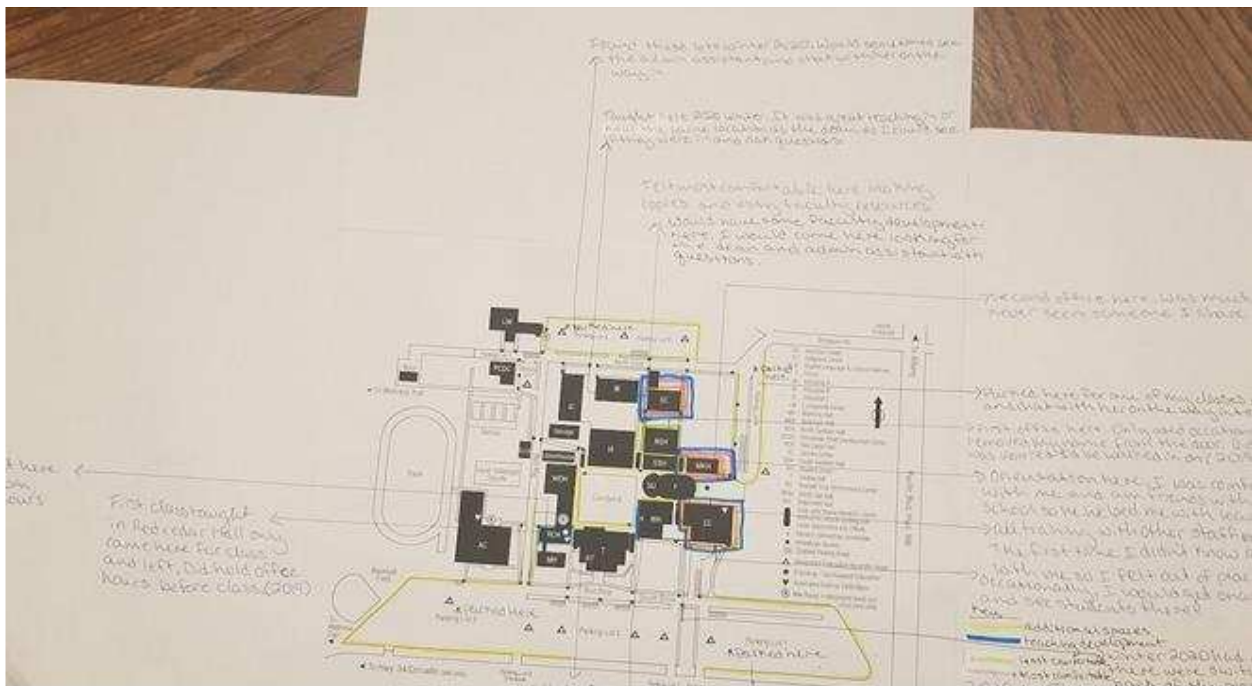

Figure 5. June's Map with Narrative Labels and Color-Coding

Note: June's map is cropped at the edges to not reveal the names of individuals at the college.

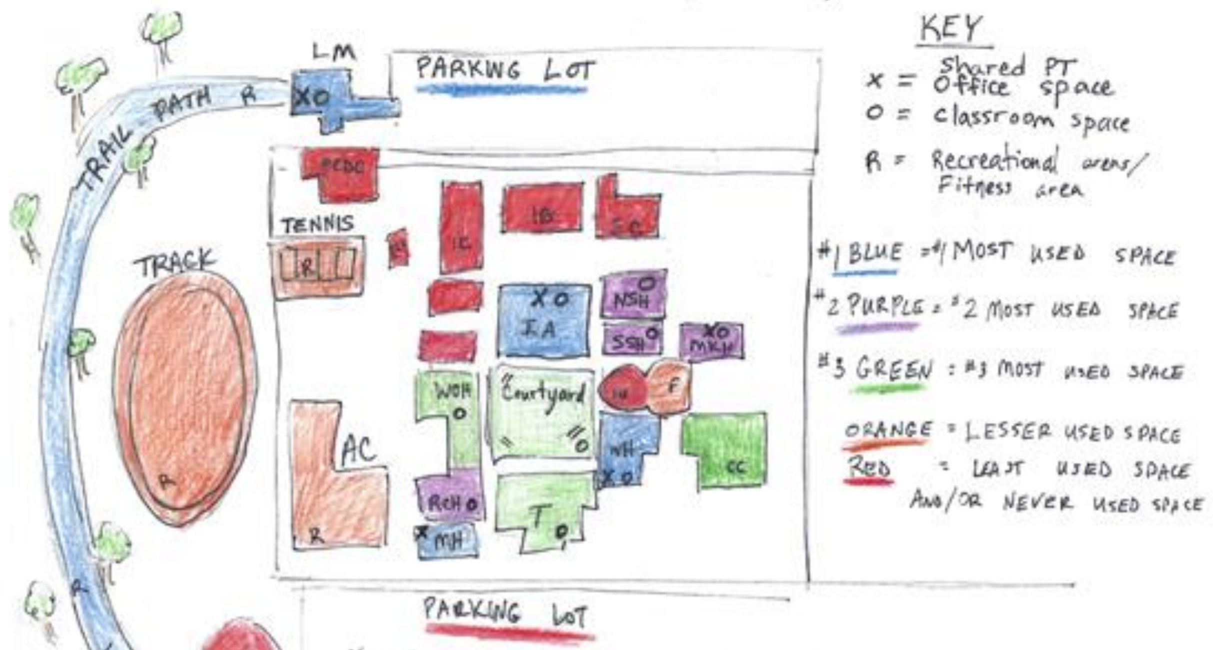

Figure 6. Ella's Map Showing Color-Coded Buildings Based on the Degree of Utilization

Color-Coding and Symbols

Color was the most common way participants represented the meaning of spaces on their maps. Eight participants used varying degrees of color-coding to indicate a variety of meanings, from capturing the use of space at different times to levels of comfort to degrees of use of a space to feelings about a space. Waylon said he struggled to capture his thoughts during the map-making process and used color to "represent how I feel about those places." For example, Waylon used black to code the spaces where he feels least comfortable and used brighter colors to reflect classrooms and the shared office (see Figure 7). Notably, the black spaces on Waylon's map are administrative offices.

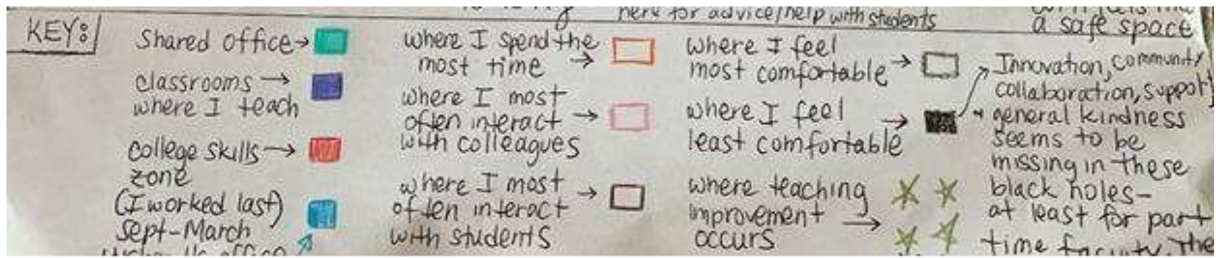

Figure 7. Detailed Color-Coded Key from Waylon's Map

Paths on Campus

Several participants envisioned the paths that they traveled through campus when creating their maps, even if they chose not to represent the path on their maps. Most participants only included the spaces they utilized or spaces they regularly passed. Oliver and Nikki only drew their typical paths on campus, noting common stops along the way but not adding any color codes or significant labels to the map. In both cases, the maps were accompanied by detailed notes that captured specific spaces on the map and the use of the spaces. Oliver was the only participant to share two maps - one representing the ground level of the college and another presenting the upper/second level (See Figure 8).

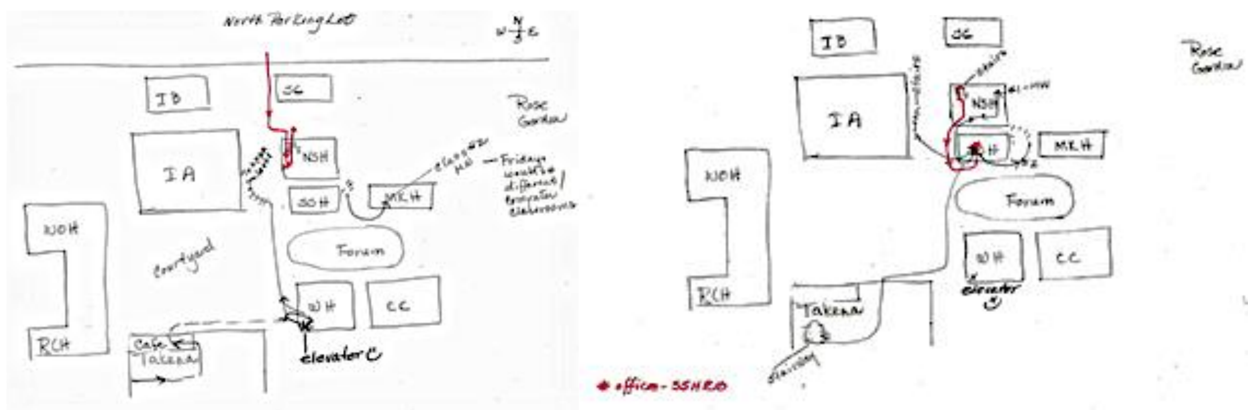

Figure 8. Oliver's Maps Showing his Path through Two Levels of the College

Oliver shared that his path across campus varies greatly depending on his class schedule and classroom locations. He shared,

> I have worked on this campus for decades, and sometimes where I go and what I do is very simple, and other times I am all over campus, so I took an approximation of what last winter was. I might stop at the library and talk with the librarians. I might go to the writing center. It kind of depends on what is going on. Or I might, you know, bop over to the bookstore. It depends. But I'm usually not wandering around looking for stuff to do because I'm supposed to be in my classroom or my office.

Waylon also used a path-based approach to create his map and said that the mapping exercise forced him to think about the limited number of places he visits on campus:

> Most days, you know, I only go to one place - one tiny corner. I have not even been into a lot of the buildings, or I could not tell you the names of many of the buildings. It's kind of like I had my little path, and so I thought of [the mapping exercise] in that way. That was kind of an interesting thing that I just, you know, I'm sure is true of other part-timers. We go in, we get out, and even though I would often go two or three days a week and spend the whole day, it was still in my little, tiny square of classrooms and office.

Several other participants also commented on or speculated about other part-time faculty experiences. Overall the participants did not have a sense of whether others were having experiences similar to theirs.

Kate included her pathway along with color-coding and the use of symbols (see Figure 9). Kate shared her process for creating her map:

> My map. I kind of when point-by-point through the instructions that you gave, and at first tried to kind of do the map by memory. But then I ended up pulling up a campus map and kind of just eyeballing it and ultimately decided only to include the buildings that were relevant to me instead of the entire campus. I think the only places that I included that I didn't visit super often were just places I would walk through or ones that I always walk by but have never gone in. I wasn't sure if that would be relevant. So, I decided to keep them and then. It felt weird not to include some of them. But yeah, I started out by just putting in the buildings I could remember and then from there, focusing on the places that were relevant. So, like my office, both my new and my old office. So, I changed offices. They put me in a new office. I guess I volunteered to move to a new office. And then, but I felt like I wasn't sure what the scope of time was, if it was like going just by term or just in general. So, I included my old office and then included all the places where I have had my classrooms. And it was very weird, doing this map made me realize like, oh, I've only taught in like four buildings. And then it wasn't directly said in the instructions, I don't think, but I felt like it might be relevant to put the paths I tend to take because I tend to take the same paths every time. For the most part, I was commuting through the bus. And so that was always kind of my starting point there. I guess it was winter 2020 before we went into lockdown. In winter 2020, I started driving because I got too lazy to wait for

> the bus. But even then, I was parking in that parking lot there. So that's why I didn't include other parking lots. But yeah, it was really interesting to do this because it made me really think about, like, where do I go on campus, other than my office or my classroom. And the sad truth is I don't go to too many other places other than those locations. So yeah, I think that was my overall process with it.

The above excerpt captures Kate’s thought process behind map-making. Responding to the prompts in the mapping directions challenged some participants, including Kate, to think deeply about their experiences. She continued,

> I think that one of the questions was, 'Where are the places you feel least comfortable,' and I really had to think about that. I ended up marking the library and the bus stop and my old office for the least comfortable, and I used a frowny face, but that comes across as more dramatic than I think I actually feel. It's like there was no place where I actively felt super uncomfortable, I guess, and it was more like either neutral spaces, or well, I don't feel comfortable here. So, I guess that's least comfortable, and those are usually places where I would not feel as authoritative as I could. I mentioned on the map itself that I do look relatively young. I'm in my 30s, but a lot of my students think I'm in my 20s. And so often when I'm out and about. I get mistaken for a student, or I just don't feel like I have as much credibility as I do when I'm in my office or in a classroom, and it's like okay, clearly, that is the teacher. She's behind the podium. You know, so like it was really interesting to work on this map. It made me think of it on that level, kind of like, well, why am I more comfortable in these spaces versus in these other spaces and similarly and made me very aware that there are a lot of places on campus that I never go to, and I don't know what they are for. What are the students doing in those locations?

This excerpt stood out from others because of the consideration of the degree of power and agency a part-time faculty member has as related to the purpose of the space.

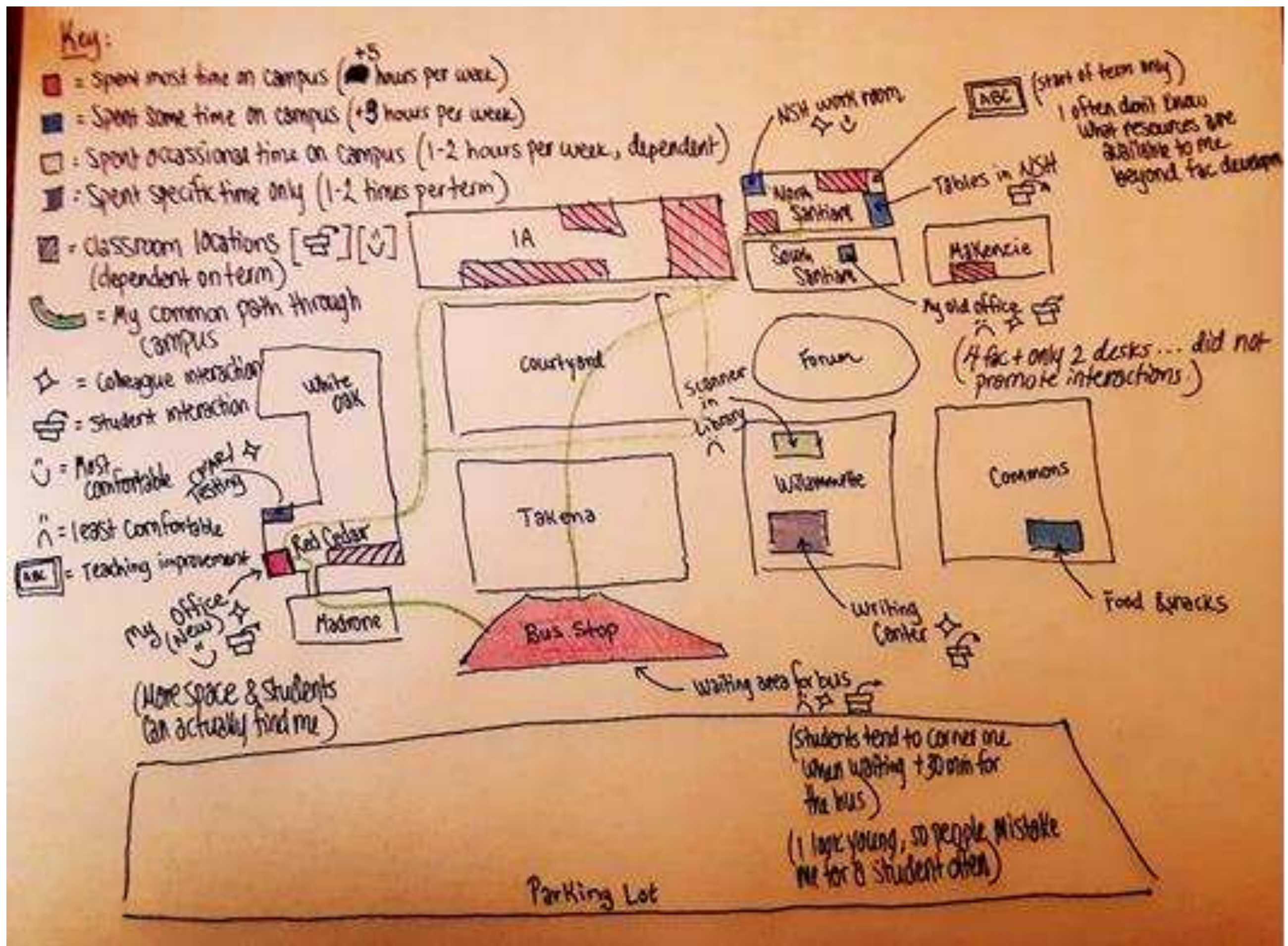

Figure 9. Kate's Map with Color-coded Spaces, Descriptions, and a Path

Representative Size

Two participants created their maps in more abstract ways. Izzy represented the buildings on campus as a series of circles of various sizes with the larger circles signaling where she spent more time. She explained her process:

> So, I have a pretty structured literal map in my head of where things are and how to get there. And I see myself as a pretty spatial learner. Anyway, how I hold information is based on location in my brain, but I wanted to address your question of where you spent the most time and where you spend the most time with students in an effective way without making it super busy. And so, the circles just really appealed to me as a way of demonstrating that. I was fighting against the literal interpretation versus the creative interpretation. Um, but the more I thought about it as I was getting ready to do it, the more I really liked just plotting the circles with the general or a relative position accuracy but focusing the size on the places where I spent the most time and spent the most time helping students.

Izzy's description of creating her map captures the thought and reflection that went into the mapping exercise. In addition, her use of "literal interpretation" reflects the cartographer's view of campus spaces used by others.

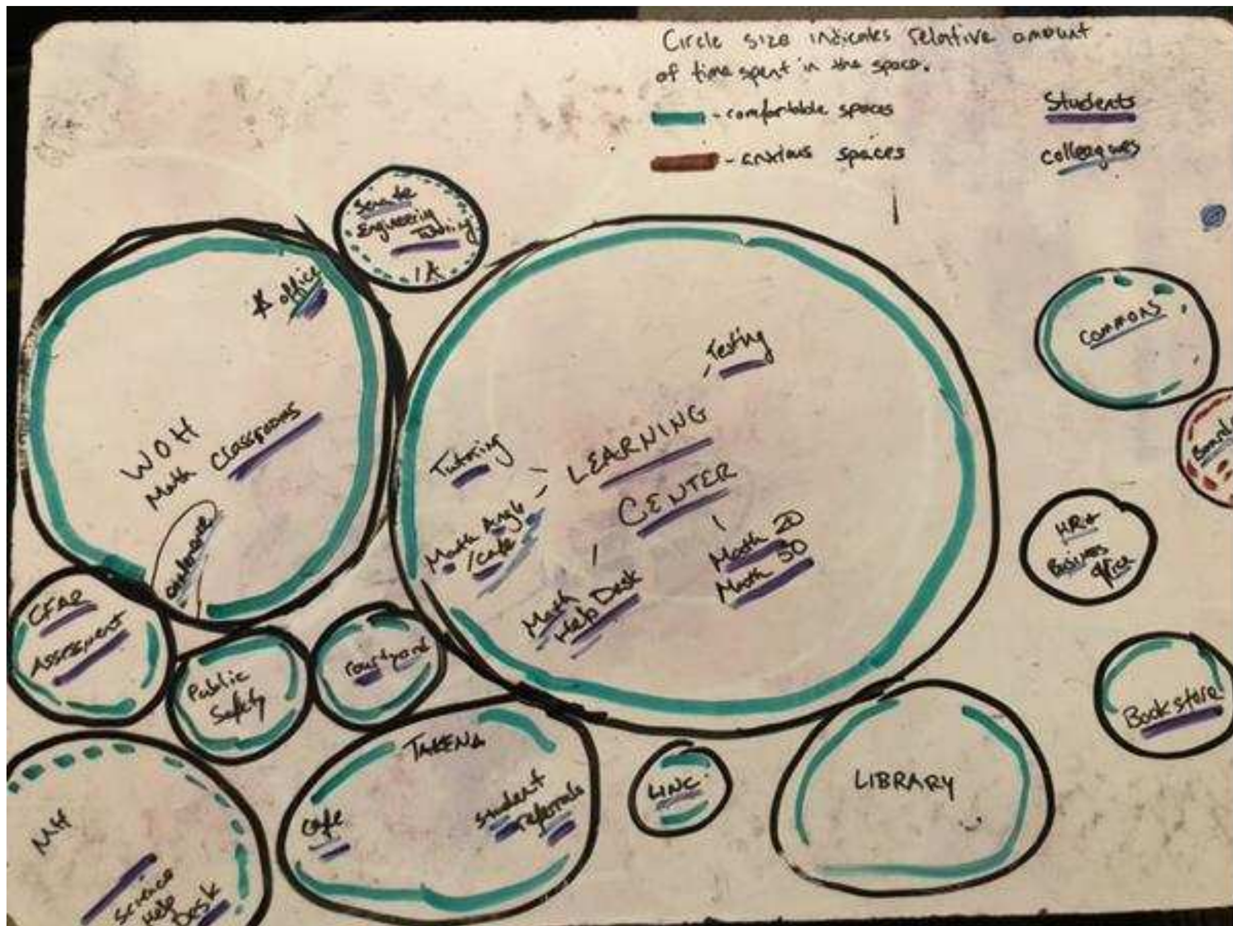

Figure 10. Izzy's Map of Circles Indicating Time Spent in Spaces

Dane also used size as representative but said that he scaled the buildings on the map "based on importance [to his experiences]" (see Figure 11). By presenting buildings in this way, Dane provided more detail about the space within the buildings than other participants. At the same time, Dane provided specific breakdowns of the percentage of his time spent in spaces on campus. This was a more quantitative way of representing time than presented by others. It is

notable and in line with findings from other participants that Dane estimated that he spends 85% of his time in classrooms and only 5% of his time in his office.

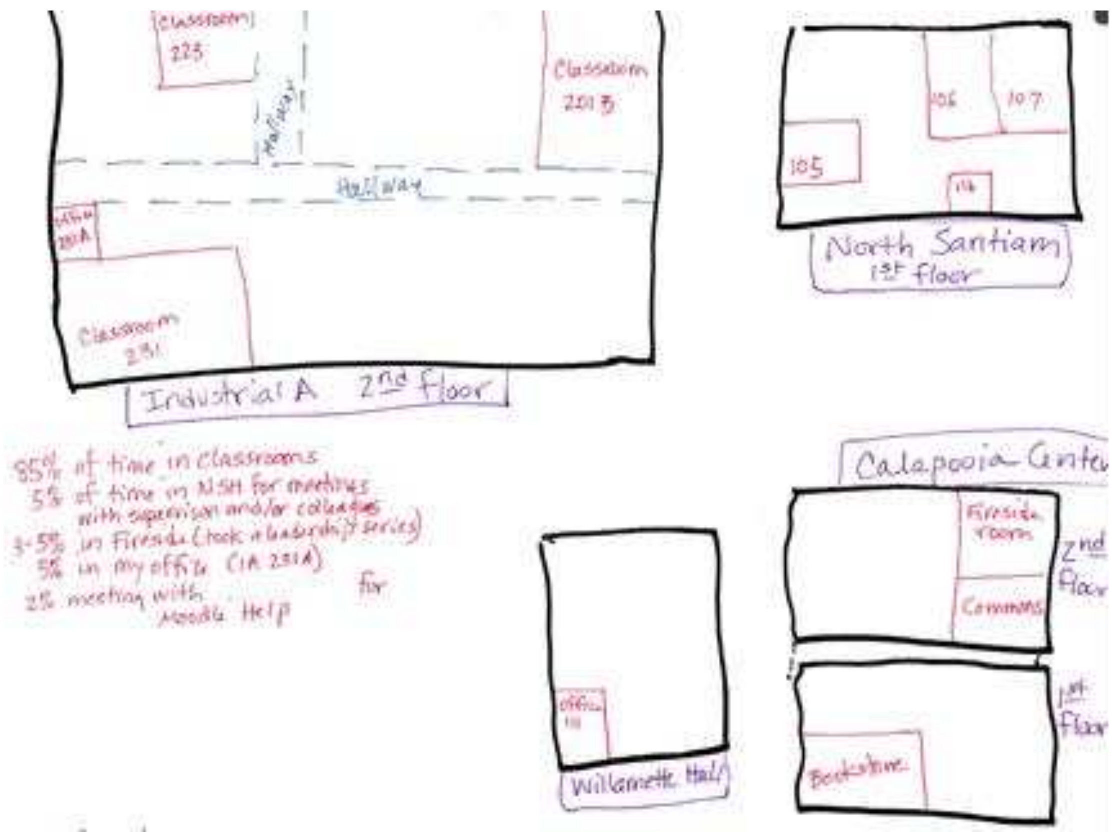

Figure 11. Dane's Map Reflecting Importance of Spaces

Dane explained his process for creating the map:

> Well, you know, to be honest, it kind of a set off my anxiety. I was kind of panicking. I'm not creative, and so like I started thinking, I just go to this one building. That's it. Right. And so, I actually had to pull up the map of campus and kind of look at it and go, wow, this is a lot bigger than I knew because I just go to my class. So, making it was a challenge. I had to think about it a lot. And you can see that I just put little blocks in, so it's not really a map. Because I don't really access most of campus, I kind of put them size-wise for importance. You know, on my map [technology support] is a really big space, but you know, that's just that little corner of the building. There are a lot of buildings that I never go into, so I just had to really think at first. I tried thinking about other things I did at the school, like the leadership thing. So, I did pull those in, but they were not my first thought. Going to these other places is very rare.

This excerpt and the percentage of time breakdown on the map capture the notion that even when part-time faculty are in other spaces on campus, their time and extent of their interactions is limited.

Teaching and Working with Students

Most participants showed joy when discussing their teaching practices and interactions with students. Their commitment to their students and student learning drove some participants to continue their work despite the other conditions. Table 2 shows the areas where part-time faculty participants most often interacted with students.

Table 2. Spaces of Frequent Interaction Between Students and Participants

Space	Participant
Classrooms	Amelia, Ella, Felix, June, Kate, Nikki, Tina, Sarah, Oliver, Roscoe, Waylon
Office	Ella, Izzy, Kate, Roscoe
Courtyard	Felix, Izzy, Nikki, Tina
Learning Center	Amelia, Izzy, Kate
Cafe, Coffee Shop, or Cafeteria	Felix, Izzy, Nikki
Bus or Bus Stop	Felix, Kate
Other Common Spaces	Izzy, Kate

Note: not all participants included this element on their maps or during their interview

Some of the interactions with students were more casual yet still important to the participants. Felix shared his appreciation for opportunities to interact with students outside of class:

> Interacting with my students. Hm. The green on my map is the bus stop, and then there is the courtyard. I think it's amazing the conversations that you can have in those cases, even on the bus rides to and from campus. You get to know your students a little bit differently. And it is kind of fun to see them in a different element than the classroom and to have real-life conversations

In addition to face-to-face teaching, it was some of these more spontaneous interactions with students that participants shared that they were missing in the remote environment.

"We Will Walk Together:" Navigating Campus to Support Students

Students were almost always at the center of their descriptions when participants discussed use and access to spaces. Discussions about supporting students outside the classroom arose from two parts of the mapping and interview process: representing spaces where interactions with students occurred on the maps and questions about accessing resources. When asked about resources, almost all the participants shifted the conversation to resources for students.

One of the most significant barriers for part-time faculty in connecting students with resources was simply not knowing where the people, spaces, and resources were located. In June's experience, "nearly everybody that I talked to here is really wanting to help the students learn." However, June expressed frustration about the reliance on part-time faculty to find the resource and learn how to use it.

None of the participants had ever had a complete tour of the main campus, and most participants didn't recall having an orientation when they started working at PNWCC. Many participants explored campus on their own to learn more about spaces and resources, but some, including a couple of people who have worked at the college for a few years, were still unsure of where some essential student resources were located. Nikki shared that she went around campus to learn about different locations to support students: "I seek out those places because I know I will have students who need those services." As a starting point, Nikki used a list of student resources that are recommended for inclusion in course syllabuses. She shared, "So that [example] syllabus was the key. I think now that I'm talking it through with you, it was the key to me finding some of those spaces on campus." Nikki was resourceful in creating her own tour of campus in the absence of an organized tour.

The participants felt an obligation to students to break down some of the barriers of the campus space to help students. June shared,

> And I'd like to at least know where things are so I can direct students to the [computer] lab. I had a student show me where that was. I didn't know that it existed. And the tutoring center and stuff like that, because unless I just go poking my head into rooms, I literally don't know where they are. I am not the end-all-be-all for students, so I need to send them to the appropriate resources, but I don't know where they are. I can't help students if I don't know where the resources are.

Dane echoed this feeling and said he'd "like to be a little more connected with where the students go to get help, because I know there's a writing center, but I don't know where it is. I'd like to help a student get there." Sarah related her experience at the college as part-time faculty to what it may be like for new students, "you're walking through mud, the whole time. So, I felt I wanted to go through that mud before them and try to make that trail easier for them." The student resources that participants named included counseling, tutoring, the writing center, the accessibility resources center, library, and assessment. These experiences demonstrate another point of information sharing and guidance that would not only benefit part-time faculty but, ultimately, the students.

Ella shared that she likes to make the college feel more welcoming and inclusive for students:

> I really enjoy getting [students] out of the classroom. And we will walk together, and we will, you know, I will point things out. And it makes the campus more inclusive for them. [Some students] need someone who is actually going to walk with them and spend time with them to create that relationship and help build their confidence in their academic skills.

Similarly, Waylon explained that he would often walk students to the learning center, testing, and other support areas of campus: "For some students, I'd walk them. We should go there together and just help [the student] meet the people." Likewise, Izzy framed her interactions and relationship-building with staff through the lens of student support:

> If I know there's someone who's going to be interacting with my students in a way that's going to be to their benefit, I try to form a relationship with someone in the office, not everyone, that would be hard, but at least one person. It makes it easier for me to just pop in and discuss a situation with a student.

Participants' work to support and connect students with resources speaks to their dedication to students. However, as June observed, there is too much reliance on part-time faculty to do the work to learn about the resources, specifically to locate them on the campus. As a result, the connections that participants are making for their students can only occur after the part-time faculty locate and learn about the resource, and in some cases, make a personal connection.

Even with remote teaching, the part-time faculty stressed the importance of connecting students to support resources, yet this was one of the more notable challenges that participants expressed about the remote environment. Izzy shared,

> I miss being able to take students down to the [accessibility center] or the learning center and to drop them off and make the introduction. Now I can offer to be part of email threads, but a lot of things just get dropped. I can't tell what is happening. It was so much less ominous for the students when I could walk them across campus.

Because faculty are often the most essential contact point for students, especially in remote learning, these efforts are invaluable to student success.

Classrooms as All-Purpose Spaces

To an overwhelming degree, participants spent the most time in their classrooms. These classrooms were also where participants felt most comfortable and where they most often interacted with students. When asked whether they had thought about space in relation to their work, classrooms were the most common reason the part-time faculty had thought about space. Participants were quick to tie spaces and classroom furniture to teaching styles and noted that many spaces were designed for lecturing, not active engagement with the students. Participants were often frustrated by the poor spaces to which they were assigned, especially when the space altered the way they wanted to engage students.

Oliver, Amelia, Tina, Sarah, Waylon, and Nikki shared that they most often meet with students in their classrooms rather than their offices. When reflecting on her map, Nikki explained,

> I'd be [in the classroom] for a couple of hours straight, you know, teaching my class. I never went to my office. It wasn't conducive for meeting with students. Students didn't know where that was; really nobody met me over there. I was most successful just meeting students at the coffee places or pre- and post-class in my classroom area. That was a very successful way to meet with students.

When part-time faculty offices were farther from the classroom and the department, participants were more likely to use the classroom or another space to meet with students. This is a concrete example of the effect of proximity and the concept of between spaces.

"Small Windowless Boxes"

Participants had both positive and negative experiences in the classroom, but most described situations in which the classrooms did not work well for them. Nikki shared positive experiences with classroom assignments and commented on having large windows that overlooked green space. She appreciated the technology, dry erase boards, and the amount of space. She said the classroom was "really nice for both me and the students."

One department redesigned its classroom spaces, and part-time faculty from that department were invited to learn more about the space. Izzy described the change from lecturing to active learning as a "paradigm shift." She explained that there is significant support in the department to aid in the transition:

> There was a lot of talk about how you have to change your teaching style. There are still support meetings that we can go to discuss best practices, troubleshoot issues, share ideas, and brainstorm new activities.

Roscoe shared that the effort was worthwhile, and teaching in the classrooms that he described as "really well designed" makes a difference in how he interacts with students. Roscoe reflected that

because all the classrooms are similar, he doesn't have to worry about being assigned to a challenging space or learning how to adapt his teaching to a different space. Izzy also commented on the benefits of having consistent classroom designs that foster student interaction. She shared that she used to walk around in the classroom and engage with students but often found it challenging. Izzy continued, "Teaching in classrooms with pods makes that much easier. There is more interaction, more collaboration."

When participants described the challenging elements of classrooms, size and physical features were highlighted. Ella described some classrooms as "windowless" and "dank and dark." Tina described one classroom as feeling like "a box" and "the most horrible room in the entire world" and requested not to be assigned to that room again. She reflected that the small windowless space negatively impacted her teaching and interactions with students. Tina shared,

> I hadn't thought about space and teaching until we were in that horrible little room, and you couldn't move. It was so loud. So yeah, space is important. But I didn't realize how much that little room affected me until we started talking about it.

Tina said she tried to teach the same way, but it was challenging. She described teaching in the room,

> I try to do the same things, but it's a whole lot easier in the bigger classroom where you can put them in groups, and they have some space and room to move about and not be right next to this group, who's talking, and they can't hear. There was a lot of that in that little tiny dinky room. You had to just kind of be in your own table group, and then your other table group is like this far apart [holding hands about a foot apart]. I mean, literally, they were bumping chairs because it was that tiny in that room, and there were over 25 people in this little tiny room meant for probably ten. They had to bring in another table because I had more students, and so we just ended up doing just table groups rather than moving around because there was no moving around in that classroom. So I mean, that's not a huge big deal, but it did feel unfair for the students and challenging for me just because everybody was so crowded.

Felix shared the sentiment that too many students are in a small classroom in some cases but said he can always find a way to make the classroom work.

When reflecting on the impact of the classroom spaces on teaching, Oliver said, "I don't know if it affects the outcomes, but it might. It certainly affects the way I can interact with students because I can't get to them. They're jammed in there." He explained that the room would be appropriate for 10 or 12 students but not the 22 in his class. He wrapped his arms around himself and sat straight: "This is how we have to sit. There's just no room. We can't move. And I like to do a lot of group stuff, but you just can't. It's too little. And the electronics are crappy." Similarly, Waylon shared thoughts about one classroom that he finds challenging. He described not knowing where to stand and squeezing between groups. Waylon preferred teaching in rooms in which students are grouped at tables and contrasted those classrooms with others "so packed that students can't even turn a chair around." Waylon shared that moving tables and trying to make classrooms work for groups is time-consuming and sometimes frustrating for students. He shared that he often runs into students or cannot access groups. The challenges of teaching in these spaces led to frustration and fatigue for the participants, especially when they couldn't teach in the way they preferred.

Kate discussed the connection between the windowless classroom spaces and teaching and learning:

> It is really the classrooms without windows. I can see the ways in which that affects students. It's like nobody wants to be locked in a bunker when they're learning; like when you're learning, your classroom should not feel like a jail cell. That's not going to inspire anyone. It is like I'm happy to be here, especially when it is a sunny day, and then you just trudge into this horrible classroom space.

June described when she was assigned to a room with a partitioned wall and someone teaching on the other side simultaneously. She said that not only was she distracted, but students were distracted and would often complain to her about the space.

Roscoe shared that classroom technologies sometimes change without input from those who use the classrooms or without training, affecting teaching and time, especially for part-time faculty who must spend additional time learning new technologies. Kate said that she's had to adjust her teaching because of differences in technologies: "The classroom dictates the amount of technology I use. I might use the projectors and doc cam, but, in some classrooms, it is just the whiteboard."

Kate explained that some rooms are so challenging that students have commented on the course evaluations: "There's a question about what hindered your learning and there have been times when students have said 'the classroom' and I know that is not my fault, but it is still an evaluation of the class." Tina also shared that she receives feedback from students about the poor classroom spaces. Trying to facilitate active learning in one of those spaces often resulted in students being unable to hear one another or bumping into each other. Tina commented, "We have to move, students need to be engaged in different activities, but there wasn't room." These frustrations and compliments from students were often concerning for the participants, not just because of the effect on student learning but because of their inconsistent work and fear of not being assigned classes for the next term.

Classroom Assignments and Requests

Participants shared that they are often assigned to classrooms that are hard to find, and some part-time faculty who are familiar with those spaces try to provide students with directions to the classrooms in advance. None of the participants were sure of how classrooms were assigned, and most participants had not requested specific classrooms. Amelia shared that she has regularly moved classrooms after the room has been assigned and that she's never been part

of the discussion. June outlined her process when she finds out what classroom she's been scheduled in:

> So, the process for me is after I get told which classroom I am going to be in. I would go check to see if any of the keys that I already possessed open those doors. And if they didn't, then I would go requesting keys. And I would also, while I was there, make sure I knew where the lights were and that I could figure out the login information and that I could get the projectors to work because sometimes they were fighting with me.

June's example highlights pieces of part-time faculty work that need to be learned through the job.

Dane was unsure how classrooms were assigned but said he was happy with his assignments. He suspected that his department chair, who uses many active learning strategies, helped ensure he was in classrooms where he could also have significant interaction with students. He described the classroom as having "multiple screens and small pods for students, about six to a table." These are the types of classrooms that participants desired. "We can do a lot in those classrooms," Dane remarked.

Oliver noted that he has requested not to be assigned to several rooms. Kate said that she's been given a few inadequate classrooms, but she's hesitant to complain because she's still relatively new at the college: "If I am put in a crappy room, I just kind of am like, well I guess this is my classroom for the term and go with it." Ella said that as she's spent more time at the college, she's more likely to make requests and share when something isn't working. When reflecting on her early years at the college, she said that she was the "type of person to just make it work. I was not going to ask. I didn't want to bother anyone. But it definitely affected my teaching. Now I see the connection, and now I ask for what I need." Ella said part-time faculty always have a choice and can always call to get help. Most other participants did not share this feeling, though, especially those newer to the college or early in their teaching careers, as was

demonstrated by Kate's comments. Much of the hesitation from part-time faculty to make requests or complaints relates to their concern about continued employment. Student feedback also contributes to ongoing hiring decisions and can be influenced by teaching conditions in assigned classrooms.

Part-Time Faculty Offices and Office Hours

All part-time faculty at PNWCC are supposed to have access to an office space. According to PNWCC's faculty handbook,

> As a general rule, Part-time Faculty will be given access to a shared office in the building with their department. Offices will include a desk, chair, file cabinet, phone, and computer. Offices will be scheduled through the division support staff and the Office of Scheduling.

Yet access to an office space does not guarantee its usefulness. Several participants reported not using their office spaces. While most participants expressed appreciation for having access to office space, they described the spaces as "difficult to find," "hectic," "dingy," "crowded," and "not secure." The department chairs shared frustration about the part-time faculty about office spaces. William said that the offices are "rarely cleaned out and stuff accumulates." Molly felt that the shared office space was "poorly designed."

All the offices that participants described were shared spaces with between three and six part-time faculty per office but sometimes with up to ten people sharing a space. The shared use of the offices caused a multitude of issues, but the primary concern was that the offices were not appropriate places to meet with students because of the lack of privacy. Amelia said that her part-time office space only had two computers and many people who wanted to use them. Sarah noted frustrations associated with coordinating who would be in the office at what times to access the computer. The shared use of desks and computers within the office space is an

important distinction. Not only are the part-time faculty all sharing a room, but they are also sharing the resources within that room.

Kate was one of several participants who had occupied more than one office space. She touched on several of the above themes when she reflected on these two spaces,

> So, my new office is a space that was presented to us as a collaborative space. It's a big office that has six desks in it. And the idea was that there'd be enough space for multiple colleagues at once, for us to communicate and all that. And in practice, I feel like I was in there, mostly alone. Sometimes my colleagues would come in, but it just as it worked out with our office hours, but I really enjoyed that office so much more for student interaction, because there's more space for them to sit, it's a little bit easier to find than my [old office]. There were four people in that office, but only two desks, one of which had a broken chair, so it was like, you know, I never felt like I could be there, I mean, not all the time, but it was like sometimes my students couldn't come to my office hours. And it's like, well, I would love to meet with you on Wednesday, but I can't because my colleague is in that office on Wednesdays.

This new space presented Kate with an improved opportunity for student conversations within her office but also presented a challenge because the office was farther from other spaces that she and the students regularly use.

Not having private space to discuss issues with students was the primary reason participants didn't use or didn't like their office spaces. Waylon encouraged students to come to his office and set up individual meetings with each student but said that the students didn't come back after the first meeting. He speculated,

> I think it's hard because my office is shared. You know, so it's like if you really wanted to come to talk to me about something hard, it's weird because there are three other, sometimes four other, faculty. Maybe it's not a very safe place for the students.

Other participants also struggled with the lack of privacy of their offices for meeting with students, as well as the lack of proximity to other places that students frequently visited. Most of the participants chose to meet with students in classrooms before or after class, in the learning center, or in one of several other public spaces on campus. Nikki explained,

> If you know it's not your space, you really can't personalize it, and it felt like logistically more effort to me. You know, I would need to set something up just to use it for a small amount of time. So, it was just easier for me to have a home office and then transport my files and just use the copier and scanner in the mailroom office instead. And then, when I needed to meet with students, I would meet them in a space that they felt was more inviting anyways.

For many part-time faculty who spend a limited amount of time on campus, choosing the most convenient options, those near other work, made the most sense.

Izzy shared that some of the part-time offices didn't feel secure because of the many people who were in and out and their connection to other open spaces. She commented, "I didn't always feel like I had a place that I could keep personal belongings or tests that would be safe. So my solution was to just carry my personal belongings with me and leave my tests up in the testing center. So not ideal." Hauling personal supplies is another way part-time faculty may be recognized compared to full-time faculty who have secure and private office spaces. Dane shared Izzy's concerns about security and expressed surprise about finding her office door unlocked or propped open on several occasions. He was concerned about student files and the computer but said that her supervisor was unaware of and unconcerned about the issue. This left Dane, who was one of four or five people using the office, feeling that the office space was a low priority, and he lost his small sense of ownership of the space.

"Scattered Across Campus:" Office Locations and the Value of Proximity

Proximity was a salient theme in the discussions about part-time faculty office spaces. Kate described part-time faculty offices as spaces "scattered across campus" that part-time faculty are "shoved into and have to share." June shared the experience of being in an office far from other faculty in her department and also used the phrase "shoved into" to describe her office assignment. Dane shared the challenge of locating his office, "Students couldn't find it...the truth is, on the first day, I couldn't find it. It took half an hour to figure out where it was." Dane later

moved to a different office space, but still, in an effort to encourage students to visit and break down some of the barriers of navigating the campus, he presented several slides in class to help students find the way.

Ella reflected on moving office locations and the advantages of being near the department administrative assistant and the dean: "It was really nice to be able to see that his door was open, and especially as part-time faculty, be able to say 'hey, I've got an idea.'" She connected her office location to teaching, "When I moved, I think I got complete access to what I needed, and it's definitely affected and improved my teaching and my abilities, and improved connections." Ella's emphasis on proximity and the connection to improved teaching captures the importance of access to resources and people.

Meaning Tied to Offices

At the surface level, for example, in reviewing the schedule of classes, students cannot identify part-time faculty; however, with a bit of digging or a few experiences on campus, students may notice differences in how faculty are represented and the spaces that they utilize. The part-time faculty participants were very aware of the elements of their spaces that set them apart from full-time faculty. Several participants expressed concern that their office spaces may tinge student perceptions of their status on campus and, in turn, impact student interactions and learning. Kate felt that the different locations for office spaces for part-time and full-time faculty emphasized the value of the groups of faculty. This is one of several ways in which power is represented through space.

Kate related the office spaces back to teaching and impressions from students and compared her shared office space to full-time faculty in her department. Kate reflected,

> I think [part-time faculty office locations] are especially frustrating on a student level because if I have a class in [one building], and I tell my students my office is in [a

> building across campus], and they're like, I don't know where that is, and I'm never going there, and I'm like, all right, fair enough...And yeah, I think since moving to [this office], I feel like I'm less likely to run into full-time faculty who are like all in [one hallway together]. I always enjoyed that. I liked walking by the offices and being able to say hi to them and feel like they were, you know, happy to see me kind of thing. There are fewer interactions on that level. And I think it's just another way in which that separation happens - all the full-time faculty are in [one building], and the part-time faculty are in[several other buildings], like who knows where they are. We're more scattered, and we're all kind of shoved into shared offices versus full-time faculty who get their own office, which again I understand that they are full-time faculty, and you're not going to make them share, but it does kind of create that divide and can affect teaching ethos as well. Like if you walk into [a full-time faculty member's office], he has these full bookshelves and all of his work, and he's right there in the building that he teaches in, and then you walk to my office, which is not as personalized because I share it with five other people, and you know at first glance it kind of looks a little bit sad.

Dane described his first impressions of his office as "depressing and dirty." He sought a vacuum cleaner to clean the space and hung a mirror on the cinder-block walls. "You know, I try to make it look homie. Somewhere where I can spend time and where students won't come in and think, 'man, you must be really low on the priority list." The student perception of part-time faculty office spaces came up several times. Several participants tied the student perception of offices and the lack of privacy for students in offices to the benefit of meeting with students remotely via Zoom. The participants no longer had to worry about their office spaces as a barrier for student interactions. Kate reflected on the change:

> It's so interesting because, honestly, I think fall term was one of the best terms I've ever had in terms of engagement with students and the amount of time students come to see me. I think with electronic office hours, I have so many more students come to my office hours than I ever had pre-COVID. And I think it's just because of ease of access. It's like they can be at home in their pajamas, and they can come talk to me. And, you know, and especially for students who are maybe a little bit shy, like they don't have to turn their camera on. It's been really interesting in that respect, where I feel like I have deeper conversations with students. It's like once in a blue moon, a student would come to my office and but mostly like students would talk to me before or after class, kind of in the hallways, and I think in a way, there was that kind of ease in Zoom.

Several participants noted that they want to continue to hold office hours via Zoom even after returning to the face-to-face classroom. For part-time faculty, the remote office hours provide a more private and convenient way of interacting for both them and the students.

Relationships and Resources

In this section, I organized findings on socio-spatial interactions that extend beyond teaching responsibilities; however, for most participants, teaching and supporting students is still the driving force behind these experiences. The first section details the department's central role in the part-time faculty experience. The following section includes accounts of seeking support and the people who most help part-time faculty. The third section, also related to support, looks at the value of social relationships and the space where social interactions occur. Section four is focused on teaching improvement efforts. Finally, participant descriptions of opportunities to be part of college governance and special projects are highlighted. Almost all of the interactions described are deeply connected to space, whether through the meaning of an open door or the feelings associated with various rooms for faculty development.

Academic Departments: The Importance of Proximity

Departments at PNWCC are organized within divisions which are typically grouped by broad academic categories (e.g., science, math, engineering) (see Figure 12). In most cases, several buildings are used for faculty offices and classrooms, but there is one central area for the division administrative offices and workroom. Overall, the division had little meaning or influence on the participants' experiences. The workrooms and shared common spaces were the most valued element. The division administrative assistant was a critical point of contact for part-time faculty. Experiences with division deans and associate deans varied significantly. Mailrooms, copy rooms, and breakrooms (sometimes all one-in-the-same) were a hub of work and interaction for many participants. Tina shared, "There was the copy room. I would come in,

get there maybe forty-five minutes before class, and spend time doing my copies and check my mail." Kate shared that the department workroom was "a nice space to run into colleagues. It was always nice to have that space to chat and not worry about running into a student." Similarly, Oliver described the workroom,

> We have a workroom. My mailbox is there. And the Spanish teachers and art teachers they'll be in and out. Everybody has boxes there. So if I'm just doing something, people come in and get their mail, run copies, you know, and we hang around and chat.

June and Nikki shared that the mailroom was a hub for interaction, and proximity to the administrative staff often meant that they could quickly get help when they stopped by to check her mail or make copies. Again, these connections and setups of physical spaces, including proximity between people and resources, vary significantly by the department. These spaces were largely overlooked by the associate dean and department chairs as having value for part-time faculty, though.

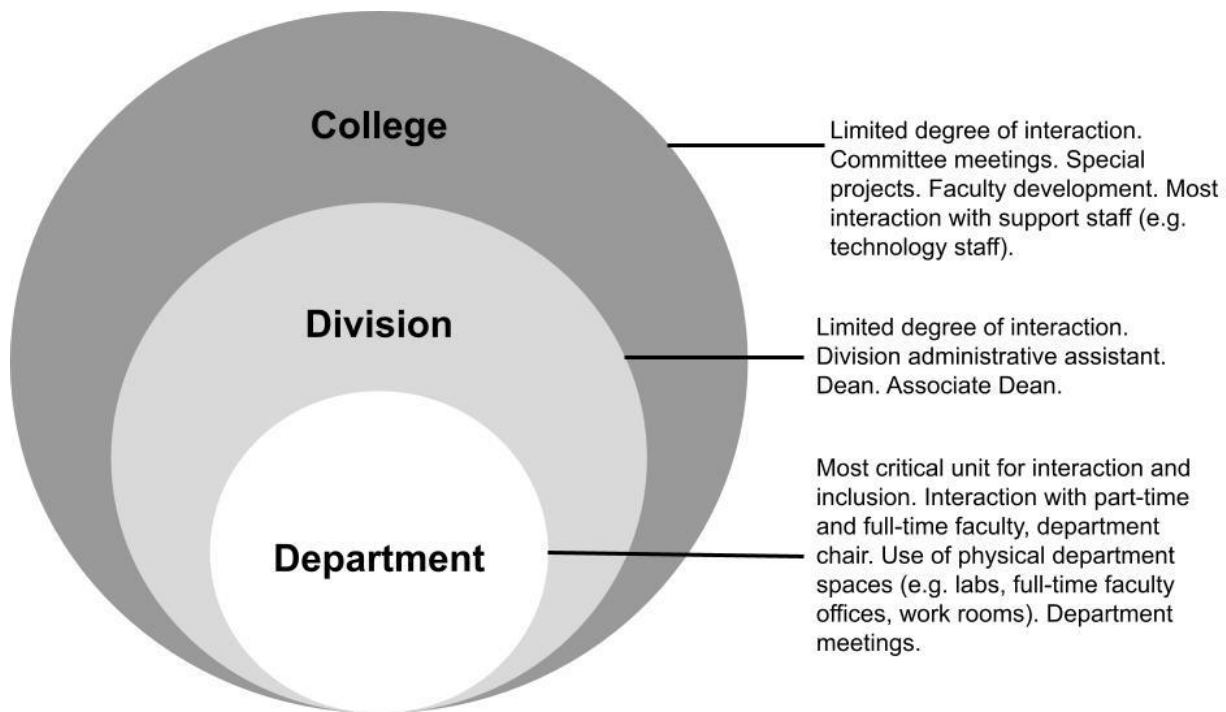

Figure 12. Part-Time Faculty Interactions at Organizational Levels

The department was the most significant level of the college organizational hierarchy for most participants. In most cases, the department was both a physical space and the group of people who comprised the academic unit. Even participants like Sarah, who felt isolated from campus due to the location of the building in which she worked, felt connected to the department which was in that building. Izzy said that her overall impression of the college includes "some parts that are standing out in a good way and some things that are standing out in a bad way. It sort of depends on what department you're in." Izzy captured the variation between departments and even within departments depending on who is department chair. Izzy appreciated her department:

> I am so blessed to be in the department that I am because I feel like we really, really support the part-time faculty more than any other department. I've heard stories of other departments on campus, but in general, I think it's gotten better during my time here.

Most of the participants who have been at the college for more than a few years have experienced supportive and unsupportive department chairs, but all noted that the overall dynamic in departments is improving.

Tina expressed frustration that offices for faculty and staff in her department were scattered in several different buildings. She shared,

> The people in the department all had offices there, and if I had a question, I could pop in and say hi. Now they are scattered everywhere, and there is no one left there. They even moved the mailboxes, and the secretary's office isn't connected to the mailboxes. She's in a different building, the copy machine is in a different building, so there is no connection between anything.

The separated elements of Tina's department are unusual but present a practical example of the importance of the physical space of the department. For Tina, she not only lost connections to the full-time faculty but easy access to resources and the support staff.

As participants became more comfortable on campus and as their networks grew, they were more likely to ask questions of those outside of the department. For example, Waylon reflected, "Maybe in my first year I would ask people in my department, and then I found that wasn't as helpful as to actually going to other people." Nonetheless, the department remained at the heart of part-time faculty experiences. Specific interactions within the department are discussed below. These are all elements that are central to the everyday experiences of part-time faculty.

Almost all interactions with full-time faculty were centered in the department. Proximity was a common factor in participants' remarks about interactions with full-time faculty. The proximity between full-time and part-time offices was incredibly influential. Oliver discussed the effect of distance on interaction with the department:

> I think it was easier when we were all closer together. And that was one of the reasons why I did not want any part of being in the big group office that was clear on the other side of the world. Our department has always been very collegial, but when there is that physical separation, it becomes really difficult for us as part-timers to be a part of what goes on in just normal day-to-day stuff. And that's why most conversations happen when I'm on the way here and there, and they've got a door open. Some of them don't keep their doors open. So, you've got to have an appointment.

Roscoe also shared that he primarily interacts with the full-time faculty who have offices nearer to the part-time faculty offices. Dane wished for an office close to colleagues in his department and a space that he felt comfortable in and could make his own. Waylon described the space and interactions between with full-time faculty in his department:

> There are three full-time offices right around [the part-time faculty office]. And, you know, right around where I am. And so, I see those people quite a bit. And they're always friendly, and it's nice and cordial. I would say we do very little talking about teaching our students, you know. So, I see people in that corner a lot. And then there's the other corner of offices, and I almost never interact with any of them unless I specifically go. Sometimes I specifically go over there because that's where the department head is right now. But I feel like I just never see them. I don't feel I have almost any connection with those people in those offices compared to the least the people around us, like if people are

> friendly and say hi and I see them every day. So yeah, space matters because I don't talk to full-time faculty if they're not near me, and I don't search them out or anything.

Some of the other participants were more likely to seek out full-time faculty, but again, those interactions largely depended on the culture of the department. Some participants were neutral when describing the interactions between full- and part-time faculty. Felix described his interactions with full-time faculty as "transactional." Amelia shared,

> I see my colleagues in [our building], but I don't really actually interact with colleagues very often. When I started teaching [a new class], I had a meeting once a week with other instructors. I put that room on my map. Those were very purposeful interactions. I have had a few conversations with full-time faculty that were a little funny, like I can definitely feel the dichotomy, but you know that's not a really big deal. I feel valued in the department. It isn't the best at bringing new people in, but I feel valued.

The emphasis on purpose, not just of spaces but also in relationships, is significant and a lack of purpose was often a limiting factor for interactions between part-time faculty and others.

Izzy consistently spoke most positively about her department, but she also seemed to capture a sense of purpose for her interactions with colleagues:

> They want to help you solve whatever problem that you have. They want to help troubleshoot. I mean, I feel like we have a really strong community. There were times when I felt some [full-time faculty] were not showing me the support I wanted from them, but there were always other people to talk to on campus.

Izzy's reflection captures what many other participants shared: connecting with full-time faculty depends on the individual and the individual's interests and knowledge. Roscoe also spoke to the changing dynamics:

> I think because we are separate groups. I like the full-timers. And when I started, I talked to a lot of people who had offices close to me. I don't know, it's (long pause). It goes in waves. Sometimes they are more open; they're treating us as equals, but oftentimes they don't.

Roscoe expressed frustration in working with those who "joined us and they came from a different culture where part-time faculty were not important, and they brought that with them."

Several participants felt that the college was making efforts to be more inclusive of part-time faculty but that the challenge was at the department level, where the dynamic was heavily influenced by individuals.

The department chair and full-time faculty were typically the sources of discipline-specific information. However, in several departments, the entry-level courses are almost entirely taught by part-time faculty, and full-time faculty may lack knowledge about the courses. Waylon described the challenge of working with full-time faculty and cited examples of when the teaching knowledge and experience existed amongst the part-time faculty but was not recognized by the full-time faculty.

Participants, especially those who didn't have an office close to the department, appreciated teaching in classrooms that allowed them to easily pass by full-time faculty offices. Nikki and Izzy both shared that they value the ability to stop by offices and say hi to other faculty on the way to and from classes. Because most interactions with full-time faculty occurred in department meetings or proximal spaces, part-time faculty typically did not interact with those who made themselves less available.

Department Meetings

Department meetings provided a point of interaction with colleagues for some participants, but again this varied dramatically by the department. Interviews with Cameron (associate dean), Molly (department chair), and William (department chair) confirmed that there is no consistency in how and when part-time faculty are included in department meetings and other work. Cameron explained,

> Part-time faculty are definitely included on a more micro-level in the department. And some are better than others, but at our best, departments make sure to always invite and compensate part-time faculty to attend department meetings that will affect them. Department chairs are encouraged by the division to always invite part-time time faculty.

In Molly's department, part-time faculty were only included in meetings at the end of each term, whereas part-time faculty were invited to all meetings in William's department. Dane shared that he is always invited to department meetings and is paid for attending. He acknowledged that that is "nice" and differs from other colleges where he has worked but continued that he feels that "nobody cares what [he] thinks." Dane concluded his thoughts by saying,

> You know, looking at the broader scale, it's like, yeah, I think I'm valuable. Don't get me wrong; I think they appreciate the fact that I'm there, but I am not a part of the department, I will not be part of decisions.

According to Waylon, "No, we are not invited. Well, once per term for outcomes assessment." Waylon labeled the spaces in which department meetings occur as uncomfortable. Tina stated that department meetings were one of her only connections to the college outside of teaching, and while she occasionally found them "fun," she explained, "I found I had to just go and remind myself - be quiet. Because I started getting the feeling that I was talking too much, and I was being told about it." Sarah also shared that she sometimes felt the need to censor what she expressed or shared. This dynamic of being invited but still not included was shared by others, as well, and reflects the power dynamics between the full-time and part-time faculty.

Kate often attended department meetings and shared more positive experiences:

> We had monthly department meetings, and I would always go to those, and there's usually a nice mix of full-time faculty and part-time faculty, but they were always kind of small meetings. There weren't a ton of people there, but I always found them helpful. And also, I like getting paid that extra hour if I was already on campus.

These differences, not just in how part-time faculty feel within their department but also differences in invitations and compensation, highlight the complexity of capturing the part-time faculty experience and the lack of consistency at the college.

Interactions with Fellow Part-Time Faculty

Occasionally there were misunderstandings and minor conflicts between part-time faculty in the shared spaces. Izzy described a time when her desk partner fully took over the space, and June recounted having her name removed from the office door and login removed from the computer. These types of issues seemed rare, though, and were often resolved using scheduling sheets for the office or for individual desks. Participants more often shared accounts of creating community and friendships with their part-time faculty colleagues as well as sharing resources and discussing teaching. Waylon shared,

> But yeah, we're all kind of there, which is nice too. Because those are the people who I feel the most comfortable with. And I always look forward to seeing them. So, it can be crowded and sometimes challenging, and it's hard to talk to students, but also, it's nice to have that kind of community there.

Shared office spaces were the primary space for interaction between part-time faculty. Conversations in the offices were sometimes social but often about teaching.

Interactions among part-time faculty occurred in shared office spaces, department and division meetings, and occasionally at faculty development events. Some of these interactions were highlighted in the discussion of part-time faculty offices. Izzy shared reflected on the overall dynamic between part-time faculty: "There is a level of support, you have other people teaching the same class, they are in the same boat. There is a level of camaraderie." Many of the participants who had more longevity at the college shared resources with newer colleagues and, in some cases, took on the role of an unofficial mentor.

Waylon, Sarah, Izzy, Amelia, and Oliver all shared their efforts to help other part-time faculty. Sarah described sharing materials and inviting others to observe her class. Waylon said he tries to do "anything I can to make it better for other people." Izzy described sharing resources among the part-time faculty in her department, "We try to support each other. We're always sharing materials. Oh, I found this great website, or oh, I'm developing this assignment or have

this idea." Amelia commented that as other new part-time instructors have started, she has shared the curriculum, class activities, and other resources. She told a story of helping one new part-time instructor,

> I just ended up giving her everything that I had collected for what she was teaching and then gave her some ideas to think about and try in class. She cried. She cried. She was so grateful to me. So yeah, you know, we're not the best at that piece for sure.

Oliver told a similar story, "I spent a lot of time learning on her doorpost, listening to her, making suggestions, that kind of stuff." Cameron described setting up formal mentorship relationships occasionally, but none of the participants were compensated for helping other part-time faculty. This is one of several examples in which the part-time faculty complete work that benefits the overall teaching and learning environment at the college but are not typically recognized or compensated for their efforts.

Supervisors

In most divisions, part-time faculty are hired by and report to the associate dean. Izzy shared that addition of associate deans and having part time faculty “bounce between deans and associate deans” is challenging for part-time faculty. Between those roles and the department chair, she shared that supervision and decision-making is confusing.

Experiences with associate deans were division-specific. In one division, the associate dean was said to unavailable and always has a closed door. Izzy shared that she is comfortable with the dean, but she has “zero relationship with the associate dean, which is really ironic because they’re supposed to be in charge of part-time faculty.” Similarly, Waylon said he doesn’t think that the associate dean knows his name. He continued, “I mean I have pretty much zero interaction with my associate dean, and I thought that [working with part-time faculty] was what he was supposed to be hired for.” Roscoe said that he has tried to connect with the associate dean, but typically goes directly to the dean because of the ease of getting questions answered.

In another division, the associate dean was viewed as more helpful. June and Nikki commented that the associate dean aided in making connections to other areas of the college and was also the primary contact point for questions about on-going employment and career opportunities. Even so, most participants relied more heavily on their department chair for leadership.

Superb Support Staff

At the most basic level, relationships were needed for information. Nikki wished there was a guide to describe contact points and who to contact for help. There were three main factors in the participants' descriptions of who they most often contacted and interacted with: open doors, a sense of not wasting someone's time, and responsiveness to emails. Participants named their department administrative staff and the department chair as their primary contact points.

Felix explained, "If I have a question, I go to the department chair or maybe the admin. It would be unusual if the question wasn't answered by one of them." Kate said that she usually starts with the department administrative support or the department chair. She described the department chair as "open" and "really helpful to me as a mentor." Nonetheless, Kate showed some hesitance to reach out, especially when her questions were based on not knowing who the correct contact point was. June broke down her interactions based on the support she needed: "If it is a logistical thing, I'd go to the admin. And if it was something [discipline]-specific, I'd go to the department chair. For other things, the associate dean is supposed to be the point person."

Division administrative assistants were described as "having all of the answers," "welcoming," "available." According to Tina, getting to know the division support staff is crucial for success. Part-time faculty found the administrative assistants particularly helpful for logistical issues, paperwork questions, or connecting with another support area. Amelia explained, "I go to the administrative assistant for any kind of logistical things with regard to timesheets and the

paperwork that I'm forever doing improperly, and she's so great. She helps me with all the stuff like that." Oliver said that he typically knows who to connect with since she has worked at the college for a long time, but that the department administrative assistants "always know everything. If I don't know something, I go to the admin." This substantial value of the department administrative assistants speaks to the availability and helpfulness of the people in these roles. In most departments, the division administrative assistant's office is easily located and close to workrooms, offices, and classrooms.

Participants also called attention to the vital role of technology support staff. Tina shared that she "can't figure out who I'm supposed to ask if I have a question, so I start with the [Learning Management System (LMS) support staff]." Kate, Sarah, and Roscoe also shared appreciation for technology support staff for the classrooms and LMS. June recounted how she had very little time to prepare her course when first hired and was anxious about completing all the work. She found relief in working with one of the LMS support staff who "literally sat next to me, showing me how to do things, step-by-step, enough to be comfortable using the platform." Sarah said that she "could always reach out to them." The helpfulness of the staff in the accessibility center was also specifically mentioned by a couple participants.

When probed about what made these areas feel so supportive, participants commented on the sense of wasting individuals' time in other areas. Participants repeatedly shared the desire not to waste the time of their dean or associate dean. Nikki said that she mainly asked the associate dean questions about career advice or expanding teaching opportunities but said that she goes to the department first because she doesn't "want to inundate [the associate dean] with questions and waste [the associate dean's] time." Sarah shared that part-time faculty didn't want to be

perceived as "the one who is going to bother us, or one of those who is going to stir the pot" and sometimes avoided asking for help because of those feelings.

Social Spaces and Relationships

For some participants, knowing full-time faculty from other aspects of life aided in their comfort on campus. June shared that she has a friend who isn't in the department but always answers questions. Waylon included the office of a full-time faculty member on his map as a place to feel safe and discuss teaching. Those who started with a connection or two found it easier to meet other people; as explained by Roscoe, "The community is small, and so I knew one person and then through them I met other people. That's how I met my friends." Sarah discussed the importance of knowing one or two people well and the network that she can build from that point. She specifically discussed her interactions in the student services building and attributed it feeling like a warm place to one person she described as "very welcoming" and who introduced her to people she may not have otherwise met.

Social interactions often occurred in the courtyard or one of the several places to find food on campus. Izzy included the courtyard on her map and described it as a place where she might "sit down to talk to a student, or have lunch, or just a space to socialize." Izzy laughed as she said, "I could never make a five-minute trip across campus because I'd stop and have conversations. Just one of those conversations could really give me a boost to get through my day." For Izzy, these interactions were part of what made her feel welcome and included at the college. Ella, who has worked for the college for many years, described forming social relations at the college:

> We are just talking about family, things we're doing, and activities. Building the relationships, it gets into your personal life, and that's okay. It gets at who you are beyond an instructor. I will also ask about teaching, types of student engagement. Like 'how is this working for you?' These conversations might happen in meetings, but there's a lot that happens casually, just passing by the library or learning center.

The spatial element of these interactions is important. For the most part, they are described as occurring in the spaces that part-time faculty might travel through – not in the classrooms or offices where part-time faculty participants indicated that they spend most of their time. For those part-time faculty who have limited time and paths on campus, these informal social interactions are less likely to occur, and because these interactions contribute to the sense of belonging and value on campus, those part-time faculty are disadvantaged.

Izzy mentioned that she is intentional in her efforts to create relationships: "I try to be personable. I think that helps make relationships happen. I pay attention to what things are important, and then I try to follow up as much as possible. I walk to someone's office to talk to them." This simple act of walking across the campus or down the department hallway was an essential element of forming relationships for many, but this also required time and effort and was not always possible for all participants.

Faculty Development and Feedback

Faculty development opportunities occur at the beginning of the fall and winter terms as well as through several series that span that academic year, and most are offered through the teaching and learning center. Waylon expressed appreciation for faculty development opportunities for part-time faculty as well as opportunities to try new and innovative approaches to teaching. Kate acknowledged that she knows that there are many elements of her teaching that work well and that she receives positive feedback from students, but she struggles to identify aspects of her practice to improve. She continued:

> Sometimes I have that anxiety of, like, I don't know the ways in which I can improve or how I can go about improving. And oftentimes, I will see opportunities. And it's like, Yeah, I would love to get a grant to work on an OER, that would be amazing. But I don't know how to do that. I don't know how to go about that. I don't know how to set aside the time to justify receiving a grant for that. That's probably better suited for somebody else. And then I don't take advantage of that kind of opportunity.

The sense that opportunities are for someone else is one that I hear often. Several participants commented on the lack of faculty development opportunities beyond the fall in-service, reflecting a potential communication issue. June said:

> I think that the [faculty development events] are totally underutilized. And I think I noticed when I first started that I had to kind of search to see if it was okay if I went to development things, and more recently, the emails included that part-timers can go and get paid for this. I try to go to as much as I can that I think will help my comfort level and ability to teach.

Sarah mentioned that she wanted to attend some events but shared, "It's just the timing of things, the timing that was getting in the way." Amelia shared that she "attended a couple of things where I was the only part-time faculty there, and I felt a little bit embarrassed for some reason." Amelia said that she feels more comfortable attending events when she goes with a friend because she feels that the "other faculty know each other a little better and they're kind of in groups. And I'm just by myself."

Overall, participants preferred the faculty development events that occurred in classrooms with smaller groups, and several preferred the online format of the past year. Tina appreciates the online sessions, especially the ability to watch recordings on her own schedule. Amelia thinks that the online faculty development events may be "less intimidating," and Sarah found the remote events easier to fit into her schedule. The social element of faculty development events and the presence of large numbers of full-time faculty make them uncomfortable. The large beginning-of-the-term events are where participants felt most uncomfortable. Those events are often held in the cafeteria which feels overwhelming when filled with two hundred faculty. Felix said,

> Sometimes I feel out of place, but that's just because I'm not on campus on a regular basis, but you know I feel included in terms of compensation and in terms of what we're learning, what we're talking about. That part is great. But, you know, in the initial run-up

> as you're getting started, it feels awkward. I think because I'm not there, day in and day out, interacting with everyone.

Felix was not alone in that feeling. Amelia reflected on recent online faculty development and shared,

> I have been teaching for LB for ten years, but for example, that faculty development yesterday - I knew two people. I literally had never seen anyone else's face. Yeah, so, that's my own thing, because I just never really strayed from [my academic building].

In the mapping exercise, Tina labeled the spacious cafeteria where events occur as her least comfortable space. Tina shared her feelings about the large faculty development events:

> It's not comfortable for me because I don't know anybody, and the people in my department, they only see me once or twice a year, so I feel like a little kid sitting there all by myself and nobody to talk to.

This level of discomfort resulted in Tina deciding no longer to attend the beginning of term faculty development events.

Not all participants found the events uncomfortable, though. Sarah reflected on these events, "It was an opportunity to learn and build collegial relationships, and I found that that was very good." From Sarah's perspective, "the opportunity to mix and mingle" with other faculty is what makes the faculty development events so valuable. She shared, "It was great to actually mingle with faculty from other departments and other divisions and to, you know, learn that I am not alone, that there are other people who have shared experiences, who would give me ideas." Sarah attributed her comfort level at these events to her "extroverted character." Ella said that when she attends faculty development events now, she "feels energized" and that "she always wanted to feel that way, but many years ago I would have felt, maybe a little bit more intimidated and that I didn't know a lot of people, and that I was an outsider, an imposter. But now it's just friendly faces."

Participants shared many efforts to improve teaching outside of the programs offered at the college. In some departments, part-time faculty participants viewed interactions with full-time faculty as an opportunity to learn and improve their teaching. Oliver recalled that many of his ideas for improving his teaching practice came from conversations when "leaning in the doorway" of the offices of other faculty. Felix shared that most of his ideas come from other faculty who are teaching the same or similar courses. Many of the participants, including Sarah, Roscoe, and Waylon, noted that much of their teaching improvement comes from work that they do at home or in their office and continuously reflecting on their teaching practice. Felix described his efforts to improve his teaching as "self-directed." Waylon shared his enthusiasm for opportunities for teaching improvement:

> I love learning how to teach better and trying new things, and it's a goal to always do my best, you know, trying to have an equitable and inclusive classroom, but I feel like I'm always reaching for that. I will never be perfect, but I like trying new things and cycling out bad ideas that didn't work. I love all of that.

Waylon reflected that much of his learning was through this experimentation in teaching and simply having the opportunity to talk to other faculty about teaching. Waylon's comments exemplify the passion that many part-time faculty have for improving their teaching. Unfortunately, these efforts are not consistently recognized or supported.

Feedback on teaching was an area of teaching improvement that the participants thought was lacking. Izzy shared that she would like more feedback on teaching from the administrators responsible for hiring. She shared,

> When I was first hired, I had a mentor in the full-time faculty who would come and observe me and give me feedback which was amazing. Shortly after I was hired, we had a dean change and the new dean, who was the dean for a very brief moment, did one observation of my class. And then I haven't seen anyone in my classroom was not supposed to be there, like, I haven't had any observers since 2010. And speaking to other part-time faculty, they're like, 'what people are supposed to come to observe me teach and give me feedback?' It doesn't happen. And it's something that [the part-time faculty] have

> requested repeatedly because we want to improve our teaching, and if we don't have anyone giving us feedback, it's really, really hard to get that. And luckily, [the teaching and learning center] has some amazing opportunities for that. But I think sometimes we don't always know how to implement it, and it's different than getting student feedback and getting supervisor feedback. I think that's something that would be really great and really welcomed if we would get constructive feedback from people in positions over us, but I also feel like a lot of part-time faculty are afraid. That if they have one of those observers in their class, it's going to be for disciplinary reasons. And so it would be really nice if it were clear this is just for your growth and nothing negative can come from it. But in general, I think part-time faculty are really fearful about job security, and maybe having more observation happen from higher-ups would increase that anxiety for most of them.

Izzy articulated her desire and thought through how other part-time faculty might perceive such feedback. The elements of fear and thoughts of discipline rather than constructive feedback speak to the culture and view of administrators. Kate also emphasized the need for feedback and teaching improvement within the classroom:

> I often can feel a little insecure about my teaching because in teaching it is so interesting in that you have so many colleagues, but you never directly work with them. You are alone in the classroom, and unless you're sitting in on somebody else's class, you don't know how you're teaching necessarily compared to others, except for what students tell you, and you know, students can be biased and be like, oh, that person sucked. And it's like, 'did they suck, or did you just not like the class.' I'm always really interested in expanding my knowledge, but I often feel like I don't know what I don't know.

In different ways, Izzy and Kate captured the challenges for part-time faculty to get feedback on their teaching.

As an associate dean, Cameron commented on feedback for part-time faculty. Cameron shared that they try to get into as many classrooms as possible to observe part-time faculty: "…within the first year, but I try really hard within their first term to do an observation." They continued, "I also observe part-time faculty per the association agreement once every five years. We're still playing catchup from when the association started [in 2014]." Cameron viewed the observation as an essential piece of teaching improvement and noted that the observation is often the starting point for recommendations of opportunities and connection to resources. Cameron

shared, "And the [resource] that I used most is honestly the [teaching and learning center], especially in the onboarding process or to have you come into the classroom and do an observation and feedback."

College Governance and Engagement

This section includes interactions with administrators and opportunities for part-time faculty to participate in college governance and special projects. Many participants who took advantage of these opportunities only worked at PNWCC and did not have a significant commute time to campus. Those who taught classes in the evenings felt particularly disconnected from campus, and because of other responsibilities, were often not able to take advantage of the opportunities for engagement presented in this section.

Part-time faculty are represented on the principal councils and committees that make up the college governance structure. This is the result of efforts for inclusion from the part-time faculty association. The part-time faculty are compensated for attending meetings and retreats associated with council or committee membership, but they typically are not paid for the work that occurs in preparation for the meetings and therefore feel less engaged and valued. A couple of participants shared negative experiences when serving on committees and connected those experiences to continued feelings of discomfort in specific spaces. Oliver commented on his time in the main administrative building:

> The last few years, the only time I had to go in there was to give timesheets to [the vice-president's assistant]. And then, I was on a search committee, and I spent more time there. I got to know [the administrative assistants]. So, I spent more time in that office complex and became more comfortable. I'm not one to see myself as a lesser human being than others, but there have been times over the years that I have felt that aura when I've been in the admin offices. I cannot say that it is from anyone there now, but in earlier times, yes. There was one time when I had gone with a colleague to chat with the then-president about our pay, and we were pretty much patted on the head and told it was our own damn fault for being teachers.

The above excerpt shows the complex relationship with spaces over time and how negative interactions with individuals can overshadow the positive. Izzy also felt least comfortable in the main administrative building because of her experience negotiating the part-time contract with administrators and attending other meetings that sometimes felt tense:

> I think there's only one truly uncomfortable place. Just one. Yeah, I think it's the boardroom. And the anxiety tied to that has to do with part-time faculty association negotiations. I was serving on the executive team with a part-time faculty association, and meetings were in that room. Sometime in the middle of it, part-time faculty were very condescended to around the table, and it actually made it really hard for me to interact with some of the deans. And I remember [one dean] said something like, they would turn to the part-time faculty who are in the audience in the room and say, 'well when we need to fire people, you'll know why' - like directing comments as snarky as that to us. There was outright blatant lying by deans who had supervisory power over us. And I don't know if there was any place on campus that I feel anxiety, even getting close to how I feel in the boardroom. Now, on the other hand, I had formed positive relationships with the vice-president and support staff, so I would visit them when I was on campus randomly. So, it's not all anxiety. But if there's any one place that has negative memories associated with it, it is the boardroom.

Of note in both examples is the positive role of the administrative assistants. Most of the negative feelings associated with spaces stemmed from interactions with deans or full-time faculty.

For some participants, engagement at the college level contributed to more and stronger relationships, especially with administrators, and also resulted in increased use of and comfort in spaces. Ella shared that her use of campus spaces increased in the past five years. She explained that as she became more comfortable on campus, she volunteered for committees and projects, which in turn "increased access to people and spaces that weren't available before." She said that she's now more likely to walk across campus to visit someone in their office and ask a question and said that she would have felt uncomfortable and intimated to do that in her early years at the college. Sarah had a similar experience:

> I think being involved in the councils helped me get more plugged in with the college. It's basically plugging into different groups and helping and assisting in different endeavors at the college. It made me feel more plugged into the other buildings.

For some participants, like Ella, impressions of and comfort at the college have grown over time, but for others like Roscoe, more involvement has negatively tinted the perspective of the college. Roscoe shared,

> I don't want to complain, but when I had no idea how everything worked when I started teaching, I loved [PNWCC]; I loved the people. I really felt comfortable with are in my department. And now. I'm seeing the backside of it, you know, seeing the details. I am disillusioned. I don't want to complain, but that's the case.

The contrast between Ella's and Roscoe's experiences again speaks to the range of experiences of part-time faculty. In this case, engagement alone is not a solution to developing more connections for part-time faculty.

The part-time faculty association was a component of the governance structure that lead to a sense of community. Sarah and Roscoe both described having the association as “empowering,” but Sarah continued, “it’s still in its early development.” She is hopeful for a future in which part-time faculty are “more integrated and involved.” Roscoe feels that the association is one place where part-time faculty can be “a community. We feel like a group. We are equal. We can talk about everything.” Izzy echoed Roscoe’s feelings about community and Sarah’s hope for the association’s growth and strengthening of the contract in the future.

Summary of Findings

This chapter detailed the findings from participants' mental sketch maps, interviews, document analysis, and to a minimal degree observation. The reflective nature and process of mental sketch mapping were presented along with participants' maps. The maps were directly connected to the narratives that participants shared. The following broad section highlighted the participants' teaching and support of students. I cannot overstate how central students were to

part-time faculty experiences and how much passion for teaching and supporting students participants shared. The next high-level section introduced other relationships, resources, and opportunities for engagement at the college. Chapter 6 builds on this chapter through a discussion, recommendations, and reflection.

CHAPTER 6: DISCUSSION, RECOMMENDATIONS, AND REFLECTIONS

This final chapter builds upon the case description in Chapter 4 and the findings in Chapter 5 through discussion, recommendations, and reflections. Within the discussion, I revisit the two research questions which guided the study:

- How are the everyday experiences of part-time faculty shaped by the socio-spatial contexts of community college campuses?
- In what ways does access to and use of campus spaces influence part-time faculty teaching and their efforts to improve their teaching?

Answering these questions achieved the purpose of this qualitative case study which was to expand upon research on part-time community college faculty by developing a more comprehensive picture of their everyday lived experiences – one informed by the socio-spatial context. Following the discussion of the research questions, I connect the findings to the existing literature and socio-spatial theory. The section is followed by a discussion of the methodology and the conceptual framework. The chapter concludes with recommendations for practice, suggestions for future research, and personal reflections.

Discussion of the Study

This discussion section serves as an overview of the study. In addition to references to the literature and theory, the discussion includes the participants' voices and my interpretations of the findings. This section starts with a response to the research questions and concludes with a discussion of the study's theory, methodology, and conceptual framework.

Answering the Research Questions

The research questions were framed from the perspective of understanding "how" rather than "why," which aligns with the critical geographical framing of the case study. By seeking to understand questions of "how" and "in what ways," this study emphasized meaning-making and focused on "understanding a phenomenon from the perspectives of those in the case" (Merriam, 2010, p. 458). The narratives shared by participants varied significantly. Their stories of marginalization and exploitation were complex and emotional. Their passion for and dedication to teaching and supporting students was overwhelming. Through their stories, I was able "to see something familiar but in new and interesting ways" (Merriam, 2010, p. 460).

In alignment with the meaning-making purpose of a qualitative case study, the everyday lived experiences of the participants are challenging to generalize. However, by sharing experiences in interviews and the mapping exercise, all participants contributed to the construction of meaning regarding the influence of space and of relationships and interactions within and between spaces. Moreover, for many participants, thinking spatially and mapping their experiences led to new understandings of how the socio-spatial context influenced their work. The next two subsections detail how the research questions were answered.

How are the everyday experiences of part-time faculty shaped by the socio-spatial contexts of community college campuses?

Most participants shared accounts that placed them at the margins of the college. This was true even when part-time faculty shared overall positive narratives about their everyday lived experiences. The peripheral existence of the participants was represented through spatial distance, such as with hard-to-find offices located far from other commonly utilized spaces, as well as through power-based relationships with administrators and full-time faculty. Participants often felt socially marginalized – perhaps feeling the need to stay quiet in a meeting or

uncomfortable at an event. Their accounts of their interactions were at times riddled with stories of microaggressions directed toward part-time faculty. Conversely, participants shared the richness of positive social relationships, mainly through friendships – sometimes formed outside of the college, and highlighted the spaces (e.g., the courtyard and breakrooms) where these interactions occurred. Notably, interactions with individuals, whether positive or negative, were among the most influential experiences; and in several examples, a single one-to-one interaction resulted in long-term feelings of comfort or discomfort within a space.

Classrooms and office spaces, even when not used, were the two primary spaces of part-time faculty work; and going further, the participants often tied these spaces to their value as part-time faculty. For example, being consistently assigned to undesirable classrooms may result in feelings of attenuated value. Classrooms, even those described as "small windowless boxes," were the epicenter of participants' experiences, though. Finding offices crowded, run-down, and rarely visited by students, part-time faculty used classrooms to meet with students and complete other work that extended beyond teaching. Participants' maps captured the habitual paths they followed and added a visual component to the meaning of part-time faculty utilization of and comfort in a limited number of spaces.

In what ways does access to and use of college spaces influence part-time faculty teaching and their efforts to improve teaching?

The participants' teaching was influenced by a range of factors, including relationships and interaction with colleagues, support from and trust in administrators, classroom spaces, and office spaces. A poorly designed or overly crowded classroom affected teaching and, in turn, student experiences, as explained by the participants. Further, when classroom spaces did not allow for the desired teaching approaches (often active learning) or when participants felt that

students were frustrated by cramped desks and loud group interactions, they became concerned about the students' evaluations of the class, which participants feared could affect their future teaching assignments.

Distance between spaces, and a general lack of proximity to department resources and colleagues, influenced both teaching and efforts to improve teaching by limiting interactions between full- and part-time faculty. Departmental workrooms served as a space for accessing resources and interacting with colleagues. Those whose offices or classrooms were located far from the department were less likely to use the workrooms and more reliant on common spaces such as the library.

When considering faculty development as a means to enhance teaching, participants mostly shared negative experiences with big gatherings in large spaces and had more positive learning experiences when faculty development occurred in smaller spaces with fewer people. They perceived the large events to be unwelcoming – a feeling that was alleviated for some when they attended with a supportive colleague. Efforts to improve teaching were also influenced by the participant's amount of time on campus, which was in turn influenced by a sense of value, comfort in an office space or other non-teaching space, and other obligations outside of their part-time faculty role, including other employment. Many participants explained that their teaching improvement efforts most frequently occurred at home. There was also a preference for faculty development that occurred online via Zoom, both for the convenience of not traveling to campus and because the Zoom space was perceived to be less intimidating.

Connections to Theory and the Existing Literature

To an overwhelming extent, students were the center of the everyday experiences of part-time faculty in this study. In that context, the findings were divided into two broad categories: (a)

teaching and working with students and (b) relationships and resources that extended beyond students. These categories are utilized to organize the complexities of the findings when making connections to the literature and theory. Before addressing those themes, I revisit the guiding theories in the study through an overview of the influence of the socio-spatial on the participants' everyday lived experiences.

The use of critical geography and institutional ethnography in this study helped to magnify the role of power as related to space and everyday experiences. Peripheralization, a form of marginalization, describes social relationships with spatial implications (Kühn, 2015), and peripheralization of part-time faculty at the college was evident from the part-time faculty members' maps and associated narratives. Oliver used an analogy to describe the disconnect of part-time faculty from the college: "we're just little islands." Sarah characterized the college as "feeling pretty cold and rigid" but noted, "there are individuals in there that make a big difference." Waylon spoke of a different element of power and privilege in the part-time faculty experience – uncompensated work: "So anytime new people come, I just answer any questions or tell them what they need to do, or I share stuff with them, and of course, I don't get paid for that." These quotes highlight the feelings of marginalization of part-time faculty.

The campus space was both produced and consumed in a way that reinforced the dynamics of power and privilege between full- and part-time faculty. The use of campus spaces can be closely connected to Foucault's discussion of architecture and the built environment. According to Foucault, architecture can be viewed as a "function of the aims and techniques of the government of societies" (Rabinow, 1982/2010, p. 239) which begs the question, what are institutions saying about the value of part-time faculty by not providing functional office space or assigning them to the least-desirable classrooms? Foucault also discussed liberation and

oppression as related to space and emphasized that the nature of a space does not make it oppressive or liberating, even if that was the intent; instead, liberty and oppression are practices that may occur within a space (Rabinow, 1982/2010, p. 246). In this case, there is a connection to how full- and part-time faculty, along with administrators, construct campus spaces while simultaneously being influenced by them.

When discussing comfort and discomfort in spaces, interactions within spaces were directly associated with the spaces (Cummins et al., 2007). For instance, recall from Chapter 5, how Izzy and Oliver both had negative associations with the main administrative building after demeaning interactions there. They described a negative interaction with an administrator that in turn affected their use of the space long after the interaction. For another example, consider how Kate only felt a sense of agency and authority in classroom spaces, despite the conditions of the space. She felt that she was respected within the classroom when interacting with students but not in other campus spaces. These examples demonstrate what Soja (1989) meant when he described the social and spatial as “dialectically inseparable” (p. 78). That is, these campus spaces do not merely exist in the physical sense, but rather they are part of the social organization. The campus spaces, whether a classroom or administrative building, are socially constructed. These spatial influences are not typically considered as part of daily experiences (Gildersleeve & Kuntz, 2010) but were uncovered in this study through the mapping exercise.

These examples and the discussion below highlight how part-time faculty are marginalized and exploited and capture the influence individuals can have in improving the experience. Elements of marginalization of part-time faculty in the literature include lack of access to resources, a lack of institutional support, a desire to be more respected, and overall levels of stress and low job satisfaction (Anthony & Valadez, 2002; Bergson, 2016; Bickerstaff

& Chavarin, 2018; Caruth & Caruth, 2013; Curtis et al., 2016; CCSSE, 2014; Eagan et al., 2015; Jolley et al., 2014; Spence, 2017). Most of those factors were articulated by participants but not universally. Further connections to the literature are addressed in the next two subsections, which are based on the two primary themes identified in the findings.

Teaching and Support of Students

Teaching is the main responsibility of the majority of part-time faculty and was the primary responsibility of all participants in this study. While not asked about their backgrounds or credentials, the participants shared details of work experiences, education, and professional development that contributed to their understanding of their discipline and, in some cases, their knowledge of pedagogy. Despite their teaching experience and content expertise, participants felt their full-time faculty colleagues did not respect them. The literature and my personal experience support that part-time faculty are often viewed as less-skilled educators, yet no recent studies demonstrate that this is true (Jolley et al., 2014). Research on the relationship between part-time faculty and student learning, retention, etc. is limited and what does exist is conflicting (Meixner et al., 2010). Landrum (2010) conducted a study with the expectation that full-time faculty would receive more positive teaching evaluations than part-time faculty but found that not to be true. If there is a significant difference in the quality of instruction when part-time faculty are compared to full-time faculty, it is likely the result of institutional working conditions, including a lack of access to resources and exclusion from the academic community (Gappa & Leslie, 1993; Landrum, 2010; Mueller et al., 2013).

Classroom spaces were repeatedly named one of the most important spaces for part-time faculty, but also, at times one of the most frustrating. When compared to full-time faculty, part-time faculty "spend essentially the same proportions of class time on teacher-led discussion,

student presentation, lecture, small-group activities, and so on" (CCSSE, 2014, p. 10). However, participants in this study shared that poor classroom spaces inhibited their ability to successfully implement student-centered teaching approaches. Feeling that they were more often placed in poor classrooms, participants questioned the process of classroom assignments. This was topic that the department chairs could contextualize. William shared,

> The truth of it is that people tend to get scheduled in the same room that they've been in before. That stuff rolls over in [the classroom scheduling system], and they end up in the same room every year, and so those veteran faculty who had requested this building and say always teach in this building - they are veteran full-time faculty but the rest of us we're just, we were all over. You know I've taught in chemistry labs.

Similarly, Molly shared that classrooms are typically associated with the course being taught. If a lower-level class is taught almost entirely by part-time faculty, then they may be in a different teaching space than full-time faculty. These insights from the department chair aid in understanding why it seemed that the part-time faculty were frequently being assigned to poor classrooms. The part-time faculty may not have been intentionally assigned to lower-quality classrooms, but the history and scheduling system resulted in that often being the case. The example from William also exemplifies the power of the full-time faculty voice, although part-time faculty can make classroom requests.

Office space is one of the consistent references to space in studies of part-time faculty (CCSSE, 2014; Kezar, 2013; Meixner et al., 2010). The findings in this study align with Bergson's (2016) description of the value of interaction with full-time faculty, administrative assistants, and other part-time faculty when utilizing office space in close proximity to those colleagues. Kate noted that her office moved, and the new location means that she is "less likely to run into full-time faculty, which I always enjoyed. I liked walking by the office and being able

to say hi to them and feel like they were, you know, happy to see me." According to Kate, having distance between the part-time and full-time office is another way the faculty is divided.

When it came to sharing feedback about spaces or requesting a particular classroom, the participants had varying degrees of comfort. A few of the participants who were more likely to state preferences about classrooms and other access to spaces attributed their comfort to their personalities or relationships they had formed with the department chair or associate dean. I further explore the concept of voice in the subsection, "Toward a Sense of Inclusion."

Relationships and Resources

This broad theme has value in advancing the understanding of part-time faculty members' daily lived experiences beyond the notion of "show up, teach, and leave." Participants expressed that they had access to most of the resources they needed for teaching, including access to computers, printers, email and other online platforms, and offices. Access did not always correlate to satisfaction, though, and participants expressed frustration about processes such as ordering textbooks, obtaining keys to classrooms, and conditions of classrooms and office spaces.

The participants put significant effort into connecting students with resources, whether face-to-face or remote. They often learned about these resources and formed relationships with staff during their own uncompensated time. Whether knowledge of a physical space or of a process, there is a significant amount of information that part-time faculty need to know to support students successfully (Bickerstaff & Chavarín, 2018). Jolley et al. (2014) specifically addressed the disadvantage that part-time faculty face in teaching when they lack access to resources. In this study, access to convenient and private spaces, as well as limited access to colleagues and administrators, were more significant factors than lack of access to "basic tools of

teaching" described by Jolley et al. (2014, p. 221). Basic tools of teaching include access to an office, computer, mailbox, printer, copier, textbooks, etc. (Jolley et al., 2014). Most participants had access to these resources, but in many cases the conditions were not ideal (e.g., one computer shared between many part-time faculty) or participants had to put in significant time and effort to find and utilize the resources.

Many of the people in roles that part-time faculty perceive as most helpful and welcoming are classified staff. Participants shared that classified staff add to their feelings of being valued, and relationships between part-time faculty and classified staff were largely absent from the power dynamic between part-time faculty and full-time faculty and the administration. Relationships and interactions with full-time faculty varied greatly. Izzy, Roscoe, Waylon, Amelia, and June all described allyship from some full-time and expressed the value of the relationships with full-time faculty in understanding campus processes, accessing resources, and feeling supported. The full-time faculty can be the most effective advocates for part-time faculty (Rentz, 2010; Schwartz, 2014) and can play a significant role in supporting part-time faculty, even without holding a formal leadership position (Kezar & Sam, 2013). Department chairs and administrators hold important formal leadership positions for the support of part-time faculty (Kezar & Sam, 2013). At many institutions, part-time faculty most often report to department chairs (Gappa & Leslie, 1993), but part-time faculty at PNWCC report to associate deans. There was confusion about these two roles.

The department is a central element in the everyday experiences of many part-time faculty (Gappa & Leslie, 1993). The culture of the department seemed to be heavily influenced by the department chair, and even though the department was the most significant component of socio-spatial interactions with colleagues for the participants, experiences in departments varied

significantly. Oliver shared positive experiences with his department but noted, "Now I have learned over the past five or six years that that's not necessarily the case in other departments. We are always invited. We are always paid." Tina and Kate shared that they appreciate attending department meetings, but few other part-time faculty show up. Tina reflected, "It's hard to make good connections and good relationships with people when you see them twice a year."

When viewed broadly as training and support for improvement and innovation in teaching, participants shared a range of experiences and relationships that contributed to faculty development. Participants shared that they learn from and share with colleagues – both full- and part-time faculty, attend college-led faculty development events, seek feedback on their teaching, and partake in self-directed efforts to improve their teaching. This broad array of ways for developing teaching skills aligns with studies on faculty development from Condon et al. (2016) and Grant and Kim (2002), who highlighted various forms of faculty development.

Dane, who also works at another college, noted that inclusion in and compensation for faculty development events is unique to PNWCC, based on his experience. In alignment with Dane's observation, other studies have found that part-time faculty are often not invited and rarely compensated for participation in faculty development events (Jolley et al., 2013; Kezar, 2019; Wallin, 2004). Kezar (2019) describes the lack of faculty development, mentoring, and feedback opportunities for part-time faculty as leaving them "without a compass for their teaching" (p. 34). Without knowing the expectations of the college and having opportunities and learn and improve, part-time faculty are not set up for success in the classroom.

There are, however, a growing number of community colleges that are including part-time faculty in faculty development or designing programs specific to the part-time faculty experience (CCSSE, 2014; Kezar, 2019). Here, PNWCC deserves to be recognized for including

and compensating part-time faculty in faculty development events. Part-time faculty also have access to a number of grant and fellowship opportunities to support their teaching. While most participants acknowledged the range of opportunities available to improve teaching, there were other barriers such lack of comfort in faculty development spaces, timing, confidence, and navigation of processes. These factors resulted in some participants deciding not to attend.

A part-time faculty orientation is a way to set expectations and work toward greater inclusion, but few colleges offer a comprehensive paid orientation (CCSSE, 2014). PNWCC currently offers various orientation options for part-time faculty, but most participants either did not recall having an orientation or having an orientation that did not provide the information they most needed. Cameron, an associate dean, explained that in their division, they offer a three-hour orientation "in which the main objective is to get faculty to know how to problem-solve, to know where to get answers for questions that come up in the future." June shared that she participated in an orientation and that people from different areas of campus provided brief overviews of their services but that it wasn't enough: "So we got to meet people, but I didn't know where the offices were. It wasn't a strong connection." Amelia said she may have "technically had an orientation, but no, not for what I needed." These examples show a disconnect between the efforts of those leading orientations and the needs of part-time faculty.

This aligns with findings from the CCSSE (2014) report in which part-time faculty reported that orientations did not cover the foundational elements of their work. Successful orientations are "high-touch programs" that "address strategies for teaching and learning and help participants become members of a collaborative, campus-based teaching community" (CCSSE, 2014, p. 18). Notes from the January 2019 PNWCC Board of Education report from

part-time faculty indicate that part-time faculty met with the associate deans to discuss an orientation for newly hired part-time faculty. According to the report,

> The meeting was mostly an information-sharing session, where participants discussed challenges new hires face in navigating the college system as well as challenges each division faces in providing ongoing support. The common theme shared by the associate deans is how to develop a program that meets the unique needs of part-time faculty in different divisions. The common theme shared by the part-time faculty is that PTF need and want better connections to campus services that provide student and classroom support, support in teaching and learning strategies, and an increased sense of belonging in the campus culture.

The requests shared by part-time faculty align with Kezar's (2005) emphasis on the need for formalized structures, campus networks, and relationships for the success of part-time faculty, as with the weight that Gappa and Leslie (1993) placed on community.

The college has recently made efforts to be more inclusive of part-time faculty, especially since the association was formed in 2014 and the first contract was signed in 2015. Several participants attributed the inclusion of part-time faculty in so many events to the part-time faculty association. Typically, when working conditions for part-time faculty improve, changes are a result of part-time faculty leadership (Kezar & Sam, 2013).

Toward a Sense of Inclusion

The degree of inclusion and support participants felt is woven throughout the findings. This section recaps some of those elements while addressing additional aspects of the campus culture that contribute to these feelings. While most participants did not explicitly call attention to power, there was significant discussion about inclusion and the factors participants perceived as contributing to inclusion – most of which were rooted in power. Three elements made up participants' feelings of inclusion: voice, value, and visibility. These concepts are immediately relevant to the socio-spatial experiences of the part-time faculty participants.

Voice was the piece of inclusion that was most discussed. Participants described needing to "self-sensor," "be quiet," "mute myself," and "try not to bother anyone." Waylon shared that in his department, he is supposed to "teach class and be quiet; otherwise, you're thought of as super annoying." Participants shared concerns about communication that ranged from needing (and not receiving) clarification about outcomes assessment to seeking details about department decisions to understanding the logistics of timesheets better.

Several of the participants who, for a variety of reasons, were less dependent on the income from their part-time teaching shared that they often used their voice to advocate for other part-time faculty. For example, Sarah shared that she often puts herself in a position to ask questions for other part-time faculty in the department. She described an environment of intimidation and consequence and explained that she tells other part-time faculty, "Ask me, and I will take any blow that will come. There shouldn't be a blow, but if it will come, I can take it." This reveals an element of power and privilege within the part-time faculty, as well as the uncompensated work that part-time faculty do to support one another.

In cases in which part-time faculty felt encouraged to share their opinions, they still questioned the value of their input compared to the full-time faculty. June shared that she often shares opinions but is unsure whether they are valued or considered. Amelia shared, "I do, at times, feel a little bit disconnected, but I think that's kind of my own fault probably." This ownership issue was common when participants felt connected and valued or disconnected and undervalued. That is, the participants attributed these feelings of belonging to their personalities and effort rather than to the college culture, politics, power, etc.

When participants spoke of value, they sought to have a voice and have their knowledge and experience recognized. Dane shared, "I am not comfortable on campus. I long to be

comfortable, though. I feel that I am not really noticed or welcome beyond my teaching responsibilities." There were also a few overt examples in which part-time faculty were made to feel less valued. Two participants described being involved in projects in which they thought they did a significant amount of work, but the full-time faculty received credit and were widely recognized.

Participants tended to feel most valued when interacting with students and classified staff and least valued when interacting with full-time faculty and administrators. Interactions with administrators beyond the dean and associate dean were limited and often occurred through the shared governance structures. Kate said that messaging from administrators, including the president, "doesn't feel like it is directed towards me. It's like it is only for the real employees of the college." Waylon and Sarah also shared that there was often a gap in communication and misunderstandings between the administration and the part-time faculty. This chasm in communication could be the result of a lack of institutional literacy which develops over time or a lack of meaning as related to the work of part-time faculty (Campbell & Gregor, 2004).

Participants felt that value was represented through the spaces that they were assigned – offices and classrooms – and spaces where they felt most and least comfortable. Office spaces that were crowded, unkempt, and distant from departments, classrooms, and student spaces were perceived to embody the low value placed on part-time faculty. Participants also felt that they were more likely to teach in undesirable classrooms. Both spaces were thought to reflect the college's lack of value for part-time faculty.

Value and visibility were closely related. When participants talked about their visibility, they mentioned physical spaces like the sense of having offices tucked away in dark corners that

were difficult to find, as well as visibility through representation on councils and in meetings. According to Sarah,

> Sometimes we as part-time faculty have to have this low profile as much as possible. So we're not bothering anybody, even to the point of timesheets. You know, I didn't want to bother anybody because we're afraid of getting slapped on the hands, and it might affect getting a class the next term somehow.

The connection to future employment is particularly complicated and presents a balancing act for part-time faculty, especially for those who desire a full-time faculty position and need more engagement outside of the classroom to be competitive. The sense of value and visibility captured in this study echoes what Jolley et al. found in their 2014 study - that is, "the perception of being invisible cogs in the higher education machine" (p. 225). Part-time faculty are treated as if they are disposable, yet they have a significant impact on the education of students.

The general tone among participants was that inclusion for part-time faculty has improved over time. Felix described improving interactions for part-time faculty,

> There seems to be a little more camaraderie, I guess in trying to get more faculty involved in training and stuff that is happening, faculty meetings happen regularly, and there are other improvements to the culture. I would say the culture has improved year after year.

Ella, who has worked at the college for a significant time, wrote about the first eight years of her work at the college:

> I did not feel connected to the community as I felt my voice, input, and work were not essential to the work of the college and often felt excluded. My paradigm and feelings of being an "outsider" and being excluded were a sum of my perceptions and also the exclusivity of full-time faculty and administration.

Her experiences changed over time, and she made an effort to be more involved. She also emphasized the importance of having an office location in a more central area of campus. She reports that after many years "I do not feel like an outsider, but I feel connected and blessed to be part of a wonderful, inclusive community." Ella's early experiences are still the experiences of

those who are newer to the college, though, so while experiences and a sense of value may increase over time for some, the feelings of exclusion still exist for most in the beginning.

The pieces of the interviews that centered on voice, value, and visibility were often emotional. Some participants, like Waylon, were exhausted and defeated by all they had given to the college with little recognition, support, or opportunity for full-time employment. Despite my knowledge of the working conditions of part-time faculty, I was caught off-guard by the deep emotions shared by the participants. More of my personal reflections are included at the end of this chapter.

Methodological Considerations

According to Merriam (2010), the "purposes of qualitative research are to achieve an understanding of how people make sense of their lives, to delineate the process (rather than the outcome or product) of meaning-making, and to describe how people interpret what they experience" (p. 457). Each of those intents was realized through this qualitative study which was conducted as an institutional case study. A case study is "an in-depth description and analysis of a bounded system" (Merriam & Tisdell, 2016, p. 37), and for this research, the main campus of Pacific Northwest Community College served as the boundary for the study of the everyday experiences of part-time faculty. By utilizing critical geography and institutional ethnography to bridge the theoretical and methodological elements of the study, the everyday lived experiences of participants were situated within the social and the spatial.

In institutional ethnography, the researcher relies on participants to help them know the institution (Smith, 2005). Institutional ethnography research "draws on local experiences in confronting and analyzing how people's lives come to be dominated and shaped by forces outside of them and their purpose" (Campbell & Gregor, 2004, p. 12). Participants may or not be

aware of these forces. In this study, only a few participants referred to external factors (e.g., the capitalistic advantages of hiring part-time faculty) that influenced their working conditions. Similarly, when asked about elements of campus process that affected their everyday experiences (e.g., classroom assignments), most participants were unsure of the process and did not make a direct connection to the more privileged voices of full-time faculty in creating classroom assignment inequities. The institutional ethnography framing of the study led to a more complete understanding of the ruling relations of the institution.

Most participants, when asked to think spatially, reflected on their part-time faculty work in novel ways. The methodologies allowed for an understanding of the socio-spatial dialectic within the lived experiences of part-time faculty. This approach incorporated several principles of critical geography as described by Kuntz (2015): “insistence on processual thinking, a relational understanding of knowing and being, privileging a critical engagement with the social world, refusing the status quo in an attempt to intervene in systems of oppression and exploitation” (p. 20). Further, this approach captured “the spatiality of (in) justice” and the effect on social life along with the impact of the social on the “specific geography of (in) justice” (Soja, 2010, p. 5) at PNWCC.

Methods in this study included document analysis, mental sketch mapping, interviews, and, to a limited degree, observation. Requirements for remote work and research due to COVID-19 resulted in the evolution of the methods including having participants complete their maps at home rather than as part of a face-to-face interview. Because of this condition and the fact that mental sketch mapping is still fairly limited in use, the method and analysis are discussed below.

Mental Sketch Mapping

Futch and Fine (2014) describe mapping as "a rich method for social inquiry engaged with 'thick' (Geertz, 1973) theoretical and design questions of change" (p. 4). Mental sketch mapping allowed participants "to draft visual maps of space and the information, emotions, and ideas they hold, whether real or imagined" (Gieseking, 2013, p. 713). The method and analysis of mental sketch mapping is complex, especially when considering the emotions and experiences associated with spaces (Pearsall et al., 2015). This makes utilization challenging but exciting and resulting data are social, critical, spatial, and theoretical (Futch & Fine, 2014). Mental sketch mapping was the piece of this study that I was most excited about, but I was unsure of what to expect in regard to the participant reaction to mapping, the maps created, and what could be learned from the maps.

Mental sketch mapping often occurs as part of an interview process (Gieseking, 2013). However, due to the limits of remote interaction during this research, participants completed maps independently prior to the interview. The directions were changed to accommodate for the independent and remote work. In the original research design, participants completed a map during an initial interview, and then if they chose to continue to participate, they would be asked to observe their use of campus spaces, access to resources, and interactions and relationships over the next two weeks. Following the observation period, I would interview participants about their observations, including any new insights and changes they might make to their map. Because no one was teaching on campus at the time of the interviews, the self-observation element was eliminated. For a future study, I would return to the original research design.

Because the mapping exercise took place in the participants' homes with their own materials and an unlimited amount of time, there was likely more variation in the maps and the

map-making process than there would have been if the map-making process was facilitated in a face-to-face setting. Because of this variation, the maps did not lend themselves to analysis to a qualitative GIS analysis which was an element of my initial plan for the study. In the end, I do not believe that GIS analysis would have contributed to answering these research questions. The answers to the research questions mostly arose from the narratives participants shared as they described their maps and experiences, and those narratives were largely a result of the reflection that occurred during mapping.

For some participants, the mapping exercise was challenging. I offered significant reassurance to participants that the maps were not being analyzed for creativity or beauty while also allowing a degree of choice in how they created the map. This communication was largely through email, though. I did not guide the participants through the exercise beyond the written instructions (see Appendix A). I wonder how replicating the study but with a guided mapping process embedded within a face-to-face interview would influence participants' maps, reflections, and in turn, the findings.

As an optional element of the mapping process, participants could include written descriptions to complete their maps. Several participants, mostly those who felt uncomfortable with map-making, included these descriptions - something that may not have occurred or been necessary if map-making was embedded within an interview. Appendix E captures the many choices that participants made in creating their maps. There is an opportunity for further analysis of those choices and the overall mapping process that reaches beyond the research questions in this study. For instance, I suspect that those who created more detailed maps also shared more insight about their socio-spatial experiences, but that was not something that I considered in the analysis.

There is a significant amount to learn about spaces based on how and why spaces are drawn and represented and in what ways. This is especially true when maps capture the stories and experiences of the marginalized such as in this research. Futch and Fine (2014) detail the power of what can be captured through mapping:

> "…[maps] provide representations of data that often contest or elaborate upon the theoretical claims under investigation. With regard to space, maps offer many representations and visualizations of what space can mean to personal identity and experience. Maps have shown us how a person moves through a space, changes and is changed by the space, and then how space can be embodied, metabolized and carried over time within a person." (p. 23)

Participants' maps captured the limited number of spaces they utilized, along with where they felt most and least comfortable (see Appendix D). Both the utilization of space as related to time spent and the utilization of space related to comfort are inseparable from the interactions within those spaces.

There were several advantages to the at-home map-making process as compared to the standard facilitated process within a face-to-face interview. First, participants were able to spend time considering the directions for the exercise, how to create their map, and how to respond to the questions. Completing the map at home may have also reduced levels of anxiety in the map creation process and allowed for greater creativity. These factors, combined with the participants' description of their map and approach to map-making, resulted in a deeply reflective process. Participants described the mapping process as "cathartic," "fun," and "exploratory." For many, creating their map brought back memories – good and bad – from their time on campus.

The maps and interview transcripts were analyzed together. They were inseparable because the interactions and feelings of comfort or discomfort are closely associated with the socio-spatial contexts of the everyday experiences of the part-time faculty. While I initially put a

lot of weight into the maps, I found that the exercise and the associated thinking were most important. I enjoyed the visually appealing maps but, more importantly, valued the ways the countermapping exercise captured the participants' experiences (Boschmann & Cubbon, 2014).

My hope is that this socio-spatial understanding of part-time faculty experiences can be useful to college administrators. For example, administrators might consider how placing part-time faculty in hard-to-access offices not only limits interactions with full-time colleagues in the department but also limits interactions with students. The limited spaces utilized and the specific paths traveled have caused me to reconsider how I reach out to and interact with part-time faculty. When working with part-time faculty, I often assume that there is advantage in meeting in my office because it is private, but I had not considered the element of power and the degree of discomfort that some part-time faculty may feel. Additionally, part-time faculty may not be familiar with the area of campus where I work, and rarely do I remember to include directions. Meeting in their classroom space, if available, or a common space on campus may be a more inclusive strategy, at least in some circumstances. I will also make an effort to visit the part-time faculty offices across campus.

The mental sketch mapping exercise was essential for understanding the socio-spatial experiences of part-time faculty and contributed to answering the research questions. Because most participants did not usually consider spaces as an influence on their experiences, the mapping exercise caused them to reflect on their daily practices in a new way. This led to the co-construction of their sense of inclusion and exclusion on campus and exposed ways in which the campus is not used equitability. Power, politics, and the ruling relations of the institution were evident through participants' feelings of comfort and discomfort in spaces across campus.

Revisiting the Conceptual Framework

Bounded systems, such as the campus of PNWCC, and individuals, such as the participants in the study, are "embedded in the larger sociohistorical context in which [they] exist" (Merriam, 2010, p. 456). The conceptual framework (see Figure 1) captures the scales of geography and influence on the part-time faculty. Neoliberal influences on the state of education are present at the macrogeographical (global) scale, while the state of PNWCC is situated at the mesogeographical (regional) scale, and the lived experiences of part-time faculty exists at the microgeographical (local) scale. Importantly, and as captured in the conceptual framework, these scales of geography are all interconnected (Soja, 2010).

The institution, as situated within the broader landscape of higher education and the neoliberal and capitalist influences on it, relies too heavily on a population of employees for whom they are not providing the same resources as full-time faculty. Part-time faculty are completing work for which they are uncompensated, including mentoring other part-time faculty. The institution prioritizes the needs and well-being of the full-time faculty, even though the part-time faculty are teaching the majority of students.

Institutional ethnography and social-spatial theory framed the study's theoretical foundations and methodological approach, and both were included in the conceptual framework as lenses through which to understand the part-time faculty experience. In practice, the socio-spatial was more prevalent in the study than the notion of ruling relations from IE. The conceptual framework and overall design of the study put too much emphasis on teaching improvement as a core part of part-time faculty experience. As a result, I initially overlooked many of the other more prominent elements of part-time faculty lived experiences. For instance, while students are certainly a core element of the state of community colleges, their experiences

are not directly highlighted in the conceptual framework yet were at the heart of participants' work.

Recommendations for Practice

This study explored the everyday experiences of part-time community college faculty through a socio-spatial lens. The study relied on mapping, which has the power to uncover "narratives of countercartographies" (Morrison et al., 2017, p. 166). Countercartographic narratives are powerful in their ability to bring the socio-spatial experiences of those on the periphery to the attention of those in power. As such, these recommendations are directed toward the PNWCC administrators who have oversight of the policy and practices that influence the experiences of part-time faculty. However, full-time faculty should also find value in the recommendations because of the role that they can play in advocating for and collaborating with part-time faculty.

As was captured in numerous quotes from participants, one person or one interaction has the power to influence the experience of others, particularly those who are already marginalized. Therefore, full-time faculty and especially department chairs should work to create a department and college culture of inclusion and support for their part-time faculty colleagues. Overall, I hope that the study inspires all members of the college community to work harder to include and support part-time faculty.

Despite the qualitative case study approach to this research, there is much that others beyond PNWCC can learn. As Merriam (2010) reminded us, "It is the reader, not the researcher, who determines what can apply to his or her context" (p. 461). These recommendations have potential application at other community colleges and universities that rely heavily on part-time faculty.

Orientation and Access to Resources

A comprehensive orientation that includes a campus tour and time to make valuable connections seems to be what is most needed to ensure that part-time faculty are best equipped to support students. Both the part-time faculty and the associate deans now offer orientations for new part-time faculty. The part-time faculty association's orientation includes information sharing and a campus tour. The information-sharing piece covers topics ranging from college policies to active learning. The tour includes resource areas for students and areas of support for faculty. Unfortunately, the turnout for the orientation is meager, and much of the information is repeated in the academic division-based orientations.

To begin, a coordinated effort rather than having several parallel efforts – between divisions and with the part-time faculty association – would better serve part-time faculty. There is an opportunity for the orientation to be where relationships start to form and where the part-time faculty begin to engage with other parts of campus. The orientation could also serve as a launching point for engagement in other faculty development opportunities. The orientation should cover logistical pieces of the faculty experience (e.g., timesheets, obtaining classroom keys) and offer opportunities to learn technologies and develop an understanding of the college's expectations for teaching and support of students. A campus tour is essential, even if provided virtually. Beyond a short orientation, the college also can at least partially replicate the year-long orientation and teaching strategies institute required for new full-time faculty.

There should also be an effort to streamline resources for part-time faculty. Most of the part-time faculty who participated in this study were in the two divisions mostly comprised of transfer programs. These two divisions provide their own handbooks for part-time faculty. I found very few differences when reviewing the part-time faculty handbooks for the two

divisions. These two handbooks are in addition to the faculty handbook (most of which is relevant to part-time faculty), the part-time faculty association's guide to getting started, and various other resources. The number of resources is overwhelming, and resources occasionally conflicted with one another.

Leadership and Supervision for Part-time Faculty

The overall role of the department was significant to the day-to-day experiences of the part-time faculty, but without standards for how part-time faculty are to be included, not just by invitation but also to be listened to and participate in decision-making, and with the frequent turnover of the department chairs, changing the dynamics within the less inclusive departments will be challenging. The college should standardize expectations for the inclusion of part-time faculty across divisions and departments. Department chairs should be trained in logistics like scheduling but also in leadership and culture with specific emphasis on inclusion and support of part-time faculty. Subsequently, the department chairs should be held accountable for this element of their work.

The college has five associate deans, each connected to a specific division within the college. Many participants in this study expressed confusion and frustration about the associate deans. I recommend that the college thoroughly evaluate the role of associate deans and either better define and clarify their roles and responsibilities and uphold expectations for fulfilling the responsibilities, or reduce the number of associate deans. Providing feedback on part-time faculty teaching should be central to these considerations as several participants desired feedback from their supervisor.

The college needs to make efforts to recognize and compensate part-time faculty for the unseen work that they complete (e.g., mentoring other part-time faculty). Finally, the

administration and full-time faculty need to recognize areas for improvement for the part-time faculty and take action to change the working conditions, rather than rely on part-time faculty to lead change efforts.

Essential Spaces and Proximity

Offices and classrooms were at the core of the study, and the importance of proximity wove throughout the themes. Administrators should evaluate how these spaces are used and consider part-time faculty when designing and assigning spaces. Part-time faculty should have access to spaces that are easily accessible to students and which foster community and collaboration with faculty colleagues – both full-time and part-time. Consistently in classroom design and technology use would greatly benefit part-time faculty. Participants, who were all working remotely during the period of this research, expressed concern and anxiety about returning to campus and being crowded into small office spaces and teaching in small, crowded classrooms. Because many colleges are currently reexamining space for an anticipated post-COVID return to campus, there is an opportunity to reconsider how space is allocated to and utilized by part-time faculty.

Based on the findings in this study, I recommend that administrators make significant efforts to locate part-time faculty offices in proximity to the department and provide space for part-time faculty to meet privately with students. In addition, or perhaps alternatively, administrators should assist part-time faculty in scheduling office time to reduce the number of people utilizing a space a one time. Offices or department spaces should also be equipped with locking cabinets for storage of student work and personal belongings.

The college should also review the process for scheduling classrooms and consider how part-time and full-time voices are represented in scheduling decisions. Department chairs should

work closely with part-time faculty to request classrooms and share feedback on classrooms that are not working well. As such, the college should seek feedback on classroom spaces and continue to design new spaces that foster active and engaged learning.

Summary of Recommendations

If PNWCC and all community colleges are invested in offering high-quality instruction, they must first confront the conditions of part-time faculty work and invest in the people teaching most of the classes. While there are smaller-scale ways in which the socio-spatial context influences teaching, such as being assigned to and teaching in low-quality spaces, the loss of part-time faculty, as described by the part-time faculty association (see Chapter 4), is an ongoing barrier to ensuring high-quality instruction for students. The recommendations above are mostly tangible changes that can be made by the college administration. Those changes in themselves will not necessarily impact the culture of treatment of part-time faculty. For true change, part-time faculty need to be respected and valued as captured by Sarah.

> We all play our role in the college, and we all need to feel that we have value and that what we're doing is valuable, no matter who we are. And so, then when we see each other, with our college name tags on, let us honor each other and welcome each other and not feel threatened or condescended by another person.

Sarah's vision of a more inclusive campus is central to improving the everyday experiences of part-time faculty.

Unfortunately, several of the recommendations above align with those highlighted by Gappa and Leslie in 1993 – showing that little progress has been made in improving the working conditions of part-time faculty. While this is frustrating, there are colleges that are actively working to improve experiences for part-time faculty as highlighted in the 2014 CCSSE report. PNWCC deserves to be recognized for some of their efforts to support part-time faculty including providing office space and other needed resources and inviting and compensating part-

time faculty for participation in college governance and faculty development. As this study highlighted, though, even those efforts fall short, especially when part-time faculty do not feel that they have voice, value, and visibility at the institution.

Recommendations Future Research

This qualitative study was exploratory in nature, and while the findings may not be easily generalized to part-time faculty experiences at other community colleges, this study can serve as a foundation for similar work. Two of the limitations of this study – using a single site and using the institution where I am employed – could both be resolved in future studies. In addition, because this study was conducted during COVID-19 and limited to virtual interactions, there is an opportunity to expand the methods used.

There is a significant opportunity for critical geography studies at all higher education institutions, focusing on the experiences of any population. This study could also be expanded to capture the details of the part-time faculty lived experiences through other methods such as journaling and observation. There is much room to expand research that utilizes mapping as a way to investigate power. Mapping work situates "oppressed participants as 'knowledge generators'" and more research should aim at "broadening [mapping] from simply exploring external spaces to considering internal geographies" (Morrison et al., 2017, p. 166). Gieseking (2013) suggests that "in the future of mapping, spatial and beyond, mental mapping projects will provide a wealth of information to affect everyday lives of the oppressed and marginalized, policy and planning at all scales, and theoretical contributions of human-environment relations" (p. 723). Space and social relations should also be incorporated into studies, even when not relying on mapping as a method.

Finally, community colleges and contingent faculty remain understudied. Future research should continue to move beyond the temporal elements of understanding higher education, address community colleges and part-time faculty, and advance methodology by grounding research in socio-spatial experiences. There is a need for continued research on contingent faculty at all scales, from the sweeping neoliberal influences to the localized institutional power structures. Qualitative studies that include part-time faculty voices are particularly needed. Further studies should seek to clarify relationships between part-time faculty and student success metrics and look at specific elements of the part-time faculty experience in more depth (e.g., teaching improvement). While it is necessary to capture the marginalization of contingent faculty, there also needs to be research that emphasizes the many contributions they make to higher education.

Personal Reflections

When analyzing the data, I continued to recall the idea of "the not quite person" from Avery-Cooper's (2000) institutional ethnography study that explored the everyday lived experiences of women who worked as part-time faculty. A participant in Avery-Cooper's (2000) research commented on how she was treated differently than full-time faculty:

> It's a complicated situation being in academia when you don't have every qualification in order to be seen that way [qualified]. I think that that's part of the trickiness of being part-time faculty. You are also treated quite differently, and lots of part-timers do have a Ph.D. or at least they've been around for awfully long and have unbelievable qualifications and experience but they are seen as the not quite person.

The not-quite-person idea was echoed by Dra. Muñoz when she provided early feedback on Chapter 5 and commented that the part-time faculty participants were "barely treated like humans."

Despite my knowledge of the poor conditions and pay associated with part-time faculty work, I was caught off guard by the stories and emotions that participants shared through the interview process. I wasn't expecting tears which perhaps shows how superficial my prior understanding was. I often found myself feeling angry, sometimes at colleagues, who I could identify from participant narratives, and sometimes at the broader landscape of higher education. I was at times frustrated with myself for not having recognized some of problematic conditions of part-time work prior to this study. From my position at the college, I see the areas where the institution has made significant gains in support for part-time faculty, but this research challenged my more positive outlook on the progress made. I also found that in designing the study, I overestimated or misunderstood the significance of faculty development and underestimated the challenges of part-time faculty to feel included and supported.

I was initially reluctant to conduct research at the intuition where I work, but due to the campus closures caused by COVID-19 that was the most reasonable option at the time. Looking back, there was a significant amount of information shared by participants for which my knowledge of the college aided in the analysis and overall understanding of ruling relations associated with their everyday lived experiences. Most importantly, this study caused me to deeply reflect on my influence and power in work with part-time faculty. Throughout the analysis, I was challenged to not interpret the participant stories through my own lens. Showcasing the voices of the participants was central to the study, and by injecting my own perspective, I was further exerting power over their narratives. Elements of the study, specifically accounts of participation in faculty development, exposed areas where I may have contributed to the marginalized experiences of part-time faculty. This was unsettling for me, and I feel motivated to not only do better, but to consistently use my position of power to further

challenge the systems and processes that disadvantage part-time faculty. This includes holding my colleagues to a higher standard. Finally, I learned new information about the college and specifically about the expectations for and conditions of part-time faculty work which will also benefit my work in supporting part-time faculty.

Several participants explicitly commented on interacting with me or the department. Ella mentioned that my door was always open, Waylon named the teaching and learning center as a space that "feels safe," and Sarah shared,

> I'm telling you this not just to tell you, but I have spoken behind your back. I have told others that you are a breath of fresh air. At first, when you and I spoke, I didn't know you, and you're, well, it is the individuals that make a difference. You trusted my experience. Your attitude towards me was welcoming and non-judgmental, understanding, even like you're telling me to make mistakes, to say the wrong things, do the wrong things, and it's okay. You know, "I accept you for who you are, and I welcome you, and I'm here to support you. I'm here to help you in your journey as a faculty."

Sarah's quote captures the significant meaning in individual interactions and validates the positive impact that I have had. More significantly, though, the quote will serve as a reminder to me of the importance of seeing part-time faculty as knowledgeable, passionate, and hard-working individuals – a great distinction from the status of "not quite person." Some participants like Waylon expressed appreciation for this research and hope for change: "I hope this makes a difference. I hope, I really hope it gets better for part-timers." I hope so too.

EPILOGUE

An epilogue or coda usually serves as an extended conclusion, often by looking into the future. The challenge here is that I conducted this research in the middle of a pandemic that disrupted almost all functions of higher education over the past two years. As we cautiously emerge from the pandemic in the spring of 2022, the future seems less clear than usual, and there is still much to learn about the effects of the recent past. I am left wondering what is next for teaching and learning, for part-time faculty employment, and for the overall state of community colleges which are currently suffering from a substantial drop in enrollment (down 14.8% since 2019) (National Student Clearinghouse Research Center, 2021). As we look to the future, how do we balance our desire for a degree of normalcy with the lessons learned over the past two taxing years? In this epilogue, I place this study and its participants within the broader context of the effects of COVID-19 on contingent faculty. I attempt to look forward while also exploring the impact of COVID-19 on this study beyond the changes to the methods.

Everyone – me, the participants, their students - was affected and continues to be affected by the pandemic in ways that were not fully captured in the findings and discussion, and going further, perhaps not even fully realized by each of us. Conducting research during a time when there was a remarkable degree of isolation, tremendous loss, and consequently, significant mental health challenges irrefutably affected the results. While participants reflected on remote teaching and provided valuable insights to that experience – both the benefits and challenges, I never asked or considered how their stories of campus-based experiences were affected by their current state of being.

There is, of course, an irony to conducting a spatial study during a time when our usual socio-spatial experiences were so severely upended. However, the study provided an opportunity to explore the everyday experiences of part-time faculty who were working remotely through a socio-spatial lens. By moving beyond the view of space as material to an understanding of space as a product of our social interactions, the virtual inherently became a space in and of itself, but one in which we most often move in and out of. Other researchers (e.g., Leander & McKim, 2010) have utilized Soja's (1989) conceptualization of a thirdspace (i.e., socially produced space) when exploring virtual or online spaces, but the prominence of the virtual space in many people's lives was significantly greater in the past two years and warrants further study. As Massey (1984) explained, "The geography of society makes a difference in the way it works" (p. x), and our geography of society was altered by the pandemic. In this study, there were several elements of the part-time faculty experience that were significantly different in the virtual space including dynamics of power and feelings of inclusion.

The main findings from participants' everyday experiences when teaching and working remotely included positive and negative elements. Among the challenges was an overall sense of isolation and exacerbated lack of connection to the college, department, and colleagues; and more difficulty and a less personal approach in their efforts to connect students to support resources – now accomplished through email rather than a walk across campus. The participants appreciated remote office hours, which they viewed as a safer, more welcoming, and more convenient for students; the lack of commute time; and the greater degree of access, comfort, and participation in Zoom-based meetings and faculty development. What is lacking in the findings is the overall state of part-time faculty employment conditions. During the study, all participants were teaching remotely for PNWCC. The study, therefore, did not capture the experiences of

part-time faculty who lost teaching responsibilities due to the pandemic, and I did not discuss any potential reductions in teaching loads with the participants.

According to the American Federation of Teachers (2022), the pandemic heavily impacted contingent faculty – "making a grave situation even worse" (p. 1). Contingent faculty started the 2020-2021 academic year experiencing food insecurity, housing challenges, and a lack of access to healthcare, and these conditions worsened through the pandemic (AFT, 2022). The full effect of the pandemic on employment, compensation, and working and living conditions of part-time faculty has not yet been captured through research and may not ever be. In fact, the American Association of University Professors (2021) cautioned that researchers would never be able to quantify the economic impact of COVID-19 on contingent faculty because of the lack of required reporting of employment data on this group.

At this point, there are a limited number of studies that address the effect of the pandemic on faculty and teaching. Most of the studies do not go into depth about the part-time faculty experience. There are, however, several trends from this limited base of research. The first is that many contingent faculty, especially those only teaching part-time, lost their jobs or had a reduced course load due to the COVID-19 pandemic (AAUP, 2021; Dorfeld, 2022). Second, contingent faculty had fewer options in teaching modalities, and in some cases, were forced back into face-to-face classrooms prior to or at a greater rate than full-time faculty thereby putting them at more significant risk of infection. This is especially problematic because of the lack of health insurance and sick leave among contingent faculty (AFT, 2022; Dorfeld, 2022; Griffiths et al., 2022;). Finally, contingent faculty lacked support and compensation for moving classes online (AFT, 2022; Griffiths et al., 2022) or for teaching in other new or more complex modalities such as hybrid (Wooten et al., 2022).

Moving forward and extending beyond the previously presented recommendations, community colleges must acknowledge the disproportionate burden of the pandemic on part-time faculty and strengthen support for this critical group of educators. Kezar (2022) suggested that COVID-19 has caused some institutions to change hiring and tenure practices and improve faculty development and other supports for contingent faculty. In the opinion piece, Kezar only referred to universities; however, there are many opportunities for community colleges to make similar changes to processes and support structures. For instance, allowing for continued remote work, when desired, would reduce costs and time spent for part-time faculty commuting between several institutions. Keeping the option of online office hours would provide part-time faculty and students with a private space for interaction. Offering faculty development and participation in meetings in a variety of modalities would be more convenient and perhaps more welcoming for part-time faculty. As we shed our masks and return to campuses, I hope that these lessons will guide institutional decisions regarding part-time faculty.

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APPENDIX A

Mental Sketch Mapping Exercise and Interviews

Participants were invited to participate in the study by email. Upon receipt of their consent form, participants were sent the directions below. After participants completed and submitted their map, I reached out to schedule an interview. The interview questions were semi-structured.

Mental Sketch Mapping Directions
(anticipated time: 45-60 minutes)

For this part of the project, you will create a mental sketch map (a map from memory) of the *Pacific Northwest Community College*[1] main campus using materials you have at home. If you prefer, a packet that includes these directions, a campus map, blank paper, a pencil, colored pencils or markers, and a stamped return envelope can be mailed to you.

The goal of this exercise is to capture your interactions across the campus space. Create your map based on your time teaching on the main *PNWCC* campus before COVID-19/remote teaching. You may use the campus map as a base map (i.e., draw over the map), use it for reference, or choose not to use it at all (printable campus map, interactive campus map[2]). Your map does not need to be drawn to scale and will not be evaluated for accuracy or quality. You do not need to include the entire campus in your map.

There is not a right or wrong way to produce your map. Create your map in a way that is most comfortable for you. Creativity is welcomed.

When creating your map, use labels and/or a key to indicate specific locations (e.g., your office, a classroom). Also include and indicate the following:

- where you spent the most time on campus
- where you most often interacted with colleagues on campus
- where you most often interacted with students on campus
- where you felt most comfortable on campus
- where you felt least comfortable on campus
- where teaching improvement (e.g., faculty development, talking about teaching) occurred
- additional important spaces that you visited or utilized

Optional: Add additional written comments such as narrative descriptions, reflections, or other specific details related to the spaces to your map.

Next steps

- Submit a photo or scan of your map by email to jswinans@mail.colostate.edu or by mail, if preferred. Keep a copy of your map for use during the interview.

- Once your map is received, I will reach out to schedule an interview. You will be asked to introduce and explain your map during the interview, and I may ask specific questions about your map. You will have the opportunity to add to or otherwise revise your map during the interview and submit a final version.

Footnotes

[1]The name of the institution was included in communication with participants. Pacific Northwest Community College is the pseudonym used through the study.

[2]Maps were hyperlinked in the original communication, but hyperlinks were removed because they led to the college's website.

Follow-Up Interview Questions
(45-75 minutes)

Participants were interviewed via Zoom. At the conclusion of the interview, I asked participants to re-send their map if they made any changes to it during the interview. I also invited participants to reach out to share any thoughts that came up after the interview.

1. Provide an overview of your map and your process for creating it.
2. The goal of the mapping experiences was to capture the socio-spatial interactions on campus. What elements of your daily lived experiences as a part-time faculty member are not represented on the map? Please describe them now and/or add them to the map. Feel free to be creative.
3. How does the space of campus and access to resources affect your teaching?
4. How does space affect your interactions with students?
5. How does space affect your interactions with colleagues (full- and part-time faculty)?
6. What efforts do you make to improve your teaching? Where, when, and how does this occur? How are space and/or relationships related to those efforts?
7. What spaces and/or resources do you not have access to that you would like to access?
8. How are part-time faculty involved in decisions about the use of space, access to resources, and developing collegial relationships?
9. What other elements of the part-time faculty experience affect your teaching?
10. What other elements of the institutional culture influence your daily experiences, including teaching?
11. What else should I know about you in order to better understand your access to spaces, resources, and relationships?
12. Have you considered space as an influential part of your teaching experience prior to this experience?
13. Considering the current conditions of remote work and teaching due to COVID-19 and thinking of the answers that you just provided, how have your relationships changed?
14. Again, considering the current circumstance, how has your access to and use of resources changed?
15. How have changes in relationships and access due to COVID-19 affected your teaching and efforts for teaching improvement?

Additional Interviews
(30-60 minutes)

Follow-up interviews were conducted with members of the campus community who can contribute additional information about the context of part-time faculty work including opportunities for professional development and access to physical space and resources. These interviews were conducted as needed following interviews with the part-time faculty. Participants included associate deans and department chairs. These interviews were conducted via Zoom.

1. What is your role in interacting with and supporting part-time faculty?
2. Articulate the differences between the roles of the associate dean and the department chair?
3. Describe the day-to-day interactions between part-time faculty and others within the department or division including students.
4. In what ways are part-time faculty included or not included in department/division events, meetings, opportunities, etc.
5. What spaces, including office space, do part-time faculty have access to?
6. How are part-time faculty on-boarded in the division or department?
7. Describe the opportunities that part-time faculty opportunities have professional development as related to teaching improvement.

APPENDIX B

Email to Part-time Faculty
Purpose: seek participants

Hello, part-time faculty colleagues,

My name is Jess Winans, and I am the faculty coordinator of the teaching and learning center at *PNWCC* I am writing now as a PhD candidate at Colorado State University in the Higher Education Leadership program and am seeking participants for my dissertation research.

My research focuses on the socio-spatial experiences (i.e. access to and use of space and resources, including interpersonal interactions) of part-time faculty. My interest in this work stems from my work with and as part-time faculty. I hope that the research results in a greater understanding of the part-time faculty experience and ideas for how to create and improve opportunities and access for part-time faculty.

The research will take place from November 2020 through January 2021, and I'm hoping that you will be interested in participating. Participants must have worked at *Pacific Northwest Community College* as part-time faculty for at least two terms, including at least one term on the main campus. You will find more information about the study and the opportunity to express interest through this survey[3]. Once you complete the survey, I will follow up with directions for starting your involvement in the project. If you have questions, please reach out to me at jswinans@mail.colostate.edu.

I look forward to hearing from you.

Thank you,
Jess

Footnote

[3] The survey was accessed via hyperlink but is no longer open and available.

APPENDIX C

Consent Forms for Part-time Faculty

Colorado State University
Consent to Participate in Research

SOCIO-SPATIAL EXPERIENCES OF PART-TIME COMMUNITY COLLEGE FACULTY

Introduction and Purpose

My name is Jessica Winans. I am a doctoral student at Colorado State University working with my faculty advisor Dr. Susana Muñoz in the School of Education. I would like to invite you to take part in my research study, which looks at the socio-spatial experiences of part-time community college faculty.

Procedures

If you agree to participate in this research, I will send information and directions for a mapping exercise. The map that you create will be submitted to me by email or mail. Once the map is received, I will conduct an interview with you by phone or Zoom; use of video is optional. The interview will involve questions about your map and your everyday lived experiences as a part-time faculty member. The interview should last 60 to 90 minutes. With your permission, I will record the interview and take notes. The purpose of the recording is to accurately record the information you provide and will be used for transcription purposes only. If you choose not to be recorded, I will take notes instead. If you agree to be recorded but feel uncomfortable or change your mind for any reason during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

Benefits

There is no direct benefit to you from taking part in this study. Your choice as to whether or not to participate along with anything you share as part of the research will not impact your work at the college or with the researcher. It is hoped that the research will add to the understanding of the experiences of part-time community college faculty and potentially lead to changes in policies, space allocation, and resource access for part-time faculty.

Risks/Discomforts

If any of the research questions or elements of the mapping exercise make you feel uncomfortable, you are free to decline to answer or stop the interview.

As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If the results of this study are published or presented, individual names and other personally identifiable information will not be used. With your permission, the map that you create may be included in publications or presentations but will not include your name.

To minimize the risks to confidentiality, we will digitize paper files (e.g., maps) and store digital files (e.g., interview transcripts) in a password-protected folder on a password-protected computer. Original paper files will be destroyed after being digitized.

We will transcribe the recordings as soon as possible after the interview, and then delete the recording. When the research is completed, I will save the transcriptions and other study data for possible use in future research done by myself or others. I will retain these records for up to five years after the study is over. We may be asked to share the research files with the CSU Institutional Review Board ethics committee for auditing purposes. Your identity/record of receiving compensation (NOT your data) may be made available to CSU officials for financial audits.

Compensation

To thank you for participating in this study, you will receive a $50 Amazon gift card after you complete the mapping exercise and interview.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer any questions or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact me at 814-688-0155 or jswinans@mail.colostate.edu. You may also contact Susana Muñoz at Susana.Munoz@colostate.edu.

If you have any questions about your rights or treatment as a research participant in this study, please contact the Colorado State University Institutional Review Board (IRB) at: 970-491-1381, or e-mail RICRO_IRB@mail.colostate.edu .

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CONSENT

Permission to use your map as an image

The researchers would like to use some maps as images in the study (i.e. place your map within the written study as an example of data collected through the activity). Allowing your map to be used in this way does not affect the usefulness of the data that you provide on the map.

Yes, I agree to allow my map to be used as an image _____ (initials)

No, I do not agree to allow my map to be used as an image _____ (initials)

Permission to record interviews

The researchers would like to record your interview to be sure that your comments are accurately recorded. Only our research team will have access to the recordings, and they will be destroyed when they have been transcribed.

Do you give the researchers permission to record your interview? Please initial next to your choice below.

Yes, I agree to be digitally recorded ______ (initials)
No, do not record my interview _____ (initials)

If you wish to participate in this study, please sign and date below. Please keep a copy of this consent form to keep for your own records.

____
Participant's Name *(please print)*

______________________________ _______________
Participant's Signature Date

Consent Forms for Additional Interviews (e.g. department chairs, associate deans)

Colorado State University
Consent to Participate in Research

SOCIO-SPATIAL EXPERIENCES OF
PART-TIME COMMUNITY COLLEGE FACULTY

Introduction and Purpose

My name is Jessica Winans. I am a doctoral student at Colorado State University working with my faculty advisor Dra. Susana Muñoz in the School of Education. I would like to invite you to take part in my research study which looks at the socio-spatial experiences of part-time community college faculty.

Procedures

If you agree to participate in this research, I will conduct an interview with you via Zoom. The interview will involve questions about part-time faculty. The interview should last approximately 30. With your permission, I will record and take notes during the interview. The purpose of the recording is to accurately record the information you provide and will be used for transcription purposes only. If you choose not to be recorded, I will take notes instead. If you agree to being recorded but feel uncomfortable or change your mind for any reason during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

Benefits

There is no direct benefit to you from taking part in this study. It is hoped that the research will add to the understanding of the experiences of part-time community college faculty and potentially lead to changes in policies, space allocation, and resource access for part-time faculty.

Risks/Discomforts

If any of the research questions make you feel uncomfortable, you are free to decline to answer or stop the interview.

As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

To minimize the risks to confidentiality, we will store digital files (e.g. interview transcripts) in a password-protected folder on a password-protected computer.

I will transcribe the recordings as soon as possible after the interview, and then delete the recordings. When the research is completed, I will save the transcriptions and other study data for possible use in future research done by myself or others. I will retain these records for up to five years after the study is over. I may be asked to share the research files with the CSU Institutional Review Board ethics committee for auditing purposes.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer any questions or continue participating in the project, there will be no penalty to you.

Questions

If you have any questions about this research, please feel free to contact me at 814-688-0155 or jswinans@mail.colostate.edu. You may also contact Susana Muñoz at Susana.Munoz@colostate.edu.

If you have any questions about your rights or treatment as a research participant in this study, please contact the Colorado State University Institutional Review Board (IRB) at: 970-491-1381, or e-mail RICRO_IRB@mail.colostate.edu .

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CONSENT

Permission to record interviews

The researchers would like to record your interview to be sure that your comments are accurately recorded. Only the research team will have access to the recordings, and they will be destroyed when they have been transcribed.

Do you give the researchers permission to record your interview? Please initial next to your choice below.

Yes, I agree to be digitally recorded ______ (initials)
No, do not record my interview _____ (initials)

If you wish to participate in this study, please sign and date below. You will be given a copy of this consent form to keep for your own records.

Participant's Name *(please print)*

Participant's Signature | Date

APPENDIX D

Comfort and Time Spent in Campus Spaces

Participant	Most time	Most Comfortable	Least Comfortable
Amelia	Classrooms	Classrooms, learning center, weight room	Shared office, shared computer space, cafeteria
Dane	Classrooms	Classrooms, cafe	Shared office
Ella	Academic buildings, path	•	•
Felix	Classroom	Athletics Center	College services building
Izzy	Science & math building, learning center	Science & math building, learning center, library	Boardroom
June	Classroom, college coffee shop	Two academic buildings	Old office & the academic building it was in
Kate	Classrooms, office, bus stop	New office	Old office, library scanner room, bus stop
Nikki	Classroom	Classroom	Student Services building, dark restrooms
Oliver	Classrooms, office	Classrooms	Administrative building
Roscoe	Classrooms	Classrooms, office	Student services building, industrial buildings
Sarah	Classroom, office	Classroom, office	Industrial buildings, administrative building
Tina	Classroom	Classroom	Cafeteria (for faculty development)
Waylon	Classroom, office	Classroom, office	Full-time faculty offices, department meeting space, dean & associate dean offices

Note: Use of dash. Ella reported less and most used spaces but did not share most and least comfortable spaces.

APPENDIX E

Mapping Choices

Participant	Hand drawn or Printed	All of campus	Scale/ Detail	Pathway	Color-coded meaning	Use of symbols	Key	Descriptive Labels	Narrative Descriptions	Design Notes
Amelia	Hand drawn	N	Room	N	Y	BL	Y	Y	N	
Dane*	Hand drawn	N	Room	N	N	N	N	Y	Y*	Buildings scaled by time spent
Ella*	Hand drawn	Y	Building	N	Y	Y	Y	Y	Y*	Inclusion of natural features (trees)
Felix	Hand drawn	N	Room	N	Y	N	Y	Y	N	
Izzy	Hand drawn	N	Various	N	Y	N	Y	Y	N	Circles scaled by time spent
June	Printed	Y	Building	N	Y	N	Y	Y	Y	
Kate	Hand drawn	N	Room	Y	Y	Y	Y	Y	Y	
Nikki	Printed	Y	Building	Y	N	N	N	N	Y*	
Oliver*	Hand drawn	N	Building	Y	N	N	N	Y	Y*	1st & 2nd floor as unique maps
Roscoe	Hand drawn	N	Room	N	N	N	N	Y	N	
Sarah	Printed	Y	Building	N	Y	N	Y	Y	N	
Tina	Hand drawn	Y	Room	N	N	N	Y	N	Y	
Waylon	Hand drawn	N	Room	N	Y	Y	Y	Y	Y	

*Narrative descriptions were included on an attached sheet