

ABSTRACT

DISSERTATION: How Community College Adjunct Faculty Members Teaching Communications Courses Understand Diversity As It Relates To Their Teaching

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The purpose of this study was to explore Midwestern Community College (MCC) communication adjunct faculty members' descriptions of techniques used to prepare for a diverse student population. This research was conducted in order to gain a better understanding of how adjunct faculty members teaching communications courses at MCC understood diversity as it related to their teaching preparations and practices. As an adjunct faculty member at a community college, this study has been enhanced by my own experiences, along with in-depth interviews with other adjunct faculty members from the same institution. Data, interpreted from a Critical Race Theory perspective revealed elements of dysconscious racism and whiteness from some participants. As a result, Culturally Relevant Pedagogy and Inclusive Pedagogy were examined as potential frameworks to guide next-level faculty development programs for adjunct faculty teaching communications courses at a community college. In the absence of such faculty development programs, data did not demonstrate any evolution of preparation strategies as part of the pedagogical practices of adjunct faculty, nor any practices as process of continual improvement for teaching in diverse classrooms. The findings can be used to

better understand the complexities of how adjunct faculty understand diversity and how that understanding impacts their teaching preparations and practices.