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Examining the Factors that Impact Adjunct Faculty Retention in Private Nonprofit Universities

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Examining the Factors that Impact Adjunct Faculty Retention

in Private Nonprofit Universities

A Dissertation by

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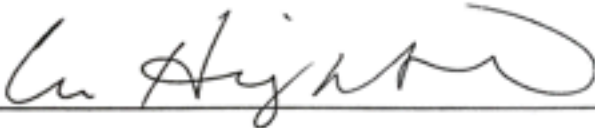
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ABSTRACT

Examining the Factors that Impact Adjunct Faculty Retention

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Purpose: The purpose of this qualitative study was to describe and explore what factors, as perceived by adjunct faculty and those who hire and manage them at nonprofit universities, had the greatest impact on their decision to continue to serve in the part-time role. A secondary purpose was to explore differences between the perceptions of adjunct faculty and those who hire and manage them with regard to these factors.

Methodology: This phenomenological qualitative study collected data through in-depth interviews with ten adjunct faculty members and five supervisors working for private nonprofit California institutions of higher education. After transcription, data was coded to describe the similarities and differences in perception of the reasons adjunct faculty continue teaching part-time. Documents and artifacts were gathered to support data triangulation.

Findings: Data analysis yielded four major themes that have an impact on an adjunct faculty member's decision to continue working part-time. Participants referenced the relationships that adjunct faculty have with their administrators, colleagues, and students most often. Participants discussed their compensation and benefits and most shared that they do not teach for the money or benefits. Faculty participants agreed that their flexible work schedule and the day-to-day work of an adjunct faculty member were also influential in their decision.

Conclusions: There was widespread agreement amongst participants that they value

collegial relationships and their flexible part-time work schedule. Adjunct faculty

members emphasized that they do not teach for financial gain but rather to be part of a

community, share their professional knowledge, and work with students. Most are

disinterested in professional growth and participants expressed concern about the

connection between academic freedom and the evaluation of their work by students.

Recommendations: Future research should examine the relationship between adjunct

faculty category and retention. This study should be replicated at a wider range of

universities and additional studies conducted to explore the differences between the

perceptions of new and long-term adjunct faculty. Research should be conducted to learn

why adjunct faculty members choose to leave their positions. Finally, a grounded theory

study should be conducted to develop a more current model of adjunct faculty

experiences.

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CHAPTER I: INTRODUCTION

The global accessibility of knowledge has undergone a notable transformation in recent years and access to a quality higher education is critical to ensuring that the United States maintains its competitive edge in the global arena (House Committee, 2014; Johnson, 2010). In his 2015 State of the Union Address, President Barack Obama outlined his intent to combat inequality and support the middle class by proposing that "two years of college…[be] as free and universal in America as high school is today," expanding college access to more Americans than in any other time in history (Obama, 2015). This bold proposal, which will increase undergraduate enrollment nationwide, has expanded coverage of higher education issues in the media and initiated an important conversation about equity within academia.

This century's recession put additional focus on the importance of higher education as people looked to transition to new careers and find work in new fields (Long, 2015). From 2000 to 2010, total undergraduate enrollment increased 37% from and, although this growth rate has slowed in recent years, enrollment is expected to increase by over 10% by 2024 (Kena et al., 2015; Snyder, de Brey, & Dillow, 2016). This recent shift in enrollment was the most pronounced at private, for-profit schools which saw a growth rate of over 400 % from 2000 to 2010 (Kena et al., 2015). Over that same period, undergraduate enrollment at public institutions increased by 30% and private nonprofit enrollment rose by 20% although, since 2010, enrollment growth has slowed (Kena et al., 2015; Snyder et al., 2016).

Concurrently, there has been a notable decrease in the funding of higher education across the United States (Center for Community College Student Engagement [CCCSE],

2014; Curtis & Thornton, 2013; House Committee, 2014; Johnson, 2010). Partially in

response to this financial shortfall, institutions have overwhelmingly chosen to rely on

part-time (or *adjunct*) faculty as a means to decrease costs and maximize scheduling

flexibility (Berry, 2005; House Committee, 2014; Kezar, 2012). As shown in Table 1,

there are currently over 700,000 adjunct faculty members working in the United States

Table 1. *Faculty employment status at degree-granting institutions, Fall 2011*

Classification of institution	Full-time[1]		Part-time	
	Number	% of faculty	Number	% of faculty
Public institutions (all)	495,392	52	457,838	48
4-year	382,151	66	193,383	34
2-year	113,241	30	264,455	70
Private institutions (all)	266,227	47	304,158	53
4-year	254,005	47	286,088	53
Nonprofit	238,219	56	190,686	44
for-profit	15,786	14	95,402	86
2-year	12,222	40	18,070	60
Nonprofit	1,645	43	2,183	57
for-profit	10,577	40	15,887	60
Total (all institutions)	761,619	50	761,996	50

Note. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2011-2012.

[1] Includes instruction, research, and public service faculty

representing the fastest-growing part of the academic workforce (Coalition on the

Academic Workforce [CAW], 2012). An estimated 76% of all instructional positions in

the United States are off the tenure track (Curtis & Thornton, 2013) and part-time faculty

make up about 70% of instructional faculty at U.S. community colleges (Kezar, Maxey,

& Eaton, 2014). As reported in the *2012-2013 Annual Report on the Economic Status of*

the Profession, the American Association of University Professors identified the

"unabated growth of contingent employment" as the most critical and noteworthy trend in

the academic workforce (Curtis & Thornton, 2013, p. 4).

Environmental scanning of trends in the news and other published (formal or

informal) information shows that adjunct faculty are considered, by many, to be an

underclass on campuses nationwide. Recently, media coverage about the poor working

conditions of these faculty members has increased including CNN's opinion piece,

"Adjunct professors are the new working poor" and an article titled "Adjunct professors

get poverty-level wages," published in *The Washington Post* in February of 2015. More

recently, *The Atlantic* published a piece titled "There is no excuse for how universities

treat adjuncts" outlining the impact of the contingent working conditions on the majority

of the faculty.

Although there may be many reasons that adjunct faculty would express

dissatisfaction with their working conditions, the most often-cited source of

dissatisfaction is the low compensation received for work (Caruth & Caruth, 2013; Gappa

& Leslie, 1993; House Committee, 2014; Street, Maisto, Merves, & Rhoades, 2012).

Hoyt (2012) found that salary was the primary predictor of adjunct faculty job

satisfaction and that also directly related to intent to remain employed with the

organization. Adjunct faculty have little to no job security, limited academic freedom,

and tend to hold marginalized status within the campus hierarchy (Caruth & Caruth,

2013; Curtis & Thornton, 2013; Weiss & Pankin, 2011).

Background

The composition of the professorate and the day-to-day responsibilities of faculty members have drastically changed since the 1970s. Once considered a full-time career with eligibility for tenure (CAW, 2012), tenured faculty are becoming less common on campuses nationwide (Eagan, Jaeger, & Grantham, 2015; Kezar, 2012). In their place are rising numbers of part-time faculty who may have been hired as a temporary solution in response to unprecedented student enrollment figures but are now the majority of the instructional faculty at most, if not all, institutions of higher education (American Association of University Professors [AAUP], 2008; Eagan, Jaeger, & Grantham, 2015; Kezar, 2012; Street et al., 2012). Due to the need for cost savings and the reality of fluctuating enrollments from semester to semester, colleges and universities are now primarily reliant on adjunct faculty (American Federation of Teachers [AFT], 2010; Bates, 2012; Christensen, 2008; Kezar, 2012; Street et al., 2012; Thompson, 2013). From 1991 to 2011, the number of part-time faculty employed nationwide increased by 162% (Kena et al., 2015). As of 2012, over 70% of all classes taught at community colleges are adjunct faculty, hired on a course-by-course basis, earning less than one-third the pay without standard rehire rights or benefits (AFT, 2010; CCCSE, 2014; CAW, 2012).

Adjunct faculty hold conditional employment, contingent upon the needs of the institution (CCCSE, 2014). Scheduling varies from semester to semester and adjunct faculty members can find themselves without courses to teach for months at a time if enrollment does not meet the stated requirement or if the course is reassigned to another—typically, full-time—instructor, especially when enrollments fluctuate (House Committee, 2014; Marlier, 2014). However, over 80% of the respondents to a recent

survey identified themselves as having worked as an adjunct faculty member at their

institution for at least three consecutive years (CAW, 2012) showing institutional loyalty.

In fact, many reports show that adjunct faculty may work for five or more years at a

single school and still be considered temporary, part-time employees (AFT, 2010; Forbes,

Hickey, & White, 2010).

This uncertainty in employment status—*Will I have a job next week?*–has an

impact on the financial stability of adjunct faculty members and their families (House

Committee, 2014) and this contingent employment can result in powerful resentments in

adjunct faculty members (Pearch & Marutz, 2005). This 'just-in-time" hiring practice

often means that adjunct faculty have limited time—from weeks to a single day—to

prepare for a class, significantly stressing their workload at the last minute (Bates, 2012;

CCCSE, 2014; House Committee, 2014; Street et al., 2012; Thompson, 2013). In

addition, the time spent leading up to a class—creating materials, reviewing content,

developing syllabi—is typically time for which the adjunct faculty member will not be

paid. Adding to the stress of their employment conditions, it is not uncommon for

adjunct faculty members to prepare for a class by updating and creating course materials,

reviewing readings, and setting up online classrooms only to have the class reassigned or

cancelled right before class is to begin or even during the first week after classes have

begun (Adjunct Action, 2014; Hurtado, Eagan, Pryor, Whang, & Tran, 2012; Street et al.,

2012).

The impacts of these contingent working conditions can potentially have negative

consequences on the student experience (AAUP, 2008; Umbach, 2007). Students may be

unable to meet with their professor after class if the adjunct faculty member does not

have access to an office (Gappa, Austin, & Trice, 2007). Adjunct faculty may not be informed of changes to curriculum that were decided at department meetings that they were unable to attend (Kezar, 2012). In general, the unbundling of the job of the professor into individual components—where, for example, course design, textbook choice, and assignment development are decentralized from the faculty members—may distance the adjunct faculty member from the teaching experience (Neely & Tucker, 2010). There are also times that adjunct faculty are handed courses days before they start without having the materials in advance or much time to prepare (Hurtado et al., 2012).

Without the financial resources to provide higher pay or benefits, colleges and universities may seek out alternative ways to retain quality faculty and provide students with a high-quality learning experience (Hoyt, 2012; Kezar, 2012; Pearch & Marutz, 2005). The American Association of University Professors reports that employment growth for adjunct faculty corresponded to strong financial times, likely due to increases in enrollment (AAUP, 2008). Although they represent the majority of faculty in the United States today and into the near future, it is clear from a review of the literature that there is a lack of information available about the experiences of adjunct faculty (AFT, 2010; Hurtado et al., 2012; Kezar, 2012; Street et al., 2012).

Researchers have been unable to construct an accurate, comprehensive profile of this contingent workforce (Christensen, 2008; Kezar, 2012). Most information collected about adjunct faculty relies on quantitative data collected through large-scale, national surveys which offer a broad overview of those in this profession without much detail. A general portrait of the adjunct faculty population shows that an even proportion of men and women find work as adjunct faculty members and almost all hold advanced degrees

(AFT, 2010). Most are white (79%) and the number of women employed in a part-time capacity has increased from 36% to almost 50% of the total number of adjunct faculty nationwide in the past decade (Kena et al., 2015). These faculty members are highly educated as shown by a 2014 survey of over 71,000 community college faculty across the country which found that 67% of adjunct faculty members held a master's degree and 14% a Doctorate (CCCSE, 2014).

There are many names for this new faculty majority—*non-tenure-track, contingent, adjunct, part-timer*—yet this group cannot easily be categorized. Adjunct faculty have different backgrounds, field of study, time in service, experience with technology, and different motivations for being employed part-time (Curtis & Thornton, 2013; Kezar, 2012; Street et al., 2012). Some prefer part-time work and enjoy teaching the occasional class, others aspire for an academic career (Fusch, 2012; Gappa, Austin, & Trice, 2007; Gappa & Leslie, 1993). To better understand the needs of this diverse population, it is essential to first realize that it is not a homogeneous group.

Many adjunct faculty members began their careers hoping to use their position as a springboard to a full-time tenured position and most report that they choose academia because they are passionate about teaching rather than for the money (AFT, 2010). They may have chosen part-time work or be settling for any opportunity to teach, many working for more than one college at a time (AFT, 2010; Gappa & Leslie, 1993; Kezar, 2012; Street et al., 2012). For the most part, though, these educators find that the work life of an adjunct faculty member is one of low pay, few benefits, little institutional support, little chance for promotion or recognition, unpredictable and last-minute hiring practices, and little opportunity for professional development (Adjunct Action, 2014;

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AFT, 2010; Christensen, 2008; Curtis & Thornton, 2013; Kezar, 2012; Street et al., 2012; Wolf, 2011).

Over the years, researchers studying adjunct faculty have employed numerous ways of categorizing their participants and sample population. Adjunct faculty may be categorized by their employment preference (*voluntary or involuntary*), their field of study (*academic or vocational*), the type of institution they work for (*community college, public four-year, etc.*), their work setting (*online or on campus*), as well as by more standard demographic variables like age, gender, and number of years teaching. However, in his foundational work, *Who is Part-Time in Academe?*, Howard Tuckman recognized that there were distinct motivating factors to working part-time in higher education leading him to develop a seven-category classification of adjunct faculty (1978). Judith Gappa and David Leslie (1993) published an in-depth study of the part-time professorate, *The Invisible Faculty,* in which they further refined Tuckman's classification into four categories based on the faculty members' background, unique motivations, and history of employment: *career-enders, specialists, aspiring academics, and freelancers*. With all of these difference classifications available, there continues to be little consistency in the literature as to how to best describe this population.

Adjunct faculty can be hired as part-time employees or even as full-time, non-tenure track workers. In many institutes of higher education, full-time non-tenure-track faculty represent a large percentage of full-time faculty members (Kezar, 2012). Even in the face of challenging working conditions, the adjunct faculty population continues to grow along with the need for a qualified and supported professorate. Regardless of these poor conditions, national survey results have shown that, as a group, adjunct faculty tend

to report higher overall job satisfaction then their tenured colleagues. These conflicting reports suggest that there is value in exploring the characteristics of adjunct faculty and look for trends that may offer an explanation for these findings.

Statement of the Research Problem

Adjunct faculty members teach most of the approximately 15.8 million undergraduate students enrolled in colleges in universities across the nation (U.S. Census Bureau, 2014). Although college enrollment has been slowly decreasing since the recession of the previous decade, there continues to be a need for qualified faculty to teach (Caruth & Caruth, 2013; CCCSE, 2014; CAW, 2012). Institutions of higher education provide organizational support to their adjunct faculty however the practical implementation of any policies or practices has not been standardized (Kezar, 2012).

Funding for higher education has decreased over the years and, in response, colleges and universities have looked for ways to decrease their costs. Overwhelmingly, those cost savings were derived from a shift away from a tenured faculty to one comprised of part-time workers (CAW, 2012; Curtis & Thornton, 2013; Fabricant, 2014; House Committee, 2014; Kezar, 2012). In their 2010 report, the American Federation of Teachers reported that almost half of the faculty members employed at colleges and universities nationwide are designated as part-time, adjunct faculty and that about three-quarters of all undergraduate courses are taught by these contingent employees, hired on a course-by-course basis, earning less than one-third the pay of tenured faculty without standard rehire rights or benefits (AFT, 2010; Bates, 2012; CCCSE, 2014; CAW, 2012; House Committee, 2014; Wolf, 2011). Making up majority of instructional faculty, these

adjunct faculty members have a diverse range of backgrounds and the literature shows that they share a few notable working conditions.

Across the country, adjunct faculty members often report feeling isolated from their colleagues, marginalized, undervalued, and dissatisfied with their working conditions (AFT, 2010; Bates, 2012; CCCSE, 2014; Christensen, 2008; CAW, 2012; Thompson, 2013). However, surveys have shown that job satisfaction among adjunct faculty is relatively high—a discrepancy which may be related to an individual's part-time employment preferences, field of study, or some other categorization (AFT, 2010; Horton, 2013). Time and again, reports show that adjunct faculty members receive less than one-third of the pay of a full-time faculty member and receive few, if any, benefits (AFT, 2010; Caruth & Caruth, 2013; CAW, 2012). They do not have access to office space, are not invited to be involved in participatory governance, and may even be overlooked when full-time positions become available (AFT, 2010; CCCSE, 2014; Christensen, 2008; Forbes, Hickey, & White, 2010). However, these part-time faculty often report that they do not feel secure discussing their experiences out of fear of receiving a negative evaluation from their supervisor or being passed over the next time a course is offered.

Recent research by Spigelmyer (2011) showed that there was a discrepancy between the part-time faculty support efforts that would be perceived as useful by the adjunct faculty employed by a Pennsylvania community college and the resources offered on their campuses based primarily on time constraints. Additionally, a recent research effort found that adjunct faculty members on one campus did not view these institutional policies and practices unilaterally, instead their perceptions were clustered based on their

employment preference—i.e., whether or not their part-time status was voluntary (Horton, 2013). However, like most studies in this field, the research had a very narrow focus which limits the interpretation of the findings.

There has been little research focused on the needs of today's contingent faculty or the institutional culture that adjunct faculty work within, especially in their own words (AAUP, 2008; Cutchin, 2012; Forbes et al., 2010; Kezar, 2012). Although many reports have been written about ways to support adjunct faculty, there have been few that attempt to describe what factors lead these faculty members choose to continue to work in this part-time role. In addition, it would be useful to identify any differences that may exist between how administrators view these part-time employees and the way that the adjunct faculty themselves see their working conditions.

Purpose Statement

The purpose of this qualitative study was to describe and explore what factors, as perceived by adjunct faculty and their supervisors at nonprofit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role. A secondary purpose of the study was to explore differences between the perceptions of adjunct faculty and those who hire and manage adjunct faculty with regard to factors which impact decision-making for adjunct faculty to serve in that role.

Research Questions

Two central research questions will guide this research effort:

1. What factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

a. How do adjunct faculty and their supervisors at non-profit universities describe the impact of autonomy and academic freedom on a faculty member's decision to continue to serve in the part-time role?

b. How do adjunct faculty and their supervisors at non-profit universities describe the impact of collegiality on a faculty member's decision to continue to serve in the part-time role?

c. How do adjunct faculty and their supervisors at non-profit universities describe the impact of employment equity on a faculty member's decision to continue to serve in the part-time role?

d. How do adjunct faculty and their supervisors at non-profit universities describe the impact of flexibility on a faculty member's decision to continue to serve in the part-time role?

e. How do adjunct faculty and their supervisors at non-profit universities describe the impact of professional growth on a faculty member's decision to continue to serve in the part-time role?

2. What differences exist between the perceptions of adjunct faculty and their supervisors on factors which impact the decision of adjunct faculty to continue to serve in that role?

a. What factors, as perceived by adjunct faculty at non-profit universities, had the greatest impact on their decision to continue to serve in the part-time role?

b. What factors, as perceived by supervisors of adjunct faculty at

non-profit universities, had the greatest impact on a faculty

member's decision to continue to serve in the part-time role?

Significance of the Problem

To meet the demand for qualified instructional faculty in higher education, colleges and universities across the United States must maintain a talented, well-trained pool of educators. Considering the fact that over half of the faculty working today at private degree-granting institutions are employed part-time, it is imperative that those faculty are provided with meaningful support in order for them to successfully do their jobs (Kezar, 2012). There is a distinct lack of research available that explores the characteristics, perceptions, and experiences of this diverse group of instructional faculty (AAUP, 2008; AFT, 2010; Forbes et al., 2010; Kezar, 2012; Street et al., 2012). As such, it is important for higher education administrators—especially those in colleges and universities who rely primarily on these part-time faculty—to learn more about the ways that they can support the "invisible majority" (Gappa & Leslie, 1993).

This study will provide information that is currently unavailable about the perspectives of today's adjunct faculty and those who hire and manage them by examining the factors that had the greatest impact on their decision to continue to serve in the part-time role. Using the theoretical framework of five essential elements for effective faculty work developed by Gappa, Austin, and Trice (2007), the research will also look for a relationship between those perceptions and those of the individuals who manage adjunct faculty. Without this research effort, colleges and universities will likely continue to treat their adjunct faculty as one homogenous group without considering the

unique needs of their own adjunct faculty population. The information generated by this study could provide valuable information for leaders in higher education as they determine the best ways to support—and, as a result, retain—high quality adjunct faculty for their college or university (Kezar & Sam, 2011).

Designing institutional policies and practices that support the work of adjunct faculty is also in the best interest of students (Street, Maisto, Merves, & Rhoades, 2012). Research has hinted at a negative correlation between student success and student exposure to adjunct faculty (Benjamin, 2003; Jacoby, 2006; Halcrow & Olson, 2008) however this may be related to the lack of institutional support provided to those faculty (Eagan et al., 2015; Kezar, 2012). In the case of adjunct faculty, providing targeted and meaningful support can increase their engagement with the institution and their students improving the educational experience (Hoyt, 2012; Kezar, 2012).

Definitions

The following definitions were employed in this research study:

Adjunct faculty member. A faculty member hired on a term-by-term, contingent basis who is not eligible for tenure (Gappa & Leslie, 1993). May be hired full- or part-time.

Contingent faculty. Term that includes both part- and full-time faculty who are appointed off the tenure track (American Association of University Professors, 2008).

Essential elements of faculty work. Five elements of the faculty experience— autonomy and academic freedom, collegiality, employment equity, flexibility, and professional growth—that support the "well-being and productivity" of all faculty members, regardless of appointment type (Gappa et al., 2007, p. 144).

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Non-tenure-track faculty member. A faculty member (either full- or part-time) who is ineligible for tenure (Kezar, 2012).

Private for-profit institution. An educational institution controlled by private individual(s) or by a nongovernmental agency primarily supported by other than public funds and which receives compensation other than wages, rent, or other expenses for the assumption of risk (National Center for Educational Statistics, n.d.).

Private nonprofit institution. An educational institution controlled by private individual(s) or by a nongovernmental agency primarily supported by other than public funds and which receives no compensation other than wages, rent, or other expenses for the assumption of risk (National Center for Educational Statistics, n.d.).

Professoriate. The office, term of office, or position of professor (Merriam-Webster.com, n.d.).

Public institution. An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds (National Center for Educational Statistics, n.d.).

Tenure-track faculty member. Personnel positions that lead to consideration for tenure (National Center for Educational Statistics, n.d.).

Two-year institution. A postsecondary institution that offer programs of at least two but less than four years duration including occupational and vocational schools (National Center for Educational Statistics, n.d.).

Delimitations

The study was delimited to adjunct faculty who have been teaching at a private nonprofit college or university for a minimum of five years and those who supervise

adjunct faculty. These individuals were offered the opportunity to participate in the study however participation was voluntary which may affect the generalizability of the results. The scope of the study is focused specifically on how adjunct faculty members and their supervisors describe the factors that influence an adjunct faculty member's decision to continue to serve in the part-time role. The participants for this study were selected based on their accessibility to the researcher and willingness to participate in the study. The study was narrowed further as a means to identify any potential difference in perception between adjunct faculty and those who hire and manage them as to the reasons adjunct faculty continue to serve in the part-time role. Demographic information allowed for additional consideration based on the participant's gender, age, years of work as an adjunct, number of institutes of higher education they teach for, whether they primarily teach at the undergraduate or graduate level, if they teach basic skills classes, and if teaching is their primary source of income.

Organization of the Study

The remainder of this study is organized into four chapters. Chapter II offers a thorough review of the literature beginning with a description of the evolution of the professorate followed by a description of the general population of adjunct faculty in the United States and those teaching for private colleges and universities. This is followed by a detailed overview of how adjunct faculty are categorized, the working conditions under which these faculty members are hired, and the types of institutional support offered by colleges and universities. Chapter III explains the qualitative methodology employed in this study and defines the study's population and sample as well as the data collection and analysis procedures. Chapter IV outlines the findings of the study and

Chapter V offers a discussion of the findings and the implications for the field and along with recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

A review of the literature is provided which focuses on relevant research related to the characteristics and experiences of adjunct faculty members and the institutional policies and practices that are available to them that are intended to support their work. The chapter begins with an overview of the landscape of higher education through history and today and a description of the evolution of the professorate. Next, the theoretical framework for this research effort is explained followed by a more detailed review of adjunct faculty working today. Finally, the working conditions of adjunct faculty and the ways that institutional culture can impact the experiences of adjunct faculty is provided.

History of Higher Education

Higher education in the United States has evolved over the centuries in response to various political, societal, and demographic changes (Boyer, 1990; Omara-Otunnu, 2004). As the colonists settled in the New World, they created institutes of higher education that utilized a classical, Oxford-style that was intended primarily to promote religious learning (Thelin, Edwards, Moyen, Berger, & Vita Calkins, 2002). Harvard University was founded in the mid seventeenth century and has the designation of being the "oldest institution of higher learning in the United States" (Bush, 1886). Those attending colonial colleges and universities throughout the 1700s were primarily white Christian males who would become the elite leaders of the budding Revolution (Thelin et al., 2002).

After the Civil War, the Morrill Act encouraged states to develop programs that would support study in liberal arts, agriculture, engineering, and military science

resulting in the formation of new state colleges (Boyer, 1990;). It was during this time in the nineteenth century that many changes came to American higher education as more institutions were built, curriculum focused on agriculture and industry, and the distinction between public and private colleges was solidified (Omara-Otunnu, 2004; Thelin et al., 2002). The turn of the century was the "Age of the University" in the United States as undergraduate education flourished thanks to endowments from philanthropists who benefited from the industrial revolution (Thelin et al., 2002).

Traditionally, higher education was seen as providing benefits in the form of research and knowledge that was valuable for society itself (Gappa et al., 2007). To illustrate this point, in 1915, the American Association of University Professors (AAUP) published their "Declaration of Principles" outlining what they saw to be the function of institutes of higher education: "to promote inquiry and advance the sum of human knowledge, to provide general instruction to the students, and to develop experts for various branches of the public service" (Joughin, 1969, p. 163-164). During this time, and following the first World War, higher education became more appealing to more people and, even in the face of the Great Depression, enrollments surged (Thelin et al., 2002). To support the financial requirements of colleges and universities, faculty often undertook projects outside of academia, laying the groundwork for cooperative projects between academia, business, and the federal government in the future (Thelin et al., 2002).

Without a doubt, academic life experienced a major upheaval following the second World War and the G.I. Bill made higher education available to returning veterans (Boyer, 1990; Thelin et al., 2002). Federal funding for scientific research

flowed in to institutes of higher education and "research" became a primary responsibility for many faculty (Boyer, 1990). In the 1960s, it became clear that there would be an increase in the birth rate that, when coupled with affordable tuition and federal and state grants, would lead to another surge in enrollment (Thelin et al., 2002).

In 1969, the Carnegie Foundation conducted a national survey of faculty which found that almost all of the faculty working in higher education were appointed to tenure-track positions. During this time, institutes of higher education offered tenure, job security, and an opportunity to conduct academic research in exchange for use of the "intellectual capital" of the faculty member to help achieve the institution's goals (Gappa et a., 2007). Historically, the role of institutions of higher education has been to "prepare educated citizens, advance knowledge, and engage in service" (Gappa et al., 2007, p. 3). As has been shown throughout this brief history of higher education, there has always been a connection between funding, faculty, and scholarship.

Higher Education Today

Public support for higher education as being for the good of society has decreased as the perception shifted to one where the individual student is the primary beneficiary of scholarship (Gappa et al., 2007). Throughout most of the 20th century, the majority of faculty worked within the tenure system (Gappa, Austin, & Trice, 2005) and the role of a faculty member was well-defined. In a traditional, teacher-centered environment, learning took place when students and faculty met regularly together in a classroom setting where a lecture would be delivered, a test taken, assignments handed in at the beginning of class (Borrego, 2010). Today, however, the focus is on student-centered learning where, with the expansion of the global information marketplace, the

relationship between faculty and student has changed (Gappa et al., 2007). Another shift

from the traditional model is the fact that the majority of full-time faculty positions that

are now available are off the tenure track, a trend that has been in place since the 1990s

(Kezar & Sam, 2011; Omara-Otunnu, 2004).

The number of public and private nonprofit institutions has remained virtually

constant from 2000 to 2014 unlike the number of private for-profit institutions, which

doubled over that same time period, from 687 in 2000 to 1345 in 2014 (Kena et al.,

2015). This rapid growth affected the demand for faculty at those for-profit institutions

which rely primarily on adjunct faculty (Kezar et al., 2014). During that time period, the

number of bachelor's degrees conferred from four-year private nonprofit institutions

increased by 21% while private for-profit colleges and universities awarded 352% more

bachelor's degrees in academic year 2012-2013 than they did ten years prior (Kena et al.,

2015). However, as shown in Table 2, public institutes of higher education confer the

largest number of Baccalaureate degrees by a large margin. Funding for higher education

has changed in the past few years with institutions receiving less state and federal funds

(Long, 2015). This has led colleges and universities to compete with one another for

funding (Gappa et al., 2007).

Student Enrollment

In the first decade of the new millennium, full-time enrollment in degree-granting

institutions increased by almost 25% with about 20.6 million students enrolled in Fall

2012 (Snyder & Dillow, 2015). There was a notable increase in full-time enrollment

from 2000-2009 at private for-profit institutions however, over the next few years,

enrollment decreased slightly but steadily following the recession of the mid 2000s

(Long, 2015; Snyder et al., 2016). There are clear distinctions in the trends in enrollment

based on the type of institution.

Table 2. *Bachelor's degrees conferred by degree-granting postsecondary institutions for academic years 2002-03 and 2013-14*

Classification of institution	2002-2003	2013-2014	Percent increase
Public	875,596	1,186,397	36%
Private nonprofit	442,060	544,213	23%
Private for-profit	31,155	139,204	346%
Total	1,348,811	1,869,814	39%

Note. Source: U.S. Department of Education, National Center of Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Completions component; and Fall 2014, Completions component.

Enrollment Trends. As shown in Table 3, over 70% of the students enrolled at

four-year private for-profit colleges were over the age of 25 in the Fall of 2013. That

same age group makes up less than 13% of the total enrollment at public and private

nonprofit schools that offer four-year degrees (Kena et al., 2015). The distinction is less

notable at 2-year colleges and universities however private for-profit institutions still

serve a greater percentage of older students. Long (2015) reports that the recession of the

2000s had a mixed and complex impact on enrollment trends as families faced decreased

income and increased tuition costs. The author explains that increased enrollment

following that critical time period was concentrated among older, non-traditional students

(Long, 2015, p. 18). Overall, enrollment of students aged 25 and over in degree-granting

institutions is projected to increase at a higher rate than for students aged 18-24 (Snyder

& Dillow, 2015).

Table 3. *Percentage distribution of full-time undergraduate enrollment in four-year degree-granting institutions by institutional control and student age, Fall 2013*

Classification of institution	Under 25	25-34	35 and Older
Public	88%	9%	3%
Private nonprofit	86%	8%	5%
Private for-profit	30%	39%	31%

Note. Source: U.S. Department of Education, National Center of Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Enrollment component.

There are distinct differences in the student population attending private institutions of higher education when compared to those attending public colleges and universities. Enrollment in private for-profit degree-granting institutions exploded between 2000 and 2010 quadrupling from 0.4 million to 1.7 million students (Kena et al., 2015) although the most recent data available shows that that number has decreased to fewer than 1.4 million (Snyder et al., 2016). During that same time period, enrollment increased by 30% and 20% in private nonprofit schools and public institutions, respectively (Kena et al., 2015). Slightly more than 55% than the student population attending a 4-year college or university on a full-time basis is female compared with about 60% of all part-time college and university students (Snyder & Dillow, 2015). This percentage is expected to increase very slightly as the total enrollment increases over time into 2023 (Snyder & Dillow, 2015).

Institutes of higher education are serving an increasingly diverse student body who require an equally diverse set of educational strategies to meet the needs of each learner (Gappa, Austin, & Trice, 2005; Waltman, Bergom, Hollenshead, Miller, & August, 2012). The full-time student population attending four-year private for-profit degree-granting institutions is notably different from that attending public and private

nonprofit colleges and universities. It is important to note that private for-profit institutions serve a more diverse student population compared to private nonprofit and public institutions likely due to the different admission requirements for each type of institution (Snyder, et al., 2016). At four-year private for-profit degree-granting institutions, over half of the undergraduate students enrolled identify as other than white as their race/ethnicity with 30% of all students enrolled identifying as black and 15% Hispanic (Kena et al., 2015). Comparatively, 67% of all enrolled students at private nonprofit colleges and universities were white, as were 62% of those at public institutions (Kena et al., 2015).

Admissions Requirements. Private nonprofit institutions have similar admission requirements to those of public colleges and universities both of which are notably different from those required for students applying to private for-profit schools (Johnson, 2010). The majority—65%—of private for-profit degree-granting institutions have open admissions policies, accepting all applicants who wish to attend compared to 14% of private nonprofit and 19% of public colleges and universities (Kena et al., 2015; Snyder et al., 2016). Private nonprofit institutions have notably selective admissions policies with almost 20% of these schools accepting less than half of all applicants and over 50% of these schools requiring letters of recommendation (Kena et al., 2015; Snyder et al., 2016). Less than 10% of private for-profit institutions require that applicants submit their secondary school grades as a condition of admission compared to 69% of both public and private nonprofit institutions (Kena et al., 2015; Snyder et al., 2016).

Graduation Rates. As reported in The Condition of Education 2015, just under 60% of full-time students enrolled in a four-year degree-granting institution with the

intent of earning a bachelor's degree successfully completed that degree within a six-year

period (Kena et al., 2015), not including transfer students. As shown in Table 4, this

number has remained relatively constant since the beginning of the 2000s (Baum &

Payea, 2011). Using those same parameters, 65% achieved that goal at private nonprofit

institutions while less than 30% of full-time students at private for-profit institutions

completed their degree within six years (Snyder et al., 2016). There is a relationship,

also, between the acceptance rate of the institution and degree completion where schools

with open admissions report a much lower graduation rate when compared to colleges

and universities that have more stringent admissions requirements (Kena et al., 2015;

Snyder et al., 2016).

Table 4. *Bachelor's degree completion rate for first-time full-time students by institution
type, 2002*

Classification of institution	Bachelor's degree completion within four years	Bachelor's degree completion within five years	Bachelor's degree completion within six years
Public	30%	48%	55%
Private nonprofit	51%	61%	65%
Private for-profit	14%	17%	22%

Note. Source: The College Board, *Education Pays 2010*, Figure 2.6a.

Delivery of Higher Education

In today's higher education landscape, faculty members may be hired by a college

or university to work at a physical campus, to teach their courses online, or some

combination of the two known as blended or hybrid courses. Online education allows

institutes of higher education to serve more students without increasing the costs of

instruction and without an on-campus classroom (Neely & Tucker, 2010). Enrollment in

online courses continues to grow while some faculty members express resistance to changing their teaching methods in response to new technologies (Bedford, 2009).

Online Courses. Over 60% of four-year private institutions of higher education offer online courses, notably less than the almost 90% of four-year public colleges offering some form of online learning (Parker, Lenhart, & Patten, 2011). Private colleges and universities offer more online courses than their public counterparts and undergraduate students attending private for-profit institutions are much more likely to be enrolled exclusively in online courses with about 22% of all students compared to about 6% of those in public and private nonprofit institutions (Snyder & Dillow, 2015). With the growth of online higher education, faculty are required to expand and adapt their teaching skills to this new environment (Gappa et al., 2007).

Technology. New technologies impact the educational workplace in real time in response to the needs of students. To keep current with the technological advancements that affect higher education, there is a need for continuous, ongoing learning for all faculty members, regardless of their tenure status, academic specialty, or conditions of their employment (Bedford, 2009; Betts & Sikorski, 2008; Gappa et al., 2007). However, like most professional development activities, training in technology is often unpaid or is considered optional for adjunct faculty who are required to adapt to these changing circumstances (Kezar, 2012).

Financing Higher Education

The cost of earning a bachelor's degree has increased over time and, depending on the type of institution a student attends, the costs can vary by tens of thousands of dollars (Baum & Payea, 2011; The College Board, 2015). For the academic year 2013-

2014, the average total cost of attendance at a four-year degree-granting institution including room, board, tuition, fees, and other expenses was $44,370 at private nonprofit, $29,950 at private for-profit institutions, and $22,190 at public institutions (Kena et al., 2015). Table 5 shows that, from 2010 to 2015, the cost of tuition and fees increased substantially at each category of institution of higher education although private institutions saw a lower overall increase in cost (Baum & Payea, 2011; The College Board, 2015).

Table 5. *Average published tuition and fees for full-time undergraduate students (enrollment-weighted) attending four-year, degree-granting institutions, 2010-2011 and 2015-2016*

Classification of institution	2010-2011	2015-2016	Percent increase in tuition and fees
Public (in-state)	$7,605	$9,410	24%
Public (out-of-state)	$19,595	$23,893	22%
Private nonprofit	$27,293	$32,405	19%
Private for-profit	$13,935	$15,610	12%

Note. Sources: The College Board, *Trends in College Pricing 2010*, Figure 1a and *Trends in College Pricing 2015,* Table 1a.

Across the nation, students attending private nonprofit colleges and universities pay the highest tuition and fees compared to other degree-granting institutions (The College Board, 2015). Students who chose to enroll at private nonprofit institutions received the largest amount of Title IV financial aid in the form of grants, work-study, and loans—about $18,000—which is about three times that which students at public and private for-profit institutions received in the same academic year (2012-2013) (Kena et al., 2015). Although degree completion is highest at private nonprofits is higher than at other institutions (Baum & Payea, 2011), research from 2006 suggests that students

receiving financial aid are less likely to graduate regardless of the type of institution at which they are enrolled (Jacoby).

Institutional Revenue. Public and private colleges and universities rely on different funding sources to operate and Table 6 shows the impact of student tuition and fees as revenue sources for four-year postsecondary institutions (The College Board, 2015). Attendance costs are highest at private nonprofit institutions however students attending private nonprofit institutions are more likely to receive institutional grants to cover their college expenses (The College Board, 2015). Grants and other revenue from government sources is the primary funding source for public four-year colleges and universities (Kena et al., 2015). A 2011 policy brief report that, compared to other

Table 6. *Revenue generated by student tuition and fees for four-year degree-granting institutes of higher education by classification of institution, 2011-2012*

Classification of institution	Total revenue per full-time equivalent student per year	Student tuition and fees	Percent revenue from tuition and fees
Public	$39,433	$8,453	21%
Private nonprofit			
4-year Master's	$22,846	$16,372	72%
4-year Bachelor's	$28,545	$15,617	55%
Private for-profit			
4-year Master's	$17,455	$15,865	91%
4-year Bachelor's	$19,821	$17,324	87%

Note. Source: U.S. Department of Education, National Center of Education Statistics, Digest of Education Statistics, 2013.

institutional categories, private nonprofits are awarded much less federal or state grant aid (Baum & Payea, 2011). This pattern continued although the recession of the 2000s

had a notable impact on institutional revenue due to decreases in both government appropriations and charitable contributions (Long, 2015).

Institutional Expenditures. Postsecondary institutes of higher education spent almost $500 billion in the 2012-2103 academic year, about 62% of that by public colleges and universities, about 33% by private nonprofit institutions, and less than 5% by private for-profit schools. Institutions also vary in the ways that they allocate the funds they collect; those expenses are summarized in Table 7. The data shows that private for-profit institutes spend the majority of their revenue on student services and academic and institutional support. Private nonprofit colleges and universities allocate almost an equal percentage of their revenue to instruction and student support as do public institutions.

Today's Faculty

The traditional picture of the life of an academic has changed dramatically over the past forty years (Neely & Tucker, 2010). Although faculty working at institutions of higher education continue to serve a "critically important role in American society" by

Table 7. *Primary expenditures for four-year degree-granting institutes of higher education, by percentage, 2013*

Classification of institution	Instruction	Research and public service	Student services, academic support, institutional support
Public	27%	13%	20%
Private nonprofit	33%	12%	30%
Private for-profit	25%	<1%	65%

Note. Source: U.S. Department of Education, National Center of Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Finance component.

by preparing an educated citizenry and engaging in research and service (Gappa, et al., 2007), the majority of classes are taught by contingent faculty members, working for a fraction of the pay of their tenured colleagues, often traveling between multiple colleges and universities to create a full-time schedule (AAUP, 2008; Kezar, 2012; Street, Maisto, Merves, & Rhoades, 2012). Many teach online or hybrid classes meaning that their workday rarely consists of normal business hours (Adjunct Action/SEIU [Adjunct Action], 2014). In response to any number of factors—fluctuating enrollment, decreased funding, unanticipated growth)—the number of part-time, non-tenure-track, adjunct faculty has increased at rapid rate since the 1970s when they made up just over 20% of the professoriate (Baron-Nixon, 2007; Gappa & Leslie, 1993; Green, 2007; Kezar, 2012).

Employment Trends. The 1990s saw a rapid growth in the hiring of adjunct faculty and, today, these part-time non-tenure-track faculty are typically hired on a course-by-course basis, often at the last-minute (Baron-Nixon, 2007; Kezar & Maxey, 2012). Data gathered from a 2016 report by the United States Department of Education is summarized in Table 8. From this information, it is clear that faculty employed by private institutions of higher education are more likely to be hired as an adjunct faculty member than a full-time one (Snyder, T. D., de Brey, C., & Dillow, S. A., 2016). The table provides an overview of the employment status of instructional faculty at degree-granting colleges and universities in the United States in the Fall of 2013. At that time, there were over 275,000 part-time faculty working at private, four-year institutions in the Fall of 2013 constituting 54% of the total faculty employed at those schools (Snyder et al., 2016). In contrast, the data shows that only about 35% of instructional faculty at

public four-year institutions of higher education work in an adjunct capacity (Snyder et al., 2016).

Table 8. *Instructional faculty employment status at degree-granting institutions, Fall 2013*

Classification of institution	Full-time		Part-time	
	Number	% of faculty	Number	% of faculty
Public institutions (all)	458,936	51	440,805	49
4-year	347,903	65	187,490	35
2-year	111,033	30	253,315	70
Private institutions (all)	246,885	46	291,163	54
4-year	236,065	46	275,944	54
Nonprofit	219,913	54	187,779	46
For-profit	16,152	15	88,165	85
2-year	10,820	42	15,219	58
Nonprofit	1,281	43	1,702	57
For-profit	9,539	41	13,517	59
Total (all institutions)	705,821	49	731,968	51

Note. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Human Resources component, Fall Staff section.

Two–Class System. In their seminal work in the study of adjunct faculty, *The Invisible Faculty*, authors Judith Gappa and David Leslie described the class system present in higher education by explaining that the profession has "become bifurcated into two faculties: the tenured 'haves' and the temporary, part-time "have-nots'" (1993, p. 2). Caruth and Caruth (2013) believe that this duality has led to "disillusionment and lack of motivation" within the ranks of adjunct faculty (p. 1) and, as such, their experiences vary greatly from the "upper class". This two-tiered system keeps many adjunct faculty from being engaged with the college and its students since they are systematically denied

"critical elements of the faculty experience" (Center for Community College Student Engagement [CCCSE], 2014) which often results in a fragmented institutional culture (Halcrow & Olson, 2008; Kezar, 2013). Kezar (2012) expands the class distinction by arguing that a third class of faculty (full-time non-tenure track faculty) faces its own unique challenges in academia.

According to Jacoby (2006), adjunct faculty are not salaried employees but are paid by the course or by the number of contact hours so that, by design, their employment conditions may keep them disengaged from the institutional culture. They are often not invited to attend departmental meetings, curriculum committees, or campus events (Kezar, Maxey, & Eaton, 2014). These part-time employees often work without office space, without access to professional development, and even without evaluation. According to experts in the field, even under these unwelcoming working conditions, most adjunct faculty state that they choose to work in academia because they love sharing their knowledge with students, appreciate the flexibility of their schedules, and receive intrinsic satisfaction from the work itself (American Federation of Teachers [AFT], 2010; Fusch, 2012; Green, 2007; Hoyt, 2012; Waltman et al., 2012).

In addition, these part-time faculty are typically not required to schedule office hours with their students or participate on committees like their full-time counterparts (Green, 2007). They may be on campus at times when the administration, staff, and full-time faculty are not—like evenings and weekends—which adds to their inherent otherness (Baron-Nixon, 2007). Full-time faculty are asked to perform more research to increase funding and prestige to the institution which necessitates the need for non-research-focused full- and part-time faculty to teach (Waltman et al., 2012). Although

most adjunct faculty are not expected to conduct research or participate in service, adjunct faculty typically carry a larger course load per term than full-time faculty for less pay (Halcrow & Olson, 2008). They are also often assigned introductory courses with large class sizes (Green, 2007; Jaeger & Eagan, 2009) without any input into the course design or materials (Kezar et al., 2014) or they may be hired to specifically teach a specialized course in their area of expertise (Green, 2007). However, it is the basic compensation for work that the class difference is most evident.

Faculty Earnings. The average earnings of a tenured professor at a public research institution is about $123,000 (Lewin, 2013) while an adjunct faculty member teaching a full teaching load of eight courses a year will earn about $24,000 without benefits (Fabricant, 2014). This range varies by region with urban schools offering higher pay than rural schools, as well as by job title, with assistant professors and lecturers making less than research faculty (Green, 2007). However, the disparity in compensation for work is one way that institutions of higher education maintain this multi-class work environment (Curtis & Thornton, 2013). It is clear that contingent employment has become the standard in higher education and that schools are continuing to decrease the number of tenured positions (Lewin, 2013). *The Economist* reports that adjunct professor is "one of the fastest-growing job titles" in the United States ("A Pixelated Portrait," 2012, para. 2), a trend confirmed by additional data from the U.S. Department of Education (Baron-Nixon, 2007). With the existing differences in employment conditions and compensation, there will continue to be a distinct lack of equality within this two-tiered system (Halcrow & Olson, 2008).

Impact of Unionization. The American Federation of Teachers, itself a union

organization, reports that adjunct faculty who are union members earn "significantly

more than their nonunion counterparts" and have different perceptions on their working

conditions (AFT, 2010, p. 4). The presence of a union "creates proscribed conditions for

Table 9. *Percent distribution of instructional faculty and staff by employment status,*
union status, and institution type, Fall 1993

Employment status of instructional faculty	Yes	No	Not eligible or union not available
Full-time faculty	**22.4**	15.4	62.2
4-year institutions	15.1	16.2	68.7
2-year institutions	48.7	12.4	38.9
Part-time faculty	**11.9**	13.5	74.7
4-year institutions	7.2	10.8	81.9
2-year institutions	17.2	16.5	66.3

Note. Source: American Federation of Teachers. (2010). American academic: A national survey of part-time/adjunct faculty.

handling issues of employee discipline, workloads, benefits, and financial reward

structures" (Barr & McClellan, 2011, p. 16). Little data is available on union

membership for adjunct faculty and the American Federation of Teachers utilized data

from 1993 since it was the most comprehensive at the time of publication in 2010 (see

Table 9). However, according to a 2007 report by the National Education Association

Higher Education Research Center, approximately 18% of adjunct faculty members

claimed membership in a union with an equal number being eligible yet declining

membership (NEA, 2007). Since 2013, the Service Employees International Union has

included adjunct faculty in their ranks as they work to "bargain contracts that improve

wages and working conditions" (http://seiufacultyforward.org).

Adjunct faculty who are members of a union earn more money than their

nonunion colleagues and are more likely to be eligible for additional benefits for

retirement and health care coverage (AFT, 2010; Umbach, 2007). Table 10 offers a

snapshot of the impact of unionization on adjunct faculty income and availability of

Table 10. *Adjunct faculty income and benefits as percent of total survey respondents and union membership*

Adjunct faculty income and benefits	Union	Non-union
Income per class/per semester		
Less than $2,500	28	40
$2,500 or more	50	37
Annual income from part-time teaching		
Less than $15,000	36	51
$15,500 or more	46	28
Benefits		
Health insurance	35	24
Retirement/pension	57	29

Note. Source: American Federation of Teachers. (2010). American academic: A national survey of part-time/adjunct faculty.

benefits. In general, unions advocate for their members during contract negotiations

however union membership is not required at all institutions. Although unions operate on

both public and private institutions of higher education, the range of union activities is

much broader at public institutions (National Education Association [NEA], 2007).

Theoretical Framework

There is no ideal or consistently-used theoretical lens presented in the literature through

which to understand the experiences of adjunct faculty (Kezar & Sam, 2011).

Frameworks may rely on organizational, economic, and sociological factors as the

foundation for examining the working conditions of adjunct faculty and use them to look

for trends in research findings ("Theories Used to Study and Understand NTTF," 2010).

Researchers have gradually defined a set of policies and practices that could improve the

working conditions and job satisfaction of adjunct faculty: offering professional

development activities, encouraging socialization with the campus community, having

full-time faculty mentor the adjuncts, providing dedicated space for office hours, and so

forth (Cutchin, 2012; Forbes, Hickey, & White, 2010; Horton, 2013; Kezar et al., 2014;

CAW, 2012).

Gappa, Austin, and Trice (2007) summarized the needs of all faculty as being

comprised of five "essential elements": academic freedom and autonomy, balance and

flexibility, collegiality and community involvement, employment equity, and

professional growth (Table 11). The authors contend that these elements are required to

support the "well-being and productivity" of all faculty members (Gappa et al., 2007, p.

144). Adjunct faculty nationwide have reported feeling as though they receive little

respect at their institution (Caruth & Caruth, 2013; Waltman et al., 2012), even though

respect is the key component of the five essential elements of faculty work (Gappa et al.,

2007). By applying this theoretical framework to this research effort, distinct patterns

may emerge in the ways that adjunct faculty describe their reasons for continuing to work

in a part-time capacity.

Previous research efforts have focused on the quality of the working conditions of

adjunct faculty, the lack of support for these faculty members, and how student success is

impacted by the pervasive use of part-time faculty (Antony & Hayden, 2011; Caruth &

Caruth, 2013; Christensen, 2008; Cutchin, 2012; Halcrow & Olson, 2008; Jacoby, 2006;

Kezar & Maxey, 2012; Marlier, 2014; Street et al., 2012; Umbach, 2007). However, key

Table 11. *The five essential elements of effective faculty work*

Essential element	Description
Academic Freedom and Autonomy	The right of all faculty members to express their views in research and in the publication of results, in the classroom in discussing their subjects, and as citizens without institutional censorship, when such views are appropriately and responsibly expressed.
Collegiality	Opportunities for faculty members to feel part of a mutually respectful community of colleagues who value their unique contributions to their institutions and who are concerned for their overall well-being.
Employment Equity	The right of every faculty member (regardless of appointment type or time base): - to be treated fairly in all aspects of their employment by the institution and its departments - to have access to the tools necessary to do their jobs - to have status as fully fledged, albeit necessarily different, member of the faculty.
Flexibility	The ability of faculty members to construct work arrangements to maximize their contributions to their institution as well as the meaningfulness of their work and personal lives.
Professional Growth	Opportunities that enable faculty members to broaden their knowledge, abilities, and skills, to address challenges, concerns, and needs, and to find deeper satisfaction in their work.

Note. Adapted from *Rethinking faculty work: Higher education's strategic imperative*, by J. M. Gappa, A. E. Austin, and A. Trice, p. 139-142. Copyright 2007 by Jossey-Bass, San Francisco, CA.

data is missing about the adjunct faculty themselves and how they describe their experiences in their own words (CAW, 2012; Kezar, 2013). Utilizing the theoretical framework of the essential elements of faculty work (Gappa et al., 2007), researchers can explore the lived experiences of the adjunct faculty members themselves and learn more

about the ways that these elements influence the retention of current adjunct faculty members.

The Adjunct Faculty

According to researchers and agencies who study this population, a clear profile of adjunct faculty working today is simply unavailable (Christensen, 2008; Kezar, 2012). Data is typically collected either from national surveys like the National Study of Postsecondary Faculty offered by the National Center for Educational Statistics or from research efforts directed at individual institutions or regions (Kezar, 2013). Those broad-reaching surveys are, almost without exception, directed at the entire faculty population with supplemental sections for adjunct faculty. Organizations like the New Faculty Majority and the American Federation of Teachers—both associated with adjunct faculty unions—have been working in recent years to collect more detailed information about the characteristics and experiences of adjunct faculty. The faculty themselves represent a heterogeneous population that is not easily studied or categorized (Kezar, 2012).

Naming the Adjunct Faculty

Faculty who do not hold tenure are designated by many names—*adjunct, contingent, part-time, part-timer, non-tenure-track*—and, although they represent the majority of the faculty on campuses nationwide, these names are not used or defined consistently (Baron-Nixon, 2007). Pearch and Marutz (2005) define "adjuncts" as those faculty members hired on a term-by-term basis and distinguishes that group from "part-time faculty" who are contractually hired for a year to work part-time hours. There are also "full-time, non-tenure-track" faculty who now hold most of the full-time faculty positions in academia (Eagan et al., 2015; Kezar et al., 2014). Regardless of the specific

names used, Tuckman (1978) recognized that the part-time academic was like the "proverbial man without a country" since adjunct faculty hold a "marginalized" position within their organizations (p. 306). Studies have shown that working conditions of these part-time workers effectively separate the majority of the faculty from those who are employed full-time, are eligible for tenure, and receive benefits (Caruth & Caruth, 2013; Gappa & Leslie, 1993; Halcrow & Olson, 2008; Kezar & Sam, 2011).

Adjunct Faculty Demographics

When Gappa and Leslie published their book *The Invisible Faculty* in 1993, non-tenure track faculty made up about 35% of the total faculty and, more recently, adjunct faculty comprise about 51% of instructional faculty nationwide (Snyder et al., 2016). Due to their large numbers and varied reasons for choosing to work in academia, it is challenging to develop a general demographic profile for adjunct faculty (Christensen, 2008; Kezar, 2012). Currently, an adjunct faculty member is equally likely to be male or female although studies show that there has been a recent shift toward more women joining the profession than even before (Kena et al., 2015). This ratio is a bit different for full-time faculty where approximately sixty percent of those positions are held by white male educators (Kena et al., 2015; Snyder et al., 2016). A similar trend has been found as the number of doctorates earned by faculty of color has expanded (Gappa et al., 2005) however, regardless of ethnicity, men are paid more than women who hold the same academic rank (Kena et al., 2015).

Table 12 outlines the gender distribution of both full-time and adjunct faculty at four-year institutions in the United States as of Fall 2013. At that time, the total number of instructional adjunct faculty working at private nonprofit 4-year institutions was

219,913 almost equally distributed between males and females (Snyder et al., 2016). At

private for-profit institutions, women held 54% of the part-time faculty positions which is

slightly above the average at four-year degree-granting institutions nationwide (Snyder et

al., 2016).

Table 12. *Faculty characteristics by employment status and gender, degree-granting institutions, Fall 2013*

Classification of institution	Full-time		Part-time	
	% Male	% Female	% Male	% Female
Public institutions				
4-year	57	43	48	52
2-year	45	55	46	54
Private institutions				
4-year	56	44	48	52
nonprofit	57	43	50	50
for-profit	49	51	46	54
2-year	41	59	39	61
Nonprofit	38	62	39	61
for-profit	41	59	39	61
Total (all institutions)	55	45	47	53

Note. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Human Resources component, Fall Staff section.

Research conducted by the National Center for Education Statistics (NCES)

published in 2015 showed that, in the Fall of 2011 there were 761,996 part-time faculty

working in degree-granting institutions in the U.S (including both public and private

institutions). Of those, 561,056 (74%) were white and about 20% were minorities (8%

black, 4.5% Hispanic, 3.8% Asian). In private colleges and universities, the overall

faculty—including both full- and part-time faculty—had a similar ethnographic

distribution (73% white, 7% black, 3.5% Hispanic, 6% Asian).

Institutional Differences

Community colleges have the highest percentage of the faculty working on an

adjunct, part-time basis when compared to State colleges and universities (Jacoby, 2006).

In his 2015 State of the Union address, President Obama proposed that the first two years

of community college be free for millions of students (Obama, 2015). With this in mind,

there will continue to be a need for qualified adjunct faculty to meet the demand for

classes at colleges across the United States (Baron-Nixon, 2007; Kezar, 2012).

Moreover, multiple researchers report that a large percentage of full time faculty

employed at community colleges will retire in the next ten to fifteen years (Christensen,

2008; Rifkin, 2000).

The 2010–2011 HERI faculty survey results illustrated some of the differences in

access to institutional resources between different types of colleges and universities

(Hurtado, Eagan, Pryor, Whang, & Tran, 2012). For example, Eagan, et. al. (2014)

reports that adjunct faculty at public universities were much more likely to have access to

a private office (29%) than those working for private universities (13.6%). However,

shared office space was available to over 66% of adjunct faculty members working in

private universities and those same faculty members are the least likely to have been

assigned a university email account (Eagan et al., 2014).

<div align="center">Working Conditions of Adjunct Faculty</div>

Colleges and universities nationwide are under financial pressures as they face

decreasing resources (Green, 2007; Halcrow & Olson, 2008; Jaeger & Eagan, 2009) yet

<div align="center">41</div>

these institutes of higher education need to support and engage their faculty (CCCSE, 2014). Kezar (2013) reported that, of the 107 non-tenure track faculty that she interviewed about the support offered at their institution, zero "had ever been asked for ideas about improving the support or climate for the department" (p. 33). It is clear that there is a need for research into the perceptions and preferences of adjunct faculty. There can often be disparity within an institution when departments apply their own unique policies and practices in the hiring, evaluation, and support of adjunct faculty (Baron-Nixon, 2007). By asking the adjunct faculty members themselves how much importance they place on the policies and practices offered by their institutions, it will be possible to look for trends in their preferences based on their characteristics.

Available Information on Working Conditions

National surveys are regularly conducted by the Higher Education Research Institute (HERI) housed at UCLA and, since the late 1980s, colleges and universities have had the option to include part-time faculty members in the survey (Eagan et al., 2014). Since their inclusion is optional, the rigor of the data collection is uneven yet this data source remains "the only nationally administered, comprehensive instrument collecting data on part-time faculty" (Eagan et al., 2014, p. 17). Data collected by the Higher Education Research Institute (HERI) for the 2013–2014 academic year represents some of the only information available nationwide that considers any policies and practices that are in place to support adjunct faculty by institution type (Eagan et al., 2014). The other major national survey is the National Study of Postsecondary Faculty (NSOFP) which has been offered by the National Center for Education Statistics (NCES) every few years since the late 1980s.

Much of the information available about adjunct faculty working conditions are published in piecemeal through case studies of individual departments or institutes and may not be reflective of the entire adjunct faculty population (Fusch, 2012). The *Chronicle of Higher Education* developed a web space intended as a clearinghouse of information about adjunct faculty working conditions called "The Adjunct Project" which has evolved into a searchable database (https://data.chronicle.com). The data collected at this website was crowd-sourced in that individual adjunct faculty members reported their field, their compensation per course, and the state and Carnegie Classification of the institution for which they work. Users can now review that information by field, state, and classification and compare the compensation amount to others around the nation. In addition to the lack of centralized database of information, it is not uncommon for colleges and universities themselves to not have a clear picture of who is working for them (Kezar, 2012).

To compound this issue, adjunct faculty members who teach solely online are often excluded from research studies even though their experiences diverge from that of their on-campus colleagues in numerous ways (Bates, 2012; Kezar, 2013). For example, Kezar (2013) reported that online faculty at the institutions she studied felt that their work environment was less supportive than those teaching on campus. With the development of more and more online degree programs (Parker et al., 2011), the preferences of these underrepresented adjunct faculty members should be an important consideration for researchers.

The Role of the Adjunct

The role of faculty member has changed in recent years wherein faculty responsibilities have been divided into distinct pieces—teaching, curriculum design, evaluation, governance, community, and department decisions—in a way that is sometimes referred to as an "unbundling" (Neely & Tucker, 2010; Policastro, 2008). Kezar (2013) reports that long-time part-time faculty report dissatisfaction when comparing the working conditions from decades ago with those they experience now. In what she calls "the old model," adjunct faculty were involved in curriculum development, acted as student advisors, and were generally respected and seen as equals among all faculty. Illustrated in Figure 1, this new organizational system can lead to role ambiguity for adjunct faculty which has been reported to result in job dissatisfaction and, eventually, employee turnover (Caruth & Caruth, 2013).

Figure 1. *The unbundling of the faculty role.*

Traditional Faculty Responsibilities	
Deliver instruction	Align materials to delivery method
Develop course	Advise students
Design curriculum and materials	Perform service at institution
Assess learning outcomes	Conduct research

Instructor/Facilitator	**Instructional Designer**	**Instructor/Grader**
Deliver instruction	Align materials	Assess learning outcomes

Research Faculty	**Course Designer/Subject Matter Experts**
Conduct research	Develop course
Perform service at institution	Design curriculum and materials

Note. Adapted from "Unbundling faculty roles in online distance education programs," by P. W. Neely and J. P. Tucker, May 2010, *The International Review of Research in Open and Distributed Learning, 11*(2).

The Unbundling of the Professorate

These changes in role definition have helped to create a hierarchy where the perception is that full-time faculty choose the textbooks, design the courses, and create all of the course materials while adjunct faculty show up to campus, teach the classes, and then leave (CAW, 2012; CCCSE, 2014; Christensen, 2008; Fusch, 2012). This inconsistency can result in resentment between the full- and part-time faculty (Bates, 2012) which Kezar (2012) describes as a *caste-based system* due to the disparity in compensation, benefits, workload, and institutional support between these two groups. Full-time faculty also feel the pressures of this new system as the more traditional academic role moves away from research and toward instruction (Omara-Otunnu, 2004). However, this process of unbundling can also support the "productivity, effectiveness, and efficiency" of the faculty who are freed from the administrative requirements and able to focus on teaching (Policastro, 2008, p. 70).

Researchers have described an unbundled faculty experience wherein full-time faculty design the student learning outcomes and materials that are then given to the part-time faculty to deliver to the students (Green, 2007; Neely & Tucker, 2010; Policastro, 2008). Some researchers refer to this as the "corporatization" of the professoriate (Adjunct Action, 2014; Jacoby, 2006) referring to the trend of keeping the cost of the faculty low to increase the number of classes they can offer to students for the lowest financial output. In practice, this trend toward a more corporate—or capitalist—system is evidenced by the fact that most lower division, required courses are taught by low-cost, contingent faculty leaving the "higher tier", tenured faculty to teach specialty courses to smaller number of students (Halcrow & Olson, 2008; Jaeger & Eagan, 2009). The

development of course materials in conjunction with large educational corporations which are then distributed to instructors as packaged courses is another example of this more corporate structure (Green, 2007). The unbundling of the role of the faculty member may also result in additional costs due to the need for instructional support and faculty turnover (Neely & Tucker, 2010).

Role ambiguity. This shift in the responsibilities of those hired to teach in higher education can lead to unclear role definition, as adjunct faculty members are typically paid only for teaching hours (Policastro, 2008). Adjunct faculty typically perform additional responsibilities that are associated with a traditional professor's workload—including advising students, writing letters of recommendation, attending student events, and learning new technological skills—without receiving compensation for that work (Adjunct Action, 2014; Green, 2007). Although not strictly in their job descriptions, some adjunct faculty feel that they must also participate on committees, attend department meetings, and design and develop new course materials so that they can uphold their own professional standards and maintain their connection to their institutions, (Adjunct Action, 2014).

There is some question as to whether an adjunct's role ends at the classroom door or if they should be included more in departmental and institutional processes (Green, 2007). The job description of an adjunct faculty member can also vary as greatly as the number of departments within a college (Policastro, 2008). Baldwin and Chronister (2001) report that many new faculty enter their jobs with unclear role expectations and this can have a negative impact on their work experience. Research has also shown that,

without clear expectations for job duties and expectations, adjunct faculty may become dissatisfied with their jobs (Forbes, Hickey, & White, 2010).

Endless workday. Adjunct faculty members report spending hours each week grading, interacting with students via email and text, and preparing for classes, all of which are not counted toward the number of hours counted by a timesheet (House Committee, 2014). To add to their workload, an adjunct faculty member may work multiple jobs where there is time and cost associated with travelling to and from different campuses that may not be factored into the "typical" work day (Kezar, 2013). Another way this never-ending work day manifests in the working conditions of adjunct faculty is that adjuncts may believe that they can increase their value by working harder and taking on uncompensated work to make themselves indispensable (Waltman et al., 2012).

Working as an adjunct faculty member often involves working at home, on the road, and on call for students (Adjunct Action, 2014). Coupled with the on-demand access made possible by current technology, this never-ending workday can "blur the boundaries between personal and professional time" (Gappa et al., 2005, p. 34). In a research effort published in 2006, Jennifer McLean reported that online adjunct faculty felt high levels of stress due to the existence of their seemingly never-ending work day. Being a part-time employee, constantly on call and available for students can leave adjunct faculty feeling isolated from their colleagues, marginalized, and heading toward burnout.

Challenges of working with today's students. As enrollment continues to fluctuate, faculty report being "surprised and disappointed" by the level of student readiness for the academic requirements of college (Marlier, 2014). With a diverse

demographic population, today's college students arrive at their schools with varying degrees of preparation and time since their last educational experience and many students are in need of preparatory courses which are, typically, taught by adjunct faculty (Caruth & Caruth, 2013; CCCSE, 2014; Jaeger & Eagan, 2009; Tierney & Rodriguez, 2014). Although the average level of student preparedness varies from state to state and college to college, more students arrive to college campuses lacking college entry-level skills (Johnson, 2010). Tierney and Rodriguez (2014) report that, at the community college level, over 80% of incoming freshmen in the state of California who are assessed will be placed in a remedial course for English or math.

Developmental classes. Adjunct faculty are much more likely to teach general and developmental education classes than their full-time counterparts (Caruth & Caruth, 2013; CCCSE, 2014). This means that, as the American Association of University Professors (2008) reports, those faculty with the least amount of institutional support (adjunct faculty members) are tasked with teaching most of these lower-level, required courses (Curtis & Thornton, 2013). Also, at research institutions, the more senior tenured faculty are less like to teach lower division courses where the number of students is high and the level of preparation may be low (Halcrow & Olson, 2008; Jaeger & Eagan, 2009).

Compensation for Work

Compensation for work completed is an important factor that directly influences a person's motivation on the job (Jacoby, 2006) and there is agreement across the literature that adjunct faculty receive substandard compensation for their work (AAUP, 2008; Caruth & Caruth, 2013; Curtis & Thornton, 2013; Kezar et al., 2014). According to some

published reports, adjunct faculty members rarely make what would be considered a living wage (Adjunct Action, 2014; Caruth & Caruth, 2013; House Committee, 2014). A 2013 report published in the *Chronicle of Higher Education* stated that the average pay for a single course was less than $3000, although the report explains that the exact value varies by both type of institution—research institutions tend to pay more—and by subject—engineering pays more than English (June & Newman, 2013). The Coalition on the Academic Workforce reports that the per course average pay ranges from $2700 to $3100, the higher amount earned by those adjunct faculty that work within a contract (Fabricant, 2014). This means that the average annual pay for an adjunct faculty member teaching the equivalent of a full-time teaching load is under $22,000 (Fabricant, 2014).

The low pay has been described by Green (2007) as a response to competition in the market and cost savings is a clear benefit to colleges and universities relying on contingent employment. Pearch and Marutz (2005) simplify it this way: one full time faculty member costs the school about the same as a half-dozen adjuncts. Jacoby (2006) reports that part-time faculty are compensated at about one-fourth the rate of full-time faculty at most colleges and universities, private or public while Forbes et. al. (2010) and Caruth and Caruth (2013) put the estimate closer to 33%. Halcrow and Olson (2008) report that adjunct faculty members typically are compensated at a rate that is about one-third that of full-time faculty for a course, taking into account salary and benefits. Regardless of the specific cost ratio, it is clear that adjunct faculty make a fraction of what their full-time colleagues earn for teaching more students and more courses although without the required service and research efforts.

Benefits. The lack of availability of benefits—such as healthcare and retirement

benefits—is an important component of the working conditions of non-tenure-track

faculty (Baron-Nixon, 2007; Kezar et al., 2014). Most colleges and universities offer few

benefits to their adjunct faculty and, as reported in a 2012 study, less than 23% of this

population has access to health benefits through their jobs (CAW, 2012). Benefits are

typically offered to those faculty members who maintain a full-time work load and, as

such, schools limit their adjunct faculty to less than 50% of full-time so as to exclude

them from eligibility (Caruth & Caruth, 2013). Adjunct faculty working for public

colleges and universities as well as those represented by unions are more likely to receive

these benefits when compared to those employed by private institutions (AFT, 2010;

CAW, 2012).

There is an expanding controversy over how to calculate the number of hours an

adjunct faculty works per credit hour (Adjunct Action, 2014) because, with the

implementation of the Affordable Care Act, any employee putting in more than 30 hours

of work each week is eligible for health benefits (Marlier, 2014; Moran, 2014). To

simplify, the number of credit hours are limited and the job description may be left

intentionally ambiguous to account for all of the adjunct's duties outside of the classroom

(American Association of University Professors [AAUP], 2013; House Committee,

2014). This has led to some colleges and universities to limit the number of courses an

adjunct faculty member can teach per term or per year (AAUP, 2013; House Committee,

2014).

Contract employment. Low compensation coupled with a lack of job security

can decrease adjunct faculty job satisfaction (AFT, 2010; Waltman et al., 2012) and lead

them to struggle to meet their "housing, food and healthcare needs" (Fabricant, 2014, p. 12). Unlike their tenure-track colleagues, adjunct faculty also are subject to lack of contract renewal without warning (Caruth & Caruth, 2013; Curtis & Thornton, 2013; Kezar et al., 2014; Lewin, 2013). Pearch and Marutz (2005) state that adjunct faculty who are hired on a term-by-term basis report feeling resentful toward their colleges and universities. In their 2012 report, The Coalition on the Academic Workforce found that a union presence may positively impact those issues since almost 20% of unionized adjunct faculty report having some form of job security while only 3% of nonunionized adjuncts report the same (CAW, 2012).

Institutional Culture and the Adjunct Faculty Experience

Adjunct faculty are often considered by their colleagues and the administration on campus to be "temporary", "disposable" employees who are not committed to the institution and provide cheap labor (Caruth & Caruth, 2013; Curtis & Thornton, 2013). It is assumed that these part-time faculty "show up, teach their course, and leave" and are not highly engaged in the academic community (CCCSE, 2014; Fusch, 2012). This is the institutional culture that most adjunct faculty work within, which Halcrow and Olson (2008) argue is similarly distasteful to the marginalization of people by their gender, age, or religious affiliation. With so many faculty members willing to work under these conditions, one full-time faculty member asked a poignant question about adjunct faculty members and their integration into the institutional culture, "Who comes to work and never gets a raise over anybody else for 43 years?" (CCCSE, 2014, p. 17).

Many adjunct faculty members report that they do not feel valued or respected by the full-time faculty at their institutions and are frustrated with the lack of engagement

with their colleagues (Dolan, 2011; Fusch, 2012; Kezar et al., 2014; Waltman et al., 2012). This lack of respect may manifest itself in ways both subtle—such as assuming that a part-time faculty member was not good enough for a full-time position— and blatant—excluding part-time faculty from communications and meetings (Waltman et al., 2012). Gappa, Austin, and Trice (2007) identify respect as being at the core of their five Essential Elements of Faculty Work and, research has shown that, when respect is absent, adjunct faculty report that it negatively affects their job satisfaction (Waltman et al., 2012). Many researchers agree that administrators, faculty, and the institution as a whole need to recognize the critical role that adjunct faculty play and commit to integrating them into the culture of the organization in a way that is inclusive, supportive, and collegial (Baron-Nixon, 2007; Green, 2007).

Adjunct Faculty Pedagogical Choices

Some research has shown that part-time adjunct faculty members were significantly less likely to use active learning strategies in their classrooms and, in general, spend less time preparing for their classes than their full-time, non-tenure track and tenured colleagues (CCCSE, 2014; Umbach, 2007). Adjunct faculty may tend to rely on more traditional instructional techniques such as formal lectures and multiple-choice tests and are less likely to incorporate updated pedagogy compared to tenured faculty due to a lack of professional development opportunities or low motivation to change—which are more likely to be afforded to/required of full-time faculty (Caruth & Caruth, 2013; Halcrow & Olson, 2008; Hoyt, 2012; Jacoby, 2006). It is also likely that adjunct faculty

do not spend as much time preparing for classes as their full-time counterparts since they are not compensated for the time they would spend doing so (Umbach, 2007).

Administrators and faculty agree that teaching quality is an essential factor in student success and retention however many adjunct faculty report that they are rarely (if ever) evaluated in the classroom (Green, 2007; Kezar, 2012; Waltman et al., 2012). In lieu of an evaluation by a fellow faculty member or supervisor, student evaluations are often used to determine whether or not an adjunct faculty member will receive another contract for a future class (Christensen, 2008; Pearch & Marutz, 2005; Waltman et al., 2012). This can make it difficult for adjunct faculty to feel comfortable being critical of students since, if a student reviews the faculty member's performance negatively, that faculty may not be rehired or promoted (Caruth & Caruth, 2013; Christensen, 2008; Waltman et al., 2012). This can also threaten academic freedom since an adjunct faculty member may hesitate before saying something in the classroom that might upset their students (AAUP, 2008; Halcrow & Olson, 2008; Jacoby, 2006).

Adjunct faculty may also have lower standards for the quality of student work due to concerns that if they grade rigidly they may receive negative reviews from students which can influence whether or not their contracts are renewed (Christensen, 2008; Halcrow & Olson, 2008; Jacoby, 2006; Umbach, 2007). Jacoby (2006) also states that, for that reason, adjunct faculty tend to award higher grades than their full-time counterparts. However, Landrum (2009) reports that, although working with fewer resources, adjunct faculty received similar teaching evaluations compared to full-time

faculty. As the author stated, "it is not that the adjunct faculty do more with less, but it appears that they do the same with less" (Landrum, 2009).

Interactions between Adjunct Faculty and Students

When faculty are not readily available to meet with students outside of class, they likely have fewer interactions with students in comparison to full-time faculty (Jacoby, 2006; Jaeger & Eagan, 2009; Umbach, 2007). Since adjunct faculty are not typically required to hold office hours, the majority of the faculty teaching undergraduates are much more likely to be unavailable to students compared to full-time, tenured faculty. This lack of interaction with students can negatively affect a student's integration in to the campus culture (Jacoby, 2006). Jaeger and Eagan (2009) reported on previously published research stating that community college students who identified as Hispanic were more successful when they regularly interacted with faculty members. This is an important distinction due to the fact that, although undergraduate enrollment decreased overall from 2010-2013, there was a notable 13% increase in Hispanic students during that same time period (Kena et al., 2015).

Adjunct Faculty and Student Success

Much of the research that explores the working conditions of adjunct faculty includes a negative assumption about the impact of these faculty members on student success and retention (Benjamin, 2003; Jacoby, 2006; Halcrow & Olson, 2008). Various studies have claimed that students are negatively impacted by the increasing use of part-time faculty due to their lesser qualifications as educators (Benjamin, 2003) while others point out that this negative impact was to be expected since adjunct faculty are "transient" (Halcrow & Olson, 2008; Jaeger & Eagan, 2009). Most of these studies,

however, use graduation rates as an indicator of student success, which might not be the best determinant of student persistence in community colleges where student success may be achieved with a different measure of "success" since these colleges serve multiple missions aside from graduation (Jacoby, 2006; Jaeger & Eagan, 2009).

Adjunct Faculty and Student Persistence

Multiple studies have found a relationship between use of part-time faculty and decreased transfer rates and lower student retention (Jacoby, 2006; Jaeger & Eagan, 2009). The authors of these studies are quick to point out, though, that there could be other factors affecting that finding including, notably, the amount of institutional support that those adjunct faculty members receive from their campuses (Eagan, Jaeger, & Grantham, 2015). Other researchers have found that community college graduation rates (associate's degree completion) were negatively correlated to the proportion of adjunct faculty at the college (Jacoby, 2006; Jaeger & Eagan, 2009; Kezar et al., 2014). Colleges and universities that work to integrate their adjunct faculty into the institutional culture are likely to see higher student retention (Dolan, 2011).

Adjunct Faculty Impact on Graduation Rates

For example, in the State of California, the overall graduation rate is lower than in other states, although the percentage of the faculty that is working in a part-time, temporary capacity is no more than in other states (Johnson, 2010). At California community colleges, this means that only about one in ten students transfer to a four-year college, about half of students enrolled at a California State university will graduate within six years, and four-fifths of UC students earn a bachelor's degree within six years (Johnson, 2015). If graduation rates are used as an indicator of student success, it should

be kept in mind that most of the students enrolling in California community colleges (>80%) are in need of remedial classes, which are not eligible for transfer (Tierney & Rodriguez, 2014). This means that a student arriving with needs for remedial, basic skills courses will require longer to transfer and decrease the overall graduation rate for the college (and a negative reflection on student success using only that barometer).

Institutional Loyalty Amongst Adjunct Faculty

Although often labelled as "temporary" employees by administrators and full-time faculty, many adjunct faculty exhibit long-term institutional loyalty. A report published in 2010 showed that, of the 500 adjunct faculty interviewed, 40% had been teaching part-time for their college or university for at least 11 years; 72% for at least 6 years (AFT, 2010). This confirms the findings of Forbes, Hickey, and White (2010) who determined that the average adjunct faculty member has over seven years of teaching experience. Hoyt (2012) conducted a study that looked specifically at the intent of adjunct faculty to stay with the institution and explored the concept of faculty loyalty. The author found that institutional support was a significant predictor of loyalty among the adjunct faculty studied (Hoyt, 2012). The majority of those who participated in the American Federation of Teachers survey reported their intention to stay with their institution for "at least five more years" (AFT, 2010).

Adjunct Faculty Retention

Forecasts predict that a large percentage of current full-time faculty working at community colleges will retire by 2025 (Christensen, 2008; Johnson, 2010; Pearch & Marutz, 2005; Rifkin, 2000). To meet the increased demand for instructors that this will bring, institutes of higher education will need to ensure that successful current adjunct

faculty members are motivated and experience job satisfaction. In their 2008 report, Betts and Sikorski stated that, although there may be no statistical data reporting on adjunct faculty turnover or attrition, retaining quality adjunct faculty improves the student experience, supports the achievement of learning outcomes, and enhances overall student success. They also estimate the cost of adjunct faculty turnover the costs for recruitment and training for faculty members "can be staggering" (Betts & Sikorski, 2008). High faculty turnover could also affect the quality of instruction (AAUP, 2008; Caruth & Caruth, 2013).

Adjunct faculty teach the majority of the undergraduate courses at colleges and universities making them integral to the success of the students and achievement of an institute's central mission (Curtis & Thornton, 2013). With the increased need for adjunct faculty in the coming years, colleges and universities would benefit from the retention of their existing adjunct faculty (Hoyt, 2012). The training and retention of existing adjunct faculty can support a more efficient institutional operation (Caruth & Caruth, 2013) and it has been reported that adjunct faculty job satisfaction is related to faculty retention and turnover (Forbes et al., 2010). If there are negative outcomes for student success with increased usage of adjunct faculty, it behooves colleges and universities to evaluate the resources and professional development opportunities that they offer to the majority of their faculty (Jacoby, 2006; Kezar et al., 2014). By offering support to adjunct faculty, there is potential to increase that faculty member's commitment to the institution (Umbach, 2007) and colleges and universities that offer professional development and training are more likely to recruit and retain strong adjunct faculty (Caruth & Caruth, 2013).

Importance of the Adjunct Faculty Experience

Providing adjunct faculty with the support that they value will promote job satisfaction and a quality educational experience for students (Hoyt, 2012). Eagan, Jaeger, and Grantham argue that, when an employee experiences a "disconnect between their values, or desires, and what they believe to gaining from their work," there will be a decrease in job satisfaction (2015, p. 451). If adjunct faculty do not feel satisfied in their jobs, they may choose to leave the profession which can be costly to colleges and universities that rely on their expertise and labor. In their 2008 report, Betts and Sikorski reported that, considering the direct, indirect, and opportunity costs of the turnover/attrition of online adjunct faculty, the turnover of a single adjunct faculty member could cost upwards of $20,000. Supporting adjunct faculty can also increase the effectiveness of their teaching (Umbach, 2007) which highlights the importance of identifying the support that those adjunct faculty most want.

Summary

As explained in a recent research effort that explored part-time faculty job satisfaction, there is a notable lack of information available in the literature about how adjunct faculty view the policies and practices used by institutions to support the work of their adjunct faculty (Eagan et al., 2015). With the majority of today's instructional faculty working in an adjunct capacity, it is important to learn more about the preferences and perceptions of this diverse population keeping in mind their reasons for continuing to work in a part-time capacity. Colleges and universities can utilize this information as a way to determine where to focus their efforts when they want to retain existing adjunct faculty and recruit quality newcomers. Offering support to adjunct faculty that those

faculty would prefer may also positively impact student success and retention over the

short and long term and reduce the existing inequality between the two faculty classes. It

is critical, then, that the voices of full- and part-time non-tenure-track faculty be included

in decisions made about administrative policies on campuses so that their interests are

taken into account (Kezar, 2013; Waltman et al., 2012).

CHAPTER III: METHODOLOGY

Overview

This chapter provides a detailed review of the research methods and procedures employed for this study starting with a restatement of the purpose statement and research questions. This is followed by a description of the research design and methodology and then the population and sample used for the study. Data collection procedures are outlined and the techniques used to evaluate the data are explained, along with the justification of the selection of those methods. Finally, the limitations of the research methodology are explored.

Purpose Statement

The purpose of this qualitative study was to describe and explore what factors, as perceived by adjunct faculty and their supervisors at private nonprofit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role. A secondary purpose of the study was to explore differences between the perceptions of adjunct faculty and those who hire and manage adjunct faculty with regard to factors which impact decision-making for adjunct faculty to serve in that role.

Research Questions

Two central research questions will guide this research effort:

1. What factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

   a. How do adjunct faculty and their supervisors at non-profit universities describe the impact of autonomy and academic

freedom on a faculty member's decision to continue to serve in the part-time role?

b. How do adjunct faculty and their supervisors at non-profit universities describe the impact of collegiality on a faculty member's decision to continue to serve in the part-time role?

c. How do adjunct faculty and their supervisors at non-profit universities describe the impact of employment equity on a faculty member's decision to continue to serve in the part-time role?

d. How do adjunct faculty and their supervisors at non-profit universities describe the impact of flexibility on a faculty member's decision to continue to serve in the part-time role?

e. How do adjunct faculty and their supervisors at non-profit universities describe the impact of professional growth on a faculty member's decision to continue to serve in the part-time role?

2. What differences exist between the perceptions of adjunct faculty and their supervisors on factors which impact the decision of adjunct faculty to continue to serve in that role?

a. What factors, as perceived by adjunct faculty at non-profit universities, had the greatest impact on their decision to continue to serve in the part-time role?

b. What factors, as perceived by supervisors of adjunct faculty at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

Research Design

The research design of a study outlines the general plan that will be used to address the research questions (McMillan & Schumacher, 2010) and this study utilizes a qualitative research design. Qualitative research is grounded in the experience and perception of individuals (Patton, 2002) and often attempts to answer the *how* or *what* of a situation using open-ended terminology such as *describe*, *cause*, and *discover* in the research questions. Whereas quantitative research looks to test a specific theory, a qualitative study is appropriate when the goal is to develop a holistic image of an existing problem or issue (Creswell, 2014).

Research questions developed for qualitative studies are, in general, broader in scope than those used in quantitative research and are dynamic by design so that they may be updated and changed during the course of the study, within reason (Creswell, 2014; McMillan & Schumacher, 2010). In contrast, a quantitative design would not allow for these modifications which can limit the collection of deep and meaningful data (Patton, 2002). Qualitative research does not present hypotheses (Creswell, 2014) but rather is designed to explore the world through description and to emphasize "people's lived experience" (Miles & Huberman, 1994, p. 10).

A qualitative methodology lends itself to the in-depth study of an issue, allowing for rich detail and themes to emerge (Patton, 2002). Within the realm of qualitative research, there are numerous styles of study that can be performed (McMillan & Schumacher, 2010). When a researcher intends to study the detailed perceptions of participants, Patten (2012) suggests using a phenomenological research approach. This design allows the researcher to describe the experiences of one or more individuals in

relation to a phenomenon (Patton, 2002). The purpose statement of this research effort

explains that the goal is to describe the perceptions that adjunct faculty and those who

hire and supervise them have about the factors that impact a faculty member's decision to

continue to serve in the part-time role. Phenomenological studies seek to clarify and

understand the perceptions and experiences that participants have about a phenomenon

(McMillan & Schumacher, 2010) thus, a phenomenological research approach is most

appropriate to answer the research questions posed in this study.

This type of qualitative design can be described as inherently naturalistic such that

"the research takes place in real world settings and the researcher does not attempt to

manipulate the phenomenon of interest" (Patton, 2002, p. 39). In phenomenological

research, the researcher gathers information about the experiences of a sample of a

population and, for this research effort, data was collected through individual semi-

structured interviews with adjunct faculty and their supervisors as well as artifact

collection. When appropriate, the researcher conducts in-depth interviews with

individuals of that sample summarizing their stories and identifying common themes and

notable differences (Patton, 2002). These interviews produce "direct quotations from

people about their experiences, opinions, feelings, and knowledge" (Patton, 2002, p. 4)

which is appropriate to address the research questions in this study. According to Patton

(2002), data can be collected from the review of documents such as organizational

records, correspondence, as well as official reports.

Population

McMillan and Schumacher define a *population* as the "group of elements or

cases, whether individuals, objects, or events, that conform to specific criteria" (p. 129).

As Creswell (2008) explains, the population of a research effort shares a distinct a set of characteristics. The population for this study was adjunct faculty members and their supervisors working for private non-profit colleges and universities in the United States. According to the most recent data provided by the U.S. Department of Education, there were over 730,000 adjunct faculty members working at degree-granting institutions in the Fall of 2013, about 187,000 of those at four-year nonprofit colleges and universities (Snyder, de Brey, & Dillow, 2016).

All institutions of higher education rely on adjunct faculty for instruction and private nonprofit colleges and universities have, on average, 44% of their faculty working part-time which, in 2011, equated to almost 200,000 employees nationwide (NCES, n.d.). Private colleges and universities were identified by Kena, et. al. (2015) as having the fastest growth in enrollment in recent years (when compared to public State colleges and universities) although the growth has steadied in recent years. The findings of this research effort will provide useful information about the adjunct faculty experience at private, non-profit institutions of higher education which serve an adult population.

Target Population

The *target population* is a more specific subset of that population "to which we intend to generalize the results of the research" (McMillan & Schumacher, 2010, p. 129). The target population for this research effort was comprised of adjunct faculty members and those who hire and manage them currently employed by at least one four-year degree-granting non-profit private California college or university that serve adult students. The National Center for Educational Statistics' College Navigator site reports that there are currently 54 institutes of higher education that meet that criteria (NCES,

n.d.). In the Fall of 2014, there were over 300,000 students enrolled in four-year private

nonprofit institutes of higher education in California, about 25% of all undergraduate

students in the state attending a four-year college or university (Johnson, 2015; Snyder, et

al., 2016). There is no data available, however, to accurately identify or estimate the

number of adjunct faculty working in the California at private nonprofit institutions. The

target population for this study meet the following criteria: 1) participants must be an

adjunct faculty member or supervisor currently employed by at least one private

nonprofit California college or university that serves adult students; 2) participants must

have at least five years of work experience as an adjunct faculty member.

Sample

From this target population, a sample was selected which was intended to provide

an understanding of the perceptions of adjunct faculty and those who hire and manage

them. The sample of a research study is "the group of subjects from whom the data are

collected" (McMillan & Schumacher, 2010, p. 129). This research effort used a sample

population of adjunct faculty working for private, non-profit, degree-granting institutions

that serve adult students in Southern California. Selecting a sample from more than one

private nonprofit California college or university is considered a "methodological

strength" by Patten (2012, p. 151) and, in phenomenological studies, a small sample

studied in depth is much more useful than a large sample in understanding the

phenomenon being studied (Patton, 2002).

Where a quantitative study requires a large sample size to achieve statistical

significance, a qualitative study utilizes a smaller sample to collect more rich, meaningful

data (Miles & Huberman, 1994; Patten, 2012). Creswell (2014) suggests that

phenomenological studies should have a sample between five and 25 individuals, or until

no new information is collected. To determine the appropriate sample size for this

phenomenological study, it was important to take into consideration at which point

saturation of the data collection process is achieved. Saturation is determined by the

researcher who, after looking at the preliminary data collected and identifying emergent

themes, interviews a few more individuals into no "new information that leads to the

identification of additional themes" (Patten, 2012, p. 152). Qualitative research also

selects a relatively small sample size reflecting the intense data collection requirements of

interviews—including time to conduct and transcribe the interviews themselves—in

comparison to quantitative research efforts which may use existing numerical data and

surveys that require less time-consuming methods.

The 15 participants for this study were selected using purposeful sampling, a

strategy commonly used in qualitative research as it allows the research to select

participants based on their ability to provide information about the research problem

(Creswell, 2014; McMillan & Schumacher, 2010). The use of purposeful sampling can

provide researchers with insight into specific phenomenon and small samples are

appropriate in qualitative research to collect in-depth, detailed information (McMillan &

Schumacher, 2010). For this research effort, adjunct faculty and the individuals who hire

and manage them were strategically invited to participate.

The researcher utilized snowball sampling as a secondary strategy to identify

participants for this study. Also known as network sampling, this technique allows for

the selection of "information-rich key informants" who are best suited to address the

research questions (Patton, 2002, p. 237). Individuals meeting the criteria for the target

population were invited to participate and then were asked if anyone in their personal or professional network also met the criteria (McMillan & Schumacher, 2010). This strategy allowed the researcher to "locate participants who are hard to find" and, subsequently, allowed the outreach of the study to extend beyond a single college or university (Patten, 2012, p. 51).

Demographic information describes the characteristics of study participants and can offer relevant information that supports the analysis and interpretation of the data collected (Patten, 2012). For this study, additional demographic data collected includes age, gender, number of years teaching, and level of courses taught. Participants were also asked whether or not they teach basic skills courses and whether or not part-time teaching is their primary source of income. Each of these factors supports descriptive analyses and adds detail about the members of the research sample.

Instrumentation

In qualitative research, the primary instrument for data collection is the researcher themselves (Creswell, 2014). Unlike quantitative studies that rely on standardized test questions or surveys, the researcher is the instrument of measurement and all data is filtered through the lens of the researcher (Patton, 2002). The neutrality of the researcher in a phenomenological study is key so that the data collected reflects the world as it "unfolds" (Patton, 2002, p. 51).

The instrument employed for this research effort was a standardized, semi-structured interview wherein the researcher developed a series of interview questions that allowed for open-ended responses. An interview guide was designed by the researcher based on the review of literature to obtain information about the perceptions that adjunct

faculty have about the factors that had the greatest impact on their decision to continue in the part-time role. This tool provided a framework that could be used by the researcher during a series of semi-structured interviews to provide a systematic flow to each of the individual interview sessions. The interview guide also allowed the researcher to explore responses in-depth while remaining focused on the research topic (Patton, 2002).

An interview guide is a data collection instrument that includes a series of predetermined questions that are asked to all study participants (Creswell, 2014; Patten, 2012). The questions developed for this guide were designed to align with the research questions for this study. Using principles outlined in Patton (2002), the interview guide was designed to allow participants to describe the factors that have the greatest impact on why adjunct faculty choose to continue in the part-time role based on their personal experiences. The interview guide (Appendix A) included a total of 12 questions. Patten (2012) suggests that the first few questions in an interview be used to establish a rapport with the participants. The remainder the interview guide was intended to elicit the perceptions of the participants about the practices and procedures intended to support the participants as they do their jobs. At the end, it was important to review participants' demographic information to confirm their adjunct faculty category that were reported on the previously submitted online questionnaire. This would allow categorization based on the faculty member's reason for teaching in an adjunct capacity.

Validity

An instrument's validity is its ability to measure what it is intended to measure (Patten, 2012). In qualitative research, validity of the research design occurs when "the researcher and participants agree on the description or composition of events and

especially on the meanings of these events (McMillan & Schumacher, 2010, p. 330). In the development of this instrument, the wording of each of question was then reviewed by two experts in the field of higher education familiar with the terms. Cox and Cox (2008) suggest using subject matter specialists to review a new instrument for language clarity and content validity. As such, the interview questions were reviewed by an expert in higher education faculty to address the validity and reliability of the instrument.

To further enhance the validity of the qualitative research, McMillan and Schumacher (2010) outline a series of strategies that can be used during data collection, three of which were appropriate for this research design. First, qualitative research typically includes the collection of information from multiple data sources to better define any themes or patterns that may exist (Creswell, 2014) and to increase the trustworthiness of the data (Patten, 2012). Data triangulation between these adjunct faculty interviews, supervisor interviews, and artifacts was conducted by the researcher to support study validity. Other strategies employed to increase the validity of the research design included mechanically recording the data using an audio recording device during each interview and member checking where the researcher verified the meaning of participant's statements during the interview. Also, participants were invited to review the transcripts of their interviews and offered the opportunity to modify the information collected for accuracy, as described by McMillan and Schumacher (2010).

Field Test. McMillan and Schumacher (2010) encourage the use of a field test order to identify any potential problems related to the instrument's reliability and validity as it would be applied to the study population. For this study, the field test was intended to check the clarity of the language of the questions on the interview protocol to ensure

that the information collected aligned with the research questions. In addition to the

value that a field test adds to language clarification, Patten (2012) encourages those new

to qualitative research to conduct practice interviews so that they may hone their

interviewing skills prior to the study. To that end, a field test was conducted and

feedback from participants was gathered using five supplemental follow-up questions

(see Appendix B). Participant responses were used to revise the instrument and improve

the researcher's interviewing skills (Roberts, 2010). Also present at the field test was a

neutral observer designated to support the researcher by allowing for a thorough,

professional discussion of how to improve the interviewing experience (Appendix C).

Two individuals participated in the field test of this instrument, each of whom

were representative of the target population (adjunct faculty currently working for at least

one private college or university in California). The field test participants also received

the email to the participants accompanied by a letter of transmittal that included an

introduction to the researcher, the purpose of the study, closing date of the questionnaire,

and general instructions for completion. When the field test was completed, the test

participants discussed the language used, the clarity of the questions being asked, and the

overall tenor of the interview. The order of the questions and some of the verbiage were

adjusted to reflect the feedback received during the field test.

Reliability

The reliability of an instrument explains if the results can be interpreted

consistently (Patten, 2012). When a research instrument is reliable, future researchers

could use the same design and instrument to consistently gather similar measurements.

The interview guide utilized was developed specifically for this research effort in

consultation with subject matter experts. Additionally, Patton (2002) states that utilizing

a standard format for an interview with one researcher/interviewer can positively impact

the reliability of a qualitative research effort. Participants were provided with

explanations of any terms that were used in the study to ensure that the researcher and

participants were using a common vocabulary. Patton (2002) suggests that using the

participants' own language is another way to improve the reliability of the instrument.

Overall, in qualitative research, reliability is directly related to the standardization of data

collection.

Intercoder reliability. As mentioned earlier, the researcher is the main

instrument for conducting qualitative research however, in order support the consistency

and reliability of the research methods, there should be more than one individual tasked

with analyzing the data (Miles & Huberman, 1994). In their 2002 report, Lombard,

Snyder-Duch, and Bracken state that, without the establishment of the intercoder

reliability, "the data and interpretations of the data cannot be considered valid" (p. 2). To

increase the reliability of the data, Creswell (2014) suggests cross-checking the

consistency of the codes generated by the data to determine if there is intercoder

agreement. To determine this, at least one individual who is not the researcher reviews

the data that has been collected and generates codes independent of the other coder(s)

(Lombard et al., 2002). This comparison of the codes generated from the same data

allows for an independent check of the consistency of the coding schema (Creswell,

2014; Lombard et al., 2002). The level of agreement between the analytical coding of the

data across the reviewers can be determined mathematically with the goal for intercoder

reliability of 80% (Creswell, 2014; Lombard et al., 2002; Miles & Huberman, 1994). For

this research effort, approximately 10% of the data collected was selected for review by an additional coder and the level of agreement was determined using a code comparison query within NVivo™.

Data Collection

For this research effort, primary data collection consisted of semi-structured interviews which were conducted with 10 adjunct faculty members employed by the selected private institute of higher education as well as five individuals who hire and manage them. Interviews allow a researcher to collect in-depth, rich information about a particular phenomenon which made it the best choice for data gathering for this research effort (Miles & Huberman, 1994). The purpose of these interviews was to learn more about the perceptions that adjunct faculty members and their direct supervisors hold about why adjunct faculty continue to serve in a part-time role. By utilizing an interview format to collect this data, the researcher could focus on the "meaning that the participants hold" about this topic and address the research questions of this study (Creswell, 2014, p. 186).

Human Subjects Consideration

Prior to data collection, the researcher received approval from the Brandman University Institutional Review Board (Appendix D) to utilize the interview guide developed for this research effort. Once approval was granted, an invitation to participate was sent to each of the potential participants via email (Appendix E). This message also included an informed consent document which provided recipients with information about the purpose of collecting this data and how this data will be used for this study. It also included details about any risks or benefits of participation to the interviewees as

well as the method for maintaining confidentiality. Participants also received the Research Participant's Bill of Rights (Appendix F) in this email, as required by Brandman University policies.

To support the confidentiality of participants, the respondents participated anonymously. Each participant was given a unique pseudonym by which they would be referred to in the study findings and results so that their responses could remain confidential. Interviews were transcribed by the researcher herself to maintain confidentiality of participant's responses. The researcher also provided confidentiality for participants by not including any identifying information in reporting or documentation. All data collected was stored on a secure workstation and names were omitted from transcripts.

The initial outreach introducing this research effort was made through contacts working at private nonprofit universities in California via email (Appendix G). These contacts were informed that the intent of the outreach was to identify individuals meeting the target population criteria in order learn more about the reasons adjunct faculty continue to serve in a part-time role. Potential participants were contacted via email (Appendix E) using the information provided.

Interview Procedures

Interviews were conducted utilizing the same format for all study participants. Prior to each interview, participants received an email from the researcher which included a series of attachments. These files included the Brandman University "Participant's Bill of Rights" (Appendix F), the informed consent form (Appendix G), and a brief outline of the questions they could expect during the interview. Participants

were asked to review the documents and confirm, by email or phone, their scheduled interview time and location.

Interviews can be conducted face-to-face, by telephone, or online using a web conferencing service like Adobe Connect or WebEx (Creswell, 2014). Patton (2002) encourages a naturalistic approach to data collection wherein "people are interviewed with open-ended questions in places and under conditions that are comfortable for and familiar to them" (p. 39). Each of the 10 adjunct faculty members and the five adjunct faculty supervisors consented to participate in the interviews for this research effort. All 15 participants chose to be interviewed online using Adobe Connect and these interviews were recorded using the features built into the software. For each of the 15 interviews, , the same interview protocol was utilized, although slight differences in language were needed based on the role the participant played in their organization, as either a faculty member or supervisor.

At the beginning of each interview, the researcher introduced herself to each participant, discussed the purpose of the study, and reviewed the informed consent paperwork. Each participant was offered the opportunity to ask any clarifying questions regarding the study itself or the procedures for the interview. The researcher then confirmed with each participant that they had consented to the digital audio recording of their interview and had them sign the consent form. After receiving consent, the audio recorder was initiated and the researcher confirmed that the participant could choose to end the interview at any time or decline to answer any particular questions.

Each interview began with introductory questions tailored to either the adjunct faculty member or their supervisor to both develop a rapport and collect background and

demographic information. Patten (2012) also suggests that, prior to conducting

interviews, the researcher gather demographic information to provide descriptive detail

about the participants in the final report. During each interview, the researcher also

utilized an interview protocol (Appendix A). This tool is useful for "recording and

writing down information obtained during an interview" (Creswell, 2014, p. 244). This

process also allowed for the researcher to conduct member checking during the interview

itself in an attempt to better gain "complete and subtle meanings" through rephrasing

responses and asking probing questions (McMillan & Schumacher, 2010, p. 331).

Field notes were taken during the interview with the participants' permission

allowing the researcher to identify any patterns in the data that may manifest during the

interview itself. The interview guide also included a series of probing questions intended

to elicit additional information about each participant's perceptions. After all questions

were asked, participants were given the opportunity to add their comments and to clarify

any points that may have been unclear. Finally, the researcher thanked the participants

for their time and contribution to the research effort and ended the recording.

Interviews varied in length from 35 to 60 minutes and all interviews were

transcribed by the researcher. Transcripts of the electronic recordings were used to

collect narrative data and were saved as Microsoft Word documents. Copies of

transcripts were emailed to the participants who requested them for their review. All

transcripts were also reviewed by the researcher for accuracy and any corrections

requested by participants or transcription errors found were made by the researcher.

Documents and Other Artifacts

        The documents and other artifacts collected for this study were purposefully

selected to support the exploration of the research problem (Creswell, 2014) and are

listed in Table 13. Documents collected in qualitative studies may be public, such as

official reports, or private, such as emails or internal memos (Creswell, 2014) and this

research effort relied on both forms. Materials available on campus and online that were

available to adjunct faculty—including any information about professional development

opportunities, faculty handbooks, and other materials describing existing adjunct

policies—were collected. The inclusion of this type of data supports the analysis of the

narrative statements made by the interview participants.

Table 13. *Artifacts and documents collected for this study*

Type of document	Number of documents
Adjunct faculty / employee handbook	3
Policy documents and addendums	3

Data Analysis

        This study utilized an inductive analysis strategy which is commonly used in

qualitative research (McMillan & Schumacher, 2010; Patton, 2002). As Patton (2002)

explains, "inductive analysis is built on a solid foundation of specific, concrete, and

detailed observations, quotations, documents, and cases" (p. 58). Unlike deductive

analysis which uses quantitative data to test the accuracy of a predetermined hypothesis,

inductive analysis results in the identification of various themes that emerge from the

qualitative data (Patten, 2012). Once data collection was underway, the content was

regularly reviewed to identify emergent patterns and themes (Patton, 2002). Patten

(2012) agrees that inductive analysis is the default approach for all qualitative data analysis making it appropriate for this research effort.

Inductive analysis begins as the researcher reflects and makes note of any themes that emerge during interviews, an ongoing process that is cyclical in nature as data collection continues (McMillan & Schumacher, 2010; Patton, 2002). This allows for the identification of key terms and themes that fall into unique categories and patterns during the data collection process itself without assuming what those themes will be (Patton, 2002). This analytical approach allows researchers the ability to make meaning from the data itself, a key component of a phenomenological study such as this (McMillan & Schumacher, 2010; Miles & Huberman, 1994).

Coding and Categorizing the Data

Throughout the data collection process, emergent themes were identified which served as the preliminary coding scheme for this research effort, a common practice in qualitative research (McMillan & Schumacher, 2010; Miles & Huberman, 1994; Patton, 2002). This type of preliminary data review is encouraged as an early step in data analysis by McMillan and Schumacher (2010) as a way to generate a series of provisional codes. Following the transcription of the recorded interviews, all of the data was reviewed thoroughly for accuracy then imported into NVivo™ qualitative data analysis software along with all other artifacts collected for this research effort. Although qualitative data was once analyzed manually by the researcher, computer software programs like NVivo™ are now available to support qualitative data analysis.

Once all of the data collected was entered into the software, an updated list of analytical units was developed. This was accomplished through detailed review of all

interview transcripts and artifacts and the division of data into meaningful analytical units. Codes created for this research effort where inductive in nature and that they were developed by the researcher through close examination of the data. A master list of codes was maintained throughout the process and edited as appropriate. Within the NVivo™ software, transcripts were reviewed in detail and key points were converted further into nodes with the content identified.

As Patton (2002) explains, a strong analysis begins with a "manageable classification or coding scheme" and, to that end, this in-depth analysis of the data (interview transcripts and field notes from the interview protocol) was performed to develop and affirm meaningful categories. Artifacts collected such as handbooks and other documents were also included in the analysis of the data. A total of six artifacts were collected and coded in NVivo™ for data analysis. These artifacts were gathered from participants who had access to them from their respective colleges and universities. Multiple readings of the data are often required for complete coding (Patton, 2002) so this process was repeated several times and recorded in NVivo™.

Identifying and Legitimizing Themes

Qualitative data analysis requires that the researcher identify themes from the coded data and then explore patterns within those themes (McMillan & Schumacher, 2010). This is a standard procedure for data coding (McMillan & Schumacher, 2010; Patten, 2012) and supports the development of a broader picture from these connections. From these codes, themes and patterns in the data were identified. The analysis of coded data allows the researcher to tell a story about the relationships between the codes and patterns found in the data (McMillan & Schumacher, 2010).

After the data had been coded and categorized, the researcher utilized the search

tools within NVivo™ to explore additional examples in the text that aligned with these

nodes. Those examples were sorted into the appropriate nodes within the software which

allowed for a more thorough analysis of the themes present in the data. This was

accomplished by tallying the number of times that a word or phrase was included in a

transcript or artifact that matched up to one of the nodes. It was then possible to identify

new patterns within the series of nodes developed and to identify other relationships

within the data.

Applying the theoretical framework. As Miles and Huberman (1994) explain,

analysis in qualitative research typically relies on the language of the participants that

"permit the researcher to contrast, compare, analyze, and bestow patterns upon" (p.7).

For this research effort, this language resulted in a series of words and phrases that

described the perceptions of the participants as to why adjunct faculty continue to serve

in a part-time role. These preliminary emergent themes were developed directly from the

data itself and the five essential elements of faculty work developed by Gappa et. al.

(2007) were used as a lens through which the results were viewed (Patten, 2012).

Depicting and Displaying the Findings

Phenomenological studies look for narratives and lived experiences (Creswell,

2014). This study was focused on the perceptions on individuals as they strive to make

meaning of their experiences as adjunct faculty—and as those who hire and supervise

adjunct faculty. As such, their personal views can be effectively represented in their own

words (Creswell, 2014). To present the findings of this research effort in the form of a

narrative is an effective way to summarize the broad range of complex data collected

(Creswell, 2014). However, tables and diagrams are also useful in illustrating the presence of specific themes that emerge from the data (Patton, 2002). The findings of this study, as reported in Chapter IV, are both narrative and graphical in nature.

Reflexivity

Qualitative data analysis requires that the researcher reflect on their own personal background and attitudes prior to conducting interviews to avoid potential bias (McMillan & Schumacher, 2010; Patten, 2012). Patton (2002) explains that qualitative inquiry benefits from the practice of "empathic neutrality" wherein the experiences of the researcher contribute to the research itself by providing insights that have been gained by being a part of the research (p. 50). Creswell (2014) describes the importance of this self-reflection—or reflexivity—and clearly states that the researcher must acknowledge the potential impact that the background of the researcher may have on the direction of the study. To document this self-reflection in this study, the researcher created and maintained an electronic journal following the reflexive questions outlined in Patton (2002, p. 66).

It is equally important that the researcher explicitly state any previous experiences with the institution included in the study and with the participants (Creswell, 2014). For this research effort, the researcher has had social interactions with a few of the participants in this study in professional and academic circles. In addition to being an adjunct faculty member, the researcher has been employed in various capacities at different times as a course designer, course lead, and as a student. With this in mind, the researcher has worked to ensure that both data collection and data analysis were focused on the statements, perspectives, and experiences of the participants. As mentioned

earlier, participants were offered the opportunity to review the transcript of their interview along with the researcher's interpretation of that data. Participants were then encouraged to offer any corrections or amendments as they saw fit to reduce the impact of the researcher's own personal experiences.

Limitations

Participation in this research effort was voluntary meaning that, although all members of the study sample were given equal opportunity to participate, each individual decided whether or not to participate. This may introduce the limitation of response bias, such as self-selection, wherein nonresponses and non-participation could drastically affect the findings of the research (Creswell, 2014). It may also follow that those adjunct faculty members who felt the most strongly about this research topic may have been more likely to participate, potentially adding an additional bias to the results. Moreover, adjunct faculty and their supervisors from only three institutions of higher education were included in the study, it is possible that other adjunct faculty and supervisors working at different institutions may have responded to the interview questions in a different way.

Information collected during interviews can be affected by a few inherent limitations. First, the presence of the researcher can bias the contributions of the participants, intentionally or unintentionally (Creswell, 2014). This impact was lessened by a field test of the questions prior to conducting the interviews (Patten, 2012). Depending on the use/absence of an interview guide, there can also be too much or too little flexibility in the discussion to allow for the expression of natural responses from participants (Patton, 2002). It was also appropriate to have a colleague review the interview transcripts and code the data. By comparing the different codes and identifiers,

it could help remove potential bias (Creswell, 2014). If these different coding schemas were relatively close in comparison, this intercoder reliability would increase the confidence in the study's findings.

Summary

This phenomenological study collected data through a series of semi-structured interviews following a predetermined interview guide. This methodology provided the researcher with the opportunity to explore in depth the experiences of participants. The population of the study was comprised of adjunct faculty and those who hire and supervise them currently working for at least one private, non-profit four-year institute of higher education in California and both purposeful and snowball sampling were used to select the study sample. To protect their anonymity, all participants were given unique identifiers prior to data collection and analysis. Potential participants were contacted via email to determine interest in the study and were provided with information about their rights as participants in the study. The interview guide was developed by the researcher specifically for this study, questions were reviewed by experts in the field, and a field test of the instrument was conducted. Qualitative data was analyzed and coded to identify themes in the data to better understand the factors that affect an adjunct faculty member's decision to continue to serve in a part-time role. The data collected for this study is presented in Chapter IV.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Although they teach the majority of the courses in higher education today, little is known about the experiences of adjunct faculty in their own words (Kezar, Maxey, & Eaton, 2014). Much has been written about the substandard working conditions of those adjunct faculty members (AFT, 2010; Caruth & Caruth, 2013; Gappa & Leslie, 1993; Street, Maisto, Merves, & Rhoades, 2012) yet, recent studies have shown that the average number of years that adjunct faculty teach is between six and seven years (AFT, 2010; Forbes, Hickey, & White, 2010). This research addresses that inconsistency by interviewing 10 adjunct faculty who have worked for at least five years in a part-time capacity and asking them to describe the factors that influence their decision to continue working part-time. To learn more about their experiences, interviews were also conducted with five individuals who supervise adjunct faculty at these private, non-profit universities in Southern California. This chapter presents the findings of the research. The chapter begins with a restatement of the purpose statement and research questions followed by a brief review of the research methods and procedures employed for this study starting with a restatement of the purpose statement and research questions. Next, the chapter includes a description of the methodology, population, and sample used for the study as well as a detailed review of the data collected. Finally, the findings for each research question are presented.

Purpose Statement

The purpose of this qualitative study was to describe and explore what factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role.

A secondary purpose of the study was to explore differences between the perceptions of adjunct faculty and those who hire and manage adjunct faculty with regard to factors which impact decision-making for adjunct faculty to serve in that role.

Research Questions

Two central research questions will guide this research effort:

1. What factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

   a. How do adjunct faculty and their supervisors at non-profit universities describe the impact of autonomy and academic freedom on a faculty member's decision to continue to serve in the part-time role?

   b. How do adjunct faculty and their supervisors at non-profit universities describe the impact of collegiality on a faculty member's decision to continue to serve in the part-time role?

   c. How do adjunct faculty and their supervisors at non-profit universities describe the impact of employment equity on a faculty member's decision to continue to serve in the part-time role?

   d. How do adjunct faculty and their supervisors at non-profit universities describe the impact of flexibility on a faculty member's decision to continue to serve in the part-time role?

e. How do adjunct faculty and their supervisors at non-profit universities describe the impact of professional growth on a faculty member's decision to continue to serve in the part-time role?

2. What differences exist between the perceptions of adjunct faculty and their supervisors on factors which impact the decision of adjunct faculty to continue to serve in that role?

a. What factors, as perceived by adjunct faculty at non-profit universities, had the greatest impact on their decision to continue to serve in the part-time role?

b. What factors, as perceived by supervisors of adjunct faculty at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

Research Methods and Data Collection Procedures

This qualitative study utilized a phenomenological approach to describe and explore the experiences of long-term adjunct faculty and their supervisors at non-profit universities. Data were collected through standardized, semi-structured interviews and document review. An interview guide which included a series of predetermined questions designed to align with the research questions for this study was employed to obtain in-depth information about the perceptions that adjunct faculty hold about the factors that impact their decision to continue working as an adjunct faculty member.

The research questions, research design, and interview guide utilized for this study were all approved by the Brandman University Institutional Review Board on September 25, 2017 (Appendix D). Study participants were provided with documents

outlining their rights as participants and explaining the steps taken by the researcher to anonymize their identities and responses to the questions. These strategies included the assignment of unique pseudonyms for each participant and the lack of connection to any one institution of higher education or program. Following the receipt and review of these documents, each participant signed and submitted an Informed Consent form (Appendix G). On the day of the interview, each individual participant authorized the researcher to digitally record the audio of the conversation. All interviews were transcribed by the researcher and reviewed for accuracy against the original recording. Six of the 15 study participants requested a copy of the interview transcript for their personal review and to check for accuracy of the recording of their comments. One participant requested a few nominal changes to the content based on their review. Documents related to adjunct faculty policies and procedures were collected from the universities that the participants were associated with and any identifying information was removed prior to analysis.

This research effort utilized an inductive analytical strategy to review the data collected and to identify any themes and patterns within that data (Miles & Huberman, 1994). A preliminary review of each interview transcript resulted in the identification of a series of 87 provisional codes that were refined further as data analysis continued. Codes can be defined as labels that are assigned to words or phrases within a piece of data that provide "units of meaning" to those words (Miles & Huberman, 1994, p. 56). Once developed, these codes were applied to the study data and then reviewed and revised numerous times to identify any potential redundant words or phrases. The final tally of codes came to 68 (Appendix H). Once this list was created and reviewed, the codes were categorized, creating four major themes and a series of subcodes, and then

applied to all data collected. The Presentation and Analysis of Data section, below,

provides the findings of this research study.

Population

The population for this study was adjunct faculty members and their supervisors

working for private non-profit colleges and universities in the United States. From this

population, a more manageable subset was selected "to which we intend to generalize the

results of the research" (McMillan & Schumacher, 2010, p. 129). The target population

for this research effort was adjunct faculty members and those who hire and manage them

currently employed by at least one four-year degree-granting non-profit private California

college or university that serve adult students. The National Center for Educational

Statistics' College Navigator reports that there are currently 54 institutes of higher

education that meet that criteria (NCES, n.d.).

Sample

The sample of a research study is "the group of subjects from whom the data are

collected" (McMillan & Schumacher, 2010, p. 129). The sample population for this study

consisted of adjunct faculty members and those who supervise them working for private,

non-profit, degree-granting institutions that serve adult students in Southern California.

This study utilized both purposeful and snowball sampling by seeking participants who

met the strict criteria for the sample population and then asking participants for referrals

to supervisors and other long-term adjunct faculty members. The researcher interviewed

individual adjunct faculty members from three different private non-profit universities in

Southern California as well as adjunct faculty supervisors from each of those universities.

Demographic Data

Demographic information provides some contextual information about the study sample including gender, age, number of years in their current position, and highest level of education achieved. Table 14 shows that seven of the ten adjunct faculty participants identified as male and three as female. Four of the five adjunct faculty supervisors identified as female.

Table 14. *Participant demographics: Gender*

Participant group	Male	Female
Adjunct faculty	7	3
Supervisor	1	4
Total (all categories)	8	7

Participants ranged in age from 35 to 69 years of age. Table 15 includes a summary of the ages of study participants.

Table 15. *Participant demographics: Age*

Participant group	30-39	40-49	50-59	60-69
Adjunct faculty	2	3	2	3
Supervisor	—	2	2	1
Total (all categories)	2	5	4	4

As shown in Table 16, half of the adjunct faculty participants involved in this study hold a doctorate degree and the other half a master's degree. All of those with a doctorate earned their degree in the field of either education or some type of leadership. Four of the five supervisor participants held a doctorate degree; the fifth, a master's.

Table 16. *Participant demographic information: Highest level of education*

Participant group	Master's degree	Doctorate degree
Adjunct faculty	5	5
Supervisor	1	4
Total (all categories)	6	9

Four of the adjunct faculty participants have worked in a part-time capacity for more than 15 years. As shown in Table 17, the other six adjunct faculty participants have worked part-time for between five and seven years.

Table 17. *Participant demographic information: Adjunct faculty number of years teaching part-time*

	5-9 years	10-14 years	15-19 years	20+ years
Number of participants	6	0	2	2

Table 18 shows the employment status of adjunct faculty participants. Of the ten study participants, seven currently work full-time in another field and three describe themselves as retired. Two individuals work in the field of K-12 education and four hold management-level positions in their industries.

Table 18. *Participant demographic information: Employment status of adjunct faculty*

	Working full-time	Retired
Number of participants	7	3

As shown in Table 19, each of the adjunct faculty supervisor participants has had at least two years in a supervisorial role, with one working in this capacity for over ten

years. Four of the five supervisors who participated in this study hold a concurrent position as a faculty member.

Table 19. *Participant demographics: Number of years supervising adjunct faculty*

	1-4 years	5-9 years	10+ years
Number of participants	2	1	2

As described in Chapter III, each participant was given a unique pseudonym by which they would be referred to in the study findings and results so that their responses could remain confidential. The list of pseudonyms and the role each is associated with is provided below in Table 20.

Table 20. *Participant roles and pseudonyms*

Participant	Pseudonym
Supervisor 1	Angela
Supervisor 2	Karen
Supervisor 3	Mary
Supervisor 4	Richard
Supervisor 5	Susan
Adjunct faculty member 1	Brian
Adjunct faculty member 2	Charles
Adjunct faculty member 3	David
Adjunct faculty member 4	James
Adjunct faculty member 5	Jennifer
Adjunct faculty member 6	Linda
Adjunct faculty member 7	Michael
Adjunct faculty member 8	Robert
Adjunct faculty member 9	Sarah
Adjunct faculty member 10	William

Presentation and Analysis of Data

The data and findings of this research effort are presented next. This information is organized to focus on the two central research questions and the five sub-research questions.

Research Question 1

What factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

An analysis of the data collected during this study yielded four major themes related to the central research question of this study: (a) relationships adjunct faculty encounter within the university community; (b) perceptions of adjunct faculty compensation and benefits; (c) the influence of a flexible work schedule on the adjunct faculty experience; and (d) the work of adjunct faculty. Table 21 presents these emergent themes, including the frequency of participant responses and number of sources.

Table 21. *Frequency of themes and sources from participant responses*

Theme	Sources	Frequency
Relationships adjunct faculty have with administrators, colleagues, and students	15	205
Perceptions of adjunct faculty compensation and benefits	15	148
The influence of a flexible work schedule on the adjunct faculty experience	15	140
The work of adjunct faculty	15	131

The artifacts collected for this study were also reviewed and the number of references to the emergent themes outlined above are presented as Table 22. These

documents—including adjunct faculty handbooks and policy addendums—were more

likely to reference the more tangible themes that emerged from the participant responses

like compensation and benefits or the day-to-day responsibilities of adjunct faculty

members. Fewer references were made to more abstract themes surrounding

relationships and scheduling. This data has been organized by frequency of references.

Table 22. *Frequency of themes and sources present in artifacts*

Theme	Sources	Frequency
Perceptions of adjunct faculty compensation and benefits	6	21
The work of adjunct faculty	4	18
Relationships adjunct faculty have with administrators, colleagues, and students	3	10
The influence of a flexible work schedule on the adjunct faculty experience	2	3

Relationships adjunct faculty have with administrators, colleagues, and

students. The relationships between adjunct faculty and members of their academic

community were referenced by participants more than any other topic and analysis of

each of the three adjunct faculty handbooks included information about how part-time

faculty interact are expected to interact with their administrators, colleagues, and

students. Analysis of the data showed that these connections—which can occur between

adjunct faculty, members of their university's administration, their colleagues, and their

students—have a notable influence on their decision to continue to work in a part-time

capacity. All 15 participants discussed their personal and professional interactions within

their academic communities and the ways that these relationships may affect a faculty

member's decision to continue on as an adjunct faculty member. Table 23 provides a

summary of the trends associated with this first theme.

Table 23. *Relationships adjunct faculty have with administrators, colleagues, and students*

Subthemes	Summary of Trends
Relationship with administrators	• Knowing someone prior to being hired
	• Hiring someone you know
	• Professional communications
	• Meetings and get-togethers
Relationship with colleagues	• Working with instructional designer
	• Sharing resources with colleagues
	• How career stage affects relationships
Relationship with students	• Working with students
	• Influence of student evaluations

   Knowing someone prior to being hired. All ten adjunct faculty participants

recalled that they were either personally recruited or encouraged to apply for their

teaching positions at the university by a current faculty or staff member. Most reported

that they were actively pursued for their teaching positions and that they knew their initial

university contact for many years, either in a professional or educational context. Some,

like Sarah, Brian, and Michael, developed relationships while working for a university in

a staff capacity that lead to their teaching positions. As staff member Sarah recalled, "I

knew some of the faculty in the department already and the chair of the department, at the

time, kept asking me…if I would be interested in teaching." Linda explained that her

former dissertation chair sought her out and that a position as an adjunct faculty member

"wasn't something that [she] was actively going looking for." For each of the long-term

adjunct faculty member participants, these collegial relationships led to their eventual employment.

Hiring someone you know. An artifact collected for this study outlined the roles that different administrators play in the hiring, evaluation, and supervision of adjunct faculty which emphasizes the importance of these relationships. From an administrative perspective, finding a new adjunct faculty member through an existing relationship can be beneficial when a program is looking for potential qualified candidates. As Angela described, supervisors like herself "talk to people that [they] know and see if there's anybody out there doing that work that might be interested in teaching" for the university. Another supervisor, Susan, confirmed that, when she is looking to hire new online adjunct faculty, résumés come in "from all over…[and] sometimes it's another faculty referring them." Although three of the five supervisor participants referenced using existing relationships to find new adjunct faculty, it was not evident from the data collected how much of an impact a referral from an existing faculty or staff member may have on an applicant's chance of being interviewed or selected for an adjunct faculty teaching position.

Professional communications. Adjunct faculty participants reported that their primary interactions with administrators are through electronic communications and most reported general satisfaction with the professional communications they receive. Based on his experiences, William stated that the administration at his university is "very effective about communicating with all of us about opportunities, about what we need to do...and they're very positive in their communications." As a supervisor, Angela explained the importance of regularly reaching out to adjunct faculty members who may

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not be on campus regularly or at all if they teach online. She shared that, in her opinion, these emails are opportunities to strengthen the relationships between the part-time faculty and the department and added that "you've got to keep in touch with everybody and remind them that you're there." Supervisor Mary concurred, adding that the full-time administrators and faculty in her department are "engaging with [adjunct faculty] all the time." However, there can be challenges involved in reaching out to hundreds of adjunct faculty members at a time across different departments and campuses. At her university, supervisor Karen explained that there have been times when department- or school-wide communications have been distributed too broadly and some adjunct faculty received information that did not apply to them. In her experience, "sometimes, [adjunct faculty] receive emails to things that they don't have access to or they're not part of that benefit package or something like that." Even in the face of those challenges, Angela stated that communicating well can help to retain adjunct faculty members and added that "it's communication, open communication, and honest communication that will keep people. I think that's very important to folks."

Meetings and get-togethers. University administrators that participated in this study reported that their departments offer informal meetings and casual get-togethers to support their relationships with the adjunct faculty in their departments. One artifact explained that full-time faculty at the university were responsible for organizing and overseeing these regularly-scheduled meetings. In many cases, supervisor participants discussed the positive results that they have seen as reflected by attendance at these events. These opportunities are often offered on weekends designed to encourage adjunct faculty who work full-time during the week to attend. However, according to adjunct

faculty participants, holding these events on weekends has introduced even more

scheduling conflicts on a day set aside for family. Adjunct faculty member Jennifer

pointed out that "being a parent, I usually have other things going on on Saturday

morning," so she is unable to attend these meetings. Supervisor Angela reflected that she

understands the time commitment already required of adjunct faculty and explained that,

since part-time faculty are not compensated for attendance, these events are "not

mandatory meetings. I wouldn't do that to them, anyway." The fact that these meetings

may be optional helps Sarah balance her workload as a full-time staff member also

teaching part-time: "I know that, with the meetings, I have the right to opt out of those

and I do sometimes because of the challenge of juggling everything." Those who attend

these meetings may be looking for more than just social interactions. As supervisor

Richard explained, adjunct faculty who attend these meetings may do so to show

initiative in the hopes of being hired for more courses.

    Working with an instructional designer. One of the most influential

administrative relationships that eight of the adjunct faculty participants noted is their

relationship with their university's instructional designers. These individuals—also

referred to by participants as course designers, course leads, and faculty mentors—may

be considered "subject matter experts" who are often in charge of the actual content and

design of the course. This relationship was emphasized in one of the adjunct faculty

handbooks which highlighted the importance of the relationship between adjunct faculty

members and the instructional designers assigned to the courses they teach. These

relationships originate when an adjunct faculty member is hired to teach a specific course

and continues on throughout that faculty member's time with the program as these

instructional designers are primary points of contact for course-related concerns. Multiple study participants explained that, once an adjunct faculty member has taught for a few years, these relationships become less instructional and more collaborative. Susan, a long-time supervisor, described this relationship as "more intense the first term" and suggested that "adjuncts become friends with the mentor and share" ideas. Charles talked about his experience as an adjunct faculty member stating that "we're asked to send observations we have [and] recommendations" to the instructional designer regularly. In cases like this, adjunct faculty may discover that this relationship allows them to have more input on the content of the course than those who do not have a strong relationship with the instructional designer. That being said, sometimes suggestions provided by adjunct faculty may not be implemented in a timely manner, or at all. Michael described his experience with a course that he was concerned with and stated, "It took me about two years, though, that just translates into teaching the class four times [until] the designer realized that, ok we need to overhaul this class, and so they set out to do that with some of your feedback, some of your input." This point was reinforced by Robert who explained that, after making numerous suggestions on ways to improve the courses he teaches over the years, "change is relatively slow to occur. In five years, I've seen the course has been revised once and my feedback was incorporated into that revision."

Sharing resources with colleagues. The spirit of collegiality amongst faculty can offer opportunities to share resources and teaching ideas with their peers. Sarah described the ways in which she and her fellow adjunct faculty members support each other in her program explaining that "we share, we collaborate." That spirit of collaboration was also mentioned by Charles who commented that he will often develop

resources for students in his classes to help support their understanding of the material and then he will "share it with the other instructors." Adjunct faculty member William, however, reported that, although he knows other instructors who teach the same course that he teaches, he does not "communicate directly with [them]" and shares any resources he comes across with the instructional designer. Adjunct faculty member Linda recalled a few times that she relied on her colleagues when the demands from her full-time job made it a challenge to help a student with an issue in a timely manner. In those situations, she declared, "I always know there's somebody I can reach out to to manage that work schedule if…something became overwhelming." This sharing of resources and support amongst professional colleagues was identified by about half of the adjunct faculty participants as a positive influence on their decision to continue working in a part-time capacity.

How career stage affects relationships. Although some adjunct faculty participants did not mention their colleagues at all during their interviews, an equal number reported that their relationships with their colleagues was one of the best parts of their job. Charles explained that many of the people he currently works with—including administrators and other faculty members, both full- and part-time—were friends before he was hired on as an adjunct faculty member, which is important to him. "This allows us to continue our friendship in a professional environment." Another adjunct faculty member, Linda, stated without hesitation that, she "love[s] the relationships" that she has with people working in her program and that opportunities to interact with them enable her to be "spending time with amazing people." It should be noted that all of the adjunct faculty participants who spoke positively about their relationships with their colleagues

were either (a) retirees who talked about the importance of the connections with peers or (b) faculty members working in new/newly-updated programs.

Working with students. Adjunct faculty participants reported that their most positive relationships are those they find working with their students. The connections that adjunct faculty build with students, whether on campus or online, were described by almost all faculty participants as the component of their job that is most fulfilling to them. All participants work for universities focus on adult learners which means that, as Susan explained, universities like hers "offer the evening classes and/or online classes, [so students] can keep their day job" while working towards their educational goals. These adult students were described by most participants in positive terms. Michael described the adult students that attend his classes as "very intelligent" and commented that their interactions benefit from the fact that these students have a "level of maturity and professional expertise…versus younger students or young adults." Overall, these relationships had an extremely positive influence on an adjunct faculty member's decision to continue working in a part-time capacity.

Influence of student evaluations. Student evaluations have a significant impact on the rehiring of adjunct faculty which, some participants identified as a possible concern when reflecting on their faculty-student relationships. One artifact, in particular, stated that teaching assignments for adjunct faculty members are at the discretion of administrative personnel and that those assignments are based, in part, on the data collected from student evaluations. Supervisor Mary, who is responsible for assigning faculty to courses each term, described how she utilizes these evaluations in her work:

I'm able to look and see what sort of feedback we have on that instructor

that we received and then, from that, I will place them in another course.

If, for some reason they didn't do so well, I'll move on to the next person

who did really well. I'm always looking for people that are engaged,

people that get good feedback from their students, and that sort of thing.

Susan, who supervises mostly online adjunct faculty, concurred by stating that,

when she assigns faculty to courses, "it's typically based on the student opinion

surveys of their courses. That's the main thing that we review, and how do

students perceive them as an instructor." As an adjunct himself, William shared

his experience with the impact of these student evaluations first-hand when

someone he had worked with was no longer teaching in his department. He

mentioned that "there are people who...are no longer working for the university,

and they never say why they're not working" although, he assumed, the decision

was because those individuals were not "a match" for the program.

Perceptions of adjunct faculty compensation and benefits. Participants

discussed compensation and benefits received by adjunct faculty almost 150 times during

their interviews, making it the second most-referenced theme to emerge from the data.

The vast majority of adjunct faculty participants reported that they were satisfied with

their financial compensation and were unconcerned with the lack of health or retirement

benefits available to them. With participants working at least five years as an adjunct

faculty member, this may be related to adjustments in the pay schedule over time.

Artifacts showed that, at one of the universities where participants teach, the

compensation for adjunct faculty work increases with time in service. Although

supervisor Angela expressed the opinion that money was "probably a driving force" for adjunct faculty continuing to work part-time, almost every participating faculty member stressed that, in Brian's words, compensation is "probably the least [important factor] I care about." Table 24 outlines the most prevalent trends associated with this theme.

Table 24. *Perceptions of adjunct faculty compensation and benefits*

Subthemes	Summary of Trends
Perception of compensation	• Unpaid work
	• Low pay
	• Money is unimportant
Perception of benefits	• Lack of benefits
	• Tuition discounts
	• Professional growth stipends

Unpaid work. Two categories of unpaid work were mentioned multiple times in participant interviews: meeting with students outside of class and attending unpaid events and meetings. Most adjunct faculty participants talked about their positive experiences informally meeting with students outside of class time, whether in a physical setting— such as a café—or online at a student's request. Adjunct faculty member Jennifer explained that these types of unpaid work opportunities are just part of the job:

> We're not in this so we can count hours, bill hours like a lawyer. We're in
> this to give back…For all the time that I am talking to a student on the
> phone, talking to a student through email, drafting letters of
> recommendation, that I do not get compensated for and that's just part of
> my job.

In her experience, adjunct faculty member Linda agreed and shared that, in addition to

spending one-on-one time with students, she often purchases materials that are not

required for the courses she teaches so that it will improve her teaching. She added:

> "I don't know that there is an educator in any system anywhere who isn't
>
> paying their own money and their own time in some way beyond what's
>
> required. That's why we got into being educators."

In addition to these student-focused efforts, adjunct faculty are also invited to regularly

attend department meetings, typically without receiving compensation for attendance.

Multiple supervisor participants commented that it is up to the adjunct faculty members

themselves whether or not to attend unpaid events since, as Angela explained, the

university cannot require attendance at these events. She continued, "if we require

adjuncts to do anything, legally, we have to pay them" but they may choose to attend so

that they "increase their visibility…to improve their career." Richard shared a similar

opinion stating that one of the motivations that adjunct faculty have for attending an

unpaid even would be that "they feel like, by them being seen, it shows that there's an

initiative there so that many that next course that I'd love to teach, they might assign it to

me because they see the director being there, too."

> ***Low pay.*** Supervisor participants like Richard and Angela described the

compensation that adjunct faculty receive at their universities as "not that great"

explaining that adjunct faculty "put in a lot more hours, really, than we pay them for."

Some supervisors also stressed that, if an adjunct faculty member was dissatisfied with

the compensation they received, they would not likely return. The adjunct faculty

participants interviewed for this study have all worked in this part-time capacity for at

least five years and, with little exception, they reported an overall satisfaction with the compensation they receive. Even when faculty adjunct participants reported that they only receive "a little bit of money" for their work, they tended to state that the money was not why they were teaching and identified it as one of the least important factors in their decision to continue working part-time.

Money is unimportant. All ten adjunct faculty participants reported that the money they earn teaching part-time is not their reason for teaching. Adjunct faculty member Linda described it this way: "I know that they put money into my account, which I'm very grateful for, but it's not my motivator." As Michael explained, he sees his work as an adjunct faculty member as "work candy" that is fun to do and, later, he exclaimed, "I can't believe they pay me to do this…I'd do it for free!" Even when the pay is described as unsatisfactory, adjunct faculty participants claimed time and again that money was unimportant to their choice to continue working as a part-time faculty member. For example, although Brian reported that he is less than satisfied with the compensation he receives, he considers his love of teaching more important. In his calculations, he explained,

> Probably, the net-net for the time and energy…it may not be worth it for
>
> me. As far as financially, I mean, if we're going to quantify hours and that
>
> kind of thing. But I really enjoy it and so that's kind of beside the point.

Sarah shared a similar sentiment adding that her love of teaching overrides the more negative aspect of being an adjunct: receiving low compensation. She further explained that the money did not matter and that "regardless of how much I'm getting paid, just because I enjoy doing it, I find a lot of joy in it and love the students."

Lack of benefits. Eight of the ten adjunct faculty participants declared that they receive no benefits from the universities for which they teach. Most, like Brian, described the compensation they are given for their work as a benefit stating that "the benefits, hard benefits, I don't really get, besides pay." This idea of compensation as benefit was further expressed by Jennifer who stated, "I don't receive any health benefits or any other additional benefits, besides monetary compensation." Two adjunct faculty member participants identified discounts on hardware and software as being benefits afforded to them due to their status as educators. Adjunct faculty participants who work for one university are also eligible for paid sick leave, although neither the faculty or supervisor participants from that school mentioned that benefit. All adjunct faculty participants agreed, though, that this lack of benefits did not negatively affect their decision to continue working in a part-time capacity because they received health and/or retirement benefits from their current and/or former employers.

Tuition discounts. Each of the five supervisor participants interviewed for this study specifically mentioned discounted tuition to attend classes at their universities as a notable benefit available to adjunct faculty. As explained by supervisor Richard, this tuition benefit depends on "how many courses [an adjunct faculty member] has taught in the past academic year." This relationship between number of classes taught and availability of this benefit was expanded on by Mary who shared that adjunct faculty at her university "get tuition remission for one class…after they've taught four classes." Supervisor Karen explained that adjunct faculty "can take classes at a discounted rate" while also mentioning that, at her university, full-time faculty are eligible for free tuition for themselves and their family members. A review of the artifacts collected for this

research effort confirmed that universities may offer discounted tuition for their adjunct faculty members and, at one, even their spouses and children can receive a discount on tuition. Adjunct faculty member David was the only faculty participant who mentioned discounted tuition as a potential benefit, although he quickly confessed, "I'm not going to do that so it's not necessary for me."

Professional growth stipends. Four of the five supervisor participants identified one particular benefit available to adjunct faculty members at their universities: professional growth stipends. As explained by these supervisors, these funds are available to attend or present at a conference or workshop under the condition that the adjunct faculty member is doing so as a representative of their university. Angela described these stipends as "limited" adding that adjunct faculty "have to apply for them, but they do exist." At Mary's university, adjunct faculty apply for the stipends and, if the application is approved, the department "will reimburse them for that professional development." A review of the artifacts gathered for this study showed that adjunct faculty members who teach graduate-level courses receive priority consideration for this stipend. Although almost every supervisor spoke about these professional development monies as a great benefit available for adjunct faculty, none of the adjunct faculty participants mentioned this in their interviews.

The influence of a flexible work schedule on the adjunct faculty experience. Participants in this study all agreed that the flexibility of the adjunct faculty work schedule was a key factor that influenced a faculty member's decision to continue working in a part-time capacity. Whether adjunct faculty participants also work full-time or are retired, each specifically mentioned the benefits of having a flexible work

schedule. Table 25 offers a brief summary of the trends associated with this third

emergent theme.

Table 25. *The influence of a flexible work schedule on the adjunct faculty experience*

Subthemes	Summary of Trends
Defining the work week	• Working nights and weekends
	• How schedule affects full-time job
	• Being available all the time
Controlling when you work	• Teaching opportunities
	• The cost of flexibility

Working nights and weekends. Seven of the ten adjunct faculty participants

currently work full-time in their chosen profession and each of them described similar

experiences of working nights throughout the week to perform their adjunct faculty

duties. This extension of regular workdays into "work nights" was a shared experience

for all working adjunct faculty participants. Sarah shared that, on the days that she

teaches on campus, adjunct faculty like herself go "straight from the office to the

classroom [to] teach a three-hour course." Nights are also busy for adjunct faculty

members who do not teach on campus like Linda who, although her classes take place

online, works with her students from 5-9pm after her "day job is done." Supervisor

Angela pointed out one potential negative result of working nights after working a full-

time shift explaining that

> If you're working or you're a parent, you can put the kids to bed and then
>
> go do your job. But it also means that you're not doing other things that
>
> you might be doing between 8 and 11:00 at night every night.

Adjunct faculty participants also reported spending time over the weekends preparing for classes, designing new materials, reviewing assignments, and grading. The flexible schedule of an adjunct faculty member was identified by all participants as being a positive influence in the decision to continue working part-time and most responses referenced the benefits of flexibility while also outlining the challenges associated with balancing multiple jobs. Michael summed up this balancing act in this way:

> Assuming you have, like myself, a full-time job, you…can only have time to do your teaching on certain hours outside of the normal workday. You have to rely a lot on getting stuff done either before your primary job or after your primary job or on the weekends.

How schedule affects full-time job. Those adjunct faculty participants who work full-time in their field talked about the ways that working part-time in addition to their regular job impacts that job. Adjunct faculty member Jennifer shared that she tends to fit her faculty work into the breaks of her full-time teaching position:

> I'm not the type to sit down and eat lunch. I got in trouble at school for not being social and coming to the teacher's lounge but I've used every minute of my day, all day, every day.

Michael commented that his full-time job is supportive of his part-time teaching which allows him "the flexibility to devote certain hours before and after work" to grading and completing other adjunct faculty tasks while at his desk. Supervisor participants frequently mentioned the challenges that adjunct faculty face when there are conflicts of scheduling and responsibilities. As Susan stated, "it's a lot of work to be an adjunct" so,

the onus is on the adjunct faculty member to figure out how best to manage their time so they "have time for [adjunct work] and family and their other job."

Teaching opportunities. All ten adjunct faculty participants reported that they were satisfied with the rehire process that their universities use to offer them classes and most described that process as "informal." The artifacts confirmed that adjunct faculty who receive good evaluations over time are not required to be reapproved by the administration to teach a course again. To that end, adjunct faculty who have been teaching classes in a department for multiple years tend to be rehired for those courses without having to apply again, however, as supervisor Richard explained, adjunct faculty "aren't guaranteed a teaching position every term." Although most participants, like William, described "just get(ting) asked every year" to teach a course again, there are situations where an adjunct may be asked to teach outside of their typical schedule. Multiple supervisor participants confirmed that these last-minute classes—which may be added due to unexpectedly high enrollment or a scheduling change—are often assigned within days of a class start date and will almost always be assigned to adjunct faculty members who have been teaching for the university for multiple terms. As Mary explained, "most of these people who have been teaching for us for a long time are fine with getting access to the course [materials] the night before." A few adjunct faculty participants in this study confirmed that they have been hired for one of these last-minute classes. When those opportunities are presented, faculty member William shared that he understands that supervisors tend to choose more experienced adjunct faculty and commented that "they have a pretty good handle on who the instructors are that they want that meet the criteria that they've established."

Being available all the time. Although adjunct faculty participants shared that

their faculty work is done mostly nights and weekends, almost all shared that they are

working on their faculty responsibilities and communicating with their students

throughout the day, almost every day. Like William, most noted that they are "in touch

with students probably on and off daily." Several participants stressed that this practice

of being available for students "on-demand" was what was required in today's academic

and technological environment. In his experience, Robert has found that:

> In today's world of technology, telling a student that you'll get back to
>
> them in 24 hours is kind of offensive to them and they expect
>
> instantaneous responses when they have questions.

Jennifer, a 15-year adjunct faculty veteran, explained that the flexibility of the adjunct

faculty work schedule was the most important factor in her decision to continue working

part-time. In her interview, she explained the impact of this work schedule on her life

this way:

> When you're busy all day [with full-time work and family], the parts of
>
> this job take up…the remaining minutes of what you have left. So, I'm
>
> working on the weekends, I'm working at night, I'm often emailing and
>
> responding to students at 6 a.m., on my lunch break. It really takes all of
>
> my available free time and fills it with student needs.

Supervisor participants agreed that student expectations and needs are the likely drivers

of this "reactive" communication model. There are challenges, of course, to being

available all the time and it is up to the faculty members themselves to set boundaries

with their students. During her interview, supervisor Mary commented that adjunct

faculty "are at the beck and call of students until you figure out how to communicate to them that you're not."

  The cost of flexibility. Although adjunct faculty and supervisor participants all specifically highlighted the positives of the flexible adjunct faculty work schedule, many also referenced the less positive aspects. Sarah talked about how her part-time teaching and full-time job affect her life:

> It's hard to go back-to-back. You're working full-time and you're an
>
> adjunct, running from one thing to the next, sometimes your brain is
>
> mentally somewhere else. You've gotta shift your focus really fast and the
>
> days can feel really long. Or you come home at night and you're kind of
>
> done with one thing but you still have grading to do and other stuff. So, it
>
> can be a little exhausting, at times, for sure.

Supervisors like Susan summarize this experience in this way: "They're juggling a lot of plates as adjunct faculty so, to have a day job and teach at night, can be difficult." Richard, a long-time supervisor and full-time faculty member, described many of the adjunct faculty he has worked with as being "workaholics." However, there may be another reason that adjunct faculty do not mind jugging so many responsibilities. Michael summed up his adjunct faculty experience in this way: "I enjoy doing it and that makes me not feel that I'm actually working when I'm maybe devoting hours before and after work or on the weekends to actually teaching."

  The work of adjunct faculty. The fourth most referenced theme revolved around the topic of the day-to-day work of adjunct faculty. All 15 participants in this study mentioned the tasks and responsibilities assigned to adjunct faculty at their

universities and shared details about the most and least rewarding parts of that work. The

"work of adjunct faculty" includes both formal and informal components and the most

referenced of these are listed as trends associated with this fourth emergent theme in

Table 26.

Table 26. *The work of adjunct faculty*

Subthemes	Summary of Trends
Formal work	• Providing grades and feedback
	• Communicating with students
	• Teaching and lecturing
	• Preparing for class
	• Teaching students with accommodations
Informal work	• Building personal connections with students
	• Working through challenges

Providing grades and feedback. The most referenced component of adjunct

faculty work requirements was to provide feedback to their students on the work that is

submitted. Multiple adjunct faculty participants spoke of using these opportunities to

support and encourage their students and, his introductory writing courses, Brian shared

that he uses these opportunities for feedback to encourage students and to "build them

up…as opposed to just tearing them down…like some of the teachers I had at my

school." William shared that he "enjoy[s] grading assignments and giving the students

feedback" because, even though he is teaching online most of the time, it is a way to

connect with students. In his experience, students appreciate the time he takes to give

that individualized feedback saying that, "students have commented like, 'Wow! You

give like two or three sentences for every assignment!'" In his 21-years of adjunct

faculty teaching experience, Charles has found that his students "really like to be given

feedback, to learn and improve." A few adjunct faculty—including David—admitted that, although grading is not their favorite part of the job, they "like[s] to give feedback, mostly on written work, papers." This was not an uncommon finding. Just over half of adjunct faculty participants identified grading as one of the least fulfilling parts of their jobs yet most of these confided that they enjoy providing feedback to students.

Communicating with students. The majority of adjunct faculty participants expressed that they interact with their students primarily through email and almost all adjunct faculty participants considered this a positive aspect of their job. Eighty percent of adjunct faculty participants reported that they typically send out an email every week reminding students of upcoming due dates and providing a look forward to looming deadlines. James shared that he communicates with his students in the online discussion forums for his classes "each day, a few times a day" while adjunct faculty member Brian reported emailing with students on a similar schedule. Communications with students may take place any day of the week, which most participants see as positive. In the artifacts collected for this study, the job duties of an adjunct faculty member include holding office hours either at set times each week or at the student's request. This requirement impacts the schedule of each adjunct faculty member differently. As David explained, his choice to be available to students throughout the day means that his adjunct faculty work schedule is "flexible, it allows me to be virtual, I can answer emails, [and] I don't have to have traditional office hours."

Teaching and lecturing. All ten adjunct faculty participants stated that the primary factor that has influenced their decision to continue working in a part-time capacity was their love of teaching and working with students. Michael described

teaching as the favorite part of his job because "it gives me the time to interact with the students to see them listening and understanding as I'm relaying information and seeing that engagement of having them ask questions and seek solutions." Supervisor participants also identified this sharing of professional knowledge as an important consideration for adjunct faculty. Angela explained that, in her experience, adjunct faculty "enjoy the subject matter expertise they may have and they enjoy sharing that with other folks." Adjunct faculty member Robert confessed that he prefers to teach at a physical campus rather than online so that he can better engage with his students. Like a handful of his colleagues, he most enjoys witnessing "aha moments" when a student "gets" a concept that has been a struggle and shared that he worries that, in preferring to teach in a traditional classroom, he is "becoming a dinosaur" and may not continue teaching part-time.

Preparing for class. Adjunct faculty participants talked positively about preparing for class each week and their comments highlighted the ways in which the workload of an adjunct faculty member changes over time. Multiple participants explained that, the longer an adjunct faculty member has been teaching a course, the less work it takes to teach that course each term. As supervisor Karen stated:

> There's a difference in the workload of someone who's a brand-new
> adjunct, first time teaching a course, the prep work that they have to do
> versus somebody who's been teaching the same course year after year
> after year. It's kind of a no-brainer for them. They don't spend a lot of
> time on prep work.

When classes have been taught by the same faculty member multiple times, Robert explained, "the workload isn't so bad because you can recycle most of your presentations, the courses themselves don't change as frequently." This was confirmed by adjunct faculty member Brian who shared:

> I probably do, at this point, maybe two hours of prep for the classes [each
> week], the slides, and looking at adjusting, because I'm kind of just
> iterating from before so I'm kind of making adjustments to the course from
> the last classes.

Adjunct faculty member Linda described this evolution of workload sharing that, with a few years of experience teaching the same courses, "you get better at it and more efficient at it, and you don't waste as much energy with stress and unnecessary things."

Teaching students with accommodations. When a student has the appropriate documentation, private nonprofit universities are required, like all others, to provide accommodations for those students. Universities may have different requirements for adjunct faculty responses to students with accommodations. Artifacts included examples of how to provide accommodations for students while also pointing out that the needs of each student are unique and should be discussed between the student and the faculty member. "Normally, we're given an accommodation email that says the student has the need to be accommodated," explained Brian. When those request for accommodations come in, some adjunct faculty participants reported feeling unprepared to handle the adjustments that need to be made. "I feel that I am not as well-equipped as I should be...for students that have special accommodations for the work that they do in the class," Michael declared. Multiple adjunct faculty participants mentioned that there were times

that students needed "special accommodations" but that there had been no "heads up" about how to provide those accommodations. Michael also wondered if, perhaps, there might be a "better venue to service these students…because the balancing act is kind of an added stressor" of his job as a part-time faculty member.

   Building personal connections with students. Connecting with students on a deeper level than just one of "teacher-student" is another meaningful part of the work that adjunct faculty participants mentioned as a large factor in their decision to continue working part-time. A notable trend that emerged from the data in this theme is that these connections can morph into personal and/or professional counseling and mentoring. Karen describes this mentoring role as critical to the student experience and her own: "You're really kind of helping to shape and mold people…making a difference in somebody's life." Brian shared his experience with mentoring students enrolled in his classes where "we would meet once a week at a coffee show or whatever by campus and connect" outside of the regular work day. David shared that, at times, "you can tell that there are people with emotional problems out there and I feel like I've…counseled people a little bit. Not in their personal life but just how to cope with certain things in their life." Adjunct faculty participants like Charles agreed, sharing that "there's a counseling function that goes on when you engage with students. It's really not a part of the job description but I think it's kind of a part of a reality of what we do." Building these personal relationships may also result in an adjunct faculty member offering guidance to students in a more career-driven direction. Robert explained that, in his field, which is "typically dry and boring," he makes an effort to actively engage students and make it more interesting which he considered "almost like a mentoring role." Sarah commented

that much of her time in the classroom might be viewed as professional mentoring where she tries to "really engage and get to know the students and help prepare them for what they're going to do after [graduation]." Almost all of the adjunct faculty participants agreed that these personal connections were extremely important to their decision to continue working part-time.

Working through challenges. Behavioral challenges in a physical or online classroom can disrupt the student-teacher relationship and participants mentioned that these challenges often have a negative impact on their decision to continue working in a part-time capacity. Facing behavioral issues in his classroom, adjunct faculty member Brian mentioned that he has had "a few students that I need to meet with after class or before class to provide some more strict guidelines as far as how we act in class." Some faculty participants noted that, particularly in the early days of teaching, these challenges can be difficult hurdle to overcome since they, more likely than not, do not have a background in teaching adult learners. A long-time supervisor, Richard spoke about the importance of mentoring new adjunct faculty who may not know how to engage students and/or manage a classroom. In his experience, adjunct faculty need to work harder to connect with students early on because "if you've made a real negative impression that first night, it's hard to get that back." Adjunct faculty member Charles explained that there have been times when he has had "a student that either can't or won't do what they're required to do for the classes." He wondered aloud why a student would enroll in university and "pay this money and then not do what you're supposed to do." However, as Michael pointed out, this is less likely to happen with adult students because they are "paying for the education versus getting a lot of federally-subsidized education so they're

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working hard to get what they're earning." He continued, "those students are the ones you generally want in a classroom because they're going to put as much effort into it as they are paying for."

Research Question 1a

How do adjunct faculty and their supervisors at non-profit universities describe the impact of autonomy and academic freedom on a faculty member's decision to continue to serve in the part-time role?

There were just over 90 references to autonomy and academic freedom provided by participants during their interviews, making it one of the least-referenced topics found in the data. Only one of the six artifacts collected for this research effort included a handful of references to academic freedom. The frequency and number of sources for these references are provided in Table 27. Each participant was asked to describe the amount of freedom that an adjunct faculty member has to personalize and update the courses they teach. The majority of those interviewed for this study are employed by

Table 27. *Frequency and sources related to autonomy and academic freedom (participants)*

Essential element of faculty work	Sources	Frequency
Autonomy and academic freedom	15	91

universities that utilize standardized curricula for courses with the goal of providing a consistent student experience across instructors. Participants explained that this means almost all course materials—including assignments, textbook selection, exams, and grading structures—are developed by an instructional designer and then distributed to the full- or part-time faculty members hired to teach the courses. For the most part, adjunct

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faculty member participants reported satisfaction with the amount of academic freedom they currently have.

With the curriculum, assignments, and course design set by the instructional designer, the amount of academic freedom that adjunct faculty have was described by participants using these standardized courses as the freedom to supplement the pre-designed curriculum with additional resources or add a bit of personalization to the materials. Adjunct faculty member Robert shared that, at his university,

> they develop the course, they provide the textbook, they format the exams, the questions, the homework. They say, "Here's the course, just deliver it and add in color with your real-world experiences and/or whatever makes you engage with the students."

Many faculty member participants expressed an understanding that this standardization is in place so that each student, regardless of who is teaching the course, is more likely to achieve the learning outcomes for that course. Fifteen-year veteran adjunct faculty member Jennifer explained it this way: "I think it's a perfect blend…we have some things that the university needs us to teach but then also we have the freedom to bring back the art of teaching."

Of the six artifacts collected for this study, only one referenced academic freedom. That artifact mentioned that, although adjunct faculty members have academic freedom in their classrooms, the university places equal importance on consistency within courses with different instructors. This aligns with the experiences of study participants and provides context for the working definition of academic freedom as the freedom to

amend or add to existing content that has been standardized by the university. Table 28 summarizes the frequency and sources related to this essential element of faculty work.

Table 28. *Frequency and sources related to autonomy and academic freedom (artifacts)*

Essential element of faculty work	Sources	Frequency
Autonomy and academic freedom	1	6

Research Question 1b

How do adjunct faculty and their supervisors at non-profit universities describe the impact of collegiality on a faculty member's decision to continue to serve in the part-time role?

Collegiality—including the hiring and rehiring processes used by universities and the relationships between adjunct faculty and their university communities—was referenced just over 300 times by study participants. The overwhelming majority of these references were in regard to the relationships that adjunct faculty have with their administrators, colleagues, and students which were referenced 205 times, making it the most frequently mentioned topic of discussion during participant interviews. As shown in Table 29, participants referenced their experiences with their university's hiring and rehiring processes 96 times.

Table 29. *Frequency and sources related to components of collegiality (participants)*

Essential element of faculty work	Sources	Frequency
Collegiality	20	322
Hiring and rehiring processes	19	107
Relationships with administrators, colleagues, and students	15	205

When asked to describe the amount of influence that the hiring and rehiring processes may have on an adjunct faculty member's decision to continue working in a part-time capacity, only a handful of participants described these processes as an important factor. Although adjunct faculty are not guaranteed a teaching position from term to term, almost all of the adjunct faculty participants shared that they were satisfied with the "informal" and "automated" rehire process wherein the faculty member is alerted by email when a teaching position is available for an upcoming term. In her supervisorial experience, though, Mary pointed out one particular way that the rehire process could negatively impact an adjunct faculty member's sense of collegiality:

> One of the biggest things that I know [adjunct faculty have] mentioned to
> me is they want to make sure that they are rehired frequently or brought
> back frequently. If they're not, if they don't get a sort of touch from us or
> an opportunity to teach, I think a lot of our instructors…they're going to
> go somewhere else.

The majority of participants agreed that relationships between adjunct faculty members and their university community are likely to be an important factor in an adjunct faculty member's decision to continue working part-time. Charles shared that, in his 20+-year experience as an adjunct faculty member, these relationships are meaningful to him and added that "feeling a part of a group of people that have a common purpose and a group of people that you like and care about…[is] a real important motivator for me." A few adjunct faculty members commented that, even though they feel their connection to the university is not very strong, they are satisfied with that level of connection. As David explained,

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I think, as much as I want to be, I feel part of the community…it's just

really up to me how much further I want to be engaged. They provide the

option and it's up to me to choose whether I want to engage more.

The components of collegiality were also referenced by five of the six artifacts

collected for this study and these references are included in Table 30 which offers a

breakdown of these data. Four of the documents included in this analysis explicitly

discussed the hiring and rehiring processes applicable to adjunct faculty positions. Three

artifacts provided information about the interactions between adjunct faculty and other

members of their university community.

Table 30. *Frequency and sources related to components of collegiality (artifacts)*

Essential element of faculty work	Sources	Frequency
Collegiality	5	21
Hiring and rehiring processes	4	11
Relationships with administrators, colleagues, and students	3	10

Research Question 1c

How do adjunct faculty and their supervisors at non-profit universities describe

the impact of employment equity on a faculty member's decision to continue to serve in

the part-time role?

Three main components of employment equity—the role and responsibilities of

adjunct faculty members, the compensation and benefits that adjunct faculty receive, and

the tools and resources provided by universities that support their adjunct faculty—were

referenced 383 times by participants. As shown in Table 31, compensation and benefits

were discussed just slightly more often than the role and responsibilities of adjunct faculty while tools and resources were mentioned significantly fewer times.

Table 31. *Frequency and sources related to components of employment equity (participants)*

Essential element of faculty work	Sources	Frequency
Employment equity	15	383
Role and responsibilities of adjunct faculty	15	131
Compensation and benefits	15	148
Tools and resources	15	104

The components of employment equity were referenced numerous times in the official documents gathered as artifacts during the data collection process. Table 32 offers an overview of the distribution of references. These documents outlined the job requirements of adjunct faculty members employed by these universities as well as the compensation and benefits available to these part-time employees. The artifacts also included some information about the tools and resources that universities have made available to their adjunct faculty.

Table 32. *Frequency and sources related to components of employment equity (artifacts)*

Essential element of faculty work	Sources	Frequency
Employment equity	6	51
Role and responsibilities of adjunct faculty	4	18
Compensation and benefits	6	21
Tools and resources	3	12

Role and responsibilities of adjunct faculty. The day-to-day work of an adjunct faculty member was identified by a significant number of participants as one of the most

important factors influencing an individual's decision to continue teaching part-time. Out of the 131 references to the role and responsibilities of adjunct faculty work, several participants specifically mentioned that being an adjunct faculty member is much easier than being a full-time faculty member. As supervisor Angela explained, they "can just focus on the teaching, for the most part" and not have the burden of other responsibilities. This aligns with Brian's experience who shared that, as an adjunct, he can "kind of say no to a lot of things." All adjunct faculty participants agreed that teaching, interacting with students, and providing feedback to students were all parts of the job that they enjoyed which positively impacted their decision to stay on as a part-time faculty member.

Compensation and benefits. Most of the participants agreed that the compensation and benefits adjunct faculty receive for their work was an important influence in a faculty member's decision to continue working part-time. In their 148 references to this topic, adjunct faculty participants reported a relatively positive level of satisfaction with the compensation they received for teaching courses in an adjunct faculty capacity. Participants reported being "happy" with the remuneration and called their compensation "adequate" and "fair". This was not surprising to supervisors like Richard who stated, "I don't hear people complaining about it. If they complained about it, they probably wouldn't be doing it." The two adjunct faculty participants that declared that their compensation was lower than they would have hoped followed up that statement by adding that compensation was not their primary reason for teaching so it did not affect their decision to continue working part-time. Most adjunct faculty participants stated that, beyond their pay for teaching, they received no benefits in their part-time

positions however, they added, this did not negatively impact their decision to continue working in a part-time capacity.

Tools and resources. The tools and resources that universities may have available to support their adjunct faculty population was seen by most participants as having a relatively low influence on an individual's decision to continue working as an adjunct faculty member. During the fifteen interviews, there were 104 references to this topic by the participants and the respondents identified 17 unique tools and resources that they know to be available to adjunct faculty. Almost two-thirds of the participants agreed that the most valuable tools and resources were the personalized contact information for faculty support, the pre-designed course and course materials, and the software available to interact with students online. As a group, adjunct faculty member participants expressed satisfaction with the resources available and, as James explained, "they provide me everything I need and hopefully I do a good job for them and we're both happy with that." Participants also emphasized their preference that any training or administrative resources be housed online so that they can be accessed on-demand.

Research Question 1d

How do adjunct faculty and their supervisors at non-profit universities describe the impact of flexibility on a faculty member's decision to continue to serve in the part-time role?

Flexibility was almost unanimously identified as the most influential individual factor in an adjunct faculty member's decision to continue working in a part-time capacity. In fact, nine of the ten adjunct faculty participants stated that flexibility was the single most important factor that impacts their decision to continue working in this part-

time role. As expressed in Table 33, this essential element was mentioned 140 times during the interviews.

Table 33. *Frequency and sources related to flexibility (participants)*

Essential element of faculty work	Sources	Frequency
Flexibility	15	140

Adjunct faculty participants who work full-time in another field shared similar experiences of integrating the responsibilities of their part-time teaching positions into their workday including working in the mornings and evenings before and after their full-time jobs as well as spending time on the weekends grading and preparing for the next week's work. Although this expansion of their working hours into their previously available free time was seen by most supervisors like Angela as not allowing adjunct faculty to "get enough downtime," Brian expressed the most common adjunct faculty participant opinion that using that time to prepare for classes, teach, grade student work, and interact with students "impacts [his] life minimally" and "doesn't impact [his] family." Many adjunct faculty participants also discussed the value of flexibility in terms of not being tied down to one location and being able to work from anywhere. As James explained, he travels around the country regularly and "if I didn't have that flexibility, the times of the year I would be capable of [teaching] would be very limited."

The topic of the flexibility of the adjunct faculty work schedule was rarely referenced in the artifacts collected for this study. Of the two documents that do mention this topic, there were only three total references. Table 34 summarizes this information. Each of the references noted were related to the expectations of the university as to the ways that adjunct faculty should make themselves available to their students.

Table 34. *Frequency and sources related to flexibility (artifacts)*

Essential element of faculty work	Sources	Frequency
Flexibility	2	3

Research Question 1e

How do adjunct faculty and their supervisors at non-profit universities describe the impact of professional growth on a faculty member's decision to continue to serve in the part-time role?

Professional growth was identified as one of the least important factors in an adjunct faculty member's decision to continue to work in a part-time capacity. Two main components of professional growth—opportunities for professional growth available to adjunct faculty and the ways in which adjunct faculty work is evaluated—were directly addressed by interview questions. The frequency of participant references to each of these components is listed in Table 35.

Table 35. *Frequency and sources related to components of professional growth (participants)*

Essential element of faculty work	Sources	Frequency
Professional growth	15	218
Professional growth opportunities	15	106
Work evaluation	15	112

Professional growth opportunities available to adjunct faculty were noted multiple times in three of the artifacts gathered for this study. Some artifacts indicated that adjunct faculty members are required to complete regular trainings through the university as part of their job duties. The ways in which adjunct faculty work is evaluated was also

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referenced in these documents. The frequency the references to each of these

components across all artifacts is listed in Table 36.

Table 36. *Frequency and sources related to components of employment equity (artifacts)*

Essential element of faculty work	Sources	Frequency
Professional growth	3	19
Professional growth opportunities	3	10
Work evaluation	3	9

Professional growth opportunities. A review of the artifacts collected for this

study showed that adjunct faculty are required to attend professional development

trainings and faculty meetings as part of their job duties. Participants were asked to

describe their experiences with the professional growth opportunities available to adjunct

faculty members and, throughout their interviews, they referred to these opportunities just

over 100 times. Three adjunct faculty members who teach for the same university

declared that their school does "an incredible job" with these opportunities however more

than half of adjunct faculty participants commented that they did not know of any

professional growth opportunities provided by their universities or were not interested in

pursuing any professional growth. Adjunct faculty member David stated that, although

his university does offer some professional growth, he hasn't "encountered anything that

[he] would believe would further develop [him]" as a faculty member. Supervisor

participants stressed that, although their adjunct faculty are invited to attend numerous

informal get-togethers to support their professional growth, attendance is not mandatory

so many adjunct faculty choose not to attend. Regardless of the availability or lack

thereof, the majority of participants declared that professional growth opportunities do

not have much influence on an adjunct faculty member's decision to continue working part-time.

Work evaluation. The ways in which adjunct faculty work is evaluated were referenced 112 times during participant interviews. According to all fifteen participants, numerical ratings and written feedback about instructor performance provided by students are the primary tools used by administrators to evaluate the of adjunct faculty. Artifacts collected for this study confirmed that student evaluations are the primary way that adjunct faculty work is evaluated although observations of adjunct faculty work may also be conducted by full-time faculty or administrators in a supervisory position. Though some participants wondered how effective these evaluations were in the weeding out of unsuccessful adjunct faculty, most agreed that, as David explained, if a faculty member is not "performing well for students…[they're] not going to get classes" in the future. That was confirmed by supervisors like Susan who pointed out that "if the majority of [the student evaluations] were negative on an adjunct faculty member, we probably would not rehire them." Participants also mentioned that their departments have also tried to incorporate annual observations by full-time faculty although that practice was discussed much less often. Across all topics and participants, work evaluation was identified as one of the least important factors in an adjunct faculty member's decision to continue to work in a part-time capacity.

Research Question 2

What differences exist between the perceptions of adjunct faculty and their supervisors on factors which impact the decision of adjunct faculty to continue to serve in that role?

When discussing the factors that impact an adjunct faculty member's decision to continue working in a part-time role, most participants concurred with one another on which were influential. Participants agreed that the relationships adjunct faculty share within their university community and the flexibility of the adjunct faculty work schedule were two of the most significant factors in that decision. They also agreed that the ways adjunct faculty work is evaluated and the rehire process were much less influential. There were, however, three instances where the perceptions of adjunct faculty members differed from that of their supervisors, each of which is discussed below.

Connection between adjunct faculty members and the university. One noteworthy topic that was perceived differently between adjunct faculty and their supervisors was the connection between the adjunct faculty members and the university. The five supervisors who participated in this study were asked whether or not they believe that adjunct faculty are part of the university community. All of the supervisor participants agreed that adjunct faculty are an integral part of this community and Mary explained that she sees the relationship as one of reliance adding that "we would not be able to do what we do without them." Long-time supervisor Susan, on the other hand, viewed the connection between the university and its adjunct faculty on a more personal level: "They are our family and they need to be involved and are involved in the community at large. We definitely value their participation in our programs. We couldn't have programs without them." Richard agreed and explained that, on his campus, administrators like himself "like to make [adjunct faculty] feel really, really welcome. So, we make them part of the family."

In their interviews, adjunct faculty participants were asked how they would describe the relationship between themselves and the university and, although half of the respondents talked about their positive experiences as part of a community, the other half had somewhat less positive things to say. Adjunct faculty member Sarah noted that "as an adjunct, I feel like I have a good relationship with the university. I've had a positive experience throughout my teaching." Charles, who has been teaching as an adjunct for over 20 years, explained that, "as an adjunct, I feel like I'm viewed as part of the team." Five adjunct faculty participants talked about their relationship to the university in more distant, business-like terms. James, who has seven years of adjunct teaching experience, described this relationship thusly: "The word I use would seem like a bad word, but really isn't, it's remote... but remote in a good way." David and Robert agreed with this more practical distinction, describing their relationships with the university as "mutually beneficial" and "an employer/contract employee relationship."

Academic freedom. Another topic where there was a distinct difference between the perceptions of these two groups was in the area of academic freedom. Eight out of the ten adjunct faculty member participants stated that they do not have much academic freedom while the other two clarified that they have quite a bit of academic freedom, within certain parameters. During their interviews, these faculty reported that they were generally satisfied with the amount of academic freedom they have, even though they explained that they do not have much academic freedom. Since the curriculum has already been developed, faculty member Michael commented that "you are basically there as a facilitator—as an instructor—to impart knowledge and information and clarification on information." This works well for him because, "it does make things a

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lot easier because you don't have to do a lot of the creative aspects of figuring out the delivery system, figuring out what course content to deliver to the students each week." Robert agrees: "I really like the fact that I don't have to build. If I, as an adjunct, had to actually develop the course, I don't know that I would take on the topic because it becomes too intensive. From my perspective, I'm not a course developer. That's not my background."

Supervisor participants, on the other hand, expressed the opinion that academic freedom was an important factor in an adjunct faculty member's choice to continue working part-time. Supervisor participants described a range in levels of academic freedom from "some" to "significant" based on the course, the department, the assignment, and/or the relationship with the instructional designer. Angela shared her belief that "the stricter you get with not allowing people to touch the course, the fewer people are going to stay long-term. Because we [educators] get into this kind of work because we like autonomy and because we have things to say." Another supervisor, Karen, agreed explaining that, when schools interfere with an adjunct faculty member's academic freedom, those faculty members "might not want to continue" working in that part-time role. In contrast to the position taken by the supervisors, adjunct faculty participants reported that, for the most part, they are satisfied with the amount of academic freedom that they have under the current system. Michael shared that he is "happy with the amount of control that [he has]" while David noted that he has "never felt like [he] needed to make a change" to the classes he has taught.

Benefits. The benefits available to adjunct faculty members were another area where there was a perceptible difference between the perceptions that adjunct faculty

participants hold compared to those of their supervisors. Although all participants agreed

that adjunct faculty members receive no traditional benefits like health insurance or

retirement packages through their part-time work, supervisors provided information about

a handful of benefits available at their universities. Four of the five supervisor

participants mentioned discounted tuition for courses—known as tuition remission—as

an important benefit available to adjunct faculty however only one adjunct faculty

participant referenced that in their interview. Most supervisor participants also

mentioned that some adjunct faculty—typically those teaching master's level classes or

higher—are eligible to apply for funds so that they may attend or present at conferences.

None of the adjunct faculty participants identified that benefit as being available to them.

Research Question 2a

What factors, as perceived by adjunct faculty at non-profit universities, had the

greatest impact on their decision to continue to serve in the part-time role?

Table 37 provides a breakdown of frequency of references to themes made by

participants, based on their category and sorted by the number of times adjunct faculty

referenced those themes. Adjunct faculty participants discussed the relationships that

they have within their academic community more than any other topic during their

interviews followed by the flexibility of their work schedule. The least noted theme

referenced by adjunct faculty participants was the availability of professional growth

opportunities.

Table 37. *Frequency of themes sorted by number of references by adjunct faculty*

Theme	Adjunct faculty	Supervisor	Total
		Participant category	
Relationships adjunct faculty have with administrators, colleagues, and students	124	81	205
The influence of a flexible work schedule on the adjunct faculty experience	105	35	140
The work of adjunct faculty	96	35	131
Perceptions of adjunct faculty compensation and benefits	88	60	148
How adjunct faculty work is evaluated	71	41	112
Tools and resources available to adjunct faculty	64	40	104
Perception of academic freedom	62	29	91
Availability of professional growth opportunities	55	51	106

referenced those themes. Adjunct faculty participants discussed the relationships that they have within their academic community more than any other topic during their interviews followed by the flexibility of their work schedule. The least noted theme referenced by adjunct faculty participants was the availability of professional growth opportunities.

Research Question 2b

What factors, as perceived by supervisors of adjunct faculty at non-profit universities, had the greatest impact on their decision to continue to serve in the part-time role?

Table 38 provides a breakdown of frequency of references to themes made by participants, based on their category and sorted by the number of times supervisors

Table 38. *Frequency of themes sorted by number of references by supervisors*

Theme	Participant category		Total
	Adjunct faculty	Supervisor	
Relationships adjunct faculty have with administrators, colleagues, and students	124	81	205
Perceptions of adjunct faculty compensation and benefits	88	60	148
Availability of professional growth opportunities	55	51	106
How adjunct faculty work is evaluated	71	41	112
Tools and resources available to adjunct faculty	64	40	104
The influence of a flexible work schedule on the adjunct faculty experience	105	35	140
The work of adjunct faculty	96	35	131
Perception of academic freedom	62	29	91

referenced those themes. Supervisor participants discussed the relationships that adjunct faculty have within their academic community more than any other topic during their interviews followed by the compensation and benefits that these part-time faculty members receive. The least noted them referenced by supervisor participants was academic freedom.

Summary

Chapter IV began with a brief overview of the purpose statement, research questions, and research methods and data collection procedures. This was followed by a review of the population, sample, and demographic data for the 15 research participants including adjunct faculty and their supervisors. An analysis of the data identified four emergent themes, each of which influenced an adjunct faculty member's decision to

continue working in a part-time capacity. All participants referenced (a) relationships adjunct faculty have with administrators, colleagues, and students, (b) perceptions of adjunct faculty compensation and benefits, (c) the influence of a flexible work schedule on the adjunct faculty experience, and (d) the work of adjunct faculty. Data gathered from the artifacts provided by participants—including adjunct faculty handbooks—were also incorporated into this analysis.

Adjunct faculty and their supervisors agreed that the relationships adjunct faculty have with administrators, colleagues, and students have a positive influence on their decision to continue working part-time. The compensation that adjunct faculty receive for their work was seen by almost all faculty participants as unimportant in their continued employment and most agreed that they receive no benefits for their part-time work. The flexibility to work any time and in any location was described as the primary reason that adjunct faculty members continue working in a part-time capacity and their experiences with teaching and working with students was another positive influence on that decision. There were three distinct areas where there were differences in perception between faculty members and their supervisors: (a) the connection between adjunct faculty and the university as a whole, (b) the importance of academic freedom, and (c) the benefits available to adjunct faculty.

Chapter IV includes an analysis of the findings of this study as well as implications for action, recommendations for further research, and conclusions drawn from these findings.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Adjunct faculty make up the majority of the instructional faculty at most colleges and universities in the United States (Snyder et al., 2016) and the number of part-time faculty working in the U.S. increased by over 160% from 1991 to 2011 (Kena et al., 2015). Although adjunct faculty members have reported that they dissatisfaction with their working conditions (AFT, 2010; Bates, 2012; CCCSE, 2014; Christensen, 2008; CAW, 2012; Thompson, 2013), many have held their part-time teaching positions for more than five years (Forbes, Hickey, & White, 2010). Little is known about what leads these adjunct faculty to decide to continue teaching part-time. This study explored the ways that adjunct faculty and their supervisors described the factors that influence a long-term adjunct faculty member's decision to continue working in a part-time capacity. The chapter opens with a restatement of the purpose of the study, the research questions, and a brief summary of the research methods, population, and study sample. This is followed by a summary of the key findings for each research question as well as the unexpected findings that emerged during data analysis. Additional insights drawn from the findings are presented as conclusions and the implications of these findings are summarized. After a review of the recommendations for further research, this chapter concludes with personal remarks and reflections on this study made by the researcher.

Purpose Statement

The purpose of this qualitative study was to describe and explore what factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role.

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A secondary purpose of the study was to explore differences between the perceptions of adjunct faculty and those who hire and manage adjunct faculty with regard to factors which impact decision-making for adjunct faculty to serve in that role.

Research Questions

Two central research questions will guide this research effort:

1. What factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

    a. How do adjunct faculty and their supervisors at non-profit universities describe the impact of autonomy and academic freedom on a faculty member's decision to continue to serve in the part-time role?

    b. How do adjunct faculty and their supervisors at non-profit universities describe the impact of collegiality on a faculty member's decision to continue to serve in the part-time role?

    c. How do adjunct faculty and their supervisors at non-profit universities describe the impact of employment equity on a faculty member's decision to continue to serve in the part-time role?

    d. How do adjunct faculty and their supervisors at non-profit universities describe the impact of flexibility on a faculty member's decision to continue to serve in the part-time role?

e. How do adjunct faculty and their supervisors at non-profit universities describe the impact of professional growth on a faculty member's decision to continue to serve in the part-time role?

2. What differences exist between the perceptions of adjunct faculty and their supervisors on factors which impact the decision of adjunct faculty to continue to serve in that role?

    a. What factors, as perceived by adjunct faculty at non-profit universities, had the greatest impact on their decision to continue to serve in the part-time role?

    b. What factors, as perceived by supervisors of adjunct faculty at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

Methodology

This qualitative study utilized a phenomenological approach to describe and explore the experiences of long-term adjunct faculty and their supervisors at non-profit universities. Data were collected through standardized, semi-structured interviews and document review. An interview guide which included a series of predetermined questions designed to align with the research questions for this study was employed to obtain in-depth information about the perceptions that adjunct faculty hold about the factors that impact their decision to continue working as an adjunct faculty member.

The research questions, research design, and interview guide utilized for this study were all approved by the Brandman University Institutional Review Board on September 25, 2017 (Appendix D). Study participants were provided with documents

outlining their rights as participants and explaining the steps taken by the researcher to anonymize their identities and responses to the questions. These strategies included the assignment of unique pseudonyms for each participant and the lack of connection to any one institution of higher education or program. Following the receipt and review of these documents, each participant signed and submitted an Informed Consent form (Appendix G). On the day of the interview, each individual participant authorized the researcher to digitally record the audio of the conversation. All interviews were transcribed by the researcher and reviewed for accuracy against the original recording. Six of the 15 study participants requested a copy of the interview transcript for their personal review and to check for accuracy of the recording of their comments. One participant requested a few nominal changes to the content based on their review. Documents related to adjunct faculty policies and procedures were collected from the universities that the participants were associated with and any identifying information was removed prior to analysis.

This research effort utilized an inductive analytical strategy to review the data collected and to identify any themes and patterns within that data (Miles & Huberman, 1994). A preliminary review of each interview transcript resulted in the identification of a series of 87 provisional codes that were refined further as data analysis continued. Codes can be defined as labels that are assigned to words or phrases within a piece of data that provide "units of meaning" to those words (Miles & Huberman, 1994, p. 56). Once developed, these codes were applied to the study data and then reviewed and revised numerous times to identify any potential redundant words or phrases. The final tally of codes came to 68 (Appendix H). Once this list was created and reviewed, the

codes were categorized, creating four major themes and a series of subcodes, and then applied to all data collected.

Population

The population for this study was adjunct faculty members and their supervisors working for private non-profit colleges and universities in the United States. From this population, a more manageable subset was selected "to which we intend to generalize the results of the research" (McMillan & Schumacher, 2010, p. 129). The target population for this research effort was adjunct faculty members and those who hire and manage them currently employed by at least one four-year degree-granting non-profit private California college or university that serve adult students. The National Center for Educational Statistics' College Navigator reports that there are currently 54 institutes of higher education that meet that criteria (NCES, n.d.).

Sample

The sample of a research study is "the group of subjects from whom the data are collected" (McMillan & Schumacher, 2010, p. 129). The sample population for this study consisted of adjunct faculty members and those who supervise them working for private, non-profit, degree-granting institutions that serve adult students in Southern California. This study utilized both purposeful and snowball sampling by seeking participants who met the strict criteria for the sample population and then asking participants for referrals to supervisors and other long-term adjunct faculty members. The researcher interviewed individual adjunct faculty members from three different private non-profit universities in Southern California as well as adjunct faculty supervisors from each of those universities.

Major Findings

The major findings presented below have been compiled from the collection and analysis of the data and are organized by research question.

Research Question 1

What factors, as perceived by adjunct faculty and their supervisors at non-profit universities, had the greatest impact on a faculty member's decision to continue to serve in the part-time role?

Major finding 1. The relationships adjunct faculty members have with administrators, colleagues, and students were referenced most often by study participants and, as a whole, these relationships have the most notable influence on their decision to continue to serve in a part-time role. This aligns with Gappa, Austin, and Trice's description of the benefits of a positive, collegial, academic environment:

> When people feel that they are included in [their academic] community in explicit, implicit, and symbolic ways, they feel that they are respected, that they belong, and that they have sufficient status.

The perceptions of participants in this study show that, when their collegial relationships are positive, adjunct faculty members feel more connected to the university community. This finding is consistent with earlier research which found that the adjunct faculty experience of organizational culture is set at the department level by both the administrators and full-time faculty (Kezar, 2013). Overwhelmingly, participants described the relationships between adjunct faculty and students as most influential to their decision confirming the findings of multiple studies wherein adjunct faculty love to work with and support their students (AFT, 2010; Hoyt, 2012; Waltman et al., 2012).

Major finding 2. The compensation and benefits that long-term adjunct faculty members receive for their work were seen by most faculty participants as satisfactory and not influential in their decision to continue working part-time. In the higher education community, there is an unspoken understanding that adjunct faculty members earn a fraction of the money that full-time faculty make (AAUP, 2008; Caruth & Caruth, 2013; Curtis & Thornton, 2013; Kezar et al., 2014) and many participants agreed that their pay could be improved. However, all long-term adjunct faculty participants stated that they pursued this part-time position for reasons other than financial compensation and, for the most part, they are unconcerned with the amount of money they make each month. The findings of this research effort are in line with those studies that concluded that, even when they feel undercompensated, adjunct faculty members are satisfied with their pay (AFT, 2010; Eagan et al., 2014). This illustrates the contradiction in the literature between the actual compensation adjunct faculty receive and the perception that these adjunct faculty are not troubled by low compensation.

Major finding 3. The third major finding of this study is that the flexibility of the adjunct faculty work schedule is one of the most important factors influencing their decision to continue working part-time. The ability to perform their job duties from anywhere, at any time, while also working a full-time job or enjoying their retirement was seen by participants as a positive influence on this decision. This finding supports the theoretical framework developed by Gappa, Austin, and Trice (2007) who consider autonomy and flexibility to be part of the essential elements of faculty work wherein an individual is free to find their own balance between their work and any other personal or professional responsibilities. Most adjunct faculty participants reported that there are

very few downsides to being "on call" at all times which to some extent, which is at odds with existing literature that primarily focuses on the negative implications of this flexible work schedule (Adjunct Action, 2014; Gappa et al., 2005; Kezar, 2013; McLean, 2006; Waltman et al., 2012).

   Major finding 4. As a group, long-term adjunct faculty do not consider their academic freedom limited by the use of standardized curriculum and are satisfied with the amount of academic freedom they currently have. These faculty members perceive that they have few opportunities to make changes to curriculum in their current teaching positions however they also report that this is not a major influence on their decision to continue working part-time. This finding is at odds with those of Kezar (2013) who reported that long-term adjunct faculty, in particular, are dissatisfied by the restrictions inherent in the use of pre-designed curriculum. This research effort found that the relative constraints that may be placed on adjunct faculty who are using standardized curriculum are mitigated by the benefit of not having to develop their own course materials. The utilization of standardized curriculum did lead some adjunct faculty members, however, to consider themselves "facilitators" as opposed to "educators" or "professors," confirming the earlier findings of Neely and Tucker (2010).

   Major finding 5. There is widespread agreement amongst participants that there should be improvements made to the current adjunct faculty evaluation process. Confirming the findings of Waltman et al. (2012), this study found that, across departments and disciplines, the evaluation of adjunct faculty work is done almost exclusively in the form of student evaluations. Although each participant made note of the need to improve the current evaluation system, they also agreed that the current

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system did not negatively impact their decision to teach in a part-time capacity. Many

participants shared that they are concerned by the impact student evaluations have on the

decision to rehire them and supervisors confirmed that these student evaluations are the

primary tool they use to determine who will teach a class each term. This brings into

focus the potential negative implication that a student who disagrees with the statements

made by an adjunct faculty member could cost them their position.

Research Question 2

What differences exist between the perceptions of adjunct faculty and their

supervisors on factors which impact the decision of adjunct faculty to continue to serve in

that role?

Major finding 6. Researchers agree that it is important to integrate adjunct

faculty into the culture of the organization (Baron-Nixon, 2007; Green, 2007) and the

supervisors who participated in this study believe that their universities are meeting that

goal. While all supervisor participants stated that they perceive adjunct faculty as an

integral part of the university community, only half of the adjunct faculty interviewed

shared that perception. Previous studies have shown that adjunct faculty members may

feel undervalued by the full-time faculty and administrators at their universities making

them unengaged from the wider community (Dolan, 2011; Fusch, 2012; Kezar et al.,

2014; Waltman et al., 2012). Although not all adjunct faculty participants recognized this

connection, all but one stated that they intend to continue working in a part-time capacity

for at least the next five years.

Major finding 7. Five of the seven adjunct faculty participants who work full-

time in their field stated that they do not want or need any additional professional growth

and were not interested in attending them in the future. The three participants who are

retired from their previous careers shared that they enjoyed these trainings and that the

availability of professional growth opportunities positively influenced their decision to

continue working part-time. Taken together, this finding suggests that there is a variation

in professional growth preferences based on their adjunct faculty category, in this case,

specialists and career-enders (Gappa & Leslie, 1993). Supervisors placed significantly

more value on the impact of professional growth opportunities than did adjunct faculty.

This finding is consistent with the review of literature which has shown that there are

benefits to faculty retention when adjunct faculty participate regularly in professional

development (Caruth & Caruth, 2013; Halcrow & Olsen, 2008; Hoyt, 2012; Jacoby,

2006).

Unexpected Findings

In review, the findings that emerged from this study are broadly consistent with

those of previous research efforts. Considering that there is only a small body of research

available on the preferences and perceptions of long-term adjunct faculty members

(AAUP, 2008; AFT, 2010; Forbes et al., 2010; Kezar, 2012; Street et al., 2012), this

study resulted in a handful of unexpected findings.

Unexpected Finding 1

In their 1993 book, Gappa and Leslie identified four distinct categories of adjunct

faculty—aspiring academics, career-enders, freelancers, and specialists—and, in this

study of long-term adjunct faculty members, only two of those groups were represented

within the sample: career-enders and specialists. All but one of the long-term adjunct

faculty members who participated in this study reported that they are not, and never were,

an aspiring academic who is interested in a full-time faculty position. This is consistent

with the findings of a previous study which concluded that the longer an adjunct faculty

member had been teaching in a part-time capacity, the less likely they were to be

interested in a full-time faculty position (AFT, 2010). The lack of participants who fall

into the freelancer category was also unexpected as this group, often referred to as

"freeway fliers," are regularly studied and discussed in the literature (Christensen, 2008;

House Committee, 2014; Kezar, 2012).

Unexpected Finding 2

Long-term adjunct faculty working with new and/or recently-reorganized

programs reported much higher levels of satisfaction with their work environment and

desire to continue working in a part-time capacity than those participants who work in

older, more traditional programs. This was illustrated by the experiences of three adjunct

faculty members working in programs under five years old as well as those who worked

both before and after a program transitioned to a new, updated format. These participants

spoke highly of their administrators, the resources they have available, and general

feeling that they are an important part of their departments. This confirms the findings of

Kezar (2013) who reported that adjunct faculty members in departments that exhibit an

inclusive culture, like those in updated programs, felt "respected and treated as

colleagues" and were, therefore, more likely to a "greater willingness to go above and

beyond what they were paid to do" (p. 172).

Unexpected Finding 3

The decrease in adjunct faculty workload that occurs over time was recognized by

multiple participants as a benefit of staying on as an adjunct faculty member for multiple

years. Participants recalled their early days as an adjunct, learning the processes and

identifying the potential pitfalls of teaching adult learners which took up more time than

they currently spend. After a number of years, their personal system has been put in

place and, as explained by participants in an earlier study, "the courses just run

themselves" (Bedford, 2009). There will always be a need for grading, discussion

participation, and communicating with students but long-term adjunct faculty have

developed systems for running their courses which decreases the number of hours it takes

to fulfill their responsibilities. This may explain the displeasure that two adjunct faculty

participants expressed in being required to make adjustments to assignments and modes

of content delivery when a student requires an accommodation.

Conclusions

The findings of this study align in many ways with the review of literature with

respect to the working conditions and preferences of adjunct faculty. The essential

elements of faculty work (Gappa et. al., 2007) acted as the theoretical framework of this

study and each of these elements—academic freedom, collegiality, employment equity,

flexibility, and professional growth—was discussed by participants. Collegiality and

flexibility were noted as being decidedly impactful on an adjunct faculty member's

decision to continue working part-time compared to academic freedom and professional

growth. Based on the review of literature and the findings of this study, the following

conclusions are offered:

1. Long-term adjunct faculty place a positive value on their relationships with

    administrators, colleagues, and students and the literature confirms that these

    relationships have a notable influence on the overall job satisfaction of adjunct

faculty (AFT, 2010; Hoyt, 2012; Waltman et al. 2012). In the absence of positive collegial relationships with administrators and full-time faculty, adjunct faculty may feel left out of their university community and choose to leave their positions (Kezar, 2013).

2. Adjunct faculty who have been teaching in a part-time capacity for at least five years do not teach for financial reasons. Although compensation and benefits would seem to factor into a decision to perform a job, long-term adjunct faculty place a higher value including being a part of a community, sharing their professional knowledge, and working with and mentoring students. This aligns with earlier findings which showed that adjunct faculty members may consider their compensation low, their job satisfaction is not influenced by money (AFT, 2010, Eagan et al., 2014).

3. Long-term adjunct faculty have found ways to successfully integrate the demands of adjunct teaching into their personal and professional lives. After working in an adjunct capacity for at least five years, these part-time faculty members develop a system in which they are able to utilize their time more efficiently which, in essence, increases their hourly pay since they can reuse and recycle previous content. This may explain the perception that adjunct faculty are less likely to use updated pedagogy compared to tenured faculty (CCCSE, 2014; Halcrow & Olson, 2008; Hoyt, 2012). With their successful systems in place, this may explain why long-term adjunct faculty are likely to continue working part-time since the effort is much less than when they began their teaching positions.

4. The perceived value of professional growth varies based on a long-term

    adjunct faculty member's reason for teaching and adjunct faculty category.

    Caruth and Caruth (2013) reported that adjunct faculty retention was higher

    colleges and universities that offer professional development and training.

    Contrary to those findings, this study suggests that long-term adjunct faculty

    do not universally consider these professional development opportunities as

    being a positive influence on their decision to continue working part-time.

5. There is a connection between the perception of academic freedom by adjunct

    faculty and the evaluation of their work that is unclear and concerning to both

    part-time faculty and their supervisors. Previous studies have found that

    academic freedom is limited by the use of standardized curriculum (Kezar,

    2012; Thompson, 2013) however long-term adjunct faculty reported that these

    limitations do not affect their decision to continue working in a part-time

    capacity. Both adjuncts and their supervisors noted that a bad student

    evaluation can negatively impact an adjunct faculty member's job prospects,

    confirming earlier research (Caruth & Caruth, 2013; Christensen, 2008;

    Pearch & Marutz, 2005; Waltman et al., 2012) however adjunct faculty have

    little to no control over course content. With student evaluations as the

    primary method of evaluation of an adjunct faculty member's work, there

    seems to be a direct relationship between being likeable to students and being

    rehired for a subsequent term.

Implications for Action

Based on the findings from the study and the review of literature, the following implications for action are suggested:

1. Update existing systems to be more relationship-driven and centralized to improve the adjunct faculty experience. A decentralized organization made up of individual departments who have different hiring practices, professional growth requirements, work expectations, and evaluation procedures can be frustrating and off-putting for adjunct faculty. New and evolving programs should include easily-searchable online resources and multiple points of contact for adjunct faculty assistance which were rated as highly useful by study participants.

2. Those managers and supervisors responsible for hiring part-time faculty should take into consideration which category of adjunct faculty member each applicant falls into and incorporate that information into their hiring process. This will allow them to select people for adjunct faculty positions who better fit the strategic objectives of the department and the institution. If the university is looking ahead to developing a new major, perhaps an aspiring academic or freelancer would be a good fit as they bring their enthusiasm to create new materials and be more cutting-edge. To fill a more traditional adjunct faculty position, they could instead select a career-ender or specialist who will not need to rely on the compensation as their primary source of income. Doing so may result in greater satisfaction for the faculty member and, as a result, less turnover.

3. Professional development activities should include more collaboration to foster collegiality and be more varied than current offerings. Departments should focus on training resources that connect people and that take into account that the adjunct population is not one homogeneous group. Although new adjunct faculty may enjoy attending a class on pedagogical strategies, long-term adjunct faculty do not place a high value on these more traditional professional development efforts. Integrating adjunct faculty into the design of a new certificate program or the formation of committee to explore an emerging technology would be a better fit for long-term adjunct faculty than an online webinar on plagiarism.

4. This study has raised important questions about the composition of the long-term adjunct faculty population. Notwithstanding the relatively limited sample, this group of long-term adjunct faculty participants contained no aspiring academics or freelancers which may imply that adjunct faculty members who seek full-time teaching jobs or work multiple part-time jobs have chosen to leave these part-time teaching positions. This implies that there may be a tipping point for these adjunct faculty members who, when weighing the pros and cons of part-time teaching, decided to leave the profession.

5. University administrators should work to improve the existing adjunct faculty evaluation system. Adjunct faculty make up the majority of all instructional faculty at private nonprofit universities and it is essential that their work should be evaluated fairly and regularly for their professional

growth and for the student experience. Peer evaluation, self-reflection writings, and/or annual supervisor review would all be steps in the right direction on this issue.

Recommendations for Further Research

Across the United States, adjunct faculty members continue to hold the largest number of instructional faculty positions and the findings of this study offer a number of important implications for practice. As this study focused on a small sample of this large population, there are many opportunities to expand on the current body of literature. To that end, the researcher offers the following recommendations for future research:

1. This research effort focused on participants from a handful of private nonprofit universities in California. Future research should focus on replicating this study with a larger population that includes a wider range of institutions.

2. Adjunct faculty members are studied as a group much more often than differentiated by time in service. A study focused on how the perception of the adjunct faculty experience varies by number of years in a part-time teaching position would be an important addition to the literature.

3. Another recommendation is to use this interview guide to learn more about the experiences of new adjunct faculty at private nonprofits to determine how their preferences and perceptions differ from those who have worked more than five years.

4. Future research should also include the voices of adjunct faculty who have decided to leave their part-time positions. A major gap in the literature

could be addressed by a research effort that works to discover the impact

that the factors explored in this study had on their decision to not continue

their work as an adjunct faculty member.

5. One final recommendation is to conduct a grounded theory study that

   builds on the key findings of this study to develop a more current model of

   adjunct faculty perspectives and needs.

Concluding Remarks and Reflections

With over 700,000 adjunct faculty members working in the United States today,

there continues to be a dearth of information about this diverse population. Studies have

shown that adjunct faculty members often report feeling isolated from their colleagues,

marginalized, undervalued, and dissatisfied with their working conditions (AFT, 2010;

Bates, 2012; CCCSE, 2014; Christensen, 2008; CAW, 2012; Thompson, 2013).

However, surveys have also shown that job satisfaction among adjunct faculty is

relatively high—a discrepancy which may be related to an individual's part-time

employment preferences, field of study, or some other categorization (AFT, 2010;

Horton, 2013). This research effort sought to address this discrepancy by studying

adjunct faculty who have worked in the field for at least five years.

This study has been one of the first attempts to explore the perceptions that long-

term adjunct faculty members and their supervisors hold about the reasons adjunct faculty

continue to work in a part-time capacity. Participants described their opinions on Gappa,

Austin, and Trice's (2007) essential elements of faculty work—including academic

freedom, collegiality, employment equity, flexibility, and professional growth—and

offered insight into the work life of an adjunct faculty member. They talked about the

factors that influence their decision to continue working part-time as well as those that are not impactful. Collegial relationships and a flexible work schedule have been described in both the literature and participant interviews as the primary factors that influence an adjunct faculty member's decision to continue working part-time. Academic freedom and professional growth opportunities are often placed on equal footing with the other essential elements of faculty work in the literature however the findings of this study suggest that these are much less important to long-term adjunct faculty.

A handful of findings identified in this study are quite provocative and there are two, in particular, that I believe should receive more consideration. Adjunct faculty members and their supervisors agree that the likelihood that they will be asked back to teach a class in a future term is tied to how well they score on student evaluations however these part-time faculty are typically not responsible for the course materials, assignments, or resources. Student evaluation of adjunct faculty performance is the current standard for work evaluation however students may not be able to separate the work of the adjunct faculty member teaching the course and the course design itself. One suggestion would be to balance the impact of those student evaluations by implementing peer-to-peer evaluation as part of an annual adjunct faculty performance review. This would improve the existing evaluation system while concurrently enhancing the sense of community and collegiality between adjunct faculty members.

There is another unique opportunity to apply the findings of this study by reconsidering the typical professional development offerings made available to adjunct faculty. If we can agree that the adjunct faculty population is not homogenous and that the 700,000+ people who choose to teach part-time have different workplace preferences,

we can also agree that a one-size-fits-all model of professional development is insufficient. Colleges and universities should strive to create professional development activities that offer opportunities for collaboration and real-world problem solving to their adjunct faculty. For example, instead of offering an hour-long training in how to access library resources, adjunct faculty that teach in the same department could work together to crowd-source a set of up-to-date materials from the online library. By doing so, each individual participant would likely be much more engaged with the experience.

Also of note, this study establishes the need for further research into how the adjunct faculty experience varies based on the categories first developed by Gappa and Leslie in 1993. Participants included both retired professionals—known as "career-enders"—and specialists who work full-time in their chosen profession. Based on this categorization, there were no aspiring academic or freelancer participants meaning that, perhaps, these two categories of adjunct faculty choose to leave their part-time teaching positions for unknown reasons. More information on this topic would help to establish a better understanding of why adjunct faculty choose to continue to serve in a part-time role. By learning more about the reasons adjunct faculty members remain in their positions, we may better understand how to retain high-quality instructional faculty.

As a 15-year veteran of adjunct faculty work, myself, it was fascinating to learn more about the experiences and perceptions of my peers. This research experience has solidified the importance of community in my personal life and my adjunct faculty life and, as such, I believe that university administrators should strive to filter all of the aspects of the adjunct faculty experience through the lens of improving and supporting collegial relationships. This would be no less than a culture shift in higher education, one

where adjunct faculty are seen as faculty—full stop. Adjunct faculty members may have once been seen as temporary employees but, considering that the majority of this population have been teaching part-time for their institutions for more than seven years, it is clear that these faculty members should be considered a fixture in higher education.

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Appendices

<center>**Appendix A**</center>

<center>**Interview Guide**</center>

Introduction to Research

Hello, and thank you for agreeing to participate in this interview. My name is Kara Kuvakas and I am a doctoral student with Brandman University's School of Education and I appreciate you taking the time to meet with me today.

My dissertation is designed to explore the factors that have the greatest impact on experienced adjunct faculty's decision to continue to serve in a part-time capacity. I will be talking with the faculty themselves as well as those who hire and manage them. You have been invited to participate as a/an (adjunct/supervisor) and I am looking forward to learning more about your experiences with long-term adjuncts and their reasons for staying.

Informed Consent

Before we begin, I'd like to take a minute to look over the Informed Consent form and the Brandman University "Participant's Bill of Rights" that I sent as attachments to the email confirming this interview. Did you have a chance to review these documents?

_____ Yes

_____ No (review form in detail)

I want to remind you that you may skip any question or stop the interview at any time and that your information will remain strictly confidential. All data collected will be reported without any reference to an individual or institution. Do you have any questions?

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If you have reviewed these documents and do not have any additional questions or concerns, please sign the Informed Consent form.

_____ Form is signed

Permission for Audio Recording

This interview should take about an hour and, with your permission, I would like to record the audio of this interview. The recording will be transcribed in the next few weeks and, if you would like, I can send you a copy of the transcription for your review to ensure that your thoughts have been accurately recorded.

_____ Do you consent to the audio recording of this interview?

_____ Would you a copy of the transcript for your review when available?

Before we continue, do you have any questions or concerns?

<u>Demographic Questions</u>

For faculty:

How many years have you been an adjunct faculty member? _____

Do you hold any other jobs?_____

If yes, what do you do? _____

For how many schools do you teach as an adjunct faculty member in any given year? ___

Do you teach online, on campus, hybrid, or a combination? Please explain. _____

_____

Age, gender: _____

Highest level of education/field:_____

Title: _____

For supervisors:

Title: _____

How long have you held a supervisor role? _____

How long have you supervised adjunct faculty? _____

How many adjunct faculty do you supervise? _____

Have you ever been a full-time faculty member?_____

      If yes, where and for how long? _____

Have you ever taught in an adjunct capacity? _____

      If yes, where and for how long? _____

Age, gender: _____

Highest level of education/field:_____

Question #1: Background Information (*Introduction*)

For faculty: Tell me about how you got started as an adjunct faculty member.

For supervisors: Tell me about your work and how it relates to adjunct faculty.

_____

_____

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Probing questions:
- *Did you ever intend to work as a full-time faculty member?*
- *If yes, what made you choose to work part-time instead?*

Question #2: Retention (*Introduction*)

For faculty: What is the likelihood that you will continue working as an adjunct faculty member for another five years?

For supervisors: What do you believe are the main reasons an adjunct faculty member who has worked in a part-time capacity for over five years would continue to work in this position?

_____

_____

_____

_____

_____

Probing questions:
- *What are the main factors that might influence you/their decision to continue/not continue to work as an adjunct faculty member?*

Question #3: Hiring and Course Lead Time (*Research Question #1b*)

For faculty: Describe the hiring process used by your university.

For supervisors: Describe the adjunct faculty hiring process.

_____

_____

_____

_____

_____

Probing questions:
- *How soon prior to a class start date are you/they typically hired?*
- *Supervisors: If enrollment is higher than expected for a class and you find yourself needing an instructor for a second section right before the term starts, what would you do to support that adjunct?*
- *How does the hiring process influence your/an adjunct faculty member's choice to continue teaching part-time?*

<u>Question #4: Job Description (*Research Question #1c*)</u>

For faculty: I'd like to learn about your role and responsibilities as an adjunct faculty member. What does your typical work week look like?

For supervisors: I'd like to learn about the role and responsibilities of adjunct faculty members. To your knowledge, what does the typical work week for an adjunct faculty member look like?

_____

_____

_____

_____

Probing questions:
- *Tell me about the elements of your job that you find personally fulfilling.*
- *Tell me about the elements of your job that you find less fulfilling.*
- *Outside of teaching, what other duties do you/adjunct faculty typically perform?*

<u>Question #5: Compensation (*Research Question #1c*)</u>

For faculty: How would you describe the compensation and benefits you receive for teaching a course?

For supervisors: How would you describe the compensation and benefits adjunct faculty receive for teaching a course?

_____

_____

_____

_____

Probing questions:
- *How satisfied or dissatisfied are you/are adjunct faculty with these compensation and benefits?*
- *Do you believe that there any job responsibilities for which you/adjunct faculty are not compensated? If so, what are they?*
- *How does the amount of compensation influence your/an adjunct faculty member's choice to continue teaching part-time?*

Question #6: Tools and Resources (*Research Question #1c*)

For faculty: What tools and resources are provided by the university that support your work as an adjunct faculty member?

For supervisors: What tools and resources are provided by the university that support the work of adjunct faculty members?

_____

_____

_____

_____

Probing questions:
- *How are you/they made aware of these opportunities?*
- *How often do you/they utilize those tools and resources in the course of your/their employment?*
- *How does the availability of these resources influence your/an adjunct faculty member's choice to continue teaching part-time?*

Question #7: Scheduling (*Research Question #1d*)

For faculty: What do you see as the pros and cons of your work schedule?

For supervisors: What do you see as the pros and cons of the work schedule that adjunct faculty have?

_____

_____

_____

_____

Probing questions:
- *How has your work schedule changed over the past five years?*
- *How would you describe your ideal work schedule?*
- *How does the work schedule influence your/an adjunct faculty member's choice to continue teaching part-time?*

Question #8: Professional Development (*Research Question #1e*)

In order to promote professional growth of their faculty, schools may offer different opportunities for faculty to "broaden their knowledge, abilities, and skills" to "improve and find greater satisfaction in their work" like professional development classes and mentoring.

For faculty: What has been your experience with the professional growth opportunities at your university?

For supervisors: What professional growth opportunities are available to adjunct faculty at your university?

_____

_____

_____

_____

Probing questions:
- *What has been your experience with professional development classes?*
- *Do mentoring opportunities exist? What has been your experience with them?*
- *Supervisors: How are professional development topics selected? Do you survey adjunct faculty for topics?*
- *How does these opportunities for professional growth influence your/an adjunct faculty member's choice to continue teaching part-time?*

Question #9: Professional Evaluation (*Research Question #1e*)

For faculty: How is your work evaluated?

For supervisors: How is adjunct faculty work evaluated?

_____

_____

_____

_____

Probing questions:
- *How would you describe the influence of student evaluations in the rehiring of adjunct faculty?*
- *How does the instructor evaluation process influence your/an adjunct faculty member's choice to continue teaching part-time?*

<u>Question #10: Academic Freedom (*Research Question #1a*)</u>

For faculty: Let's say that you want to personalize and update a course that you are hired to teach. How would you describe the amount of freedom you have to personalize and update those courses?

For supervisors: Let's say that an adjunct faculty member wants to personalize and update a course that they are hired to teach. How would you describe the amount of freedom that an individual faculty member has to personalize and update those courses?

_____

_____

_____

_____

Probing questions:
- *What changes are adjunct faculty authorized to make to a course?*
- *What is the process for making any other changes?*
- *How does this process influence your/an adjunct faculty member's choice to continue teaching part-time?*

<u>Question #11: University Community (*Research Question #1b*)</u>

For faculty: How would you describe your relationship to the university?

For supervisors: What strategies do you use to engage adjunct faculty and support them as part of the University community?

_____

_____

_____

_____

Probing questions:
- *Describe your relationship with other University faculty, administrators, staff.*
- *Do you feel that you are part of a community? Why or why not?*
- *How does your relationship to the University community influence your/an adjunct faculty member's choice to continue teaching part-time?*

Question #12: Concluding Remarks

All: Are there any items we did not cover that you would like to discuss?

_____

_____

_____

_____

_____

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_____

Appendix B

Field Test Participant Feedback Questions

While conducting the interview you should take notes of their clarification request or comments about not being clear about the question. After you complete the interview ask your field test interviewee the following clarifying questions. Try not to make it another interview; just have a friendly conversation. Either script or record their feedback-–- so you can compare with the other two members of your team to develop your feedback report on how to improve the interview questions.

1.   How did you feel about the interview? Do you think you had ample opportunities to describe what you do as a leader when working with your team or staff?

2.   Did you feel the amount of time for the interview was ok?

3.   Were the questions by and large clear or were there places where you were uncertain what was being asked?

4.   Can you recall any words or terms being asked about during the interview that were confusing?

5.   And finally, did I appear comfortable during the interview… (I'm pretty new at this)?

Appendix C

Interview Feedback Reflection Questions

Conducting interviews is a learned skill set/experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. As the researcher, you should reflect on the questions below after completing the interview. You should also discuss the following reflection questions with your 'observer' after completing the interview field test. The questions are written from your prospective as the interviewer. However, you can verbalize your thoughts with the observer and they can add valuable insight from their observation.

1. How long did the interview take? _____ Did the time seem to be appropriate?

2. How did you feel during the interview? Comfortable? Nervous?

3. Going into it, did you feel prepared to conduct the interview? Is there something you could have done to be better prepared?

4. What parts of the interview went the most smoothly and why do you think that was the case?

5. What parts of the interview seemed to struggle and why do you think that was the case?

6. If you were to change any part of the interview, what would that part be and how would you change it?

7. What suggestions do you have for improving the overall process?

Appendix D

Brandman University IRB Approval

BRANDMAN UNIVERSITY Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB Application Action – Approval

Date: September 25, 2017

Name of Investigator/Researcher: Kara Kuvakas

Faculty or Student ID Number:

Title of Research Project:

Examining the Factors that Impact Adjunct Faculty Retention in Private Nonprofit Universities

Project Type: ☑ New ☐ Continuation ☐ Resubmission

Category that applies to your research:

☑ Doctoral Dissertation EdD
☐ DNP Clinical Project
☐ Masters' Thesis
☐ Course Project
☐ Faculty Professional/Academic Research
☐ Other:

Funded: ☑ No ☐ Yes
(Funding Agency; Type of Funding; Grant Number)

Project Duration (cannot exceed 1 year): 2 months

Principal Investigator's Address:

Email Address: kuvakas@brandman.edu   Telephone Number

Faculty Advisor/Sponsor/Chair Name: Dr. Len Hightower

Email Address: whightow@brandman.edu   Telephone Number

Category of Review:

☐ Exempt Review ☑ Expedited Review ☐ Standard Review

Brandman University IRB Rev, 11.14.14   Adopted   November 2014

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✓	I have completed the NIH Certification and included a copy with this proposal
	NIH Certificate currently on file in the office of the IRB Chair or Department Office

Signature of Principal Investigator: Kara Kuvakas Digitally signed by Kara Kuvakas Date: 2017.09.25 17:26:20 -07'00'   Date: September 25, 2017

Signature of Faculty Advisor/ Sponsor/Dissertation Chair: Walter Len Hightower Digitally signed by Walter Len Hightower Date: 2017.09.25 22:30:35 -07'00'   Date: 9/25/2017

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB APPLICATION ACTION – APPROVAL
COMPLETED BY BUIRB

IRB ACTION/APPROVAL

Name of Investigator/Researcher: **Kara Kuvakas**

☐	Returned without review. Insufficient detail to adequately assess risks, protections and benefits.
☐	Approved/Certified as Exempt form IRB Review.
✔	Approved as submitted.
☐	Approved, contingent on minor revisions (see attached)
☐	Requires significant modifications of the protocol before approval. Research must resubmit with modifications (see attached)
☐	Researcher must contact IRB member and discuss revisions to research proposal and protocol.

Level of Risk: ☐ No Risk   ✔ Minimal Risk   ☐ More than Minimal Risk

IRB Comments:

IRB Reviewer: _Jalin Johnson_ Digitally signed by Jalin Johnson DN: cn=Jalin Johnson, o=Brandman University, ou, email=jbrooks@brandman.edu, c=US Date: 2017.10.06 16:35:59 -07'00'

Telephone: _____   Email: _____

BUIRB Chair: _Doug DeVore_ Digitally signed by Doug DeVore DN: cn=Doug DeVore, o=Brandman University, ou, email=ddevore@brandman.edu, c=US Date: 2017.10.06 16:36:11 -07'00'   Date: **10/06/17**

REVISED IRB Application   ☐ Approved   ☐ Returned

Name: _____

Telephone: _____   Email: _____   Date: _____

BUIRB Chair: _____

Brandman University IRB Rev, 11.14.14   Adopted   November 2014

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Participant Invitation Letter

Invitation letter for adjunct faculty members

Date:

Dear faculty member,

My name is Kara Kuvakas and I am a doctoral candidate in the School of Education at Brandman University conducting a study exploring the reasons individuals choose to continue to work as adjunct faculty members. My research is intended to learn from the adjunct faculty themselves and explore their perceptions as to which factors of their work has the greatest impact on their decision to continue to serve in the part-time role.

I am asking your assistance in the study by participating in an interview which will take from 45-60 minutes and will be set up at a time convenient for you.

If you agree to participate in an interview, you may be assured that it will be completely confidential. No names will be attached to any notes, records, or transcripts from the interview. The interview will be audio-recorded with your consent and the audio recording will be destroyed once the interview is transcribed. All information will remain in locked files accessible only to the researcher. No employer or supervisor will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time.

I am available by email and phone to discuss this research study. The research director, my dissertation chair Dr. Len Hightower, is also available at whightow@brandman.edu to answer any questions you may have.

Your participation would be greatly valued.

Sincerely,

Kara Kuvakas
Doctoral Candidate, Brandman University
kuvakas@brandman.edu
619-787-1767

Participant Invitation Letter

Invitation letter for those who supervise adjunct faculty members

Date:

Dear *potential study participant*,

My name is Kara Kuvakas and I am a doctoral candidate in the School of Education at Brandman University conducting a study exploring the reasons individuals choose to continue to work as adjunct faculty members. My research is intended to learn from the adjunct faculty themselves—as well as those who hire and supervise them—and explore their perceptions as to which factors of their work has the greatest impact on their decision to continue to serve in the part-time role.

I am asking your assistance in the study by participating in an interview which will take from 45-60 minutes and will be set up at a time convenient for you.

If you agree to participate in an interview, you may be assured that it will be completely confidential. No names will be attached to any notes, records, or transcripts from the interview. The interview will be audio-recorded with your consent and the audio recording will be destroyed once the interview is transcribed. All information will remain in locked files accessible only to the researcher. No employer or supervisor will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time.

I am available by email and phone to discuss this research study. The research director, my dissertation chair Dr. Len Hightower, is also available at whightow@brandman.edu to answer any questions you may have.

Your participation would be greatly valued.

Sincerely,

Kara Kuvakas
Doctoral Candidate, Brandman University
kuvakas@brandman.edu
619-787-1767

Appendix F

Participant Bill of Rights

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB   Adopted   November 2013

Informed Consent Form

INFORMATION ABOUT: Examining the Factors that Impact Adjunct Faculty Retention in Private Nonprofit Universities

RESPONSIBLE INVESTIGATOR: Kara Kuvakas

PURPOSE OF STUDY: You are being asked to participate in a research study conducted by Kara Kuvakas, a doctoral student from the School of education at Brandman University. The purpose of this research study is to explore the reasons that adjunct faculty who have been employed by private nonprofit colleges and universities in California continue to serve in a part-time role. The study endeavors to discover the perceptions of both adjunct faculty as well as those who hire and manage them regarding the impact of various factors on the retention of adjunct faculty.

By participating in this study, I agree to participate in a one-on-one interview either in person or by phone which will last between 45-60 minutes. Interviews will be conducted throughout the months of October and November 2017.

I understand that:

a) There are minimal risks associated with participating in this research. I understand that the investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher.

b) The possible benefit of the study to me is that my input may help add to the research regarding adjunct faculty retention. The findings will be available to me at the conclusion of the study and will provide new insights into the factors that impact adjunct faculty retention. I understand that I will not be compensated for my participation.

c) If you have any questions or concerns about the research, please feel free to contact Kara Kuvakas at kuvakas@brandman.edu or by phone at (619) 787-1767; or Dr. Len Hightower (Advisor) at whightow@brandman.edu.

d) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to

answer particular questions during the interview if I choose to do so. I understand that I may refuse to participate or may withdraw from the study at any time without any negative consequence. Also, the investigator may stop the study at any time.

e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent reobtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Rd., Irvine, CA 92618, (949) 341-7641.

f) I acknowledge that I received a copy of this form and the research "Participant's Bill of Rights". I have read the above and understand it and hereby consent of the procedures set forth.

_____

Signature of Participant or Responsible Party

_____

Signature of Principal Investigator

_____

Date

Appendix H

List of Codes

<u>Theme 1: Relationships with administrators, colleagues, and students</u>

1. *Benevolent administrator*—Interactions that adjunct faculty have with administrators that they consider generous.

2. *Faculty who are also staff*—Experiences of adjunct faculty who are also staff members at their universities.

3. *Feeling of community*—The overall sense of collegiality experienced by adjunct faculty with their university community.

4. *How adjunct faculty are perceived within community*—Perception of role that adjunct faculty play in the university community.

5. *Impact of new program*—How experiences are shaped by the implementation of a new program.

6. *Interactions with colleagues*—Ways that adjunct faculty interact with their full- and part-time faculty colleagues.

7. *Isolation and distance*—Impacts of the possible distance between an adjunct faculty member and the university community.

8. *Knew someone prior to being hired*—Influence of personal relationships and how these relationships impact hiring.

9. *Meetings and get-togethers*—Opportunities to interact with colleagues and administrators on campus.

10. *Professional communications*—Ways that administrators communicate with adjunct faculty.

11. *Relationship to administration*—Descriptions of relationships between adjunct faculty and administrators.

12. *Relationship to university*—Descriptions of relationships between adjunct faculty and their universities.

13. *Relationship with colleagues*—Descriptions of relationships between adjunct faculty and their colleagues.

14. *Relationship with instructional designer*—Descriptions of relationships between adjunct faculty and the instructional designer.

15. *Relationship with students*—Descriptions of relationships between adjunct faculty and their students.

16. *Relationships when retired*—How adjunct faculty members who are retired from full-time work experience collegiality.

17. *Respect*—Adjunct faculty feel respected by members of the university community.

18. *Student evaluations*—How work evaluations by students impact relationships with students.

Theme 2: Perception of adjunct faculty compensation and benefits

19. *Compensation improves over time*—As work experience increases, time spent doing work decreases.

20. *Definition of benefits*—Description of earned benefits available to adjunct faculty.

21. *Discounts*—Benefits of lowered cost on technology, both hardware and software.

22. *Extra money, luxuries*—Pay received for work used for "extras" by adjunct faculty.

23. *Fair pay*—Adequate, good, and fair compensation.

24. *Lack of benefits*—Receiving no benefits, aside from compensation.

25. *Low pay*—Less than desired pay for work.

26. *Money is unimportant*—Not working as an adjunct faculty member to earn money.

27. *No change in pay*—After at least five years, pay has not changed.

28. *No need for benefits*—Why benefits are unnecessary for adjunct faculty.

29. *Not a living wage*—Adjunct faculty work is not meant to be a living wage.

30. *Professional growth stipends*—Funds available to some adjunct faculty to attend/present at conferences.

31. *Tax benefit*—Potential tax deduction for materials purchased by the adjunct and used for work as an adjunct faculty member.

32. *Tuition discounts*—Lowered cost of tuition for enrolling in courses as a benefit for adjunct faculty.

33. *Unpaid work*—Work that adjunct faculty do outside of their required responsibilities.

Theme 3: The influence of a flexible work schedule on the adjunct faculty experience

34. *Being available all the time*—Working throughout the day and night.

35. *Checking in*—Logging in to email, online classroom.

36. *Controlling when you work*—Control over when you work.

37. *Impacts on family*— How the adjunct faculty work schedule impacts family life.

38. *Impacts on FT job*—How the adjunct faculty work schedule impacts full-time work.

39. *Juggling multiple responsibilities*—Fitting in the work of adjunct faculty.

40. *Not really "work"*—Perception that adjunct faculty job duties are not work.

41. *Taking breaks*—Declining a part-time teaching job for a single term.

42. *Teaching opportunities*—Finding out when you'll work again.

43. *Travelling and portability*—Work is not restricted by location.

44. *Working mornings*—Time set aside for adjunct faculty work in the mornings.

45. *Working nights*— Time set aside for adjunct faculty work in the evenings.

46. *Working online*—Impacts on flexibility of working and teaching online.

47. *Working weekends*— Time set aside for adjunct faculty work over the weekends.

48. *Working when students need you*—On-demand work based on student requests.

Theme 4: The work of adjunct faculty

49. *Challenging students*—Efforts required to work with "difficult" students.

50. *Class prep*—Work involved in preparing for a class meeting.

51. *Communicating with students*—Multiple ways that adjunct faculty interact with their students.

52. **Connections**—Working as an adjunct faculty member to stay connected to their field and to others.

53. *Creating new materials*—Developing resources and supplemental content for courses.

54. *Compared to FT faculty*—How working as an adjunct faculty member compares to working as a full-time faculty member.

55. *Discussion forums*—Monitoring and participating in discussion board activities.

56. *For the greater good*—Adjunct faculty work as altruism.

57. *Grading and feedback*—Evaluating student work.

58. *Lecturing*—Teaching course material in a lecture format in an on-campus or online setting.

59. *Love of teaching*—What it means to adjunct faculty to be a teacher.

60. *Meeting outside of class*—Unscheduled, spontaneous meetings with students online and/or on campus.

61. *Mentoring students*—Providing guidance on career, personal, and spiritual issues.

62. *Not really work*—How work is not seen as "work" by adjunct faculty.

63. *Office hours*—Regularly scheduled times to meet with students online and/or on-campus.

64. *Providing feedback on courses*—Offering suggestions to the instructional designer on updates and changes that could be implemented to improve class flow and materials.

65. *Sharing professional knowledge*—The work of adjunct faculty to share their specialized professional knowledge.

66. *Students with accommodations*—Working with students who require accommodation.

67. *Webinars*—Required or optional online meetings with students.

68. *What adjunct faculty call themselves*—Terms used by adjunct faculty to describe themselves.