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Navigating the New American Classroom: How Adjunct Faculty Empower Themselves to Reach Out to the New Diverse Population of Students

A DISSERTATION

Submitted by

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In partial fulfillment of the requirements for the degree of Doctor of Philosophy

LESLEY UNIVERSITY

March 8, 2016

Navigating the New American Classroom: How Adjunct Faculty Empower Themselves to Reach Out to the New Diverse Population of Students

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Approvals

In the judgment of the following signatories, this Dissertation meets the academic standards that have been established for the Doctor of Philosophy degree.

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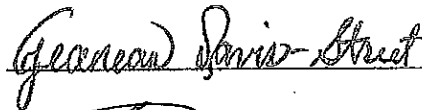_____ 3/30/16
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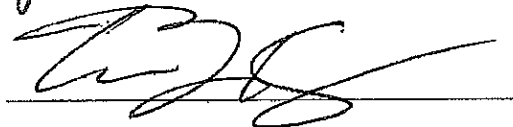Doctoral Committee Member
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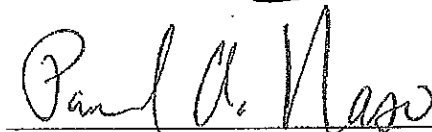Dr. Jeanean Davis-Street
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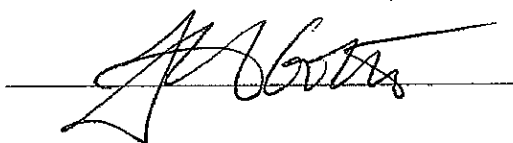Director, Adult Learning and Development
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Acknowledgements

To God Almighty and his son Jesus Christ, the Lord of my life, I praise and thank your precious Holy name.

To my committee members, Drs. Keeney, Gammel, and Davis-Street, I would like to thank you for your expertise and precious time each of you invested in getting me to this point in my life. Dr. Keeney, thank you for believing in me and your demand for excellence. Dr. Gammel, thank you for your excellent attention to detail; and Dr. Davis-Street, thank you for challenging me and making sure you 'see me through'. Thanks also to Dr. Linda Pursley for your support.

I would also like to thank the thirteen adjunct faculty members who took time to participate in this study. Your participation lends voice to the value adjuncts bring to higher education.

To my lovely daughter, Jammie Sybilla, and all my other children, let me express my deep appreciation for your love, patience and understanding. Special thanks to other members of my family, friends and co-workers who prayed and encouraged me throughout this process

Lastly, thank you Sarah Suttro for not only being my editor but also for your encouragement.

Abstract

With widened access to higher education, and a rise in the enrollment of diverse students, it is increasingly important to understand the experiences of the adjunct faculty members who teach these students. While a number of studies have been conducted on adjunct faculty, most of them focus only on the challenges they face in higher education in general. Few studies have been conducted specifically on their experiences teaching business and management courses in a college of professional studies and/or continuing education. In this qualitative study, thirteen adjuncts with 4 to 30 years of teaching experience in two different universities were interviewed about their experiences. Results emphasized strategies they develop to teach diverse students, and strategies they use to improve their teaching and learning. The key findings were that participants (a) have a sense of empowerment that has contributed to their perception of self-efficacy and (b) are challenged due to the increase in the ethnic, culture and linguistic diversity of students, how students are matriculated into college/university and the rise of students' incivility. Yet, these adjunct faculty are still able to develop effective teaching strategies to teach these students, including helping second-language students cope with coursework, using self-reflection to evaluate their own teaching effectiveness, using practical experience to show students examples and resources, drawing on their international business experience to inform their approach to cultural differences, emphasizing life-relevant knowledge rather than rote memorization and cultivating empathy for students. Further, this study identified other issues adjuncts are facing, such as lack of support by the institutions that employ them. These findings have implications for adjunct faculty members, higher education administrators, and policy makers.

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Chapter 1: Introduction

This study seeks to understand the classroom experiences of part-time adjunct faculty teaching undergraduate business and management courses to a community of learners including immigrant, international, and disabled students, in a college of professional studies and/or continuing education. The research employed a qualitative research methodology with a constructivist/interpretative approach. Participants were purposefully selected from a group of 13 adjunct faculty members teaching part-time in the department of professional studies/continuing education at two private, co-educational universities in the Northeast region of the United States of America.

This chapter includes an overview of the context and background framing the study. Following are the problem statement, statement of purpose, and research questions. The chapter concludes with the research approach, rationale, significance of the study, and definitions of key terminologies.

Background and Context

Over the last 40 years, dramatic shifts in American institutions of higher education have taken place (Altbach, Gumport, & Berdahl, 2011; Dew, 2012; Duderstadt, 2012). These transformations include: the internationalization and globalization of higher education (Kelly, Moores, & Moogan, 2012); composition of the teaching staff; increases in college enrollment and diversity of student population due to changes in American demography (Altbach, Gumport, & Berdahl, 2011; U.S. Department of Education, 2006); and the challenges involved in serving diverse students such as immigrant, international and disabled students (Barr & Tagg, 1995). According to data published by the National Center for Education Statistics (2013), enrollment in higher education institutions has been increasing. Since 1985 undergraduate enrollment has been

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increasing each year. Between 2001 and 2011, undergraduate student enrollment increased 32%, from 13.7 million to 18.1 million (U.S. Department of Education: National Center for Education Statistics, 2013). The report states that 11% of all undergraduate students reported having a disability and this includes students of all age, race and ethnicity. Also, there has been an increase in enrollment of Hispanic, African-American, American Indian/Alaska Native and Asian Pacific Islanders (U.S. Department of Education: National Center for Education Statistics, 2013; Yen, 2010). In 2014 there were 886,052 international students studying in the United States of America in colleges and universities (Institute of International Education, 2015). This is an increase of 8.1% from the previous year (Institute of International Education, 2014).

The 21st century has seen the rise of globalization and its attendant implications. Globalization refers to the interaction and integration of nations through trade and investment (Mittelman, 2004). Globalization directly or indirectly influences the politics, environment, people, institutions, geopolitics, and economy of virtually every country and institution. Friedman, in his book *The Lexus and the Olive Tree,* further defines globalization as the integration of markets, +-nations and technologies in a way that people, businesses and nations can reach each other in a "faster, cheaper and deeper way" (Friedman, 2000, p. 9). This is apparent in the rapid growth of international mobile students (IMS) due to the internationalization and globalization of higher education (Altbach, Gumport, & Berdahl, 2011; Kelly, Moores, & Moogan, 2012).

A report presented at the UNESCO 2009 World Conference on Higher Education noted that there are approximately 2.5 million students studying in countries other than their own home countries. Most of these students are studying in higher education institutions in North America and Europe (Altbach, Reisberg, & Rumbley, 2009). University World News, a global window

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on higher education, predicted that by 2030, enrollment worldwide will rise from 99.4 million to 414.2 million (Calderon, 2012). In fact, the United States of America is experiencing a dramatic increase in immigration. The United States Citizenship and Immigration Services (USCIS) are introducing new immigration laws and policies to manage the rapid flow of immigrants. An example of these new laws is the 2011 USCIS, *The Dream Act*. Even though this act has not been passed, approximately three million undocumented immigrants mostly under the age of 35 years old have been allowed to stay in the country, where many will attend college or university (DAP, n.d.).

The Open Doors report published by the Institute of International Students, states that in 2013/2014, the total enrollment of international students in the United States of America was 886,052, an increase of 8.1% from 2012/2013 (Institute of International Education, 2014, p. 1). The number of international undergraduate students continues to increase more than graduate international students. Most of these international students are from China, India, and South Korea. The Open Doors report also states that the major fields of study among these students in order of popularity are business management, engineering, a combination of math and computer studies; health, social sciences and the arts.

The increase in enrollment of international students in America's universities and colleges includes a rapid growth in enrollment of immigrants. A recent study conducted by the Pew Research Center predicts that by 2065, 88% or 103 million of the U.S. population will consist of immigrants and their descendants (Cohn, 2015). Since 2007, there are 2.5 million immigrants in the United States of America (Pew Research Hispanic Center, 2013). According to the 2010 U.S. Census Bureau American Community Survey (ACS), 13% of the total population of the United States of America is of immigrant origin. As is depicted in Table 1,

most of these immigrants are from Asia (40.3%), Latin America and the Caribbean (49.8%).

Prior to 2005, most foreign born immigrants were from Latin America and the Caribbean

(54.2%), but after 2007, there has been a rapid growth in immigrants from Asia.

Table 1

Foreign-born Population and Origin of Birth: 2008 - 2010

Region	Asia	Europe	South & Central America, Mexico, & the Caribbean	Other (N. America, Oceania & Africa)
Prior to 2005	26.9	12.8	54.2	6.0
2005 - 2007	30.4	8.0	53.1	8.5
2008 - 2010	40.3	9.1	49.8	9.9

Source: http://www.census.gov/prod/2011pubs/acsbr10-16.pdf

Of the total U.S. population of approximately 300 million, 55.4 million are not English

Language speakers (Shin & Kominski, 2010). This can be seen especially in some university

classrooms where a large percentage of students lack English Language proficiency (Institute of

International Education, 2014). The growth in the numbers of international and immigrants also

includes a population of students with varied learning styles, and different levels of academic

preparation (Huang & Brown, 2009). These students are at a disadvantage as they may not

understand instructors' lectures or expectations for assignments. Furthermore, their individual

cultural experiences may affect their behavior and interaction with instructors and other students

in the classroom (Huang & Brown, 2009).

The enactment of the Americans with Disabilities Act (1990), the Higher Education

Opportunity Act (HEOA) and the Veterans Education Assistance Act of 2008 (Dortch, 2012),

have created an ever-growing number of students with disabilities who are matriculating in higher education institutions as well (Higher Education & Disability, 2009; Konur, 2006). This represents a second body of students with unusual and specific needs that is currently enlarging the numbers of college students.

Increasingly, to meet the demands of this large number of diverse students, colleges and universities are hiring part-time, non-tenure track faculty. Adjunct, part-time, non-tenure track (NTT) and/or contingent faculty are terms used interchangeably to describe this group of faculty within higher education (Berger, Kirshstein, Zang, & Carter, 2002). Adjunct faculty members teach part-time on a contract, course-to-course and semester-to-semester basis, with no fringe benefits such as health insurance, vacation, or sick time. According to the Hart Research Associates national survey for the American Federation of Teachers (2010), part-time/adjunct faculty members play an important role in educating college students in the United States of America.

A study conducted by the National Study of Postsecondary Faculty, profiles part-time faculty working in the Fall of 2003 (Tab, 2005). This survey states that the program areas with the highest teaching percentages of part-time faculty were Business, Education and Fine Arts programs. Forty-six percent of faculty teaching business and management courses were found to be part-time, with 48.7% in educational studies and 47% in fine arts courses. There has not been a more recent study on college level instructional staff highlighting employment status and program areas.

While a number of studies have been conducted on adjunct faculty, these studies tend to focus mostly on the professional challenges adjuncts face in higher education. For instance, Feldman and Turnley (2001) conducted a field study on adjunct faculty status. The study

examined the work experiences of 105 adjunct faculty members regarding type of employment and how expectations of career advancement affect these faculty members. The study had implications for administrators' management and utilization of adjunct faculty, and revealed job satisfaction and dissatisfaction among teaching staff. Flexible scheduling was the most satisfactory aspect among adjuncts and lack of advancement within the profession was least satisfactory. Another study looked at training support, hiring and retention, and the inclusion of adjuncts into the academic culture (Fagan-Wilen, Springer, Ambrosino, & White, 2006). Gappa and Leslie (1993) conducted a study on part-time/adjunct faculty in their book entitled *The Invisible Faculty*. They surveyed the history and challenges of adjunct faculty teaching in higher education in the United States of America. As a lack of available research indicates, the subject of adjunct faculty teaching business and management courses in part-time and/or colleges of professional studies in higher education institutions has not been widely studied.

Problem Statement

With wider access to higher education for all groups, including national, immigrant, international, and disabled populations, colleges and universities recognize a rise in the enrollment of undergraduate students (Altbach, Gumport, & Berdahl, 2011). In order to meet the needs of these rising populations, adjunct faculty are often hired. Adjunct faculty members, even though they teach on a part-time basis, are expected to be fully prepared to teach their assigned courses at short notice, with or without orientation or training. Today's part-time adjunct faculty members are especially challenged teaching undergraduate students, who often have different learning styles (Burke & Ray, 2008); different cultural backgrounds (Altbach, Gumport, & Berdahl, 2011; Evelyn, 2005; Eckel & King, 2004; Garrod & Davis, 1999); and are usually less engaged in the classroom (Burke & Ray, 2008). They must develop teaching strategies

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appropriate to the range of students and figure out a way to manage classrooms that manifest such diversity.

Statement of Purpose

The purpose of this study is to explore, describe and understand how adjunct faculty members teach undergraduate business and management courses in a college of professional studies to immigrants, international, and disabled students. As an essential part of higher education's instructional workforce, it is important that adjunct faculty's voices and experiences be heard.

While a number of studies have been conducted on adjunct faculty, most of these research studies focus only on the challenges they face in higher education. Few studies have been conducted by an adjunct faculty member on adjunct faculty teaching a specific course or courses in higher education. This gap in the research has paved the way for my research study. With this purpose in mind, one research question with sub-questions will guide this study.

Research Study Question

What are the personal or professional experiences of part-time adjunct faculty members who teach undergraduate business and management courses in a college of professional studies or continuing education program to immigrants, international, and disabled students? Sub-questions are as follows:

1. What are the experiences of adjunct faculty members as they reflect on their teaching and learning?

2. How do adjunct faculty members improve their teaching practices?

3. What are some effective strategies and pedagogy/andragogy adjunct faculty members' use to teach immigrant, international, and disabled students with varying needs?

Research Approach

In trying to understand the experiences of adjunct faculty members—sometimes referred to in the literature as contingent faculty members—as well as my personal worldview as a member of an adjunct faculty, the study will adopt a qualitative research method with a constructivist approach. A constructivist approach places emphasis on how people (participants) make meaning of their experiences and how these meanings affect their learning and development (Creswell, 2008; Patton, 2002).

To fully give voice to the participants' experience and to analyze the data in a consistent way, the Listening Guide method of data analysis was selected. The Listening Guide is a voice-centered relational method developed by Gilligan, Spencer, Weinberg, and Bertsch (2003). The voice-centered approach consists of four stages of data analysis, with each stage consisting of reading and listening to the transcribed data. Participants' compiled information will be reviewed for multiple voices within each story/plot, utilizing the four stages of the Listening Guide's voice-centered data analysis. This process is intended to bring out the multiple voices of each participant within their individual transcript.

Assumptions

I assume a college of professional studies is representative of most diverse educational environments for the sake of studying faculty reflection, development and implementation of teaching practices. And also, my role as an adjunct enables me to speak personally about the problems faced by adjuncts who teach these populations.

Rationale and Significance

The rationale for this research dissertation is both personal and professional. On a personal level, I am very familiar with both the context and experience of the study, as I

completed my undergraduate degree as a part-time, adult learner; an international, immigrant student in a college of professional studies in a four-year university in the United States of America. I am therefore well versed in the struggles most of these students' face, especially those with limited English language proficiency. My daughter, who is disabled has been a college student, and I have observed her struggles and challenges within the college environment.

At the time of conducting these interviews, I am employed full time as a budget manager/financial analyst for a local K-12 school district, and also as an adjunct faculty member teaching business management courses. In my twelve years as an adjunct faculty member, the demographics of the students in my classroom have changed significantly. Most of my classrooms consist of diverse students including immigrants, international and disabled students. I am familiar with the challenges involved in having this experience and through research and reading, I have become self-aware and have had to reflect on my teaching practice in order to develop effective instruction. I feel it is important to conduct direct research to understand the experiences of other adjunct faculty members; how they reflect on their own teaching and learning; how they improve their teaching practice from one year to the next; as well as to understand how they develop specific strategies for teaching diverse learners. In this way I bring to the process of inquiry my professional experience and understanding of the challenges faced by adjunct faculty members teaching the aforementioned population. I believe my background and experience provides a knowledge that helps capture the true issues that adjuncts face in this slice of academia.

It is my hope that this research will accomplish several goals. Firstly, this study will provide new insight into the personal and professional experience(s) of adjunct faculty who teach

a variety of students – immigrant, international, and disabled students. Second, this study will provide material that will assist other adjunct faculty or would-be adjunct members in their academic teaching and learning process. Third, it will give voice to the social injustice problems that specific adjunct faculty members face, who are mostly in situations of inequity in terms of lack of remuneration, professional development support and instructional resources. Finally, it will inform higher education administrators and policy makers of the value adjunct faculty members bring to teaching and learning in higher education institutions.

Definition of Terms

- *Adjunct faculty*: for this study, adjunct faculty members are part-time instructors who are employed full-time in another profession during the day. They usually teach undergraduate courses in the evening in a four-year institution of higher education and are employed on a semester-to-semester or a course-to-course basis.

- *Higher education institution*: a 4-year degree-granting institution that offers classes online as well as in a classroom.

- *Classroom setting*: can be online, hybrid or in a face-to-face environment within an institution of higher education.

- *Immigrant, international, and disabled students*: These include foreign-born students (immigrants in the United States), and international students, including students from different races, cultures, genders, and with a range of disabilities. Disabled students include those with the following: medical disability (e.g., chronic fatigue syndrome, diabetes, mental disability (e.g., clinically diagnosed mental disorders, clinical depression, personality disorders); hearing disability (e.g., loss of hearing); visual disability (e.g., blind, partially sighted); physical disability (e.g., difficulty with physical

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mobility, wheelchair bound); learning disability (e.g., reading, dyslexia); intellectual

disability (e.g., Attention deficit disorder - ADD), multiple disabilities (e.g., Cerebral

Palsy (CP), hearing and visual disorder (Konur, 2002, p. 132; Konur, 2006).

- *Professional studies/continuing education*: a college or program within a four-year higher education institution/college/university that offers degree-level courses part-time, mostly in the evenings.

Chapter Summary

Chapter 1 gives the background and context of adjunct faculty who teach part-time, who

have become an essential part of higher education for diverse international and disabled students

studying undergraduate business and management courses. This sub-group of faculty makes up

nearly half of the professoriate. This research investigates the personal and professional

experiences of adjuncts within a college of professional studies and school of continuing

education and how these experiences are utilized within an increasingly diverse student body.

Chapter 2 presents the literature supporting the history and the challenges facing adjunct

faculty at various institutions of higher education across the United States of America. It also

discusses the impact of student demographic changes within American higher education

institutions.

Chapter 3 details and explains the methodology. Chapters 4 and 5 discuss the research

results as well as discussion of the findings, recommendations and conclusions.

Chapter 2: Literature Review

Overview of the Chapter

The purpose of this study is to understand the personal and professional classroom

experiences and perspectives of adjunct faculty members teaching undergraduate business

management courses in a part-time, college of professional studies or continuing education in a

four-year institution of higher education to immigrants, international, and disabled students. In

this research, 13 adjunct faculty members who teach in a four-year part-time undergraduate

degree granting institution in the Northeast region of the United States of America were

interviewed. To provide the context for this research study, the current literature in the following

content areas was reviewed: reasons for the pervasive use of adjunct faculty in higher education;

the professoriate; the role of adjunct faculty in higher education institutions; and learning

theories (specifically, adult learning & organizational learning).

Reasons for the Pervasive Use of Adjunct Faculty in Higher Education

The roots of universities are deeply established in the society(s) in which they exist

because universities are creators of knowledge (Gamage & Mininberg, 2003). A variation of the

European university model has been adopted by most countries, especially by colonized

countries who were not allowed by the colonizing nation to continue their indigenous knowledge

creation and transmission (Thelin, 2011). Altbach, Gumport, and Berhadl (2011) discovered that

some Western academics believe that the Western academic system is superior to any other form

of academic systems.

But, globalization and technological advancement have worked together to change the

university system into a worldwide industry offering a range of products for its diverse

consumers. Universities are now linked to dominant world economic systems and are

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contributing immensely to the economic and social development of nations (Altbach, Gumport, & Berhadl, 2011). Regan (2012) refers to this trend as "consumerism in higher education" (p. 14). The structure of institutions of higher education is changing to resemble the corporate structure more than the ivory tower (Ninnes & Hellsten, 2005; Teichler, 2004).

According to Poon (2006), a rapid rise of corporate universities and commercial educational providers is especially targeting students' individual learning needs. In order for universities to stay competitive, some are turning to commoditization of their education programs. Increasingly, they are becoming entrepreneurial, teaching more students from heterogeneous backgrounds and abilities, as well as incorporating new technologies or learning management systems in the development and delivery of courses (Altbach, Gumport, & Berhadl, 2011). To meet the demands of this commodity-customer and consumer-oriented student focus, some universities and colleges rely on adjunct faculty in order to operate in a "cost effective and efficient" manner (Poon, 2006, p. 95). The popularity of a consumer-oriented student culture has created an adversarial relationship between students and faculty (Delucchi & Korgan, 2002; Regan, 2012). In the consumer-oriented student culture, students view themselves as consumers of colleges' and universities' goods and services such as customized program offerings, online registration, and flexible schedules. And therefore, they expect and demand high level of service from colleges and universities (Abeyta, n.d.).

The American Professoriate

Schuster and Finkelstein (2006) describe the rapid transformation of the American Academic profession. This transformation consists of two major changes: (a) the shift in academic appointments and staff patterns in which most of the hiring is of contingent faculty, including adjunct faculty (b); and the shift in the expectations of faculty concerning the familiar

triumvirate: teaching, research, and service. Traditionally, college professors are required and expected to perform all three of these roles as well as advising; chair departments; and become active in administration, including communication with deans, serving on committees and/or managing complex projects. All these role requirements and expectations are changing, but research functions are limited mostly to the work of tenure-track faculty members. Adjunct faculty members' role is primarily that of teaching. Efficacy in teaching for most adjunct faculty is based on content expertise, instructional design expertise, instructional delivery expertise and instructional assessment skills (Arrreola, Theall, & Aleamoni, 2003; Schuster & Finkelstein, 2006). Roles such as administration and participation in governance are turned over to administrators and not full-time faculty members, as was previously the practice. These administrators as described by Ginsberg (2011) in *The Fall of the Faculty,* are bureaucrats managing universities as corporations. Hence the commodity focus mentioned above.

Adjunct Faculty

Adjunct faculty members who are hired on a part-time faculty basis are usually paid on a per course basis. They are hired mostly in community colleges and schools of professional studies within four-year colleges and universities (Stenerson, Blanchard, Fasiotto, Hernandez, & Muth, 2010). They are paid much less than full time faculty members and are seldom offered employment security and fringe benefits such as health insurance benefits, pension or paid leave, no matter how many courses they teach or how long they have been teaching (Meixner, Kruck & Madden, 2010). These factors devalue the work that adjuncts perform in teaching and learning, as they can be terminated without prior notice (Meixner, Kruck & Madden, 2010). In another study Callan (1997) states that even though adjunct faculty members are an asset to the academy, they are not active participants in any of the affairs of the college, curricular development or

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academic counseling. Adjuncts rarely are part of department meetings and therefore have no

voice in the process of decision-making as it pertains to hiring, dismissal or salary deliberations

(Donoughue, 2008).

Examining the research literature, most of the writing on adjunct faculty has been focused

on (a) the 286% increase in the hiring of adjunct faculty from the 1970s to 2011 (Fruscione,

2014), and (b) the dangers of higher education institutions' reliance on part-time faculty. This

reliance weakens academic freedom as the tenure-track is diminished and less full time faculty

are hired (American Association of University Professors, 2014). Other studies evaluated the

challenges adjunct faculty encounter in higher education. Most of these studies are primarily

quantitative and are conducted by non-adjunct faculty members, thus lending added support to

my own research study and subsequent recommendations. I am an adjunct faculty member

conducting a qualitative research study.

A national assessment of part-time, adjunct faculty conducted by the Hart Research

Association on behalf of the American Federation of Teachers (2010), gave an assessment on the

prevalent use of part-time instructors in higher education. The assessment revealed that 47% of

the teachers in higher education are now adjunct faculty members. Wickun and Stanley (2000)

in their study reported on the lack of teaching experience in adjunct faculty in the classroom that

creates difficulty with the mechanics of teaching. Another study conducted by Ronco and Cahill

(2006) disputes the Hart research assessment. In the study, the authors compared the effect of

instruction by instructor type and its effect on student graduation and retention rates. The study

compared freshman and sophomore students' experience in the classroom based on three levels

of instructors, full time faculty, adjunct faculty and graduate teaching assistants. Approximately

3,700 students from various disciplines were studied. The results of the study found little

evidence of an effect on student academic achievement or retention by type of instructor. The study revealed that student retention and achievement are based on students' educational experience and background and not on whether the instructor teaches on a full or part-time basis (Ronco & Cahill, 2006).

An increase in enrollment of students has altogether created an increase of diverse learners with varying cultural backgrounds, disabilities, languages, age, experience, country of origin and religion. Kelly, Moores, and Moogan (2012) concluded that colleges and universities have failed to consider the challenges diverse students bring to the classroom. These students not only pose challenges to themselves, but to other learners and instructors. It is critical for faculty to not only understand the curricular content they are teaching, but also the principles of pedagogy/andragogy and the cross-cultural context in which they are teaching (Brydon, 2011; Gribble & Ziguras, 2003; Rizvi & Walsh, 1998).

Learning Theories

Currently, higher education is part of the economic mechanism of the world economy. The world is now knowledge-driven. Education is important for the development of human capital, economic growth, and the stability of any nation (OECD, 1996). This points to a persistent demand and increased pressure to improve teaching quality in higher educational institutions (Ginns, Kitay, & Prosser, 2010). But measuring teacher quality can be complex (Henard, 2008). One of the initiatives to improve teacher quality and contribute to the global knowledge-driven economy is to hire practitioners or professionals who have practical experiences to teach in higher education institutions. Most of these practitioners or professionals are hired on a part-time basis. Little information is provided in the literature on how part-time faculty members are introduced to teaching, or on their former experience or teaching expertise

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in higher education institutions (Knight, Baum, Tait, & Yorke, 2007). Thus, it can be assumed that without statistics on their expertise, it is unknown who exactly these institutions are hiring. It is significant to understand and analyze how adjuncts develop their expertise as teachers and how they incorporate both prior and current experiences in their teaching practice. To create this understanding requires an examination of individual learning as well as organizational learning. This type of understanding includes knowing concepts of learning as they relate to how, why, and what individual adults learn. It is my assumption that all adjunct faculty members are adults. In this light, adjunct faculty members will be examined as adult learners.

Malcolm Knowles described the teaching of adults as andragogy instead of pedagogy, which consists of the teaching of children. Knowles developed five assumptions about andragogy: adult learners are self-directed; they bring prior experience to their learning; they come prepared to learn; are problem-centered; and they are internally or intrinsically motivated (Merriam, Caffarella, & Baumgartner, 2007). Knowles, Holton, and Swanson (2005) noted that adult learning takes place in varied places and during various opportunities in an adult's life. They stated that adult learners "learn best in informal, comfortable, flexible and nonthreatening settings" (p. 61).

To further understand how adjunct faculty are adult learners who are assumed to be self-directed, have prior experience and knowledge and are motivated in this instance to teach, it is imperative to look at higher education structure and processes, focusing on work, opportunities and power. Work is important to almost all adults, who devote most of the week to economically significant activity. To be successful in the changing world of work, for many individuals, particularly professionals, it is important to do "good work." The Good Works Project, a study conducted by Gardner, Csikszentmihalyi, and Damon in 2001, described good

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work as a type of work usually performed by skilled professionals for whom money or status is not a primary motivator. Instead, these professionals are primarily concerned about their personal goals, their affiliation with the institution that hired them, their sense of calling, and the sense that they are making a difference in the world (Gardner, Csikszentmihalyi, & Damon, 2001).

It is my assumption that an ideal, successful adjunct faculty member doing good work' can be described as a professional who has mastered his or her subject matter, who uses appropriate teaching strategies after careful reflection, and is knowledgeable about the students they teach. And is also aware he or she is passing down knowledge and making a difference in the lives of their students.

Adjunct faculty knowledge about students is gained in situations described by Ellinger (2005) as informal situations. It is my definition that successful adjunct faculty members gain knowledge from students in the classroom and also bring to the classroom rich experience in the form of informal learning, usually from (a) their other jobs and (b) from their own experiences of their teachers as they were they were college or university students. They are able to blend theory and practice to enhance students' learning. This may be particularly true for adjunct faculty teaching business management courses to students who are preparing for the world of work (Ballantyne, Berret, & Harst, 2010; Beem & Vandal, 2002).

Informal learning is described as a type of experiential learning that is learner initiated, where the learner is motivated by a need to take action. Informal learning usually takes place in various contexts (Livingston, 2001; Noe, Tews, & Marand, 2013; Sehoon & McLean, 2014). Marsick, Volpe, and Watkins (1999), authors of the concept of informal learning, state that people learn informally from past experiences and they use these experiences in current

situations. They further describe informal learning as the intent to learn based on experience, feedback, and reflection. According to Bell and Kozlowski (2008), the intent to learn is based on the learner's being engaged in acquiring knowledge in order to improve their performance. Informal learning can also be learning from oneself, which includes reflecting on how to improve performance or finding new ways of performing when faced with a challenge or new problem. Learning from others includes receiving feedback from a variety of sources, including reading professional publications or doing research for resources and information (Noe, Tews, & Marand, 2013). Informal learning can thus be seen as related to self-directed learning and experiential learning. This helps depict how adjunct faculty members develop their teaching and learning strategies.

Reflecting on adjuncts' teaching and learning, we can consider how self-directed learning might apply to them. Self-directed learning is when adult learners take responsibility for their own learning. Garrison (1997) describes self-directed learning using a *collaborative constructivist* lens. He describes self-directed learning as a form of learning in which students take responsibility for their own "learning in a deep and meaningful way" (p. 18). This can also be a form of informal learning, wherein learners are able to identify their personal learning goals, set goals, seek resources, implement strategies and evaluate outcomes.

The model of experiential learning is another learning theory that can be applied to understanding adjunct faculty teaching and learning. Experiential learning is based on John Dewey's (1997) theory, which states that experience is a continuous process and experiential learning is an important function of education and adult development. Dewey states that experience, inquiry and reflection are key functions in experiential learning (Chan, 2012). John

Piaget, a developmental psychologist and philosopher, also believed learning occurs mostly from experience (Seltzer, 1977).

Kolb's experiential learning theory (ELT) is based on Dewey, Piaget, and Lewin's work (Merriam, Caffarella, & Baumgartner, 2007). Kolb (1984) asserts that experiential learning is based on the following: concrete experiences (involvement in new experiences); reflective observation (new experiences gained through observation and reflection); abstract conceptualization (analytical abilities to integrate ideas and concepts); and decision-making and problem-solving skills. Kolb believes these abilities are interrelated within a cyclical process. The process can start at any of the stages and it is continuous, with the ultimate goal of gaining new knowledge as well as being able to transfer this knowledge to other situations (Kolb, Boyatzis, & Mainemelis, 1999).

For adjunct faculty, experiential learning happens when experts use knowledge and experiences from their workplaces to keep their practice and profession up to date (Yardley, Teunissien & Dornan, 2012). Dokko, Wilk, and Rothbard (2009) state that prior work experience provides opportunity as well as greater potential to apply that knowledge in a new context. When the experience is related or similar to the new task, this can have an effect on job performance. As adjuncts link their prior experiences with new ones, they are able to guide students in a meaningful way in their learning, including the retention of acquired knowledge.

Schon's (1987) model of knowing-in-action describes how experiences as well as reflection on action can lead to learning. The experience of self-directed learning is unique to each individual and involves a combination of knowledge, skills, attitudes and prior experience. The element of surprise is an important marker of self-directed learning and learning through action, and occurs when a situation does not fit the usual expectations of the learner. In such a

situation, through the process of reflection the expert recognizes the need to search for additional information and then assess this new information for its relevance in solving the problem. This process of on-going experimentation leads to the mastery of new knowledge. The new knowledge reduces the state of being surprised again in a similar situation. The expert now reflects and evaluates the process of acquiring the new knowledge. Schon refers to this as reflection-on-action (Schon, 1987).

The process of reflection-in and-on action leads to questions about what motivates an individual to take part in new continuing or professional education activities or lifelong learning (Schon, 1987). This process can be related to adjunct faculty members who have current knowledge and skills needed for their teaching practice. But, when there is a gap in their knowledge and skills, such as when a student with disabilities or a student with a non-Western perspective is part of their classroom, these faculty members may experience surprise and engage in an effort to learn how to help these students learn. Because of the rapidity of change in college and university enrollment, coupled with advancement in technologies, adjunct faculty members feel compelled to develop or update their teaching strategies and refine their teaching practice.

Adjunct faculty members' knowledge creation or learning can be an effective part of higher education's organizational learning. Higher education institutions need to create an environment that fosters organizational learning for their continued existence in the competitive global business arena. Organizational learning occurs not only through individual employees but also through the collective learning of individuals within the organization (Argyris & Schon (1996; Kold & Kolb, 2009). Individual learning exists at various stages of one's professional

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life, yet ultimately this must be transformed into organizational learning (Alslam, Javaid, Tanveer, Khan, & Shabbir, 2011).

The process of organizational learning can also be described as a three-stage process: "knowledge acquisition," which can be derived from one's own experience, others' experience and or organizational memory; "dissemination;" and "shared implementation" (Armstrong & Taylor, 2014). Armstrong and Taylor further explains how individual learning can be transformed into organizational learning. This can be accomplished through a unique organizational learning framework or model, namely: intuition, interpretation, integration, and institutionalization. Crossan, Lane, and White (1999) describe this process as the *four I's* of organizational learning, linking individual, team, and organizational levels.

Intuition and interpretation usually happen with individuals; interpretation and integration with group members, and integrating and institutionalization within the organization. A sequence and progression exist at different levels as well as there being some "spillover from level to level" (White, 1999, p. 525). Intuition consists of an individual initiating self-learning. Interpretation occurs when the individual makes meaning of an experience through explaining, through words and/or actions about the experience to one's self and to others. Integration occurs through dialogue and joint action on shared understanding of the new meaning or experience with other individuals or teams. Institutionalization is when learning or new meaning is embedded into the defined tasks and actions within the systems, structures and strategy of the organization. Team learning then becomes the bridge between individual learning and organizational learning (Aslam, Javaid, Tanveer, Khan, & Shabbir, 2011; Crossan, Lane, & White, 1999). An organizational learning outcome contributes to the organization's resource capabilities, most importantly its human resources, human capital development and management.

Therefore, organizational learning is affected directly or indirectly by its individual members (Kim, 1993).

Chapter Summary

Current literature was used to define the landscape of higher education within which adjunct faculty members' work. The history of higher education, the professoriate, adult learning theory and its relationship to working within the structure and process of higher education institutions, create a foundation for understanding the role of adjunct faculty in higher education.

Chapter 3: Research Methodology

Overview of the Chapter

The faculty members I am studying teach business and management courses to undergraduate students, including international, immigrant, and disabled students. Higher Education is experiencing increased enrollment in the number of these three groups (Altbach, 2006), simultaneously opening avenues for an innovative set of teachers known as adjuncts.

The focus of this chapter of the dissertation is on research methodology, including discussion of the following: rationale for qualitative design, research sample, overview of the research design, data collection, data analysis, trustworthiness, bias, and ethical considerations. The chapter concludes with a summary of my observations and understanding of the subject.

The study was influenced by my personal worldview. I am currently an adjunct faculty member, a former international and immigrant student, and while I am not disabled, I am intimately aware of the issues as the mother of a disabled student. Currently, I teach undergraduate business management courses in a college of professional studies within a four-year university and have noticed the rapid change in student demographics. In the past winter semester, there were 16 students in an introduction to management class that I taught. The class consisted of 6 international students, 1 disabled student and 9 immigrants with permanent resident status in the United States of America. The status of the 9 immigrant students was discovered during a class introduction exercise whereby students introduce themselves to classmates. The ages of the students range between 25 and 40 years old. Each of the group of students brings specific needs to the classroom. As a teacher I have to deal with cultural differences, mobility issues and ESL (English as a second language) issues. These different

issues add complexity to college classroom teaching when the goal is to be responsive to each student's individual needs. The specific research question this study addresses is discussed next.

Research Study Question

What are the personal or professional experiences of part-time adjunct faculty members who teach undergraduate business and management courses in a college of professional studies or continuing education program within a 4-year institution?

This question will help give voice to the stories of adjunct faculty members and the important contributions they make to higher education. I am interested in talking to faculty members about times when they are reflective in their teaching and learning, giving examples of when they try to design new strategies to teach diverse students, and what, if any, changes they would like to see for adjunct faculty members in higher education. These latter issues are social justice challenges: fair labor rights (creating equal access to employment of adjunct faculty members); fair distribution of wealth (better benefits including salary remuneration, office space); equality of opportunity; improved communication; and having a voice in decision and policy making (breaking down institutional repressive structures that will allow adjunct faculty to be members of the academy). This is not only social justice for adjunct faculty but also for the students they teach.

Rationale for Qualitative Design

Qualitative research is a constructivist/interpretive methodology concerned with how at a particular point in time people experience, interpret and understand their complex socio-cultural world. Qualitative inquiry focuses on the individual or participants in the research study because it is interested in how these participants perceive their experiences (Pitney & Parker, 2009). A Constructivist/interpretive approach places the emphasis on how people (participants) make

meaning of their experiences and how these meanings affect their learning and development (Creswell, 2008; Patton, 2002). In this case adjunct faculty members' perception and experiences are being given weight and consideration, which also give voice to their underprivileged status within the academy.

In seeking to understand the experiences of these adjunct faculty teaching undergraduate business and management courses to students including international, immigrant and disabled students, it is important to understand the meaning behind their motivation to teach, classroom challenges, strategies used to teach, and perceptions of the adjunct faculty role. Qualitative research is suited to accomplish this goal.

Within academe, adjunct faculty members are marginalized and their voices have been silent for too long. To understand adjunct faculty members' experiences, their voices need to be heard as they relate to teaching experiences and to the students they teach; the institution(s) that hire them; as well as their personal and professional goals. Most of the research conducted on adjunct faculty is on the negative conditions of their work such as low salary, inexperience in teaching, and employment on a contingent basis. This research study intends to give voice to the positive aspect of adjunct faculty as knowledgeable and effective teachers in higher education.

Because adjunct faculty member are adults, the research study's focus is within an adult learning framework. Therefore, Carol Gilligan's *Listening Guide*, whose notion of voice is based on the adult learning framework, is utilized to analyze the research data (Spencer, Weinberg, & Bertsch, 2003). In the book *"In A Different Voice,"* Gilligan's research studies are mostly on women (Gilligan, 1982). She assumes there is significance in the way people describe their lives. To portray the significance of voice and in response to her dissatisfaction with the way qualitative data were analyzed in research studies, Gillian developed the listening guide.

The listening guide method is centered on voice, allowing individual participants' experience or story to be heard as it "draws on voice, resonance, and relationship into the human psyche" (Spencer, Weinberg, & Bertsch, 2003, p. 157). It helps to discover the inner world of a person. This discovery of the inner world gives each participant a distinct and in-depth voice as it relates to his or her history and experience. The researcher is actively brought into the research participants' context, making the researcher's voice also distinct in the study.

IRB Approval

A research proposal was successfully developed and submitted for approval to the doctoral committee. Upon approval of the proposal an application for the review of human subjects' research was presented for approval to Lesley University's Institutional Review Board. The application was approved.

Research Site

Participants for the study were recruited from two universities' undergraduate colleges in the Northeast region of the United States of America (University A and B). According to College Factual and College Data websites, University A is a large, urban university with approximately 2,500 part-time undergraduates in the college of professional studies. 14.7% of all undergraduate students are international students, mostly from Asia. University B is a small, urban university with approximately 441 part-time undergraduates where 3% of all undergraduate students are international students (see www.collegefactual.com/colleges; https://college.niche.com).

Both universities are co-ed, private, non-profit institutions. These colleges of professional studies offer professional degrees and certificate programs. Faculty members hired to teach at colleges of professional studies and continuing education are mostly part-time adjunct

faculty members who also work full time in another profession. At each of these colleges, the adjunct faculty members are required to teach courses in various formats. They teach courses in the classroom (face-to-face), hybrid (part online and part in classroom) as well as online. When these faculty members teach face-to-face courses in the classrooms, they are not offered parking spaces, office space or resources such as a scanner, printer or paper. The average compensation per course ranges from $2,000 to $2,500 per semester, which is between 6 and 12 weeks. The faculty members come to campus to teach the assigned course with limited interaction with other adjunct faculty members or administrators. The minimum class size for courses is 6 students and the maximum is 40 students. Student information given to the faculty is limited as it includes only the names and identification numbers, in the form of a class roster.

Selection of Participants

For this study, 13 participants were selected to obtain in-depth perspectives. Less useful results might have occurred if the number of participants was too large and data became cumbersome and unwieldy. Participants were selected for the study through a purposeful sampling procedure, also utilizing the snowball and the criterion-based sampling processes. Patton (2002) states that the importance of purposeful sampling is in obtaining rich information that provides "in-depth understanding" of the participants' experiences being studied (p. 230).

Snowball sampling is the process where the required participants are selected by referrals (Merriam, 1998; Patton, 2002). These strategies were used because it can be difficult to reach adjunct faculty members individually due to the nature of their work schedule. Adjunct faculty members usually teach part-time and do not have a primary point of contact available to them in the form of office hours, office space, or phone.

Criterion-based sampling is a procedure whereby participants are selected based on a set of standards (Patton, 2002). The criteria for selecting research participants were: all participants had to have at least two years of teaching experience as an adjunct faculty member at the college or university, and teach undergraduate business and/or management courses to adult learners. To obtain the experiential data of these adjunct faculty members, I assumed that adjunct faculty members who had at least two years (but often more) of teaching experience were most likely able to articulate their situations as teachers. A pilot study on adjunct faculty teaching experience was conducted to inform this dissertation research study. The pilot study showed that adjuncts with two or more years of teaching experience had some understanding of teaching as it pertains to course content, teaching strategies and students' demography. This constitutes the experience I am seeking. Participants' experiences were obtained from interviews as well as through data analysis and reporting.

The purposeful sampling method aided in searching for participants who had actually lived the experience studied. In qualitative research literature there is a broad range of recommended sample sizes. Patton (2002) suggested that the time and effort invested in trying to understand a participant's experience is much more important than the sample size.

The process of selecting the participants required several steps. First, I was a participant at a professional development session for adjunct faculty members at the college of professional studies at one of the research site. During the professional development, I asked the dean's permission to introduce my research study. I briefly introduced the purpose of the research study and passed out a letter of invitation (Appendix E). The letter included an option for faculty to fill in their name; discipline; contact information (phone and email); number of years teaching part-time at the university; courses taught; and willingness to participate in a research study which

could involve follow-up interviews. Twenty-five copies of the letter were distributed, and eight participants completed the invitation form.

To recruit additional participants a solicitation email was sent to a colleague at the same college of professional studies. The colleague provided names and contact information of six individuals who might fit the criterion. Copies of the invitation letter were emailed to these individuals. Four responses were returned and each adjunct faculty member fit the criteria and was willing to participate in the study. Each of the prospective participants was contacted and an interview date, time and venue were scheduled. This resulted in a total of nine participants from this university (University A).

Secondly, because of the difficulty experienced in recruiting participants for the study from one university, there was an effort to recruit participants from a second university. An email was sent to the Dean of the College of Business Management at the second university with a brief explanation of my research study. The dean recommended names of five adjunct faculty members who might be interested in the study. The same invitation letter sent to the previous participants at the first site was emailed to these prospective participants. Four of the prospective participants responded, agreeing to take part in the study. All four participants fit the criteria for the study. Upon receipt of their responses, interviews were scheduled for individual participants with the date, time and venue given. It was discovered that one of the four participants from University B has also been teaching at University A.

Demographic data was collected for the study as it provided full understanding of the characteristics of the study participants by allowing the comparisons (differences & similarities) of the participants. A summary of participants' demographic dataset is presented below in Table 2. There are 6 men and 3 women from University A. The men's age is between 25 to 75 years

old; with teaching experience ranging from 5 to 29 years. The women are between the ages of 25 to 65 years old with teaching experience of 4 to 20 years. The three participants from University B are older, ranging in age from 56 to 75 years and also with significant teaching experience of at least 15 years. A full table of participants' demographic dataset is presented in Chapter 4.

Table 2

Summary of Participants' Demographic Data

University	Total # participants	Participant' gender	Range of teaching experience	Age range
A	9	Men = 6	5 – 29 years	46 – 75 years
		Women = 3	4 – 20 years	25 – 65 years
A & B	1	Man = 1	5 years university A 10 Years university B	56 – 65 years
		Women = 0		
B	3	Men = 2	15 – 30 years	56 – 75 years
		Woman = 1	25 years	66 – 75 years

Data Collection

Data collection was through an in-depth interview of 13 participants in which demographic information as well as answers to semi-structured interview questions was collected. Later, there were follow-up interviews with three participants to clarify information from the interview.

Because of the geographic dispersion of the participants, six participants were interviewed face-to-face, and seven participants were interviewed via the telephone. The preferred approach for this qualitative study was semi-structured, in-depth interviewing, utilizing an interview protocol with open-ended questions (Appendix G). The open-ended questions allowed flexibility for both the participants and the researcher. The researcher was able to probe, pause and ask spontaneous questions. The participants were able to give in-depth responses to the questions that reflected each participant's perception of their experience. This flexibility and responsiveness during the interview process helped in the identification of emerging issues that to my knowledge have never been part of the general discussion on adjunct faculty members' experience. These identified issues are likely to eventually bring a change to the teaching practices used by adjuncts as well as to affect higher education policies regarding the hiring, retention, and compensation of adjuncts.

Each interview lasted between 60 to 90 minutes. The questions in the interview protocol were used as a general guide only, allowing for the emergence of thoughts and ideas. The purpose was to gather the participants' stories regarding their experiences teaching as part-time faculty. Each of the interviews was transcribed using a digital tape recorder. The interview protocol (Appendix G) consisted of 19 questions divided into four categories: how adjunct faculty members reflect on their teaching and learning (this is to understand their know-how of teaching); how strategies are developed to teach diverse students (understand their reflection on teaching strategies); how and if these strategies change (how challenges in the classroom are managed); and other (what other challenges and or issues adjunct faculty members face).

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Consent

Participation in this research study was voluntary. Participants were free to withdraw their participation at any time during the study. Participants were assured of their privacy and confidentiality and each was asked to select a pseudonym. Each was assured that any individual identifying characteristics as well as their institution's name would be withheld. They were informed that the tape recording and data obtained during the study would be kept private and confidential, to the extent allowed by law.

The dates, times and venues for each interview were arranged at the participants' convenience. The interviews took place at different locations: some via telephone, some in restaurants, coffee shops, participants' offices, and participants' homes.

Prior to the interviews, participants were given a copy of the informed consent form (Appendix F). I read the informed consent document aloud in each participant's hearing. Then they were given a few minutes to read and sign the form. For telephone interviews, participants were emailed the consent form and asked to sign, scan and email the forms back to the researcher.

At the start of the telephone interview, participants were asked to have a copy of the consent form with them. The contents of the form were read aloud, and participants were asked if they needed any clarification or had questions. Before each interview, a rapport was established with each participant to create comfort and trust between the researcher and the participants, so as to obtain accurate data from the participants (Smith, Flowers, & Larkin, 2009, p. 64). Participants were asked the reason for the pseudonym chosen, as well as information about their background, to give a sense of areas of experience we might have in common. This allowed for the participants to open up and feel relaxed in answering the questions. Probing,

prompts, and reflection were used and encouraged as necessary to facilitate further discussion

and also to elicit in-depth responses to questions. An example of a prompt is encouraging the

participant to expand on their answer to the question in detail, or using words and phrases such

as "ok," "hmm," and in some instances rewording the question. Probing is asking follow-up

questions to encourage the participants to elaborate, such as "Can you say more about that

incident?"

Reflection is a continual process throughout the interview, accomplished by listening, but

also reflecting on participants' response. Participants are asked to repeat or paraphrase their

response to prompts such as "so you feel...."

At the end of each interview, participants were asked to complete a demographic survey

(Appendix H). The demographic survey contained nine questions that gave full description of

the characteristics of the participants, such as, race, gender, age, ethnicity, profession, years in

profession, employment status, years teaching as an adjunct and educational level. The

demographic survey was designed to give background information on the participants. Data

from participants' identified characteristics were used to compare and contrast their responses, in

order to generate further pertinent information. Participants who had telephone interviews were

asked the questions on the demographic survey and I proceeded to write down their answers to

the questions.

At the completion of each interview, I wrote notes in the form of memos reflecting on

each individual interview. These notes were short, not more than one paragraph, and contained

the date, time, location, and details of the participants, as well as words and short sentences of

importance to the researcher. These included, for example, things that happened during the

interview, and the way participants responded to certain question(s). These notes were used to

help improve the next scheduled interview. Participants were asked to bring to the interview copies of at least three sets of their course materials, including student assignments, examinations, and lecture notes. This included a brief description of the significance of the course material to the students. Of the 13 participants, only 4 shared their course materials, and 9 did not. I am assuming they thought it was not important or they may have been worried their ideas would be appropriated. Because of the small sampling, course materials were not used in the analysis.

The transcribed interviews were sent to the 13 participants for feedback. Only 2 of the participants responded with feedback and clarification. The transcribed interviews were reviewed using the voice-centered approach.

Data Analysis

In qualitative data analysis, the researcher manages, organizes and analyzes the research data collected, in order to give meaning to the data (Paliadelis & Cruickshank, 2008; Pitney & Parker, 2009). The listening guide voice-centered relational method (Gilligan, Spenser, Weinberg, & Bertsch, 2003) was selected to guide the data analysis.

The voice-centered approach is a four stage process of data analysis. Each stage involves multiple readings and listening to the transcribed interviews, surveys and tabulated survey data. The focus at each of the stages of data analysis is to identify the following: "The story and who is speaking," "Telling what story about relationships?," and "In which societal and cultural frameworks?" (Brown & Gilligan, 1993, p. 21). The four stages of the Listening Guide voice-centered data analysis are as follows:

1. Listening for what is called 'the plot;' and my response to how each participant answered the interview questions. The questions were deleted from each transcript leaving only the

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participant's response to each of the questions. The responses were grouped by the three research sub-questions: what are their experiences as they reflect on their teaching and learning; how they develop strategies to teach diverse students; and how they improve their teaching practice (Appendix K).

(a) Each transcript was read multiple times (to become familiar with the content) while also listening for the plot – What is happening? What is the story? What is each participant's experience as an adjunct faculty member? What are participants not telling me? What are the metaphors and dominant findings if any?

(b) Listener's response: Participants' responses were listened to for what is being expressed; my connection to each response(s) as an adjunct faculty member are noted, by highlighting, underlining and using the comments and track changes functions in Microsoft word (Appendix L)

2. "I poems" are developed during the second listening of the voice. During this process, the first-person pronoun is used to create the "I poems." Participants' first-person voice comes alive in the way they tell a story about themselves as adjunct faculty members. To construct the "I poems," each first-person "I" within the transcript, including the immediate verb or distinct word(s), is highlighted. The "I" phrases are used in the order given within the transcript to create the poems (Appendix M).

3. Listening for multiple meanings of participants' experiences or contrapuntal voices. This is the stage in the process that helps me as the researcher to understand multiple meanings of the participants' expressed experiences. At this stage the interview transcript for each participant was read three times. For each reading, a participant's

experience became clearer. By focusing on the response to each interview question I was able to discern multiple meanings of these experiences.

4. Composing the analysis was the final step in the process. Data from the three steps above were compiled into a summary of each participant's responses. As each transcript was read and reread, in each stage of the Listening Guide voice-centered data analysis, repeated expressions or words were highlighted in order to identify recurring phrases for each transcript. These phrases were listed at the top of the transcript response sheet, keeping it as close as possible to the participant's own words. These phrases were then categorized into findings and sub-findings, and given titles under each sub-question category. The summary list of findings and sub-findings was examined, looking for patterns across cases. To fully understand the patterns, data summary tables were created by each sub-question category (see Appendices A, B, C, & D).

Trustworthiness

In qualitative research studies, researchers need to ensure rigor without sacrificing the relevance of the study (Krefting, 1991), that is the researcher needs to keep to the words of the participants, while maintaining findings and questions relevant to the original study. Various researchers (Curtin & Fossey, 2007; Shenton, 2004) described six basic strategies to enhance trustworthiness of qualitative research. These strategies include: triangulation, member-checking, thick description of phenomenon, peer review, use of an audit trail and reflexivity. In this study three strategies were used to establish trustworthiness: member-checking, peer review, and reflexivity.

Member-checking. In qualitative research one of the criteria for credibility involves those who have also experienced the phenomenon studied. This is referred to as member-

checking, in which participants are given the opportunity to validate the transcript of their responses to the questions (Mero-Jaffe, 2011). Results from the interviews were summarized and returned via email to all 13 participants individually for feedback and clarification (Appendix I). Only 2 of the participants responded and returned their summaries. One of the participants that responded, made several suggestions in the changes she wants to see happening for adjunct faculty. The other participant simply added information about her professional work experiences that she thought she left out during the interview. Member-checking can give credibility and validity to the data as participants are free to read, clarify, comment and give full disclosure of themselves, thus enriching the data.

Peer review. Peer review is a strategy used to ensure credibility and trustworthiness in a qualitative research study. Two colleagues, one who is an adjunct faculty member but did not participate in the study, and the other a professional colleague, were asked to review a summary of the data and findings of 10 participants for ideas and interpretation of the data based on their own experiences as adjunct faculty members. Each was sent five participants' summaries. The reviewers used their individual experiences as adjunct faculty members in reviewing the data. The reviewers' perspectives on the summary of the data and of the findings were used when I re-analyzed the data. I was able to go back to the taped interviews and listen carefully to the participants' responses and see the connections in experiences we all have as adjunct faculty members. This process helped in the development of dominant findings, through re-listening to interviews with the reviewer experiences in mind.

Reflexivity. Smith, Flowers, and Larkin (2009) described reflexivity as "intuitive reflection, cognition, meaning-making and sense-making" (p. 193). Reflexivity helps researchers avoid preconceptions (Pringle, Hendry, & McLaffery, 2011). Ahern (1999) explains

that in reflexivity, the researcher honestly examines his or her "values and interests" (p. 408). As

the researcher, I have 13 years of experience in adjunct faculty teaching of undergraduate

business and management courses. My teaching goal is to create learning for all students and

also for students to be able to transfer knowledge learned in my classroom into other courses and

eventually in their future careers. Through reflection on my teaching practice as an adult learner,

I have gradually shifted from teacher-centered model of teaching to a student-centered approach

through creativity and innovation in my teaching strategies. The students in my classes are

motivated to be fully immersed in their learning by seeking answers rather than waiting for the

instructor to provide the answers; finding meaning to management issues and dilemmas in the

global arena rather than the instructor transmitting vast amount of content to them. I am able to

accomplish this learning process by thoughtfully creating each curriculum and course content to

ensure students are actively involved in their learning. For example, for each course, clear

objectives and learning outcomes are provided in the syllabus; students' receive frequent

feedbacks through the use of rubrics in grading assignments, varied evaluation and assessment

tools such as written assignments, case study analysis that relates to students' culture and

background, exams, individual and group projects and presentations are utilized. With the

increase use of technology, most of my face-to-face or hybrid courses have some form of online

learning component, which allows students to proceed at their own pace, which is important to

allow international, immigrant, and disabled students to comprehend the material. The same

material in a class discussion might proceed too quickly for them to adequately grasp, but they

may not feel comfortable asking questions directly, as they may not want others to know they

lack some of the background knowledge others have. Similarly, assistive technology can be

utilized with online content in ways that may not be available in spoken lectures or group discussions.

My experience as an adjunct faculty member has exposed me to the social injustices suffered by adjunct faculty. I do not have a democratic voice in any decision or policy making in the university or the college of professional studies. There are no benefits offered, including medical, sick time, or professional development. There is no fair distribution of wealth or equality of opportunities. I bring this experience into the study to be aware of other adjunct faculty members' experiences.

In defining reflexivity, Doucet (2008) used the metaphorical language of "three gossamer walls" (p. 1). She used *gossamer walls* because she believed reflexivity is a constant shifting of the research relationships of the researchers' reflexive knowledge process. The three gossamer walls are: the relations with oneself and our past experiences (ghosts); relations between the researcher (oneself) and the research participants; and the relations between the researcher and the readers, audiences, and epistemic communities.

Reflexivity is therefore the ability of the researcher to reflect on the "personal, political, intellectual, and theoretical" account of his/her personal experiences of the research process (Doucet, 2008, p. 2). Hamdan, (2009), in an article *"Reflexivity of discomfort in insider-outsider educational research,"* discusses her position as an Arab Muslim woman researching Arab Muslim Canadian women. In the article she focuses on what reflexivity means for her, and how it characterizes her research study. The implications of her reflexivity help her to understand her role as an insider-outsider researcher. She is better able to represent difference; and also understand that the insider-outsider role can create discomfort and tension for certain readers. By taking the role as both an insider and an outsider in the research, the author is able to

acknowledge her own values and prejudices as well as reflect on her personal experiences. This helps her take responsibility for her own account of the research study, as she analyzes and interprets the divergent perspectives of the study. Dwyer and Buckle (2009) describe the insider role as when the researcher is a member of the group being studied and shares the same experiences and characteristics as the participants. The outsider role is when the researcher shares only the same membership status as the participants. Both authors of the above mentioned study stress the importance of reflexivity as well as the importance of the researcher being in both the insider and outsider role in qualitative research.

As the researcher of this study, I assume the role of being the researcher as well as a member of the group – an adjunct faculty member teaching mostly undergraduate business and management courses to diverse students; a former international, immigrant student; and the parent of a disabled adult daughter. I am conscious of not allowing my role and past experiences to simplify the experiences of the research participants. I was reflexive throughout the design of the research, including the research questionnaire, in order to elicit narratives from the participants. Before and throughout each interview, I paused to think about how participants would perceive the questions being asked, as well as the purpose of the research. Also, during the interview I was also able to reflect on my role as both an insider and outsider of the research study, which means being pushed into a new level of self-discovery. As I listened to the participants during the interviews, I gained a new understanding of my intolerance towards inequity that I did not fully appreciate previously as an adjunct faculty member. Self-discovery refers to my awareness of the plight of adjunct faculty members in terms of the injustice of hiring, retention, remuneration and their lack of academic privileges. I do take into consideration my position as having insider knowledge of the experiences of adjunct faculty members, and the

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impact of my study on the participants who are also adjunct faculty members. Initially concerned that unintentionally I might interpret participants' answers based on my personal experiences and perspectives, the self-discovery referred to previously and my deep interest in the study outweighs this bias. Reflexivity has allowed me to be open and honest in stating the experiences of adjunct faculty members involved in the study, and therefore their unheard voices.

This reflection helped me in clarifying participant's meaning. Also, some participants were re-interviewed for clarification. Data was re-analyzed when different conclusions were reached after review and analyses of the data by the selected colleagues conducting the peer review. From the peer review, I was able to focus on the core of my research study, which is to understand not only the personal experiences of the participants but also their professional teaching experiences. The aim is to reach conclusions of the research study mainly from the data collected and not from my own perceptions.

Ethical Considerations

Several strategies have been employed in this research to insure that this study has been conducted in an ethical manner. These include: having each participant read and sign an informed consent form prior to conducting the research. The informed consent form includes an invitation to participate, the purpose of the study, any potential risks, assurance of confidentiality and an opportunity to withdraw from the study at any time. To assure confidentiality, the professional transcriber signed a confidentiality agreement (Appendix J), to maintain the integrity of the research data. The data derived from the research is kept in a computerized database accessible only by a secured password. Also, a hard copy of the dataset is kept in a secured location.

Chapter Summary

Qualitative research methodology is appropriate in this research study as the intent is to seek an understanding of the experiences of adjunct faculty teaching undergraduate business and management courses in a part-time, college of professional studies or continuing education. To draw out the richness of each participant's voice in telling the stories of their experience, Gilligan's Listening Guide was utilized. The findings of this research study are presented in Chapter 4 of this dissertation.

Chapter 4: Analysis and Findings

Overview of the Chapter

In conducting the analysis and findings of the study, I analyzed the interview data from 13 part-time adjunct faculty members from two 4-year undergraduate colleges. Nine participants are from one university, which will be referred to as university A. Three other participants are from another university, university B. One participant works at both universities A and B. This chapter will discuss findings through reflection on the research question and sub questions.

Study Participants

Table 3 describes the participants for this research study. Thirteen participants from two 4-year undergraduate colleges within two universities who cater to a broad range of diverse students participated in the study. Each of the participants are teaching business and management courses in different formats, including face-to-face (in classroom), hybrid (partly in classroom and online), and full online. The selected participants include nine men and four women (69% male, 31% female). Twelve participants are Caucasian and one is African-American (92% Caucasian, 8% African-American). Participants identified their employment status as retired (n = 3), self-employed (n = 4), retired but working part-time (n = 1), full time (n = 4), and part-time (n = 1). None of the female participants are retired. Participants listed their professions as: consultant/international consultant (n = 4), international business executive/business executive (n = 2), higher education executive/ director (n = 2), accountant /community college faculty (n = 1), technical writer (n = 1), Entrepreneur (n = 1), nonprofit director (n = 1), and technical writer (n = 1).

Sixty-nine percent (n = 9) of the participants teach at University A, 8% (n = 1) teach at both universities, and 23% (n = 3) at University B. Most of the participants in University B

teach at multiple universities and colleges while participants at University A only teach at one university. There is not a significant difference in the ages of the male participants; most are over the age of 46. The women on the other hand have a significant range in age between 25 and 75 years old. Also, most of the men have significant years of teaching experience when compared to the women. The teaching experience for men ranges from 5 to 30 years and the women from 4 to 25 years. Fifty percent of the women ($n = 2$) have over 20 years of teaching experience. Seventy-eight percent ($n = 7$) of the total number of men have at least 10 years of teaching experience, they also have over 10 years of professional experience and they are mostly between the ages of 56 years to 75 years old. Only one of the male participants with over 40 years of professional experience has less than 10 years teaching experience.

A typology of the study participants ranged from specialists (experts & professionals), to freelancers, to career enders (see Table 3). Gappa and Leslie (1993) developed this typology of adjuncts based on a research survey. The study described career enders as adjuncts that are retired from previous full time employment and are now teaching part-time. Freelancers are adjunct faculty members who by choice teach part-time in multiple colleges or universities. Specialists, Experts, or Professionals are adjunct faculty members who are employed in part-time teaching positions while holding full time employment in other industries. These specialists, experts, or professionals are mainly motivated to teach by the desire to share their expert knowledge (Gappa & Leslie, 1993; Lyons, 2007). In the demographic survey only one participant is interested in teaching full time. Further review of the demographic survey showed that 31% ($n = 4$) of participants were career enders, 15% ($n = 2$) identified as freelancers; 54% ($n = 7$) are in the specialists, experts, and professionals' category. See Table 3.

Table 3

Participants Demography and Typology

Pseudonym	Age Range	Race	Gender	Employ-ment status	Profession	Years in profession	Years teaching	Type of adjunct
University A Participants								
Beej	66-75	A A	M	R/PT	Accountant/ community college faculty	30+	29	Career ender & freelancer
Botolph	46-55	C	M	PT	Consultant	6	7	SEP
Foxy	56-65	C	F	FT	Consultant	25+	20	SEP
Mary Smith	25-35	C	F	SE	Technical writer	5	5	SEP
Paradox	56-65	C	M	R	International business executive	30+	25	Career ender
Participant A	56-65	C	M	SE	Entrepreneur	12	20	SEP
Purple	56-65	C	M	SE	Consultant	10	12	Freelancer
RJK	66-75	C	M	R	International Consultant	40+	5	Career ender
Sally Jean Kingfisher	46-55	C	F	FT	Non-profit director	5	4	SEP
University A & B Participant								
Auggie	56-65	C	M	FT	Higher educ. executive	20+	15	SEP
University B Participants								
David	56-65	C	M	FT	Higher educ. director	20+	15	SEP
Emily	66-75	C	F	SE	Consultant	25	25	Freelancer
Ivy Halls	66-75	C	M	R	Business executive	40+	30	Career ender & freelancer

Note. M = Male, F = Female; FT = Full-time, PT = Part-time, SE = Self-employed, R = Retired, R/PT = Retired but teaching part-time, SEP = Specialist, expert, or professional; C = Caucasian, AA = African American

Findings

Four key findings emerged from the data analysis of participants' responses about their experiences and are listed below to demonstrate participants' voices. The findings are categorized based on these research sub-questions and a further request in participants sharing pertinent information regarding their experience as adjunct faculty:

- What is the experience of being an adjunct professor by reflecting on their teaching and learning (feeling of empowerment)?

- How do these professors develop strategies to teach diverse students (teaching challenges, teaching and learning strategies)?

- How do they improve their teaching practice (student assessment & feedback)?

- Is there any other pertinent information they want to share?

Overview of Findings

In outline format, the findings are as follows:

1. Part-time Adjunct Faculty Are Empowered through Self-Efficacy (Summarized in Appendix A)

2. Part-time Adjunct Faculty Face Teaching Challenges that Compel New Teaching Strategies (Summarized in Appendix B)

    - Change in student population

    - Informal matriculation of students

    - Students' incivility: cheating and plagiarism; evaluation as retaliation

    - New teaching strategies

3. Part-Time Adjunct Faculty Are Adult Learners (Summarized in Appendix C)

    - Use Reflection to Modify or Change Course Content

- Self-Directed in Individual Learning and Development

4. Part-time Adjunct Faculty Face Barriers to Employment Advancement within Higher Education

Part-time Adjunct Faculty Are Empowered Through Self-efficacy

The theme for adjunct faculty empowerment emerged from questions relating to participants' personal learning experiences, and experiences they had as a student and how they affect their own teaching practice. For example, in response to the question, "Tell me about your experiences, values, beliefs, and stereotypes and how they influence the way you teach?" participants responded by stating that their academic and professional achievements, coupled with their experiences, values, beliefs, and stereotypes had empowered them.

Each of the 13 participants identified teaching philosophies that reflected that they feel empowered in their teaching. Participants described themselves as a facilitator, good teacher, independent contractor, professional educator, subject-matter expert, or entrepreneur. Here is an example of these expressions of empowerment from six participants. Participant A said, "I see myself as a facilitator; I am an entrepreneur." David said, "I am an independent contractor." Foxy said, "I see myself as a subject-matter expert." Purple said, "I am a professional educator, a good teacher." Auggie states, "I can talk about the academic stuff, and back it up with practical experience." Sally Jean Kingfisher states, "I really see myself as a facilitator, and a guide, and a provider of resources."

Emily reflected on teaching and learning that have contributed to her feeling empowered and personally invested in the teaching profession:

I'm a fairly reflective person....I spend a lot of time, thinking about the process of learning...and my own learning experience. I was an excellent student in formal school. I was someone who was always curious and loved learning, so it was always an important

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part of my life. I think I was sort of meant to teach. I think it was the profession that made the most sense to me.

The sense of empowerment has contributed to the participants' perception of self-efficacy. Self-efficacy is described as an important part of a teacher's success in the classroom. A teacher's perception of his or her self-efficacy contributes greatly to students' learning (Bandura, 1997; Yilmaz, 2009). Participants' perception of self-efficacy comes from their perception of the teaching profession as being personally rewarding, as they are passing down knowledge they have acquired from their varied experiences. David similarly states, "Teaching is something that I always wanted to do. I found as I progressed through my career, I just increased my desire to want to teach and be able to share." Purple describes himself as a life-long learner. RFK notes that he guides students to think critically. He says he enjoys sharing his experience with students and that, in feedback surveys, students often mention that they really enjoyed hearing about how to apply what they are learning. Botolph believes his past work experience—including having worked for a variety of companies including multi-nationals, entrepreneurial startups—has enriched his "supply of material" for teaching. Paradox states a belief that he believes his being "classically trained and practically oriented is important for his teaching ability."

Part-time Adjunct Faculty Face Teaching Challenges that Compel New Teaching Strategies

In order to understand how adjunct faculty, develop strategies to teach, the participants were asked several questions on challenges they face in the classroom, such as how they prepare and develop strategies to teach diverse students, how they make their subject matter challenging, and how they balance theory and practice. From the responses to these questions emerged

findings in teaching challenges that include rapid changes in student population, matriculation of students, students' incivility, cheating and plagiarism, evaluation as retaliation, difficulty in developing teaching strategies, and the instructional methods used to motivate students and create learning.

Change in Student Population

All 13 participants from both universities feel the student population is rapidly changing as more students are registering for courses. Participants from university A cited the rapid growth of international students; while participants from university B cited the growth of the number of adult learners. Four participants from university A and B discussed having disabled students in the classroom. Foxy from university A commented on the types of students she had in her classrooms before the influx of international students. She states that previously she taught only American students, mostly men, who were working at financial institutions, were coming to get their degree or get a certificate in accounting or finance. Now, she has mostly Chinese students who she believes, though, that they were not capable enough in the English language to grasp the course material to the degree she believes they should have been.

Auggie, who teaches at both universities A and B, believes that there is a marked difference among these students, and he attributes that to the type of students that are recruited by both institutions. He states that students at university B are usually working adults but those at university A are widely diversified. He said, "It's just a different type of student they go after. University A recruits differently, they recruit from all over the place, maybe too much diversity.

Typically working adults, fairly diverse student body. University B students are typically local."
The statement of too much diversity is likely related to differences in the students learning needs,
and having to meet such diverse needs in one class is an additional chore for a teacher.

Informal Matriculation of Students

Five participants from University A and one participant from University B feel
these students are not being matriculated successfully, and there is no system to vet
immigrant students on their prior educational background. Matriculation is the
process whereby students are enrolled as a candidate for a degree. Usually in
colleges of professional studies or continuing education, students are enrolled on a
course by course basis. Purple said:

> I think institutions have an obligation that they are absolutely not fulfilling. And that
> from the very beginning, when students are admitted, whether issues are around
> disability, or sort of particular kind of learning issues. Or, around, you know, English as
> a second language. Whatever the issues are, the way the students are oriented to an
> institution, to its services, demands, I don't think we do a very good job of that.

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Student Incivility

This sub-theme related to the question of when an adjunct faculty member felt particularly challenged by having a diverse group of students in the classroom. The question is: "Higher education, especially your current employer, is attracting more and more diverse students, including students with disabilities, recent immigrants, non-tradition students (adult learners), and international students. Tell me about a time when you felt particularly challenged by having a diverse group of students in your class. What was so challenging? How did you handle it? How do you think now about how you handled that challenge?"

Nine of the participants reported different forms of incivility in the classroom; seven from university A, one who is at both universities (A & B) and one participant from University B. Burke, Karl, Peluchette and Evans (2014) defined incivility as "discourteous or disruptive verbal and nonverbal student behaviors" (p. 161). These behaviors include discussion during class with other students, texting, being unprepared for class, being engaged in other activities during class such as using electronic devices, threatening instructors, and verbally smearing instructors in the end of course assessment (Alberts, Hazen, & Theobald, 2010; Ausbrooks, Jones, & Tijerina, 2011; Feldman & Turnley, 2001).

Sally Jean Kingfisher feels disrespect of students "Facebooking" and texting with friends during class. Similarly, Purple describes this disrespect: "I've told the students not to use electronic devices, they're pulling out the iPhone, the iPad, the telephone while I'm giving my lecture. I'm working harder than they are."

Auggie teaches at both universities (A and B) and reports that students at university B are more appreciative than students at university A. He states that even though there is some form of student incivility at university B, it is not as pronounced as is observed at university A. He said:

Students at university B, they're just appreciative. That helps me, when students are appreciative. And I get nice notes and stuff like that. So, I, you know, everybody's just sort of in it together. So I sort of like that. But, I don't know, I've sort of seen a change… I don't know if you have, but I've seen a change at university A over the years…

Cheating and Plagiarism. Sally Jean Kingfisher had problems with students using electronic devices during class. She stated that there is not a fair way of handling translators. While doing translations a student could be looking up answers online, and in particular accessing Blackboard to look at course materials that the class is told they cannot access during a quiz or test. It enables them a way of cheating that she has no way to monitor.

Foxy describes a difficulty with ensuring that students don't cheat, because of lack of classroom space and because of their ability to access translators: "I had 20 students, and they're literally sitting on top of each other. And it's not possible to say, don't look at your neighbor's paper."

Mary Smith described an experience of plagiarism: "I had, a student who basically cut and pasted the entire paper from the internet, it was the first time I had encountered that. It was, ironically, in an ethics class. Beej describes that during an examination to the class he caught a

student cheating on the exam. He approached the student and they had a conversation afterward, then "What ensued over the following 24 hours was an attempt to be bribed."

Evaluation as Retaliation. Ninety-two percent (12 out of 13) participants reported experiences of having their teaching evaluated by the students. Below are some responses. Participants felt the feedback and assessment from students, especially the international students, were not helpful in developing them as teachers. Participant A expressed the need to be evaluated by the dean, peers, or program chairs, as this could constitute a more equitable process. Purple suggested that it would be beneficial if instructors (adjuncts) were asked to evaluate the class at the end of the course. Paradox suggested that poor feedback could simply be retribution from students who were not getting good grades on assignments and believed they were likely to get a poor grade in the class.

One of the participants from University A suggested that adjunct faculty members should be allowed to discuss their teaching experiences with the administration to help the institution better understand the relationship between instructors and students, as well as provide information on instructor professional development needs. Purple stated similarly that teachers should be able to evaluate the class experience:

> Were they respectful to you? Did they turn assignments in on time? Did they come to class on time? Or, were they respectful in class? Did they come prepared? What was your experience of this class that just, you got rated on? And then the ratings that they used are not connected to the reality of the class.. sometimes the questions aren't related to the experience they had in the classroom.

David indicated that course evaluations could be useful, but that the administration does not pay attention to how they could be useful because "the majority of teachers that are doing adjunct work are subject area experts and not necessarily instructional experts and that you could learn from feedback."

New Teaching Strategies

Ninety-two percent (12 out of 13) of the participants expressed being challenged when developing teaching strategies to teach this varied population of students. All the participants (9 out of 9) at university A, expressed concern about the influx of international students who are mostly from China. These students are full-time students and are mostly in cohort programs in the college of professional studies, which is usually a college for part-time students. Participants believe each of these students come with varying learning styles, cultural values, and experiences. Adjuncts do not have the knowledge or expertise in teaching diverse and multicultural students. These faculty members report that it is becoming particularly difficult for them in developing teaching strategies that support the students.

Emily states that every semester she has a large group of students in the class "from the same country." She states that "Their English is not sufficient, and there are cultural norming influences that influence their behavior to 'norm down' rather than individually stand out, and up, or shine. And that happens every semester." Similarly, Purple, Foxy, and Ivy Hall state their frustrations with teaching these diverse students. Purple stated the following:

I get frustrated. It's been a learning experience. I realized, I don't teach international students in the United States, and it's hard for me to remember this. But my big 'a-ha' was that every time I walk into that classroom, I'm going to their country....It's not an American classroom, and the challenge to understand whether the university and the

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contract with the students is...'you've come to the United States to get an American education,' but they are not equipped or prepared to engage in an American educational experience. So am I fulfilling my obligation and duty as a teacher? Not a teacher to the university, but as my belief of what teaching is about?

Foxy describes her experience by stating that she sometimes has to tailor the material to be sure that there is a connection so that her students leave the classroom satisfied that they've learned something. She too acknowledges that she has to "dumb down" her classes when students don't understand English well. Ivy Hall describes his strategy to help students who are not adept because of language barrier, especially in his face-to-face classrooms:

I used to teach face-to-face. I tried to use very basic words. And not sophisticated words or, not nuanced words, cause I know I'll lose them....one class I had...about 12 Chinese students out of 25 showed up, and they all sat in the back in a pack....If I had gone much beyond very basic English with these people, I would have lost 12 people. And that's, that's not acceptable. That's like saying, 'You 12, the heck with ya.'

Participants were encouraged to discuss their teaching and learning approach, what they do to mitigate the teaching challenges they encounter, as well as strategies they use in the classroom (face-to-face and online) to teach diverse students. I was interested in understanding what theory(s) inform their instructional practices and whether they factor in diversity into their teaching and learning strategies, and also how they are able to improve their own personal learning and development. All of the 13 participants talked about how their prior experiences either living in another country or having to manage a diverse workforce influence their teaching practice. Eight of the participants mentioned the phrases 'student-centered' and 'adult learners' but did not elaborate on what they meant. Mary Smith discussed how she understands that

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students do have prior experiences; she stated that she coaches them to use these experiences. None of the participants gave specific information on their teaching practice, or shared material demonstrating that it is culturally mediated or universal in style and accommodating of different students' abilities. Only one participant, Emily, named a specific theorist. Emily stated that she uses Kolb's experiential learning theory. She states:

> The single most important tool I've learned, that shapes all of my teaching is David Kolb's model, because I caught it very early on....And over and over again saw its value, in terms of my own life experience and in terms of the students I was teaching. And now, every course I teach, and every course I design uses Kolb as a foundation. I am always building into courses, um, some extensive reflection on student's individual experiences. I am always stressing with them the importance of developing good reflection and the ability to stand back from experience, and um, assess and ask good questions. To encourage my students to think differently. I think most students have these preconceived notions, based on their life, their experiences, their religion, how they've grown up....there's more than one way to do things. You have to have a certain respect for other cultures in the past; be open to the experience.

Emily also addressed strategies for teaching online as most adjuncts teach in several formats, including online. She said that in the online environment, the instructor is sort of invisible, but that does not mean the instructor's presence has diminished. Each instructor must realize that the online environment is student-centered.

Botolph said he uses the examples from the textbook, but often pulls in content from his own experience, "examples bringing the material to life."

Six participants discussed using strategies that were used by their former college or university professors to enhance students' learning. Auggie explained:

I have a degree in economics, and I took a lot of economics courses, but it wasn't until my graduate professor that I finally learned economics. What he did over the course of 6 weeks was demystify it, and he utilized regular examples. And he would do the economics of a pizza shop. All of a sudden it was just like 'oh, yeah', that's what it means? And he broke things down to a fairly reasonable level. And I've taken on that style with a lot of cases, just to say 'hey this isn't physics...here are the issues, here's how you do it'...and drop things, sometimes down to its lowest common denominator, just to be able to explain it. And then build up from there.

Botolph said:

The one that comes to mind at first is a professor I had in the MBA program. Who...had a very casual style. Very friendly, not-not very structured, but as we got to the end of that semester we were in, we had covered all the material. We had a relationship with him. W-w-we knew the content, but his delivery style was very different from what I was used to. I probably use his style a little bit, maybe more than a little bit. I think it's engaging with the students for undergraduates.

An overwhelming majority of the participants (all but one) reported using experiential exercises such as group exercises, case studies, and role plays to bridge theory and practice in the business and management courses. Some of the case studies related to the cultural background of the students, to give them a context they can understand. Emily explained one of her teaching strategies:

I try to also shape my assignments on the ability to apply ideas, so this week in my Org. Psych class, students are writing about motivation. And so they have some, a couple chapters to read, they have some videos to look at. And then they're supposed to create a letter...they're supposed to imagine they are working for a not-for-profit agency, and they are creating a letter looking for people to get involved in a mentoring program. And so they need to now apply those concepts around motivation to motivate strangers to get involved as volunteers in a particularly worthwhile project.

Purple describes an experiential activity that teaches students the concepts of management:

One that I use is a children's game of putting together a plastic pieces and you can make something out of them. So I use that as a way to teach students about management. By my very first class, 10 minutes into the class, I distribute pieces to everyone in the class, and tell them, 'your task is to make what is on the cover of this thing,' 'you have 15 minutes to do it'. And that was, students like that, it was a visceral experience. Couple of things. One is, that they will remember that chaos, and when I start teaching them about management principles, they will remember that experience. And I debrief that with them in terms of what happened in the room. Who did what? Who participated, who didn't. I tell them, 'the people that didn't participate just got fired. They lost their job. Why do I need you in my company if you're not doing anything?' And I go through the task of management, give them an opportunity to hear how this simple task was reflective of what managers do, get them thinking about that.

Purple also gave another example of an activity that helps English language learners:

The other thing I do is I ask students to write a one-page paper on a question and comment. So they have to find a word in the text, because again English is such a

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challenge. I don't want to pretend that they understand what they are reading. So this is a way to help them figure out a strategy for learning. I have them identify one word...define it, explain the word, and then I have them use an example from their own experience, which relates to that word. And they have to write one question about the chapter they read.

Although participants reported having teaching challenges due to the increase diversity of students in the classroom, the informal matriculation of students, student incivility which includes, cheating and plagiarism by students and students using end of course evaluations as retaliation against them; they are still able to develop teaching strategies. Upon reflection, these participants believe the challenges faced in their classrooms has also created new knowledge and learning for them.

Part-Time Adjunct Faculty Are Adult Learners

Beaty (1998) posit that teaching in higher education requires subject-matter expertise, content knowledge and the ability to apply the content to a classroom of diverse students. To understand how adjunct faculty members, improve their teaching practice, participants were questioned about how they assess students learning, how they receive feedback from their students, and how and if they modify and/or change their teaching strategies from course to course, semester to semester or year to year.

In answering the questions how they assess students learning and how they receive feedback, all of the participants (13 out of 13) reported using at least one form of formative and/or summative assessment in measuring their instructional effectiveness. Six out of 13 participants specifically use formative assessment to adjust their course, which includes student surveys. David said:

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One thing I like to do with the students at the end of every course is a survey instrument, an evaluation instrument. I teach a lot online, and so one thing I do the final week of every course is ask the student, and I'll even award points for it. I ask the students to give me feedback on what their experience is like in the course. Were the expectations met? What was the greatest takeaway? What would they change about the course? What wouldn't they change about the course? And almost always I get very positive feedback. And on occasion, as you, as you hope for, you get suggestions. I think that to me it's very highly valuable to get that feedback from students.....

Similarly, Emily solicits feedback from her students. She said she tries to pay attention to what students tell her.

"I ask them at the end of a class, I want you to tell me what are the things that I did in this class that you liked. And I want you to tell me the things that you say....didn't work so well. So I get that kind of immediate feedback from most of my groups, which always informs me the next time I am going to teach the course. Sally uses reflection papers to get feedback from students, she said: "...I have them write reflection papers, usually one every week."

All of the participants (100%) reported using summative assessments such as: exams, quiz, final papers, and research projects. Assignments and grades are assigned by using rubrics. Creating and using rubrics helps identify areas of students' strengths and weaknesses as well as the effectiveness of the instructional strategies. Beej said his exams contain multiple choice questions and then some other types of problems. Purple uses different forms of summative assessments, including 10-minute quizzes with three or four questions that are graded.

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Use Reflection to Modify or Change Course Content

All of the participants (13 out of 13) reported modifying and/or changing the course content and teaching strategies based mostly on feedback from students. The question was asked, "Do you change your course(s)/strategies from semester to semester incorporate these feedbacks?" All of the Participants reported modifying their course content and teaching mostly after receiving feedback from students as well as after careful reflection. Four (31%) of the participants reported changing course contents and/or strategies after careful reflection.

Auggie's response is to "figure out what I did wrong in that class." He feels that as a result, he has improved his teaching incrementally with each class. He states, "I prepare very well. It may not look like I'm overly prepared, but I prepare. I know exactly what I want to…communicate, and what I need to go back on." Beej's response is that he now assigns group projects and tries new strategies, keeping those that seem to help students.

Self-Directed in Individual Learning and Development

In response to the two questions in which participants were asked, 'describe any life experiences, trainings or readings that have influenced or prepared you to teach' and 'how do you stay current with your subject-matter', the theme of individual learning and development emerged. These questions were asked in order to understand adjunct faculty teaching, learning and development.

The basic theory and researched-based principles underlying effective learning include prior knowledge, organization of knowledge, motivation which drives quality of learning, mastery and application of knowledge, being goal-directed to meet targeted learning performance, creating a positive learning climate, and being self-directed (Ambrose, Bridges, Lovett, DiPietro, & Norman, 2010; Eberly Center, n.d.).

Similarly, effective teaching principles include understanding students' backgrounds and prior experience in order to develop effective course design and teaching strategies. Strategies include (a) aligning effective course objectives, assessments, and activities; (b) effectively communicating course expectations; (c) setting priorities to enhance student learning; (d) continuous refining of courses based on reflection; and (e) feedback on teaching strategies employed (Ambrose, Bridges, Lovett, DiPietro, & Norman, 2010; Eberly Center, n.d.). Understanding these principles of teaching and learning reveals how adjunct faculty members are able to develop effective teaching strategies.

The principles for effective learning and teaching are similar to Malcolm Knowles' assumptions of adult learning. Knowles developed the most popular perspective on adult learning. Andragogy sees adult learning as self-directed, incorporating experienced-based learning and reflection. From this statement, Knowles developed five assumptions about andragogy. Adults are: self-directed learners, have a wealth of experience, are always ready to learn especially in educational settings, are problem-centered, and they are motivated (Merriam, Caffarella, & Baumgartner, 2007).

The responses from participants in my study reveal them to be adult learners. They are empowered to teach; they are self-directed, motivated, and use reflection because they are problem-centered. As well, they pursue their own professional learning to enhance their performance in the classroom. Participants enhance their learning and teaching through specific personal professional learning activities. Most of the responses from participants ranged from professional journals ($n = 3$), books ($n = 5$), classroom experience ($n = 8$), colleagues ($n = 2$), and professional education ($n = 3$). Beej states,

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I'm a CPA. I've got to get continuing education units every 2 years, of 80 hours (CEU). Now I also try to make sure that those units are essentially in the subject areas that I've been teaching. For example, when I teach advanced accounting, I've taken courses in variable interests.

Auggie and Botolph learn from reading professional books and journals. Auggie states that he develops his practice, "...through books and magazines, and reading professional journals." For Botolph, the most significant source, was a book called, *What the Best College Teachers Do.* David commented that he gets his professional learning from his students. He states, "students bring a lot back into the classroom. So, particularly working with adult learners, even more so than the traditional student, you get an influx, a whole array of perspectives of what's happening in different industries."

Part-time Adjunct Faculty Face Barriers to Employment Advancement within Higher Education

Even though participants reported being empowered to teach, they also gave a list of employment barriers to advancement within the colleges and/or universities that employee them. They point out from a financial perspective there is a lack of opportunity for advancement, low remuneration when compared to full-time tenure-track faculty, and lack of consistency in pay increases. From a resources perspective, there is no office space or resources to aid their teaching and lack of faculty development opportunities or access to professional development, especially regarding teaching diverse students. There is also a lack of consistent policies and procedures to guide adjunct faculty members, lack of policies in the hiring and retention of adjuncts, and unhelpful performance evaluation.

First, all the participants (13 out of 13) expressed concerns about the lack of opportunity for advancement, as adjuncts are not eligible for further employment opportunities. For example, Emily said, "We the adjuncts are seen as an integral part of the institutions, and the educational mission. Quite frankly, in most places adjunct faculty are used, and abused. There is no room to move up."

Second, low remuneration and lack of consistency in pay increases. Adjunct faculty compensation is low and adjuncts don't receive pay raises regardless of the number of years they have taught at the university. All of the participants (13 out of 13), expressed their frustration on the low compensation they receive as adjuncts. For example, Ivy Hall said, "We adjuncts are paid in most places very low. The average is probably $2,200 a course, and that's pretty low. And if you want to, if you can devalue the job, then you pay them less." Emily from university B who also teach at various colleges and universities, said, "I have not received a pay increase….I think they take advantage of my good will, and my happiness to have flexibility….They get a very experienced faculty member for a lot less money." Emily also states, "I think the question is how adjuncts are seen as an integral part of the institution's educational mission. I think they are a cheap way of filling in lots of courses that traditional faculty don't want to teach."

Third, the issue of physical space constraints was emphasized as all nine participants at university A complained about lack of office space to meet with their students, no address or mailbox to which mail can be delivered, and no on-campus telephone number for voicemail. Adjuncts have to use their own personal phones for students to reach them. Beej said, "We take the time to be better teachers, which is not valued by the administration. No office space, no

perks, no job security." None of the participants from university B complained about the lack of

physical space as the courses they teach are offered only online.

Fourth, 62% (8 out of 13) participants reported the lack of faculty development

opportunities or access to professional development, especially regarding teaching diverse

students. Ivy Hall said, "Almost all places provide so-called professional development, which

usually means a mandatory course or a mandatory show up on the net, or something like that, but

not for adjuncts." RJK, a retired international business executive, said:

> The things I am teaching are all related to what I did in my professional life, but teaching
>
> in the academic environment is very different. It's two very different worlds. Just
>
> knowing how to do it doesn't mean I know how to impart that knowledge. The school
>
> that I'm with does not provide any assistance. You're just asked to teach, because of the
>
> background you have. And I don't come from an academic background. And it
>
> disappoints me sometimes that there isn't more guidance and training and direction given
>
> in how to best educate the students. I know the material. What I didn't know and am
>
> learning painfully, piece by piece, step by step, is how to impart that knowledge to the
>
> students.

Participants also reported providing their own professional development through reading,

listening to others' stories, plus trial and error.

Fifth, 6 out of 13 (46%) reported that adjuncts usually do not have access to the

university's policies and procedures around problem solving issues encountered with students,

course assignment protocols, or course offering limitations. This has caused difficulty in

communication between adjuncts and the administration. Sally Jean Kingfisher attributes this

lack of access to policies and procedures to the rapid turnover of administrative staff members

who are usually the point of contact for most adjunct faculty. Participants mentioned a variety of administrative staff functions such as program managers, department administrators, and program directors. Sally Jean Kingfisher said, "Technically, adjunct faculties are only supposed to teach two classes. I think that's to keep them in their kind of part-time status, but I've taught five courses in one semester, and I am still an adjunct."

Sixth, 85% (11 out of 13) participants remembered that they were hired without going through a hiring process and also did not attend a scheduled orientation when hired. Here is the response from three participants:

Participant A had taught at the community college for a couple of years and was approached about teaching at a private university as an adjunct. Mary Smith, had been a program administrator then left to fill in for instructors in the program who needed someone to fill in. Beej stated that after getting a good reference, he approached the university and, "they kind of threw me in."

Seventh, instructors usually have their teaching evaluated at the end of a course; that is what is considered feedback. Usually, institutions of higher education require students to complete an evaluation as part of a course requirement. The results of these evaluations are used by the administration for decisions regarding instructors' rehiring or reappointments.

All of 13 participants reported that they share the constant fear of not being assigned a course, no matter how long they have been teaching for the college or university. Adjuncts can lose their jobs without prior notice, and this has led to job insecurity. Job insecurity is described as a perception or a constant threat of job loss or unemployment, without unemployment compensation, which can lead to a feeling of powerlessness (De Witte, 2005). Several of these threats such as negative student teaching evaluations can lead to dismissal of the adjunct faculty

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member, and low enrollment can lead to class cancellation with no prior notice (American Federation of Teachers, 2010; Fagan-Wilen, Springer, Ambrosino, & White, 2006). In this study, all 13 participants were concerned about their future employment as adjunct faculty members. Significantly, the questionnaire did not ask direct questions regarding job security or the effect of student teaching evaluations. The answers came about when the question was asked: "Is there anything else you'd like to tell me about your experiences teaching as an adult faculty member?" Below are some responses.

Participant A is concerned about his employment and therefore will work with students in order to get a good evaluation, which means he will be assigned a course in the future. He said that he tells students, "I don't want you to complain about me, because I want a good evaluation.' If I see something wrong, I'm on it right away with them." RFK and Sally Jean Kingfisher talked about strategies used to ensure future course assignment. RFK said, "There are ways you can manipulate the survey.."

Similarly Sally Jean Kingfisher said:

I think that, that there's been a couple of times when I've had low enrollment classes where I've said, you know, if it doesn't get up to eight, I think is the minimum, we'll do it as a directed study instead. Which, basically the class would run the same. I think they just pay me less, but I got to keep my job.

Auggie described adjunct hiring as dependent on networking. He said:

Hiring is by networking. And I must get five or six resumes a month for people who want to do adjunct instruction....You can't do it unless you do it, and no one will give you a shot unless you can do it.

Chapter Summary

My main purpose in embarking on this study is to explore, describe and understand how adjunct faculty members teach undergraduate business and management courses in a college of professional studies to immigrants, international, and disabled students. An analysis of the voices of the participants reveals the experiences of the 13 participants who are all adjunct faculty members teaching undergraduate business and management courses to diverse students in a 4-year institution of higher education. The findings reveal that adjunct faculty members are empowered through their self-efficacy of the value they bring to higher education. Because they are problem-centered they are not only able to identify teaching challenges, but also able to respond to these challenges through new teaching strategies. The next chapter, will discuss the meaning of the findings, implications, and suggestions for future research.

Chapter 5: Discussion of Findings, Implications, Recommendations, and Conclusion

Overview of the Chapter

The purpose of this research study was to understand and give voice to the experiences of part-time adjunct faculty who teach business and management courses to immigrant, international, and disabled students. The key findings that emerged, described in the previous chapter, gave insight to important factors about adjunct faculty teaching and learning in this specific category in higher education institutions. This chapter will discuss the findings, implications for the study, recommendations and conclusion.

Discussion of Findings

The qualitative research methodology and the voice-centered relational method of data analysis used in this research study helped me discover and make known the experiences of adjunct faculty members teaching business and management courses to immigrant, international, and disabled students in a higher education context. By way of this method of data analysis, participants' experiences and challenges in their teaching environment were revealed. Furthermore, adopting the voice-centered relational method of data analysis helped make my reaction to the data analysis explicit. To be explicit, the summary of the findings is grouped into three important categories: adjuncts as adult learners, their experiences within the academic environment, and the value adjuncts bring to higher education.

Adult learning characteristics. The participants in my study portrays adult learners' characteristics described by Malcolm Knowles (Knowles, Holton, & Swanson, 2005). Knowles described adult learners as being self-directed; they bring prior experience to their learning; they are prepared to learn; they are problem-centered and they are motivated. Participants display adult learner characteristics when they reflect on their teaching practice. Reflection has helped

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them to learn from the experiences in the classroom, teaching students with diverse needs. They have used this new knowledge to develop teaching strategies and improve their practice.

First, all of the participants described that they are self-directed in how they plan or develop course curriculum and instructional strategies. In Chapter 4, participants described the process they use to plan a course to teach without any training or directions in course development by the administration.

Second, participants use prior knowledge to their teaching assignments especially in helping students with different abilities and cultural perspectives, as described in Chapter 4. John Dewey (1997) describes experience as an important function of experiential learning and adult development. Kolb (1984) states that experiential learning is based on concrete experiences, reflective observation and problem-solving skills.

Third, the research data showed all participants are motivated to improve their teaching practice and help students learn. They are also ready to learn from their interaction with students in the classroom. And they are problem-centered as they try to seek learning opportunities, even though little or no professional development is provided for them. By being problem-centered, adults are able to problem-solve dilemmas and reach favorable results using prior knowledge. Without professional development, participants are able to create professional learning opportunities for themselves. Professional learning is the process whereby teachers take an active role in their learning that leads to effective teaching practices and improved student learning (Hirsh, 2011). As adult learners, these participants are self-directed as they are motivated to seek relevant information to improve their practice.

Fourth, the examples of participants' teaching philosophy showed that they are motivated to teach. Students' assessment and feedback results are used to measure and improve their

teaching practice, which is a form of experiential learning for the participants. Through reflection on their practice, participants reported updating their teaching strategies by seeking professional learning through readings and from previous observation of lesson plans. As adult learners, these participants are not only motivated to improve their personal learning, they take action to inform their teaching needs. Participants gave examples of how they take action to improve their teaching. An example is on helping English language learners in their classrooms to figure out their own strategies of learning, as the American classroom is student-centered. Most of these immigrant students are not familiar with being student-centered; they are familiar to teacher-centered teaching. Also, there was an element of surprise for adjunct faculty members in entering a classroom. They realized that the students in the classroom are more diverse than previously. They are becoming increasingly aware that students are more diverse and their needs are also diverse. Participants reported that they seek relevant resources on their own as they are compelled to develop teaching strategies to address these students' needs.

Research shows that a significant form of learning is informal (Livingston, 2001; Noe, Tews, & Marand, 2013; Sehoon & Mclean, 2014). Marsick, Volpe, and Watkins (1999) posit that informal learning is based on past experience, reflection, and feedback. The demographic data revealed the professional experiences of participants. Their professional experiences ranged from 5 to over 40 years in mostly upper management roles. These are the professional experiences they bring into the classroom to help them create effective teaching strategies. Participants' responses on strategies they employ in the classroom show that participants are adult learners, they use prior knowledge, reflection and feedback. They use informal learning and reflection on-and-in action, which is also a form of experiential and lifelong learning to create new knowledge and learning for themselves. The use of informal learning helped to

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create the feeling of empowerment as each of the thirteen participants intimated feelings of empowerment teaching as adjunct faculty members. Their empowerment comes from their perceptions of knowing that they are passing down knowledge. In addition, their empowerment emerges from their academic and professional achievements coupled with their experiences, values, beliefs and stereotypes.

There are varied and contestable definitions of the concept of empowerment. Empowerment is described as a motivational concept of self-efficacy (Conger & Kanunga, 1988; Spreitzer, 1995). Thomas and Velthouse (1990) relates empowerment to four motivational dimensions. These dimensions are: meaning (the value of one's work role, values, beliefs, ideals and standards); competence (one's self-efficacy, personal mastery in accomplishing a task); self-determination (initiating and being able to make decisions about one's work); and impact (internal locus of control, belief that one can accomplish set goals) (Spreitzer, 1995, p. 1443; Thomas & Velthouse, 1990). A combination of these four dimensions helps workers become successful in their work assignment (Spreitzer, 1995, p. 1444). It should be noted that empowerment cannot be generalized; instead it is shaped by employees' work environment (Spreitzer, 1995; Thomas & Velthouse, 1990).

But, further review of the literature showed there are two concepts of empowerment: structural empowerment and psychological or individual empowerment. Kanter (1993) describes two primary structural conditions of empowerment as: the structure of opportunity (the chance to advance and develop relative knowledge and skills) and the structure of power (access to information, resources and support in accomplishing tasks including technical knowledge and expertise). According to Kanter, when employees do not have access to opportunity and power they become powerless and experience powerlessness. Psychological empowerment is seen as

the psychological perspective and or attitudes of employees about their work and organizational goals (Spreitzer, 1995). Orgambidez-Ramos and Borrego (2014) state that empowerment is important at both the individual and organizational level (p. 28). It is my perspective that these adjunct faculty members are psychologically empowered. Their beliefs, self-efficacy, confidence in their competence, and self-determination in teaching and helping diverse students to be successful help them in feeling empowered. This is evident in the years of their teaching experience. They also have a professional voice of 40 years of experience and a passion for teaching. They are competent and they feel confident. Even though all the participants reported being empowered, they also state teaching challenges and dissatisfaction with aspects of their employment in the academic environment.

Academic Environment. An interesting finding is how all of the participants reported the same challenges and employment barriers that is affecting their work conditions. These challenges and listed employment barriers are highly interconnected. The lack of institutional support connects with job insecurity, the inability to address student incivility and the challenges encountered in developing effective teaching strategies for diverse students. Job insecurity is a great concern for all participants. Adjuncts felt threatened that their future employment depends mainly on students' enrollment, evaluation and perceptions. For example, one negative student evaluation can lead to dismissal; low student enrollment can lead to class cancellation with no prior notice; teaching assignments are based on student enrollment with limited time to plan and limited support or preparatory training to bring to the classroom.

Participants also stated the difficulty encountered when teaching a class of diverse students, because these students are diverse in age, national origin, and abilities. Even though all of the participants reported seeing rapid changes in the diversity of the student population, they

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were not able (or chose not to) specifically name all the types of diversity within their classrooms, including immigrant, international, and disabled students. They concentrated instead on the difference of ages and race of the students, which may be the most common type of diversity noticed. It is my assumption that understanding the characteristics of students' diversity is an important step in developing effective curriculum and teaching strategies to teach a diverse set of students. Paine (1990) proposed four different meanings or characteristics of diversity, namely: *individual,* based on biological and psychological explanations (e.g., hair color, weight, size, mental status, and behaviors); *categorical,* such as social class, race, and gender; *contextual,* such as first generational college student; and *instructional,* which is different learning styles (p. 3). Other researchers also proposed understanding other specific characteristics of students, namely lesbian, gay, bisexual, and transgender (LGBT) (Ellis, 2009); and students with disabilities (Fuller, Bradley, & Healey, 2004).

Also, the responses from participants, on questions whether adjuncts are provided with the resources to identify the different students within their classrooms varied. They described their American cultural background, their educational success and mostly their individual achievements. By focusing on their individuality, they are focusing only on their narrow view of themselves, which can influence their perception of how they view their students. Allard and Santoro (2008) posit that 'when differences based on culture, ethnicity, gender and class are not recognized, there is the risk of missing the critical experiences that shape learning experiences' (p. 202). In this case, the learning experiences that would help adjunct faculty members to understand their students' differences in learning styles and needs are missing (Wong, 2004). For example, Asian institutions emphasize memorization and are accustomed to teacher-centered teaching and learning; while Anglo-American institutions emphasize critical thinking,

independence of thought and are usually student-centered (Kariyawasam & Low, 2014; Wang, 2011). Understanding such differences would enable adjunct faculty to provide a more inclusive learning environment.

Understanding the characteristics of students is one issue that needs to be addressed, but also at issue is the diversity of the instructors. The demographic survey showed the participants are predominantly Caucasian, and only one of the participants is African-American. It is important to know what preconceptions, beliefs, and stereotypes these instructors bring to the classroom. Some studies showed that teachers usually teach from their past experiences, values, and beliefs (Gordon, Reid, & Petocz, 2010; Paine, 1990).

Another area of challenge for the participants was student incivility in the classroom. Student incivility includes hostility towards the instructor; getting even through negative instructors' course evaluation; rude, disrespectful behavior, perceived entitlement to receive good grades; cheating; plagiarism; and chatting (Alberts, Hazen, & Theobald, 2010; Bartlett, 2004). Student incivility can affect the classroom climate, students as well as instructors. This finding is reinforced in the literature on how students view themselves within higher education. Regan (2012) states that due to the consumer-oriented student culture, students view themselves as consumers of the services provided by universities. This perception has created an adversarial relationship between students and faculty (Delucchi & Korgan, 2002; Regan, 2012).

Participants in the study further revealed the lack of orientation and training they received during hiring. One participant described this process as being "thrown in". This is an important finding as participants can only improve their learning experiences if the environment in which they work provide resources to help them discover their knowledge potential and learning needs.

Value Adjuncts Bring to Higher Education. The most encouraging findings is that adjuncts bring value to higher education. Although the participants are challenged by the growing diversity of students, informal matriculation and student incivility in the classroom, they were able to share teaching strategies they use in their classrooms. Of great importance to any instructor is understanding relevant and effective instructional approaches, students' multicultural learning styles, students' cultural background, and providing an inclusive learning environment. Kane, Sandretto, and Heath (2004) conducted a research study on novice lecturers who had limited teaching practice and or professional development. Results from the study showed that excellent teachers possess five attributes: subject-matter expertise; instructional skill; excellent interpersonal relationships (between instructor and students); teaching and research skills; and personality, including enthusiasm for teaching (p. 292). Developing these attributes through reflecting on their own practice can be effective in improving their teaching. The adjunct faculty members in this study demonstrated these five attributes and are a valuable human capital to higher education institutions. They are subject-matter experts as they are business professionals, they are empowered to teach, they reported having interpersonal relationship with their students as students contact them for professional advice, and letters of recommendations; as well as teaching skills through reflection of their practice.

Even though participants expressed feeling powerless and voiceless in their interaction with the university or college in which they teach, each of the participants intimated feelings of empowerment in actually teaching as adjunct faculty members. Their empowerment comes from their perception of knowing that they are passing down knowledge. In addition, their empowerment emerged from their academic and professional achievements, coupled with their

experiences, values, beliefs and stereotypes. They are part of higher education institutions'

human capital as they bring economic value to these colleges and universities.

Implications

This study on the experiences of part-time adjunct faculty teaching business and

management courses to immigrants, international, and disabled students has relevance for higher

education administrators and adjunct faculties. Although major issues facing adjunct faculty

members at all levels of higher education institutions were revealed; there was not much in-depth

evidence on their experience(s) teaching immigrants, international, and disabled students. What

I identified instead was that adjunct faculty members are adult learners who use reflection and

prior experience to adapt their teaching strategies to serve the students they teach.

During the interview, when participants were asked to describe a time when they felt

challenged teaching a classroom of diverse students, participants from university B were not able

to answer the question directly. They reported that the university does not provide much

information about students, e.g., their national origin, race, age, learning abilities and/or

experiences. I was hoping that these populations of students would be easily identifiable due to

the increase of international students, the high rate of immigrants migrating to the United States

of America, and the increase of disabled students in higher education. Higher education needs to

be able to identify their students earlier on in the registration process, especially in schools of

professional studies and continuing education and make the information available to faculty.

Even though the results from the data analysis provided insight on how these faculty

members reflect on their teaching and learning, it is still important for adjunct faculty to be

provided with professional learning opportunities. Effective professional learning that includes a

community of learners (being given the opportunity to collaborate with colleagues — both full-

time and part-time faculty) will help them in improve their reflective practices and develop instructional skills to address the sensitive and varied needs of students. When provided with the proper academic environment, professional learning will occur on a continuing basis to thus provide adjuncts with the tools necessary to teach diverse students and construct effective assessments activities without lowering their teaching standards (Kariyawasam & Low, 2014).

In the past, professional development was the requirement for training adjunct faculty; but this has proven difficult to get adjunct faculty members to participate due to the nature of their employment (i.e., teaching on a part-time basis). It is now expedient to provide these instructors with a way to collaborate and interact with other faculty through the use of technology to improve educators' practice, thereby creating a virtual communities of practice (Killion, n.d.). Adjunct faculty themselves need to understand the students' characteristics, learning styles, cultural background and differences, and also know relevant and effective instructional approaches to create a safe learning environment for all students.

Recommendations for Future Research

There is an abundance of literature and research studies on adjunct faculty in higher education institutions. However, these studies have focused primarily on adjuncts within community colleges, and adjuncts in academic nursing programs. Conducting the study using a qualitative, constructivist methodology helped me to concentrate on each individual participant's unique experience and how these experience(s) affect their teaching practice. A Constructivist approach places the emphasis on how people (participants) make meaning of their experiences and how these meanings affect their learning and development (Creswell, 2008; Patton, 2002).

Working within the adult learning framework, and Gilligan's Listening Guide voice-centered method in the data analysis, allowed individual participants' experience, in essence,

their story, to be heard. The experiences described by the participants included how adjuncts reflect on their teaching and learning and the changes they deem necessary to bring about equity and social justice to their plight as teachers in higher education and also to the students they teach. Therefore, the following areas are suggestions for future research.

1. Studies on the experiences of adjunct faculty specific to other disciplines such as engineering, English literature, and writing.

2. Studies of the experiences of diverse students taught by adjunct faculty members in a college of professional studies.

3. Assessment of disabled students within higher education in the United States.

4. Assessment of the effectiveness of teaching strategies employed in teaching diverse students.

5. Social justice issues such as professional development in addressing diverse students' needs as well as fair labor practices.

Limitations

There are several limitations to this study. Some may perceive the sample size as too small with 13 participants, suggesting that there is danger of generalizing the study. It is important to understand that qualitative research is about learning about the experiences of individuals in a specific group and it is not a requirement to come up with generalizable findings (Vishnevsky & Beanlands, 2004).

Participants for the study were recruited through a purposeful and criterion-based sampling process, with the main goal of obtaining rich data and in-depth understanding of the participants' experiences (Patton, 2002). But, there was only one African-American participant and no disabled or immigrant faculty in the study. Having a more diverse group of participants

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in the study could have changed or added a broader perspective to the results. The criteria in selecting participants for future research should include participants from different races, ethnicity, and abilities. Also, this study cannot be applied to the whole population of adjunct faculty because there is a wide variety of adjunct faculty who are hired to teach within different disciplines.

Participants were asked to share copies of course materials, including copies of course syllabi, students' assignments, examinations, and lecture notes. Only four participants were willing to share these course materials. It was interesting that these adjunct faculty members who claim the importance of transparency did not acknowledge my request that they bring in a copy of their syllabus. My assumption is that it may have been a matter of the competitive nature of business professionals (most of the participants are business experts) or it might be a matter of job security for them. They may have felt that I as an academic might make use of their materials without compensation or permission, instead of using them purely for research purposes in the present study. Future studies might investigate the possibility that they believe their course plans are proprietary or other reasons they may have preferred not to share them. Having all 13 participants share their course materials could have added to our understanding of the experiences of the participants.

As the researcher of this study, I bring over 12 years of experience as an adjunct faculty, great passion and enthusiasm to the subject. I am aware that this passion, experience, enthusiasm and knowledge about the challenges adjunct faculty members face can bring potential bias to the study. One of the challenges I have experienced is that adjuncts are unappreciated, not respected by full-time faculty, and undervalued in higher education. However, a major objective of this study was to set aside my preconceptions and opinions and be objective, so as to elicit the

powerless voices of adjunct faculty members. This is an important goal, as this group of faculty in the academy has been marginalized. The value they bring to higher education needs to be revealed and respected. Given this situation, I am fully acknowledging my prior knowledge and experiences.

Conclusion

While the results of the study cannot be applied to the whole population of adjunct faculty due to its limitations, the inner self of adjuncts who teach immigrant, international, and disabled students and also who have longevity in the profession is identified. The study not only reinforce the plight of adjunct faculty in previous studies, but also gives a true picture of their challenges within the classroom. This study elucidates that adjunct faculty are important players in teaching and learning in higher education institutions. They bring experience, passion, and relevance to teaching, and they use these in teaching and in developing their teaching strategies. As described in the results section, they help second-language students recognize strategies for coping with coursework, use self-reflection to evaluate their teaching effectiveness, use practical experience to show students examples and resources, draw on international business experience to inform their approach to racial difference, emphasize life-relevant knowledge rather than rote memorization, and cultivate empathy for students.

My intention in undertaking this study and what I found instead is the true story of how adjunct faculty navigate the new American Classroom. A classroom of not only immigrant, international and disabled students but with students who are consumer-oriented. Adjunct faculty are successful in these classrooms because they are psychologically empowered. Even though they are suppressed in becoming voiceless, they are experience professionals, who are persistent and resilient regardless of all the challenges they face within the various higher

education institutions in which they teach. Their story encompasses empowering the powerless and fairness.

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Appendix A: Data Summary Table - Part-time Adjunct Faculty Are Empowered Through Self-Efficacy

Participants	Empowered through self-efficacy
Univ. A	
Beej	X
Botolph	X
Foxy	X
Mary Smith	X
Paradox	X
Participant A	X
Purple	X
RJK	X
Sally Jean Kingfisher	X
Univ. A&B	
Auggie	X
Univ. B	
David	X
Emily	X
Ivy Hall	X
Total	13 (100%)

Appendix B: Data Summary Table – Part-time Adjunct Faculty Face Teaching Challenges that Compel New Teaching Strategies

Participants	Change in student population	Matriculat-ion of students	Student incivility	Cheating and plagiarism	Evaluation as retaliation	Developing strategies
Univ. A						
Beej	X	X	X	X	X	X
Botolph	X		X	X	X	X
Foxy	X	X	X	X	X	X
Mary Smith	X					X
Paradox	X	X	X	X	X	X
Participant A	X	X	X	X	X	X
Purple	X	X	X	X	X	X
RJK	X					X
Sally Jean Kingfisher	X		X	X	X	X
						X
Univ. A & B						X
Auggie	X		X	X	X	X
						X
Univ. B						X
David	X					
Emily	X	X		X	X	X
Ivy Hall	X		X		X	X
Total	13 (100%)	6 (46%)	9 (69%)	9 (69%)	12 (92%)	12 (92%)

Appendix C: Data Summary Table - Part-Time Adjunct Faculty Members Are Adult Learners

Univ.	Participant pseudonym	Student assessment & feedback	Individual learning & development
Univ. A	Beej	X	Professional CEU
	Botolph	X	Books
	Foxy	X	Professional journals
	Mary Smith	X	Books; journals
	Paradox	X	Classroom observation
	Participant A	X	Books, classroom observation
	Purple	X	Books
	RJK	X	Professional experience, professional development
	Sally Jean Kingfisher	X	Books
Univ. A & B	Auggie	X	Books
Univ. B	David	X	Professional experience; classroom observation
	Emily	X	Books, articles, collaboration with industry experts; classroom observation
	Ivy Hall	X	Professional experience
	Total	13 (100%)	

Appendix D: Data Summary – Part-time Adjunct Faculty Face Barriers to Employment in Higher Education

Participants	Advancement Opportunities	Low pay	No office space, phone, email	No Faculty Develop. Opportunities	Inconsistent Policies & Procedures	Unhelpful Course Evaluation	Job Insecurity
Univ. A							
Beej	X	X	X	X	X	X	X
Botolph	X	X	X		X	X	X
Foxy	X	X	X		X		X
Mary Smith	X	X	X	X	X	X	X
Paradox	X	X	X		X	X	X
Participant A	X	X	X	X	X	X	X
Purple	X	X	X	X	X	X	X
RJK	X	X	X	X	X	X	X
Sally Jean Kingfisher	X	X	X		X	X	X
Univ. A&B							
Auggie	X	X		X	X	X	X
Univ. B							
David	X	X				X	X
Emily	X	X		X		X	X
Ivy Hall	X	X		X	X	X	X
Total	13 (100%)	13 (100%)	9 (69%)	8 (62%)	11 (85%)	12 (92%)	13 (100%)

Appendix E: Letter of Invitation

Dear

My name is Yvonne Macrae and I am also an adjunct faculty member at the Northeastern College of Professional Studies for the past 12 years.

I am currently conducting research in order to meet the PhD requirements at Lesley University, Cambridge, MA. This is an invitation asking that you volunteer to be part of my dissertation research project. My focus is on adjunct faculty members' experiences teaching diverse students. This is an effort to give voice to adjunct faculty members in their teaching and learning.

I will be collecting data in three phases for my dissertation. If you decide to participate in this study, you will be asked to participate in a face-to-face interview, at your convenience, that will last approximately 60 - 90 minutes. The questions asked during this interview will focus on your teaching and learning experiences as an adjunct faculty member.

In addition to the interview process, each participant will be asked to submit one or two copies of teaching material such as sample student assignments and teaching notes. The third phase will be a follow-up telephone interview to clarify data collected during the interview and from your teaching material.

The institution's name as well as all participants' names will be kept confidential through the use of chosen pseudonyms. Information will be shared publicly through dissertation publication and public presentations. Also, before the interview, you will be asked to sign an Informed Consent Form that will give you details regarding the project as well as your rights and information security.

If you are willing to participate, please complete the following:

Name: _____

Discipline: _____

Number of years teaching part-time: _____

Contact (phone/email): _____

Courses you teach: _____
I appreciate your consideration in participating in this study.

Regards,
Yvonne Macrae

Appendix F: Letter of Informed Consent

You are invited to participate in a dissertation research study conducted by Yvonne Macrae, PhD candidate at Lesley University, Cambridge, MA. The research project is entitled "How do the experiences of adjunct faculty members of undergraduate business and management courses impact their teaching of immigrant, international, & disabled students?"

Purpose & Procedure
This study intends to give voice to the positive aspect of adjunct faculty as knowledgeable and effective teachers in higher education. Adjunct faculty members need their voices heard, as they are marginalized and powerless due to their appointment status within higher education. Most of the research conducted on adjunct faculty is usually on the negative aspect of their work such as low salary, inexperience in teaching, and employment on a contingent basis.

I will be collecting data in three phases of my dissertation. If you decide to participate in this study, you will be asked to participate in a face-to-face interview that will be audio taped and will last approximately 60 to 90 minutes. The interview will take place at the location and time of your choice. The questions asked will be help you reflect on your teaching practice and students' learning. The audiotape will be transcribed in order to complete the analysis, focusing on your lived experience teaching diverse students (international, immigrant and disabled). All transcripts will be secured in a locked cabinet and or password-protected file. After the taped face-to-face interview, you will be asked to complete a write-in demographic survey.

In addition to the interview and survey, each participant will be asked to submit samples of at least one to two copies of their course materials including students' assignments, examinations, and lecture notes. Participants will be asked to describe each course material as to its significance to the course and the students. The final form of data collection will be a telephone interview if clarification is needed from the face-to-face interview and or the course materials submitted. Transcribed data will be sent to each participant individually for review and clarification. Clarifications and edits will be included in the data for analysis and in the final report.

Potential Benefits
By participating in this study, you will be contributing valuable information that will shed positive light into the impact adjunct faculty has on higher education.

Potential Risks
You will be asked to recall experiences that may or may not bring up uncomfortable memories. It could also trigger past memories that might create discomfort. You may choose not to share the experience(s) that you do not feel comfortable disclosing or you can stop the interview at any time.

Compensation
There is no compensation for participation.

Right to Withdraw
You understand that participation in this research is voluntary; that you can refuse to be in the study; that you may change your mind and drop out at any time; that you can skip questions and that no penalty exists if you choose not to participate.

Confidentiality
You understand your privacy and confidentiality will be assured by the use of pseudonyms; that any individual identifying characteristics will be changed; and that the name of your institution will not be used. You understand that this interview will be tape recorded and data obtained during the study will be kept private and confidential to the extent allowed by law.

Questions
Should you have any questions, please contact me, Yvonne Macrae, at (617) 331-6592 or via email at ymacrae@lesley.edu. If you would like to contact the supervising advisor, Dr. Terrence Keeney at tkeeney@lesley.edu. If you have a concern regarding this project at any time you may contact Lesley University's Institutional Review Board at irb@lesley.edu

I am 18 years or older. The nature and purpose of this research have been satisfactorily explained to me and I agree to become a participant in the study as described above. I understand that I am free to discontinue participation at any time if so choose, and that the researcher will gladly answer any questions that arise during the course of the research.

Signature	Pseudonym	Date

Appendix G: Interview Protocol

HOW THEY REFLECT ON THEIR OWN TEACHING & LEARNING

1. Tell me what you think your main role is as an instructor?
2. Please describe your teaching path, how have you come to be teaching part-time at the university level?
3. Describe any life experiences and or training/readings that have influenced or prepared you to teach.
4. Tell me about your own experiences, values, beliefs, and stereotypes influence the way you teach? PROBE: Stereotypes about teaching & students.
5. Please tell me a story about an instructor/professor you have had in your college education whose teaching strategies/methods were especially effective? Why? How?
6. Tell me what process you use to plan to teach a course (s) to your class(s)?
7. What do you do in the classroom as an instructor (Online) that is similar to the way you were taught as a student in college? What do you do that is different?

HOW THEY DEVELOP STRATEGIES TO TEACH DIVERSE LEARNERS

8. Please describe an example of an assignment or exercise that helped you look at students' learning critically.
9. Higher education especially your current employer is attracting more and more diverse students including students with disabilities, recent immigrants, and international students. Tell me about a time when you felt particularly challenged by having a diverse group of students in your class. What was so challenging? How did you handle it? How do you think now about how you handled that challenge? What would you do differently?
10. How prepared are you to teach in a classroom consisting of diverse students? How do you make the subject matter challenging for those who are more advance and not lose the weaker students? {students have varied abilities| & backgrounds}
11. Please describe 2 – 3 of your most effective teaching strategies and how you developed these strategies. Do you use simulations, case studies, projects (individual/group), adopted textbook exercises, exams, term papers, group exercises, research projects/papers etc.? {what do you do to enhance student learning?} PROBE: are there other strategies you use that are especially effective?
12. As you are aware, business and management courses are of an applied nature, how do you keep a balance between theory and practice – teaching and giving real world view of current business and management practices that relates to diverse students?
13. Explain how do you motivate your students? What works? What did not work?
14. Tell me what is your understanding of learning? How do you know students are learning in your classroom?

HOW THEY IMPROVE THEIR TEACHING PRACTICE YEAR TO YEAR
15. What are some of your strengths and or weaknesses as an instructor? How do you plan on improving your weaknesses (if you plan to)?
16. How do you receive feedback on your instructions (students' assessment, assignments, end of semester surveys)? How has that affected your teaching? If from students only, would

you prefer receiving feedback from peers, deans, etc? What other feedback would you find helpful to receive, if any? How do you utilize the feedback received?

17. Do you change your course(s)/strategies from semester to semester to incorporate these feedbacks? If yes, please share an example with me of how you've changed your course based on feedback?

18. How do you stay current with your subject matter?

19. Is there anything else that I haven't asked you about your experiences teaching as an adjunct faculty, or about how you teach in a diverse classroom that you'd like to share?

Appendix H: Demographic Survey

Pseudonym_____ Date _____

Please circle the correct answer that applies to you.

1. Age Range: 25-35, 36-45, 46-55, 56-65, 66-75, 76+

2. Gender: Male   Female

3. What is your Race? African-American   Caucasian, Hispanic   Latino(a)   Asian
   Alaskan Native   American Indian   Pacific Islander   Other _____

4. Employment Status: Self-employed   Employed Full time   Employed Part-time
   Retired   Unemployed   Other _____

5. What is your current Profession (other than teaching): _____

6. How long have you been employed in this profession?_____

7. How long have you been teaching?_____

8. What course(s) do you teach?_____

9. What is your highest educational level? Bachelors   Masters
   Doctoral (Ed.D./PhD)   Other _____

10. Would you like to teach full-time? YES___   NO___

Appendix I: Member-checking Email

Hi

Again thank you for participating in my research study. My purpose in sending the attached document to you is for "member-checking" meaning I am checking with you, the interviewee, to see if I have portrayed you and your meaning accurately. Please review the document and send me an email by ███████████ responding to these the following questions:

1. What are three places you can point to that portrays you just as you see yourself as an adjunct faculty member?
2. What parts is a misunderstanding or a misrepresentation of what you said or mean in our interview?
3. What do you want to see change in how adjunct faculty members are viewed, supported or compensated?
4. Is there anything else you want to add?

Hope to hear from you by ███████████.

Thank you,

Yvonne Macrae

Appendix J: Contract for Professional Transcription

I ██████████████████, do swear to keep the information that I will be transcribing for Ms. Yvonne Macrae confidential. I agree to transcribe the data and return all transcribed data to Yvonne Macrae. I also agree to destroy the tape-recordings upon completion of the transcription.

██████████████   Date

Interview with Purple

802_0002

FINDINGS & SUB-FINDINGS

HOW THEY REFLECT ON THEIR OWN TEACHING & LEARNING
Teaching philosophy
Empowered: Self-efficacy
Institutional support: hiring process; lack of professional development

HOW THEY DEVELOP STRATEGIES TO TEACH DIVERSE LEARNERS
Teaching challenges – teaching diverse students seem difficult catering to wide range of diversity
How teaching strategies are developed
Students' incivility

HOW THEY IMPROVE THEIR TEACHING PRACTICE YEAR TO YEAR
Instructor course evaluation/feedback

HOW THEY REFLECT ON THEIR OWN TEACHING & LEARNING

Purple: Hmm. Umm, I am a professional educator. I give knowledge about a particular subject, and to, uhh, guide students to think critically in regards to that subject.

> Commented [YM1]:
>
> Commented [YM2]: Teaching philosophy

Purple: I don't understand the question.

Purple: Umm, My perspective on teaching student is to use an experience of a person. I want students to recognize and realize that they already have knowledge or experience that they can apply to the material that they're studying, so that they don't think it's so abstract or theoretical, or foreign to what they already experience. So I also very much believe it's a student's self reflection as well as the ability to think critically.

> Commented [YM3]: Teaching philosophy. Also reflecting on teaching practice

Purple: Sure, umm, I have two advanced degrees. After I graduated with my first advanced degree, I, umm was in a situation where I approached community college and taught a workshop

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and then from there... I didn't know I had the teaching bug, but I would seek out opportunities to do trainings, workshops that I designed/developed and that eventually lead to teaching a Master's program, and from there teaching, I've taught at several universities in an adjunct capacity, in subjects, in a variety of subjects.

Purple: Both undergraduate and Master's level, correct.

Purple: Uh, some of it is intuitive, um, one of the universities I am affiliated with has a very good support program for its adjunct faculty, and I've taken advantage of those, uh, opportunities. I have a very good team leader, so, um, would seek out knowledge about a syllabus, or, um new ideas, and have either discovered I intuitively did them, or would found a frame of reference for what I did, or found some technique that improved my ability as a teacher.

Purple: Um from the fact that I am a life-long learner

Purple: Let's see.....five.

Purple: Huh...

Purple: I think I was strongly influenced by my, um, fact that I went to Law School. Um, I think my own experience that, uh, I really learned how to think in Law School. The other is that I have an eclectic mind. So I read all kinds of things that may not seem connected, ranging from philosophy to, um, things related to ( ) science, to Zen Buddhism, to uh, knowing about nano technology because I see all of it integrated. So that I take a, I draw upon all that knowledge when I teach. So I'll tell my management, I'll ask my management students, for example, 'what is the most significant development in the last ten years, fifteen years, in terms of, uh, technology?' And they all answer, the speed of computers. And the answer is that, the smallest line in the world was infected about fifteen years ago. And I remember reading that in the newspaper, and knew that this was going to change the world. And the reason that your micro, your tape recorder, your recorder there is so small is because of the fact that someone invented the smallest line, which I think is approximately, you can fit 10,000 of the smallest lines in the world into a hair from your head. That's an example...

Purple: My values are that...I was brought up...my parents, who were, did not have advanced college degrees, valued education. And I went to a very good high school. Had a very good college education, in which thinking, critical thinking...being able to prove what you were saying or finding proof for what you were saying just the way we were taught. Um, I, uh, my value is, um teachers are instruments by which their students have the opportunity to gain, not only insight into themselves, but to claim for themselves knowledge. I am not a believer in rote knowledge. So I tell my students, when you walk out of the classroom, my hope is that you will walk out with something that is yours, at the end of the class. Not when you walk out your head will empty. Because you'll forget the thing you were required to memorize.

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Commented [YM4]: Hired without orientation?

Commented [YM5]: Teach base on intuition? Interesting! No PD from current employer? (Univ A)? no support from university – LACK OF INSTITUTIONAL SUPPORT

Commented [YM6]: How he develops teaching strategies, but also reflecting on his learning

Commented [YM7]: Talking about his students – 'themselves'

Commented [YM8]: 'my students' – personal ownership – does he feel obligated to these students' learning?

Commented [YM9]: What empowers him to teach – true reflection. The question was asked to describe their experiences, values, beliefs and stereotypes (stereotypes as it relates to students) – question is to help participants reflect on how they become instructors as well as what they bring into the classroom e.g. prejudices about certain students.

Purple: I try to...yes. To the extent that they are open to it...yep.

Purple: Stereotypes?...

Purple: Um, Yes, my stereotype...My prejudice is that, because, that my I believe education is sacred students treat it with the same level of sacredness....and they don't.

Purple: And it makes me upset that they don't. I know too many people, to a certain degree, myself included, given the sacrifices my parents made for me to go to school, that uh, not seen families who have sacrificed enormously to get an education. And when I see students...uh...dismissing the privilege that they have, that so many people around the world would sacrifice so much to have...It, uh...makes me mad.

Purple: Um, I guess my (political science) teachers come to mind. I think they were more inspirational than necessarily effective, in terms of how I think about it. But, they were effective, in that they emphasized thinking. Um, they asked challenging questions. They, um, they invited you to think outside of the paradigms with which you would normally see the world. Either through the particular disciplines, so the... methodologies with regards to effectiveness...I can't think of anyone. I've done a lot of reading, I talk with other teachers...about things they've done. Um, I really adapted my own style/approach, if you will, that emphasizes...um...inviting students to think. To really, um, take what's before them, think about it in terms of their own life. Think about it in terms of the world around them. I like to bring in examples from what is going on in the world, and relate it to the information that we're studying. I have done a lot of on-line teaching, so there's a certain instructional discipline that one must have. You know, going back to the values question, I believe teaching is roughly 60%, uh,...how did they do it... it's like 40% preparation, 40% administration, and 20% teaching. And it, you're far more effective as a teacher if you get those papers back, then whatever you teach in class. Because that maintains an energy. It maintains a motivation. It respects the students, and, uh, pretty much, I believe that's an obligation of a teacher.

Purple: I give them back within seven days of receipt.

Purple: So that's a very important value for me.

Purple: Um, it depends if it's new or old. Uh, a new course. I identify the text, get clear about with the subject matter is obviously. But select the text or texts, and then depending on, if it's a textbook, or a series of books will then, I create modules. So depending on the length of the course, it could be anywhere from 3-4 modules...uh, was recently influenced to use questions, so I give a question for each week. And then, uh, learning objectives, and then build assignments that will support students having a, um, opportunity to, not only, um, learn about the material, but I am a big believer in being able to adapt what you learn. And if it's in a recurring course, I'll invariably adapt. I'm changing. I'm thinking about that assignment didn't work, I'm going to rewrite it. If it's the order I might change that, I might change the questions. So, I think it is

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fair to say that I have never taught the same course twice. I've changed something about even a
course that I've already taught.

Purple: I want students to learn...Well one of things I do is that I on my own, ask for feedback in
the middle of every semester, and basically ask what is working, what's not working, and any
comments.

Purple: Right

Purple: I used to do a final student assessment, but student's get confused between my
assessment and the university's...so I stopped doing that because they don't make the distinction.
They think they've given me the feedback, and that's enough, why bother with the student, the
university's assessment, and that's more important for the university, so I stopped doing it
because they don't then follow through. Some of it's student feedback, but my goal is to have
everybody learn. So if I don't have the sense that something is working well, I'll try something
new. Some new idea comes to my head, and it's the week before class starts, I'm like, 'oh, I can
use that'... I won't change the syllabus, but I'll use it in my particular class.

Purple: I think again, my college and...I am strongly influenced by my law school education.
However, my college education in a different way emulated it in reflection my law school
education's Socratic Method. So I would say that. I ask probing questions, I will do my best,
not to put students on the spot, but I will require them to think. Particularly, with my graduate
students on-line, I will ask them to re-post. I will invite them to reconsider whether what they've
provided as an answer really is an answer. Using my insight knowledge and intuitive
understanding of the situation they might be describing. I am not afraid to get in their face.

HOW THEY DEVELOP STRATEGIES TO TEACH DIVERSE LEARNERS

Purple: Every semester I have been at the institution, because every semester I have a group of
students, a large group of students in the class from the same country. They come, their English
is not sufficient, and there are cultural norming influences that influence their behavior to "norm
down" rather than individually stand out, and up, or shine. And that happens every semester. I
think institutions have an obligation that they are absolutely not fulfilling. And that from the
very beginning, when students are admitted, whether issues are around disability, or sort of
particular kinds of learning issues. Or, around, you know, English as a Second Language.
Whatever the issues are, the way the students are oriented to an institution, to its services,
demands, I don't think we do a very good job of that.

Purple: I get frustrated. It's been a learning experience. Probably my biggest "a-ha" was a year
ago, and I realized I don't teach international students in the United States, and it's hard for me

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to remember this. But my big "a-ha" was that every time I walk into that classroom I'm going to their country....just happens to be in the United States.

Purple: It's not an American classroom, and the challenge to understand whether the university and the contract with the students is...you've come to the United States to get an American education, but they are not equipped or prepared to engage in an American educational experience. So am I fulfilling my obligation and duty as a teacher? Not a teacher to the university, but as my belief of what teaching is about? If I pretend that they're capable when they're not? So I choose to take them from where they're at and to...not always successful at working with the cultural differences, but to go from the perspective that they're here to get an education that they could not get in their country. And they happen to be getting it from me, and what they're going to get from me is, if they are open to it, the ability to think.

Purple: I have had only...sometimes I do, but they are a small minority, and they tend to be from different cultures, rather than the dominant culture in the classroom.

Purple: None that I'm aware of other than, as we talked about earlier, in terms of how you're defining disabled to include combat veterans. I have had combat veterans in my class. I had a brief military experience, so I am, and I am very interested in military matters. So I have a natural affinity to, and a way of connecting with them that puts them at ease.

Purple: My biggest challenge is not to be so invested. Um, my biggest challenge is coming into a classroom, and even though I've told the students not to use electronic devices, they're pulling out the iPhone, the iPad, the telephone while I'm giving my presentation lecture. And I'm working harder than they are, and there's something wrong about that proposition. So, recently I started using quizzes. Ten-minute quiz, three or four questions. I actually make two quizzes so they fit on a half a page, 'cause students sit next to each other and this way they can't cheat off of the other student. I distribute them every other, you know one row gets quiz one, next row gets quiz two, next row gets quiz one. And they're not reading the material. And then the other thing I do is, that makes my students frustrated, I hold them accountable for their English so they lose points if they do not...if they have a certain number of grammatical errors, and I am not counting them but, or it reaches a point where this isn't a fun read because your grammar is not where it needs to be. It's distracting, I call it. So they lose points. And then I require them to use citations and quotations, and will take points off if they don't use the very simple citation format I give them.

Purple: One that I use is a children's game of putting together a plastic pieces and you can make something out of them. So I use that as a way to teach students about management. By my very first class, 10 minutes into the class, I distribute pieces to everyone in the class, and told them, 'your task is to make what is on the cover of this thing', 'you have 15 minutes to do it'. And that was, students like that, it was a visceral experience.

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Purple: Couple of things. One is, that they will remember that chaos, and when I start teaching them about management principles, they will remember that experience. And I debrief that with them in terms of what happened in the room. Who did what? Who participated. Who didn't. I tell them, 'the people that didn't participate just got fired. They lost their job. Why do I need you in my company if you're not doing anything?' And I go through the task of management, give them an opportunity to hear how this simple task was reflective of what managers do; get them thinking about that. The first time I did it, I then had them do it again, but from a different perspective. I didn't do that this time, just given the nature of the class I had. The other thing I do is I ask students to write a one-page paper on a question and comment. So they have to find a word in the text, because again English is such a challenge. I don't want to pretend that they understand what they are reading. So this is a way to help them figure out a strategy for learning. I have them identify one word...define it. explain the word, and then I have them use an example from their own experience, which relates to that word. And they have to write one question about the chapter they read.

> **Commented [YM27]:** Teaching strategy – formative or summative?

> **Commented [YM28]:** Activity for ELL students

Purple: Having read the chapter, what's one question you have? Then I have them identify a word; define the word; give the citation for the word; explain the word, and then give an example from their own experience of that, how the word is used, or applied.

> **Commented [YM29]:** Teaching strategy – helpful for students with limited English proficiency

> **Commented [YM30]:**

> **Commented [YM31]:** Great idea for ELLS – I will try this myself

Purple: I gave you an example of it in my materials.

Purple: There is a challenge teaching international students, who do not have a command of the English language. So when that is present, using a case study approach is...not really effective. Because they don't understand the nuances...the case studies aren't written for an international student, who does not have a grasp of the nuances of the language. And so they're missing, not only the subtly that may be imbedded in the case study, but they're missing the subtly of the language that might signal to them there is a subtly. Because they don't understand colloquialisms, they read something literally, or they just don't understand the words.

> **Commented [YM32]:** Important to know in order to design strategy on how to help these students

Purple: I did last semester, and I'll be using it this semester, for my last class; relates to ethics. And it's part of the text. And I wrote my own case study for that. For that they'll use one day. Its one page, very simple, and that was reasonably effective. Can you repeat the question again?

> **Commented [YM33]:** Interesting – I wrote few cases also – had cohort of students who worked in the same industry and wanted them to have a deeper understanding of the management issues in their industry. Interesting!

Purple: Oh yes, applied, well the way I get around that is, I pretty regularly reference to them something that happened in the world. So I'm reading, and for me, for example, the recent Super Storm Sandy, is all connected to management. It's about risk assessment, it's about environment. I point out that the texts talk about different influences and the environment - like political and, I can't remember them now. But, it doesn't talk about nature. And nature is one of the the biggest risks we face right now. Nobody's talking about it. It's beyond globals...warming - if the sun, every twelve years or so, flares. When it flares, guess what happens to your cell phone? It doesn't work. You need to have an awareness of that if you are running a business that's dependent on cell phones. 'Cause you could lose hundreds of thousands of dollars, because of that. Or at least know that it's going to occur, and what's your contingency for that.

Or I try to bring in all those examples of what's going on in everyday life, to get them. And I read for my dominant culture in my classroom. I love NPR, so they talk a lot about that particular country, and I'm always telling them things they don't know about their own country. And I'm not afraid to challenge them about how their government is dealing with issues, or how it's being reported in the press; to invite them to learn. By taking what's their experience and saying, 'here's your experience. Here's what's going on in your country, and how it relates to management, or leadership, or communication, or culture.' and that type of thing. And the other thing I like to do is work with what's in the room. So I will, when it comes to talking about diversity, we'll do a "diversity check". Who's in the room? And then we'll write it up on the board. Color, shape, weight, size, ethnicity. And then they may offer things like, 'intellectual capability', *well how do you know that?* 'Or life experience', *how do you know that?* To get them to think about what they're saying, 'intuitive!', *yes, you're right but how do you know that?* 'I know that because you don't look like me, and since you don't, it appears, having been with you, that you're from a different country, so you probably have a different life experience than I did from wherever I grew up.' Ok, good, now that you know that you have validated that there is diversity in the room.

> **Commented [YM34]:** Making content relevant to their culture, prior experiences – great teaching strategy!

> **Commented [YM35]:** How does he identify with students' diversity – how does he use this information in pedagogy – I should have asked that question.9999999999999

Purple: Um, this works and doesn't work simultaneously, but once...what I do is I apply an economic principle to grading, which is, every student begins with 100 points. So I populate the grade book with the maximum score for every assignment. There's an economic theory that says that, 'you'll fight harder to maintain that which you have, than that which you have the opportunity to gain'. So it motivates them when they see their hundred points drop into the 80s. The frustrating side is that it can demotivate them because there's no chance of recovery. I don't do extra-credit, I don't give second...I will work with any student who comes up and says, 'I wanna learn more', and I'll work with that.

> **Commented [YM36]:** Summative assessment of students work!

Purple: Yeah, I populate it with the maximum. They start off with a hundred. And then they watch it, they see what they got for an assignment. What motivates the students who really want to learn, is my being available to them one on one. If they approach me after class, before class, in class, and the interest I show in them...that's what motivates them the most. That they are seen and that I demonstrate I have a awareness of their situation; their culture, and an ability to be flexible, yet demanding, or strict. But it's fair.

> **Commented [YM37]:** Motivational strategy!

Purple: I teach two, maybe three different kind of students. I teach students who have a command of the English language, and are motivated. And I know they're learning because they have an "a-ha moment". They begin to make a shift from writing to please me, to writing to think for themselves. And I celebrate with joy. Then I have the students who have a command of English, who are there to get a grade, and they will do the...they are looking for me as the teacher to approve them, and to tell them the exact steps they need to get, to get their "A". To the extent that they demonstrate the knowledge, they'll get whatever score they get, but they may not get the "A" they thought they deserved. Then I have students who have...are...making an effort to understand the English language, but it's not where it needs to be, but they are trying. And those students are able to demonstrate an understanding of the information...to a greater or lesser degree. And there are times when I need to adjust my scoring rubric for the entire class,

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because the entire class couldn't comprehend the instructions quite the way that I thought...they were clear... or they go off in a different direction. And it's what's the point of my not acknowledging the point where they went off in was still demonstrating some learning.

And then I have the international students who do not belong in the college academy. The university has deemed that they do. Somehow they've passed all their courses, and that would be a whole other subject we could talk about..but they...I've probably had my best experience when I failed several graduate students, one semester. And best meaning, as a teacher there's something about crossing that rubic on, and having the university support you and having done it with integrity. And no teacher wants to fail any student. And I have failed students before but they were "one offs", kind of like the exception to...and worked really hard to get them and they didn't. But when I had this number of students, it really gave my "self" permission, I guess. As a teacher you cross into a different frontier, of 'ok...it's not my job to carry these students...they really have to do this on their own'. And the university was very supportive of me, and it caused me to take a different approach to the students, like 'I'm not here to babysit you...so papers are due, you didn't bring it so you're losing a point.' And not that I didn't do that before, but I think I carried more guilt about it. And the guilt is not there any longer. I was clear, you had opportunities to ask me, you missed it, so I am taking off points. And there is a real pressure from the international students, 'I need that A, I want that A'. And you initially, being new to a particular university. Trying to sort through, am I being too hard, am I being too lenient. Really trying to get used to that student population, its trying to be within a reasonable bell curve. So I am not so strict about it that I am outside of the bell curve of the university...and not so lenient that I am, in some way, going against my values and integrity about what education is about. I think I try to find that balance where when a student receives a B+ or higher in my class, and particularly among the international students, that's something they're proud of because they know, they're a group of a few, or those who worked hard to earn that, that are getting that grade. It's not 'everybody else I know, in some other classes', is the case.

Purple: Um, yeah. More "seasoned". More undergraduate as well.

HOW THEY IMPROVE THEIR TEACHING PRACTICE YEAR TO YEAR

Purple: Good is a relative term, and it's subjective so I don't think...

Purple: I would describe myself as strict, straight, but fair. As someone who is dedicated, committed to, and passionate about the learning process. And that I will do everything in my power to help a student who wants to learn, to learn. And I do it with joy and a full heart. And probably the biggest compliment I get, in terms of my teaching is when students either ask me for recommendations, or they ask me to give them guidance in regards to career, or similar types of issues. Cause they value that. I tell it to them straight.

> **Commented [YM38]:** Self-efficacious – this seems to be based on his identified values.

Purple: I'd love to.

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Purple: For me, the challenge of the academy is to understand that it is providing a "value-add" product, to a customer, a student. That being said, the teachers, in a way are their customers as well. And there's a way in which...evaluation is always about the teachers. They never ask the teachers to evaluate the class experience. You know, 'were they respectful to you? Did they turn assignments in on time? Did they come to class on time? or were they respectful in class? Did they come prepared? What was your experience of this class that just, you got rated on?' And then the ratings that they used are not connected to the reality of the class. They're so disassociated and that they also in a way fail to give students a reason to participate. Because sometimes the questions aren't related to the experience they had in the classroom...whether its on-line, or whether it's face to face, or the hybrid thexperience, and that needs to be reviewed. The academy, both needs to figure out how to support its adjunct faculty in a way that it does the full-time faculty while still recognizing that they're adjunct, and maybe there's a new type of adjunct emerging. There's the adjunct who this is a part-time it's their vacation money; it is a "one-off", it is a thrill to be in front of the classroom, but it isn't an avocation. And I think there is now a cadre of adjunct faculty for which it is an avocation; and that needs to be recognized by the academy. And that there is some ways that the adjunct faculty is more dedicated and devoted to teaching than the full-time faculty. And the university...the academy needs to figure out, 'how do we capture that?' And how do we separate out and either retain or let go of the teachers that are not at that level. Who are intimidated to give that "F", who are intimidated to hold their student's feet to the fire. It's real challenging when you have a student say, 'I need to get a higher grade because I have to go back and deal with Visa and I may not get a new Visa.' And I look back and say, 'I am really sorry to hear that, and this is your grade'. And not everyone can do that. And some faculty fold. And there needs to be support for them, especially the adjunct who...this is supposed to be fun for me...I am not here to replicate, maybe, what I do in my job, where I have to discipline somebody...this is academia, and I am supposed to share my knowledge, and it's gonna be a wonderful experience, and there's a place for that kind of faculty. But the academy needs to figure out where...as much as it needs to figure out that we have a new type of adjunct that are really as much a part of the academy, and are as dedicated and devoted as those who are full time in the academy. And that's a energy, it's a talent pool of...it's a competency that they really need to know how to marshall and value. Because we're knowledge workers. And the knowledge we have is more than just the subject matter. It's the ability to teach a particular kind of student. And we're mobile. And if they lose us, and they don't have teachers who can teach that particular kind of (hybrid) international classroom, those students aren't going to walk. That's all.

[End of Transcription.]

Commented [YM39]: Great way to look at what adjuncts bring to the academy

Commented [YM40]: Instructor feedback – great suggestion for the administration – could be a policy! Never thought of it this way – no other participant described it this way.

Appendix L: Sample Participant's Interview Summary

PARTICIPANT: PURPLE

INTERVIEW SITE: AT A LIBRARY

LENGTH OF INTERVIEW: 60 minutes

1. MAIN FINDINGS/ISSUES
Disengaged students -- use of electronic devices during lectures
Teaching style -- Learner-centered vs Teacher-centered
Student engagement
Knowledge workers
Student evaluation
Instructor assessment

2. SUMMARY OF INFORMATION ON EACH QUESTION

REFLECTION ON TEACHING & LEARNING

TEACHING PHILOSOPHY
Purple's philosophy emerged from his legal educational background and his strong value for education. He believes in helping students develop their critical thinking skills. He wants students to recognize and realize that they already have knowledge or experience that they can apply to the material they're studying. Purple describes himself as strict but fair. He believes he is someone who is dedicated, committed, and passionate about the learning process. He sees himself as one that will do everything in his power to help a student who wants to learn. And that is done with joy and a full heart. His biggest compliment, in terms of his teaching, is when students contact him for letters of recommendations and or for advice regarding their career.

LEARNING
Purple is a Caucasian male between the ages of 56 and 65 years old. He has been self-employed as a consultant for the past ten years, but refers to himself as underemployed. He has two advanced degrees, a master's degree in public administration (MPA) and a Juris doctor (JD). He has been teaching at various colleges and universities as an adjunct faculty member for the past

twelve years. He teaches Organizational Behavior, Leadership and Management courses at both the undergraduate and graduate levels. He refers to himself as a life-long learner.

TEACHING

There are several factors that contribute to his teaching, such as: intuition, professional development, law school education, having an eclectic mind, his personal values, prejudice and stereotypes. Teaching for him is somewhat intuitive, but also can be improved with experience and sound professional development. At one of the universities he teaches, he credits the professional development offered to adjunct faculty. These professional development programs have helped him improve his teaching practice as well as enabled him to design student-centered course materials and delivery strategies. He reads extensively in a variety of subjects ranging from Science, Buddhism and Nanotechnology. These integrated subjects inform his teaching practice.

The personal values his parents ingrained in him, coupled with a sound education in high school and college, have given him the passion to value education. These values have solidified his belief that education is sacred and needs to be treated with a high level of sacredness. This is evident in his teaching practice and passion for learning.

Purple's teaches students in varied formats -- online, hybrid and face-to-face. His courses are all student-centered, and not teacher-centered, as he prefers critical thinking to rote learning. All course activities including assignments are developed to help support students in their learning.

STRATEGIES TO TEACH DIVERSE LEARNERS

There are rapid changes in the demography of students that attend his classes. Every semester there is an increase in the number of students in his class who are not proficient in the English Language, and students who are disabled. He can only identify a few disabled combat veterans that have participated in his courses. This is, perhaps, more prominent in his mind as he had a brief military experience. Purple is very interested in the issues that affect military veterans. There is a minority of students from different cultures, rather than the dominant culture in the classroom, but he is unsure of their immigrant status.

Most of the international students are from China. This made him to realize that he is not teaching international students in the United States but rather he is going to their country but it just happens to be in the United States. He felt that some of these students are not prepared academically to attend university in the USA. He faults the university's administrators for creating this problem and questions his own teaching philosophy, whether he is only fulfilling his obligation and duty as a teacher. Because he is not equipped to answer this question truthfully, he chose to commit in providing an education for these students, even though sometimes it seems he is unsuccessful at working with the cultural differences between him and the students.

When teaching these diverse students, the biggest challenges that concern him are keeping students engaged, dealing with international students' reticence, cheating/plagiarism, usage of electronic devices in class, and the lack of English language proficiency. He's observed that

most of his students especially the Asian students are constantly using electronic devices during lectures, even though they are told not to use these devices in class.

To keep these students engaged, Purple has developed some teaching strategies. He has started giving ten-minute quizzes with three or four questions. In dealing with cheating and Plagiarism, students are given different questions for these short quizzes. They are also held accountable for their English Language skills, and can lose points based on a rubric he developed to grade their papers. For essays assignments, students are required to use citations and quotations, or they lose points on their papers. Purple also uses class discussions and real life experiences to teach basic management concepts. Another example of an assignment that helps students with their English Language acquisition skills is for students to read an assigned chapter(s); identify a word; define the word; give the citation for the word; explain the word; then give an example from their own experience of how the word is used, and applied. These assignments are graded using an economic principle in which all students starts with 100 points. They have to work hard in maintaining the 100 points or the risk losing points. This motivates them as they are eager to score the highest point, and maintain their standing in the classroom. Because of the language barrier these students experience, he rarely uses case studies in his teaching. These case studies are difficulty for many of the students to understand de to the nuances of the language that are subtly imbedded in the case studies. He rather write his own case studies that are one page long and very simple. This has been very effective.

Within these diverse student groups, Purple has identified four distinct types of students in his classrooms. He describes these students as those who have a command of the English language, and are motivated; those who have a command of English, who are there to get a grade, and they will do the work; those who have are making an effort to understand the English language, "it's not where it needs to be, but they are trying"; and those who are able, for the most part, to demonstrate an understanding of the information. With this knowledge of his students he is able to develop creative curriculum to address their varied needs. There are times when he needs to adjust his scoring rubric for the entire class, because they can't comprehend the instructions quite the way that he intended... or because they go off in a different direction, due to the lack of clarity on his part.

HOW HE IMPROVES HIS TEACHING PRACTICE YEAR TO YEAR

He rarely teaches the course the same way twice. Based on feedback from students he makes changes to the assignments, quizzes and classroom activities. He believes teaching is roughly 40% preparation, 40% administration, and 20% teaching.

OTHER ISSUES

Purple's challenge is that the academy does not understand that it is providing a value-added product to customers. The consumers are not only the students but also the adjunct faculty.

He discussed the importance of the end of course/term evaluation process in which the students get to evaluate the teachers, but not the teachers evaluating the students. He thinks the administration should ask adjunct faculty to evaluate the class experience. Some of the questions he thinks should be asked are: Were they respectful to you? Did they turn assignments in on time? Did they come to class on time? Or, were they respectful in class? Did they come prepared? What was your experience of this class you just completed?" In describing the end of course evaluation completed by students, he thinks the ratings used are not connected to the reality of the class experience for the students. They're disassociated and, in a way, fail to give students a reason to participate.

The academy needs to figure out how to support its adjunct faculty similarly to that of the full-time faculty, while still recognizing that they're adjuncts. He believes the adjunct faculty has energy, talent, experience and knowledge, that is greater than just the subject matter. The ability to teach diverse students in an international classroom, is an advantage that adjunct faculty have, which needs to be recognized. If the academy refuses to pay attention to the needs of adjuncts, because they are mobile, they will leave the institution.

Appendix M: Sample Participant's I-poem

Purple's Story – I-poem
802_0002

HOW THEY REFLECT ON THEIR OWN TEACHING & LEARNING

TEACHING
I give knowledge
I guide students to think critically
I want students to recognize and realize that they already have knowledge or experience

I identify the text, get clear about with the subject matter is obviously
I create modules
I give a question for each week
I am a big believer in being able to adapt what you learn
I'll invariably adapt
I'm changing
I know too many people
 I see students...uh...dismissing the privilege that they have

I guess my Political science teachers come to mind
 I think they were more inspirational than necessarily effective
I think about it
I can't think of anyone
I've done a lot of reading
I talk with other teachers...
I really adapted my own style and approach
I like to bring in examples from what is going on in the world
 I have done a lot of on-line teaching, so there's a certain pedagological discipline that one must have
I believe teaching is roughly 60%, it's like 40% preparation, 40% administration, and 20% teaching
 I believe that's an obligation of a teacher

I'm thinking about that assignment didn't work
 I'm going to rewrite it
I might change that
I might change the questions
I think it is fair to say that
I have never taught the same course twice
 I've changed something about even a course that I've already taught

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I want students to learn...
I do
I am on my own

I think again, my college ..
I am strongly influenced by my law school education
I would say that
I ask probing questions
I will do my best, not to put students on the spot
I will require them to think
I will ask them to redo or re-post
I will invite them to reconsider whether what they've provided as an answer really is an answer
I am not afraid to get in their face

LEARNING
I have two advanced degrees
... I didn't know I had the teaching bug
 I would seek out opportunities to do trainings, workshops
 I designed and developed
 I've taught at several universities
I am a life-long learner
I think I was strongly influenced
I went to Law School
 I think my own experience
 I really learned how to think in Law School
I have an eclectic mind
 I read all kinds of things that may not seem connected....
I see all of it integrated
 I take .....
I draw upon all that knowledge when I teach

..I was brought up...my parents, ..., did not have advanced college degrees
 I went to a very good high school
I, uh, my value is, um teachers are instruments by which their students have the opportunity to gain, not only insight into themselves, but to claim for themselves knowledge
I am not a believer in rote knowledge
I tell my students, when you walk out of the classroom, my hope is that you will walk out with something that is yours
I believe education is sacred

I have been at the institution
 I have a group of students, a large group of students in the class from the same country

I get frustrated
I realized
 I don't teach international students
I walk into that classroom I'm going to their country

Am I fulfilling my obligation and duty as a teacher?
Do I pretend that they're capable when they're not?
I choose to take them from where they're at
I'm aware of other than
 I have had combat veterans in my class
I had a brief military experience
I am
I am very interested in military matters
 I have a natural affinity to, and a way of connecting with them that puts them at ease

I started using quizzes
I actually make two quizzes
I distribute them to every other student
I hold them accountable
 I am not counting them but
I call it
 I require them to use citations and quotations

I use a children's game of putting together a plastic pieces and you can make something out of them
 I use that as a way to teach students about management
I distribute pieces to everyone in the class

I start teaching them about management principles
I debrief that with them in terms of what happened in the room
I tell them
I go through the task of management
I did it
I then had them do it again
I didn't do that this time, just given the nature of the class I had
I ask students to write a one-page paper on a question and comment
I don't want to pretend that they understand what they are reading
I have them identify one word...define it. explain the word; give the citation of the word
I have them use an example from their own experience, which relates to that word

I did last semester
I'll be using it this semester
 I wrote my own case study

I get around that is
 I pretty regularly reference to them something that happened in the world
I'm reading
I point out that the texts talk about different influences
I can't remember them now
I try to bring in all those examples of what's going on in everyday life
I read for my dominant culture in my classroom
 I love National Public Radio
I'm always telling them things they don't know about their own country
I'm not afraid to challenge them
I like to work with what's in the room
I will, when it comes to talking about diversity, we'll do a "diversity check". Who's in the
room? And then we'll write it up on the board. Color, shape, weight, size, ethnicity
I know that because you don't look like me

I populate the grade book with the maximum score for every assignment
I don't do extra-credit
 I don't give second chances...
I will work with any student who comes up and says, 'I wanna learn more'
I'll work with that

 I populate it with the maximum
I show them...that's what motivates them the most
I demonstrate
I have a awareness of their situation; their culture, and an ability to be flexible

I teach two, maybe three different kinds of students
 I teach students who have a command of the English language, and are motivated
 I know they're learning because they have an "a-ha moment"
I celebrate with joy
I have the students who have a command of English
I have students who have...are..., but it's not where it needs to be, but they are trying
I need to adjust my scoring rubric
I thought...they were clear...

I have the international students who do not belong in the college academy

I've probably had my best experience
I have failed students before
I guess
I'm not here to babysit

I was clear
I am taking off points
Am I being too hard, am I being too lenient?
I am not so strict about it
 I am outside of the bell curve of the university...and not so lenient that
I am, in some way, going against my values and integrity about what education is about
I think I try to find that balance

HOW THEY IMPROVE THEIR TEACHING PRACTICE YEAR TO YEAR

 I don't think...
I would describe myself as strict, straight, but fair
And I do it with joy and a full heart
I tell it to them straight
I'd love to

I think there is now a cadre of adjunct faculty
...I am not here to replicate
 I do in my job
I have to discipline somebody...this is academia
I am supposed to share my knowledge

I used to do a final student assessment
I stopped doing that because they don't make the distinction
I stopped doing it because they don't then follow through

if I don't have the sense that something is working well, I'll try something new
I'm like, 'oh, I can use that'...
I won't change the syllabus, but
I'll use it in my particular class