**Community Despite Contingency: Working Together, Achieving Together**

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| **Introduction** | • Help to develop a culture  
• Reinvigorate scholarship of teaching  
• Encourage the complexity of teaching/learning  
• Promote multidisciplinary thinking | **• Use components of F.L.C. to harness the potential opportunities and goals.** |
| For a variety of reasons, especially of an economic nature, institutions of higher education are increasingly relying on adjunct/part-time faculty to teach courses. |  | **• General L.C. literature provides important concepts:**  
- members are not strictly independent or dependent  
- a space needs to be established  
- create a supportive and engaging environment  
- integrate academic and also social experiences  
- knowledge and concepts are not discipline specific  
- encourage complex thinking  
- evaluate process and outcomes  
  (Strange & Banning p. 173-174, 2001) |
| “Adjunct, contingent faculty members now make up over 1 million of the 1.5 million people teaching in American colleges and universities.” (Bérubé, 2012) |  | **• Attempt to limit barriers. For example: two barriers, institutional structures and schedules, could be addressed using literature on online learning communities, which describe individual, group, technology, and facilitator roles to encourage collaboration. “Collaboration supports the creation of community and community supports the ability to collaborate.” (Pailoff, R.M & Pratt, K.)** |
| **Challenges adjunct faculty face:** |  | **• Additional elements of virtual/online communities can account for the decreased time and physical space of adjunct faculty.** |
| • notoriously low wages  
• a lack of job security  
• dissatisfaction with the support offered by institutions (Hoyt, et al., 2008).  
• insufficient administrator assistance to fully integrate into the institution; may not even have standards for the position (Hainline, et al. 2010).  
• minimal research on the diverse adjunct faculty group  
• increased workload for all faculty  
• increased focus on accountability and outputs |  | **Virtual L.C.**  
**Faculty L.C.**  
**Adjunct Faculty L.C.**  
**General L.C.**  
**Limit barriers** |
| **Elements of F.L.C.** |  | **Possible Barriers** |
| **Types:** |  | • Pseudo Community (Fallon & Barnett, 2009)  
• Competition among faculty members  
• Institutional structures  
• Adjunct faculty schedules |
| Cohort-based F.L.C.- meet the needs of a particular group  
Topic-based F.L.C.- opportunity to collaborate on a project |  | |
| **Action:** |  | **• Additional elements of virtual/online communities can account for the decreased time and physical space of adjunct faculty.** |
Activities should “enhance autonomy, competence, and relatedness, which in turn contribute to strong intrinsic motivation to grow and develop as a faculty member.” (Daly, p. 11, 2011). |  | **Virtual L.C.**  
**Faculty L.C.**  
**Adjunct Faculty L.C.**  
**General L.C.**  
**Limit barriers** |

**References:**


Daly, C.J. (2011). Faculty learning communities: Addressing the professional development needs of faculty and the learning needs of students. *Currents in teaching and learning*, 4, 1-3-16.


