3-2020

Perceptions of Professional Development Needs of Dual Credit Adjunct Faculty Instructors at a Community College in the Southwest United States

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Recommended Citation

This dissertation, directed and approved by the candidate's committee, has been accepted by the College of Graduate and Professional Studies of Abilene Christian University in partial fulfillment of the requirements for the degree

Doctor of Education in Organizational Leadership

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the College of Graduate and
Professional Studies

March 1, 2021

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School of Educational Leadership

Perceptions of Professional Development Needs of Dual Credit

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March 2021

Acknowledgments

Abstract

This study determined the professional development needs of dual credit adjunct faculty at a large community college in the United States. As institutions of higher education increase their reliance on adjunct faculty due to budget constraints, adjunct faculty members instruct a growing number of students. In tandem with this, more community colleges partner with local school districts to offer dual credit classes so that students can earn high school and college credit at the same time. Previous research denotes that adjunct faculty desire greater connection to and support from their institutions of higher education; however, these institutions do not consistently offer adjunct faculty these opportunities. Leadership at institutions of higher education must solicit the types of professional development desired by dual credit adjunct faculty because of the unique needs of this population of instructors. This qualitative action research case study combined data from a questionnaire, interviews, and document review from dual credit adjunct faculty members. Key findings from the study included needs for professional development related to connecting with colleagues and students as well as technology. Dual credit adjunct faculty express a desire for professional development related to their disciplines, technology, and institutional support. Professors with different years of experience need different types of professional development. Specifically, new instructors need orientation information, professors with some experience need information about student engagement, and experienced instructors want information related to building their careers.

Keywords: adjunct faculty, professional development, community college, dual credit

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Chapter 1: Introduction

In recent decades, United States institutions of higher education, including community colleges, increased their reliance on part-time adjunct faculty teaching classes (Frye, 2018; McNaughtan et al., 2018; Thirolf & Woods, 2017) and dual credit classes (United States Department of Education, 2017). Dual credit programs allow high school students to take college-level classes, generally at the high school campus, preparing students for college and saving them money (Lichtenberger et al., 2014; United States Department of Education, 2017). With this trend of increased reliance on adjunct faculty and the growth of dual credit programs, community colleges depend on adjunct faculty to teach dual credit classes.

Founded in 1980, West Santiago Community College (Santiago, pseudonym), a large community college institution in the Southwest United States, currently serves about 60,000 students (Texas Higher Education Coordinating Board, 2019). Led by only three presidents, the most recent hired in 2015, the school has experienced tremendous growth in the last 40 years. Since its inception, the school grew to eight campuses with five additional campuses or centers scheduled to open in the next 18 months funded by additional bond monies.

This physical growth led to an increase in the number of students and support staff. Approximately 60% of instructors at the study site serve as adjunct faculty members (Texas Higher Education Coordinating Board, 2019). These faculty members contribute to the workforce and academic programs spanning the geographic service area (Texas Higher Education Coordinating Board, 2019). I serve as a leader at the same institution.

Background

Santiago experienced growth in its 40-year history, leading to new campuses and a rise in the number of adjunct faculty (Texas Higher Education Coordinating Board, 2019). Santiago's

dual credit program accounted for a portion of the growth and united two important initiatives. The two important initiatives provided an increased focus on adjunct faculty support and the incorporation of various faculty professional development offerings. Ultimately, these initiatives culminated in a need for additional data regarding dual credit adjunct faculty professional development offerings.

Santiago serves about 60,000 credit and noncredit-seeking students each year on eight campuses and continues to expand. Students continue their education through 10 preadmissions partnerships with public and private colleges throughout the state. Continuing the expansion, the dual credit program at Santiago currently offers courses in the humanities, science, math, and fine arts. Students enrolled in dual credit classes must meet certain qualification standards and receive approval from their high school representatives. Often this coursework will transfer to other colleges. According to the Santiago dual credit office, students receive benefits such as experiences in college classrooms, saving money, and access to Santiago support services.

As with many other colleges in the United States (Frye, 2018; McNaughtan et al., 2018), Santiago continues to rely on adjunct faculty. Part of the reliance came from budget constraints currently facing higher education (Brennan & Magness, 2018a; Capaldi, 2011). However, concerns existed about the efficacy of adjunct faculty members (Lancaster & Lundberg, 2019; Terosky & Gonzales, 2016). Dual credit classrooms presented unique teaching opportunities in terms of location and students (An, 2015; Grubb et al., 2017); therefore, the professional development desires of these instructors provided research opportunities.

Statement of the Problem

Dual credit instructors teach high school students at a different location than the traditional university setting and are subject to potentially unique factors that impact their work,

including more parental advocacy, differing schedules, and scholastically immature students. Studying the professional development needs of dual credit adjunct faculty at community colleges could lead to community colleges offering targeted professional development sessions and dual credit adjunct faculty gaining more skills regarding pedagogy and classroom management (Bickerstaff & Cormier, 2015). Potentially, instructors with increased pedagogical skills could lead to better outcomes for students (Hanson et al., 2018; Lancaster & Lundberg, 2019).

Professional development needs of dual credit adjunct faculty differ from the needs of adjunct faculty teaching typical college classes; however, limited research exists regarding dual credit adjunct faculty's professional development needs. Dual credit instructors are employees of the community college, yet because of the differences in student population and job expectations between adjunct faculty who teach at the college and those who teach dual credit, higher education institutions must research potential resources needed to support dual credit instructors (Swafford & Waller, 2018).

Concerns emerged from K–12 and community college administrators regarding the lack of understanding by dual credit instructors in following institutional policies and inconsistencies with curriculum when compared to instructors of on-campus courses (J. Doe, personal communication, December 2, 2019). Additional research regarding the needs of dual credit adjunct faculty could assuage concerns. These needs became apparent to administrators at both K–12 and community college institutions through the types of complaints administrators receive, student discipline referrals, and questions from adjunct faculty dual credit instructors. The community college in this study conducted one general orientation each semester and offered few targeted professional development sessions for dual credit instructors. The largest four

partnering K–12 institutions offered inconsistent opportunities for professional development (J. Doe, personal communication, October 2019), so the present situation suggested a need to learn more about the professional development needs directly from dual credit adjunct faculty. Because administrators at both entities remained concerned about the management of dual credit, this study's outcomes could help with decisions regarding resources and needs of dual credit adjunct faculty.

Limited research exists related to dual credit adjunct faculty professional development; therefore, I can extrapolate needs from prior research on adjunct faculty professional needs. However, failing to study the needs of dual credit adjunct faculty could lead to ill-equipped, potentially frustrated instructors who do not serve students well. With the projected growth of dual credit courses based on the decreased cost of college and increased accessibility for underserved populations (Jones, 2017; United States Department of Education, 2017), the community college in the study needed to consider how to serve this student population well through properly trained and supported faculty members.

Purpose of the Study

The purpose of this study was to investigate the appropriateness of the current professional development sessions offered to and desired by dual credit adjunct faculty at Santiago Community College in the Southwestern United States. This qualitative study determined the professional development needs of dual credit adjunct faculty to improve professional development offerings. This knowledge could help community college administrators and K–12 leaders provide more effective professional development resources to dual credit adjunct faculty.

Research Questions

The overarching research question for this study outlined the study's focus: What are the perceived professional development support and training needs of dual credit adjunct faculty instructors at Santiago Community College?

RQ1. What topics or types of professional development would most benefit dual credit adjunct instructors at Santiago Community College?

RQ2. How do dual credit adjunct instructors describe professional development needs?

RQ3. What is the relationship between the years of college-level instructional experience and the expressed need for professional development support of dual credit adjunct instructors at Santiago Community College?

Definition of Key Terms

Adjunct faculty members. Adjunct faculty are sometimes called contingent or part-time faculty. These individuals generally fill the role of nontenure track instructors who do not receive benefits or contracts (Brennan & Magness, 2018b; Kezar & Maxey, 2014).

Collegiate academy professors. Santiago employs collegiate academy professors (CAPs) specifically to teach a full load of classes at independent school districts (ISD) each semester.

Community college. Community colleges range in size and location to offer education to those in the surrounding community paid for by tax dollars, often to students in underrepresented populations (Champlin & Knoedler, 2017; Jones, 2017).

Dual credit classes. These classes are sometimes called dual enrollment classes. High school students take college-level classes and receive high school and community college credit for the same course (Ferguson et al., 2015; Jones, 2017).

Embedded instructors. Independent school districts employ embedded instructors as full-time teachers, and community colleges employ the same instructors as adjunct faculty to teach dual credit classes at the high school campus (Ferguson et al., 2015). Thus, these instructors teach for two different entities in the same day.

Chapter Summary

The unprecedented rise in the number of adjunct faculty combined with the increase in dual credit instruction in the last few decades at Santiago supported the need for this study of dual credit adjunct faculty's professional development needs. Because little was known about the professional development needs of the dual credit adjunct faculty at Santiago, this qualitative study determined the professional development needs of this specialized population of instructors.

Chapter 1 described the need for this study, and Chapter 2 frames the study within the relevant, recent literature and theoretical framework. Chapter 2 discusses the theoretical framework, literature search strategy, and the specific functions of dual credit adjunct faculty members within the context of community college dual credit courses. The research reveals information about dual credit adjunct faculty's professional development needs.

Chapter 2: Literature Review

This study provides information regarding the professional development needs of dual credit adjunct faculty members at West Santiago Community College (Santiago, pseudonym), a large 40-year-old suburban institution in the Southwest. Further, the study focused on determining if a connection exists between the length of dual credit adjunct faculty members' college-level teaching experience and the expressed need for professional development support. This literature review provides supporting information on adjunct faculty, community colleges, professional development, and dual credit. Prior researchers provided a great deal of information regarding the former three subjects and significantly less on the topic of dual credit. A review of relevant literature related to dual credit adjunct faculty instructors' professional development needs results in information about the foundational aspects of dual credit adjunct faculty members' professional development needs. Focusing on these elements demonstrates support for the need for this study. I strategically changed elements of Santiago to retain anonymity for the institution.

Theoretical Framework Discussion

In developing the theoretical framework, I relied upon Stroh's (2015) four-stage process of leading systemic change. This process aligns with the development of Santiago's new professional development initiatives. Stroh's (2015) model sought to conflate the current status of an organization and the ultimate desires of those within the organization. The four stages in the model include (a) building readiness for change, (b) understanding the current situation, (c) making choices, and (d) focus and momentum (Stroh, 2015).

The first stage regarding readiness for change engages key stakeholders and considers the shared vision of those involved (Stroh, 2015). The second stage seeks to interview people

regarding the current situation (Stroh, 2015). The third stage calls on people to make choices related to the desired outcome, and the fourth stage bridges the current reality to the intended desires (Stroh, 2015). This study focuses on the first three stages and makes suggestions for the implementation of the latter.

Davis et al. (2015) presented a three step systems thinking model for leadership that combines Stroh's (2015) second and third steps. Further, community college leaders who rely on a systems thinking approach will be poised to lead in the future (Davis et al., 2015). By speaking to dual credit adjunct faculty stakeholders to determine the current and desired state of professional development at Santiago, the study followed the aforementioned stages one through three. This study's conclusions could lead to implementing the fourth stage by leaders at Santiago and the partnering independent school districts (ISD). Because the research from collected data on existing and desired conditions and their results will potentially assist the growth of professional development offerings at Santiago, Stroh's (2015) model appropriately pertained.

Literature Search Methods

To gain information regarding this topic, I began by researching information about adjunct faculty and their connection to community colleges. Specifically, the research focused on the professional development adjunct faculty received as instructors in higher education. The study eventually contracted to include only adjunct faculty who taught dual credit classes.

This study's literature review originated from resources held in the Brown Library collection at Abilene Christian University (ACU) in Abilene, Texas. The peer-reviewed articles came from the OneSearch online database starting in July 2018. A graduate research librarian provided additional assistance in locating relevant searches with terms such as *part-time faculty*,

adjunct faculty, *contingent faculty*, *professional development*, *higher education*, *community college*, *two-year college*, and *dual credit*. From there, I selected relevant articles, mainly published in the last five years, from which to base the literature review.

Changes in Higher Education

As institutes of higher education change to meet the diverse needs of today's diverse learners, increased financial concerns fall on institutional leaders and result in a rise in reliance on adjunct faculty (Frye, 2018). The number of adjunct faculty at undergraduate institutions increased by 199% from 1983 to 2013, due in part to the low cost of hiring adjunct instructors (Shulman, 2019), with a total of almost 800,000 adjunct instructors in the United States as of 2013 (Brennan & Magness, 2018b). A decrease in governmental spending on higher education, concerns about the cost of faculty as the cost of college increases, and increased competition from nontraditional postsecondary institutions also occurred (Capaldi, 2011; Frye, 2018). The rise in governmental policies regarding full-time workers makes the flexibility of part-time instructors attractive to institutional leaders (Frye, 2018), even for leaders at overseas campuses (Nolan-Block, 2018).

Adjunct Faculty

Adjunct faculty members differ based on college location, community demographics, class offerings, and industries in the area, among other considerations. This section includes broad generalizations about adjunct faculty in the United States as a means of describing a wide population of instructors.

Nature of Adjunct Faculty

Adjunct faculty members as a whole are a diverse group of instructors working in positions that require flexibility yet offer no benefits. After reviewing data from postsecondary

institutions, McNaughtan et al. (2018) found that White females made up the majority of the adjunct teaching population at public institutions. Further, the study found that Black, Hispanic, and American Indian/Pacific Islander instructors comprised a disproportionately high representation at two-year colleges. The author noted that people of color were "more likely to work at under-resourced institutions" (McNaughtan et al., 2018, p. 22).

The underresourced nature of institutions leads leaders to rely on adjunct faculty because of the flexibility needed for scheduling that is offered by adjunct faculty. Because college leaders need adjunct faculty to lead certain classes based on student demand, adjunct faculty must remain flexible in their schedules (Frye, 2018). Thus, because institutions pay adjunct faculty per class and generally offer no job security or benefits (Brennan & Magness, 2018a), adjunct faculty can leave their positions at any time (Brennan & Magness, 2018b). However, research indicates that instructors who teach in a program for two to three years exhibit stronger instructional skills (Sobel, 2018), so institutions should work to train instructors (Jackson et al., 2013; Kezar, 2013; Zakrajsek, 2013).

Many adjunct instructors work multiple jobs due to the low instructor pay. Starcher (2017), working with online adjunct instructors, found that a significant portion of adjunct instructors either worked full time or additional part-time jobs. Interestingly, Brennan and Magness (2018a) further argued that as part-time workers who choose the tenuous positions over unemployment, altering the system would have detrimental effects on higher learning institutions. This argument, while interesting, remains outside the scope of this research other than to mention that professional development could be considered a benefit of employment at an institution, thereby constituting a nonmonetary perk.

Adjunct Faculty Employment in Community Colleges

Financial concerns regarding tuition increases and lower levels of support from state bodies weigh on institutional leaders as they seek to lower costs, often by hiring additional adjunct faculty. Brennan and Magness (2018a) emphasized the importance of discussing adjunct faculty in the academic labor market. Specifically, as enrollment increases at community colleges, institutions continue to rely on adjunct faculty to offer more classes at nontraditional times (Frye, 2018). Adjunct faculty members' flexibility potentially gives colleges a competitive edge in scheduling classes to maximize enrollment.

Effectiveness

The effectiveness of adjunct faculty remains a concern for institutions regarding grade inflation, online education, evaluation, institutional rapport, and mentorship (Kimmel & Fairchild, 2017). Kimmel and Fairchild (2017) found that while adjunct faculty seemed student-centered, concerns existed about using technology in classes. Further, Komos (2013) found that in addition to student focus, effective adjunct faculty maintain competence and instructional skills in the classroom.

Additionally, as students experience more classes taught by adjunct faculty, students experience decreased retention (Jaeger & Eagan, 2010) and decreased likelihood of associate's degree attainment (Jaeger & Eagan, 2009). Because of concerns regarding part-time faculty working conditions, researchers call for additional data to learn how to serve part-time instructors better (Frye, 2018; Jaeger & Eagan, 2009, 2010). This suggestion appears particularly important with regard to dual credit students because skilled educators working with dual credit students will help dual credit students the most by providing an introduction to collegiate expectations (Jones, 2017).

Dual Credit Instruction

The rise in dual credit classes mirrors the rise in institutions of higher education relying on adjunct faculty. Little research exists regarding the specific needs of dual credit instructors, much less dual credit adjunct instructors. This lack of information remains especially unusual considering that the Texas State Legislature spurred ISDs' further reliance on dual credit partnerships in 2006 by mandating that each ISD offer students avenues through which they could earn 12+ college credits prior to high school graduation (Texas State House, 2006). Most of the dual credit research focuses on the benefits for participating students (Jones, 2017; United States Department of Education, 2017), while a few consider part-time instructors' needs (Swafford & Waller, 2018). Because of this, I must extrapolate the needs of dual credit adjunct instructors from existing research until more information on dual credit adjunct instructors becomes available.

Benefits to Dual Credit Students

Evidence exists for the benefits to students regarding participation in college preparatory programs, including dual credit (An, 2015; Burns et al., 2018; Grubb et al., 2017; Hughes & Edwards, 2012). Participation in dual credit speeds the time to graduation and increases the likelihood of completing a degree (Burns et al., 2018). Additionally, students who participated in dual credit programs increased their grade point averages and had higher motivation than students who did not participate (An, 2015). Specifically, community college students who participated in dual credit programs reduced the likelihood of taking remediation courses and graduated in two years at higher rates (Grubb et al., 2017).

Dual Credit and Professional Development

Additionally, the limited research regarding dual credit instructors points to the needed support of adjunct faculty through curriculum development and teaching methodologies (Swafford & Waller, 2018). The benefits of professional development in teaching methodologies seem beneficial for full-time dual credit instructors as well (Staats & Laster, 2018). Clarifying and strengthening methodologies becomes important as dual credit instructors teach on different campuses and in different environments than a traditional college instructor (McWain, 2018). In sum, professional development will help adjunct instructors learn additional instructional skills.

Professional Development

Professional development training in institutions of higher education varies in terms of program offerings. Leaders of professional development programs must consider the cost, effectiveness, and implementation of sessions (Zakrajsek, 2013). Specifically, learning communities offer professors opportunities to learn scholarly practices from one another in interdisciplinary relationships (Mooney, 2018; Steiner, 2016). Careful consideration of professional development budget constraints will help determine the best path forward for sustainability and possible growth (Zakrajsek, 2013). Some institutions do not provide any or adequate professional development opportunities for adjunct faculty, and these instructors need the training (Morphew et al., 2017). Other institutions pay adjunct instructors to attend professional development and others do not, which could affect attendance or strategy implementation. However, engaging in cost-effective ways of providing professional development collaboration and technology (Rizzuto, 2017; Zakrajsek, 2013) could help open access to dual credit adjunct instructors.

Professional development offerings may differ by college or instructor need. Learning communities can provide one effective means of professional development (Jackson et al., 2013). When instructors come together to learn and grow professionally, they benefit through increased awareness, relationship building, engagement, and collaboration (Jackson et al., 2013). Creating a culture that values an engaged environment serves students well (Harrill et al., 2015). Knowing more about the needs of dual credit adjunct instructors can help build effective programming for their unique needs.

Quality Professional Development

Quality professional development offerings impact the instructors and students. First, the standards must come from those presenting the professional development (Yee, 2015). Because faculty trainers demand engaging strategies from instructors, trainers need to model the same strategies when leading orientations and workshops (Yee, 2015). Institutions should focus on the long-term professional development of instructors as these communities of practice supersede short-term offerings (Liu et al., 2016). Lane's (2018) work with new faculty members resulted in nine stages of faculty development toward learner-centered practice.

The stages are (a) random path to teaching, (b) fear of under preparation, (c) default to known, (d) moment of failure, (e) additional learning, (f) place cognitive load to students, (g) students' resistance, (h) flexibility, and (i) continue to change (Lane, 2018). Because the development of instructors takes time, institutions must present thoughtful, researched-based professional development sessions with instructors' needs at the forefront (Lane, 2018). Training instructors takes concerted effort to support their needs (Jackson et al., 2013; Kezar, 2013; Zakrajsek, 2013, 2016).

Instructors' professional development exposure links to student success measures. Not surprisingly, instructors with professional teaching degrees feel more prepared to implement certain teaching methods (Hanson et al., 2018). For those without this professional teaching background, professional development could supplant instructor skills. Research indicates that support for professional development for full-time and part-time instructors' leads to higher rates of student success (Harrill et al., 2015). The authors also found that an environment dedicated to encouraging and supporting faculty remains a factor in student success indicators (Harrill et al., 2015), which professional development could support. Unfortunately, adjunct faculty members' use of engagement strategies remains at lower rates than full-time faculty (Lancaster & Lundberg, 2019).

Institutional Barriers to Professional Development

While colleges may value professional development, barriers exist for their implementation. Barriers to professional development include poor institutional support, lack of career advancement, and a lack of online opportunities (Rizzuto, 2017; Yakoboski, 2016). Lane's (2018) research denoted that some instructors lack confidence in the classroom because they assumed they should enter the classroom as fully formed instructors. One way to help instructors gain confidence is for them to engage in systematic self-reflection opportunities (Rizzuto, 2017).

Additionally, the professional development leaders themselves may create barriers. Some institutions might utilize a small number of trainers or resources dedicated to professional development; however, institutional leaders could create collaborations that lead to professional growth opportunities (Zakrajsek, 2013). Offering topics and means of professional development that interest instructors could also increase participation (Zakrajsek, 2016). Faculty need hope, agency, and persistence to continue with best practices learned in professional development

sessions (Kwok, 2018; McGowan et al., 2017). With regard to persistence, if an instructor encounters situations beyond the professional development curriculum, implementing the changes could prove difficult (Lillge, 2019). Knowing more about dual credit adjunct faculty members' professional development needs could circumvent these barriers.

Types of Professional Development

Higher education institutions rely on professional development to help instructors improve their skills in the classroom and become more effective instructors (Harrill et al., 2015; Terosky & Gonzales, 2016). Specifically, providing professional development tailored to dual credit instructors could help increase the quality of instruction in dual credit programs (Swafford & Waller, 2018) and help program administrators determine needed resources (Chumbley et al., 2018) because of the known scholastic benefits to students who enroll in these classes (An, 2015; Azimzadeh et al., 2015). Quality professional development encourages instructors to implement best practices in their classrooms (Bhika et al., 2013).

Various options exist for the types of professional development that an institution could offer. Community colleges must meet the demand of preparing tomorrow's leaders through preparing instructors. New instructors need resources to help them develop curriculum and strengthen their pedagogy (Bickerstaff & Cormier, 2015). Frequent individual follow-up sessions could support instructors as they develop courses over time (Bickerstaff & Cormier, 2015). Therefore, dividing instructors by their length of teaching experiences could help serve each group better through more tailored instructional topics (Bickerstaff & Cormier, 2015).

Specifically, considering the frequency and style of professional development could help community college leadership provide training for adjunct faculty members. Because stages to professional development exist (Lane, 2018), institutional leaders should thoughtfully consider

the progression of professional development at an institution. Helping instructors grow over time would help them develop into stronger instructors (Lane, 2018), poised to lead the classrooms of tomorrow.

Institutional leaders also should consider the means of offering professional development and the topics presented. Orientations and workshops offer participants opportunities to interact with trainers on an individual level and encourage the development of learner-centered instructional practices (Yee, 2015). Mentorships could help familiarize adjunct faculty with the institution. More institutions should implement these programs (Dolan et al., 2013).

Within these types of professional development, the topics must be carefully selected. Topics to assist instructors could include onboarding (Yee, 2015), book groups (Zakrajsek, 2016), and service learning components (Borrero & Reed, 2016). If given the opportunity to learn more regarding instruction, instructors could gain instructional skills and meaningfully impact students. Yet, the institution holds the onus to fully support such professional development (Borrero & Reed, 2016; Zakrajsek, 2016). Failing to support faculty development could signal a decline in the institution's culture (Dolan et al., 2013).

Assumptions About Professional Development Participation

Assumptions exist related to adjunct faculty members' lack of engagement in college life, barriers to participation, and effectiveness of instructors, so talking directly to adjunct faculty would help gather data about how to best meet their needs. For example, Ott and Dippold (2018) found that about one-third of adjunct faculty members want to remain adjunct faculty. More information regarding the demographics and experiences of adjunct faculty could help create more faculty-friendly policies (Ott & Dippold, 2018). When considering policies related to professional development, Dolan et al. (2013) found that while 72% of surveyed adjunct faculty

thought Maryland higher education institutions should offer adjunct faculty professional development opportunities, only 46% desired mandatory sessions. The same survey found that 47% of respondents desired professional development sessions only once a semester, and 44% desired them once per year (Dolan et al., 2013).

Differing Professional Development Needs

Instructors new to education or higher education may need different professional development than instructors with prior experience. Novice instructors and experienced instructors have differing professional development needs; however, both need professional development to grow as educators (Mohan, 2016). Novice instructors may more willingly engage in professional development, whereas experienced teachers may or may not express interest in professional development (Brody & Hadar, 2015). Further, the means of certification, traditional or alternative, at the ISD level influences the professional development needs (Stair et al., 2019).

Participant Barriers to Professional Development

Barriers to adjunct faculty participation in college life includes policies, money, and time. Too often, the responsibility of professional development comes from instructor motivation as opposed to the institution (Yakoboski, 2016; Yee, 2015), so institutions need to take more active roles in shaping professional development. Adjunct pay continues to concern adjunct faculty, as do time constraints, with about 20% of adjuncts teaching at two or more institutions (Yakoboski, 2016). Many times, the realities of multiple employers prevent interested adjunct faculty from participating fully in the life of the institution (Harrill et al., 2015).

For this reason, full-time instructors yield greater positive effects on student outcomes when compared to adjunct faculty (Mueller et al., 2013; Tian et al., 2019), so professional development should offer better support to dual credit adjunct faculty. Because professional

development helps instructors gain skills in the classroom and improve instruction (Hanson et al., 2018; Jackson et al., 2013), community colleges need to learn more ways to properly support adjunct faculty through professional development offerings (Swafford & Waller, 2018). Over 50% of adjunct faculty cite teaching in their discipline, working with students, and personal satisfaction as positive factors for employment, yet only 22% of adjuncts cite professional development as positive factors (Pons et al., 2017). This perspective could result from a lack of investment in adjunct faculty professional development or a lack of knowing what instructors need and want, thus supporting a need to study dual credit adjunct faculty specifically to ensure proper professional development support.

Chapter Summary

Researchers called for additional studies related to adjunct faculty professional development (Dolan et al., 2013) and potential policies to support part-time instructors (Eagan et al., 2015; Frye, 2018; Jaeger & Eagan, 2009, 2010). Because many dual credit instructors serve as a subset of adjunct faculty, an extrapolation of earlier studies advances a need to understand better the types of professional development desired by dual credit adjunct faculty members. Understanding these needs will help leadership at the study site create meaningful professional development (McNaughtan et al., 2018). The completion of an action research qualitative study will result in data regarding the professional development needs of dual credit adjunct faculty at Santiago Community College. Chapter 3 will outline the research steps taken to collect data as related to the research questions.

Chapter 3: Research Method

Leadership members at West Santiago Community College needed to learn more about the professional development needs of dual credit adjunct faculty due to a lack of information. This section on the research method and design for this study state the data collection and analysis processes. Clarity here ensures that future researchers can replicate the study to benefit their respective institutions. To retain anonymity for the institution, I changed specific details regarding Santiago.

Case Study and Action Research Design

The qualitative study's design depended on an interpretive phenomenology to determine the answers to the research questions. Interpretive phenomenology appeared most appropriate in this setting because interpretive phenomenology seeks to study the subjects' actions within a particular context (Gill, 2014), specifically as related to professional development. The subjects' contexts determined experiences and actions within their environments through a questionnaire and interviews (Gill, 2014; Rowley, 2002) centering on their experiences with professional development at Santiago. The dependence upon one group of participants, dual credit adjunct faculty members, denotes a case study design (Saldaña & Omasta, 2018).

Because the research incorporated actions that the participants and organization took, the study comprised elements of action research as well (Herr & Anderson, 2015). Action research seeks to determine steps that an organization or member took or wants to take (Herr & Anderson, 2015). To determine these steps, broadly, the study provided data through the submission of a questionnaire, interviews, and document analysis.

This study adhered to Yin's (2014) components of research design, which included the study questions, propositions, units of analysis, linkage of data to propositions, and

interpretation. Focus on these components lent more support to the research methodology and results (Yin, 2014).

Research Questions

The overarching research question for this study outlines the focus of the study: What are the perceived professional development support and training needs of dual credit adjunct faculty instructors at Santiago Community College?

RQ1. What topics or types of professional development would most benefit dual credit adjunct instructors at Santiago Community College?

RQ2. How do dual credit adjunct instructors describe professional development needs?

RQ3. What is the relationship between the years of college-level instructional experience and the expressed need for professional development support of dual credit adjunct instructors at Santiago Community College?

Context of the Study

COVID-19

The data gathering took place during November 2020, during the ninth month of the worldwide pandemic caused by COVID-19. The life-altering elements of this situation overlaid the research process because participants taught in unforeseen circumstances. Many taught online or in various forms of hybrid situations for the first time in their careers. Undoubtedly, the stress of these professional and personal changes weighed on the participants during the data collection process.

Methodology

This qualitative study's overall approach was a case study in action research (Herr & Anderson, 2015). The use of action research applied in this study because the research took place

within an organization with members of the organization, two of the key components of action research (Herr & Anderson, 2015). Through study participation, subjects were actively engaged in offering solutions to a recognized situation within the organization (Herr & Anderson, 2015). Further, the study design utilized interpretive phenomenology because the participants were studied in a particular context (Gill, 2014). The participants reflected on their professional development experiences as dual credit adjunct faculty members at a community college. The focus of this bounded system was the professional development experiences and stated needs of dual credit adjunct instructors at Santiago.

Population Sample

Santiago employed approximately 900 adjunct faculty members; however, only a portion of those teach or have taught dual credit classes. This number is unknown at this time because it fluctuates, and no one department tracks the employees as an aggregate. Little else exists regarding the sample because Santiago did not separate these instructors other than their full- or part-time teaching status. From the total population of dual credit adjunct instructors at Santiago, enough instructors participated in the questionnaire to garner a rich data set. The population resulted in a sample size of 38, so the size represents an adequate number in the sample to achieve relevant responses (Salkind, 2017). Additionally, due to the lack of tracking dual credit adjunct faculty, 30 participants could be the lowest possible number.

I contacted faculty supervisors, those holding the title of academic or workforce associate dean or director, to request an introduction to the study through notification of dual credit adjunct faculty regarding participation in the study questionnaire. Reaching out to supervisors helped advertise the study (Robinson, 2014). The associate deans and directors notified dual credit

adjunct faculty members of this first collegewide questionnaire to involve dual credit adjunct faculty.

As this study centered on dual credit adjunct faculty members' professional development needs, this sample clearly held the most knowledge and experience regarding their needs. Purposive sampling involves selecting participants because they have the most relevant knowledge and experience in a particular area (Saldaña & Omasta, 2018). Because dual credit adjunct faculty provided the most relevant information on the topic, the study utilized purposive sampling (Saldaña & Omasta, 2018). With the untested grouping of these faculty, the study included a larger sample than commonly found in qualitative studies to ensure a viable sample size (Robinson, 2014). The study participants shared geographical and life history homogeneity in that they have taught dual credit at the study institution (Robinson, 2014). This homogeneity ensured that the population was most appropriate for the study.

Dual credit adjunct faculty members comprised the population of the study and completed the questionnaire and subsequent interviews. Potential interviewees self-selected per the information on the questionnaire, and this resulted in 10 interviewees. Thus, I did not need to engage in snowball sampling to achieve the desired number of interviewees.

Qualitative Sampling

In considering the sample of participants, I sought to increase ease of replication and sufficient sample data (Polit & Beck, 2010). Additionally, careful attention to the sample supports the study's transferability (Polit & Beck, 2010). To provide data for the research questions, I solicited participants from those who have ever taught dual credit classes as adjunct faculty members. While participation in the questionnaire included all possible participants, I used volunteers for the interviews. Because the volunteers only totaled 10, I did not employ

purposive sampling to determine interviewees. However, the volunteers represented a range of teaching experiences.

Purposive sampling purposefully selects some participants and excludes others (Flick, 2011; Marshall, 1996). If I had done so, this would have helped this study data include information from instructors with differing teaching experiences. Delineating possible interviewees in this manner constitutes the creation of a judgment sample (Marshall, 1996). Judgment sample calls for me to demark who participates and who does not participate based on certain factors (Marshall, 1996).

In this study, instructors noted their years of experience in the questionnaire, and I delineated interviewees based on this information. The categorization included those who were first semester instructors, those with less than two years of college instruction, those with two to four years of college instruction, and those with five or more years of experience. The dual credit adjunct faculty sample provided the initial data necessary to determine the interview participants. Interview participants included participants with differing levels of teaching experience to determine possible differing professional development needs. Specifically, I delineated interview participants with teaching experience, including first semester, less than two years, two to four years, and five or greater years.

The study utilized volunteers to obtain the appropriate number of interviewees. Because 10 people volunteered, I did not use snowball sampling, a means of asking participants to suggest other potential participants (Robinson, 2014). Snowball sampling could have helped ensure enough interviewees to achieve rich data (Robinson, 2014). I could have adjusted the sampling selection criteria based on volunteers for participation (Robinson, 2014), but that was not necessary due to the number of volunteers.

Data Gathering Methods

This qualitative research study involved three types of data collection: a questionnaire, interviews, and document review. I gathered the information in the aforementioned order to allow for possible insights in each step.

Questionnaire

This study's online questionnaire contained mostly closed questions with two open-ended questions to allow for the collection of additional information. The questionnaire contained 21 questions and took less than 30 minutes to complete (see Appendix A). The use of open-ended questions encouraged participants to add rich information to the data collection (Muijs, 2016). The online questionnaire allowed for the compilation of information from a larger group of people to help determine possible patterns (Muijs, 2016). Participants completed the questionnaire via SurveyMonkey, and I used SurveyMonkey's data collection to begin the data analysis process.

I received permission to use a questionnaire from a similar outside study at a different institution for this study (see Appendix B). Using a prior instrument ensured previously piloted questions. Using previously piloted questions minimized potential problems with the instrument (Muijs, 2016). The responses from the questionnaire helped determine potential interviewees for the study.

Individual Interviews

At the conclusion of the questionnaire, participants determined possible participation, and I wanted participants from a range of teaching experiences. The use of interviews allowed for more in-depth data collection (Saldaña & Omasta, 2018; Turner, 2010). Ten dual credit adjunct faculty members who volunteered will participate in a semistructured interview via Zoom about

their professional development experiences. I utilized a semistructured interview style using open-ended, previously practiced questions (Saldaña & Omasta, 2018; Turner, 2010). Use of a semistructured interview style ensured logic in the flow of questions and allowed for follow-up questions when the interviewees' answers moved the conversation in a new direction (Saldaña & Omasta, 2018; Turner, 2010). I asked interviewees the same questions with allowances for variations in follow-up questions based on the answers (Turner, 2010).

Semistructured interviews offered the opportunity to ask follow-up questions (Saldaña & Omasta, 2018; Stake, 1995). The ability to ask follow-up questions allowed me to gather additional data that could help in answering the research questions. Interviewing as a means of gaining qualitative data remains appropriate in this setting because the proposed semistructured manner allowed for adjustments in questions as a learning tool to gain data from interviewees (Leavy, 2017; Stake, 1995). The interviews were recorded and transcribed via a third-party voice transcription software, Transcription Puppy (2021), for ease of review. The 10-person interview samples represented differing lengths of college-level instruction experience to gain varying perspectives and provide data to answer the research questions and assist with triangulation (Saldaña & Omasta, 2018). The differing levels relate to participants' levels of experience, delineated as a first semester instructor, having less than two years, having two to four years, and having five or more years to match the questionnaire delineations.

I supervised a few dual credit adjunct instructors at Santiago and only interviewed those whom I did not supervise. To eliminate potential bias or influence, participants who were interested in the interview phase and were supervised by me contacted the chair. Interviewees whom I supervised engaged in the interview with another student researcher. The student

researcher stripped any possible identifying information from the transcripts before sending them to the chair, who then sent the data to me.

Document Analysis

Analysis of documents allowed for inspection of the institution's values and perspectives, leading to a more complete data set (Saldaña & Omasta, 2018; Stake, 1995). I collected human resources documents, dual credit office documents, center for teaching and learning documents, supervisor documents, and website information. Gathering data via a questionnaire, interviews, and documents triangulated the data and guarded against simplistic interpretations (Herr & Anderson, 2015). In a research study, triangulation compares data from at least three sources to ensure rich data (Saldaña & Omasta, 2018). The use of three data sources creates stronger credibility with the findings because the three sources provide data via differing means (Shenton, 2004). Comparing the data garnered from each source ensures that each source supports the conclusions (Shenton, 2004). The questionnaire, interviews, and documents served as the three data sources in this study. From these three data sources, I determined conclusions regarding dual credit adjunct faculty professional development needs.

Field Notes

To ensure credibility, I kept field notes of detailed records of the study's steps (Saldaña & Omasta, 2018). I noted the order of the data gathering and information during the interviews that could help in understanding the information relayed by the interviewee, among other things. I referred to the records in completing the final dissertation and denoting the findings. Doing so helped build credibility as future researchers could understand how I maintained rigor, which aided me in discussing the potential positive and negative elements of the research (Saldaña & Omasta, 2018).

Audit Trail

I created an audit trail (see Appendix C) to record the steps in the research process and to aid in maintaining credibility (Daniel, 2019; Saldaña & Omasta, 2018; Starcher et al., 2018). The audit trail presented the research's framework such that another researcher could replicate this work (Daniel, 2019). The audit trail contained references to the order of the study, data collection information, and dates of actions (Daniel, 2019). I referenced the audit trail in Chapter 4 and Chapter 5 to delineate the process. The audit trail served as a source to which I could reference particular responses from participants in questionnaires, interviews, and document review.

Materials and Instruments

Data collection was completed through an online questionnaire, semistructured interviews, and document analysis. Information about the participation opportunities was emailed to likely participants via their supervisors, those holding the title of academic or workforce associate dean or director. Potentially, participants were more likely to participate because of the ease of participation via the online format.

I gained permission from Finnern (2015) to use the survey in an online format to gather data (see Appendix B). The questions contained in Finnern's (2015) format will be slightly adapted to result in data to answer the research questions. Adaptations included removing the name of Finnern's (2015) original institution, removing questions not associated with this study's research questions, and renumbering questions. I added question numbers 2, 3, 4, 5, and 6 to ensure useful data to answer the research questions.

Interview questions focused on the experiences of the instructors and their stated professional development needs. Interviewees commented on the need for certain professional development based on their experiences. Interviewees commented on the topics and types of

professional development that would benefit them. Also, subjects stated their current levels of participation in professional development. Questions regarding these topics tied directly to the study's research questions surrounding the professional development needs that dual credit adjunct professors describe.

Piloting the Questionnaire

While I used a previously executed questionnaire, I added additional questions. I recruited three Santiago adjunct faculty members to pilot these additional questions. These instructors were not in the study sample because they did not teach dual credit classes; however, they held a unique perspective on the instrument as adjunct faculty members. Based on the feedback received, I made minor adjustments to the questions prior to sending the questionnaire to the study sample.

Qualitative Data Collection

The automatic organization of accumulated SurveyMonkey online data helped with compilation and analysis. The initial questionnaire of dual credit adjunct instructors appropriately served to gather a wide range of data on many topics and functions as an initial data-gathering tool (Leavy, 2017). The nature of an online questionnaire lent itself to easy compilation and organization of data.

I asked supervisors, those holding the title of academic or workforce associate dean or director, to email all dual credit adjunct faculty members introducing them to the study and provided a link to the online questionnaire (see Appendix D). The last question in the questionnaire solicited participants to further participate via an approximately 15- to 30-minute interview.

Ten participants volunteered after completing the questionnaire and participated in interviews to determine additional themes. Purposive sampling would have allowed for a selection of interviewees based on certain criteria (Robinson, 2014), specifically, their length of time teaching at the college level. Selection through purposive sampling was not necessary because the interviewees represented a range of years of experience. Unfortunately, no one in their first semester of teaching volunteered. The range of instructional experience remained low (e.g., five or more years of experience as the high) because the date of implementation of the dual credit program remained unknown at the time of the questionnaire. Semistructured interviews revealed additional information to support themes in the questionnaire and documents. The interviews lasted 15 to 30 minutes and consisted of 15 questions (see Appendix E).

I used recordings of the interviews to assist with the transcription and coding of data. I relied on a third-party voice transcription service, Transcription Puppy (2021), to transcribe the interviews. Themes resulted from the analysis of the interview transcription data (DeCruir-Gunby et al., 2011). Coding the documents provided additional data and themes to assist in answering the research questions (Saldaña & Omasta, 2018).

Last, college documents and policies served as supplementary information to support previously collected data. Documents from human resources, the dual credit office, and the center for teaching and learning provided access to college policies and procedures. Following initial interviews, I examined documents mentioned by the interviewees (Shenton, 2004). College policies and documents were reviewed and analyzed to learn more about professional development opportunities and the support of dual credit adjunct faculty members.

Data Analysis Procedures

I used gathered data to analyze the dual credit adjunct faculty professional development program rather than individuals or a process therein (Baxter & Jack, 2008). I analyzed questionnaire responses, interview transcripts, and documents. The analysis came through an amalgamation of the data, not an independent report of each source (Baxter & Jack, 2008). Synthesizing the data created an understanding of the overall program and not merely individual components (Baxter & Jack, 2008). To ensure the process reflects sound analysis, I consulted with the chairwoman and other dissertation committee members (Baxter & Jack, 2008).

I analyzed questionnaire data to determine primary themes and patterns (Saldaña & Omasta, 2018). Data analysis of the questionnaire included the development of themes and patterns leading to conclusions for the study. Review of the data helped determine commonalities among professional development needs compared to the length of teaching experience. I synthesized this information with themes revealed from the interviews and results of the document analysis. While using in vivo coding, I printed the transcripts and noted themes from subjects' interviews. From there, I entered the information into a spreadsheet and determined common themes from the interviews.

The semistructured interviews were recorded, transcribed, and coded. Coding helped distill large amounts of information into a more simplistic formation for analysis (DeCruir-Gunby et al., 2011). To ensure reliability across interviews, I created a codebook because the codebook helped with consistency within the coding process (DeCruir-Gunby et al., 2011). I compared data to determine any relationships between the length of college-level instruction experiences and professional development needs.

I analyzed the transcriptions of the interviews using process and in vivo coding (Saldaña & Omasta, 2018). In employing process coding, the interviewee's actions were revealed (Saldaña & Omasta, 2018). I used in vivo coding to reveal themes using the interviewee's own words (Saldaña & Omasta, 2018). Using two types of coding allows for a richer data set (Saldaña & Omasta, 2018). Process coding and in vivo coding addressed the research questions and therefore were most appropriate for this study. I reviewed the interview transcripts multiple times to ensure that the coding accurately reflected the interviewees' opinions.

Additionally, I compiled college policies and documents related to professional development for review and analysis (Shenton, 2004). The policies and documents potentially revealed commonalities in themes when compared to questionnaire data and semistructured interview information (Shenton, 2004). Again, I used process and in vivo coding to reveal themes within Santiago's organizational documents. Using two types of coding revealed a more complete data set to synthesize with the data from the questionnaire and interviews.

Securing Data and Protecting Participants

To ensure quality data and protect participant confidentiality, I took many steps to secure information. I developed the online questionnaire using a password-protected Survey Monkey cloud account. I created the questionnaire in Survey Monkey because the software is a secure online program that allows for anonymous data collection. Identification numbers assigned to participants will further keep identities confidential. The interviews occurred in a private location after reminding the interviewee of the waiver of consent form and answering any questions (Turner, 2010). During the interview, I did not bias the interviewee through displays of emotion or comments (Turner, 2010). I recorded the interviews on a password-protected Zoom account for transcription and coding purposes. Participants in the questionnaire remained anonymous and

interviewees were known to me only if I did not supervise them. If I supervised them, then another graduate student conducted the interviews, working with the chair to arrange the interviews.

I stored the data in a password-protected ACU student cloud account, accessible through a password-protected personal laptop. At the conclusion of the study, I will dispose of the hard copies of the data by shredding any identifiable information. The soft data will remain in the ACU cloud account after my graduation.

Methods for Establishing Trustworthiness

With regard to trustworthiness, I strove to maintain credibility, transferability, and confirmability throughout the research process. The study demonstrates credibility by presenting findings that are logical and persuasive (Saldaña & Omasta, 2018). The research methods reveal thoughtful structure, strong data collection methods, and a thorough explanation of the data analysis during the research process to ensure credibility (Saldaña & Omasta, 2018). Employing these steps will help the reader understand how I maintained rigor and how I discussed the study's positives and negatives (Saldaña & Omasta, 2018).

After completing the research, I can speak to the transferability of the research in the dissertation by remaining open about the research methods. Thoughtful presentation of the research protocol, termed thick description, allows leaders at another institution to apply the findings, demonstrating transferability (Guba, 1981). My detail within the research process explained how a future researcher could complete the same study at another institution.

Triangulation came through the use of three data collection methods, thereby leading to more trustworthiness (Shenton, 2004) and assisting with analysis. Incorporating triangulation from three sources into the study increases the study's quality and helps to justify the

conclusions (Denzin & Lincoln, 2018). Adding in multiple tables from the data analysis, quotes, and examples of feedback rather than my opinions assists with the dissertation's confirmability (Shenton, 2004). The compilation of several people on the dissertation committee helped clarify information and increased the research study's potential for confirmability.

Because the study used action research, I completed the study inside of my organization with the goal of assisting the organization with a problematic situation (Herr & Anderson, 2015). After completing the research, I will inform the institution and participants by generating new information (Herr & Anderson, 2015). The research institution and surrounding ISDs will benefit because additional data could lead to improved professional development policies and allocation of resources. Participants could benefit because the data could lead to updates in the research institution's professional development offerings and may increase dual credit adjunct faculty participation in the future.

The study's outcome could help the community college in the study site determine the types of professional development opportunities and budget for the programs specifically. Other institutions, including similar community colleges and ISDs, may show interest in the results to determine future policies and professional development. Because of the potential for further study, the incorporation of ethics and trustworthiness throughout the process will assist future researchers.

Peer Review of Analysis

Another means of ensuring credibility and trustworthiness required the assistance of another researcher. To ensure reliable coding techniques, I engaged in peer review of the interview transcripts. I requested the assistance of the chair of this research committee. The

additional reviewer read a transcript and coded it so I could ensure the additional researcher found similar patterns in the data.

Ethical Considerations

I mindfully enacted ethical considerations to ensure that the research complies with ethical considerations and institutional review board (IRB) regulations. Throughout the study, I sought to ensure it adhered to ethical and trustworthiness guidelines through engagement with the IRB at ACU and the IRB at Santiago and maintaining participants' confidentiality. Upon gaining approval of ACU's IRB (see Appendix F), I sought and gained approval from Santiago's IRB.

Because readers could be unfamiliar with action research proposals (Herr & Anderson, 2015), I was willing to thoroughly answer any questions that arose from the research proposal, although no such questions arose. Additionally, I maintained the confidentiality of participants through best practices and reminders via the waiver of consent form provided to potential study participants (Leavy, 2017) and the use of numbers assigned to each interviewee. A waiver of consent form was used because a questionnaire participant's completion of a consent form would be the only way I would have known a questionnaire participant's name.

Participants completed a waiver of consent prior to engaging with the study. The waiver of consent spoke to the study's components and the confidentiality therein (Saldaña & Omasta, 2018). I was willing to answer any and all questions that arose from potential participants prior to accepting consent (Saldaña & Omasta, 2018). Please see Appendix G for a copy of the waiver of consent document. Participants acknowledged their waiver of consent by continuing to the questionnaire. No materials were available to the potential participants until they gave consent.

Neutrality

I am a former ISD teacher and a former adjunct faculty member at Santiago. While I never taught dual credit classes, I shared a classroom with a dual credit instructor while employed at an ISD. I currently serve on several professional development committees at Santiago. Being aware of this information will help me maintain neutrality.

Taking several steps throughout the study helped me maintain neutrality (Saldaña & Omasta, 2018). I informed the potential participants of my employment at Santiago and that the study does not reflect a conflict with that employment. I did not accept money for the research. I could supervise potential participants; however, the nature of the study would allow participants to remain anonymous if they chose. I offered an incentive for the time invested by questionnaire participants and interviewees and informed all necessary parties.

Researcher Role

Assumptions

Within this study, the research design assumed information about the participant group and the honesty of the participants. The potential participant group's size was unknown, but an assumption was made that the group was large enough to support this study's needs. Secondly, I assumed the participants honestly answered the questionnaire and interview questions to the best of their recollections.

Limitations

Limitations of this study included elements of the study's transferability. Santiago remains one of the largest community colleges in the state and anticipates increasing in size in the coming years. Because of this, elements of Santiago mirror four-year institutions rather than

other community colleges. Ideally, elements of this study could work for both community college and four-year institutions and the ISDs they serve.

Delimitations

The delimitations of this study included the population and experience of instructors. First, the potential study participants included only dual credit adjunct instructors. This did not include adjunct faculty instructors who did not teach dual credit classes. Additionally, this study did not include full-time instructors unless they taught dual credit as an adjunct faculty member in a prior semester. These populations may have unique needs, too, and could warrant additional study at a later time.

The second delimitation centered on the experience of the instructors. The questionnaire questions asked for experience teaching at the college level and did not ask questions related to other types of teaching experience (e.g., volunteer, community, ISD, etc.). These experiences certainly inform one's instruction, but the needs of instructors in higher education differ from other institutions.

Chapter Summary

To support learning more about the professional development needs of dual credit adjunct instructors at Santiago, I engaged in a qualitative case study. The use of a questionnaire, interviews, and document analysis provided insight into the needs to help leaders develop programing. Intentional, quality research methods protected data gathering, analysis, and reporting. Chapter 4 contains the analysis of the data collected and synthesizes the themes therein.

Chapter 4: Results

This study focused on the impressions of dual credit adjunct faculty regarding professional development at a large suburban community college. Data for the case study was comprised of questionnaire responses, interviews, and document review. A review of this data will help determine possible future professional development offerings. This chapter provides details of the demographics, themes, and patterns resulting from the study's data collection phase by the research question.

Research Questions

The research question and the focus of this study: What are the perceived professional development support and training needs of dual credit adjunct faculty instructors at Santiago Community College?

RQ1. What topics or types of professional development would most benefit dual credit adjunct instructors at Santiago Community College?

RQ2. How do dual credit adjunct instructors describe professional development needs?

RQ3. What is the relationship between the years of college-level instructional experience and the expressed need for professional development support of dual credit adjunct instructors at Santiago Community College?

Sample Size

The questionnaire sample consisted of 38 respondents, and the interview sample consisted of 10 people. Eight of the questionnaire participants waived consent and may not have answered additional questions, so some of the information below will not reflect 38 as a total. Eleven (37.93%) questionnaire respondents stated that they currently or previously served as an embedded faculty member, with 18 (62.07%) denoting they had not served in this capacity. Of

those embedded faculty members, full-time ISD employees who teach dual credit classes, seven

(63.64%) served less than two years, and four (36.36%) served for more than two years. I

conducted eight interviews, and another graduate assistant conducted two interviews. The

graduate student conducted interviews with anyone I supervised, removed potentially identifying

information from the transcript, and provided the transcript for analysis.

Questionnaire Demographics

Data from the questionnaire denoted 19 (63.33%) female respondents, 10 (33.33%) male

respondents, and one (3.33%) respondent preferring not to answer, with a majority identifying as

White (see Table 1) and 23 people aged 49 (76.67%) or under (see Table 2). Most (70.00%)

questionnaire respondents earned a master's degree, with another 13.33% completing some

doctoral work, and 16.67% earning a PhD or EdD (see Table 3). Almost one-third of respondents

(30.00%) taught solely at Santiago, with almost two-thirds (63.33%) teaching more frequently at

Santiago but also for other institutions (see Table 4). The preponderance of Santiago teaching is

mirrored in the fact that a plurality of participants stated that Santiago provided all their

professional development (see Table 5).

Table 1

Participants' Race/Ethnicity

Race/Ethnicity	*n*	Total %
White	23	76.67
Black or African American	3	10.00
Hispanic/Latino	2	6.67
American Indian or Alaska Native	1	3.33
Asian, Native Hawaiian, or Other Pacific Islander	1	3.33
Total	30	100.00

Table 2

Age of Participants

Age	*n*	Total %
39 or under	14	46.67
40 to 49	9	30.00
50 to 59	4	13.33
60 or older	2	6.67
Prefer not to answer	1	3.33
Total	30	100.00

Table 3

Highest Level of Education

Degree	*n*	Total %
Bachelor's	0	0.00
Master's	21	70.00
Doctoral work, ABD	4	13.33
PhD or EdD	5	16.67
Total	30	100.00

Table 4

Teaching Institutions

Teaching Institutions	*n*	Total %
Only as Santiago adjunct	9	30.00
Santiago most frequently but also other institutions	19	63.33
Other institutions more frequently than Santiago	2	6.67
Total	30	100.00

Table 5

Dual Credit Professional Development Instruction

Professional development dnstruction	*n*	Total %
Santiago provided all professional development	13	44.83
Another community college provided all professional development	0	0.00
Another four-year college provided all professional development	0	0.00
An ISD provided all professional development	2	6.90
Santiago provided some professional development, and I received some from another community college	4	13.79
Santiago provided some professional development, and I received some from another four-year college	4	13.79
Santiago provided some professional development, and I received some from an ISD	4	13.79
I have not received professional development regarding dual credit instruction	2	6.90
Total	29	100.00

Motivation and Satisfaction

Questionnaire respondents provided information on their motivation and satisfaction within their current roles. Half (50%) of respondents stated that they taught part-time and aspired to teach full-time (see Table 6). Within these roles, most participants found themselves *mostly satisfied* (34.48%) or *very satisfied* (27.59%) with the role as an adjunct (see Table 7), with a vast majority (82.76%) planning to continue teaching at Santiago for five or more years (see Table 8).

Table 6

Teaching Motivation

Teaching Motivation	*n*	Total %
Specialist, expert, professional teaching to share expertise, make contacts, and generate additional income	11	36.67
Career ender: retired (or near), teaching for personal fulfillment, sharing expertise, and generating additional income	3	10.00
Freelancer: working several jobs (by choice) because of variety and rewards	1	3.33
Aspiring academic: teaching part-time to gain full-time teaching position	15	50.00
Total	30	100.00

Table 7

Satisfaction Results

Satisfaction Categories	*n*	Total %
Very satisfied	8	27.59
Mostly satisfied	10	34.48
Somewhat satisfied	6	20.69
Only slightly satisfied	4	13.79
Not at all satisfied	1	3.45
Total	29	100.00

Table 8

Plans to Continue Teaching

Plans to Continue Teaching	*n*	Total %
Five or more years	24	82.76
Two to four years	2	6.90
Less than two years	3	10.34
Not planning to teach for Santiago again	0	0.00
Total	29	100.00

Interview Experience

At the conclusion of the questionnaire, participants who were interested in continuing in the study as interviewees emailed either the chair or myself. I interviewed eight participants, and the chair arranged for another graduate student to interview two participants that I supervised.

Another graduate student and I arranged the interview times via email and sent Zoom links to the interviewees. The interviews took about 15 to 30 minutes each. We recorded the interviews and sent the audio files to Transcription Puppy (2021) for transcription. The other graduate student stripped identifying details from the transcripts and sent them to the chair, who also reviewed the transcripts for any identifying information. The chair sent the resulting transcripts to me for review and analysis.

Documents Reviewed

To obtain relevant documents, I contacted members of the following Santiago departments: human resources, dual credit office, center for teaching and learning, deans, and associate deans. These employees provided documents or directed me to additional relevant resources. I obtained outward-facing documents, including the core values, mission, visions, and master plan. Also, I received handbooks, onboarding materials, and faculty development conference programs, some via the Santiago intranet.

Coding

I reviewed the transcripts with in vivo and process coding (Saldaña & Omasta, 2018). In vivo focused on the words of the interviewee and document creator, providing thick description of the Santiago context. Next, I reviewed the documents for process coding to ensure the coding accurately represented the study's context. The chair provided a peer review to ensure accuracy in coding. Throughout the process, I created and referred to a codebook. The codebook provided a reference to ensure coding uniformity. From the codebook, I determined recurrent themes and patterns emerging from the interview and document data.

Audit Trail and Field Notes

I noted information about the study's progression in the audit trail (see Appendix C). The audit trail contains information about the preparation for data collection, data collection processes, and dates of interviews. I will refer to the audit trail in the synthesis of the data below. Throughout the preparation, collection, and synthesis of data, I noted information in the field notes. I noted information to help with the preparation and execution of the study. The process helped reveal possible next steps, themes, and patterns in the data.

Research Question 1: Themes and Patterns

With regard to the topics and types of professional development that would benefit dual credit adjunct instructors, participants denoted a desire to build connections with colleagues, connect with students, and obtain additional support in maneuvering the unique juxtaposition of high school versus college needs. Questionnaire participants *agreed* (27.59%) or *strongly agreed* (44.83%) that meaningful and regular connection with colleagues regarding professional growth would positively influence their teaching in a pronounced career-changing manner. This desire for connection continued with participants stating that faculty learning communities would

positively influence their teaching (25% *agree*, 46.43% *strongly agree*). Additionally,

participants *agreed* (33.33%) and *strongly agreed* (43.33%) that ongoing support throughout the

teaching process would be beneficial to their careers.

Several interviewees stated their desire to collaborate with colleagues to learn more about

best practices in the classroom. Collaboration between instructors helped them grow

professionally in learning from each other (Jackson et al., 2013; Mooney, 2018; Steiner, 2016).

Interviewee 1 stated, "It's also nice to talk about books with other academics, other

professors who might have a little bit different types of insight [1].

Interviewee 5 said,

I would love to talk with other Santiago instructors and plan with them . . . [to] talk with

them and bounce ideas off of them and listen to their experience of what they do as

instructors and talk about how they model or how they change their certain classes [5].

Interviewee 7 noted,

It would be really good to be able to have some level of exchange of ideas. …I think a lot

of peer-to-peer would be really helpful, quite honestly. I think because the dual credit

program has really scaled at Santiago, I think it is time to look at something [11].

Supporting the need expressed by the interviewees, the documents referenced a Santiago

mentor program, and it may offer some opportunities for the collegial exchange of ideas.

Santiago provides mentors for faculty, and the mentor program guide offers checklists and topics

for discussion for the pair. How widely or consistently dual credit adjunct faculty members

participate in the mentor program remains unknown because it is outside the scope of this study.

Also, the level or length of participation in this program may vary from participant to participant.

Mentorships would likely provide a positive contribution to adjunct faculty (Dolan et al., 2013;

Mooney, 2018; Steiner, 2016). Santiago offers professional development training, some targeted at adjunct faculty or dual credit faculty from the teaching and learning center and the dual credit office. Participation in the training may vary because of limitations on instructor time and a lack of financial support. I discuss time and resource limitations more fully later in this chapter.

In addition to desiring connections with colleagues, participants desired training to strengthen their connection with students. Pons et al. (2017) found that connection to students guides over 50% of adjunct faculty in their work. Questionnaire participants *agreed* (16.67%) and *strongly agreed* (53.33%) that additional instruction on diverse student populations would positively influence their teaching. Additionally, participants thought that instruction in classroom management (16.67% *agree*, 40% *strongly agree*) and identifying students who needed support (17.24% *agree*, 48.28% *strongly agree*) would positively affect their effectiveness in the classroom. Yet, the document review did not reveal strong evidence of professional development focused on connection to students, so this could be an area on which to focus future professional development. Specifically, interviewees noted the following.

Interviewee 2 said, "I would want something more about communicating with [students], how to interact with them, and how to be reasonably more lenient, like how to make the class fair without being too much of a burden on them" [10]. Interviewee 3 commented, "I think helping them get to know their student population . . . recognizing students that are struggling, and how you can support students that are struggling" [3].

Interviewee 4 stated,

> Aside from just learning how to teach the young people, learning patience. Patience is a
> big thing. Learning how to make these topics, whatever they might be, relevant for the
> students. …They do not watch MTV. They watch YouTube. They get their information

on social media and such, and we have to draw a very fine line between what they are

accustomed to and the professional standards and rigor that we have to bring to them [4].

Interviewee 9 noted,

> The other thing is really talking to people about the kinds of students that we want to
> have and do have in our dual credit programs and the kinds of things that they deal with
> at home and maybe really breaking down who our students are and looking at data as to
> who our students are. Not that we have to tell professors like, "Hey, you need to give all
> of your kid's extensions on all of their work." But like what grace is in that kind of
> situation looks like because some of the students in all of our classes across all of our
> campuses are dealing with very adult things, even if they're dual credit students, even if
> they're 16, 17, or 18 [6].

In tandem with learning more about how to connect with students is the desire for dual credit adjunct faculty to learn more about the intricacies involved in teaching college classes to high school students. When asked if there was an additional factor related to professional development not mentioned on the questionnaire, several questionnaire respondents mentioned the juxtaposition between high school and college. Participants noted that these differences include absences, communication, and student engagement, among other factors. Learning more about the teaching methodologies particular to a dual credit classroom helps dual credit instructors navigate the different teaching settings (McWain, 2018; Swafford & Waller, 2018). The Dual Credit Faculty Workshop denoted some of these differences for attendees, so perhaps the training needs additional focus.

Interviewee 3 said,

[Overhearing a comment from an angry professor that a dual credit student missed a Santiago class for a high school game]. But they are also juniors and seniors in high school. …[the professor] gave him a zero because he did not come because he had a basketball game. I am like, you do not understand your population is a little bit different, some of us, as I think you, just do not understand or you do not want to understand [3].

Interviewee 4 replied,

I would like the dual credit instructors to be more aware of what goes on in the high school setting so that they can just plan ahead of time for things like the state-mandated testing, for things like the emphasis on sports and football in high school. Just that kind of culture where there is a whole bunch of other local issues for each individual high school [4].

Interviewee 6 stated,

I think if we could kind of like, "Hey, here are some options. Here are some things on how to deal with parents and things that you can say. Here are the ways that other people as dual credit professors have handled situations like a Thanksgiving where the students are out for the whole week" [9].

Interviewee 8 noted,

In the high school class, they have just a different set of expectations. At the college level, at the university level, there is a whole different set of expectations and making it very clear and being consistent with the students that, "Hey, it is great. I understand that you were in high school 30 minutes ago. You are in college now." And that does not work, and I think those boundaries and setting up those clear delineations would be really helpful for a lot of teachers [8].

Interviewee 9 stated,

> I think we really need to talk to people about FERPA [Federal Educational Rights and
> Privacy Act] because there are a lot of people that really don't seem to understand how
> FERPA works and how it doesn't work and things like that. Because I think there are a
> lot of people who think that FERPA is just some sort of like stone wall that says you
> can't talk to anybody ever, and there's a lot of intricacy in there on what you can and
> can't do and the levels of that [6].

Interviewee 10 said,

> I was surprised to learn, and this seems to be the experience of many professors, but my
> dual credit students seem to do better than my on-campus college students because they
> have to come to class, or I suppose they do not have to, but they are at the school anyway,
> so they may as well come to class. They seem to more reliably follow the material. They
> seem to engage more in my classroom discussions [7].

A questionnaire respondent noted,

> My effectiveness as a dual credit professor is greatly due to my experience in the high
> school classrooms, learning what to expect and identify why my students might be
> struggling. We often forget that they are still high school students with high school level
> emotional maturity. Yes, they are in an adult class, but they often are still very much
> children. I notice it is hard for traditional professors to effectively manage the high school
> students and help them grow into emotionally mature college students [12].

Research Question 2: Themes and Patterns

Santiago dual credit adjunct instructors describe professional development needs in
discipline-specific training, offerings that will increase technology skills, and resources to

support training attendance. Both new and experienced instructors could benefit from resources

to help with curriculum development (Bickerstaff & Cormier, 2015; Swafford & Waller, 2018).

Questionnaire respondents *agreed* or *strongly agreed* with the need for curriculum development

at a rate of 40% and 30%, respectively. Santiago's documents did not reveal opportunities for

professors to develop curriculum, so this could be an area of focus for future training. A majority

of the interviewees mentioned the need for professional development related to their discipline-

specific curriculum.

Interviewee 2 commented, "[I participated in] unofficial like team Zoom meetings on

how to handle this COVID crisis, how you should change your classes, how to manage social

distancing within your classes" [10]. Interviewee 3 said, "There is a lot of collaboration that goes

on via email about like labs that helpings are running, but there is not a lot of like hard meetings

besides like our yearly meeting that we do" [3].

Interviewee 5 noted,

> I have routinely voluntarily signed up for professional development in the summer with
>
> Santiago. I do it with the math department solely, listen to some of their professors
>
> talking about best practices, and trying to glean some experience from them [5].

Interviewee 6 replied,

> I mean, some things are not going to change. Some of the founders of the discipline are
>
> not going to change, but there is a whole world of new material. I think it is important for
>
> me to be able to not only speak wisely on the history of my subject but to communicate
>
> what is currently out there [9].

Interviewee 7 said, "I stay engaged in what is happening from a discipline perspective. I

stay very much engaged in what is happening within the field and those things that are changing"

[11]. Interviewee 10 commented, "We have had wonderful opportunities, ironically, to attend a tremendous amount of conferences that normally we would not be able to, and maybe that has had an inflationary effect on the number of conferences I have attended" [7].

Participants also described a need for additional technology training. Providing this training could help instructors learn as there are concerns with adjunct faculty use of technology (Kimmel & Fairchild, 2017; Rizzuto, 2017; Zakrajsek, 2013). Eighty percent of questionnaire respondents taught at least one class in a hybrid or blended format, and 86.67% taught online. Twenty-seven respondents said they had participated in professional development related to teaching with new technology. Seventy percent of participants *agreed* (20%) or *strongly agreed* (50%) that such technology training would positively impact their teaching. Potentially, because of changes in instructional methods during the COVID-19 pandemic, this increased the need for or interest in technology training. The pandemic may have highlighted and accelerated a move toward more use of technology in the classrooms. The document review showed that Santiago offered professional development related to technology at the Dual Credit Faculty Workshop in 2020 and the Adjunct Faculty Conference in 2019. Interviewees discussed the need for technology professional development too.

Interviewee 6 noted,

I did participate in the open educational resources, which I found extremely valuable. So much information out there, particularly with all of our online components that we have now. I am just trying to pick up here and there when I can. Online was never a strong suit for me. I am really having to beef that up right now. Anything I can find on online communication, online teaching, resources for online, I try to attend those [9].

Interviewee 2 said,

[I]t is with a third-party company, but they essentially certify you to officially teach online, and so that is something Santiago requires for online-only courses. Now, of course, it is COVID, everyone was teaching online for the past year but since that was more of like an exception. What normally happens is you have to have this credential and get past the training to teach online, and that is something I just completed [10].

Interviewee 4 replied,

I have been doing QM [Quality Matters online training]. For Quality Matters, what they do is for syllabus structure, diversity, and inclusion, how to make a more efficient online class that meets certain standards. This kind of development has been very helpful because, in graduate school, we were not taught to do any of this [4].

Interviewee 5 said,

[The ISD is] a Google certified school district, and I am a Google Level 1 and 2 certified teacher. Then beyond we are instituting . . . we have implemented [the Learning Management System] Canvas this year in our ISD for the first time, so I was grateful to have begun using Canvas last year when I started at Santiago. I had a little bit of a leg up, but I have now since learned way more and so a lot of technology training, a lot of the "how to's" have merged or bleed it into the best practices of online teaching. I have tried to do with Santiago the Quality Matters training as well. Unfortunately, it was advertised [as] more of a self-paced course that I started in, but it really was not, and so I had to, unfortunately, bow out of that. I am hoping to do that more when I have time in the summer [5].

As the final two interviewees mentioned, the data also showed a need for Santiago to offer flexibility and support for professional development attendance. Many adjunct faculty work

multiple jobs, and this can prevent them from engaging in the university (Harrill et al., 2015;

Yakoboski, 2016). In the review of documents, Santiago's center for teaching and learning

offered videos of prior sessions on various topics via its internal website, allowing busy

instructors to watch the training at their leisure. Questionnaire respondents commented on the

impact Santiago's flexibility and resources would provide (see Table 9). Potentially, the lower

agreement rates related to professional travel could be related to travel restrictions due to

COVID-19 and the fact that many educational conferences moved online in 2020. Interviewees

echoed the need for flexibility and resources for their professional development.

Table 9

Flexibility and Resources for Professional Development

Flexibility and Resources	% Agree Would Positively Influence Teaching Effectiveness	% Strongly Agree Would Positively Influence Teaching Effectiveness
Professional travel	21.43	28.57
Opportunity to self-select PD topics in which you want to participate	31.03	41.38
Opportunity to self-select time, location, or format of the PD	31.03	51.75
Institutional funding available	35.71	46.43
Recognition or payment for participation in PD (e.g., stipend, release time, change in title, certification program, or salary enhancement)	21.43	64.29

Interviewee 1 replied,

I have a three-year-old, and especially right now, I can't keep her in daycare. Yes, so it's

mostly time. Although I've had significantly more time now that all of them have moved

to virtual and that has been very appreciated [2].

Interviewee 2 said,

So I would have to say that [the] main thing is that there are too many being offered. So

in the sense that I am seeing a new one every single week, and so if I were to do every

single one I see, I would never have time to do any of them really or even focus on my

own classes [10].

Interviewee 3 noted, "[I]t is either they are not relevant but more often than not it is

during the day that I am working at the high school. So I cannot take off to go do it" [3].

Interviewee 5 stated, "One reason and one reason only. They are all offered in the middle of the

day. Every single one is offered in the middle of the day, and I am working. I am teaching, and

so I cannot participate" [5].

Interviewee 10 said,

One would be lack of accessibility, right? If it is a great distance away or there is a large

buy-in to it. Obviously, some conferences have entry fees. This may be mitigated by

mentorships and professional organizations. I don't know if there is funding available

from Santiago to attend conferences and things of that nature. If there is, I would love to

hear about it [7].

Research Question 3: Themes and Patterns

Patterns emerged regarding professional development needs of dual credit adjunct

instructors in differing seasons of their careers. Per the interviewees, at the start of their careers

in higher education, they needed introductory orientation information related to their instruction. Introductory orientation information could include topics such as how to access the Learning Management System and how to enter grades, among other similar organizational activities. Onboarding information could help dual credit adjunct instructors because this topic is of interest (Yee, 2015; Zakrajsek, 2016). Questionnaire respondents participated in an orientation about campus resources at a rate of 93.10% and participated in an orientation to department and institutional policies at a rate of 89.66%. As dual credit adjunct faculty progress further in their careers, they desire training on classroom management, student engagement, and career development.

Interviewee 1 stated,

I would say that initially, I was looking out for a lot of things on like new technologies or just kind of how to use the LMS [Learning Management System] because the LMS was totally new to me at both places that I have taught, but then I started to be more focused on things like classroom management, which popped up when I was evaluated by another professor and things like that. Student management kind of navigating the class [2].

Interviewee 3 said,

[B]ecause once I was able to get through [introductory orientations] . . . I cannot even teach, period, unless I can do all of these things. But once I can do those things, then I can start tweaking this lesson here, that lesson there. I can start better reaching students once I know, "Okay, they are deficient in this lesson, this area, this content, this topic" [3].

Interviewee 10, replied, "I would describe my first semester teaching as just-in-time. I felt like I had plans going in but, I mean, you are keeping up with grading, you're fine-tuning assignments" [7].

As evidenced by Table 10, the questionnaire demographics demonstrated that a majority of participants had two or more years of experience in higher education. Over half of the interviewees (60%) taught in higher education for five or more years, with a lower percentage (40%) at Santiago for that period of time (see Table 11). The data may indicate that Santiago adjunct faculty gained experience in higher education at other institutions prior to joining the faculty at Santiago.

Table 10

Questionnaire Demographics – Years of Experience

Years of Experience	*n* in Community College	Total % in Community College	*n* in Higher Education	Total % in Higher Education
Fall 2020 will be first time	1	3.33	1	3.33
Less than two years	6	20.00	3	10.00
Two to four years	11	36.67	10	33.33
Five or more years	12	40.00	16	53.33
Total	30	100.00	30	100.00

Table 11

Interviewee Teaching Experience

Teaching experience	Years in higher education	Years at Santiago
Fall 2020 will be first time	0	0
Less than two years	0	3
Two to four years	4	5
Five to nine years	3	2
10 or more years	3	0
Total	10	10

As they gained more familiarity and confidence with the introductory orientation information, adjunct faculty members who had between five and nine years of experience sought information regarding classroom management and student engagement. Faculty with different experience levels could learn from increased pedagogy and classroom management training (Bickerstaff & Cormier, 2015; Lane, 2018). When asked to describe effective teaching, a plurality of questionnaire respondents mentioned student engagement. Questionnaire respondents demonstrated confidence in their pedagogical knowledge, with 73.33% rating their knowledge of the topic as *strong* or *very strong* (see Table 12). This supports the growing confidence with pedagogy as a majority of questionnaire participants taught in higher education for over two years (see Table 11).

Table 12

Questionnaire – Pedagogical Knowledge

Pedagogical knowledge	%
Not strong at all	0.00
Only slightly strong	0.00
Somewhat strong	26.67
Strong	23.33
Very strong	50.00
Total	100.00

The Santiago center for teaching and learning offers training on both classroom management and student engagement strategies. Also, the 2019 Adjunct Faculty Conference offered sessions related to both topics. The Dual Credit Faculty Workshop made a brief mention of classroom management approaches. Santiago offered other training on these topics, but only to full-time faculty.

Interviewee 2 said,

Then, as my teaching has increased, it became more about classroom management and more of the communication aspect of it. So, by your third year, it is kind of second nature on how to run a class, but as you go further, it is more important on how to make better relationships with students, how to engage with them more, what other activities you can do, and how you can change assignments to make it more fulfilling for the student [10].

Interviewee 6 replied,

I would say that as far as my needs, probably started off needing more support at professional development regarding classroom management. Now, it would be more

toward staying current with the kind of the hot topics so that I can relate to my students [9].

Interviewee 9 commented, "I think over time it has sort of developed into looking at sort of targeting needs of specific groups of students" [6].

Dual credit adjunct faculty with 10 or more years of experience saw a need for professional development related to career advancement. Santiago does not seem to offer dual credit adjunct faculty training or documents related to career advancement. However, although experienced instructors may not want to attend, such sessions contain value at varying stages in one's career (Brody & Hadar, 2015; Mohan, 2016).

Interviewee 4 stated,

There is a division between what I need to develop professionally to advance in my career. There is also the training that I need to continue on at the community college level. What I had seen for the professional development that is offered through Santiago is mostly how to develop us through the community college and not develop us professionally to advance in our career [4].

Interviewee 7 said,

I am the only one [in the department] that has the applied background. Sometimes not hearing or feeling the flexibility and understanding that form our discipline and teaching what we teach that there is more than the textbook. It is more than our interpretation because when you are applying what is actually happening, sometimes things look very different in the real world. Just having those conversations and the adjustment for even when it comes to professional development training or recruiting additional peers on a full-time spectrum. That the process is very different than what I am used to [11].

Interviewee 8 replied,

> If you do it long enough, I do not really know that there is a great deal that you are going
>
> to need. [A]t this point, after 35 years, if I do not have it down cold, what are they going
>
> to teach me? I do my research, and when I am bored, I will present my research. So I am
>
> very active within my discipline [8].

Chapter Summary

Across the country, institutions of higher education increasingly rely on adjunct faculty (Brennan & Magness, 2018a; Capaldi, 2011; Frye, 2018; Shulman, 2019). With the rise in popularity of dual credit classes at Santiago, the institution continues to rely on dual credit adjunct faculty. As Santiago continues to grow, its reliance on dual credit adjunct faculty grows. Dual credit adjunct faculty members generally teach at different campuses and teach a different population than traditional community college students. This results in a need to review the current and desired professional development offerings.

First, the current study reveals that dual credit adjunct faculty instructors would find value in increased interaction with colleagues, learning strategies for connecting with their students, and gaining information about teaching college classes in a high school environment. Second, participants describe a need for discipline-specific training, sessions related to technology, and additional support for professional development participation. Third, professional development needs of dual credit adjunct faculty differ by experience. New instructors benefit from introductory orientation information. Instructors with additional experience request professional development related to classroom management and student engagement. Dual credit adjunct instructors with 10 or more years of experience express a need for training related to career development.

With a dearth of research on dual credit adjunct faculty professional development needs, this research highlights the needs of community college instructors. This study expands past research with specificity related to this instructor group. From the data, I will provide recommendations for Santiago and ideas for extended research in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Santiago's growing adjunct faculty population and dual credit program highlighted the need for meaningful professional development for dual credit adjunct faculty members. This study determined the suitability of current professional development offerings and helped determine possible future offerings. I gathered data for this qualitative study via an online questionnaire, interviews, and a review of documents. The data gathered in the course of this research point to the perceived professional needs of dual credit adjunct faculty at Santiago. The topics or types of professional development that would be most beneficial center around connections with colleagues and students and a need for information related to teaching in the high school environment. Dual credit adjunct instructors describe their professional development needs as discipline-specific, related to technology, and resource seeking. Instructors with differing levels of experience expressed different professional development needs. Newer instructors desired help with orientation materials, and more experienced instructors wanted help with navigating their careers. As with any research study, limitations exist, and in this study, they include transferability, potential pandemic influences, and lack of inclusion of instructors new to the field. This chapter more fully discusses the main findings from the research, recommendations for application, and possibilities of future research related to this topic.

Discussion of Research Question 1

Data revealed that the topics and types of professional development that would most benefit Santiago dual credit adjunct faculty members included building connections with colleagues, learning how to build better connections with students, and developing skills in teaching college-level classes in the high school environment. With the pandemic at the forefront of education and society at the time of this study, connections with colleagues would likely need

to take place via technology for the foreseeable future. One opportunity for connection, evidenced in the document review, is Santiago's mentor program, but the width of implementation remains unclear. Allowing opportunities for colleagues to learn and grow from each other can benefit instructors (Jackson et al., 2013). Next, dual credit adjunct faculty would like to learn more about how to better connect with their students. The dual credit instructional environment differs from the traditional on-campus classroom, and professors can grow from learning teaching methodologies (McWain, 2018). Because of the benefits gained by dual credit students from their participation in dual credit classrooms (An, 2015; Burns et al., 2018; Grubb et al., 2017; Hughes & Edwards, 2012), instructors who build strong relationships may help students.

Last, dual credit adjunct faculty stated that they need help navigating differences between high school and college in the dual credit classroom. As Santiago dual credit instructors typically hold classes at high school sites and dual credit students tend to be younger than traditional community college students, dual credit adjunct faculty inhabit a liminal space. Dual credit adjunct faculty navigate ISD requirements and higher education requirements while instructing (McWain, 2018; Swafford & Waller, 2018) and need help in how to navigate this teaching role.

Discussion of Research Question 2

Dual credit adjunct faculty members at Santiago described professional development needs as discipline specific, technological, and lacking in support resources. Interviewees mentioned occasionally connecting with their departments, but potentially not with the frequency needed. Learning discipline-specific skills could help Santiago dual credit adjunct faculty instructors more skillfully and offer opportunities to connect with each other, an aforementioned

need. Curriculum development can help instructors as they learn best practices for serving their students (Bickerstaff & Cormier, 2015; McWain, 2018; Swafford & Waller, 2018).

Next, dual credit adjunct faculty expressed a desire for professional development related to technology. With the COVID-19 pandemic, this need became inescapable as ISDs and Santiago altered learning environments. This need likely underscored the need reported by dual credit adjunct faculty. Technology provided a cost-effective means of providing professional development and collaboration (Rizzuto, 2017; Zakrajsek, 2013). The need to provide support for dual credit adjunct faculty professional development came to light in the study. Again, the pandemic concerns potentially decreased this because instructors could attend professional development from home; therefore, significantly reducing costs. However, in a prepandemic world, institutions needed to consider ways to provide training in a cost-effective manner (Morphew et al., 2017; Zakrajsek, 2013).

Discussion of Research Question 3

Dual credit adjunct faculty stated differing professional development needs based on their positions in their careers. Prior research demonstrated that professors with differing levels of experience could gain from differing types of professional development throughout their careers (Bickerstaff & Cormier, 2015; Brody & Hadar, 2015; Lane, 2018; Mohan, 2016). When instructors were newer in their careers, they needed onboarding and orientation-type instruction. In the review of Santiago's documents, it appears that instructors have access to this type of information through the center for teaching and learning, the dual credit office, and participation in the mentor program. Instructors with five to nine years of experience wanted professional development related to student engagement and classroom management. The center for teaching and learning documents demonstrated opportunities for dual credit adjunct faculty to obtain these

types of training; however, as the office did not record all of these, some professors may not have been able to attend. With the influx of online training as a result of COVID-19, perhaps additional instructors could attend. Professors with 10 or more years of experience expressed a desire for career-oriented professional development. None of the provided documents contained information specific to career advancement for dual credit adjunct faculty members.

Conclusions

Stroh's (2015) four-stage process of leading systemic change underpinned the research study. The stages include (a) creating an enthusiasm for change, (b) understanding the environment, (c) determining choices, and (d) focus and momentum (Stroh, 2015). Because Santiago continues to grow in enrollment and physical space, Santiago seemed poised for change, exemplifying step one. This study focused on the next two steps by seeking to understand the environment and offering choices therein. Davis et al. (2015) combined these two steps into one step. Through an online questionnaire, interviews, and document reviews, dual credit adjunct instructors provided context for current professional development offerings and expressed desires for additional types of training. Participants denoted needs for differing topics and types of professional development to help them lead in the classroom, helping provide information for step three.

With regard to step four, the reality of the pandemic's enormity led to unforeseen disruptions and changes taking place during the course of this study. Educators across the nation responded to demands never experienced before. Because this environment remains relatively new, adequate research does not exist to understand truly the current environment. That said, Santiago dual credit instructors provided relevant and timely information on ways Santiago leadership can help serve their professional development needs. Understandably, with the current

focus on pandemic response, Santiago leadership may focus elsewhere, leading to a potential decline in momentum for these initiatives. However, this systems approach may serve community college leaders well as they lead (Davis et al., 2015).

This study's results paralleled prior research as related to expressing needs for collegial collaboration and support for dual credit adjunct instructors to attend professional development. If an institution provided opportunities for collaboration, instructors might grow from these experiences (Jackson et al., 2013; Rizzuto, 2017; Zakrajsek, 2013). Institutional monetary support and time to attend professional development may help instructors (Brennan & Magness, 2018a; Starcher, 2017). Within the research, generally, these needs were expressed by adjunct faculty; however, the current study extends the research more specifically to dual credit adjunct faculty members.

Limitations

I sought to mitigate limitations and maintain credibility and trustworthiness during the study process. Limitations of this study include transferability, the potential influence of COVID-19 on the results, and the lack of inclusion of instructors with little to no experience in higher education. Because Santiago's enrollment remains akin to that of four-year institutions, the study potentially lacks transferability to smaller community colleges. However, potentially, the transferability may exist with other like-sized four-year institutions. Next, because the data gathering took place about eight months into the COVID-19 pandemic, the pandemic's influence on the data remains impossible to know. The influence of the COVID-19 pandemic cannot be overstated, as the world changed in ways unseen in a century. Because of the lack of research on the effects of the pandemic on education, this study's findings may be particular to this time in history. If the study were repeated at another time, potentially, the findings would be different

due to the lack of the pandemic's influence on the study. Last, the lack of substantial data from instructors new or early in their careers limits the study's findings. Only one of the questionnaire participants taught for the first time this semester, and only three had less than two years of experience in higher education. All of the interviewees had two or more years of experience in higher education. Potentially, if a less experienced population participated in the study, there would be different results. To help mitigate a homogeneous population, I reached out to all dual credit adjunct faculty supervisors to gain as diverse a population as possible.

I maintained credibility through implementing proper research steps, gaining assistance from a peer researcher, and stating clear analysis. Use of an audit trail and field notes helped track the steps taken, reflect on those, and prepare for the upcoming steps in the process. In reviewing the interviewee transcripts, I gained assistance from a peer reviewer to ensure that the coding compared prior to moving to other transcripts. When presenting the data analysis, the tables and direct quotations from participants help demonstrate the themes and patterns clearly (Shenton, 2004). Collecting three forms of data and adhering to ethical guidelines helped ensure trustworthiness throughout the study. Use of three forms of data, questionnaire responses, Santiago documents, and interviewee transcripts, created triangulation. Triangulation, the use of multiple data collection methods, leads to more trustworthiness (Denzin & Lincoln, 2018; Shenton, 2004). I analyzed these forms for common themes and patterns.

Implications

This study offers implications related to the findings therein. As aforementioned, the majority of the findings align with previous research; however, there existed a potential expansion. A potential expansion of the literature occurred through the increased data regarding the professional development needs of dual credit adjunct faculty with differing levels of

experience. Previous research does not delineate the breakdown of topics and types by experience, nor was the desire for information regarding career advancement evident. As this research encompassed a time of extraordinary economic uncertainty, this could account for the unearthing of this need in experienced dual credit adjunct faculty members. Also, the pandemic may have offered opportunities for additional online teaching, and this flexibility may play in favor of adjunct faculty who can teach for multiple institutions from their home offices.

Given the severe lack of information related to dual credit adjunct instructors, there is a need to continue gathering data from this population at Santiago. While additional information related to professional development would continue to expand the field, additional data related to other topics related to dual credit adjunct faculty would be beneficial. Some possible topics of benefit could include determining reasons for entering the field, classroom management needs, and navigating student parental relationships. If Santiago had additional communication from dual credit adjunct faculty, leadership might learn more about how to meet the needs of their employees and students.

Recommendations

Recommendations for Practical Application

This study offers three recommendations for practical application at Santiago, including offerings for additional training, opportunities to connect with colleagues, and supportive resources for dual credit adjunct faculty to attend professional development training. The Santiago center for teaching and learning currently offers a limited number of training specific to dual credit, so continuing to offer and expand on these could be beneficial to instructors. I recommend training on traversing teaching a college class in the high school setting. Ideally, these types of training would occur multiple times each semester so that instructors could ask

questions specific to their needs. Also, delineating these training types based on years taught might help instructors know ahead of time the intended audience of the training. Santiago should consider expanding training topics to include sessions on career development for dual credit adjunct faculty.

Next, Santiago should allow opportunities for dual credit adjunct faculty members to connect with each other and other colleagues. While the pandemic necessitates these connections via technological platforms, these connections may need to continue after the end of the pandemic. Continuing these opportunities via technology after the pandemic would account for the location and time limitations many dual credit adjunct faculty members face. As an extension to this, the last recommendation regards the need to account for the limited availability of instructors. Taking into account the limited availability of instructors could occur by offering recorded training and providing financial support for professional development attendance. To address this issue, Santiago could add this support to hiring and onboarding documents. This financial support could be through payment for attendance during scheduled class times, payment for attending nonrequired training, and payment of registration fees, among other means.

Recommendations for Future Research

As a result of this research study, there are several recommendations for future research. The most important recommendation would include repeating the study outside of a pandemic. The unprecedented upheaval as a result of COVID-19 may have skewed results, and a repeat of the research may prove valuable. The next recommendations for future research include differing participant populations and implementation of professional development with pre- and posttesting. In the future, learning more about the professional development needs of embedded

adjunct faculty and workforce adjunct faculty may benefit the field. While participants in the current study may fall into one or both categories, the study did not differentiate responses based on those classifications. Potentially, these populations have unique professional development needs that remain unknown at this time. Last, additional pre- and posttesting research related to the implementation of opportunities for dual credit adjunct to connect may prove fruitful. If the results of dual credit adjunct faculty members connecting with colleagues are successful, perhaps students would also benefit from these encounters. This also may help extend research concerned about the effects of adjunct faculty on students (Jaeger & Eagan, 2009, 2010; Jones, 2017; Kimmel & Fairchild, 2017; Komos, 2013).

Chapter Summary

Santiago, a large and growing suburban community college in the Southwest United States, relies on adjunct faculty to teach some of its dual credit classes. This qualitative study provided more information about this population's professional development needs in an effort to help meet that need. Framed within Stroh's (2015) four-stage process of leading systemic change, the study focused on the second step, understanding and making choices, with the hope of helping Santiago leadership determine additional ways to serve the important and unique instructor population. To determine how to serve this population, I gathered questionnaire data, documents, and interviews.

Santiago dual credit adjunct faculty expressed a need for connections to colleagues and specific professional development topics. These desired topics included building stronger student relationships, navigating instructing a college class on a high school campus, gaining discipline-specific support, and using technology. Years of experience teaching in higher education correlated with professional development needs. In the first few years of an instructor's career, a

need appeared for onboarding and orientation information. Instructors with five to nine years of experience stated a need for classroom management and student engagement topics. Instructors with 10 or more years of experience desired professional development related to career development. Prior research on adjunct faculty frames this study's results, with this study expanding research through a focus on the specific dual credit adjunct faculty population.

COVID-19's impact on this study remains unknown; however, given the resulting alteration of education, the impact of the disease may be widespread and long-term. As Santiago leadership and future researchers maneuver through these times, learning about dual credit adjunct faculty's professional development needs is imperative due to their unique roles teaching within two scholastic institutions. With that in mind, future research could focus on related dual credit adjunct faculty populations and pre- and posttesting related to professional development topics. Educators, including dual credit adjunct faculty members, walked a long journey during the pandemic, and learning more about how to help supply them will only help them as they lead our students.

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Appendix A: Questionnaire

All questionnaire questions below (with the exception of questions numbered 2, 3, 4, 5, and 6) are adapted with permission from Finnern (2015). Some questions were altered to fit or were removed because they were not applicable to this study.

You may be able to take part in a research study. This form provides important information about that study, including the risks and benefits to you as a potential participant. Please read this form carefully and ask any questions that you may have about the study. You can ask about the research activities and any risks or benefits you may experience. You may also wish to discuss your participation with other people, such as your family doctor or a family member.

Your participation in this research is entirely voluntary. You may refuse to participate or stop your participation at any time and for any reason without any penalty or loss of benefits to which you are otherwise entitled.

PURPOSE AND DESCRIPTION: This study will provide information about the professional development needs of dual credit adjunct faculty at Santiago. If you choose to participate in the study, you will be asked to complete an online questionnaire that should take less than 30 minutes. Further participation is an option through one Zoom interview, expected to take one to 1.5 hours. During the course of this interview, you will be asked to describe more information about dual credit professional development needs.

RISKS AND BENEFITS: Limited risks result from taking part in this research study. Below is a list of the foreseeable risks, including the seriousness of those risks and how likely they are to occur:

- rarely a participant may experience a breach of confidentiality, and efforts will be

taken to minimize this potential risk; and

- rarely a participant may experience more emotional awareness, which may not be a negative consequence.

A few potential benefits relate to participating in this study. One such benefit may include more self-awareness. I cannot guarantee that you will experience any personal benefits from participating in this study.

ALTERNATIVE PROCEDURES: There are no known alternative procedures or treatments that may be advantageous to the participant.

PRIVACY AND CONFIDENTIALITY: Any information you provide will be confidential to the extent allowable by law. Some identifiable data may have to be shared with individuals outside of the study team, such as members of the ACU Institutional Review Board. Otherwise, your confidentiality will be protected by maintaining data on password protected drives accessed through password protected devices. At a suitable time after the conclusion of the study, the data will be deleted in an appropriate manner. The primary risk with this study is breach of confidentiality. However, the researcher has taken steps to minimize this risk. My chair and I will not be collecting any personal identification data during the questionnaire. However, SurveyMonkey may collect information from your computer. You may read their privacy statement here: https://www.surveymonkey.com/mp/policy/privacy-policy/

COLLECTION OF IDENTIFIABLE PRIVATE INFORMATION OR BIOSPECIMENS: After identifying information is removed, your data may be used for future research, including by other researchers, without contacting you again.

CONTACTS: If you have questions about the research study, the lead researcher is Allison Venuto, doctoral student at Abilene Christian University and may be contacted at ___. If

you are unable to reach the lead researcher, or wish to speak to someone other than the lead researcher, you may contact Dr. Mary Christopher at ___. If you have concerns about this study, believe you may have been injured because of this study, or have general questions about your rights as a research participant, you may contact ACU's Chair of the Institutional Review Board and Executive Director of Research Megan Roth, PhD at ___.

ADDITIONAL INFORMATION: I expect 30+ questionnaire participants and 10 participants in the interviews. Your participation may be ended early by the researcher for certain reasons. For example, my chair and I may end your participation if you no longer meet study requirements, we believe it is no longer in your best interest to continue participating, you do not follow the instructions provided by the researcher, or the study is ended. You will be contacted by the researcher and given further instructions in the event that you are removed from the study.

The first 30 questionnaire participants will receive a $25 Starbucks gift card. If, after the completion of the questionnaire, you are selected for participation in the interview, you will be given an additional $50 Starbucks gift card no later than one week after the transcription of the interview via a third-party transcription service. If participants are supervised by myself, then another graduate researcher will conduct the interview.

CONSENT SIGNATURE SECTION: Please click the button below if you voluntarily agree to participate in this study. Click only after you have read all of the information provided and your questions have been answered to your satisfaction. If you wish to have a copy of this consent form, you may print it now. You do not waive any legal rights by consenting to this study.

[ ] Agree

2. How many years have you taught at the community college level?

     a. Fall 2020 will be the first time

     b. Less than two years

     c. Two to four years

     d. Five or more years

3. How many years have you taught in higher education (inclusive of community college)?

     a. Fall 2020 will be the first time

     b. Less than two years

     c. Two to four years

     d. Five or more years

4. An embedded faculty member is someone who is employed by an independent school district as a teacher and teaches for Santiago. Do you serve (or have you served) as an embedded faculty member?

     a. Yes

     b. No

5. If yes, how many years have you taught as an embedded faculty member?

     a. Fall 2020 will be the first time

     b. Less than two years

     c. Two to four years

     d. Five or more years

6. Which statement best describes the professional development you have received regarding dual credit instruction?

     a. Santiago provided all professional development

b. Another community college provided all professional development

c. Another four-year college provided all professional development

d. An ISD provided all professional development

e. Santiago provided some professional development, and I received some from another community college

f. Santiago provided some professional development, and I received some from another four-year college

g. Santiago provided some professional development, and I received some from an ISD

h. I have not received professional development regarding dual credit instruction

7. How do you describe effective teaching?

8. Considering your description of effective teaching, how much influence do you think participation in the following experiences would have on the effectiveness of your teaching? Use a scale from 1–5.

Question Number	Professional Development Opportunity	Have you experienced the described opportunity?		1 – You think that future participation in the described opportunity would have no influence or negative influence on the effectiveness of your teaching 5 – You think that future participation in the described opportunity would positively influence the effectiveness of your teaching in a pronounced career-changing manner				
	Mentoring program	Yes	No	1	2	3	4	5
	Observing others' teaching	Yes	No	1	2	3	4	5
	Meaningful and intentional evaluation policy and practice that support	Yes	No	1	2	3	4	5

	individual professional growth							
	Professional travel	Yes	No	1	2	3	4	5
	Orientation to campus resources	Yes	No	1	2	3	4	5
	Orientation to department or institutional policies and procedures	Yes	No	1	2	3	4	5
	The opportunity to self-select topics of faculty development in which you want to participate	Yes	No	1	2	3	4	5
	The opportunity to self-select the time, location, and format of the professional development in which you participate	Yes	No	1	2	3	4	5
	The opportunity to be part of the professional development planning process	Yes	No	1	2	3	4	5
	Institutional funds available for self-selected or required professional development	Yes	No	1	2	3	4	5
	Ongoing support that extends over the semester and throughout the teaching process	Yes	No	1	2	3	4	5

	Recognition or payment for participation in professional development such as a stipend, release time, change in title, certification program, or salary advancement	Yes	No	1	2	3	4	5
	Faculty learning communities that include adjunct faculty and full-time faculty	Yes	No	1	2	3	4	5
	Meaningful and regular interactions with full-time or adjunct colleagues regarding professional growth	Yes	No	1	2	3	4	5

9. Considering your description of effective teaching, how much influence do you think

professional development regarding each of the following topics would influence the

effectiveness of your teaching? Use a scale from 1–5.

Question Number	Professional Development Regarding this Topic	Have you participated in professional development regarding this topic?		1 – You think that future participation in the described opportunity would have no influence or negative influence on the effectiveness of your teaching 5 – You think that future participation in the described opportunity would positively influence the effectiveness of your teaching in a pronounced career-changing manner				
	Diverse student population	Yes	No	1	2	3	4	5

	Teaching with new technology	Yes	No	1	2	3	4	5
	Identifying students who need help or campus resources to support those students	Yes	No	1	2	3	4	5
	Developing pedagogy-improved methods of teaching and learning	Yes	No	1	2	3	4	5
	Inter-disciplinary teaching	Yes	No	1	2	3	4	5
	Assessment practices	Yes	No	1	2	3	4	5
	Curriculum development	Yes	No	1	2	3	4	5
	Classroom management	Yes	No	1	2	3	4	5

10. If there is an additional factor related to professional development that you feel would positively influence the effectiveness of your teaching, please list it here.

11. Gender

    a. Male

    b. Female

12. Race/Ethnicity

    a. Hispanic/Latino

    b. American Indian or Alaska Native

    c. Asian, Native Hawaiian, or Other Pacific Islander

    d. Black or African American

e. White

13. Age

    a. 39 or under

    b. 40 to 49

    c. 50 to 59

    d. 60 or older

14. Which of the following statements most closely describes your situation?

    a. I have only taught as an adjunct at Santiago, not at any other institution.

    b. I teach for Santiago most frequently but also often teach for other institutions.

    c. I teach for other institutions more frequently than I do for Santiago.

15. What is your motivation for teaching? Select the one description that best describes your situation.

    a. Specialist, expert, professional: Employed full-time or nearly full-time outside of teaching at the college; teach part-time primarily as a strategy for sharing expertise with others, making contacts, and generating additional income.

    b. Career ender: Retired or nearing retirement; teaching for personal fulfillment, sharing expertise with students, and generating additional income.

    c. Freelancer: By choice, work several part-time jobs, including teaching, because of the variety and rewards it provides.

    d. Aspiring academic: Teach part-time as a strategy for gaining a full-time teaching position at the college or university level.

16. Overall, how satisfied are you with your role as an adjunct?

    a. Not at all satisfied

b. Only slightly satisfied

c. Somewhat satisfied

d. Mostly satisfied

e. Very satisfied

17. How long do you plan on continuing to teach for Santiago? Select the highest number of years that is applicable

a. I am not planning to teach for Santiago again

b. Less than two years

c. Two to four years

d. Five or more years

18. What is your highest level of education?

a. Bachelor's degree

b. Master's degree

c. Doctoral work, ABD

d. PhD or EdD

19. In what mode of instruction do you teach? You may mark more than one method if appropriate.

a. Face-to-face

b. Hybrid/Collaborate

c. Online

20. How would you describe your current knowledge of classroom pedagogy?

a. Not at all strong

b. Only slightly strong

c. Somewhat strong

d. Strong

e. Very strong

21. Thank you for completing this questionnaire. The first 30 to complete the questionnaire will receive a $25 Starbucks gift card. If you would like to determine if you are eligible, please email xxxxx@acu.edu, and Allison Venuto will not know your name.

Those selected for participation in a further one-hour confidential interview would receive a $50 Starbucks gift card. Would you be willing to further participate in a one-hour confidential interview?

If yes, and Allison Venuto is not my supervisor, please email ___.

If yes, and Allison Venuto is your supervisor, please email ___, and Allison Venuto will not know your name.

Thank you for participating in this questionnaire. Your input is appreciated.

Appendix B: Permission to Use Questionnaire

On Sun, Jun 7, 2020 at 8:00 PM Allison Venuto <xxxxx@acu.edu> wrote:

Hello,

I am a doctoral student at Abilene Christian University, and I am studying the professional development needs of dual credit adjunct faculty members at a community college.

I reached out to you about 18 months ago because I referred to your dissertation for an assignment in one of my classes. You were generous enough to write me back.

I was wondering if it would be possible for me to use your survey instrument in my dissertation research.

Thank you for your consideration.

Allison Venuto

On Sun, Jun 14, 2020 at 8:47 PM Julie Finnern <___@___.edu> wrote:

Allison,
Hello! Yes, you may use my research tool in your dissertation study. I'll be interested to learn of your results.

Best to you as you continue with your research and doctoral studies.

Julie

Appendix C: Audit Trail

Reference #	Action Item	Document	Date
[1]	Sent questionnaire to possible participants	SurveyMonkey	November 11, 2020
[2]	Interview #1	Transcript 1	November 15, 2020
[3]	Interview #3	Transcript 3	November 15, 2020
[4]	Interview #4	Transcript 4	November 15, 2020
[5]	Interview #5	Transcript 5	November 15, 2020
[6]	Interview #9 completed by graduate student	Transcript 9	November 16, 2020
[7]	Interview #10 completed by graduate student	Transcript 10	November 16, 2020
[8]	Interview #8	Transcript 8	November 17, 2020
[9]	Interview #6	Transcript 6	November 18, 2020
[10]	Interview #2	Transcript 2	November 19, 2020
[11]	Interview #7	Transcript 7	November 19, 2020
[12]	Closed questionnaire	SurveyMonkey	November 20, 2020

Appendix D: Email to Potential Participants

Dear Santiago Dual Credit Adjunct Faculty,

My name is Allison Venuto, and I am completing a qualitative research study in completion of my dissertation at Abilene Christian University. I hope to learn more about the professional development needs of dual credit adjunct faculty at Santiago. You are eligible for this study if you have ever taught a dual credit class as an adjunct faculty member.

Your participation in this study would have minimal risk to you. Participants remain anonymous, and I will maintain appropriate confidentiality. The attached consent form has additional information.

The online questionnaire should take about 30 minutes with most questions appearing as multiple-choice responses. The first 30 questionnaire participants will receive a $25 Starbucks gift card. Interested participants can choose to offer to participate in an interview. If selected for an interview, each participant would receive a $50 Starbucks gift card. Interviewees whom I supervise will be interviewed by another graduate researcher.

Thank you for your consideration in assisting me with this research.

Allison Venuto
EdD Candidate
Abilene Christian University

Appendix E: Interview Questions

Please consider your answers in light of your time teaching at Santiago.

RQ3: How many years have you taught in higher education?

> RQ3: How many years have you taught at Santiago?

> RQ3: How have your professional development needs changed over your years of
>
> teaching?

RQ2: In what professional development do you currently attend or participate?

> RQ2: Why do you participate in those?RQ2: Why don't you participate in other or

additional offerings?

> RQ2: In what professional development specific to dual credit adjunct faculty instructors
>
> do you participate?

> RQ2: Why do you participate in those opportunities?

> RQ2: In what professional development opportunities do you participate with Santiago
>
> colleagues (e.g., department book club, emailing strategies, etc.)?

> RQ2: Please describe this.

> RQ2: In what other professional development do you participate?

RQ1: Do you need or want additional professional development?

> RQ1: What professional development would you like to see offered for dual credit
>
> adjunct instructors?RQ1: What experience(s) led you to this conclusion?

ALL: Is there anything else that you'd like to share related to the topic of dual credit adjunct

instructor professional development that has not been asked?

Appendix F: ACU IRB Approval

ABILENE CHRISTIAN UNIVERSITY
Educating Students for Christian Service and Leadership Throughout the World

Office of Research and Sponsored Programs
320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103
325-674-2885

October 7, 2020

Allison Venuto
Department of Graduate and Professional Studies
Abilene Christian University

Dear Allison,

On behalf of the Institutional Review Board, I am pleased to inform you that your project titled "Perceptions of Professional Development Needs of Dual Credit Adjunct Faculty at a Community College in the Southwest United States",

(IRB# 20-156   )is exempt from review under Federal Policy for the Protection of Human Subjects.

If at any time the details of this project change, please resubmit to the IRB so the committee can determine whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

Megan Roth

Megan Roth, Ph.D.
Director of Research and Sponsored Programs

Appendix G: Waiver of Consent

> **Introduction:** What are the Professional Development Needs of Dual Credit Adjunct Faculty at West Santiago Community College?

You may be able to take part in a research study. This form provides important information about that study, including the risks and benefits to you as a potential participant. Please read this form carefully and ask any questions that you may have about the study. You can ask about research activities and any risks or benefits you may experience. You may also wish to discuss your participation with other people, such as your family doctor or a family member.

Your participation in this research is entirely voluntary. You may refuse to participate or stop your participation at any time and for any reason without any penalty or loss of benefits to which you are otherwise entitled.

PURPOSE AND DESCRIPTION: This study will provide information about the professional development needs of dual credit adjunct faculty at West Santiago Community College.

If you choose to participate in the study, you will be asked to complete an online questionnaire that should take less than 30 minutes. Further participation is an option through one Zoom interview, expected to take one to 1.5 hours. During the course of this interview, you will be asked to describe more information about dual credit professional development needs.

RISKS AND BENEFITS: Limited risks result from taking part in this research study. Below is a list of the foreseeable risks, including the seriousness of those risks and how likely they are to occur:
- rarely a participant may experience a breach of confidentiality, and efforts will be taken to minimize this potential
- rarely a participant may experience more emotional awareness, which may not be a negative consequence

A few potential benefits relate to participating in this study. One such benefit may include more self-awareness. I cannot guarantee that you will experience any personal benefits from participating in this study.

ALTERNATIVE PROCEDURES: There are no known alternative procedures or treatments that may be advantageous to the participant.

PRIVACY AND CONFIDENTIALITY: Any information you provide will be confidential to the extent allowable by law. Some identifiable data may have to be shared with individuals outside of the study team, such as members of the ACU Institutional Review Board. Otherwise, your confidentiality will be protected by maintaining data on password protected drives accessed through password protected devices. At a suitable time after the conclusion of the study, the data will be deleted in an appropriate manner.

The primary risk with this study is breach of confidentiality. However, I have taken steps to minimize this risk. We will not be collecting any personal identification data during the questionnaire. However, SurveyMonkey may collect information from your computer. You may read their privacy statements here: https://www.surveymonkey.com/mp/policy/privacy-policy/

COLLECTION OF IDENTIFIABLE PRIVATE INFORMATION OR BIOSPECIMENS:
After identifying information is removed, your data may be used for future research, including by other researchers, without contacting you again.

CONTACTS: If you have questions about the research study, the lead researcher is Allison Venuto, doctoral student at Abilene Christian University and may be contacted at xxxxx@acu.edu. If you are unable to reach the lead researcher, or wish to speak to someone other than the lead researcher, you may contact Dr. Mary Christopher at xxxxx@acu.edu. If you have concerns about this study, believe you may have been injured because of this study, or have general questions about your rights as a research participant, you may contact ACU's Chair of the Institutional Review Board and Executive Director of Research, Megan Roth, PhD. Dr. Roth may be reached at
(xxx) xxx-xxxxx
xxxxx@acu.edu
320 Hardin Administration Bldg, ACU Box 29103
Abilene, TX 79699

Additional Information

I expect 30+ participants and 10 participants in the interviews.

Your participation may be ended early by the researchers for certain reasons. For example, we may end your participation if you no longer meet study requirements, we believe it is no longer in your best interest to continue participating, you do not follow the instructions provided by us, or the study is ended. You will be contacted by the lead researcher and given further instructions in the event that you are removed from the study.

The first 30 questionnaire participants will receive a $25 Starbucks gift card. If, after completion of the questionnaire, you are selected for participation in the interview, you will be given an additional $50 Starbucks gift card no later than one week after the transcription of the interview via a third-party transcription service. If they are supervised by myself, then another graduate researcher will conduct the interviewer.

Waiver of Consent Section

Please click the button below if you voluntarily agree to participate in this study. Click only after you have read all of the information provided and your questions have been answered to your

satisfaction. If you wish to have a copy of this consent form, you may print it now. You do not waive any legal rights by consenting to this study.

[ ] Agree