SELF-PERCEPTIONS OF ADJUNCT FACULTY ABOUT THEIR ROLES AT A SELECT COMMUNITY COLLEGE SYSTEM

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by

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DEDICATION

This dissertation is dedicated to my family because without their constant support and love, this achievement would never have been possible. To my husband, Tim, thank you for supporting our family and championing my dream while I pursued this degree, even when our lives took an unimaginable turn and life got extremely hard. You stuck by me and refused to let me quit, regardless of how many times I tried to talk myself out of continuing. You encouraged me in my darkest days and were steadfastly by my side. Thank you for letting me shine.

To my son, William, thank you for giving me the courage to do hard things. You were only 6 months old when I began this journey, a journey that was supposed to allow me to advance my career goals while still having the privilege of being home to raise you. When you were diagnosed with Sanfilippo Syndrome, my journey changed and my world nearly collapsed. I would do anything for you and if advancing my education meant being a better advocate for you and other children with this condition, then so be it. You are the bravest person I know and you endure so much, yet you are filled with joy and light. My dearest boy, you inspire me to face the challenges I encounter with faith and determination. Being your mother has blessed me more than I can ever explain.

To my daughter, Samantha, thank you for giving me the strength to keep pursuing my ambitions. You have never known a time when Momma was not working on school work. You were born in the midst of this academic journey and jumped in headfirst, accompanying me as a baby as my “co-presenter” to many conferences. Your life has not been easy; you’ve had to compete for attention not only with an older brother who has significant special needs, but also with a dissertation. You are my treasure and I hope seeing me pursue this goal gives you the confidence to pursue your own goals with abandon. I want you to know that, with hard work, you can accomplish anything and that the "power of yet" is real. You are amazing and I am blessed beyond measure to have you as my daughter.

To my parents, John and Linda, thank you for all that you have done for me. You valued my talents and worked and sacrificed to give me the best education possible. I may have been a first-generation college student, but I never felt different or lacking because of the foundation you provided me. Thank you for always having faith in me.

If not for the unconditional love and support of my family, I would have never reached this milestone. Thank you all for giving me the tools necessary to overcome challenges and realize this dream. I love you all!

ABSTRACT

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The purpose of this phenomenological qualitative study was twofold (a) to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and (b) study to understand better the emphasis that these adjunct faculty members placed on different aspects of these roles in terms of their levels of performance and effectiveness. An additional purpose was to build on the qualitative body of research for understanding the roles and experiences of adjunct faculty members in community college systems. This study was conducted using Harré & van Langenhove's (1999) positioning theory, Holmes's (2013) claim-affirmation model of modalities of emergent identity, and Leech and Onwuegbuzie's (2010) 13-step process for qualitative research.

Following the completion of 12 interviews with adjunct faculty members at the select community college system, data was analyzed through multiple methods (i.e., constant comparison analysis, classical content analysis, correspondence analysis, nonverbal behavior analysis). Seven themes emerged from the initial qualitative analyses: background experiences, motivation and rationale, position description, strengths of adjuncts, challenges experienced by adjuncts, culture of the institution, overall cares and concerns. Further, five meta-themes emerged from the additional analyses: employment fatigue, concern and care for student growth, providing a service, appreciation of position, and career-enders.

It was hoped that findings from this study would help administrators of community college systems to understand better the experiences and needs of the different categories of adjunct faculty so as to better assist these populations in attaining success. Additionally, it was hoped that findings would strengthen the knowledge base of the use of adjunct faculty in the community college setting. Future areas of research to explore in this topic are also contemplated.

KEY WORDS: Adjunct faculty, Contingent faculty, Part-time faculty, Community colleges, Faculty Support, Higher education.

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Joining this academic program gave me the unique joy of developing a second family. Cohort 24, you have been a blessing to me and I will cherish every memory we

made. To Rachel Smith, my cohort spouse, none of this would have been possible without you pushing me through and pulling me up during the tough times.

To my husband, Tim Byers, who never let me give up, and to every family member and friend who believed in me and encouraged me, day after day, thank you. With all that life has thrown at me, I could have easily quit. But I did not. Because of all of you, I was able to persevere and finish this great adventure.

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CHAPTER I

Introduction

Background of Study

Since the end of World War II, the employment of part-time or adjunct faculty on college campuses has been commonplace (Gappa & Leslie, 1993). Once utilized as a way to combat the "multiplying, ever-narrowing areas of specialization in most fields" (Gappa & Leslie, 1993, p. 2) by hiring professionals with specialized expertise, the hiring of part-time faculty has evolved over the past five decades. In fact, three distinct rationales were used between 1960 and 1991 by colleges for hiring part-time faculty: (a) community experts, (b) economic flexibility, and (c) profitability and entrepreneurship.

The initial hiring of *community experts* fell by the wayside in the 1960s as increasing numbers of doctoral graduates sought introductory jobs in academia through teaching positions. Employment data for this period exhibited a general decline in the percentages of part-time faculty in higher education, from estimates of approximately 35% in 1960 to only approximately 22% by 1969 (Gappa & Leslie, 1993). The hiring practices of institutions at that time focused on hiring and maximizing the use of full-time faculty.

This hiring practice changed in 1972 with the publication of that year's Carnegie Commission on Higher Education Report. This report forecasted a period of recession for colleges and universities based on anticipated declines in enrollment to be accompanied by a 20% reduction in education budgets (Gappa & Leslie, 1993). To offset these new fiscal constraints, the Carnegie Commission's Report advised higher education institutions to consider hiring more part-time faculty as a temporary measure so as to have more economic flexibility. However, this hiring was not to be considered a long-term restructuring of the academic system. In fact, "everyone involved assumed that the part-timers would soon be phased out" (Franklin, Laurence, & Denham, 1988, p. 15).

However, the part-timers were not phased out. The employment of part-time faculty continued to grow and, by 1977, 30% of all faculty at all the U.S. higher education institutions were part-time faculty. This percentage increased to 40% in 1980. These numbers were significantly higher at U.S community colleges, where part-time faculty increased from nearly 40% of total faculty in 1972 to 55% in 1975 (Gappa & Leslie, 1993). This initial trend has not abated and instead has remained consistent. By fall 2011, an estimated 71% of all faculty positions were non-tenure track. In community colleges, 70% of faculty positions were part-time, and 45% of full-time positions were non-tenure track (Curtis, 2014). Figure 1 represents the make-up of instructional staff as a percentage of faculty appointments between 1975 and 2011.

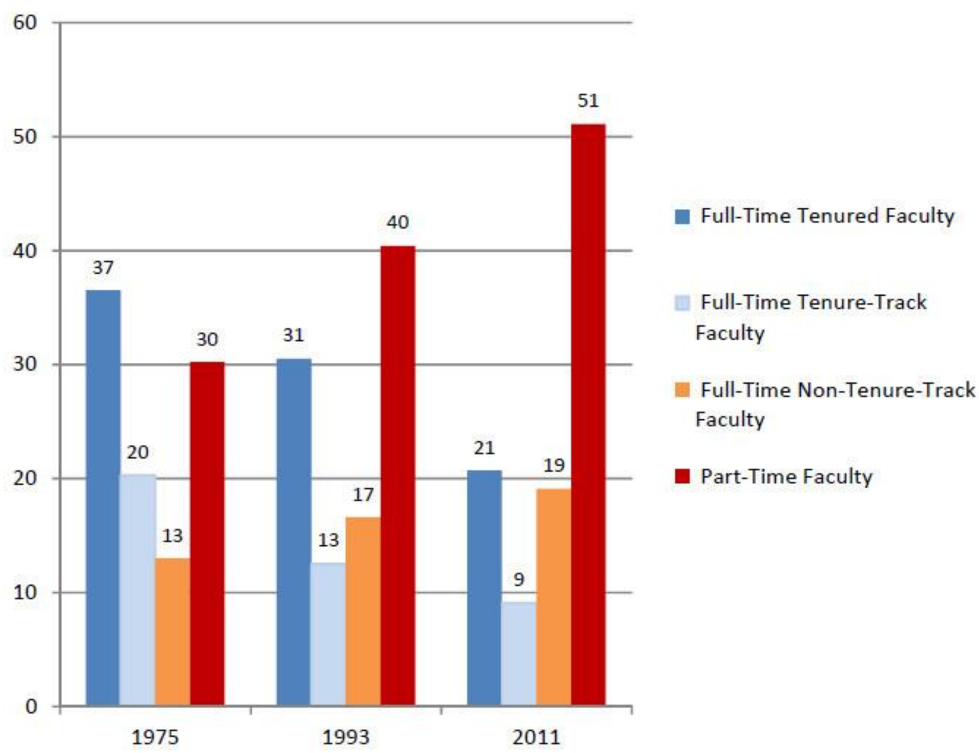

Figure 1. Trends in Faculty Employment Status, 1975-2011. Figure adapted from Curtis, J. W. (2014). Used with permission.

This sharp increase in the hiring of part-time faculty was not just in response to the previously mentioned predicted financial restraints from the Carnegie Commission on Higher Education Report. Although the anticipated funding cuts did occur, the report was flawed in its predictions about enrollment declines. Instead, enrollment increased. In fact, by 1987, the Department of Education was reported that the prophesized decline had yet to unfold and that enrollment was continuing to grow at all institutions (Gappa & Leslie, 1993).

At 4-year institutions and community colleges, distinct strategies were developed to cope with this surge of students during this time of budget constraint. Not only did administrators at these 4-year schools decide to return to their employment model of maximizing full-time faculty, but also they began to utilize graduate assistants to teach undergraduate classes and to alleviate some cost pressures (Smith, 2010). Community college administrators, however, completely restructured their employment strategies. According to Leslie, Kellams, and Gunne (1982), community college administrators reconstructed their philosophy for hiring part-time faculty "from one of temporary adjustment to one of vital and necessary measures to meet increased enrollment" (p. 29). The economic flexibility allowed by hiring part-time faculty now became the primary benefit of utilizing these individuals in academia. This economic flexibility rationale became so inescapable in the 1990s that, according to Smith (2010),

> the possibility of eliminating part-time faculty no longer seemed plausible since institutional, local, and state budget makers were fully conditioned to the huge cost savings of using part-time employees to teach slightly less than half of all courses being offered. (p. 21)

These cuts not only precipitated an increase in the amount of part-time faculty, but also provoked increases in class size, course loads, responsibilities, and number of work hours per week. The initial rationale to strengthen curriculum in specialized fields with a group of *community experts* in the 1960s transformed to a need for economic flexibility in the 1970s and 1980s (Gappa & Leslie, 1993). The continued growth of part-time faculty since the 1990s, however, surpasses this idea of economic flexibility for community colleges, especially because community college funding tends to be a reflection of the economy of its surroundings due to its reliance on local taxes. This means that locations with stronger economies should have community colleges that rely less on part-time faculty; yet, this has not been the case (Smith, 2010). The pervasive overuse of part-time faculty at community colleges has now mutated into a method to cover rising health benefit costs, to aid in full-time faculty and administrative salary increases, to fund building projects, and to make cuts in local mill levies (Levin, Kater, & Wagoner, 2006).

What was intended to be a *temporary solution* to a season of fiscal constraints has developed into a *permanent fix* (Gappa & Leslie, 1993). Prior to 1970, the ratio of full-time to part-time faculty was approximately 60 to 40, respectively; this ratio has reversed and some community colleges have been reported as having nearly 80% of its faculty being part-time (Balch, 1999). The educational language also has changed to reflect the new permanence of these positions, with *adjunct*, *contingent*, and *non-tenure track* faculty replacing *part-time* as the terms of use. The employment of adjunct faculty provides colleges and universities with more than the flexibility to deal with changes in student enrollment, state funding, and the job market. These part-time positions now provide these academic institutions with opportunities for profitability and entrepreneurship (Lustig, 2006). But at what cost? With the number of adjunct faculty continuing to rise, we must examine what the prevalence of these positions provides, not just for their institutions, but for their students and for the adjunct faculty members themselves.

Statement of the Problem

From 1981 to 1999, the number of adjunct faculty increased by 79% at both 2-year and 4-year college campuses in the United States (Walsh, 2002). In contrast, full-time faculty employment increased only by 23.4%, from 1989 to 2009 (National Center for Education Statistics, Digest of Education Statistics, 2010). This continuing and dramatic rise in part-time instructors has caused much concern (e.g., Kezim, Pariseau, &

Quinn, 2005; Shuetz, 2002; Smith, 2010) about the quality of education being provided to students. Several authors have defended the role of adjuncts, explaining that the hiring of part-time instructors allows colleges to bring in industry experts to provide real-world knowledge to students (Phillippe, 2000), to respond quickly to changing curricula needs (Jacobs, 1998), to offer the necessary number of course sections required to meet the needs of a growing population of students (Wallin, 2004), and to provide an economical benefit to the college (Wallin, 2004). Even with these stated benefits that adjunct faculty offer, other researchers have pointed out drawbacks to the increasing role of adjunct instructors, including less use of collaborative learning techniques in the classroom (Shuetz, 2002), increasing rates of grade inflation (Kezim et al., 2005), and lowered retention rates for first-time, full-time students (Smith, 2010). In addition, adjunct faculty members are less likely to serve on committees, to participate in faculty governance, to attend conferences, and to engage in research (American Association of University Professors, 1997).

Although much debate has occurred regarding the effect of the increased numbers of adjunct faculty at colleges and universities, a lack of research exists in which researchers have examined how adjunct faculty members themselves perceive their own roles, responsibilities, and impact (Thirolf, 2012). With such a large number of part-time faculty proliferating campuses (Lederman, 2007), especially on community college campuses (AFT Higher Education, 2009), an understanding of their perceived strengths, weaknesses, and needs would be integral to campus improvement and success.

Methodological Framework

As mentioned by Leech and Onwuegbuzie (2010), every research study culminates in the reporting of two stories. The first story is that of the participants and their experiences in response to the research question(s) and to the research process. The second story is that of the methodology: specifically, how the methodology was developed and implemented to address the research question(s). In order best to tell the methodological story of this study, I utilized the methodological framework based on Leech and Onwuegbuzie's (2010) 13-step process for qualitative research. The steps are as follows: (a) *Step 1* is to determine the goal of the study, (b) *Step 2* is to formulate the research objective(s), (c) *Step 3* is to determine the rationale of study, (d) *Step 4* is to determine the research purpose, (e) *Step 5* is to determine the research question(s), (f) *Step 6* is to select the qualitative sampling framework, (g) *Step 7* is to select the qualitative research design, (h) *Step 8* is to collect data, (i) *Step 9* is to analyze data, (j) *Step 10* is to legitimate data, (k) *Step 11* is to interpret data, (l) *Step 12* is to write the qualitative research report, and (m) *Step 13* is to reformulate the research question(s). This 13-step qualitative research process is illustrated in Table 1.

Table 1

Qualitative Research Process

Stage 1: Formulation	Step 1: Determining the qualitative goal of the study
	Step 2: Formulating the qualitative research objective(s)
	Step 3: Determining the rationale of the study and the rationale(s) for qualitative approaches
	Step 4: Determining the purpose of the study and the purpose(s) qualitative approach
	Step 5: Determining the research question(s)
Stage 2: Planning	Step 6: Selecting the sampling design
	Step 7: Selecting the research design
Stage 3: Implementation	Step 8: Collecting qualitative data
	Step 9: Analyzing the qualitative data using qualitative analysis techniques
	Step 10: Validating/legitimating the research findings
	Step 11: Interpreting the research findings
	Step 12: Writing the research report
	Step 13: Reformulating the research question(s).

Note: Qualitative Research Process. Adapted from "*The qualitative research process*" by N. L. Leech and A. J. Onwuegbuzie, 2013, Unpublished manuscript, Sam Houston State University, Huntsville, TX, p. 3. Copyright 2013 by N. L. Leech and A. J. Onwuegbuzie. Used with permission.

To aid me as I progressed through the first eight steps of Leech and Onwuegbuzie's (2013) 13-step methodological framework for qualitative research, I referenced the four-phase model for teaching and learning qualitative research (Onwuegbuzie, Leech, et al., 2009). As presented in Figure 2, the four phases of this model are (a) the conceptual/theoretical phase (i.e., using Leech & Onwuegbuzie's [2010] conceptualization of the qualitative research process; Phase I); (b) the technical phase (i.e., using Leech & Onwuegbuzie's [2007, 2008] framework of 18 qualitative data analysis techniques; Phase II); (c) the applied phase (e.g., collecting, analyzing, and interpreting real qualitative data; Phase III); and (d) the emergent scholar phase (e.g., presenting collaborative qualitative research and submitting post-course manuscripts to journals for consideration for publication; Phase IV). Each course phase is seen as being "distinct, overlapping, and iterative" (Frels, Sharma, Onwuegbuzie, Leech, & Stark, 2011, p. 7).

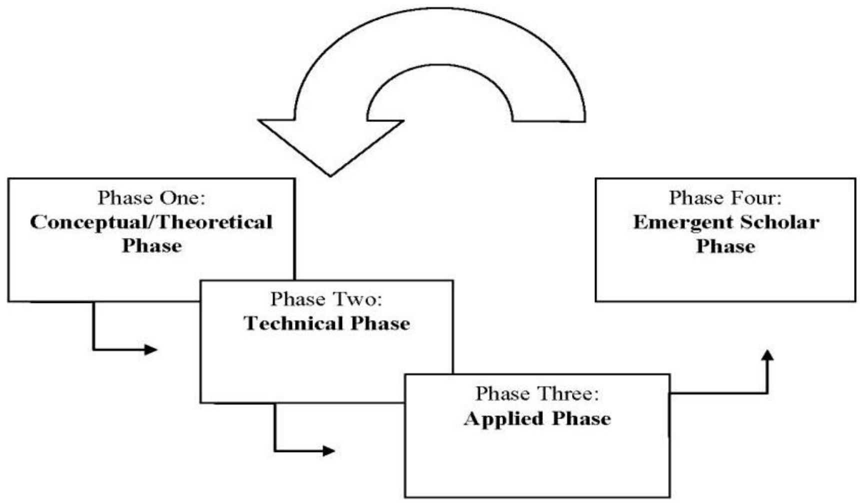

Figure 2. The four-phase, iterative model for learning research. From "An Exemplar for Teaching and Learning Qualitative Research" by A. J. Onwuegbuzie, N. L. Leech, et al., 2012. *The Qualitative Report*, 17, p. 19. Copyright 2012 by Anthony J. Onwuegbuzie, Nancy L. Leech, John R. Slate, Marcella Stark, Bipin Sharman, Rebecca Frels, Kristin Harris, Julie P. Combs, and Nova Southeastern University. Reprinted with permission.

Furthermore, I used *The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research* (hereafter referred to as the *Checklist*) developed by Frels et al. (2011). The *Checklist* guided the conceptualization, the planning, and the implementation of my study. For example, Table 2 illustrates sample items from the *Checklist* regarding legitimation of a qualitative research study that I contemplated and addressed in order to ensure that my research results provided cogent conclusions of my qualitative design and procedures.

Table 2

Sample Items From the Legitimation Section of Frels et al.'s (2011) Checklist

Legitimation					
78. The discussion of threats to verification/trustworthiness/legitimation/authenticity/credibility/ transferability/dependability/confirmability of data is adequately undertaken using a framework (e.g., Creswell, 2005; Guba & Lincoln, 2005; Lather, 1991; LeCompte & Goetz, 1982; Lincoln & Guba, 1985; Miles & Huberman, 1984)	1	2	3	4	5
79. Each legitimation threat discussed is labeled appropriately.	1	2	3	4	5
81. All important threats to legitimation are discussed.	1	2	3	4	5
82. At least one verification procedure is described in detail (e.g., prolonged engagement, persistent observation, triangulation, contextualization of observations, method of constant comparison, checking for representativeness of sources of data, checking for researcher effects, weighing the evidence, examining extreme cases, checking for spurious relations, examining rival explanations, looking for negative evidence, obtaining feedback from informants, leaving an audit trail, thick description, assessing structural relationships, use of referential material, theoretical sampling).	1	2	3	4	5

Note. This is a sample of the items for students to include when writing a research report with respect to legitimation. Adapted from The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research, by R. K. Frels, B. Sharma, A. J. Onwuegbuzie, N. L. Leech, & M. D. Stark, 2011, *Journal of Effective Teaching, 11*, pp. 62-79. Copyright 2011 by Rebecca. K. Frels, Bipin Sharma, Anthony J. Onwuegbuzie, Nancy L. Leech, & Marcella D. Stark. Reprinted with permission.

Figure 3 illustrates the relationship among the *Checklist* (Frels et al., 2011), the 13-step methodological framework (Leech & Onwuegbuzie, 2010), and the four-phase model for teaching and learning qualitative research (Onwuegbuzie et al., 2012) that I applied to my research. By emphasizing the interconnectivity among these models, I was able to integrate better the conceptual, the theoretical, and the methodological elements of qualitative research into my writing process.

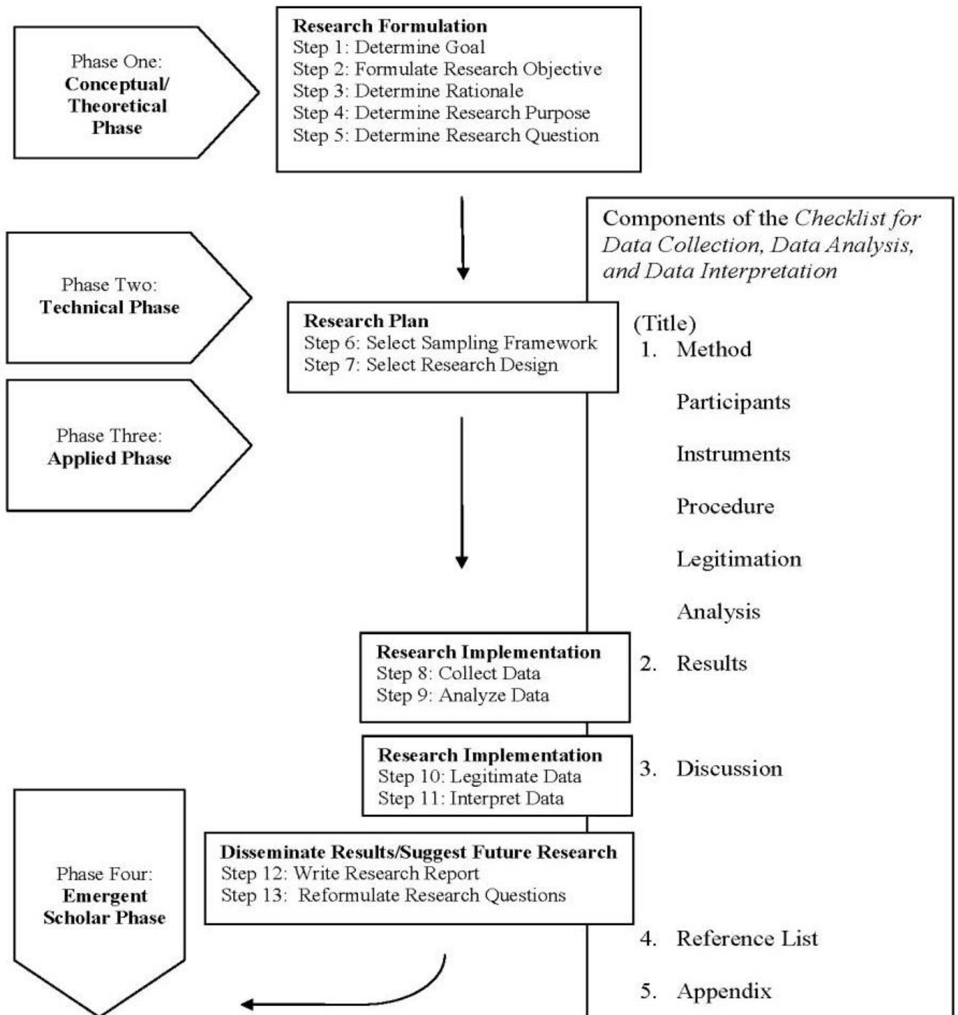

Figure 3. Integration of the four-phase model, the checklist, and the 13-step methodological framework with respect to writing a research report. From R. K. Frels, B. Sharma, A. J. Onwuegbuzie, N. L. Leech, & M. Stark (2011). The use of a checklist and qualitative notebooks for an interactive process of teaching and learning qualitative research. *The Journal of Effective Teaching, 11*(1), p. 66. Copyright 2011 by Rebecca. K. Frels, Bipin Sharma, Anthony J. Onwuegbuzie, Nancy L. Leech, & Marcella D. Stark. Reprinted with permission.

Formulation

Prior to performing my qualitative research study, I had first to attend to each aspect of the formulation phase associated with the development of qualitative research. This research formulation stage consisted of the following five specific steps: (a) Step 1, determine the goal of the study; (b) Step 2, formulate the research objective of the study; (c) Step 3, determine the rationale of the study; (d) Step 4, determine the research purpose of the study; and (e) Step 5, determine the research question(s) of the study (Onwuegbuzie et al., 2012. Further, I addressed the nine goals put forth by Newman, Ridenour, Newman, and DeMarco (2003) in terms of the qualitative research to determine how each of these goals situated within my particular study. The goals that could be addressed within the formulation phase were as follows: (a) to add to the knowledge base; (b) to predict; (c) to measure change; (d) to have a personal, social, institutional, and/or organization impact; (e) to understand complex phenomena; (f) to generate new ideas; (g) to test new ideas; (h) to inform constituencies; and (i) to examine the past (Newman et al., 2003). My primary goal, to add to the knowledge base of information on adjunct professors at select community colleges, is further explained within Step 1. However, my research also could have (a) had a personal, social, institutional, and/or organization impact; (b) aided in the understanding of complex phenomena; (c) generated new ideas in the subject area; (d) informed constituencies; and (e) allowed for the examination of past practices and experiences.

Step 1: Goal of the study. The principal goal of this study was to add to the knowledge base as to how adjunct professors perceive their roles and responsibilities on campus and to understand how these perceptions affect these adjunct professors' self-perceived performance and effectiveness. As noted, there is scant qualitative research in this area. Because qualitative data are "a source of well-grounded, rich descriptions and explanation of processes in identifiable local contexts" (Miles & Huberman, 1994, p. 1), I hoped that my study would help to address a void in the understanding of adjuncts' experiences through their own words.

Step 2: Objective(s) of the study. My second step of the qualitative research process was to determine my objectives by using one or more research paradigms. Because my study was based on reconstructing the experiences of my participants in order to gain understanding, I decided to utilize the social constructionist stance (Schwandt, 2000). Also known as perspectivism, social constructionism is based on the idea that knowledge claims are organized within a conceptual framework through which individuals explain and describe their worlds (Schwandt, 2000). Further, social constructionism places emphasis on how the individual interprets a particular situation. Specifically, it places importance on how the individual identifies, produces, and then reproduces these social actions in order to develop a shared intersubjective understanding of particular life circumstances (Schwandt, 2000). Because being an adjunct professor exists within social contexts (e.g., interacting with students, colleagues, staff), social constructionism did influence the perspective, epistemology, ontology, and methodology of my study (Schwandt, 2007). Table 3 illustrates a social constructionist research paradigm as it pertains to beliefs and positions.

Table 3

A Social Constructionist Research Stance: Basic Beliefs and Positions (Schwandt, 2000)

Item	Description
Ontology	Nature of reality is an awareness of meaning for self-interpretation using language
Epistemology	Knowing the world is ideological, political, and embodies values
Methodology	Means for acquiring knowledge regarding the world is dialogic and dialectical
Goodness or quality criteria	Social inquiry as a practice, not only a way of knowing
Ethics	Intrinsic: A process toward revelation and a moral responsibility

Note: Table adapted from Frels (2012), p. 201. Used with permission.

With social constructionism in mind, I decided on my research objectives. In order to determine the objectives of my study, I utilized Johnson and Christensen's (2012) typology of five major objectives that are common to educational research. These objectives are (a) exploration, which is attempting to generate ideas about phenomenon; (b) description, which is attempting to describe the characteristics of a phenomenon; (c) explanation, which is attempting to show how and why a phenomenon occurs; (d) prediction, which is attempting to predict or to forecast a phenomenon; and (e) influence, which is attempting to apply research to make certain outcomes occur (Johnson & Christensen, 2012). For my study, I focused primarily on the objectives of exploration and description. By utilizing an informal interview model that implements questions representing various types of categories (i.e., basic descriptive, experience/example, and comparison/contrast [Janesick, 2004]), I was able to explore the rich experiences of the adjuncts to such an extent that I can adequately describe and convey their interpretations of their situations faithfully.

Step 3: Phenomenology rationale. Phenomenology has been defined as the study of conscious phenomena, as an analysis of the way in which entities or experiences manifest themselves (Sanders, 1982). Creswell (2013) expanded this definition by noting that phenomenology describes the meaning of lived experiences for individuals experiencing a particular phenomenon or concept. Therefore, this makes phenomenology an ideal tool for qualitative research studies based on gaining understanding through interviews. Because of its focus on lived experiences, a phenomenological research approach aided me in my quest to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and how these perceptions influence how adjuncts position and view themselves. Because my study was grounded in the ideas of phenomenological research, this mindset influenced my methods for data collection and analysis as well as the ethical and validity considerations specific to this research design type.

Of the several types of phenomenology, I chose to utilize transcendental phenomenology, which is specifically concerned with describing experiences of the research participants as opposed to focusing on the interpretations of the researcher (Moustakas, 1994). Conceptualized by Husserl (1965), Moustakas (1994) describes the transcendental phenomenological process as involving the following steps: (a) identifying the phenomenon that I want to study, in this case, the lived experiences of adjunct professors at a community college; (b) bracketing out my own experiences; (c) collecting data from those who have experienced the phenomenon (i.e., the aforementioned adjunct professors); (d) analyzing the data by determining significant statements from the participants and allowing themes to emerge from these statements; (e) developing textual descriptions of the described experiences (i.e., what they experienced), a structural description of their experiences (i.e., how they experienced it), and a combination of these two description types in order to communicate an over-arching essence of the experience.

Further, due to the fact that I have had experience in the past as an adjunct professor, I had to be careful of my bias based on my own history in order faithfully to report my participants' experiences. To this end, I utilized descriptive phenomenology in order to bracket out my own experiences (Giorgi, 2009) so that I was able to focus on the descriptions of my participants' lived experiences (Creswell, 2013). I believe that my use of transcendental and descriptive phenomenology allowed me to tell my participants' stories accurately to illuminate poorly understood aspects of their experiences.

Step 4: Purpose and significance of study. The purpose of this phenomenological study was twofold: (a) to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and (b) to understand better the emphasis that these adjunct faculty members place on different aspects of these roles in terms of their levels of performance and effectiveness. Although the self-perceived roles and identities of faculty have been explored in the past, the focus of the majority of these studies has been on the experiences of (a) full-time faculty at 4-year universities (e.g., Bensimon, 1996; Stanley, 2006); (b) graduate students preparing for full-time faculty careers (e.g., Reybold, 2003); and (c) secondary education teachers (e.g., Alsup, 2006; Danielewicz, 2001). Each of these studies supports the idea that "the formation of professional identities of teachers and faculty is critically important" (Thirolf, 2012, p. 270). Alsup (2006) indicated that this professional identity formation is cardinal in the process of becoming an effective teacher. However, even though these issues are continually cited as being of foremost importance, the concept of adjunct faculty identity remains unexplored.

Due to the importance of professional identity formation, it is imperative that this concept be studied within the context of community colleges and their adjunct faculty, especially due to the growth and expansion of these campuses and these instructors (Eagan & Jaeger, 2009; Ehrenberg & Zhang, 2005). Unfortunately, the bulk of research on adjunct faculty at community colleges has been dominated by quantitative analyses of large national survey-based datasets (e.g., Antony & Hayden, 2011; Bayer & Braxton, 1998; Kim, Twombly, & Wolf-Wendel, 2008; Outcalt, 2002; Valadez & Antony, 2001). Further, although some researchers have attempted to focus more on part-time faculty members, the idea of adjunct self-perceptions and identity has not been emphasized (e.g., Levin et al., 2006; Meixner, Kruck, & Madden, 2010) or might have been limited by a small sample size and lack of coordinating data (Thirolf, 2012). Finally, although researchers acknowledge the importance of investigating the self-perceived roles and identities of educators, a lack of qualitative research exploring this concept as it pertains to adjunct faculty currently exists.

This study adds significance to the research base by providing an opportunity to examine perceptions from select adjunct faculty members that are currently lacking in the literature. Because the number of adjunct professors on college and university campuses has been increasing, this information both informs the debate regarding adjunct instructors and makes adjuncts of educational institutions, as well as administrators of educational institutions, more aware of how some adjuncts perceive themselves, their roles, and their needs. The current study was necessary because it provides insight into the growing population of adjunct faculty at a specific community college system. By knowing how adjunct faculty members perceive themselves and their roles, a new understanding of past research can emerge showcasing possible explanations of adjunct behaviors (e.g., adjuncts do not receive the training necessary to create successful team assignments). Furthermore, awareness of how adjunct faculty perceive their roles and responsibilities allows institutions of higher education to be more perspicacious in their dealings with this particular faculty population. Such awareness of adjunct issues can lead to greater support for this faculty population and, in turn, lead to greater levels of student success.

Step 5: Research questions. The research questions in this study were as follows:

1. How do select community college adjunct professors perceive their roles and responsibilities at their individual campuses?
2. What do select community college adjunct professors perceive as their strengths and weaknesses in their positions?
3. What, if any, actions do select community college adjunct professors think will improve their performance levels and effectiveness in their self-perceived roles?

Theoretical Framework

For this study, I was most concerned with how the adjuncts perceived their roles and identities on campus. Erickson (2004) defined identity as "the outcome of processes by which people index their similarity to and differences from others, sometimes self-consciously and strategically and sometimes as a matter of habit" (p. 151). Following a review of the literature, I decided to explore the self-perceptions of role and professional identity as individually constructed and not fixed or predetermined (Bruss & Kopala, 1993). Bruss and Kopala (1993) defined professional identity as "the formation of an attitude of personal responsibility regarding one's role in the profession, a commitment to behave ethically and morally, and the development of feelings of pride for the profession" (p. 686). With my focus being on how adjunct faculty members generate and form their professional identities with regard to their institution, I used the theoretical framework of *positioning theory* to inform my interpretation of the data (Harré & van Langenhove, 1999). Then, I extended my understanding of the participants' identity formation by applying the *claim-affirmation model of modalities of emergent identity* (Holmes, 2013).

Positioning theory involves articulation of an alternate way of reading and understanding the dynamic of human relationships within a social constructionist paradigm (Davies & Harré, 1990). Harré and van Langenhove (1999) defined positioning as "the assignment of fluid 'parts' or 'roles' to speakers in the discursive construction of personal stories that make a person's actions intelligible and relatively determinate as social acts" (p. 17). This definition means that, during a conversation, individuals are able to position themselves and others through speech. For example, during an interaction between a teacher and a student, the same utterance would have different meaning and power based on the social position of the speaker. Conversations are built of these utterances and how these utterances unfold along a storyline. The interaction of position, social force, and storyline creates the basic component of positioning theory, a mutually determining triad. Figure 4 illustrates this triad. For the current study, my interest was in how the adjunct faculty instructors position themselves, as well as others at the institution (e.g., students, other faculty, staff), in relation to themselves when describing their employment experiences. The relevance of utilizing positioning theory for this study is twofold: (a) it allowed for the constant change and shifts that adjuncts experience within their employment in terms of position and interactions with others, and (b) it took into account both how the individual positioned himself or herself in addition to how the individual is positioned in different contexts.

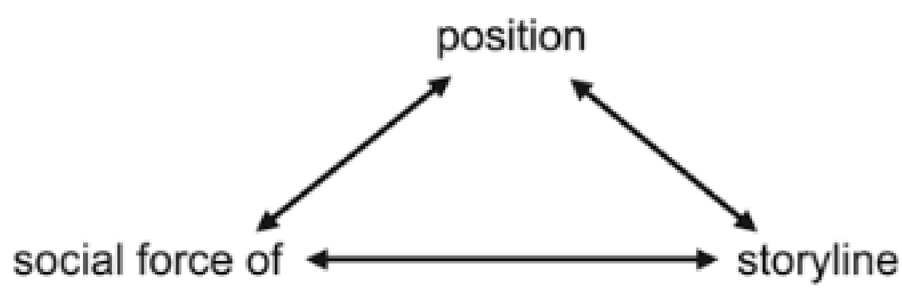

Figure 4. Mutually determining triad. From *Positioning Theory* by R. Harré and L. van Langenhove, 1999, p. 18. Reprinted with permission.

Adjunct faculty members experience constant instability in their positions. The type of course that they teach, the number of sections that they teach, the locations at which they teach, the individuals to whom they report, and with whom they interact professionally might change drastically from semester to semester. There is little consistency. As such, I needed a theoretical framework that would permit me to view their unique situation with flexibility. Firstly, positioning theory allowed me to study "local moral orders as ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting" (Harré & Van Langenhove, 1999, p. 1).

Secondly, positioning theory further allowed me to examine the complex process of identity formation that adjuncts experience through its tenets of self-positioning and interactive positioning (Adams & Harré, 2001). Self-positioning refers to how individuals view the world from a certain position, guiding the way that they act and think about their roles. In addition to this, interactive positioning accounts for how positioning the same person in different contexts limits or extends what they can say, do, and think. By utilizing these two perspectives of positioning theory, I was better able to describe how adjunct faculty view themselves in terms of their own perceptions and in terms of their ever-changing contexts in the community college system.

In addition to my theoretical framework of positioning theory, I applied the claim-affirmation model of modalities of emergent identity (Holmes, 2013). Emergent identity is defined as the "outcome of the interaction between the claim (or disclaim) by the individual on a particular situated identity and the ascriptions made by significant others" (Holmes, 2015, p. 223). Specifically, this model emphasizes how identity emerges in and through social interaction and individuals' positions within the social world. As Holmes (2005) stated, " 'Who a person is', within a particular social setting, arises from the way that the person attempts to present themself and the way that others regard them" (p. 2). Identity is not formed from an external, objective source. Instead, identity comes from ongoing positioning (Hollway, 1984; Harré & van Langenhove, 1999) by oneself and by others within usual social contexts.

Emergent identity also describes how individuals can attempt to create or to claim an identity; however, this created identity can be affirmed or disaffirmed by others. In turn, these affirmations or disaffirmations can be accepted or resisted by the individual. Emergent identity is a process of social negotiations, leading to several possible intermediate positions in identity formation. Figure 5 illustrates this process. This was significant for my research because it allowed me best to understand my participants' identity formation in terms of their interactions with fellow faculty, students, staff, and other important social relationships that they encounter.

Lastly, I also used a methodological framework. As previously stated, Onwuegbuzie et al.'s (2012) 13-step methodological framework for qualitative research guided my research process. The use of this methodological framework ensured that I remained vigilant and on task for the entire research process.

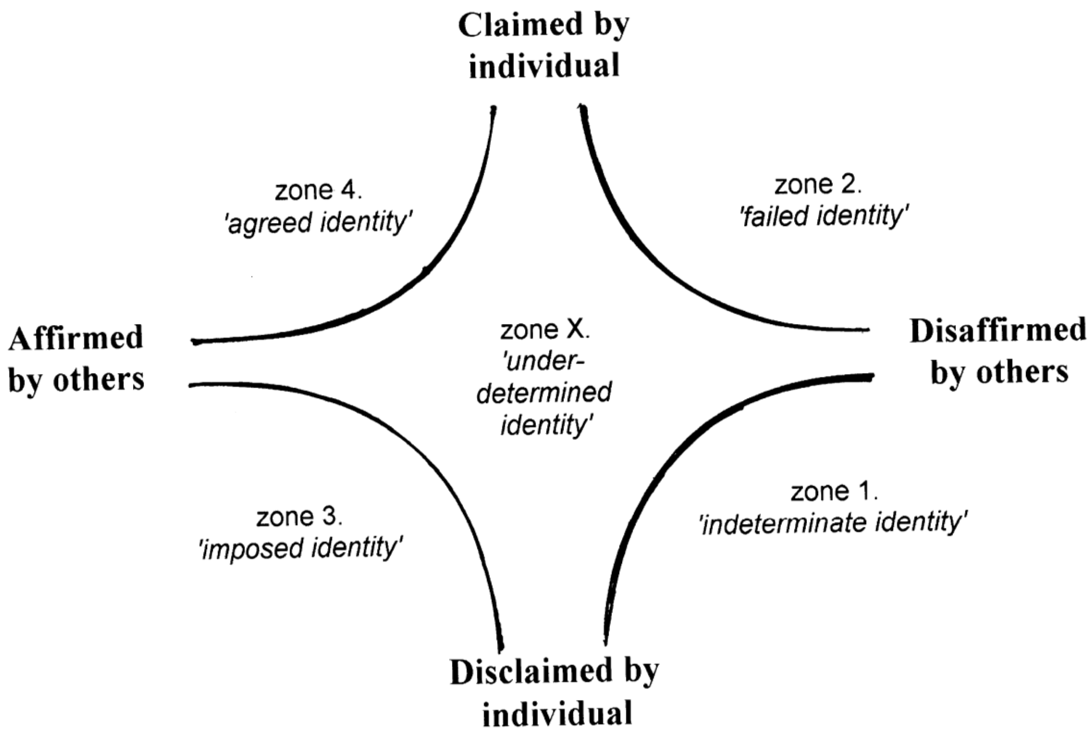

Figure 5. Claim-affirmation model of modalities of emergent identity. From L. Holmes (2013). Competing perspectives on graduate employability: Possession, position or process? *Studies in Higher Education*, 38 (4), p.550. Reprinted with permission.

Definition of Key Terms

Adjunct faculty. According to the Texas Higher Education Coordinating Board [THECB] (2012) Glossary of Terms, an *adjunct faculty* member is, "A person who holds a non-tenure-track appointment to the teaching staff of an institution" (p. 2). In addition, the THECB also distinguishes part-time faculty members by teaching load (i.e., they teach less than a full load of courses), expectations for involvement with the institution (i.e., they generally have narrower expectations for involvement), and future employment expectation (i.e., they are hired as needed, with no guarantees as to continued employment) (THECB, 2012). Within this study, the terms *adjunct* and *part-time faculty* will be used interchangeably, based on the vernacular of my participant group.

Faculty. The THECB (2012) defines *faculty* as:

> . . . people hired to teach classes at institutions of higher education or whose specific assignments are for the purpose of conducting instruction, research, or public service as a principal activity (or activities) and who may hold academic rank titles of professor, associate professor, assistant professor, instructor, other faculty or the equivalent of any of these academic ranks. (p. 30)

Faculty category. According to the THECB (2012), a *faculty category* is:

> . . . a code to allow the two-year institutions to identify faculty who are hired primarily to teach on a regular basis versus faculty who are hired for a temporary appointment, such as adjunct faculty or professional staff whose primary job responsibility is non-faculty. (p. 30)

Other faculty. The term *other faculty* is, as given by THECB (2012), a grouping category that includes "a faculty member of the institution who does not have tenure or is not on tenure-track at the institution" (p. 47). Such faculty members can include adjunct, special, visiting, emeritus, and lecturer at an institution.

Phenomenology. *Phenomenology* refers to the study of conscious phenomena, allowing an analysis of the way in which entities or experiences show themselves (Sanders, 1982). Creswell (2013) defined phenomenology as describing the meaning of lived experiences for individuals experiencing a particular phenomenon or concept. In this study, I was primarily concerned with transcendental phenomenology and descriptive phenomenology. *Transcendental phenomenology* design places its emphasis on describing the participants' experiences as opposed to focusing on the researchers' interpretations and past experiences (Moustakas, 1994). *Descriptive phenomenology* is also primarily concerned with describing the participants' individual experiences (Creswell, 2013).

Delimitations

In this study, I focused on one select community college system in southeast Texas. Only adjunct faculty instructors who were actively teaching at the time of data collection were included in the study. The data collection occurred over a period of 14 weeks and included in-person interviews and member checking (Manning, 1997).

Limitations

Over the course of designing my study, I identified several potential threats to internal and external credibility that could have affected my research findings. These limitations are outlined below. I begin by discussing the threats to the internal credibility of the findings, followed by a discussion of the threats to the external credibility of the findings.

Threats to internal credibility. Internal credibility is concerned with the synthesis of perceptions and conclusions based on the data. Specifically, it can be defined as "the truth value, applicability, consistency, neutrality, dependability, and/or credibility of interpretation and conclusions within the underlying setting or group" (Onwuegbuzie & Leech, 2007, p. 234). Onwuegbuzie and Leech (2007) identified and discussed 14 threats to internal credibility. Eight of these threats needed to be specifically addressed for my research. Each of these threats is discussed below.

Descriptive validity. According to Maxwell (1992), descriptive validity refers to how well the documented interview reflects each participant's actual words and meanings. Basically, descriptive validity is concerned with the transcription being an accurate and adequate portrayal of what was discussed. In order to increase descriptive validity and to ensure the accuracy of the transcriptions, I, with permission of the participants, took audio and visual recordings of the interviews, took notes, and utilized member checking, which allowed the participants to read over the report in order to check the authenticity of the information provided, and in order to decrease any possible errors (Manning, 1997). The purpose of the audio recordings was accurately to document the participants' lived experiences in their own words; the purpose of the visual recordings was to capture any nonverbal responses so as further to enrich the analysis of the data. Because the documentation of both verbal and visual experiences at their work institutions could have made participants nervous and, thus, less forthright, I assured each of them that all data would be kept confidential, that all identifying information would be altered or removed from the transcriptions, and that any identifying material would be destroyed following the conclusion of the study.

Observational bias. If a researcher collects an insufficient amount of data from the respondent, the ensuing analysis will be incomplete and lacking in depth (Onwuegbuzie, 2003). To combat this observational bias, all interview questions were pilot-tested prior to implementing the study. Furthermore, these questions were created to be open-ended and non-threatening. Also, I asked relevant follow-up questions throughout the course of the interview in order to gain as much data and insight as possible into the participants' experiences.

Researcher bias. Researcher bias is when the researchers' behaviors or expectations affect respondents in such a way that their natural responses are altered, especially in a way that aligns responses with a researcher's goals or assumptions (Onwuegbuzie, 2003). To mitigate the effect of researcher bias, I utilized the process of debriefing the interpretive researcher (Onwuegbuzie, Leech, & Collins, 2008). This debriefing allowed me to reflect meaningfully upon the interview process and to focus on the objectivity of data collection in order to reduce the impact of any a priori assumptions (Lincoln & Guba, 1985).

Confirmation bias. Similar to researcher bias, confirmation bias occurs when conclusions are exceedingly harmonious with any prior assumptions (Greenwald, Pratkanis, Leippe, & Baumgardner, 1986). In other words, confirmation bias occurs when a researcher, knowingly or unknowingly, uses data to confirm any previous inferences about the results instead of allowing the data alone to guide the analysis. To guard against this bias, I refrained from having any type of hunch on possible themes before the interviews had been conducted—what descriptive phenomenologists refer to as *epoché*, or *bracketing* (Moustakas, 1994; Schwandt, 2007)—and, instead, allowed themes to emerge from my analysis of the transcripts themselves.

Reactivity. This threat is concerned with whether results are influenced by some type of threat that is presented to the participant (Onwuegbuzie & Leech, 2007). Because all participants were assured of their anonymity throughout the process, no level of threat or retaliation should exist for their truthful responses. This anonymity should have lowered reactivity and promoted honesty in participants' stories.

Order bias. When the order of the questions asked makes a difference to the findings, order bias can become a concern (Onwuegbuzie & Leech, 2007). To combat this bias, after the initial questions had been asked, each concept was revisited to allow the participants to expand upon their responses. This questioning structure also allowed for the conversation to flow more freely and for participants to respond in any order they wish.

Paradoxical legitimation. This type of legitimation refers to the finding of paradoxes in the research (Onwuegbuzie & Leech, 2007). Because multiple individuals were to be interviewed, some of their responses did contradict one another. Follow-up questions during the interview and member checking allowed for clarification of responses. Also, because the social constructionist viewpoint (Berger & Luckmann, 1967) allows for multiple valid realities based on individual assessment of situations, paradoxes among viewpoints were expected.

Voluptuous legitimation. This type of legitimation concerns me, the researcher, and my level of interpretation of the data (Onwuegbuzie & Leech, 2007). In order to combat the potential problem of my interpretation of the data exceeding my knowledge and expertise, several measures were put in place. First, I am being continually trained in qualitative research methodology as a result of my doctoral program. Second, I have received immense feedback on my work and have adapted my analysis technique based on what I have learned. Finally, I participated in my own debriefing in order to reflect meaningfully upon the data, thereby remaining reflexive and analytic. Therefore, I assumed that the analysis that I made in this research would be reflective of my knowledge and ability in this area.

Threats to external credibility. External credibility is concerned with whether research findings can be generalized to alternate people and/or settings (Onwuegbuzie & Leech, 2007). Because I examined a select group of adjunct faculty at a specific community college system, generalizations must be limited. Further, I had to be concerned with interpretive validity of the data as well as how the data could influence the research community (i.e., catalytic validity).

Interpretive validity. Interpretative validity involves insuring that the researcher is faithfully reporting the voice of the participant. This type of validity is concerned with how accurately a researcher has interpreted participants' meanings, intentions, and perspectives throughout the study (Maxwell, 1992). In order to corroborate my interpretation of my participants' experiences and, thus, increase interpretive validity, my analysis focused on my recordings and documentation of their member-checked verbal and nonverbal responses (Onwuegbuzie & Byers, 2014) from the interviews. Furthermore, going through a debriefing procedure (Onwuegbuzie et al., 2008) aided me in remaining reflexive during the research process.

Catalytic validity. Catalytic validity refers to how a given study empowers and liberates the community being researched (Onwuegbuzie & Leech, 2007). Because my focus was on the experience of adjunct faculty members at a community college, those researchers who conduct research in this area might attempt to apply the findings here to their own situations. Therefore, I made sure to stress that these results might not be generalizable to a greater population because they are based solely on the unique perspectives of one group of adjunct faculty. However, researchers might attempt to use my participants' responses to validate previous research and to generate ideas for future research on the subject based on naturalistic generalization. Naturalistic generalization involves the readers making generalizations entirely, or at least in part, from their personal or vicarious experiences (Stake & Trumbull, 1982). A full discussion of threats to the internal and external credibility of the findings can be seen in Table 4.

Table 4

An Examination of Threats to Credibility in Terms of the Current Research

Threat	Type of threat	Description of threat	Attempts to mitigate
Descriptive validity	Internal	Assesses the factual accuracy and adequacy of the account as documented by the researcher	After receiving permission, I took video and audio recordings of the interview, made a manual log of my observations, and utilized member checking.
Observational bias	Internal	Occurs when researchers have not obtained a sufficient amount of sampling behaviors to analyze from study participants	Interview questions were pilot-tested in order to assure that the questions were open-ended and non-threatening. Follow-up questions during the course of the interview allowed me to gain further insight into the data.
Researcher bias	Internal	Occurs when a researcher has personal biases or pre-existing assumptions that can influence participants' behaviors as well as the methodology of the study	I implemented the process of debriefing the interpretive researcher so that I could reflect meaningfully upon the interview process and minimize any a priori assumptions.

(continued)

Confirmation bias	Internal	Occurs when interpretations and conclusions are overly congruent to pre-existing hypotheses	I refrained from generating any inferences prior to data collection and, instead, allowed themes to emerge from data analysis.
Reactivity	Internal	Assesses changes in participants' responses as a result of awareness of study participation	I assured participants of their anonymity, thereby lowering any chance of them enduring retaliation due to their responses. This assurance should have led to more open and honest responses.
Order bias	Internal	Occurs when the order of the questions that are posed to participants influences the responses	I revisited each concept after the initial round of questions in order to allow the participants to respond in any order they wish.
Paralogical legitimation	Internal	Occurs when there are paradoxes revealed from the data	I asked follow-up questions to clarify responses in order to avoid potential paradoxes.

(continued)

Voluptuous legitimation	Internal	Assesses the ability of the researcher to interpret the data in a manner of experience and expertise befitting the data.	I relied on my continual training in my doctoral program to guide my interpretations and participated in my own debriefing so as to remain reflexive and analytic.
Interpretive validity	External	Assesses the extent to which a researcher's interpretation of an account represents an understanding of the perspective of the group under study and the meaning attached to their words and actions	I focused my analysis on the participants' responses and I exercised self-reflexivity, role awareness, and periodic withdrawal from the study setting so as to report faithfully the participants' stories.
Catalytic validity	External	Assesses the degree to which a given research study empowers and liberates a research community	I made certain to call attention to the lack of generalizability of my results. However, I encourage other researchers to use naturalistic observation in order to generate new ideas for research from this study.

Note. Descriptions of threats were adapted from Onwuegbuzie and Leech (2007). Used with permission.

Assumptions

The key underlying assumption of my study is the belief that all of the participants in my study responded honestly during the interview process. I am further assuming that these responses are an accurate representation of each participant's personal experience, resulting in trustworthy data. Finally, I am assuming that each of the selected participants represented an information-rich case that provided rich data and, therefore, yielded saturation (Patton, 2002). Failure to meet these assumptions would result in data that are not reflective of the lived experiences of these adjunct faculty members.

Organization of the Study

This dissertation comprises five chapters. Chapter II includes the statement of the problem, the purpose and significance of the study, and the research questions. Chapter II supplies a review of the literature about the emergence and current use of adjunct faculty, as well as a review of the evaluation of the effectiveness of adjunct faculty. Chapter III explains the specific process of the study, including information on the method, population, sampling, data collection, instrumentation, procedures, and data analysis. Chapter IV details the findings of my analysis and Chapter V gives an overview of my study, summary of the major findings, implications and suggestions for the continued use of adjunct faculty, and recommendations for future research.

CHAPTER II

Review of the Literature

It was in 1992 that Speer recognized that "colleges cannot expect to achieve the highest quality instruction and quality programs without the wholehearted commitment of *all* of their instructors, working together" (p. 272). However, even with this recognition, a substantial divide still exists between adjunct faculty and their full-time peers in terms of their treatment, their training, their expectations, their resources, their evaluations, their opportunities, and their value within the higher education community. The following chapter will address the use of adjunct faculty in higher education, the perceived critiques of the use of adjunct faculty in higher education, the perceived benefits of the use of adjunct faculty in higher education, and the systemic connection issues that contribute to the disconnect between adjunct faculty commitment and adjunct faculty success. A summary will conclude this chapter.

Use of Adjunct Faculty at Institutions of Higher Education

Use of adjunct faculty at higher educational institutions is on the rise. Recent estimates are that nearly 70% of all faculty members at 2-year colleges teach part-time (AFT Higher Education, 2009). Adjunct faculty members have similar academic responsibilities to their full-time counterparts. Although adjunct faculty members' class loads may be less than are the loads of full-time faculty members, they are still required to teach their assigned courses, to maintain office hours, and to interact and to communicate with students, other faculty, and administrators (Kezar, 2012). They occasionally may be required to attend in-service meetings, but they are normally excluded from all campus meetings geared towards full-time educators as well as excluded from requirements to serve on committees, thereby rarely having interaction with colleagues and campus leadership (Kezar, 2012).

Who are adjunct faculty? Due to the increase in this particular faculty population, it is important to understand better the situation that institutions, students, and faculty themselves are experiencing. Although adjunct faculty often are lumped together in terminology and treatment, they actually constitute a very diverse group of individuals. Gappa and Leslie (1993) developed a typology of the motivations and experiences of part-time faculty, identifying four distinct types of non-tenure-track faculty: (a) career-enders, (b) specialists/experts/professionals, (c) aspiring academics, and (d) freelancers. In this typology, each category has a different motive or reason for their choice to be a contingent faculty member. Specifically, career-enders tend to be retirees from various careers and disciplines but who are looking to contribute as an educator. They might also just want to create or to maintain a structured routine post retirement (Gappa & Leslie, 1993). Those who identify as specialists, experts, or professionals tend to have other full-time employment in a field and bring their specialized expertise into the classroom. These individuals are usually well-compensated in their primary employment and are not seeking further advancement in academia (Gappa & Leslie, 1993). In contrast, aspiring academics have high-level degrees in their field and want very much to obtain advancement in academia but have settled for part-time employment as they have difficulty finding full-time or tenure-track options in the current academic environment (Gappa & Leslie, 1993). Finally, freelancers are part-time faculty for whom a part-time position makes the most sense for their current lifestyle, be it that of a stay-at-home/work-at-home parent, primary caregiver, or artist. They might have other employment that might or might not be related to their academic subject matter (Gappa & Leslie, 1993).

In addition to Gappa and Leslie's (1993) typology, Baldwin and Chronister (2001) also developed a typology of full-time, non-tenure track faculty based on the faculty member's employment responsibility. These categories are as follows: (a) teachers, (b) researchers, (c) administrators, and (d) other academic professionals. Although most adjunct faculty identify primarily as teachers, those who identify primarily as researchers, administrators, and other academic professionals still impact the overall research into part-time faculty, even if they only teach an occasional class. It is important to recognize the numerous nuances and distinctions within the world of adjunct faculty before delving into this unique population.

Current perceptions of adjunct faculty. The majority of the research on adjunct faculty is centered on the perceived *negatives* of the increased utilization of adjunct faculty, with the most intense focus on the association between this increased utilization and the deficient educational outcomes for the students taught by these instructors. These studies tend to be quantitative and rely on analysis of secondary data sets from the National Center for Educational Statistics (NCES) reports to the Department of Education (e.g., Eagan & Jaegar, 2009; Jacoby, 2006; Umbach, 2007). Although some researchers have attempted to understand better the situation of adjunct faculty from the faculty members' individual viewpoints, these studies are limited because they only take into account brief survey responses (e.g., Allison, Lynn, & Hoverman, 2014; Briscoe, Wardell, & Sawyer, 2011) or outdated interviews (Kunda, Barley, & Evans, 2002). Gappa and Leslie's (1993) *The Invisible Faculty* is widely considered to be one of the first in-depth examinations of adjunct faculty, and its breadth is vast in that it included interviews with 467 chief academic officers, deans, department heads, full-time faculty members, and part-time faculty members at 18 institutions, along with 43 specific recommended practices to aid institutions in planning, managing, and investing in part-time faculty. Unfortunately, even this seminal work is outdated in that is does not take in account the current boom of adjunct faculty members, especially those identifying in the aspiring academic category.

The reality is that adjuncts are not going away. In fact, once one examines the different categories of adjunct faculty, one can realize how they proliferate campuses. With two thirds of full- and part-time faculty positions now not being tenure-track positions, adjuncts are one of the fastest growing and most utilized populations on community college campuses, with projections only to increase due to recessive economics, the increasing enrollment of college-age students, and shrinking support for tenure (Kezar, 2012; Walsh, 2002). As this faculty population and its role at higher education institutions continue to grow, educational researchers need to keep the research current, reflective, and representative in order best to understand their potential impact on the education system. Educators must recognize and address this change in the traditional model of higher education and examine the differing perceptions of adjuncts, including the criticisms that are often leveled at them.

Criticisms of Adjunct Faculty

One of the main criticisms of having rising numbers of adjuncts is that students are not receiving the quality of education that they would receive from full-time instructors. For example, Shuetz (2002) analyzed responses from the 2000 Center for the

Study of Community Colleges (CSCC) to determine how part-time faculty differ from full-time faculty in terms of instructional practices. Although this analysis led to the conclusion that both adjunct and full-time faculty had similar uses of class time, students instructed by adjuncts were less likely to have guest lecturers, films or recorded media, or computer time utilized in class (Shuetz, 2002). In terms of techniques, full-time faculty members were statistically significantly more likely to use collaborative techniques, group activities, teamwork assignments, service-based learning, student-centered teaching approaches, educational innovations, and culturally sensitive teaching methods (Baldwin & Wawrzynski, 2011; Banachowski, 1996; Jacoby, 2006; Shuetz, 2002; Umbach, 2007). Furthermore, Shuetz (2002) observed that adjuncts were less likely (a) to have revised their syllabi or teaching objectives, (b) to have prepared a replicable or multimedia instructional program, (c) to have developed extracurricular activities related to the subject area, (d) to have interacted with students outside of class time, or (e) to have collaborated with colleagues. Adjuncts also reported less awareness of student needs or campus support services in comparison to the full-time instructors, fewer office hours with less one-on-one contact with students, and less interaction with campus leadership (Benjamin, 2003; Kezar, 2012; Shuetz, 2002). These results indicate that part-time faculty might not be serving the full educational needs of the students.

This predicament is evidenced by studies on student grades in follow-up courses, on transfer rates, and on graduation rates. Carrell and West (2008) discovered that a student who took an initial course with an adjunct professor performed significantly worse in a follow-up course than did a student who took the initial course with a full-time professor. Eagan and Jaeger (2009) found a negative relationship between the number of courses that a student took with adjunct faculty at a community college and the likelihood that the student would transfer to a 4-year institution. Most concerning is Jacoby's (2006) study, in which he conducted a regression analysis on data obtained from the Integrated Postsecondary Education Data System (IPEDS), which is compiled from the NCES. This analysis, which comprised data from 1,209 public community colleges in the United States in 2001, indicated that graduation rates are adversely affected when institutions rely significantly upon adjunct faculty instruction (Jacoby, 2006). This supported Ehrenberg and Zhang's (2005) findings in which their analysis of institutional level panel data revealed that increased use of part-time faculty adversely affects the graduation rates of students at 4-year colleges. These studies demonstrate that the increase of adjunct faculty provides a cause for concern at both 4-year and 2-year institutions.

If students do graduate, some researchers believe that it might be due to grade inflation by adjunct instructors. Kezim et al. (2005) examined whether a difference was present in mean grade point averages (GPAs) over a 20-year period for students taught by the following three categories of faculty: (a) adjuncts, (b), nontenured, and (c) tenured. The results illustrated that the GPAs of students taught by adjuncts were statistically significantly higher than were the GPAs of students taught by either nontenured or tenured instructors (Kezim et al., 2005). Based on these findings, Kezim et al. (2005) suggested that increased use of adjuncts might exacerbate grade inflation in higher education.

Attitudes towards adjunct faculty. With these findings, it is not surprising to learn that many full-time and tenure-track faculty do not believe that adjunct faculty members have equal status in their roles within higher education. In fact, "they equate the tenure process as pivotal to understanding the faculty identity and responsibilities, particularly around the identity of the researcher. This conception of academia is becoming increasingly problematic" (Kezar, Lester, & Anderson, 2006, p 130). Kezar and Sam (2011) reported that these attitudes are based on a series of largely negative internal assumptions (i.e., preconceived notions) and external assumptions (i.e., theories in research applied to understanding adjuncts). These internal assumptions portray adjunct faculty as being deficient in qualities that full-time faculty consider to be integral to educator success in higher education, such as commitment, satisfaction, social capital, agency, the ability to learn and to form collegial relationships, and the ability to integrate students on campus (Kezar & Sam, 2011). The external assumptions are related to commitment, engagement, satisfaction, morale/integration into the workplace, performance, and the theories utilized to understand these important factors (Connelly & Gallagher, 2004). These factors stem from some of the most prominent areas of research on adjunct faculty and might lead to confusing conclusions and, therefore, flawed assumptions, due to the fact the studies designed on the theories might not have addressed the issue appropriately for the uniqueness of the part-time faculty population (Kezar & Sam, 2011). In addition, with the few tenure-track positions being offered, the lack of compensation received for part-time work, and the firmly inscribed negative attitudes, there is no opportunity for any adjunct faculty, including the growing group of aspiring academics, to shift these assumptions through hard work and dedication. They simply do not have the opportunity, the time, or the financial resources to do *extra* and, thus, establish themselves in the eyes of their full-time peers.

Benefits of Adjunct Faculty

Notwithstanding, many researchers challenge these adjunct criticisms. Although Landrum (2009) hypothesized that adjuncts would receive lower teacher evaluations and more lenient grade distributions, a statistically significant difference was not present between full-time and adjunct faculty on these measures. This finding was in agreement with an earlier study by Leslie and Gappa (2002). After analyzing data from a large survey of community college faculty conducted by the Center for the Study of Community Colleges (CSCC), Leslie and Gappa (2002) determined that part-time and full-time faculty members have similar interests, attitudes, and motives. Further, Leslie and Gappa (2002) characterized the adjunct faculty members in the study as being experienced, stable, and satisfied with their work, comparable to their full-time counterparts.

Landrum (2009) did, however, find considerable differences in the support measures put in place for each faculty type, with adjuncts having very little support and development opportunities. Therefore, adjuncts' evaluations were comparable to full-time instructors, even though adjuncts had fewer resources available to them. Based on this finding (Landrum, 2009), adjuncts could be viewed as being resilient instructors focused on educating, despite obstacles. Curtis and Jacobe (2006) had similar conclusions after finding that much of the negative impact on students that is associated with increased usage of adjunct faculty actually might be due to the lack of professional support and resources offered to these instructors by their institutions. Without support and resources, adjunct faculty face difficulties in providing students with quality instruction and in developing relationships with their students outside of class time.

Adjuncts often overlook obstacles because they are passionate about what they are teaching and are dedicated to their students (Kezar, 2012). As previously mentioned by Gappa and Leslie (1993), one group of part-time instructors are employed because of the experience and technical skill that they bring to the classroom; and although some adjuncts are retired from their field, others are working full-time jobs and sharing their knowledge in the classroom. This knowledge is beneficial for students because it keeps them abreast of current issues in their areas of study and keeps the curriculum fresh (Jacobs, 1998; Wallin, 2004). Having adjunct instructors who work full time is also beneficial to the institution because it allows the college to sustain close ties with businesses in the community by employing representatives as specialized instructors (Wallin, 2004) and also enhances the prestige of the institution to have a prominent individual instructing classes (Jacobs, 1998). Additionally, although researchers have cited how the lack of institutional involvement can exacerbate the separation of the adjunct faculty from the community of the institution (Kezar, 2012), the overall emancipation from university political struggles and obligations can allow adjunct instructors to focus more on their class material and students (Wallin, 2004). Because of these benefits, Leslie and Gappa (2002) consider adjuncts to be an "integral asset among all of those who teach" (p. 66) and advocate investing (e.g., professional development, institutional support, and competitive pay) in part-time instructors in order to capitalize on their teaching effectiveness.

Connection Issues With Adjunct Faculty

If adjuncts are such an integral asset, then from where do these conflicting reports in the research stem? Meixner et al. (2010) used a qualitative survey method to learn about the experiences of adjuncts at a mid-sized comprehensive public university. The results of this survey demonstrated three key themes: (a) inconsistent outreach from the university to connect to the adjuncts; (b) lack of development opportunities from the institution dealing with keeping students engaged, integrating this part-time work into their daily lives, and connecting to the community as a *real* instructor; and (c) lack of development opportunities from the institution dealing with integrating technology into the classroom, improving peer interaction/review/exchange, improving course planning strategies, and motivating students (Meixner et al., 2010). These researchers contended that because adjuncts are becoming more significant on college campuses, institutions need to act on these themes to improve the adjunct experience and, as a result, the quality of the adjunct instruction.

Further, Kezar (2012) was able to connect many of the criticisms of and negative associations with adjunct faculty instruction to failed institutional policies and practices. An outline of these policies and practices and how they negatively impact adjunct faculty and, therefore, worsen performance can be seen in Table 5. Kezar (2012) additionally highlighted policies or practices that, if introduced, have been shown positively to increase adjunct performance and assessment. These educational policies and practices can be seen in Table 6.

Table 5

Departmental Policies or Practices That Have Negative Educational Impact

Specific policy or practice	Worsens performance by reducing or impairing…
Poor or no office space	advising opportunities and quality, course organization and preparation
Not housed with other faculty in department	ability to brainstorm curriculum and pedagogy an build networks and social capital for advising and improving courses
No commitment to rehire; leading to higher turnover	preparation and quality of teaching, understanding of students
Last-minute scheduling	preparation and quality of assignments and syllabi
Isolation and autonomy	feedback and quality control, sense of what professional development is needed
No input on textbooks/last-minute textbook changes	textbook quality and appropriateness
No input on curriculum	courses' appropriateness for students, alignment of learning goals and courses, opportunities to address problems in the curriculum and introduce cutting-edge material
Rigid course guidelines	ability to draw on expertise of non-tenure track faculty
Lack of clerical support	information and time needed to teach course, co-worker interaction
Lack of sample materials	course alignment and sequencing of material
Lack of job security	social capital and networks, involvement in professional development and service, ability to follow through with students (letters of recommendation, incompletes, etc.)

(continued)

Specific policy or practice	Worsens performance by reducing or impairing…
Lack of mentors and of access to departmental chair or staff	professional dialogue, knowledge of campus, understanding of learning goals, curriculum, advising, etc.
No communication regarding departmental policies, practices, and goals	connection to campus and departmental learning goals, preparation of students for subsequent courses, curricular coherence
Overly rigid policies (e.g., copy limits)	materials, supplies, or services to teach courses
Lack of adequate materials and equipment	class preparation and organization
No collaboration on scheduling	ability to be at class on time and to meet with students after class
Lack of knowledge of student body	appropriateness of pedagogical approach, material, expectations regarding students
Grade inflation	rigor
No professional development	intellectual stimulation, enthusiasm for material, knowledge of learning sciences
Exclusion from governance	faculty representativeness
Lack of payment for involvement in advising, service, or student programs	advising and support from faculty with whom students connect and who may have best advice on jobs
Lack of academic freedom	rigor of courses, usefulness of faculty expertise
Large class sizes and loads	ability to provide enough attention to students, preparation time

Note: Adapted from "*Departmental policies or practices and their educational impact*" A. Kezar, 2012, *Change: The Magazine of Higher Learning*, *44*, 6-13. Reprinted with permission.

Table 6

Departmental Policies or Practices That Have Positive Educational Impact

Specific policy or practice	Enhances performance by improving or increasing…
Has opportunities for professional development	pedagogy, intellectual stimulation that facilitates the updating and revisiting of courses
Given knowledge about student body	learning retention rates and grades
Plays a service and leadership role	faculty members' social capital, understanding of institution and its goals, use of their expertise
Given regular information about curriculum	advising and alignment of courses with the curriculum and with departmental goals
Given autonomy in the classroom	experimentation with new teaching strategies and materials
Provided with guidelines for courses by not prescribed syllabi	understanding of department expectations but freedom to choose pedagogy, assignments, and materials that suit their expertise
Given needed materials and equipment	course resources
Inclusion in governance, curriculum development	ideas that represent practical realities of the field
Formal advising training	understanding of the student body, campus policies
Housed with other faculty who teach the same courses	conversations about teaching, course materials, cross-advising of students
Trained to teach online courses	technology expertise of faculty and the student experience

(continued)

Specific policy or practice	Worsens performance by reducing or impairing…
Given an orientation	information they have about the campus, institutional and departmental policies, and resources, as well as social contacts
Given a full load	time not spent commuting now used for preparation, grading, and advising
Connected to other faculty with similar intellectual interests	opportunities to advance knowledge through discussion and interaction
Provided with an adjunct advocate	Policies and practices that help faculty and might offer ways to improve performance

Note: Adapted from "*Departmental policies or practices and their educational impact"* A. Kezar, 2012, *Change: The Magazine of Higher Learning*, *44*, 6-13. Reprinted with permission.

Upon viewing Table 5, explaining how certain policies and practices negatively impact adjunct faculty, it is no surprise, therefore, that many of these instructors feel anger and frustration over receiving a "second class status" (Gappa, 2000, p. 77). As stated previously, the trend of increased hiring of adjunct faculty is not going to stop. Even though we have documented how critical adjunct faculty are to the success of their institution due to growth and financial necessity, these instructors are rarely invited or compensated to be involved in anything outside of their respective teaching assignments (Johnson & Stevens, 2008).

There is also very little consistency with how adjuncts are managed at institutions of higher education. Although deans and vice presidents may theoretically hold authority over adjunct faculty, much of this actual responsibility is delegated to the chairs of the adjuncts' respective departments, meaning that responsibilities and support can vary from department to department and from chair to chair, with very little being standardized or interconnected. The department chairs themselves are usually charged with managing the hiring, scheduling, and employment policies associated with adjunct instructors, often with the department chair being one of the only contacts that the instructor has within the institution (Gappa & Leslie, 1993).

This inconsistency affects multiple areas of the adjunct experience. The majority of adjuncts are hired to teach an individual course within a specified academic term and are rarely able to predict their schedules for the next academic period (Street, Maisto, Merves, & Rhoades, 2012). Even if they perform well, adjunct faculty are not guaranteed to be hired on a continuing basis. This occurs for several reasons, including such factors as (a) full-time faculty getting first choice of class days and times and adjunct faculty only being offered the remaining sections, (b) sections assigned to adjunct faculty not reaching the required registration numbers, and (c) full-time faculty being able to take over any class section that has made its registration requirement even if that class section has already been assigned to an adjunct. If an adjunct instructor is able to gain term employment, they tend to have less time to prepare for their course and have little to no control over the selection of their textbooks, the development of their syllabi, or the overall planning of the curriculum (Curtis & Jacobe, 2006). They also receive little to no support for research, scholarship, or professional development (Curtis & Jacobe, 2006). This uncertainty and lack of support are obvious obstacles to adjunct faculty being able to offer quality instruction.

The connection between adjunct faculty and the institution is further hampered by an inherent misunderstanding of the goal of hiring an adjunct/obtaining an adjunct faculty position, especially for the increasing number of adjuncts who identify as aspiring academics. For institutions, the decision to hire adjuncts comes from a historically financial perspective. For the prospective adjunct instructors, the decision to apply comes from the belief that they can get their foot in the door and work up to a full-time or tenure-track position. This career path has been found to be unlikely, however, with West and Curtis (2006) reporting that adjunct faculty are actually at a distinct disadvantage when seeking these full-time, tenure-track positions and will likely maintain their part-time status regardless of the amount of time or energy that they invest into their institution. This divide is especially concerning when past studies (e.g., Feldman & Turnley, 2001; Kezar & Sam, 2011; Kunda et al., 2002; Umbach, 2007; Valadez & Antony, 2001) and current human resource hiring practices seem to lead to the assumption that adjunct faculty are satisfied with their employment when, in actuality, they are not. A survey of adjunct faculty by Townsend and Hauss (2002) led to the observation that of the 68% of respondents who had never procured full-time employment, 67% cited “cannot find a full-time position” as the reason for their long-term part-time employment, with only 17% indicating that they preferred their part-time status. In fact, 100% of those respondents who self-identified as Ph.D. students indicated a desire to work full-time in academia (Townsend & Hauss, 2002). Unfortunately, the results of the survey also revealed an inverse relationship between the amount of time adjunct faculty remained in the job market and the likelihood that they would attain a full-time position (Townsend & Hauss, 2002). With 75% of the part-time faculty respondents surveyed for the Coalition on the Academic Workforce’s (CAW) 2012 survey (n = 20,000) stating that they have sought, are now seeking, or will be seeking full-time tenure-track positions, one can see that the adjunct community is continually seeking stability (CAW, 2012).

Instead, adjunct faculty employment is always uncertain. They are hired on a temporary basis, and, even if they are able to maintain a position through several academic terms, they experience little stability. As the use of adjunct faculty increases, the concern should not just be on the impact of this group on the students, but on the institution and on higher education as a whole. Curtis and Jacobe (2006) noted that the increased use of adjunct faculty has coincided with a decrease in long-term faculty representation and oversight, affecting the “development and coherence of the curriculum” (Curtis & Jacobe, 2006, p. 15).

Researchers have been studying and documenting factors affecting adjunct faculty’s success rates for more than 20 years. These studies have led to numerous recommendations on how best to support this essential group of instructors. As early as 1993, Gappa and Leslie described several ways that part-time faculty could be better integrated into the higher education institutions that they served and gave recommendations concerning (a) improved and more timely hiring processes, (b) equitable pay and benefits, (c) orientation to the department, (d) mentoring to foster the development of teaching skills, (e) appropriate and ongoing evaluation, (f) basic supplies and support, and (g) communication. Baldwin and Chronister (2011) echoed these recommendations and further suggested that institutions adopt multiyear contracts in order to improve job stability and involvement in governance. Unfortunately, few institutions have implemented these recommendations (Kezar, 2012).

Examining the Adjunct Experience Through Positioning Theory and Claim-Affirmation Identity Model of Emergent Identity

As previously mentioned, positioning theory (Harré & van Langenhove, 1999) was utilized as the predominant theoretical framework of this study. This framework allowed me to comprehend how adjuncts view themselves in relation to their peers, other faculty, and others at their institution through the adjuncts' own words and emphasis, as related through interviews and surveys. Given the disconnect that has been discovered in both the literature on adjunct faculty and in the higher education system's approach towards these faculty, it is even more essential now, due to the continually increasing reliance on adjunct instructors, to document and to analyze the part-time faculty's self-perceptions of their roles and professional identities.

Moghaddam and Harré (2010) explain that positioning theory is about "how people use words (and discourse of all types) to locate themselves and others" (p. 3). This locating also involves the use of words to ascribe rights to oneself and to place duties on others. The aforementioned studies have illustrated how institutions and researchers use their wording and other discourse (i.e., written and unwritten policies and practices) to put adjuncts in a certain box, assuming that these instructors are satisfied with their positions, not desirous or deserving of inclusion or support, and unequal to their full-time counterparts. The few researchers who have given adjuncts voice to these issues find these assumptions to be extraordinarily inaccurate. Thus, adjuncts need more opportunities to share their voices so that we can better understand how they shape their own identities within the institution because "if we understand how we construct social reality, we can construct more consciously to sustain norms that promote the ends we profess to desire" (Slocum-Bradley, 2010, p. 81). If administrators of higher education systems are truly interested in investing in their adjunct workforce and improving student performance at their institutions in this age of high adjunct hiring, they must listen to the adjunct voice in order to design the norms that they want in place to meet that goal.

In addition to positioning theory, I also utilized the claim-affirmation identity model of emergent identity to determine how adjunct faculty members' identities emerge from the social interactions and their own positions within the social world (Holmes, 2015). Based on the research into the passion and motivations, adjunct faculty members have some understanding of who they see themselves to be and whom they wish others to see them as; however, within the higher education system, it appears that this identity is not agreed upon, potentially leaving adjuncts with a *failed identity* (Holmes, 2001). However, with the inconsistencies that adjuncts face regularly, this model allows for identification to be continuous and not static, as well as recognizing the contestation between individual claim and social ascription (Holmes, 2001).

Summary

This chapter provided a summary of the literature related to the employment trends and use of adjunct faculty in the higher education system, the identity and motivations of adjunct faculty, the perceived criticism and attitudes towards adjunct faculty, the perceived benefits of adjunct faculty, and the damaging disconnect between adjunct faculty and the institutions that employ them. As the use of adjunct faculty continues to grow so that places of higher education can maintain their economic flexibility in a time of budget constraints while still meeting the demands for educators in a time of enrollment growth, the change in adjunct identity and their personal and career motivations must be explored. More and more, these educators identify as aspiring academics rather than as the more historic figures of career-enders, specialists, and freelancers. This continuously evolving group of faculty members faces the constant criticisms of not having enough diversity in their material and its delivery, of not interacting enough with students and colleagues, of having low awareness of student needs and campus services, and of inflating grades and lowering graduation rates. However, their self-reported passion for their work and ability to overcome obstacles is at odds with these criticisms. In fact, once we compare the support, development opportunities, and compensation received by adjunct faculty with that received by full-time faculty, we find two groups that are expected to perform the same job but with one of these groups receiving significantly fewer resources. Bearing in mind the lack of consistency with how adjuncts are managed, coupled with policies and practices that hamper their success, it is obvious that colleges and universities have created a disconnect with this ever-increasing group of faculty. Even with the recognition and identification of the aforementioned connection issues between adjunct faculty and their institutions, few researchers have questioned adjuncts directly about their roles and their own self-perceived identities within the institution. Examining this information via the lens of positioning theory is vital in determining how best to support adjuncts, to raise their satisfaction levels, to improve their levels of effectiveness, and to increase their feelings of connection to their institutions, as well as to increase the research community's understanding of this population group that is caught between undulating waves of criticism and praise.

CHAPTER III

Methodology

Introduction

With the finalization of Chapter I and Chapter II, I have finished Steps 1-5 of my aforementioned methodological framework (Leech & Onwuegbuzie, 2010) and I am now leaving the conceptualization stage of my qualitative research process. It is within Chapter III that I begin my planning stage. This stage consists of Step 6, which involved selecting the qualitative sampling framework, and Step 7, which involved selecting my qualitative research design. Further, I will end the chapter with an overview of Step 8, which describes my data collection method, and Step 9, which describes my methods of data analyses. Although Steps 8 and 9 are the first part of the implementation phase of my research, the explanation of my data collection and analysis intentions are pertinent to the current chapter.

In order to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and the emphasis that these adjunct faculty members place on different aspects of these roles, I had to give value to the adjuncts' interpretation of their roles and not rely primarily on the published studies that report on adjuncts' roles and their potential drawbacks (e.g., American Association of University Professors, 1997; Kezim et al., 2005; Shuetz, 2002; Smith, 2010), because these studies do not take the adjuncts' own perceptions into consideration. With this consideration in mind, I explored the adjuncts' own experiences through the following research questions:

1. How do select community college adjunct professors perceive their roles and responsibilities at their individual campuses?
2. What do select community college adjunct professors perceive as their strengths and weaknesses in their positions?
3. What, if any, actions do select community college adjunct professors think will improve their performance levels and effectiveness in their self-perceived roles?

Overview of Design

To investigate best the adjunct faculty members' experiences, I utilized a phenomenological research approach, which "describes the meaning for several individuals of their lived experience of a concept or a phenomenon" (Creswell, 2007, p. 57). This method allowed me to determine what my participants have in common as I research a particular phenomenon, namely, that of being an adjunct professor at a select community college system. Specifically, I employed transcendental phenomenology, which consists of identifying a phenomenon (e.g., experiences as an adjunct professor), bracketing out my own experiences, and then collecting information from those who have experienced this phenomenon (i.e., actual adjunct professors) (Moustakas, 1994). Following data collection, I analyzed the data for significant statements and then used these quotations to create themes. My next steps included creating both a textual description (i.e., what the adjunct faculty members experienced) and a structural description (i.e., how the adjunct faculty members experienced it based on different situations or contexts) of the participants' experiences (Moustakas, 1994). A combination of these two descriptions then was utilized to describe the "overall essence of the experience" (Creswell, 2007, p. 60).

Role of the Researcher

As the primary data collection tool in this study, I endeavored as the researcher to record and to interpret the findings as faithfully and objectively as possible in an effort to allow each participant's unique voice to be exemplified. However, my own personal experiences and history could have influenced how I viewed and understood the data. Further, I worked to provide an interview environment that each participant found safe and engaging in order for each of them to have felt comfortable enough to be honest and open with their responses.

Due to the fact that my experiences could have influenced my view of the data, I also kept a reflexive journal during the course of the study. This journal, in conjunction with researcher debriefing techniques, should have allowed me to understand better my interpretations of the data. My findings from this reflexive behavior is included in my research.

Background of the Researcher

With regards to the population that I plan to study, I had to be conscious of the fact that I had been an adjunct faculty member at a community college for 3 years. Although I had not been in that role for more than 7 additional years, it is important that I bracketed out my experiences from that time as much as possible. Following Moustakas's (1994) recommendation, I set aside my experiences in order to gain a "fresh perspective toward the phenomenon under examination" (Creswell, 2007, p. 60). However, this bracketing can be difficult for some researchers to achieve (Moustakas, 1994). In order to optimize this technique, I followed Creswell's (2007) suggestion first to describe my own experiences with adjunct teaching, bracketing out these experiences, and only then beginning my examination of the experiences of others.

In terms of my research experiences, I have been instructed in numerous research techniques within my doctoral program. In addition to univariate and multivariate statistics, I have also studied quantitative research methods, qualitative research methods, and mixed research methods. Further, I have been fortunate to have presented several research presentations at academic conferences. These experiences, in conjunction with continued guidance from my advisors and mentors, prepared me to conduct this research study.

Sampling Design

Step 6: Selecting a sampling design. Within Leech and Onwuegbuzie's (2010) qualitative research process, I selected a sampling framework, which included deciding upon the sampling scheme, the sampling design, and the sample size of my study. A sampling framework, as explained by Miles and Huberman (1994), dictates the boundaries defining which participants or cases are acceptable for inclusion in a particular sample. In terms of sampling schemes, Onwuegbuzie and Leech (2007) identified 24 distinct methods available to researchers, each of which can be categorized as representing either a random sampling scheme or a non-random sampling scheme. Random sampling schemes are best utilized if the researcher is looking to obtain a representative sample in order to generalize findings to the larger population. Non-random sampling, conversely, is best utilized in order to obtain understanding of particular phenomena, individuals, or events. Because the goal of my research was not to generalize to a greater population but rather to gain insight and understanding into a particular phenomenon, I used a non-random sampling scheme. This type of sampling is recognized for having logic and power when a researcher is seeking information-rich cases in order to explore a specific phenomenon (Patton, 2002). There are 19 purposive sampling schemes, as follows: (a) maximum variation, (b) homogeneous, (c) critical case, (d) theory-based, (e) confirming/disconfirming, (f) snowball/chain, (g) extreme case, (h) typical case, (i) intensity, (j) politically important case, (k) random purposeful, (l) stratified purposeful, (m) criterion, (n) opportunistic, (o) mixed purposeful, (p) convenience, (q) quota, (r) multi-stage purposeful random, and (s) multi-stage purposeful (Onwuegbuzie & Collins, 2007).

Adjunct faculty members were selected via both a criterion sampling scheme, in which adjunct faculty participants were selected based on meeting certain criteria, as well as a convenience sampling scheme, in which adjunct faculty participants were selected based on their availability and willingness to participate (Onwuegbuzie & Collins, 2007). For this study, participants were adjunct faculty instructors from a select community college system who had taught at least one semester and who were currently teaching at one of the six main campuses of the select community college system. To recruit participants, informational flyers were sent to all adjunct faculty via the campus mail service, informational flyers were posted in the common adjunct offices, and department chairs were asked personally to disseminate informational flyers to adjuncts within their departments. From those adjunct faculty members who responded with interest, 12 met the criteria and had availability to be interviewed. Thus, these individuals were selected to participate in the interviews, based on the finding that data saturation can occur within the analysis of 12 interviews (Guest, Bunce, & Johnson, 2006).

Ethical Considerations

In order to begin my study, I applied first for permission to conduct my research through the Institutional Review Board (IRB) of Sam Houston State University (SHSU) as well as through the select community college system at which the adjunct faculty members are employed. Once permission had been received from the IRB at both institutions, I began to identify and to recruit participants. Upon agreeing to be involved in the study, all participants completed an informed consent form and were told that they could leave the study at any time. Participants' names and other identifying information were kept confidential via the use of pseudonyms, via the use of case numbers, and by altering any identifying remarks to conceal identity while still retaining the inherent meaning of the remarks. Further, all digital data collected were stored on a password-secure external hard-drive and all non-digital data collected were stored in secured locked file cabinets. All data collected will be destroyed following a storage time of 7 years (Sieber, 1998).

Research Design

Step 7: Selecting a research design. For my research design, I turned to Creswell's (2007) explanation of five approaches: (a) narrative research, (b) phenomenological research, (c) grounded theory research, (d) ethnographic research, and (e) case study research. Based on the fact that I wanted specifically to explore the phenomenon experienced by adjunct faculty at a select community college system, I chose the phenomenological research method as that which would best meet the purpose of the study and best determine the information necessary to answer the research questions. According to Finlay (2012), in order to conduct the phenomenological research process most effectively, one must (a) embrace the phenomenological attitude, (b) enter the lifeworld of the participants through descriptions of experiences, (c) dwell with the horizons of implicit meaning, (d) explicate the phenomenon holistically and dialectically, and (e) integrate frames of reference. Figure 6 depicts these five components of the phenomenological process.

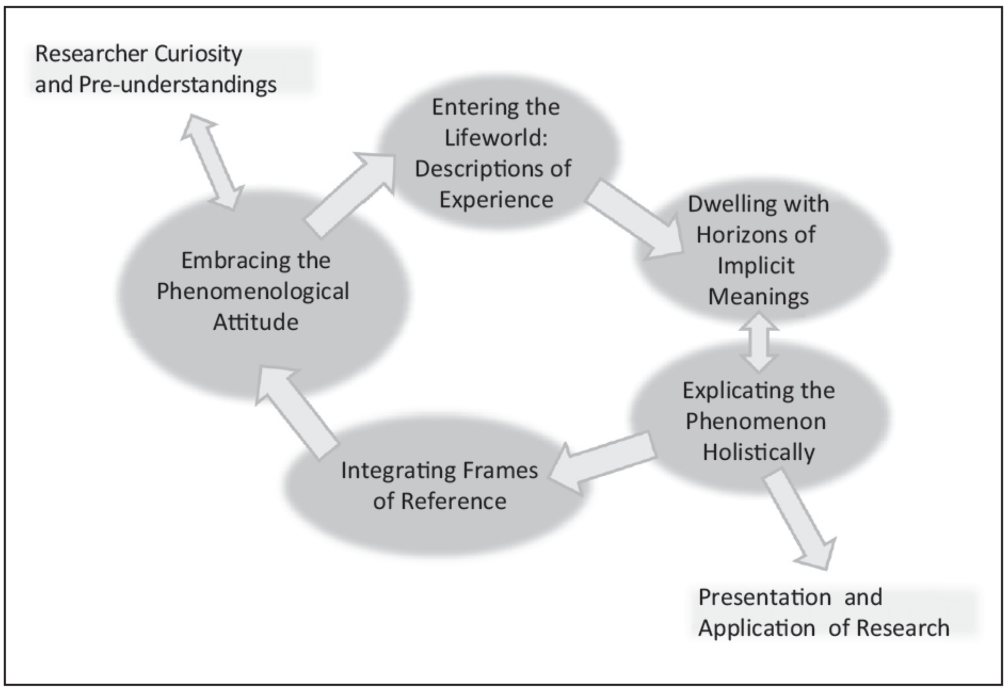

Figure 6. Iterative stages of the phenomenological approach. From L. Finlay (2012). Unfolding the phenomenological research process: Iterative states of "seeing fresh." Journal of Humanistic Psychology, 53, p. 175. Reprinted with permission.

Informing my use of phenomenological research was a social constructionist viewpoint (Berger & Luckmann, 1967). A social constructionist paradigm focuses on social processes, specifically how emphasis is co-constructed among people due to their understanding of language and its meaning. How a single participant interprets the situation is paramount, but this awareness is founded on the shared experience of all those involved. In this study, each participant's voice was unique, but each interview was influenced by my shared interpretation of each participant's experience. Furthermore, my experience was compounded as I shared in the experiences of all the participants involved. By utilizing social constructionism, I was able to direct all of my attention to my participants and their responses, but still allow for the synthesis that our co-construction of the interview facilitated. My aforementioned use of bracketing (Moustakas, 1994) and Creswell's (2007) suggestions on bracketing aided me in this endeavor. In addition, social constructionism implies that there are multiple valid realities based on individual assessment of situations. This tenet freed me to give equal weight and importance to each participant's expression of experience.

Data Collection

Step 8: Collecting qualitative data. The data collection phase of my study occurred over a 14-week period. During this time period, I was able to (a) finalize and pilot test interview questions; (b) identify, select, and invite at least 12 adjunct faculty members to participate in the semi-structured, face-to-face interviews process; (c) provide each participant with information about the study and provide them with the informed consent form; (d) schedule, conduct, and record (with permission) each of the interviews; (e) transcribe each interview within 72 hours of the interview; (f) send each participant a copy of their transcribed interviews for member checking so as to ensure accuracy; (g) schedule to have myself debriefed by another experienced researcher so that I can reflect upon the data and my experiences; and (h) enter the transcripts into a qualitative data analysis software program to examine for themes using constant comparison analysis, classical content analysis, and correspondence analysis. Each of these steps is expanded on below.

Instruments and procedures. Using my background knowledge, I developed a set of interview questions to present to participants. Structured interview questions included: (a) How do you perceive your role at this community college?; (b) What responsibilities do you have at this community college?; (c) What strengths, if any, do you bring to the campus as an adjunct instructor?; (d) What weaknesses, if any, do you associate with your adjunct position?; (e) What difficulties/challenges do you encounter in your adjunct position?; (f) What support do you encounter in your adjunct position?; From what source?; (g) How satisfied are you in your adjunct position?; (h) What are your ultimate goals at this institution?; and (i) What improvements could the institution make to directly improve your success in your role? These questions represent various types of categories, including basic descriptive, experience/example, and comparison/contrast (Janesick, 2004). Each of these questions was piloted prior to the study. Because authenticity in formulating qualitative research is essential (Guba & Lincoln, 1989; Nolan, Hanson, Magnusson, & Andersson, 2003), I evaluated my interview questions in terms of Guba and Lincoln's (1989) authenticity criteria (i.e., fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity). This evaluation occurred both following the pilot phase and following the actual interviews. I strived to insure that (a) all viewpoints were represented even-handedly (i.e., fairness), (b) participants understood their situation in more informed ways as a result of participation in the research (i.e., ontological authenticity), (c) participants understood the situations of others in more informed ways as a result of participation in the research (i.e., educative authenticity), (d) participants had a greater insight into actions that they might take to change their situation as a result of participation in the research (i.e., catalytic authenticity), and (e) participants felt empowered and enabled to act as a result of participation in the research (i.e., tactical authenticity) (Guba & Lincoln, 1989; Nolan et al., 2003).

Each participant was interviewed once via a semi-structured, face-to-face interview process. Participants were interviewed in an empty study room in the library on the campus of one of the branches of the select community college system during a time of day that was convenient for them. The rooms were large enough to accommodate three chairs and a rectangular table and there was also a window to allow for natural light. Overall, there were no distracting sounds or odors in the room that I was able to detect. I sat across from each participant during the interview process, with the table between us. On the table, I had a box of tissues, bottles of water, a small video recorder on a stand, and a voice recorder. I additionally had paper and a pen to take notes during the interview. The interviews took approximately one hour of time and the questions were presented in the same order. This method of interviewing fits with Kvale's (1996) criteria for judging the quality of an interview. By asking pre-formulated, open-ended questions, I hoped to receive rich, long responses from the participants in order to allow them fully to tell their stories (Kvale, 1996). By conducting interviews face-to-face, I hoped to clarify meanings, to verify interpretations, and to ask relevant follow-up questions while also being able to record any nonverbal behaviors (Kvale, 1996).

My intention was to make the interviews informal and conversational in nature in order to allow the participants to be as comfortable as possible discussing their experiences. Because I recognized that both I and each participant will be co-constructing the direction of the interview due to this more casual nature of interview discourse, I utilized the constructionist conception developed by Roulston (2010). The constructionist conception of interviewing is based on the theoretical assumption that knowledge is co-constructed by both the interviewer and interviewee "to generate situated meanings and possible ways of talking about research topics" (Roulston, 2010, p. 218). Further, unlike neo-positivist and romantic conceptions of interviewing, constructionist interview data represent situated accountings of particular versions of affairs and do not provide access to interviewee's authentic self (Baker, 1997). In this approach, *how* the interview data are co-constructed by the interviewer and the interviewee becomes another area of study as researchers work to dissect the actions performed by each speaker as the speaker orients to, responds to, and makes sense of the other speaker's actions. Because the constructionist framework highlights the importance of transcribing interviews in detail in order to analyze how the data are co-constructed by the speakers, I transcribed the content of each interview within 72 hours of the interview and then engaged each participant in member checking to ensure that I captured their perspectives accurately and adequately (Manning, 1997).

Another reason that I conducted face-to-face interviews and used video-recording was so that I could take note of any nonverbal communication displayed by the participants. As the participants related their experiences, I directed attention to any nonverbal communication cues that indicate emotions (e.g., amusement, anger, contempt, contentment, disgust, embarrassment, excitement, fear, guilt, pride in achievement, relief, sadness/distress, satisfaction, sensory pleasure, or shame) relating to the self-described experiences (Ekman, 1999). The interpretation of these emotions came from both the analysis of paralinguistic changes and from the observation of innate facial expressions (Ekman, 1999).

Further, I sought to observe any nonverbal behavior that could provide more insight into the participants' personal experiences and emotions. To accomplish this, I incorporated Gorden's (1980) four basic nonverbal modes of communication into my analysis: (a) proxemics, which is how one uses interpersonal space to communicate ideas; (b) chronemic, which is how silence and speech are utilized in conversation; (c) kinesic, which refers to body movement and postures; and (d) paralinguistic, which includes variations in volume, pitch, and quality of voice. Attention also was directed towards any use of McNeill's (1992) five types of gestures, which include (a) iconic (i.e., gestures that simulate movements or depict movements or objects), (b) metaphoric (i.e., gestures that are visual in nature that portray abstract ideas or thoughts), (c) beats (i.e., gestures that represent abstract ideas that distinguish word(s) or phrase(s) from other words/phrases), (d) deictic (i.e., gestures that involve an abstract level of pointing), and (e) emblems (i.e., gestures that refer to the traditional notion of gestures that have specific linguistic labels). Emblem gestures included elements such as finger pointing, head nod, head shake, and shoulder shrug. After each interview, I completed the matrix (see Table 7) developed by Onwuegbuzie, Dickinson, Leech, and Zoran (2010) that assessed nonverbal communication using Ekman's (1999) expanded list of basic emotions and McNeill's (1992) classification of gesture. These measures (e.g., Ekman, 1999; Gorden, 1980; McNeill, 1992) also were utilized in analyzing my own nonverbal communication during the interviews.

Table 7

Matrix for Assessing Nonverbal Communication Using McNeill's (1992) Classification of Gesture and Ekman's (1999) Expanded List of Basic Emotions

Emotion	Iconics	Metaphorics	Beats	Deictics	Emblems
Amusement					
Anger					
Contempt					
Contentment					
Disgust					
Embarrassment					
Excitement					
Fear					
Guilt					
Pride in achievement					
Relief					
Sadness/distress					
Satisfaction					
Sensory pleasure					
Shame					

Note: From *Toward a broader understanding of stress and coping: Mixed methods approaches* (pp. 243-285), by A. J. Onwuegbuzie, W. B. Dickinson, N. L. Leech, and A. G. Zoran, 2010, Charlotte, NC: Information Age Publishing. Copyright 2010 by Information Age Publishing. Adapted with permission.

To aid in my collection, analysis, interpretation, and reporting of these nonverbal data, I followed the framework put forth by Onwuegbuzie and Byers (2014). In this article, they delineate a 13-step nonverbal communication process that serves as a conceptual framework in building a nonverbal communication way of thinking. These steps are (a) determine the goal of using nonverbal communication data, (b) determine the objective of using nonverbal communication data, (c) explore the rationale for using nonverbal communication data; (d) explore the purpose for using nonverbal communication data; (e) determine the nonverbal communication research questions, (f) select the nonverbal communication sampling design, (g) select the nonverbal communication design, (h) collect nonverbal communication data, (i) analyze nonverbal communication data, (j) legitimize nonverbal communication data, (k) interpret nonverbal communication data, (l) report nonverbal communication findings, and (m) reformulate nonverbal communication research questions (Onwuegbuzie & Byers, 2014). This framework is outlined in Figure 7.

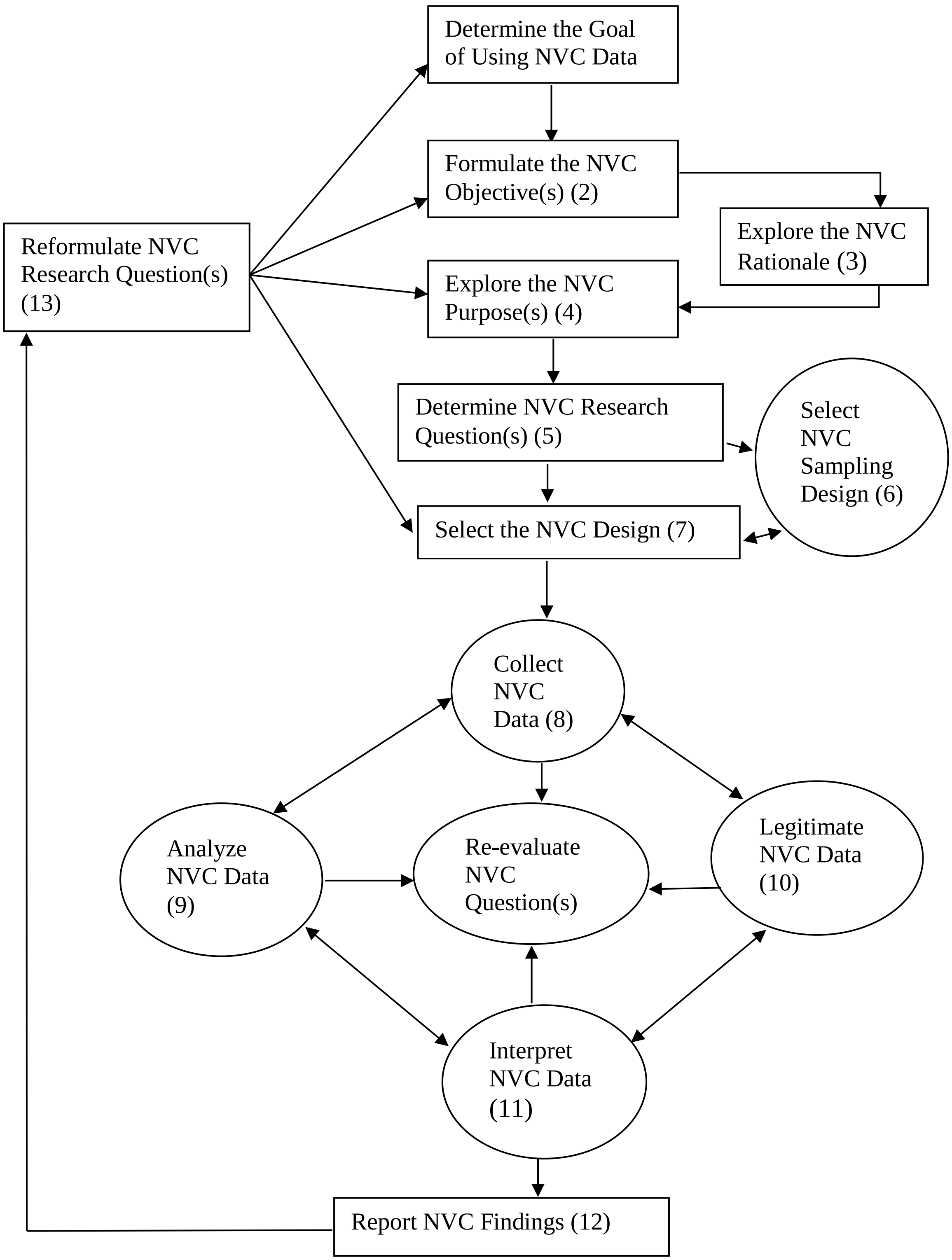

Figure 7. Qualitative methodological framework guiding the collection, analysis, interpretation, and reporting of nonverbal communication (NVC) data. Adapted from "*The qualitative research process*," by Nancy L. Leech and Anthony J. Onwuegbuzie, 2013. Copyright 2013 by Nancy L. Leech and Anthony J. Onwuegbuzie. Used with permission.

At specific points during the data collection, I also scheduled to have myself debriefed by another experienced researcher so that I could reflect upon my data and my experience (Onwuegbuzie et al., 2008). These debriefings occurred after my first data collection and after my final data collection and are important to my research because they helped to increase representation and legitimation by allowing me to reflect on and to explain any ways that my bias could have influenced the study (i.e., representation) and to verify (i.e., legitimation) my initial thoughts on the research topic (Onwuegbuzie et al., 2008). The format of these debriefings followed Onwuegbuzie et al.'s (2008) recommended peer debriefing components of confirming that (a) the debriefing interviewer was not involved in the current study, (b) the debriefing interviewer was not a stakeholder in the current study, (c) the debriefing interviewer had the interviewing skills and experience necessary to conduct qualitative research, (d) the debriefing interviewer had permission to have limited access to the interview transcripts for reading, and (e) the debriefing interview itself was recorded and took place in a private location. By participating in such debriefing interviews, I was able to document my own thoughts, feelings, insights, and experiences and their potential impact on my data interpretation during the course of my research.

Analyses. All of my interviews were conducted, transcribed and member checked during the fall 2018 semester. Interviews were scheduled and conducted at the convenience of my participants and each participant was given a 2-week timeframe for member checking. Extra time was offered, if necessary, for member-checking, but no participant required it. Then, I utilized QDA Miner Version 5.0.24 (Provalis Research, 2016) to code the open-ended responses given during the interview process.

Using the three components of Constas's (1992) category development procedures (i.e., origination, verification, and nomination), I began my analysis of the data. Following data analysis, I made inferences that specifically addressed my research questions. Because I named the categories following the data analysis, as opposed to creating categories before analysis, I allowed the participants' responses and language to dictate the labels (i.e., a posteriori; Constas, 1992). More information on this process can be found in Chapter IV.

Three total analyses were performed on the data collected. Firstly, an exploratory analysis was conducted via constant comparison analysis (Glaser, 1965) in which I employed Glaser and Strauss's (1967) three stages of constant comparison analysis (i.e., open coding, axial coding, and selective coding). Once I had finished this coding procedure, I then conducted a classical content analysis to discover how frequently the determined codes were found throughout the data (Berelson, 1952).

Then, to avoid the qualitative bias of superficial reporting of themes as warned by Bazeley (2009), I further analyzed my data by subjecting the themes determined in the constant comparison analysis to a correspondence analysis. Using this technique allowed me to view associations in two dimensions (Michailidis, 2007) between my participants and the determined themes, among the participants, and among the themes. More detailed explanations of my processes during each of these analyses can be found in Chapter IV.

Delineation of Findings

The findings of my research were shared with the adjunct faculty participants, with the entirety of the full- and part-time faculty of the select community college system, and with the administrators of the select community college system. I hope that the information gleaned from this study would inform change and best practices at this community college system with regard to the hiring, use, and support of adjunct faculty members. Further, I intend to submit a proposal and present my research at regional conferences devoted to the field of higher education practices.

Summary

I began Chapter 3 with a restatement of my three research questions and the need for this study. In the course of this chapter, I explained how I selected my sampling framework (Step 6), how I selected my research design (Step 7), and how I collected my qualitative and nonverbal data (Step 8). Further, I outlined the analyses (i.e., constant comparison analysis, classical content analysis, and correspondence analysis) I used with regard to my data. This phenomenological research study allowed adjuncts to tell, not how institutions, students, or administrators view them, but how they view themselves within their roles. I hoped that their experiences would inform the literature of how institutions could better understand, utilize, and support this often overlooked group of instructors.

CHAPTER IV

Presentation and Analysis of Data

Introduction

My purpose in undertaking this phenomenological study was both to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and to understand better the emphasis that these adjunct faculty members place on different aspects of these roles in terms of their levels of performance and effectiveness. In this chapter, I provide the detail of each step taken during the coding, analysis, and description of the individual interviews that I conducted with 12 adjunct faculty members from a select community college system in Texas. This is Step 9 (i.e., analyze data) of Leech and Onwuegbuzie's (2013) 13-step methodological framework for qualitative research, which is the final step in the research implementation phase.

Characteristics of Participants

As previously mentioned, 12 adjunct faculty members were identified and selected from the participant sampling process based on their meeting the eligibility criteria (i.e., being employed by the select community college system as an adjunct for at least one semester and currently teaching during the semester of the data collection) and based on their availability to participate in the interview process. Of the participants, six were men and six were women. The instructors self-identified as White (n = 9), Black (n = 2), or Mexican-American (n = 1). Ages ranged from 35 to 78 years old (n = 10), with one participant not responding and one participant self-reporting as a "senior." Years of adjunct experience at the select community college institution ranged from 1 year to 17 years, and years of adjunct experience overall (i.e., being employed at institutions previous to current employment at the select community college system) ranged from 1 year to 28 years. The subject areas comprised mathematics (n = 4), education (n = 2), and one representative from each of the following disciplines: chemistry, geography, government, psychology, sociology, and speech. One of the participants held a doctorate degree. Of the remaining participants, two held a bachelor's degree with additional graduate hours in their subject areas, with eight having earned a master's degree. Two of the participants with master's degrees also were working on a doctorate degree at the time of data collection.

In terms of Gappa and Leslie's (1993) previously mentioned typology of part-time faculty, four participants primarily identified as career-enders (i.e., Nathaniel, Neil, Irene, and Sandra), three participants primarily identified as specialists/experts/professionals (i.e., Adam, Laura, and Noah), and four participants primarily identified as aspiring academics (i.e., Angela, Anne, Ellen, Karl, and Matthew). However, although this is how each individual primarily identified themselves, there was some secondary category overlap with some of the participants. Adam, while identifying as a specialist/expert/professional also was self-employed and could be viewed as a freelancer. Additionally, he stated that he would take a full-time position if offered to him, indicating he was interested in advancing his academic career, giving him overlap with the aspiring academics. Karl, who also was self-employed, had secondary overlap with the freelancer category; as did Laura, who had a steady full-position in academia at another institution, but continued to work as an adjunct at the select community college institution due to financial and academic interest reasons; and Matthew, who had full-time employment in another industry. A summary of my participants' demographic information can be viewed in Table 8.

Table 8

Demographic Information of Participants

Alias	Gender	Race	Age	Subject Area	Years as Adjunct at Select Institution	Total Years as Adjunct Overall	Current Employment Situation	Primary Adjunct Classification
Adam	Male	African-American	N/A	Chemistry	4	9	Self-employed; Adjunct (two institutions)	Specialist/expert/professional
Angela	Female	Mexican-American	38	Education (student success)	3	3	Adjunct	Aspiring academic
Anne	Female	White	36	Geo-graphy	11	11	Adjunct (two institutions)	Aspiring academic
Ellen	Female	White	51	Sociology	4	28	Adjunct (two institutions)	Aspiring academic
Irene	Female	White	68	Govern-ment	10	10	Retired; Adjunct	Career-ender
Karl	Male	Black	40	Education (student success)	1	1	Self-employed; Adjunct	Aspiring academic

(continued)

Alias	Gender	Race	Age	Subject Area	Years as Adjunct at Select Institution	Total Years as Adjunct Overall	Current Employment Situation	Primary Adjunct Classification
Laura	Female	White	35	Psych-ology	4	4	Full-time professor; Adjunct (two institutions)	Specialist/expert/professional
Matthew	Male	White	40	Speech	3.5	20	Full-time paramedic; Adjunct; Graduate student	Aspiring academic
Nathaniel	Male	White	78	Math	17	17	Retired; Adjunct	Career-ender
Neil	Male	White	78	Math	10	10	Retired; Adjunct	Career-ender
Noah	Male	White	35	Math	2	2	Full-time high school teacher; Adjunct	Specialist/expert/professional
Sandra	Female	White	“Senior”	Math	10	20	Retired; Adjunct	Career-ender

Note: All demographic information was self-reported by participants.

Step 9: Analyze data. Following data collection, transcription, and member-checking, I entered the 12 interview transcriptions as separate cases, but as one project, into the qualitative data software program QDA Miner Version 5.0.24 (Provalis Reseach, 2016) and its companion software program, WordStat Version 8.0.8 (Provalis Research, 2018) in order to begin my data analysis. QDA Miner is a (mixed methods-based) qualitative data analysis software package used for coding, annotating, retrieving, and analysis documents and images (Provalis Research, 2016). Multiple levels of analyses were used to obtain a comprehensive understanding of the data, because using more than one type of analysis can increase the "rigor and trustworthiness of the findings" (Leech & Onwuegbuzie, 2007, p. 575).

Analysis began with a constant comparison analysis, the goal of which was to generate a set of themes from the responses of my participants (Glaser & Straus, 1967). This method was chosen due to the flexibility and depth it provides in the analysis of qualitative data (Glaser, 1965). To gain this depth, it was necessary for me to read each transcription multiple times so as to generate codes that were descriptive and representative of the data and to reach a level of saturation that would allow themes to emerge.

Further, I followed Strauss and Corbin's (1998) recommendation of employing a three-stage analytical model, consisting of (a) open coding, which consists of chunking the data into meaningful segments and labeling said segments with descriptive codes; (b) axial coding, which consists of grouping the aforementioned chunks of codes into similar categories; and (c) selective coding, which consists of integrating and refining the coding categories in order to create a substantive theory of social phenomenon.

Creating the categories necessary for constant comparison analysis is a rigorous process. As mentioned previously, category development procedures should include the following three components: (a) origination, (b) verification, and (c) nomination (Constas, 1992).

According to Constas (1992), origination of categories can result from the research participants, programmatic language, the investigation, a review of literature, or interpretations of the data. For my study, I distinguished the categories as they emerged from my investigation of the interview transcript. Verification of categories, the second category development procedure, involves explaining how the categories can be logically substantiated with existing research (Constas, 1992). The six sources of justification are (a) external, (b) rational, (c) referential, (d) empirical, (e) technical, and (f) participative (Constas, 1992). I completed my verification empirically by reviewing the relevant literature for similarities and differences in findings. Several of the themes that I discerned were consistent with those previously reported in similar research on adjunct faculty. Lastly, the nomination component, is the process of naming the categories with a neutral description (Constas, 1992). As I labeled my categories following the data analysis, instead of creating categories prior to analysis, I was able to allow my participants' responses and language to inform the naming procedure. Following my constant comparison analysis, I also implemented a classical content analysis (Berelson, 1952) to determine the frequencies of the themes distinguished.

In order to safeguard myself from engaging in a superficial reporting of themes, whereby "qualitative researchers rely on the presentation of key themes supported by quotes from participants' text as the primary form of analysis and reporting of their data"

(Bazeley, 2009, p. 6), I also subjected the themes discovered in the constant comparison analysis to a correspondence analysis. A correspondence analysis is a multivariate analysis and graphical technique that allows researchers to conduct a cross-case analysis of emergent themes, which involves factoring categorical variables and graphing them in a property space that displays their associations in two or more dimensions (Michailidis, 2007). The aforementioned QDA Miner 5.0.24 software program (Provalis Reseach, 2016) was used to conduct the correspondence analysis. The addition of this analysis represents what Onwuegbuzie and Combs (2010) refer to as a *crossover mixed analysis*, whereby an analysis type typically associated with one research tradition (i.e., quantitative analysis: correspondence analysis) was used to analyze data associated with a different research tradition (i.e., qualitative data: emergent themes).

Specifically, I utilized a qualitative-dominant crossover mixed analysis (i.e., the qualitative analysis was dominant) while increasing the richness of the data and the subsequent interpretations with the inclusion of this type of quantitative analysis (i.e., correspondence analysis) (Onwuegbuzie & Combs, 2010).

Lastly, I analyzed 10 of the 12 interviews that I conducted with respect to the nonverbal behavior exhibited by the participants during the interview as captured by the video recording. Two of the participants did not consent to being recorded by video, so their nonverbal behavior, although recorded in my interview notes, was unable to be analyzed to the same extent as the nonverbal behavior from the 10 participants who consented to video recording; therefore, I did not include them in the analysis. Specifically, I analyzed the nonverbal data collected via Gorden's (1980) four basic nonverbal modes of communication, Ekman's (1999) *Neurocultural Model of Facial*

Expression for observing innate facial expressions, and McNeill's (1992) classification scheme of gestures using the previously mentioned matrix developed by Onwuegbuzie et al. (2010) that assessed nonverbal communication using Ekman's (1999) expanded list of basic emotions and McNeill's (1992) classification of gesture. Examining the nonverbal cues of the consenting participants allowed me to gain a more in-depth understanding of the participants' experiences related to their roles as adjunct faculty members.

Results

Constant comparison analysis. The first analysis that I performed on the data was a constant comparison analysis, in which I completed multiple readings of the interview transcripts in order to identify any significant motifs communicated. Once these motifs had been identified and coded, they were then counted for frequency and examined for idea patterns, or themes (Strauss & Corbin, 1998). This analysis revealed 53 codes that were then organized into seven major themes: (a) Background Experiences, (b) Motivation and Rationale, (c) Position Description, (d) Strengths of Adjuncts, (e) Challenges Experienced by Adjuncts, (f) Culture of the Institution, and (g) Overall Cares and Concerns. The organization of the codes into these themes can be viewed in Table 9.

Table 9

Constant Comparison Analysis: Themes and Their Codes

Theme	Codes Used
Background Experiences	Education, hiring process experience, work experience
Motivation and Rationale	Boredom, wanting to give back, enjoyment/interest, sense of purpose, care about students, sense of pride/accomplishment, to help/provide a public service, financial supplement/job, jumping off point
Position Description	Student descriptions, use of adjuncts, responsibilities, communication, sources of support
Strengths of Adjuncts	Dedication, experiences, innovation, self-reflection, demeanor
Challenges Experienced by Adjuncts	Student challenges, compensation and recognition, social interaction, time, location/distance, job security/advancement, physical space, lack of consistency, having a voice, learning new skills/information, frustrations, limitations, balancing family, burnout, safety, descriptions of other adjuncts, insecurities
Culture of the Institution	Treatment of adjuncts, relationships/sense of connection, focus of institution, opportunities offered, opportunities declined, autonomy/freedom, overall culture
Overall Cares and Concerns	Aspirations/goals, feeling valued, satisfaction level, feeling supported, overall concerns, suggested improvements, training/structure/support

Note: Information obtained using QDA Miner Version 5.0.24.

Theme 1, *Background Experiences*, consisted of all the codes associated with participants' previous *education* and *work experiences* as well as their experience with the *adjunct hiring process* at the select community college institution. With the exception of Anne and Ellen, who had worked only as adjuncts, each participant spoke with pride about the accomplishments of their past or co-occurring current employment.

For example, Neil, who had worked previously in computer technologies in the energy industry, mentioned:

> And yeah, that was back when you could buy computers, they were expensive but there was no software. So, we had to write, develop all of our own software, including the operating systems, and all of the production applications that were used to control it, including the communications software and the protocols and all that we developed all of that, and build whatever hardware we couldn't buy…And that code, I guess, is still running today, in some of those systems.

Irene, a former teacher, told me that she had written "the [specific school district's] AP curriculum for government," and Adam, a dedicated industrial scientific researcher, remarked, "I've got, like, 50 U.S. patents and I've got 100 some [international] patents." These anecdotes demonstrated each participant's overall drive and dedication to excellence. Although I was impressed by each of their accomplishments, I was surprised that their storied backgrounds might not have contributed to their hiring by the institution. Several of my participants mentioned that they received no response to their initial online application until they would have an acquaintance affiliated with the institution bring it to the attention of someone in charge. Sandra explained:

> You apply online. Nobody sees you. Nobody talks to you. So, after not hearing anything for like a semester, I began to ask around with new people I had just met if anyone they knew was, had a connection to [institution]. And one of the members of our church used to be [a] President here. And I gave him my résumé and I said, "Please read this, and if you feel like I'm worthy of your time and

> effort to present this to somebody then, you know, let me know. If not, then I'll understand." So, I got a call from the department head not long after.

And once someone did receive their résumé, it did not guarantee that the résumé was even vetted. I found Adam's hiring process very interesting:

> I applied and I didn't get hired. I kept applying and applying. And I knew somebody who was working here at, in a certain department, and I says, "Well I sent in my résumé, applied online, but I could never get any response. But I knew somebody here and they walked my resumé in. And I still didn't get hired. And I basically called somebody up and they said, "Oh, I didn't see anything." I said, "Man, you guys must be a really kind of very dysfunctional unit. You know, you lose stuff." And then he got to be department head, so he said, "Send your résumé to me again." So, I sent it to him again. He looked at it and then he says, "Can you teach Intro[duction] to Chemistry?" It was kind of funny to me because, he obviously didn't look at my résumé. But I said, "Yeah, of course." And then he said, "OK, I might have a spot for you." Uh, this was Thursday, he called me up there Friday. He says, 'Can you teach General Chem[istry] 2?? I said, "Yeah." He said, "Come to Saturday to the campus. We're going to have the adjunct orientation." So, at orientation, I met him. We talked 10 minutes. He said, "You know what, you're a smart guy, you're hired." So, I went straight to orientation. Then, he says, "Here, here's this book, here's this book. See you on Monday."

Anne experienced a similar casual interview process:

> I was handed a textbook when I came for an interview. I thought that it was going to be an interview asking me questions. No. They just literally handed me a textbook and told me these are when the classes are taught.

These depictions of the adjunct hiring process were concerning because little to no consideration seemed to be taken of the applicants' teaching experience or ability. For the institution, not fully vetting an applicant for a position could result in subpar teaching and lower overall student success. For the applicant, such a quick hiring process deprives the potential adjunct faculty member of the opportunity to ask questions, to prepare for a course, and to familiarize themselves with an institution.

However, the relaxed hiring process did not deter my participants, many of whom jumped at the chance of receiving the position offer. This is explained by the second theme, *Motivation and Rationale*. This theme is composed of the codes associated with *why* each participant decided to pursue an adjunct position. These motivations and rationales were greatly influenced by the adjunct categories with which my participants were associated. The career-enders were influenced by the *boredom* that they felt in retirement, as well as *want[ing] to give back* to a younger generation. It gave them a *sense of purpose*. Neil explained, "After I retired, I went home, but after all my years of activity, I got VERY bored." Much of his desire to dedicate his time to teaching came from his own educational background:

> So, I wish I had had that [opportunity to go to college], I was the first one in my family to go to college. My dad dropped out, probably the eighth grade, to farm. My grandmother, [my] grandad, I think they had a second or a third-grade education. My mom, my mother had finished back when, high school was 11

> years. She had graduated and then they had to go through the Depression before, when they got married. There was not a lot of people attending college at that point. And that's one of reasons I only have a bachelor's degree, because when I got out, that's all you needed.

Although several of my participants classified as aspiring academics did mention that adjuncting gave them a sense of purpose as well, the majority of them referenced becoming an adjunct in order to have a *jumping off point* into a full-time career in academia. Angela viewed her position as “a stepping stone to furthering my career in higher ed[ucation].” Karl discussed that he, “…would want to get a full-time position. I see that as very, very tough to do, it seems. But I've been making the right connections and things like that.” Adjuncts classified as specialists/experts/professionals and/or freelancers spoke mostly of the desire *to help*, to provide a *public service*, or to gain a *financial supplement*. Noah shared his motivation, “I am, my, my main role in this college is public service,” and that, “As long as my time allows, I'll continue to teach a couple classes per semester and enjoy my service to the community.” Laura shared that, “I used the [community college institution] class to supplement me [financially].”

It was interesting that two codes from the theme of Motivation and Rationale were shared across all 12 cases, regardless of adjunct classification type. These codes demonstrated that all of my participants *care about students* and had a *sense of pride/accomplishment* about their positions. Laura believed strongly that she was there to help guide the students to success in their career paths and felt very proud of herself for developing a class that would accomplish that:

So, for me, I feel as though I'm a part of the students that are trying to further their education in either accounting or entrepreneurship, or any kind of business courses or things like that. Some of my students, they are trying to figure out what they want to do. They know they want to do something in business, they're just not quite sure [what]. I like the fact that I teach primarily the Intro[duction] to Human Relations courses, I also do like the HR management, the benefits and compensation [courses], like, I do a whole gamut of various HR classes, but I like that my primary focus is human relations because it's like I told my students in class, if you don't know how to engage with people, you're going to have a problem. You know? You have to understand conflict resolution, you have to understand people and their balances of power. You have to understand personality, you have to understand all of that. And I do a lot of discussion questions, especially in my online classes, because I don't want for my students to work in silos. I think that there's very valuable information that we can learn from each other if we share our experiences, no matter what industry that we're in. And so I really encourage that and in fact [discussions and participation is] a part of their overall grade. We do case studies, we do quizzes, we do all that other stuff too, but the discussions between one another are important, I think. So, hopefully, I'm giving them that information and I think that students enjoy my classes because whenever I do the second and third levels of HR courses, I see repeat students that sign up for my classes. So, I must be doing something OK if they want to take me again for another 8 weeks.

Position Description was the third theme that emerged from my constant comparison analysis. This theme consisted of how the participants defined the institution's *use of adjuncts*, the *responsibilities* of adjuncts, and the *student descriptions* of their classroom composition. In terms of the use of adjuncts, there was a distinct split in how the participants defined the institution's hiring of adjuncts. The career-enders felt valued and necessary, as Nathaniel explained, "They don't have enough full-time teachers, so they need the adjuncts." In contrast, the other categories of adjuncts believed that the reason behind having so many adjunct faculty members at the institution was because of financial reasons. Anne stated, "And hiring more adjuncts and treating them like they do; well, it fits their bottom line and that's what matters." Matthew disputed the concept that the institution doesn't have enough full-time faculty, remarking that the institution actually did not *want* any additional full-time faculty members. He related about applying for the one full-time position that had been posted in his field, commenting, "In the 3 1/2 years I've been here, I've seen one opening one time but I applied and they never filled it. So, they canceled the position before filling it. Yup, that's right." He then confirmed that the workload that would have gone to a full-time faculty member was distributed out to more adjuncts.

In spite of their part-time status and contact-hour based pay, the adjuncts' responsibilities were numerous. Initially, the adjuncts focused primarily on their teaching responsibilities, as Nathaniel stated:

> Well, I have to present the material so that they understand it, or I do the best I can to present it. That's number one. I have to give them periodic quizzes to let them know what they don't know and what they do know. I have to present tasks

> that they need to take to determine where they are and what they can do, what they're capable of doing.

Karl echoed a similar mindset, but additionally mentioned a more personal responsibility to his students:

> Myself just being prepared before class and me, you know, because we're teaching them how to plan so that means I have a plan ahead. So, I have to be responsible, you know, so that ways, you know, you're not getting to class fumbling and all that and it's obvious that you didn't prepare. So, I have to be prepared. I'm responsible for showing them additional resources. I'm responsible for teaching them the unsaid rules that exist in college and also in the professional world. A lot of times we, you know, things that people won't just tell you. So, you find that they don't understand, especially millennials, they don't understand the unsaid rules. Showing up late and stuff.

In addition to the classroom duties, Matthew detailed some of his other normal, day-to-day, responsibilities:

> So, when you say responsibilities it reminds me of like, the check-ins that we have to do for attendance that are really important. And I know that that's because that connects back to the financial aid. But I am responsible to do training for my position in HR and sexual harassment and stuff and I'm responsible to submit student grades and to interact with the students in a timely manner. And, I also am asked to participate in accreditation studies for the school as a requirement and I am required to be there and, I don't know, go along and participate.

Beyond these base responsibilities, my other participants discussed such responsibilities as creating lessons plans, updating class materials, developing graded material (i.e., quizzes, tests, projects, papers), developing grading rubrics, grading material, advertising their classes, staying up-to-date on material, maintaining a good classroom environment (both in online and in face-to-face classes), communicating with students and the institution, using the early alert system, tutoring, meeting with students, and being evaluated every 3 years. In order to aid with these responsibilities, I asked if professional development training was required and discovered that, although it was offered, it was not mandatory and only one of the adjuncts interviewed had participated. The only mandatory item that could be considered professional development was an adjunct in-service held at the beginning of each semester. However, even this was a point of some contention over its effectiveness when Irene dismissed it:

> Nothing's required as being part of the college really, except for going to a staff development once a semester, which is a joke. It's usually a joke. "How to teach." Which half the time, and this is my problem, I have a hard time listening to somebody 25, who uses poor grammar, and is trying to tell me how to teach when they don't know [how].

Further, I discovered that these responsibilities, often times, were made more complex due to the code *student descriptions*, which described the range of student ages, experiences, abilities, and temperaments that composed the adjuncts' classrooms. The age range of students noted was from 16 to more than 70 years of age. Noah described his classes:

> It’s the entire gamut of ages. Mostly young. But there are some [older]. They are people are either much further down the line and their professional experience wanting to come back. [The others are] right out of high school. So there, there has always been a blend. In my current hybrid right now, I would say 50% are in, right out of high school. And the other 50% are spread around along the gamut of ages.

This means that the adjuncts have to be prepared to teach (a) high schoolers doing dual credit classes, (b) adults with families and full-time jobs working on advancing their careers, and (c) retirees looking to keep their minds active. It can be difficult to navigate such a wide population of students, especially without a teaching background and/or without mandatory professional development. I, therefore, asked about the *sources of support* my participants experienced in their position and the *communication* methods utilized. Overall, the strongest area of support referenced was each participant’s individual department chair. Matthew described his relationship with his chairperson:

> She's awesome. And I just felt like that she did a really good job getting to know me, my style, and, so that after having time with her, I just think that she let me know that, she let me know that she understands me and she communicated with me in a way so that she knows that I know that she gets me. And that helped with making sure that I knew that she was being really genuine. When she says things like if you have any problems or questions come talk to me. Or it's just like instead of saying hi to me in the hallway, she'll say hi and touch my shoulder, you know, it's just like she tries really hard and those things do make a difference because, like, for example, last month, I had a problem in the library and it

> bothered me to the point where I just felt like I really needed to someone and I don't know what I would have done if I didn't have to talk to.

However, this experience was not universal amongst my participants. Although the chairperson was referenced most often as a source of support, it was not mentioned equally across all cases. The tone of the department seemed to be set by the chairperson; therefore, if someone did not have a good chair, they did not feel as supported and had to look for support in other ways. Angela explained:

> I still have, and I made a copy and I gave it my mentees. [Takes thin book out of bag to show me.] I still have, this was the manual I was given when I first was hired on. And I still have it. I still carry it and I still go back and look in it. This has probably been the biggest resource that I have. I mean I still have like, this is what we teach, this is how many points it's valued, these are the things we have to teach. And we have like, on the bottom, these are your instructor points, like, you just, whatever you do you do. That kinda thing. And, so they [the mentees] were like, "What is that? That's awesome! Can we have that?" And I'm, "You didn't get one of these when you got hired?" And they're like, "Nooooo, not like that." It [the support and training] is inconsistent. The training that people receive when they're hired here and I know, I can't say for certain if that's true in other, you know, departments or in other courses that are taught. I don't know what government does, I don't know about math[ematics]. All I know is this particular course and it's inconsistent.

Other mentions of support included, but were not limited to, the workers within the Office Services center, which is a centrally located office with two long-time employees who have a strong knowledge of the overall functions of the institution; the Testing Center, the Library, and, the Technology Assistance Center, and the Campus Police. By referencing primarily the overall institutional support offices instead of referencing specific people, I could begin to feel the isolation and lack of human connection that my participants had been facing.

One of the reasons that could contribute to this lack of specific support could be the methods of *communication* experienced by the adjuncts. Email was the standard route of communication from the institution to the adjuncts and from the adjuncts to the institution. Some of that was born of necessity, as Noah reminded me, “The majority of [communication] is email because I am very rarely on this campus, especially during day hours.” However, Anne complained about the dangers of relying on just emails for communication:

> They inundate us with emails to the point where I just don't even know what they're telling us anymore. I get five lunch menus a day. I don't care anymore. Like there's breakfast menus, lunch menus, dinner menus from multiple campuses within the district and I'm just like [put hands in the air in frustration]. There's a lot of condolence e-mails and this and that. So, when you're looking at your email, you're trying to sift through the data. It's wasted information overload and there's nothing in there of a lot of use because by the time you get to the things that are of use you're so tired of reading all these pointless emails.

Based on these perspectives, there might be opportunities to look at improved communication with adjuncts, which could then lead to a better support network.

The fourth theme was *Strength of Adjuncts*. This described what my participants' self-identified as the strengths that they brought to their position and to the institution. These strengths included the codes *dedication*, *experience*, *innovation*, *self-reflection*, and *demeanor*.

Their *dedication* to their position was evident in everything they did. Nathaniel described that all of his actions were motived by his ultimate goal:

> And I try to really give my best effort to get these students through the class. My goal is to get them all to pass that class. They don't all pass though, but that's my absolute goal is to get them through.

An example of this dedication can be seen in Angela's diligence in being available to her students. Although the adjuncts did have an office space, it was small and located in a maze of hallways, which was not convenient for many instructors or students to use or to find. Angela took it upon herself to find a solution:

> And so what I ended up doing for office hours is I just held them in the common area. And so I just set up shop, I got a table and I spread myself out [laughs], had my planner set up and like, and I would see [my students]. One semester I did this down the commons, they don't have it anymore, but they had the cafeteria there in the large circle area. Right where advising is and financial aid [is] and so I would see them getting food and I'd be like, "Come here. You didn't turn this in," and they'd be like, "oh no." And that worked. And it was open and it was out there and I felt that because of that, that made me more accessible as opposed to, because they're first year, they don't feel comfortable finding their way to their own classrooms [let alone to a hidden away office area]!

Angela's words also illustrate how adjuncts have to create and to develop solutions when lacking support systems, professional development, and peer interactions. Many of my participants talked about how they were continually working to improve their courses and teaching, such as Noah:

> So, in terms of my goals as an adjunct community college professor, they are to continue to improve upon my pedagogy and the style of my delivery. Because that is, that is my passion. My interest is making sure that [my] teaching style doesn't become stagnant even if it becomes comfortable and also taking the basic courses that I'm given to teach and inserting my own different style to that end. And getting additional information to that, to better the course.

With limited resources and compensation, it is commendable how often adjunct professors devised their own *innovations* to aid in the success of their classes. Although this strength is wonderful to possess, there are times when adjuncts did not receive the credit that they deserved for the work they had accomplished. This was made clear when Matthew related how he creatively structured his courses:

> Well, one of the things, that's kind of, I think it's interesting is that I do a lot of class themes. So like when I taught business and professional communication one semester, my classroom theme was about interviewing. And so I tried to look at everything through that as a focus. And so we do a lot of other stuff in that class but we just really try to worry about that [looking at everything through the focus of interviewing]. And so, I had a class flyer drawn up like an interview thing [posting]. So, those went out and on bulletin boards and I also did like a regular public speaking class where we focused on conspiracy theories. And so that all of

> their presentations were related to conspiracy theories, which are fun and involve critical thinking and also help, students hate figuring out their own topic; so, it helps the topic selection. But anyway, what's interesting about that is that, you know, there was about two semesters back to back that I was putting out flyers for my classes and just making them a little more specialized to draw up some interest or whatever. And I guess someone noticed that on campus because they started [using themes too]. Now, it was me and another instructor, it was a psychology instructor that was doing it. And his theme was superheroes as it relates to psychology, I think. Anyway, after I'd done it a couple of semesters, the whole school started doing it! And then they did some kind of campaign where they were trying to entice instructors to think about theming their own classes. Yeah. So, no one came to talk to me about my view even though I felt like I was one that started it. But someone took my idea and ran with it and they have done it school wide now. It was probably my dean. I bet ya. Because I talked to him about it, so . . . he saw the flyers.

Much of the adjunct's willingness to innovate solutions so that they might provide the best class possible to the students came from their *experience* and *demeanor*. Irene strongly believed in the strength of her skill set based on her past teaching experience:

> And I promise you, I am as good as any full professor here. I know my subject inside out. And I'm a better teacher than a lot because I taught high school. I know how to teach, how to reach lower kids, how you keep the higher levels engaged.

And even those who had not taught prior to becoming an adjunct still believed that their experience was an asset to their students. Neil stated:

> I have seen a lot of what they're going to face, I guess. So I guess, a few years of experience, I don't mean to be bragging but I've been out in the industry and I recognize what they're going to face. Some of the pitfalls that they'll have, some of the problems.

As for their demeanor, they worked hard to connect with the students and have a good relationship with them. This allowed the adjuncts directly to bring the students into the learning process, as Ellen explained:

> I think I've got good rapport with them and I try to always incorporate current events into the classroom. I don't know if this is a strength or not but I will admit weaknesses and tell them that there's times that they may know more than I do or ask them, ask them about different trends and things happening so that they can teach me what's current.

Karl mentioned how he worked to make sure that the students knew that he was there to support them:

> When they walk into the room, I usually have something motivational, you know, playing on the overhead, you know, so they and they walk in and so they kinda expect something, like a motivational something, going on. So, I think that's, it's kind of different than what you typically would expect when you come into a classroom. I don't take myself too seriously, I don't take things too seriously. I want students to know that I believe in them and that they can come and talk to me.

Even with these strengths, the adjuncts did not feel that they were perfect. They continually used methods of self-reflection to gauge their techniques in order to improve. Anne described her reflection process for her course development:

> I'm a firm believer in that it takes three semesters to perfect something. The first semester is always a nightmare, be it your first ever as an instructor, first at a campus, first with that text, so forth. The second you spend all your time trying to fix those first-semester problems, only to create new ones, and by the third, you have a better idea of what is possible. Will this or won't this work? And the most shocking aspect of it all is that what works at one campus will not work with another.

Karl talked about how he incorporated student feedback into his reflection process:

> I gave them [the students], I did a self-assessment through survey monkey. And just 'cause I wanted to know are they getting what I'm teaching or what? Or even give them an opportunity to show me, suggest some areas of improvement in which I can improve on instructing them. And so, from the feedback that I received, the majority of them really enjoy my classes and all that and it's good feedback. And even the ones that, you know, you always have one or two that say cruel stuff [laughs] but you learn something from those too.

His reflection technique allowed him to discover areas that he wanted to work on in his teaching method:

> Just finding that you have most of your students who are getting it [the material], but do you have a small amount who are not getting it? They are coming to class but not turning in their work. Initially, my thought was, well that's dumb. And

> then, so I said, well a leader would think, would take it as "Is it my fault that they're not getting it?" So, I need to understand why they're not getting it or why they're not doing what they need to do. So, [be]cause I said, the easiest thing to just say is, it's up to them to do it, but at the same time as a leader would say, "What can I do to motivate them further or reach them. Is there a different way I could reach them?"

Even with this multitude of strengths, each of my participants experienced a variety of challenges in their positions. In fact, *Challenges Experienced by Adjuncts*, the fifth theme, was the most dominant theme based on the amount of data coded to that theme. Codes in this theme included *student challenges*, *compensation and recognition*, *social interaction*, *time*, *location/distance*, *job security/advancement*, *physical space*, *lack of consistency*, *having a voice*, *learning new skills/information*, *frustration*, *limitations*, *balancing family*, *burnout*, *safety*, *description of other adjuncts*, and *insecurities*. Although the challenges of lack of *social interaction*, lack of *compensation and recognition*, and concerns about *time* were the most frequent codes in this theme, which was expected based on my review of the previous literature and which will receive more attention in my classical content analyses section based on their frequency, I was most struck by the challenges that I did not expect. One of these was the challenge of *safety*. The majority of my participants described the sexual harassment training videos that they were required to view as part of their employment requirements.

Anne elaborated on how these videos made her feel:

> And then, of course, the harassment videos, at which point I always ask, "Why is there nothing in here about students sexually harassing instructors?" and they tell

> me that that's not really what harassment is and that's not what, let me rephrase that, that's not how they view harassment, because it's always supposed to be from the top down and I was like, "No, harassment's about trying to usurp power and make someone feel smaller or less than. And just because someone's in a place of power doesn't mean they can't be harassed." You look at harassment and we look at the MeToo movement and we look at everything else, but we don't really go the full distance. We don't acknowledge all the issues that are happening and we just expect everybody to be happy about it. And, "no that's not a big issue because it's not, it's one in a million" and I'm like, "It's happened to me. Twice. In less than 10 years." I gained over 60 pounds because it happened to me twice. I'm losing that weight now. I'm very conservative on how I dress because I'm afraid it's going to happen again. I tell my students upfront I am not into people touching me, as a barrier to certain types of behavior. I back up when they get too close. It probably comes off as distant and rude, but we all have our baggage.

In relating her experience, Anne told me that she brought the issue to the administration. Offending students were removed from her classes, but the harassment did not end because of simply moving the student. When Anne attempted further action, she felt unsupported:

> I looked into it and they told me that if a student is not currently on the campus there is nothing they can or will do. So, if they harass you via social media, it doesn't matter. If they are not currently in your class, it doesn't matter.

Although Anne was the only participant to bring this issue to light, it is unlikely that she is the only adjunct faculty member to face this situation. Further, because of lacking areas of compensation associated with these part-time adjunct positions, whereby participants described lack of compensation as not only lack of fair payment, but also lack of opportunities for affordable health benefits, adjuncts experiencing these issues might not have access to counseling services following such an experience.

Being employed as an adjunct faculty member in the state of Texas means that you are employed at-will (i.e., employment in a contractual relationship in which an employee can be dismissed by an employer for any reason, without warning, as long as that reason is not illegal, such as terminating a contract based on an employee's race). Because of this contractual tenant, Anne was not comfortable pursuing the matter of sexual harassment further for fear of losing her position and her income. Her fears associated with the challenge of safety were compounded by the challenge of *job security and advancement*, which was a topic mentioned by several participants. Ellen detailed how difficult it can be attempting to plan around the uncertainty of each semester:

> There's that possibility that, if a full-timer doesn't get all of their classes that they can take one or two classes away from me. There's not anything I can do. And I'm not compensated for any prep[aration] work I've already put into the class. I had it happen at [other community college institution] once, it was an online class but I had already set up everything and I had already emailed the students because I email them like, 2 or 3 days before classes start. Classes were starting on a Monday. I emailed them [the students] on Friday. You know, welcome to class, this is what's expected. Sunday, they pulled the class from me. Yes, they pulled the online class from me and gave it to somebody else. I was not happy. I went in and deleted everything that I had done because I was like, "I did all this work."

> I should, I probably shouldn't be thinking this, but I was like, I did all this work, I don't want her just going in and taking over everything I had already put in.

In a system where you are limited to only being able to teach three classes a semester at a community college institution, losing even one of those classes can significantly impact your income and planned budget. In an attempt both to expand her skillset and to give herself more options should she be compelled to forfeit a class, Angela applied for an opening to teach a different class. Unfortunately, she believed that her previous good work prevented her from advancing at the institution:

> So, [I was] kind of trying to figure out which directional path should I take. But there are courses that are offered throughout the system for introduction to teaching and teaching special populations, [which] is something that I would like to venture [into], and diversify my schedule. I don't necessarily mind the student success course, but I would like to challenge myself and teach another course. I actually applied to teach [it] in the spring semester. Then, at the end of the fall and there was an opening listed, there was a posting for somebody to teach the Introduction to Teaching class and I was like, "Winner!" And I applied for it and then I got an e-mail saying, oh but your [current] team leader already made the schedule [for the student success course]. Wah Wah. My team lead[er] had already made the schedule for the spring and she wasn't budging because it was a great inconvenience for her to reschedule my class time to accommodate me to teach something else. If anything, I felt, and I could just be a paranoid Susan, but I felt that I did almost too good of a job, and they didn't want to find somebody

else [to teach the student success course] because that would make it more cumbersome for them.

This, and many of the other challenges mentioned, were influenced by the *Culture of the Institution*, the sixth theme identified. This theme included codes such as *treatment of adjuncts*, *relationships/sense of connection*, *focus of institution*, *opportunities offered*, *opportunities declined*, *autonomy/freedom*, and *overall culture*. Generally speaking, the adjuncts believed that the institution's culture was positive, especially when concerning the students. In fact, the *overall culture* seemed to be directly tied to the *focus of the institution*: the students. Nathaniel described the following account:

> The culture here, I can't explain it any better than they're dedicated to the student. The culture here is, everything is dedicated to the student. I mean I've graduated colleges where they were more or less dedicated to research and the student, well, you gotta teach. Not always true, there were great teachers that I had in the other colleges that I've been. But the culture tends to be to do research, a little more heavier [than] here. I don't see that, I see dedication to the students. One hundred percent.

Matthew observed that he thought that the institution was a great place for the students as well:

> I just think that it feels different to the student even as far as like a more like a traditional college campus instead of a commuter school, even though it is a commuter school. But it feels more residential because the buildings are separated. There's a lot of greenery outside. And they do extra stuff here. You know it seems like that a lot of junior colleges don't do it for their students. They

> have like cool cultural stuff here. So, they do performances here and they, I don't know. They have a lot of things that allow the students to be engaged even though it's a commuter campus.

Karl further described the environment:

> Yeah, overall I mean it's great, it's a good institution, a good place. I've definitely recommended it for students. I think the vibe here is a nice ending. Most people that come here, they say it's a calm environment. Most people are nice here. Yeah, so . . . I like that. So, there's one of the reasons why I keep coming back to teach. I like the environment. It's a great environment.

Adam, however, worried that the institution was more focused on giving the students a good experience as opposed to preparing them for what was to come. He stated:

> So, that's a big, that's one thing the college needs to stop acting like you get you're going to get in [to a 4-year university]. No, it's not like that. You know how many people are trying to get in Sam Houston, um, medical school? You've got people from [community college institution], [other community college system], here, then you got people from San Antonio, you have people from Dallas, you have people from Corpus Christi. You've also got all those people, not to mention the freshmen coming straight from high school in AP classes that's got this super duper GPA or whatever SAT score. Then, you got those individuals at Sam Houston who went in as undeclared and now they're declared and they're trying to get in. Now, who you think they are going to look first? Gotta think about the competition. The college needs to be more realistic with the students because I've heard students complaining, "I can't get into medical school, I can't get into

> graduate school," from this college. You know, some of them only apply for one college. "I just want to be an Aggie," or "I just want to be a Longhorn." Maybe you want to be a bearcat, might want to be a tiger. You better look at the bigger picture.

In terms of how the culture of the institution specifically affected adjuncts, I observed that the *treatment of adjuncts* reinforced their isolation and a lack of *relationships/sense of connection*. Karl discussed how the lack of a proper office space both isolated him and affected his relationship with his students:

> So, I don't have, and I don't have an actual office to be around anyone or meet with anybody either. So, it's either you know, wherever we can meet. I don't have an actual place to meet with students. So, it's usually, you just, you know, come to the library or tables that are close to the class or I usually just meet with them individually in the class, so that it don't appear to them that I don't have an office. We have an adjunct, it's an area, but is more like a workstation, like computers if we need to go and do something in between classes.

Anne recalled past frustrations on how her part-time status meant that she was denied access to meetings and information:

> All the full-time faculty knew about these due dates before the semester started. And you're sitting here and you're thinking, there's no meeting for me to go to. You don't even include us in the meetings and then I find out at the end of the semester, like oh next semester they're going to be doing yada yada. And I was like, "Oh good to know about that." Um, it's just, if you're not full-time, they won't let you come to any of their special meetings. Really. And, I mean for the

> most part this is great [because I do not have the extra time]. And it's just, you're an afterthought.

Another result of this lack of interaction and oversight was that adjuncts enjoyed significant *freedom and autonomy* to design and to implement their courses as they pleased. However, this same freedom led to many of the *opportunities offered* to them, in terms of training and professional development, to be *opportunities declined* due to lack of interest, lack of recognition of importance, lack of requirement, lack of time, and lack of compensation. Despite the fact that the culture of the institution seemed to be focused on the successful experience of the students, it did not seem to take into account the importance of how investment in the development of the adjunct faculty members could contribute to increasing the positive impact on the student experience.

The seventh and final theme consisted of my participants' *Cares and Concerns* with regard to themselves and the institution as a whole. Codes in this theme included my participants' *aspirations/goals*, their *satisfaction levels*, their *overall concerns*, and their *suggested improvements*. They further discussed if they were *feeling valued* or *feeling supported*, as well as specific concerns about the *training, support, and structure* offered to them in their roles. This theme saw a split of opinion based on the participants' adjunct grouping classification. Predominantly, the career-enders and specialists/experts/professionals felt valued, felt satisfied, felt that the trainings and supports offered were adequate, had few overall concerns, and desired only to stay in their current role. The aspiring academics, in contrast, did not feel valued by the institution nor did they feel satisfied in their current position. They desired more structure and consistency, more offerings of relevant and compensated trainings, more support, and aspired to advance in their academic careers. However, suggested improvements from all groups did demonstrate the overall desire for more connection and social interaction. Neil, a career-ender, mentioned that, “If we had an office here and we were on campus for scheduled time, then sure we might as well get students in and work with them, rather than sit there and twiddle our thumbs.” Ellen, an aspiring academic, suggested:

> If they could have a [campus-wide] mentoring program or something to, where you work with a seasoned full-time person maybe, or maybe even a seasoned adjunct person, to kind of show you around…that would be one thing that would probably be helpful. Then, you’d not be left holding everything on your own but you'd have a built-in social connection.

Classical content analysis. Following the constant comparison analysis, I conducted a classical content analysis. Based on coding frequency, the participants placed the most emphasis on the codes *social interaction*, *relationships and sense of connection*, *concerns about training/structure/support*, *compensation and recognition*, *time*, *sources of support*, and *treatment of adjuncts*. The 53 codes were assigned to approximately 2,864 different chunks of data within the 12 transcribed interviews. Overall, the codes associated with the theme *Challenges Experienced* occurred most frequently, as compared to codes associated with other themes. Table 10 displays the frequency for the code determined to be the most prominent within each theme.

Table 10

Classical Content Analysis: Prominent Theme Codes and Their Frequencies

Prominent Code	Category/Theme	Frequency of Code	Frequency of All Codes Within Respective Theme	% Code Used Within Theme
Work experiences	Background experiences	99	159	62.26
Care about students	Motivation and rationale	77	165	46.67
Responsibilities	Position description	181	534	33.90
Innovation	Strengths of adjuncts	24	67	35.82
Social interaction	Challenges experienced by adjuncts	182	978	18.61
Relationships/sense of connection	Culture of the institution	189	509	37.13
Training/structure/support	Overall cares and concerns	175	452	38.72

Note. Information obtained using QDA Miner Version 5.0.24.

The most dominant theme, *Challenges Experienced*, was imbued in each participant's recount of experiences. Although the challenges varied, with 17 different codes applied to the challenges experienced by the participants, the three challenges that were discussed in each individual interview referenced the ideas of a lack of *compensation and recognition*, difficulties regarding *time*, and a lack of *social interaction*.

The challenge of financial compensation difficulties experienced by adjuncts, the second most frequently mentioned challenge, was not a surprise because it has been noted many times in the literature. It was put bluntly by Irene, a retired high school teacher and seasoned adjunct, as, “We're paid crap. I mean, think about it. I get less than two thousand dollars a semester. Break it down to how much that is an hour with all my projects, with all the tests, with everything.” However, it was interesting to see that the participants ultimately included not only displeasure about financial compensation in this category, but also displeasure regarding the lack of other forms of compensation as well, such as lack of access to health benefits, retirement savings accounts, and professional development opportunities. One participant, Adam, even stated that he would accept the current pay scale if the institution “just had health benefits, that would be better than anything, better than nothing.” Further, they expanded on the concept of compensation with the concept of recognition and how they do not necessarily feel acknowledged for the work that they do, even if the community college system tells them that they are valued, as Irene noted:

> They have to raise the pay. They have to, they have to start treating them like human beings. They can give all this lying [a]bout ‘we appreciate you’ but if you can’t feed your family, I don’t want to hear it.

One of the reasons that these concerns about compensation and recognition might be so prominent in the thoughts of the adjuncts is because of their continued discussion on *time*, the third most frequently mentioned challenge—specifically the amount of time that they put into developing, preparing, and maintaining their classes. Each participant reported that they are only compensated for classroom contact hours, which does not take in to account the hours that they spend outside of the classroom preparing materials, traveling to campus, grading assignments, meeting with students, and attempting to innovate their classes. As Noah put it, “Counting contact hours as hourly rate is goofy, it's really thinking about 'are you willing to do this position for this salary' because it is what you put into it.” Because of this, adjuncts have to decide what level of commitment they want to give to their class and how to balance their ideas and innovations with what is a realistic and financially feasible use of their time. Karl made mention of this struggle:

> It’s just being able to balance between how much time I'm putting into it because I know it takes, because I would want to do other stuff, like, you know, video tutorials and stuff like that, but all I did, it would take too much time for me to do all of that, And I was like, well, either you're just going to do it just because or it becomes a financial thing. You know, am I going waste all, do all this for that and, you know, not get compensated 'cause it's like at the end of the day, we have families like, you can't spend all your time all day doing all that and you're not getting paid for it.

Further, many participants did not feel that the institution recognized the sacrifices that they made for the classes they taught in terms of their time and lack of compensation. Several adjuncts expressed *frustration* because they did not believe that their time and the service that they provided was valued by the institution. Angela stated:

> My time. That I could be doing other things with my family, with my children. I'm also a home room mom for my kids and I'm on the PTO board and so I'm an

> officer on their PTO and you know, I don't get to do that much with them because I'm like, I can't I have to teach class I can't do that.

Even the adjuncts classified as career-enders, whom did not identify as many issues with time because they were retired and reported more free time and less competing responsibilities at home, still discussed this issue of time. Neil commented on how he limited tutoring opportunities based on a lack of compensated time:

> I've got 47 students in those three classes and not having an office here and not being here except during class time, I don't individually tutor those students because I don't think I can get around to 47 and it's not fair to say you'll get one piece and not the other.

However, all of the participants continued to invest effort and time into their positions, explained possibly by the two most prominent codes in the theme of *Motivation and Rationale*, which were *care about the students* and sense of *pride and accomplishments*. The adjunct faculty members interviewed did not wish to deprive the students of an exceptional classroom experience and knowledge and so sacrifice their time with no compensation or recognition in order to meet that goal. Ellen stated: “The students are my top priority.” Adam believed that, “I owe it to the students” and that “once students know that I am actually interested in their success, that I really care, then you can better work with them.” As Sandra’s quotation demonstrates, there was a strong motivation to help make a difference for the students:

> I feel like I can help a student get through a difficult class, because algebra is difficult for a number of students, and get their life on a better track from getting

> an associate degree from this institution or maybe going to [another university] and getting your degree and they're making a better life for themselves.

This sentiment was echoed by Matthew:

> I try to prepare students to do great things in their lives, you know? It's like one of the things that I really appreciate is being able to see a student who's scared to death on Day 1 and then help them grow as a presenter; so, that by the end of the class, they're even doing as well as me or anybody.

The participants felt very rewarded when they saw that their work had an impact. This impact seemed to be their primary rationale to continue their work. Adam knew that, “I've accomplished a lot. Just with my students,” and “it's very rewarding seeing people be successful.” Noah noted that, “the pride I have with that is, is when I see a positive impact on the students,” and Neil professed:

> I enjoy being able to see that I'm helping some of them. And it's always a pleasure to see one that I've had in class and how they've done in their later classes, when they've succeeded, it's a good feeling. To hope that you've had some part of it.

However, even with these sources of intrinsic motivation and feelings of pride and accomplishment, this continual work and balancing of time without compensation or recognition was difficult for the adjuncts interviewed. These issues also are exacerbated by what was the most frequently mentioned challenge referenced by all the participants, which was a lack of *social interaction* with other instructors, the departments, and the institution at large. Many participants acknowledged that this challenge is a direct result of their adjunct status, with Noah explaining that the “lack of relationship within the adjuncts is because of the nature of our position," and Irene's comment of, "Well I hardly know them. Because, being adjunct, you really don't get to know them." And while several adjuncts did profess good relationships with their department heads, others, like Ellen, related that, "I don't have the social interaction with my department," and that she doesn't interact with her department head other than emails except for evaluations, "But that's really the only time I see her face to face is when [she comes in] every 3 years for evaluations." Noah confirmed that, "My interactions are minimal with those in charge," and Angela "can't think of a time ever where I was asked from the institution itself what they can do. And that's true for this campus and for the larger institution itself." The adjuncts were, in a word, *isolated*. Sandra mentioned that, "I can come and not see anybody I know," with Angela concluding how adjuncts are "left to being again, an island, on their own." Neil concluded that "Most of us adjuncts are just on campus when we're teaching classes, don't have much interaction really with any of the other adjuncts or full-time professors. Not as much as I would like."

However, even with this acknowledgement that this isolation was an inherent result of the structure of their position, each adjunct instructor professed a desire for more interaction and more opportunities for interaction because many believed that this interaction would give them greater support in their roles by having personal connections and by having professional interactions to help them innovate their classes and work through issues with material, technology, and/or students. Ellen stated, "You know, sometimes it's nice to talk and talk about things that we're doing and sharing ideas," an idea on which Matthew expounded:

> When we're able to meet the other instructors that teach what we teach, I personally get a lot out of that every time . . . it makes me feel good about making connections with people. Or even like, you know, there are, of course, questions that I have about teaching that can only be answered by another professional in that topic. So, sometimes it's nice to have that.

Noah felt similarly: “So yes, a lack of relationship within the adjuncts because of the nature of our position and I would LOVE to know more about what everybody else is doing so we would be pooling our thoughts together.” Angela further emphasized the need for more social interaction:

> That was such, and it's funny, because my husband was like, 'but you used to complain all the time about going to team meetings every week when you were a classroom teacher.' I was like, YES, BUT, but there was value there because we got to, not only interact and bounce off and brainstorm ideas with each other and show like 'hey this is what, how this lesson went, it was awful, it bombed. Help me make it better.' You don't get that here. At all. You almost feel like an island unto yourself as an instructor trying to improve your course to benefit your students.

The adjuncts seemed to compensate for this lack of social interaction with their peers and departments by forging connections with the only group on campus with whom they did have social interactions: their students. Noah revealed, “I knew a lot more students from my experience than I ever do professors,” and Nathaniel admitted, “I tease them a little bit, I give them some little jokes. I also tease them when I'm teaching, I like to just interact with the students." Some have even incorporated their social interactions with students into their teaching philosophies, like Matthew:

> And a few years ago, I was the kind of instructor that asked my students not to text me. I thought that was too personal. But I think our society has changed. And I think that we have to find ways to become part of their lives.

However, although that social connection with students might help fill a need for connection, it does not give them the support in terms of class development and networking that they desire and which can be integral to their success. In fact, this lack of social interaction and professional interaction can put adjuncts at a disadvantage in terms of their careers as Anne illustrated when discussing how one of her classes was being considered as a fulfillment of a required criterion for a technical program, which would have given her a dedicated student pool and thusly more job security:

> But most importantly, the man who runs the mechanic program likes to talk to the instructors, face to face; so, once again, full timers have the advantage because they are on campus. World Geography might have been a good choice but other classes taught by full timers also fill that requirement. And the mechanic department head and that full timer can hash out the details over lunch, while I do not get that opportunity, because I'm not there, I have to be at another campus teaching trying to make ends meet. It makes me feel like a second-class citizen. I want to get ahead, but because of the nature of my position, I can't easily foster the relationships that allow that and that makes it hard.

I understood more the adjuncts' desire for the support of social interaction as they discussed topics that I classified as belonging to the second most common theme, which was *Position Description*. The described *use of adjuncts* varied by instructor, with some citing that they (i.e., several of the career-enders) were filling a need, whereas the others cited the economic benefit the institution received from using adjunct faculty over part-time faculty. Sandra, a career-ender, believed that “there is a need obviously that I'm fulfilling,” and Nathaniel, also a career-ender, felt similarly:

> I think they rely on adjuncts a lot to fill the gaps. The teachers, full-time, they'll be teaching five courses maybe, and that's a heavy load for them; so, if we can come in and teach two courses a week, it doesn't overburden them to teach them seven courses a week. You know what I mean? I'm guessing that that's the reason why.

However, the other adjuncts felt differently. For example, Angela explained that she believed the institution used adjunct faculty “because it’s beneficial for them economically to have 20 part-time adjuncts than to have five full-time.” Irene, who also happened to be a career-ender, expressed a sentiment that concurred with Angela’s assessment, “They save money, honey. A lot. When this college opened, the difference between how many adjuncts there were and are now is amazing.” Karl further commented upon the amount of adjunct faculty at the institution:

> So, that's one of the things that, you know, because you hear it all the time that the adjuncts are so important to the institution and all of that. Which it is because about 80% of instruction, you know, are adjuncts. So, based on the statistics that we have here, so about 80% of them are adjuncts.

Anne’s reaction to the high use of adjuncts was decidedly negative: “And hiring more adjuncts and treating them like they do; well, it fits their bottom line and that’s what matters. Not the satisfaction, and therefore quality, of the educators." This mindset led to her self-realization that "I'm just a cog. One that can get rusty. And easily be replaced." Without social interaction and support, the adjuncts, especially those who were not career-enders, had difficulty seeing the expressed value that the institution had in them.

Further within the position description theme, the participants enumerated upon the *responsibilities* of their position, none of which were compensated for outside of their contracted classroom hours. These included, but are not limited to, class preparation of material and presentations for multiple classes, grading, quiz and test generating, scheduling speakers, responding to department and student communications, learning new skills and information, meeting with students, mentoring, completing paperwork, state required training courses (e.g., civil rights training, safety training), attending adjunct orientations at the beginning of each semester, marketing their classes to students, conflict resolution in regards to students, and tutoring. Many of these responsibilities were initially made more difficult by the fact that five of the 12 adjuncts interviewed had no experience teaching prior to beginning their adjunct position at the select community college institution. Angela, who was appointed a mentor to two other adjuncts in her department, discussed what new part-time instructors who did not have teaching experience faced:

> She's never been in front of a group, or in a classroom and maintaining a grade book and what it is to have objectives and have this tied to the class, and so everything has been like, it's almost too much. Like she needs more structure to get from week to week to week. And the same for my other mentee is just a very overwhelming experience because there is not enough support system there to

> catch them. And that's not just the curriculum aspect, but even things like, how do I you enter grade in the grade book or how do I . . . ?

Because of this realization (i.e., that a significant number of adjuncts are hired without having previous teaching experience), along with the aforementioned vocalizations about a lack of *social interaction*, I asked my participants where they found *sources of support* in the institutional landscape. Overall, the majority of the adjuncts interviewed mentioned their departmental chair, departmental secretaries, the technology support service, and the "ladies in the copy room" as their most utilized supports. Laura had been very fortunate with her interactions with her department and institution and felt very supported by them:

> I love my department head, I think he's very supportive. Anytime I have an issue, he usually either calls me right back or whenever he can get to a phone, he responds to an email or anything of that nature. So I love that. Our support team, our DOC [Department Operations Chair] and our DOM [Department Operations Manager], very supportive as well. Even our Dean, even though I don't have that much interaction with her, whenever I come twice a year for our in-services and stuff, she's very open-door policy.

Irene praised her department chair, "I have 100% support with my chair," and "the secretaries here are wonderful. Very helpful. The woman, [name], who's in charge of a lot of other things helps with grades, putting in, computer stuff is wonderful. So all the help here, [name], [name], oh my God they're terrific." Matthew explained where he went for the majority of his support, as follows:

> And then there's one lady in particular that works in, um, it's the area where they help with our grading tests and the copiers and the faculty mail. So, I drive that office crazy. I'm in there, and I don't even think twice, I'll just go in there and ask about whatever. It may not even be something that they handle, but they know all the answers.

These descriptions led me to infer that, due to the lack of social interaction that the adjuncts received, their threshold for deciding supportive versus non-supportive behaviors might actually be very low. Ellen, for example, expressed the support that she received from her department as follows:

> I don't really receive much support here; the department chair will, send out emails the beginning of the school year and end of school year; the actual division though, they're pretty good about sending out the like, there's been a new website change . . . the division secretary sent out an e-mail that said this is what you can expect and this is how to navigate. And then she's good about sending out how to turn in grades and what you need to do to turn in your grades and when the syllabus is due. And so, she's, she's good at email communicating.

Another casualty of the lack of social interaction and support is lowered ability to communicate and to ask questions. Ellen admitted, and attempted to take the blame for, not being aware of some pertinent information, stating the following: “Another thing, and this is probably my fault too but, I don't know if there's a Scantron machine.” She did not feel connected enough to anyone, not her chair, not her department, not her fellow instructors, to ask where the machine was located.

With issues in the areas of social interaction and support, one might wonder how the participants were able to persist in their roles. The theme of *Backgrounds Experiences* explained many of the aforementioned motivations and rationales because each participant's *education*, *work experience*, and *hiring process* to the current position demonstrated each person as an experienced, intelligent, and hard-working individual. Their backgrounds informed the other theme of *strengths* because each participant referenced their *experiences* as a strength. Neil discussed how he could use his experiences to prepare his students for life after college: "So, some of this, I have seen a lot of what they're going to face, I guess." Noah provided another example of the benefit of his experience here:

> Well, I'm a teacher. And, I don't just do higher math. I, I can teach higher math. And I've recognized that that's not always a strength across the board. Some of the adjuncts that I've spoken with are amazing mathematicians, just excellent mathematicians. But in terms of conveying it to a student that doesn't understand a concept, it can be very difficult. That's true of high school level, that's middle school, grade school level, that, it's there. So, I think what I bring is a wealth of knowledge of teaching skills and in pedagogy to the adjunct position that doesn't always get, it doesn't always get met. And within that, my personality is such that I love when somebody says they don't understand because that's the challenge that I appreciate. I appreciate the willingness of somebody to say, 'yep, I'm not with ya.' And the challenge of me explaining in a different way or with a different animation or with the, entirely different all together. I think I bring that.

Adam also detailed how his past experiences will aid his students:

> I would say my strengths include that I have a background in industrial applied research. With those and my life experiences and personality, I can be a bridge for students and allow them to go back and forth between two worlds.

Another strength noted in the adjuncts interviewed was their dedication to their position. Even without compensation, many of them pushed to do more for their students. Neil, recognizing that he could improve on his teaching methods, decided to audit an upper level mathematics course so as to prepare his students better for the next level:

> I said you know I need to know what these students are seeing in later years and for other classes. So, I went back and audited, enrolled in Calculus II and Calculus III for a year with [name]. You know, I'd had it 50 years ago, but I went back and redid the entire Calculus II and Calc[ulus] III.

Another example would be Ellen who worked to make sure to connect with her students across six classes at two institutions in a timely manner:

> But I do have seating charts and I study the seating chart to try to memorize the name. But I think it makes them feel special in a way that I know their name by the second week of school and can call them by their name.

Even without compensation, Nathaniel offered to donate more of his uncompensated time to his students to insure their chances of success in his class:

> I have a desire to help students master the material because I will tutor them until they get it. And I will come at any time that I'm available. Doesn't have to be on a Tuesday or Thursday, I will come at any time that I'm available, and I do. If they're available on a Monday, we'll set up the time and I'll help you.

Strengths also manifested themselves in terms of *self-reflection*, which often caused a desire for *innovation*. Karl offered his students surveys mid-semester because "I wanted to know are they getting what I'm teaching or what? Or even, you know, give them an opportunity to show me, you know, suggest some areas of improvement in which I can improve on instructing them." Ellen lets her students know she was open to their thoughts by telling them, "I will admit weaknesses and tell them that there's times that they may know more than I do or ask them, ask them about different trends and things happening so that they can teach me what's current." These reflective tendencies lead to innovation, as we can learn from Angela:

> But, that doesn't make me the good teacher. It's the strategies that I implement and the resourcefulness, the willingness to go and seek out other things as opposed to just "Well I did this, I taught it like this last year, you know."

Anne had a similar belief system:

> I'm always changing things. Every time I explain assignments to my co-workers, they're like, "Oh that sounds good, oh, that sounds good." I feel like I'm probably more inventive than they are in the things that I do. I work really hard at bridging the gap between what I need to teach and who my students are. In my opinion, a fair amount of the faculty gets stuck in the rut of "this is how I learned" or "this is what I have always done," and as a result can't connect to the people in the classroom. A lesson should reflect the students it is given to.

None of these strengths would be possible without the *demeanor* that allows them. Ellen's personality and openness led to "positive interaction with the students. I think

I've got good rapport with them." Anne mentioned that, "I get to have a very relaxed demeanor with my students," which was a concept that Karl developed as well:

> I think it is, is my warmth, I think? I think most, that's what I hear a lot, matter of fact I hear a word, I don't know why, they said "he's chill." It's basically how they describe me as "he's chill." At first I really didn't know what that meant, but my daughter said that too. And so when, I heard it a couple of times. And basically it means that he's relaxed and, you know, he's calm and all this so it's a good vibe overall. So, I think that a lot of them like that.

The culture of their classrooms, however, was not a direct mirror of the overall *Culture of the Institution* that participants experienced, which was the third most common theme to emerge from analysis. Even with their personal strengths, the numerous responsibilities that they have, coupled with such limited areas of support, caused all 12 participants to lament upon how *lacking relationships and a sense of connection* informed the *treatment of adjuncts*. Sandra shared:

> If you liked the camaraderie of other like individuals, you come and you go, you come and you go. You don't see full time people unless you're teaching next door to them and you're walking into your room at the same time.

Sometimes, Matthew felt as though he was an afterthought to the institution due to his part-time status.

> The feelings that adjuncts have about being insulated and alone are amplified by the fact that they're just not here that much. They don't have the same connections to people and they're not in the loop. I mean, I get an e-mail from my

> dean once a month that sort of summarizes the things that I need to know as an adjunct that full-time faculty already know about.

In terms of how these feelings of disconnection affected the treatment of adjuncts, I again discovered a difference among how those in different adjunct categories viewed their treatment. Specifically, career-enders and some of those classified as specialists/experts/professionals (i.e., those whom had fulfilling full-time occupations outside of their adjunct role), believed overall that they were treated well and just wished for more social connection. Nathaniel believed that “They really treat the adjuncts . . . they're very, they're very good to the adjuncts because they need them,” with Laura noticing no difference in how she was treated versus how full-time faculty were treated, “If they do, I don't feel anything otherwise.” However, those adjuncts who were classified as aspiring academics felt very differently. Angela complained:

> They keep us on a short leash. This is, like, the powers that be, you know, the puppeteers or whatever…And they're not kidding anybody otherwise. It's a very thinly veiled attempt to keep it set in that tone, that pattern.

Adam also commented on some of the rules and procedures that held him back from advancement, discussing how he nearly lost his position due to a paperwork miscommunication:

> So, you know, it may be in written documents, but most adjuncts work more than one place; so they're not even looking. And then you'll get email pop up, “You need to complete, according to the agreement, you need to complete this. If you don't complete it, you're going to get terminated.”

And even though Adam was well-experienced and believed that he possessed talents to contribute to the department, he was made aware of his adjunct status distinctly, lamenting:

> And also not being able to charter the direction of the course in the department, courses in the chemistry department because you don't want, you can say some things but you're not going to have that much influence as if you were a full-time professor. We have three full-time. It should be four. I should have been a full-time professor. But they're not going to hire me.

Ellen did not lose a position, but she did lose a class, and it was not over a miscommunication with paperwork. Instead, "they pulled the online class from me and gave it to somebody else because she needed it, she was full-time and didn't have enough classes." It was occurrences like this that were eroding Ellen's satisfaction in her position:

> But there are many times I don't feel very appreciated and here, and I don't even want to say this, but here it feels more like a job. But I'm here for the students too; so, I can't really say it feels more like a job. But you know I show up and teach and interact with students and that's really all there is for me. And I think a lot of adjuncts feel that way too.

And they did. Anne was one of them:

> So, I don't understand this, like, how they can just be like, "Oh you know, come back, come back, come back, we're not going to pay you anymore, we're not going to acknowledge the fact that you've worked here and been loyal to us and

> done everything you were supposed to for all of these years. We're just gonna continue to pay you the same starting salary."

Despite her status as a career-ender, Irene was a firm defender of other adjuncts and indicted the institution's treatment of them:

> Number one, to pay so poorly and expect anyone who's serious about teaching to stay who's young is ludicrous. I have the advantage of, obviously I don't need the money or I wouldn't be traveling around the world. So, I do it to help kids. And it keeps me young and keeps my brain going. That's good for me too. I learn from them. The pay is an embarrassment. I mean a total embarrassment. That's the main thing.

She continued:

> But the philosophy of hiring a bunch of adjuncts. Telling them, 'well you need so many kids in the class or we cancel it at the last minute.' You don't make any money and you have to teach on how many different campuses and drive how far for that. And I promise you, I am as good as any full professor here. I know my subject inside out.

And even though nearly every adjunct discussed the *autonomy and freedom* that they were afforded in their position as well as the *opportunities offered* to them, there was also a discussion about how the overall culture and the focus of the institution led them to *decline opportunities*. Noah explained his freedom, "in terms of the style of how I teach, it is not heavily monitored based on my perspective. So, while there is a base level [of structure] provided to me, for the extended quality [of my course], is up to my choosing and interaction." Laura confirmed:

> It's pretty open how I want to set up the class, you know; in fact, I just had an evaluation for my department chair, he said, "Nope, looks great. There's plenty of rigor, here you're covering all the SLOs, so you're, you're fine. Keep doing what you're doing." I said, "Ok."

The freedom that they had also seemed to extend to the training they are offered. Perhaps due to the fact that many adjuncts who are hired do not have teaching experience, the institutions did have professional development opportunities, but they were not required. Noah explained, "There's regular professional development that is offered in different neighborhoods of content . . . those are optional." According to Laura, "they have technical professional development, so how do you do Word, Excel, PowerPoint. And then they have the more, 'How do you manage your classroom.'" However, based on the challenges mentioned previously of time and lack of compensation, many adjuncts do not take advantage of these offerings. Sandra simply stated, "They offer the training. I just haven't gone to it." Ellen echoed, "Yeah, they've emailed out some things that they are trying to use to be helpful but I haven't really taken advantage of it." This lack of interest in attending professional development is especially concerning in terms of the career-enders because it limits their exposure to methodologies, technologies, and ideas that might be new to them, causing them to stagnate in their teaching methods, as evidenced by Sandra's comment, "You know after you've taught as many years as I have, I have certain things that I know have been successful for years and I just tend to use those again."

The culture itself might have led to the fourth most common theme, which was that of *Cares and Concerns*. This category of codes showed the results of many of the challenges discussed in the previous theme. Adjuncts discussed if they were *feeling supported*, *feeling valued*, and their *overall satisfaction level* in their position. Overall, adjuncts felt more supported than they felt valued. Much of those levels of support came from their specific department chairs, as Matthew discussed:

> When she says things like, “if you have any problems or questions come talk to me.” Or it’s just like instead of saying hi to me in the hallway she’ll say hi and touch my shoulder, you know, it’s just like she tries really hard and those things do make a difference because, like, for example last month I had a problem in the library and it bothered me to the point where I just felt like I really needed to someone and I don’t know what I would have done if I didn’t have her to talk to.

Laura agreed, stating:

> So, they would listen to me first, before jumping to a conclusion that I hadn't done my job. And I know that there are other people that are, that are adjuncting that are not as fortunate as that. Sometimes, people automatically want to side with the student. Thankfully I had, I had a lot of support along the way.

However, Anne had a different experience, which also helped illustrate the code *lack of consistency* within the theme of challenges. She dealt with a difficult student who was using hate speech and threatening violence to classmates but received no support in such a potentially dangerous situation:

> I sent a message through the alert system and I was told because technically I was in a face-to-face class with online components I had to go to a different person despite him telling me, “this is wrong, we need to talk about this.” My issue kept on being pushed up and up the ladder, until, finally, the person who was in charge

> of the alert system, told me that it was a classroom management issue. He didn't seem to care about this pesky burden of monitoring the early alert system. I even had co-workers who brought up the issue in the faculty senate, because as an adjunct that was not a resource I had access to, and, in the end, adjuncts are like throw pillows are easily changed. Still, nothing was done. What the student was saying at that point was borderline hate crime and hate speech. I had students who were afraid to come to class . . .How is that something that a college can ignore and say is nothing more than a classroom management problem? I tried not once, not twice, but a multitude of times. I asked for help, I needed it. I wasn't getting it.

But while the participants' opinions on feeling supported were based on the level of support that they received from the institution, their feelings of being valued came from their students. Noah reported, "So, the pride I have with that is, when I see a positive impact on the students. That they say, 'OK this is worth my time. I'm a better person for this." Sandra mentioned that she felt valued and rewarded when the student reached out to her:

> I feel rewarded when the students tell me "Thank you for what we've done." Or I am, particularly if you've had a student and a year later they've kept your email and they sent you an e-mail. They say "you know, I'm doing real[ly] well. How are you doing?"

Overall, the adjuncts reported feeling satisfied in their position professionally in terms of their success with their students, but many of them were unsatisfied in terms of compensation, recognition, and opportunity. Angela summed it up by declaring, "It, the rewards, I feel are intrinsic and they're tied to my students' success." Anne loved her work, but had difficulty feeling satisfied:

> I love what I do, but I'm not very satisfied. I come alive in the classroom, it is the only place I have ever felt that way. It's home. I love the freedom of community classes education, as it is not 9 to 5 in nature.

These conversations led to the participants giving voice to their *overall concerns* and their specific concerns over the lack of *training, structure, and support* available to them. These, then, influenced their *suggested improvements* and their *aspirations and goals*. Many of their concerns concentrated around the quality of education that the students were receiving. As mentioned previously, it is not unlikely that an adjunct will be hired with no previous teaching experience. This concerned Matthew:

> Eighteen hours or more in that degree and have a degree, that's it! Because. I'm highly suspicious that we have faculty that are only vetted by the degrees because the degree is so important. It's an absolute requirement. So if they can't teach, oh well, they have the qualifications. So, I don't know how much of that's done but, yeah, I'm concerned that it's done because, otherwise, I wouldn't hear about interpersonal problems with other instructors or how the students don't like them because they're not hard but you know boring or difficult to understand or you know whatever the problem is.

Irene worried that this hiring practice led to ineffective educators.

> Too many teachers are too easy and it gets on Rate Your Professor and around school. "Don't take this one because you'll have to work. Take this one, you can make an A or B, don't worry." That kind of stuff. They don't demand tests, they

> don't write essays, they don't do heavy projects. Their project is a one-page thought paper, which for me is a BS paper.

Adam worried about himself as an educator, not that he could not perform well, but that he was not given the support needed to be the best educator for his students, stating, “I can't give students the necessary support. I don't have the time or the resources or the information to best help the student.”

Because of these concerns, many of the participants offered their insights on the training, structures, and supports that were offered on campus and how those could be improved. Angela had been fortunate because she had received an adjunct handbook when she had been first hired that had detailed information about the position and resources for the position. However, these did not become common practice because each time a newly hired adjunct saw Angela’s handbook, “They were like, ‘What is that? That's awesome! Can we have that?’ And I'm, ‘You didn't get one of these when you got hired? And they're like, 'Nooooo, not like that.’” Angela especially was concerned on behalf of her mentees:

> I feel bad almost for, like, my mentees. Um, 'cause, they really want to do well, they like what they're doing, they're enjoying the course so far, but they're in the deep end of the pool when it comes to even something as simple as setting up their grade book and understanding how that works and using a grade book—let alone planning out the curriculum for the entirety of the semester. My mentee pulled out this handout. And, I was like, “What is it?” And she's like, “oh I was gonna use this, but I don't really understand how to use it or what it is.” And I said, “Where did you get this from?” And, to me it looked like garbage, and she's

> like, “I got it from our team lead.” And I was like, “did she explain to you how to implement this in the class?” And she's just like, “no, not really, she just sent it to me in an email and I printed it out.” And I was like, “how's that helping?” So, like, we do have the community instructor group on D2L, but all of this is just a reservoir of PDF files and web links and YouTube videos. But if you don't know how this connects to the curriculum and to the student learning objective, it might as well be Greek.

But when there was training, Angela did not find it beneficial. She was further disappointed by the fact that no one seemed to care that the training for adjuncts was subpar:

> For example, it just shows, even when I gave them feedback and I saw nothing happen. This was our August, most recent staff development for those instructors that teach this course . . . And it was literally the worst professional development I have EVER attended. And that's including stuff that I had to do for like high school, school district stuff like on a Saturday summer afternoon, like it was a COMPLETE waste of my time. I gained nothing, no strategies, no information, nothing from it. And the little nuggets that were new or different could have better been served in an email blast. To be honest. It was such a waste. It was so disappointing . . . . So they're like, “Here's a free lunch!” And we're like, “Yes!” And we're sitting there eating lunch. The [high ranking person in the system] spoke, rambled ranted. No, not ranted. He didn't rant. He did ramble. He took questions from the audience that nobody was prepared for him to do. There was no point to him being there and talking. He, um, the lady that runs, these were all

> higher ups from the system office. The lady who does the pathways for like the program pages and da da da da, she spoke. I couldn't tell you what she spoke about 'cause it had no connection to what I do on a daily basis in that classroom. I mean there were several, very high position director type, vice chancellor type people that spoke to us as we were being distracted by our free lunch, everybody else was, I mean, people were on their phones, people were on their laptops. And that was it. It was a travesty. It really was. And I wrote this, like, I will die on this paper. This is my shield and I don't care if I get fired because this is WRONG. This is wrong. I used to train teachers for the second largest district in the state and that professional day we acknowledge we have them for this one day before school starts and we made it our, like, holy grail to be able to create courses and workshops and material that was valuable for them that they could take an implement that day. And I just was like "does anybody at all like . . . ?" And so literally just wrote this thing because they had an exit sheet and you have to write and like "was this helpful?" and "was this?" and I was like "No. No, no, no." And then it had like a small little section; so, I tore up some notebook paper and, because I'm a former teacher, I have a little stapler, and I took it out and stapled it and I was just like, DONE. My husband's like, "you're gonna get fired," and I was like, "then so be it!"

After giving this feedback, Angela waited to be contacted but, "Nothing ever came of it. Nothing. I signed it and I never got e-mail, no, like 'hey you want to talk about this?' from anyone." It was extremely disheartening for her to know that she had attempted to bring a problem to light, to help, only to be shown that her voice was not considered important enough to warrant contact.

After hearing the adjuncts' challenges and experiences, I was looking forward to hearing their suggestions. Every participant offered *suggested improvements* for the institution that would help the adjunct faculty better succeed in their roles. Suggested improvements included, but were not limited to, having an improved and more accessible adjunct office on campus, compensation increases (e.g., office hour pay, tutoring pay, overall pay increase, compensated professional development and trainings), better offerings of professional development, affordable health benefits, mentoring program for adjuncts across all disciplines, adjunct social gatherings, funds for seasoned adjuncts to attend conferences or other professional development, better job security for seasoned adjuncts, better access to student information for adjuncts, tuition assistance to earn advanced degrees, and a student loan repayment stipend.

Angela was one participant who believed that there should be more trainings offered that better fit the needs of the instructors:

> So, things like that, you know I feel they should have us come to professional development, even if it's just for an hour on a Friday because nobody's teaching on those days anyway. Come for an hour do professional development and learn that strategy. And I know that strategy, but it wouldn't, a refresher wouldn't hurt. You know? Or teaching strategies for people in poverty, because we do have a lot of student population that reflects that.

Noah expanded on this concept by advocating for seasoned adjuncts to receive funds to attend professional development (e.g., conferences, workshops) outside of the institution:

> I mean maybe there's something similar to a retirement account thing and an idea of what we're banking, we're banking dollars on, okay you've taught four semesters, you have $500 available to you if you so choose of professional development dedicated money. I'm asking for money in the public sector and I know that's crazy. But if there was anything, it would be the time and opportunity to go out and be trained professionally.

This type of professional development would certainly help adjuncts continue to develop their skills, as would encouragement and support to earn advanced degrees, as Karl proposed:

> For example, if, because we are always teaching students to become better, and so one of the things that I was a little frustrated about that I think really needs to be looked at, adjuncts, like, let's say you want to go further with your education for a doctoral degree. You don't get any kind of tuition reimbursement or anything like that. So, no incentive to do it. So, for someone if this is what you're doing, you don't really get paid much for doing it and so you don't really have any, anything else, you know, that could help you further your career or further you educationally. Just say you want to, because most tenure positions and most full-time position, you, a lot of them you want to, you know, at least be on the road to get a doctoral degree or something like that. But that costs money. So, and adjuncts don't make much money. So, that's one of the things that they could do.

Laura's suggestion of student loan repayment support also would ease the burden of many adjuncts working so many hours at different campuses and different occupations, possibly giving them more time to focus on their instructional goals:

> So, most of us are drowning in debt. Or, if you do something, you know, where you do forgive their student loan, I would try and probably focus on the student loan component of it because everybody's health is a little bit different. Everybody's financial needs are a little bit different. You know all of that, there's so many variables to it, but at the end of the day most of us have to write a check to Sallie Mae every month. So, if institutions could do something to specifically help alleviate that part of it, I don't know what it would look like, but that's what my magic wand would try to do.

In conclusion, each participant ended their interview discussing their *aspirations and goals* at the institution. All 12 participants indicated that they would like to continue what they were doing as long as it was enjoyable to them. Seven participants indicated that their ultimate goal was to obtain a full-time teaching position. Based on the amount of time that they had been an adjunct, some were more hopeful than were others about the likelihood of achieving this goal, with those who had been an adjunct the least amount of time being more positive about the possibility versus those who had been an adjunct for a longer amount of time. Karl, an aspiring academic adjunct with 1 year of adjunct experience who was also self-employed as a writer outside of the institution, stated:

> I would want to get a full-time position. I see that as very, very tough to do, it seems. But I've been making the right connections and things like that. So, I think that's really the key is just networking, really. I've already built a great reputation and rapport with different people. And I would like to, um, I'm also looking at it as, I always believed that life is a chess game not checkers.

Angela was hoping that she could continue to find opportunities to advance professionally:

> I would love new challenges. I sought out those two different professional development cohorts that I did in the spring semester of 2018. I sought them out. I applied for them. I was not, no one said, "Hey, do you want to do this?" I sought it out and I did it to hone in on my skills as an instructor. And when I was tapped and asked by my team leader, "hey do you want to teach a veterans-only section? It's different, we want to try it, what do you think?" I was like, "do it, let's do this." And again wanting to hone my skill, my craft. I want to do more. I'm loving the idea of doing more and being challenged more. I want to be full-time.

Anne, having been in the adjunct world longer, still wanted a full-time position, but believed that it was less likely to happen:

> I was told when I first started within about a couple years there would be possible options to being full time. That was before the 2008 recession and I understand that that changed things. But you think you're working towards becoming full-time. And, in certain disciplines, I think that's true. I need to believe that is true because, the alternative is too depressing. However, I don't believe it's true in mine. If you're English, if you're history, if you're government, those required by state courses, you will get there. Maybe not in this city, but you can get there, which gets its own portion of resentment by adjuncts. Administrations hire new full timers who didn't work at "your" campus and these adjuncts are thinking, "I've worked here for 10 years and they hired them? My classes always make,

> the students love me. And yet you hire someone from outside our system?" And often times the reason for that is because in order to make money as an adjunct you, you must teach 24/7 but to be hired you must publish. What adjunct has time to publish? And when you're in one of the smaller disciplines, it's hard to get there, to get to the full-time position.

Even with these different viewpoints, the diverse backgrounds and experiences of the adjuncts interviewed, it is interesting to note how committed each participant was to their position and their students, even in the face of numerous challenges.

Correspondence analysis. Due to my correspondence analysis, I was able to map the 12 participants onto a space that displays the seven emergent themes (i.e., background experiences, motivation and rationale, position description, strengths of adjuncts, challenges experienced by adjuncts, culture of the institution, and overall cares and concerns). Figure 8 illustrates how the participants related to each other with regard to each of these themes. In the top right quadrant, it can be seen that Karl, Noah, and Nathaniel are positioned surrounding the theme of position description. In the top left quadrant, Angela and Matthew are clustered around the theme of overall cares and concerns, while also being the participants nearest to the theme of strengths. In the bottom right quadrant, Ellen and Anne closest to the theme of challenges experienced. Laura, Sandra, and Adam are clustered close together within the vicinity of the theme of motivations and rationales, with Irene actually straddling the axis between the upper and lower right quadrants and being the nearest to the theme of motivations and rationales. Finally, in the lower right quadrant, it can be seen that Neil was by himself close to the theme of backgrounds.

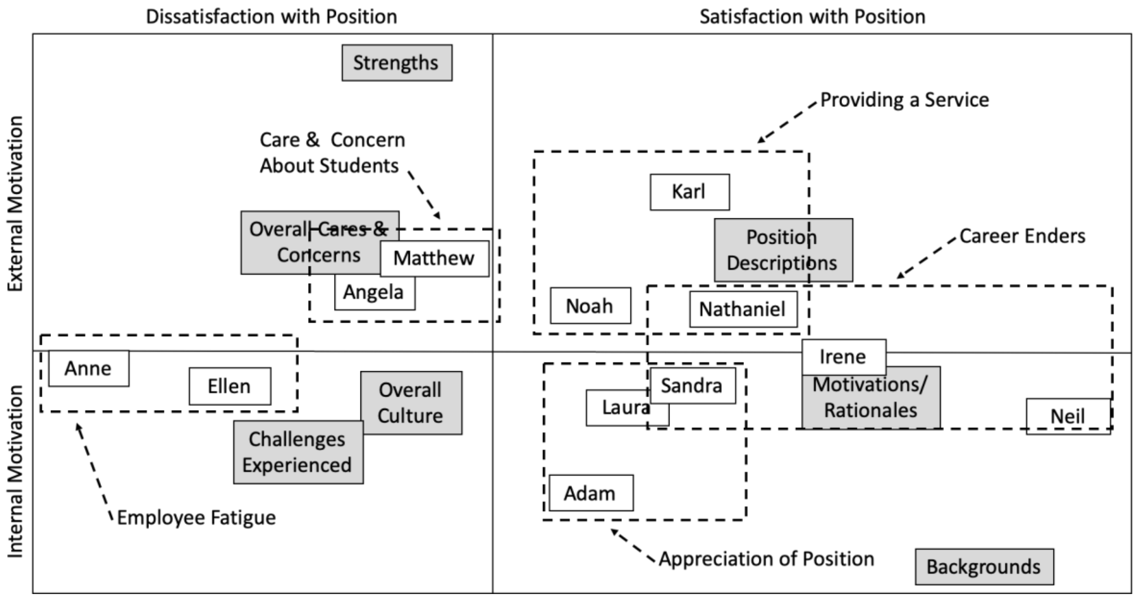

Figure 8. Correspondence plot showing how the participants related to each other with regard to each of the themes.

After I conducted the correspondence analysis in QDA Miner Version 5.0.24 (Provalis Reseach, 2016), I studied the correspondence plot to find similarities among the participants who were clustered by the difference themes. Following an examination of the data, I was able to identify common characteristics that led to the emergence of five meta-themes: (a) Employment Fatigue, (b) Concern and Care for Student Growth, (c) Providing a Service, (d) Appreciation of Position, and (e) Career-Enders. Additionally, it was noted that the participants were divided by the y-axis in terms of their overall satisfaction level with their position, with those left of the origin communicating the least satisfaction overall and those to the right of the origin communicating the most satisfaction overall. Further, participants were divided by the x-axis in terms of their overall motivation to work as an adjunct faculty member with those above the x-axis referencing an external motivation (e.g., caring about students, offering a public service) and those below the x-axis referencing an internal motivation (e.g., self-fulfillment of a goal, personal financial security, relief from boredom). Each of these meta-themes will be discussed in the following sections.

Meta-theme 1: Employment fatigue. The first meta-theme I observed was that of Employment Fatigue, which I defined as an expressed state of physical or emotional exhaustion by my participants in which they reported a sense of reduced accomplishment and loss of personal identity. Of all my participants, Anne and Ellen, both classified as aspiring academics, expressed the most dissatisfaction with their status as an adjunct faculty member, although it should be noted that their dissatisfaction stemmed from their treatment by the institution. In terms of satisfaction of working with students, both expressed continued enjoyment of being in the classroom, with Anne mentioning, "I love what I do, but I'm not very satisfied. I come alive in the classroom, it is the only place I have ever felt that way. It's home." Ellen confirmed, "I'm there for the students and I want to teach the students. And, um, I feel like I have a lot of experience teaching and working with the students and I enjoy working with them." They had both also been working the longest as adjunct faculty members with that position being their sole occupation in comparison to the other participants, who either had other employment positions or were retired. However, even with their experience and passion, both Anne and Ellen felt little hope that their initial primary objective for starting in an adjunct role would ever be fulfilled, namely, gaining a full-time position. Anne discussed the overall difficult process for her field:

> I was told when I first started within about a couple years, there would be possible options to being full-time. That was before the 2008 recession and I understand that that changed things. But you think you're working towards becoming full-

> time. And in certain disciplines, I think that's true. I need to believe that is true because, the alternative is too depressing. However, I don't believe it's true in mine. If you're English, if you're history, if you're government, those required by state courses, you will get there. Maybe not in this city, but you can get there, which gets its own portion of resentment by adjuncts. Administrations hire new full timers who didn't work at "your" campus and these adjuncts are thinking, "I've worked here for 10 years and they hired them? My classes always make, the students love me. And yet you hire someone from outside our system?" And often times the reason for that is because in order to make money as an adjunct you, you must teach 24/7 but to be hired you must publish. What adjunct has time to publish? And when you're in one of the smaller disciplines, it's hard to get there, to get to the full-time position. And in order, you think that in order to have accreditation, they have to have one person in your discipline as a full-time employee? They found ways to skirt that. So, you know, that whole 'one for the entire district' isn't even true.

As for Ellen, she, at one point, managed to gain a temporary full-time position due to the institution's need and worked to prove herself in her role, only to ultimately be moved back to part-time status due to bureaucratic decisions and not her performance. She was retained as an adjunct. It was extraordinarily disheartening for her:

> Two of my goals [when temporarily full-time] were I wanted to start an internship program and then I wanted to start a study abroad program. And I had, I have connections to both of those and so and I was receiving support, but then when I was told I couldn't be full-time anymore, that I would need to go part-time, my

> thought was I'm not going to pursue this anymore because I'm not getting paid to be, you know, do full-time work; so, I'm not going to start these two programs and, you know, that just, uh, [sighs]. I know it reflects badly on me, but it's like, um . . . I didn't want to do full-time work on part-time pay.

Upon realizing that their plans of obtaining a full-time position were slim, both participants had to re-evaluate their roles within the institution. Do they stay to do what they love? And if they do stay, why? Both believed that compensation, recognition, and appreciation were in short supply and it was changing how they viewed their calling. Ellen explained:

> But there are many times I don't feel very appreciated and here, and I don't even want to say this, but here it feels more like a job. But I'm here for the students too so I can't really say it feels more like a job. But, I show up and teach and interact with students and that's really all there is for me. And I think a lot of adjuncts feel that way too.

Anne's belief here was consistent:

> And then I realized towards, you know, working for full time and building that case, over time I realized that I'm just a cog. One that can get rusty. And easily be replaced. That personally there is no value in me. There's just value if the students see it and it, things change. So, you know you think you're doing something, you think you're helping, but they just don't really, you're an afterthought. Yes, you pay us a decent hourly wage, but that hourly wage is only for when we're in the classroom. And then you ask us to do all these other things that can't be done in the classroom and you work out the math, we're making less

> than minimum wage. So, I don't understand this, like, how they can just be like, “Oh you know, come back, come back, come back, we're not going to pay you anymore, we're not going to acknowledge the fact that you've worked here and been loyal to us and done everything you were supposed to for all of these years. We're just gonna continue to pay you the same starting salary,” whereas the full-time faculty are constantly complaining about living wages and living wage increases. But yet when it comes to fighting for the adjuncts, they're like, “We didn't get one last year why should they get one?” And you're sitting there like, 'Well, we haven't gotten one in over 10 years. You've gotten at least two within that time frame and you think that's OK?”

All of this information led to the realization that Anne and Ellen might be on their way to experiencing burnout in their positions. This gives good justification for why they were the farthest two participants on the dissatisfaction continuum and why they were closest to the theme of *challenges experienced*. Ellen’s dissatisfaction might be mitigated slightly by the fact that she was married with a family and not the sole financial provider. Anne, in contrast, felt guilt and shame over her career stagnation and how it affected her family and her future, pushing her farther into dissatisfaction:

> I am not married. This is my income. I've been living with my parents and almost off of my parents as a result of this. My dad is getting ready to retire. I've come to the realization he's probably not retiring partially because of me. That's not right. I think when you're married with kids that are school age-ish, this is not a bad job, especially if you're going to the one down the street. But when you're trying to do this as a full-time job and you get to your 30s, something has to give

> and that something is doing it. As much as I enjoy working with college students, as much as I don't want to go into the high school system, I can't continue to stay here and expect to have a future in which [I have some financial security]. I can't afford anything, really. I can't afford to go anywhere.

This dissatisfaction was felt keenly because both participants, based on their location on the correspondence plot, have an internal motivation for continuing to work as an adjunct faculty member; namely, fulfilling their individual career goals in academia.

Meta-theme 2: Concern and care for student growth. The other two adjuncts on the dissatisfaction end of the continuum were Angela and Matthew, aspiring academics who both desired full-time employment as well but had not been in an adjunct role for the same length of time as had Anne and Ellen. The meta-theme that emerged from Angela and Matthew's placement was a distinct *Care and Concern for Student Growth*, meaning that, although they were concerned about students' academic achievement, their real focus was on connecting with their students and helping them grow and succeed as individuals. This was supported by their placement on the top half of correspondence plot, corresponding with an external motivation to working as an adjunct faculty member. Both of them discussed how some students might need more support in order to reach their goals. Angela explained:

> Because I work with freshmen, a lot of them are not only first year students here at the school but they're also first-generation college students; so, they don't have a toolkit at home that they can tap into in order to ask questions about financial aid or the steps and processes to reserve a room here the library to study. And so I feel like I'm on the front lines in, not only answering those quick little questions

> but also just kind of guiding their path as they are literally putting their feet to the ground and starting this experience for themselves.

Matthew felt similarly, stating that many of his students were in their first semester and had additional needs that the institution might not realize.

> Their first semester I think that they all need a lot of hands on. If for nothing else, they moved out of high school where they were able to have structure and now they're in an environment where they just don't have structure.

Because of his concerns for his students, he would often reach out to them if he was worried that they were experiencing trouble.

> So I'll call them after about two classes missed and see what's going on. And usually it's things going on in their life and they just need assurance and, you know, it has usually to do with them being overwhelmed and if I can just make them not feel overwhelmed, then they can stick with a lot of times.

Both Angela and Matthew believed that their roles were important in helping students achieve success; however, they were also concerned that not all instructors were well-versed enough in pedagogy or did not have enough experience teaching into order to provide these same levels of support to students. Matthew was upset over the fact that many adjunct faculty were hired with minimal qualifications:

> Eighteen hours or more in that degree and have a degree, that's it! Because I'm highly suspicious that we have faculty that are only vetted by the degrees because the degree is so important. It's an absolute requirement. So, if they can't teach, oh well, they have the qualifications. So, I don't know how much of that's done but, yeah, I'm concerned that it's done because, otherwise, I wouldn't hear about

> interpersonal problems with other instructors or how the students don't like them because they're not hard but you know boring or difficult to understand or you know whatever the problem is.

Angela, who was assigned to mentor two new adjunct faculty members (without receiving any compensation for mentoring), had consistent observations to Matthew:

> They've never taught. EVER. One of them came from the role of writing and publishing and never been in front of a group, or in a classroom and maintaining a grade book and what it is to have objectives and have this tied to the class, and so everything has been like, it's almost too much. Like she needs more structure to get from week to week to week. And the same for my other mentee is just a very overwhelming experience because there is not enough support system there to catch them. And that's not just the curriculum aspect, but even things like, how do I enter grades in the grade book or how do I . . . ?

Angela believed that the problem could be mitigated with more and better professional development and support:

> I feel that the lack of any kind of education practices or strategies across the system and the implementation of those is probably the biggest [problem], because . . . you know, I'm sitting next to this person who's like, who's won awards for psychology and, you know, has her PhD in psychology; didn't know the difference between the fact that there's more than one kind of assessment. Yeah, so, you know, an essay's not the only way or you know, multiple-choice tests your moral choices is not the only way. You're like, checking for understanding? What are you talking about?

However, she was concerned that even if the institution added more and better professional development, adjuncts would not take full advantage of it due to a lack of time and compensation:

> So, things like that, you know I feel they should have us come to professional development, even if it's just for an hour on a Friday because nobody's teaching on those days anyway. Come for an hour do professional development and learn that strategy. And I know that strategy, but it wouldn't, a refresher wouldn't hurt. Last spring semester I was a part of a cohort, signed up, didn't get compensated for it, for instructional technology and how to implement more tech into a course. And my students that spring semester were my guinea pigs! Because I would make, I would learn something in that class and it met on Friday morning and it was blocked up like Friday to noon, like 9 to noon or something like that and then the next week, I'd plan over the weekend, and the next week I'd come to class and be like, "hey we're going to do this!" And they'd be like, "ooookay." [Laughs] But that was it. But I liked it and I went to it because there was value in it and my time was valued and I could take what I learned and take that material and turn around and put it in my classroom, almost immediately. So, it's the kind of thing where it's a good idea, but if you don't, if people don't see the value in that, they're not gonna show up. And then programs like them wither and die. And people who want to participate don't get the opportunity and they're left to being again, an island, on their own.

Both instructors shared a deep concern for their students' welfare and that their students' needs were not fully being met due to lack of experience of other instructors.

This care and concern for their students demonstrated their passion for excellence and the need for more professional development and checkpoints for instructors. However, these suggestions would only be helpful if adjunct faculty members' time and fiscal compensation were considered when developing any seminars.

Meta-theme 3: Providing a service. Similar to the motivations of Angela and Matthew, the third meta-theme, *Providing a Service*, explained the rationales of Karl, Noah, and Nathaniel in terms of their adjunct roles. These individuals were clustered around the theme of *position descriptions* and in the top half of their correspondence plot. Each of these participants was overall satisfied with their roles, although it should be noted that Nathaniel was a career-ender, Noah was a specialist/expert/professional with a full-time occupation outside of his adjunct role, and Karl was an aspiring academic, but with the least experience of any of my participants in the role, having only been in his adjunct position for 1 year.

All three participants mentioned that one of the main motivators behind becoming adjunct instructors were to provide a service, whether that service be to the community, to the institution, or to the students. Noah explained his thought-process:

> A public service. My main role in this college is public service. And that's why I choose to continue to do so. It's my opportunity to be out in the community outside of my commitment to my ministry at my high school and serve the public at large rather than just my private school entity. So, first and foremost, public services. That's how I view it.

Noah went on to explain that his religious belief system factored into this desire to serve.

> I don't, I don't need to, I don't need to do this. I want, I want to do this. If I'm being very, very forthright it's that I'm a Christian believer and I work at a Christian school. And that I don't have that opportunity to proclaim that [my Christianity] in my job in a public venue [this community college institution]. But I do have the opportunity to conduct myself in a way that in the last two-and-a-half years, some people have said, “something's different, what's going on?” What, you know, I want to talk to this guy.

Nathaniel based his rationale also in a desire to help, but his motivation came in the form of helping out the institution:

> I think they rely on adjuncts a lot to fill the gaps. The teachers, full-time, they'll be teaching five courses maybe, and that's a heavy load for them; so, if we can come in and teach two courses a week, it doesn't overburden them to teach them seven courses a week. You know what I mean?

Karl also viewed his role similarly as did Nathaniel, with regard to supporting the institution, but he expanded his rationale to include helping the students, not just with the subject matter, but with understanding life. He explained:

> I see it as supporting the overall system's goal and vision. And I know that they can't have someone doing it full time all the time. So, this is basically supporting, the goal and vision of the college and also is using my experience to help guide the students who have not experienced the things that I've already experienced as a student and as a working professional.

He was not necessarily overly concerned for the students, but justified his experience because he had the opportunity to impart wisdom to his classes:

> I'll say, it just makes me feel good to know that I'm sharing some wisdom that I've experienced. I see a lot of students that, you know, I see a lot of myself in something and in a lot of students. So, just being able to provide them with a source of wisdom on things to do and not do, so that I didn't know, that I wished I would have when I was in college.

It was interesting to note how each of these participants described her/his position in terms of being based in service, especially because each of these individuals was classified under a different category of adjunct (i.e., career-ender, specialist/expert/professional, & aspiring academic).

Meta-theme 4: Appreciation of position. The fourth meta-theme, *Appreciation of Position*, involved Laura, Sandra, and Adam. These were adjunct instructors whom, in their interviews, expressed a strong appreciation for their positions, which corresponds to them being overall satisfied in their roles, as indicated by their position right of the origin on the correspondence analysis map. Both Adam and Laura were classified as specialists/experts/professionals with regard to their adjunct position and Sandra was a career-ender.

For Adam, his appreciation was based on the financial security that being an adjunct gave him during an economic downturn:

> This is more, without sounding so abrasive, this is more just to make money in academia 'cause really I'm a business person now. But the economy kind of had a bad term from 2009 to 2012. So, that's kind of how I got forced back into academia.

He continued with his adjunct position past the economic downturn because he recognized that it gave him both a steady income and a flexible enough schedule that he could continue his true interests. He explained:

> Things are picking up really well and a lot of success. So, what it does is allow me to be a researcher, which is my true desire. Yeah, my passion is to research different avenues. So, but here wouldn't change that. This is, I'd just be here doing, you know, whatever. Teaching. And I'll still be able to do my research.

Laura also was appreciative of the additional income. Even though she had actually obtained a full-time position in academia at another institution, she retained her adjunct status at the current institution because it helped her navigate student loan debt:

> And even though I do have a full-time position at [other community college institution] and I have benefits and things like that, it's still not quite enough. So, until I can get to that point with [other community college institution], then I'll have to make a decision. You know, if I ever get to that point with [other community college institution], then I will look at either [current community college institution] or [virtual university] and kinda decide, OK, what am I doing here? What's really going to be the best?

Additionally, she enjoyed the subject matter she taught at the current community college institution and the method of delivery because it was different than her subject matter and method of delivery at her full-time position. She was appreciative of being able to stay-up-to-date in her field, stating, “Number one, again, I, I enjoy teaching strictly online. It helps me stay fresh from an HR [Human Resource] standpoint. So, I don't want to lose that knowledge that I have." However, she did make note of the challenges that so many adjuncts faced, that of employment and financial insecurity:

> And I guess, part of me too, is, for the sake of full disclosure, there's always that fear in the back of your mind, especially when you've been adjunct for so long, and you've worked for company that went bankrupt, and you got fired. Like, is this for real? Like am I really, am I really OK? So, I guess a part of me is still holding on to it as well for security. You know even though there's, I haven't received any negative feedback from [other community college institution] and, you know, I have a great rapport with my assistant dean and my dean and my fellow department, I mean everything is fine. But I guess my own perfectionist nature, there's still that little bit of, because I did go from part-time to Department Head. It's like, I know that there are things that I'm missing. And I guess there's a little bit of fear that it's going to go away. And I don't want to go back to [financial insecurity]. So I want to, I don't know. I guess it's my own insecurities that also keep me here.

Even with her full-time position, having been a long-term adjunct previously left Laura feeling insecure enough to maintain a part-time workload in addition to her full-time workload responsibilities.

In the case of Sandra, this appreciation was rooted in being able to continue to contribute something to students and the community during her retirement. Sandra also was located very closely to the cluster in the meta-theme *Providing a Service*, as exemplified by her statement, "Well, I feel like I'm presenting a service of some sort. I mean that there is a need obviously that I'm fulfilling," but her high levels of expressed appreciation for her position was her dominant characteristic. She explained her continued interest in teaching by stating, "This is something I enjoy. My friends wonder why I'm still doing this. I enjoy it." Due to her retirement, Sandra admitted to having extra time that she could be spending with friends, but she still believed that she had something to contribute and she appreciated that opportunity:

> Well, if I feel like, and this is one of the reasons I am still doing this, but I feel like I can help a student get through a difficult class, because algebra is difficult for a number of students, and get their life on a better track from getting an associate degree from this institution or maybe going to [another university] and getting your degree and they're making a better life for themselves, I feel like my little part, it's like a little puzzle. I filled in that little piece that helps them get the whole puzzle done.

All three of these participants were located in the bottom one-half of the correspondence plot. This fitted within the internal motivation distinction based on Adam's, Laura's, and Sandra's responses regarding the reasons for their appreciation (e.g., financial security, personal fulfillment). Overall, the adjunct position primarily satisfied something personal for each of them.

Meta-theme 5: Career-enders. The fifth and final meta-theme, *Career-Enders*, involved Sandra, Nathaniel, Irene, and Neil. These participants represented the four career-ender adjuncts in the sample. All of these career-ender adjuncts were clustered nearest to the theme of motivations/rationales, with the exception of Neil, who was the closest of participants to the theme of backgrounds. I hypothesized that Neil was pulled away from the other career-enders on the correspondence analysis plot due to his educational level because he was the only participant without a Master’s degree or graduate hours in his field.

Overall, the career-enders were fairly uniform in their desire to work as adjunct faculty members. Many of them complained about boredom in their retirement and believed that they still had something to give, even if they were no longer employed full-time in their respective fields. Of the career-enders, both Sandra and Irene were former teachers. Nathaniel was a former engineer and Neil worked in computer technologies. All had led long, active, and fascinating careers; therefore, it was understandable that they had become bored post retirement. Neil explained simply, “After about a few years I get bored, had to do something, so that's when I started. And that's it.” Nathaniel expanded on this thought by stating:

> And I retired from [company of previous employment] and I needed something to do, 'cause I wasn't, I still have something to give. And I thought, well, I know I could teach math so I came here, I think that was 2001.

Irene, however, was an interesting case. As previously mentioned, she straddled the x-axis, meaning that her motivations within her position were both equally externally and internally motivated. Not only was she motivated by keeping herself active, she felt a responsibility to her students as well:

> I see my role as a teacher. As one who is to help these kids get prepared for the real world. To really learn their subject. To understand the news, understand what's going on. To learn to speak after they've researched and not just give some general BS opinion that they know nothing about.

Overall, all the participants in this meta-theme were satisfied in their role and did not experience as many challenges as did the other adjunct instructors interviewed had. This was mostly due to their established financial security and a lack of desire for advancement. Irene, who admitted that she had worked and saved to establish herself financially so that she could travel during her retirement years, was the only career-ender who spoke to the challenges of other adjuncts, stating:

> Think of it, I teach three classes. That's six thousand, not even six thousand after taxes, a semester. What does that pay for? It doesn't even pay for one of my trips. It pays for part of the trip. So, obviously I'm not in it for the money, but I think of all the young teachers who are good, who have to get out of it because of the money or lack thereof.

The meta-theme of *Career-Ender* is important because it established that the needs of some adjuncts does not represent the needs of all. Because the career-enders were clustered together, we can see that they are a very specific group of adjunct faculty with similar motivations, concerns, and needs. There were many differences between the career-enders and the other adjunct participants, many of which had to do with the lack of challenges faced due to the aforementioned financial security and satisfaction with position. However, this career-enders group also had an overall lack of desire or motivation for professional development, especially in the area of technology. They are secure in their past experience being enough to continue on with their teaching. Sandra explained, "You know after you've taught as many years as I have, I have certain things that I know have been successful for years and I just tend to use those again." When asked if she was aware of any professional development offerings, Irene responded, “They do to those who need it, not to be rude. I don't need it.” Even Nathaniel, who specifically mentioned wanting to learn more about the online support platform, admits, “There are courses that they do have for professional development. I generally, I don't do those, I generally don't do those.” As this correspondence analysis demonstrates, it is important to separate out the practices and needs of the different categories of adjuncts accurately to understand the adjunct experience.

Nonverbal communication. As part of my data analysis, I analyzed the interviews with respect to the nonverbal communication behaviors exhibited by participants. As discussed in Chapter III, I followed the 13-step nonverbal communication process (Onwuegbuzie & Byers, 2014) as my conceptual framework in this analysis. These steps are organized into the following nonlinear (i.e., interactive and recursive) three stages: (a) the *Conceptualization Stage* (i.e., determine the goal of using nonverbal communication data, determine objective for using nonverbal communication data, explore the rationale for mixing verbal and nonverbal communication data, explore the purpose for mixing verbal and nonverbal communication data, and determine research question[s] that can be answered via the use of nonverbal communication data); (b) the *Planning Stage* (i.e., select the nonverbal communication sampling framework and nonverbal communication design); and (c) the *Implementation Phase* (i.e., collect nonverbal communication data, analyze nonverbal communication data, legitimate nonverbal communication data, interpret nonverbal communication data in the context of the verbal data and any other data analyzed, report the nonverbal communication data interpretations alongside the verbal data and any other data interpretations, and reformulate the nonverbal communication research question[s]). My process through the stages are discussed in the following sections.

Conceptualization stage. In this stage, I determined the goal of using nonverbal data (i.e., Step 1) by identifying my interview philosophy, my study goal, and my generalization goal. As I utilized the constructionist conception of interviewing (Roulston, 2010), my goal within analyzing nonverbal communication was to enhance the co-construction of the knowledge between the interviewer and the interviewees. In terms of the goals of my study, examining nonverbal data in relation to verbal data put me in a better position to reach my aforementioned goals of to add to the knowledge base of information on adjunct professors at select community colleges; to have a personal, social, institutional, and/or organization impact; to aid in the understanding of complex phenomena; to generate new ideas in the subject area; to inform constituencies; and to allow for the examination of past practices and experiences (Newman et al., 2003). I also determined my generalization goal to be that of internal (statistical) generalizations, which refers to making generalizations, inferences, or predictions on data obtained from one or more representative or elite participants (e.g., key informants, politically important cases, sub-sample members, (Onwuegbuzie, Slate, Leech, & Collins, 2009). These generalizations were made richer by the addition of nonverbal communication analysis due to thicker descriptions and interpretations.

As mentioned in Chapter I, my objectives for my study (i.e., Step 2) were that of exploration and description (Johnson & Christensen, 2012). Recording and analyzing nonverbal communication data permitted me to explore and to understand better ideas and issues related to my participants as well as more accurately describe the nature of the experiences of my participants. Finally, my rationale and purpose for using nonverbal communication data were explored (i.e., Steps 3 & 4). According to Denham and Onwuegbuzie (2013), the five rationales for incorporating nonverbal data are: (a) triangulation (i.e., to corroborate a speech narrative); (b) complementarity (i.e., capture underlying messages); (c) development (i.e., create new directions based on additional insights); (d) initiation (i.e., discover nonverbal behaviors that contradict the verbal communication); and (e) expansion, (i.e., broaden the scope of the understanding). Each of these was utilized in my study. In terms of my purpose, I employed the following purposes for incorporating nonverbal communication data, as identified by Denham and Onwuegbuzie (2013): clarification, juxtaposition, discovery, confirmation, emphasis, illustration, elaboration, complementarity, effect, and corroboration/verification. Table 11 shows examples of these as determined from data in articles published in *The Qualitative Report* between 1990 and 2012.

Table 11

Purpose for Using Nonverbal Communication Data in Articles Published in The Qualitative Report: 1990-2012

Purpose	Example
Clarification	The **tone of her answers** and the fact that she chose **the time of this interview to glue the photos on the album -** I had booked all appointments with her three weeks in advance - was significant. I read this action as a portrayal of subversion and hostility against the interview and what I represented for her.

(continued)

Purpose	Example
Juxtaposition	When you were in school, what was your sense of your own ethnicity? Aldo: To tell you the truth, I have never had any ideas (. . .) And there was something on TV and I was like "Senad, isn't that a Serbian name?" **(Laughs)** I mean **. . . (rolls his eyes)** Maja: (Smiles) My mom, it probably crossed her mind, well, my son, it is not. When I think about it now, I can only imagine what had crossed her mind, they are searching for my son in the war, and he can't even differentiate the names.
Discovery	When I revisited the tape of this part of our conversation, I heard definite **lack of enthusiasm** in Tammi's voice. Unfortunately, (or perhaps fortunately) I was oblivious to this at the time, and we proceeded with the activity.
Confirmation	The **pacing of some subjects' responses** also suggested examination of what they were saying in the moment. Kei Huik in particular spoke in exceptionally **well considered** phrases with **long pauses** in between his sentences.
Emphasis	Paula: "No, I don't want to." [Paula **starts shaking her head side to side** as a nonverbal sign for the word no. She continues shaking side to side and refuses to stop and look at Mrs. Cole.]
Illustration	He got married soon; his wife wore that (circles around his head to describe the headscarf).
Elaboration	You don't even want to be in the room when Plastic Surgery and ENT go over who gets to do facelifts **(Laughs)** I mean blood flows in the halls.
Complementarity	Interpreting the covert here-and-now behaviour, it became clear that diversity in the organization was filled with extreme levels of anxiety which were manifested in all kinds of defensive behaviours. When these data are added to the verbatim focus group information, the research results become extremely rich and add comprehensible colour to the empirical data.
Effect	Joan, the receptionist, "I just love Sophia. She's a good girl, isn't she? Aren't you Sophia? in a **sing-song, child-like voice.**

(continued)

Purpose	Example
Corroboration/ Verification	John: I used to play basketball when I was still a student. I was in the school basketball team. But it is all different now. John then **dropped his head**, focusing on his affected limb. This body language indicated that he still had not accepted his disabilities.

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Finally, I determined my nonverbal communication research questions (i.e., Step 5). Because the nonverbal communication data helped me to understand better the verbal data I collected, I focused on the following questions (a) To what extent are the nonverbal communication data consistent with the verbal data? (b) To what extent are the contradictions between the nonverbal communication data and the verbal data? (c) To what extent do the nonverbal communication data help to clarify the verbal data? and (d) To what extent do the nonverbal data distinguish my participants from one another? These questions helped me to direct the integration of the verbal and nonverbal data.

Planning stage. This stage is concerned with selecting the nonverbal communication sampling design (i.e., Step 6) and selecting the nonverbal communication design (i.e., Step 7). For Step 6, all 12 participants were asked to participate in nonverbal data collection by signing informed consent to be video recorded during the interview. Of the 12, 10 agreed to be video recorded. For those 10 participants, the entirety of the interview was video recorded with a visible video camera that was on the table in the interview room and trained to record the participants from the torso up. Notations were also made in my interview notes of any nonverbal behaviors I observed during the interview, which were then corroborated with the video recording. For Step 7, I decided to assess the nonverbal communication using McNeil's (1992) classification of gesture and Ekman's (1999) expanded list of basic emotions.

Implementation stage. In this stage, I collected my nonverbal communication data (i.e., Step 8), analyzed my nonverbal communication data (i.e., Step 9), legitimized my nonverbal communication data (i.e., Step 10), interpreted my nonverbal communication data (i.e., Step 11), reported my nonverbal communication data findings (i.e., Step 12), and reformulated my nonverbal communication research questions (i.e., Step 13). For Step 8, I used the aforementioned matrix assessing nonverbal communication using Ekman's (1999) expanded list of basic emotions and McNeill's (1992) classification of gesture, as developed by Onwuegbuzie et a.. (2010) while keeping Gorden's (1980) four basic nonverbal modes of communication in mind (i.e., proxemics, chronemic, kinesic, and paralinguistic) while observing my participants during their interview. When coding the nonverbal communication data in Step 9, I referenced the five types of coding conceptualized by Denham and Onwuegbuzie (2013): corroborate coding, capture coding, discover coding, broaden coding, and new directions coding. A description of each of these coding types can be found in Table 12.

Table 12

Types of Coding for Nonverbal Communication Data Coding

Coding Type	Explanation
Corroborative	Applying codes whenever nonverbal communication data converge with or are consistent with verbal data.
Capture	Applying codes whenever nonverbal communication data elaborate, enhance, depict, and/or clarify the results stemming from verbal data
Discover	Applying codes whenever nonverbal communication data contradict the verbal data that might lead to a re-framing of the research question(s), issue subquestion(s) (addressing the major concerns and complexities to be resolved), topic subquestion(s) (arising from a need for information for the description of the participant), or procedural questions (that direct the integration of the verbal and nonverbal communication data)
Broaden	Applying codes whenever nonverbal communication data broaden the scope of the understanding emanating from the verbal data
New Directions	Applying codes whenever nonverbal communication data provide additional insights to those gleaned from the verbal data

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To legitimize my data in Step 10, I made use of the strategies provided by the framework of Onwuegbuzie and Leech (2007), which include the following: (a) prolonged engagement (i.e., collecting nonverbal communication data for a sufficient period of time to obtain data saturation), (b) persistent observation (i.e., identifying the nonverbal behaviors that are most relevant to the phenomena under investigation and focusing on them extensively), (c) triangulation (i.e., obtaining multiple corroborating evidence via multiple nonverbal behaviors or by comparing verbal and nonverbal communication data), (d) leaving an audit trail (i.e., maintaining extensive documentation of nonverbal behaviors observed), (e) member checking/informant feedback (i.e., systematically obtaining feedback about the nonverbal communication data from the participants themselves), (f) weighting the evidence (i.e., giving more weight to nonverbal communication data that provide stronger evidence than those that provide weaker evidence), (g) checking for representativeness of sources of data (i.e., checking that for each participant, the nonverbal communication data observed are representative of the population of nonverbal behaviors), (h) checking for researcher effects/clarifying researcher bias (i.e., minimizing the effects of the researcher on each participant's nonverbal behaviors and the effects of each participant's nonverbal behaviors on the researcher), (i) making contrasts/comparisons (e.g., comparing and contrasting the nonverbal behaviors of participants representing different cultural groups), (j) theoretical sampling (i.e., following where the nonverbal communication data lead and not leading the nonverbal communication data and, hence, sampling from theory), (k) checking the meaning of negative cases (i.e., examining carefully participants who do not fit the emergent theory), (l) using extreme cases (i.e., using extreme cases to verify whether nonverbal behaviors that are absent/present in them is present/absent in other participants), (m) ruling out spurious relations (i.e., examining whether a relationship an antecedent variable and nonverbal behavior appears to represent a causal link), (n) replicating a finding (i.e., examining whether a nonverbal behavior is observed repeatedly), (o) referential adequacy (i.e., utilizing audio or video recordings to establish the adequacy of narratives), (p) following up surprises (i.e., reflecting on any unexpected findings stemming from nonverbal communication data, (q) considering how to revise the theory in light of the unexpected finding, looking for evidence to support the revised theory), (r) structural relationships (i.e., comparing and contrasting for consistency different data sets that contain nonverbal communication data), (s) peer debriefing (i.e., using a person who is not part of the study to evaluate the nonverbal communication data and the ensuing interpretations), (t) rich and thick description (i.e., collecting nonverbal communication data that are detailed and complete enough to maximize the researcher's ability to find meaning), (u) the *modus operandi* approach (i.e., searching for clues as to whether or not these threats to legitimation took place), (v) assessing rival explanations (i.e., ruling out alternative hypotheses), (w) confirmatory data analyses (i.e., using replication qualitative studies to assess the replicability of nonverbal communication data), and (x) effect sizes (i.e., using numeric data [e.g., counting themes] to assess the legitimation of themes extracted from nonverbal communication data). Of these, I primarily focused on prolonged engagement, triangulation, leaving an audit trail, checking for representativeness of sources of data, checking for researcher effects/clarifying researcher bias, making contrasts/comparisons, theoretical sampling, checking the meaning of negative cases, referential adequacy, and rich and thick descriptions.

As mentioned previously, I participated in debriefing interviews conducted by a disinterested peer following both my first and final data collection interviews. Using the interviewing the interpretive researcher method (Onwuegbuzie et al., 2008) allowed me to interpret the nonverbal communication data (i.e., Step 11) by (a) developing a greater awareness of and appreciation for the challenge of meaning making from nonverbal communication data; (b) identifying personal feelings that come to the fore during the collection, analysis, and/or interpretation of nonverbal communication data; (c) identifying perceptions that might bias the researcher in his or her interpretation of nonverbal communication data; (d) appreciating the vulnerability of each research participant and the ethical responsibility of the researcher promoting and maintaining nonmaleficence, beneficence, justice, and fidelity; and (e) identifying any a priori assumptions about the research participants. This technique allowed me to delve more meaningfully into my nonverbal communication data analysis.

Based on my explanation of the above steps, I believe my decision to report (i.e., Step 12) on the nonverbal communication data was both warranted and transparent (AERA Task Force on Reporting of Research Methods in AERA Publications, 2006). Following each interview, I completed the previously discussed matrix assessing nonverbal communication using Ekman's (1999) expanded list of basic emotions and McNeill's (1992) classification of gesture as developed by Onwuegbuzie et al. (2010). A description of the nonverbal modes of communication observed and recorded at listed in Table 13.

Table 13

Description of Nonverbal Modes of Communication

Mode	Description
Iconics	Gestures that simulate movements or depict movements or objects.
Metaphorics	Gestures that are visual in nature and portray abstract ideas or thoughts.
Beats	Gestures that represent abstract ideas and distinguish words or phrases from other words or phrases.
Deictics	Gestures that involve an abstract level of pointing, such as a pointing to ideas portrayed in a metaphorical space.
Emblems	Gestures that have specific linguistic labels and represent the traditional notion of gestures that have specific cultural meaning.

Note: Adapted from McNeill's (1992) classification scheme of gestures.

Of Ekman's (1999) 15 fundamental emotions, the participants exhibited between 10 (Angela, Irene, Matthew, Nathaniel, and Noah) and all 15 (Anne) of these emotions throughout their interviews. The three most dominant emotions displayed were that of pride in achievement, with a 18.30% prevalence rate; sadness/distress, with a 14.30% prevalence rate; and contempt, with a 14.05% prevalence rate. There were seven emotions displayed by all participants; these were amusement, contempt, contentment, excitement, pride in achievement, sadness/distress, and satisfaction. Only one participant, Anne, displayed shame. Each of the adjunct professors interviewed expressed enjoyment in the work that they do with their students, and their nonverbal language confirmed their satisfaction. More information on the emotions exhibited by my participants can be viewed in Table 14.

Table 14

Nonverbal Communication Data: Emotion x Participant

Emotion	Angela	Anne	Irene	Karl	Laura	Matthew	Nathaniel	Neil	Noah	Sandra	Total
Amusement	28	14	28	28	32	37	24	36	27	37	291
Anger	18	61	43	4	1	0	0	0	0	0	127
Contempt	72	128	75	17	7	23	6	2	4	3	337
Contentment	29	4	24	17	40	22	41	24	23	29	253
Disgust	0	28	17	0	0	0	10	2	0	0	57
Embarrassment	1	2	0	8	0	1	1	4	0	1	18
Excitement	16	5	18	3	8	11	20	4	26	17	128
Fear	0	11	0	1	7	0	0	0	0	0	19
Guilt	0	1	0	2	1	1	0	2	2	9	18
Pride in achievement	46	16	92	36	49	32	34	44	42	48	439
Relief	6	2	0	7	34	1	3	0	2	7	62
Sadness/distress	49	132	3	34	28	26	15	8	31	12	338

(continued)

Emotion	Angela	Anne	Irene	Karl	Laura	Matthew	Nathaniel	Neil	Noah	Sandra	Total
Satisfaction	30	10	38	18	39	32	39	26	29	31	292
Sensory Pleasure	0	1	4	0	0	0	0	8	3	3	19
Shame	0	1	0	0	0	0	0	0	0	0	1
Total	295	416	342	175	246	186	193	160	189	197	2399
Prevalence rate of participant	12.30	17.34	14.26	7.29	10.25	7.75	8.05	6.67	7.88	8.21	

Of my participants, Anne, Irene, and Angela were the three most expressive. They were also the participants most likely to show dissatisfaction with their position in terms of how they were treated and compensated. They spoke the most passionately about the work that they do and its importance, but were also adamant that the institution only recognized their importance in name, but not in any meaningful way. Each of these participants started off their interviews more reserved, but built up into a fervor once we had established a rapport. More information on each participant's use of the different modes of communication examined can be found in Table 15.

Overall, each adjunct vocalized a pride in their achievement and felt their work was worthwhile, which was supported by their eyes lighting up, enthusiastic gesturing, and smiling. Of all my participants, Anne had the most distinct turnaround in her nonverbal demeaner. Although smiling and happy when talking about her subject matter and commitment to students, she immediately turned dour when asked about her satisfaction level. She would look away, look down, sigh, and several times approached tears as she exhibited nonverbal communicators of disgust, contempt, anger, sadness/distress, guilt, and shame. There was a great deal of regret and defeat in her posturing. More details regarding my observations of the other participants can be found in Table 16.

Table 15

Nonverbal Communication: Mode of Communication x Participant

Mode	Angela	Anne	Irene	Karl	Laura	Matthew	Nathaniel	Neil	Noah	Sandra	Total
Iconics	53	8	14	3	12	4	15	23	11	9	152
Metaphorics	91	149	110	24	76	23	55	37	42	23	630
Beats	42	11	24	8	16	4	35	22	6	7	175
Deictics	3	0	8	0	0	1	4	0	0	3	19
Emblems	106	248	186	140	142	154	84	78	130	155	1423
Total	295	416	342	175	246	186	193	160	189	197	2399
Prevalence rate of participant	12.30	17.34	14.26	7.29	10.25	7.75	8.05	6.67	7.88	8.21	

Table 16

Participant Observations

Participant	Brief Description of Nonverbal Communication	Most Prevalent Emotion	Prevalence Rate (%)
Angela	She appeared very nervous at first and kept her hands folded on the table in front of her, occasionally taking a drink of water when feeling especially nervous or unsure how to answer. Once she had felt comfortable, the conversation flowed more freely. An increase in vocal volume and pace occurred when speaking about what she enjoyed about her work and when speaking about what distressed or angered her about her position. She banged down her cup at one point in emphasis of area of contention. She also demonstrated excitement about being able to talk about her concerns by leaning in and smiling.	Contempt	24.41%
Anne	She had downcast eyes most of the time and her vocal expressions were continually tinged with distress, contempt, and anger. She drank from her cup or used her lip balm when feeling nervous or overwhelmed. She only smiled or showed enjoyment when discussing interacting with her students, but also demonstrated fear and embarrassment when discussing difficult students. She seemed wistful and full of regret.	Sadness/distress	31.73%

(continued)

Participant	Brief Description of Nonverbal Communication	Most Prevalent Emotion	Prevalence Rate (%)
Irene	She began with her hand on her knee, but eventually began using gestures as the interview progressed. She sat back in her chair, but leaned forward when giving more detail in her answers. Speech was emphatic and quick when delivering her viewpoints, although pauses also were used to denote importance. She demonstrated confidence in her abilities and much contempt for how the institution treated adjunct faculty.	Pride in Achievement	26.90%
Karl	He held his hands clasped in front of him on his lap throughout the interview, but occasionally made gestures. His voice and rocking motion in his chair conveyed some nervousness. Overall, he was very hopeful.	Pride in Achievement	20.57%
Laura	She had very animated features and her voice was strong and positive when discussing her position, only wavering when she discussed the insecurity she still felt with regard to her employment. She used frequent hand gestures to emphasis her responses.	Pride in Achievement	19.92%

(continued)

Participant	Brief Description of Nonverbal Communication	Most Prevalent Emotion	Prevalence Rate (%)
Matthew	He was very reserved at first, but opened up as interview continued. He kept his hands in his lap or nearly the entire interview, but communicated nonverbally with head movement, facial expression, and paralinguistic changes. He showed a significant amount of care and concern for his students and joy in their accomplishments.	Amusements	19.17%
Nathaniel	He sat with his hands in his lap and was more reserved, but lit up when talking about working with his students. His speech pace, which began slow and measured, would increase with excitement and pride when talking about the students, along with an increase in smiling and laughing.	Contentment	21.24%
Neil	He kept his left hand on the back of the chair next to him for the majority of the interview. He made good eye contact, smiled, and nodded his head frequently and was overall very pleasant and agreeable.	Pride in Achievement	27.50%

(continued)

Participant	Brief Description of Nonverbal Communication	Most Prevalent Emotion	Prevalence Rate (%)
Noah	He began the interview with hands down to his side. He utilized head nodding as his main nonverbal communication at the start of the interview but progressed to more gestures with his hands as the interview progressed. He shifted in his seat throughout the interview, but remained very matter of fact in his responses. His words were slow and deliberate to show the deep thought he put into answering the interview questions. He felt very satisfied in being called to teach as a public service but showed distress when talking about students "giving up" and his desire to reach them.	Pride in Achievement	22.22%
Sandra	She had a cough from a dry throat from teaching, but still managed to convey her satisfaction and enjoyment with her position through laughter, smiles, and gestures. She had a great appreciation for her position.	Pride in Achievement	24.37%

The frequencies of the modes of communication according to the different emotions displayed by the participants can be viewed in Table 17. This table allowed me to determine which emotion was exhibited the most frequently by each mode of communication. An example would be that iconics were used to denote pride in achievement more than was any other emotion. Further, emblems were the most utilized mode of communication across all emotional categories.

Table 17

Nonverbal Communication: Mode of Communication x Emotion

Mode	Am	An	Cpt	Cnt	D	Em	Ex	F	G	P	R	S/D	Sa	Se	Sh	Total	Prev Rate of Mode
Iconics	7	6	15	14	2	0	12	0	0	40	2	19	32	3	0	152	6.34
Metaphorics	34	43	116	62	20	3	31	5	3	117	18	107	67	3	0	629	26.22
Beats	18	2	21	21	3	3	12	2	3	43	6	20	21	0	0	175	7.29
Deictics	0	2	4	0	0	0	0	0	0	8	0	0	5	0	0	19	0.79
Emblems	231	74	181	156	37	13	73	12	12	231	36	197	167	3	1	1424	59.36
Total	290	127	337	253	62	19	128	19	18	439	62	343	292	9	1	2399	
Prev rate of emotion	12.09	5.29	14.05	10.55	2.58	0.79	5.34	0.79	0.75	18.30	2.58	14.30	12.17	0.38	0.04		

Note: Am = Amusement. An = Anger. Cpt = Contempt. Cnt = Contentment. D = Disgust. Em = Embarrassment. Ex = Excitement. F = Fear. G = Guilt. P = Pride in achievement. R = Relief. S/D = Sadness/distress. Sa = Satisfaction. Se = Sensory pleasure. Sh = Shame.

Upon finishing my nonverbal communication data analysis, my final action following this study will be to use these results and my experience to reformulate my nonverbal research questions (i.e., Step 13) for future use. This will allow me to address any concerns or complexities and to answer any questions that arose from the data or its collection. I will continue this process until I can adequately address all research goals, objectives, purposes, and questions.

Summary

Summary of qualitative results. The data obtained from my participant interviews were collected, entered into the QDA Miner qualitative software, and coded. Using constant comparison analysis, I discovered seven major themes: (a) background experiences, (b) motivation and rationale, (c) position description, (d) strengths of adjuncts, (e) challenges experienced by adjuncts, (f) culture of the institution, and (g) overall cares and concerns. A classical content analysis then revealed that codes associated with the theme *challenges experienced* occurred most frequently in the data set.

Summary of correspondence analysis. All 12 participants were mapped onto a space that displayed the seven emergent themes so as to conduct a correspondence analysis via QDA Miner Version 5.0.24 (Provalis Reseach, 2016). From examining the participants' positions and clusters around the themes, I was able to identity similarities between participants that led to the emergence of five meta-themes. These were (a) Employment Fatigue, (b) Concern and Care for Student Growth, (c) Providing a Service, (d) Appreciation of Position, and (e) Career Enders. Further, I noted that the participants were divided by the y-axis in terms of their overall satisfaction level with their position and divided by the x-axis in terms of their internal or external motivation to work as an adjunct faculty members. This led further to the identification of a 2 x 2 (i.e., satisfaction level x motivation) representation for characterizing adjuncts. This representation indicates that based on the interview responses, four profiles of adjuncts emerged, as follows: (a) adjuncts who are externally motivated and are dissatisfied with their position (*n* = 2; i.e., Matthew and Angela), adjuncts who are internally motivated and are dissatisfied with their position (*n* = 2; i.e., Anne and Ellen), (c) adjuncts who are externally motivated and are satisfied with their position (*n* = 4; i.e., Karl, Noah, Nathaniel, and Irene), and (d) adjuncts who are internally motivated and are satisfied with their position (*n* = 5; i.e., Laura, Sandra, Irene, Neil, and Adam). It should be noted that Irene was placed in two groups because she straddled the axis and was equally motivated by internal and external factors. Finally, I observed that the category of adjuncts termed career-enders had very specific motivations, needs, and concerns that did not necessarily overlap with the other categories of adjunct faculty.

The identification of these profiles from the correspondence analysis occurred as the result of qualitizing data. Broadly speaking, qualitizing involves transforming quantitative data (i.e., stemming from the co-occurrences of the emergent qualitative themes) into a qualitative form (Onwuegbuzie & Leech, 2019; Onwuegbuzie & Teddlie, 2003; Sandelowski, Voils, & Knafl, 2009; Tashakkori & Teddlie, 1998)—in this case what is known as a narrative profile formation (Tashakkori & Teddlie, 1998). Specifically, here, I identified a modal profile, which represents narrative descriptions of a group of individuals that are based on the most frequently occurring attributes in the group that they represent. Therefore, qualitizing allowed me to generate thicker description (Geertz, 1973; Ryle, 1949, 1971) than would otherwise have been the case.

Summary of nonverbal communication results. Following each interview, I analyzed the participants' nonverbal communications utilizing the 13-step framework put forth by Onwuegbuzie and Byers (2014). Specifically, I observed recordings of the interviews for the five different modes of nonverbal communication (McNeill, 1992) in relation to the 15 fundamental emotions (Ekman, 1999) as they were exhibited by my participants. The three most dominant emotions displayed were that of pride in achievement, sadness/distress, and contempt. Overall, emblems and metaphorics were the most prevalent modes of communication.

CHAPTER V

Summary, Implications, and Recommendations

Within this chapter, I present the last four steps of Leech and Onwuegbuzie's (2010) 13-step process for qualitative research. These steps are (a) Step 10: Legitimate findings, (b) Step 11: Interpret data, (c) Step 12: Write research report, and (d) Step 13: Reformulate research questions. Chapter V will contain the following sections: (a) Summary, (b) Legitimation of Data, (c) Discussion of Findings in Relation to Research Questions, (d) Discussion of the Findings in Context of the Literature, (e) Discussion of the Findings in the Context of the Theoretical Framework, (f) Implications of the Findings, (g) Recommendations for Future Research, and (h) Conclusion.

Summary

Reports of the growth and expansion of community colleges confirm that the use of adjunct faculty continues to increase (Eagan & Jaeger, 2009; Ehrenberg & Zhang, 2005). As the use of this population of instructors grows, it is imperative to know more about them (e.g., about their motivations, about their teaching strategies, and about their concerns) in order to foster student success at community college institutions. Overall, the previous research and, thusly, the previous attitudes towards adjunct faculty members have been influenced by a preponderance of quantitative analyses of large national survey-based datasets (e.g., Antony & Hayden, 2011; Bayer & Braxton, 1998; Kim, Twombly, & Wolf-Wendel, 2008; Outcalt, 2002; Valadez & Antony, 2001). To combat this limitation in the literature, I set out to understand better the adjunct faculty members at a select community college system in Texas, in which the system was representative of a community college that is expanding and that is utilizing growing numbers of adjunct faculty. Although adjunct faculty members are widely used within the community college system, it was unclear as to whether these faculty members felt supported, satisfied, or successful in their roles. Additionally, it was unclear as to how these faculty members defined themselves in their roles. Therefore, the purpose of this phenomenological study was twofold: (a) to understand better adjunct faculty instructors' self-perceived roles within their positions at a select community college system and (b) to understand better the emphasis that these adjunct faculty members place on different aspects of these roles in terms of their levels of performance and effectiveness.

Legitimation of Data

In Chapter I, I identified several possible threats to the internal credibility and external credibility of my qualitative research findings. Also, I explored in detail which threats were possible in my research and how I would attend to those threats. In the current section, I will address Step 10 of my methodological framework by discussing which of Onwuegbuzie and Leech's (2007) suggested 24 methods to increase credibility I utilized within my study.

Step 10: Legitimate findings. Onwuegbuzie and Leech (2007) identified 14 threats to internal credibility and 14 threats to external credibility that could occur in the research design and data collection phase, in the data analysis phase, and in the data interpretation phase (See Figure 9). In Chapter I, I identified eight threats to internal credibility (i.e., descriptive validity, observational bias, researcher bias, confirmation bias, reactivity, order bias, paradoxical legitimation, and voluptuous legitimation) and two threats to external credibility (i.e., interpretive validity and catalytic validity). I discussed how I mitigated these threats in Table 4 (see Chapter 1).

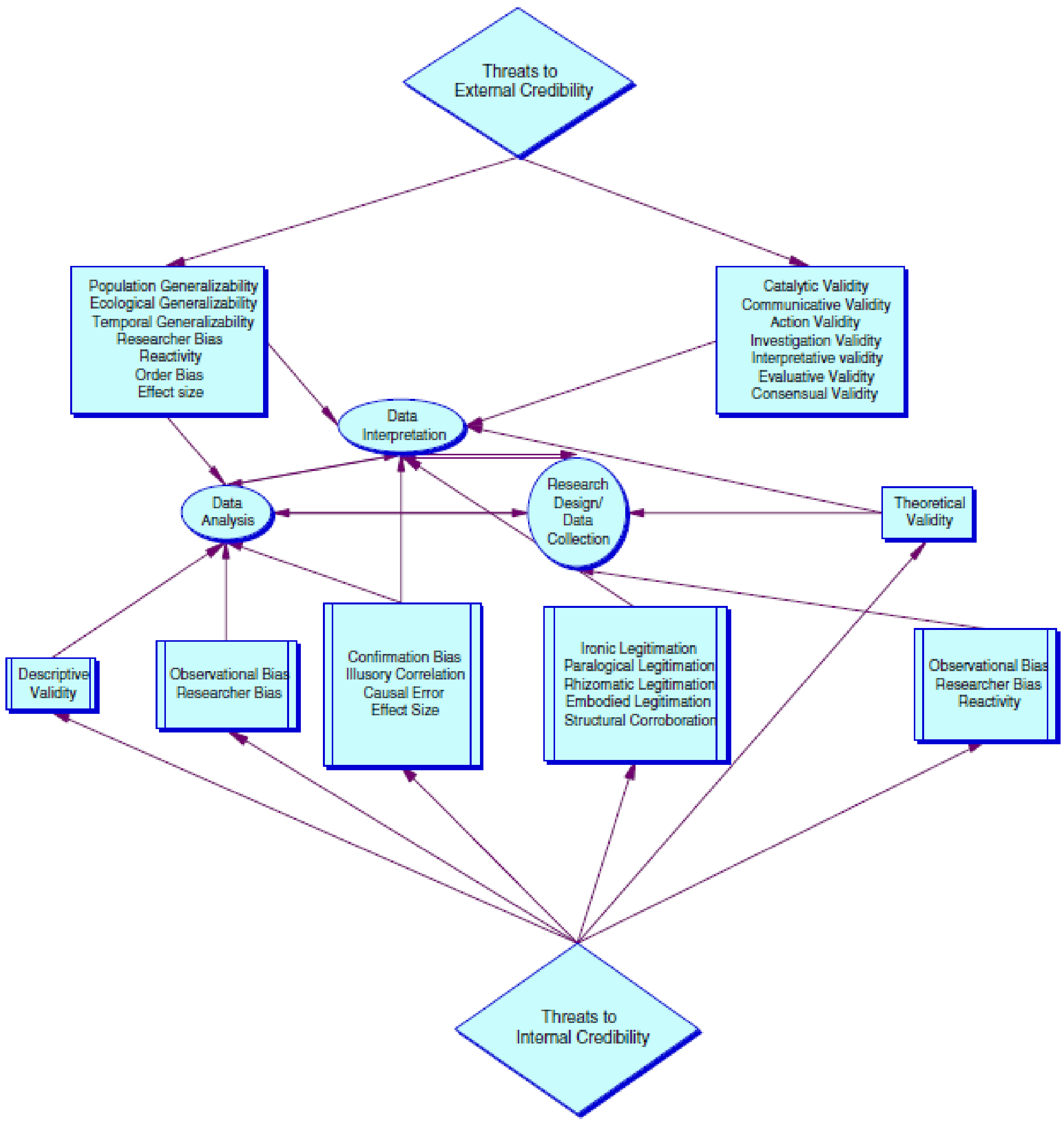

Figure 9. Qualitative legitimation model. From "Validity and Qualitative Research: An Oxymoron?" by A. J. Onwuegbuzie and N. L. Leech, 2007, Quantity & Quality: International Journal of Methodology, 41, p. 234. Copyright 2006 by Springer. Reprinted with permission.

Onwuegbuzie and Leech (2007) suggested 24 methods to increase credibility. These methods are (a) prolonged engagement, (b) persistent observation, (c) triangulation, (d) leaving an audit trail, (e) member checking/informant feedback, (f) weighting the evidence, (g) checking for representativeness, (h) checking for researcher effects/clarifying researcher bias, (i) making contrast/comparisons, (j) theoretical sampling, (k) checking the meaning of outliers, (l) using extreme cases, (m) ruling out spurious relations, (n) replicating a finding, (o) referential adequacy, (p) following up surprises, (q) structural relationships, (r) peer debriefing, (s) rich and thick description, (t) the Modus Operandi approach, (u) assessing rival explanations, (v) negative case analysis, (w) confirmatory data analysis, and (x) effect sizes. For this study, I utilized triangulation, leaving an audit trail, member checking/information feedback, and peer debriefing to increase credibility in the study.

Triangulation. Triangulation is defined to be “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (Creswell & Miller, 2000, p. 126). For this research, I utilized multiple methods and analyses in order to obtain corroborating evidence regarding my findings. Specifically, in addition to recording and analyzing the language used during my participants’ interviews, I also recorded and analyzed their nonverbal behaviors. Further, I employed different types of analyses (i.e., constant comparison analysis, classical content analysis, and correspondence analysis) in order to provide as truthful an interpretation of my participants’ experiences as possible.

Leaving an audit trail. Onwuegbuzie and Leech (2007) define leaving an audit trail as “maintaining extensive documentation of records and data stemming from the study” (Onwuegbuzie & Leech, 2007, p. 240). Based on this definition and Halpern’s (1983) recommendations, I have maintained the following raw records as part of my audit trail: digital video recordings of the interviews, audio recordings of the interviews, transcriptions of the interviews, my interviews and summaries, my notes on structure of categories/findings/interpretations, my personal notes, and my reflexive journals. Each of these records is being maintained securely as outlined in my procedure in Chapter III.

Member checking/information feedback. As mentioned previously, I utilized member checking, also known as informant feedback, in order to increase descriptive validity and to ensure the accuracy and adequacy of my transcriptions of the interviews (Manning, 1997). At the conclusion of each interview, I explained the concept of member checking and its importance with my participants. Then, I offered them the options of receiving their transcriptions by email, for them to look over at their convenience over the course of 2 weeks, or in person, for them to examine with me in case they wanted to clarify their comments face-to-face. Every participant chose to receive their transcriptions via email. I transcribed the interviews and sent the transcriptions to my participants within 72 hours of conducting the interviews. Participants were given an initial 2 weeks for member checking, with more time offered if a participant indicated it necessary. Five participants contributed alterations (i.e., corrections or clarifying remarks) to their respective transcriptions.

Peer debriefing. In order to minimize the threat of researcher bias, I participated in peer debriefings during my research process. These debriefings occurred after my first data collection and after my final data collection. The goal of my first debriefing was to allow me to reflect upon the data collection process in order to make changes, if needed, prior to conducting additional interviews. The goal of my final debriefing was to allow me to reflect on and explain any ways that my bias could have influenced my study and my interpretation of the data.

Discussion of the Findings in Relation to Research Questions

As discussed in Chapter II, I approached this study with the stance of a social constructionist (Schwandt, 2000), in which emphasis is placed on how the individual interprets a particular situation. In social constructionism, knowledge claims are organized within a conceptual framework through which individuals explain and describe their worlds and importance is placed on how the individual identifies, produces, and then reproduces these social actions in order to develop a shared intersubjective understanding of particular life circumstances. Additionally, because this was a phenomenological study, I was also focused on describing the meaning of lived experiences for individuals experiencing a particular phenomenon (Creswell, 2013)—in this case, being an adjunct faculty member at a select community college system in Texas. Embracing these mindsets helped determine how I interpreted the data with regard to each of the three research questions.

Step 11: Interpret data.

Question 1: How do select community college adjunct professors perceive their roles and responsibilities at their individual campuses? Seven themes emerged from the 12 interviews that I conducted with adjunct professors regarding their perceptions of their roles and responsibilities within their position: background, motivation/rationale, position description, strengths, challenges, culture, and cares/concerns. Within each of these themes, every participant voiced their role as being to educate the students. Providing the students with both a strong education in their academic discipline as well as an experienced-based knowledge regarding life were the primary responsibilities mentioned by all participants. They viewed this obligation to teach and to prepare their students as being paramount to all else. In order to do this effectively, the participants further mentioned their responsibility to connect with the students, as Angela remarked, “You cannot up the rigor, you cannot convince them that this is a relevant thing for them to be doing and working on if you don't have a relationship with them.” They centered their positions around giving the students the tools necessary to achieve academic and life success (e.g., Sandra discussed printing the notes for her entire class at her own expense so that they could better actively participate in class, as opposed to frantically attempting to take down notes), although not at the cost of the rigor of the class (i.e., Irene mentioned that students often find her academic demands difficult, but that’s she committed to preparing them for “a competitive world that's becoming more competitive every day”).

Question 2: What do select community college adjunct professors perceive as their strengths and weaknesses in their positions? Based on their responses centering their work around their students, it was unsurprising that my participants perceived their strengths and weaknesses in terms of what allowed them best to help their students and in terms of what prevented them from providing their students with the best possible education. Overall, their strengths came from internal and personal sources: their previous experiences in academics and in careers, their commitment to service, their inherent care and concern for their students, their innate sense of purpose, and their dedication to this purpose. They did not equate any strengths as being external or coming from the institutional environment. Some participants did mention that the institution aided them in some way, but they did not regard that as an actual strength. Instead, they positioned it by their language as being a support to their own personal strength. For example, Noah explained that his departmental chairperson was "spectacularly accessible and always in communication and always there to support any need that, that occurred," and Irene discussed how her departmental chairperson supported her level of rigor in the face of student complaints.

However, in terms of weaknesses, nearly every weakness mentioned was one that was the direct result of their part-time status as an adjunct and, thus, attributed to the institution. These weaknesses also were centered around how they affected the students. When mentioning the lack of compensation, the adjuncts primarily referenced how their payment impacted how they balanced their time in terms of preparing, maintaining, or innovating their classes for the students as opposed to how it impacted their personal or family finances. Moreover, those adjuncts who had to work at multiple community college systems for financial reasons and, therefore, had to spend much of their time in transit to the different campuses, further limiting the amount of time they had available. Adam explained, "So within a week's time, think about it, I'm losing 6 hours here in transport, maybe 6 hours at [other community college institution]. That's 12 hours a week. I mean, that's almost 2 days that's lost."

Other weaknesses associated with their positions included a lack of office space, a lack of social interaction with their peers and departments that limited their ability to discuss class or material issues, a lack of ability to contribute to the direction of the department, and just a general limitation to having their voices heard and acknowledged within the institution. From these discussions of their strengths and weaknesses, it is clear that these adjuncts perceive that they have the prowess and ability to be excellent educators, but that the inherent nature of how the institution defines their position limits them from excelling. It also impacts their sense of value to the institution and their satisfaction level with their position.

Question 3: What, if any, actions do select community college adjunct professors think will improve their performance levels and effectiveness in their self-perceived roles? Even with the weaknesses that the adjuncts identified in terms of their positions, they also expressed numerous opportunities for improvements that would aid them in providing an exceptional educational experience for their students. Unsurprisingly, one of the first suggestions made was for better compensation. Surprisingly, however, this suggestion was not limited to just higher pay. Although the adjuncts were certainly in favor of being paid a higher rate for their contact hours or adding in paid office or class preparation hours, they also offered alternatives to simply increasing base pay. Compensation alternatives included programs in which after the adjunct faculty members had been employed for a certain vesting period, they could earn funds earmarked for attending professional development (i.e., professional trainings or conferences), for tuition to continue their own educational advancement (i.e., pursuing a doctorate degree), or for payment towards current student loan debt. They further advocated that those with vested time in their position receive a higher degree of job security as well as opportunities for advancement.

Other recommended actions included better offerings of professional development within the system (i.e., offerings that were relevant, compensated, and offered around the non-traditional schedules that adjuncts have), affordable health benefits, and a better office space (i.e., one that was not difficult to find for students, that had rooms for private meetings, and that had printers in the room). Finally, they indicated a desire to have feedback procedures in place that would allow the institution to receive and to react to the concerns, ideas, and suggestions of adjuncts.

Discussion of the Findings in the Context of the Literature Review

In Chapter II, I organized the review of literature into five major sections: (a) Use of Adjunct Faculty at Institutions of Higher Education, (b) Criticisms of Adjunct Faculty, (c) Benefits of Adjunct Faculty, (d) Connection Issues with Adjunct Faculty, and (e) Examining the Adjunct Experience through Positioning Theory and Claim-Affirmation Identity Model of Emergent Identity. The history of the use of adjunct faculty in relation to the growth of higher education has significant importance in my study. With respect to the amount of class offerings, enrollment trends in higher education at community college systems have created the need for institutions to offer both more course sections overall and more course sections outside of traditional school hours. To address this need, the practice of hiring adjunct faculty members to cover these course offerings continues to grow. Although increased hiring of adjuncts gives a financial benefit to the institution, the many criticisms of this practice were outline in Chapter II, including that adjunct faculty would be lesser educators and have lower rates of engagement and commitment.

However, according to Curtis and Jacobe (2006), adjunct faculty members do not receive the professional support that they need to be successful in delivering high-quality instruction. Many researchers have found that contingent faculty are not provided the basic tools and resources they need. Although the lack of resources and support might corroborate the belief that adjunct faculty members are inadequate in their roles, there is research that indicates that the reverse actually might be true. Kezar and Sam (2011) suggested that the adjunct faculty members' motivations to work in academia might override their lack of supports. These authors highlight that "while some non-tenure track faculty are dissatisfied with many of their working conditions including salary, benefits, and job insecurity," they might be "satisfied with their overall work and work environment" (Kezar & Sam, 2011, p. 1430).

These motivations stem from the type of adjunct that each instructor is classified as, which, therefore, fuel the disconnection the institution has with the adjunct faculty. Although Gappa and Leslie's (1993) typology of the four distinct types of adjunct faculty still hold true, how the institution is responding to the needs and motivations of each type of adjunct faculty requires refinement. Interviewing adjunct faculty members from a select community college system allowed me to discover how my participants positioned themselves in relation to their roles and how they formed their identities within these roles. Thus, the findings from my study have added to the scant qualitative research related to the use of adjunct faculty at community college institutions.

Discussion of the Findings in the Context of the Theoretical Framework

My research regarding the adjuncts' identity development was guided by Harré and van Langenhove's (1999) positioning theory, which posits that individuals use words and other discourse to locate themselves and others in an environment (see Figure 4 in Chapter I). I expanded upon this concept by utilizing Holmes's (2013) claim-affirmation model of emergent identity as well, which explores how identity emerges based on the social interaction between the individual and significant others in a particular setting (see Figure 5 in Chapter I). The implications of both of these frameworks was supported additionally by the use of phenomenology as my qualitative research approach. My phenomenological research approach supported my desire to focus on the lived experiences of my participants as they experienced the particular phenomenon of being an adjunct faculty member at the select community college institution (Creswell, 2013). It also permitted me to apply a descriptive and reflective approach to reveal the implicit meanings in these lived experiences.

In reference to Harré and van Langenhove's (1999) mutually determining triad (Figure 4), I was able to view the adjunct's ever-shifting experience of identity as they interacted with others. In all cases, adjuncts were able to position themselves as an expert and as a successful figure when interacting with their students. The change in identities occurred when individuals from the different categories of adjuncts began to relate their experiences with their respective institutions. Overall, the career-enders and specialists/experts/professionals utilized their language to assert their satisfaction in their roles and still believed themselves to be valued members of the institution. The majority of aspiring academics, however, did not believe that the institutions valued them or realized the importance of their work. When examined through Holmes's (2001) claim-affirmation model of emergent identity (see Figure 5), it can be determined that, in terms of their relationship with the institution, many of adjuncts within the aspiring academic category have a *failed identity*, in which they have claimed an identity of being a successful and valued educator but use their language to indicate that this identity is disaffirmed by others (i.e., the institution). In contrast, the career-enders' and specialists/experts/professionals' language indicated they had an *agreed identity*, in which they have claimed the identity of being a successful and valued educator and believe that the institution, through its actions, affirms this identity. However, all categories of adjuncts denoted an *agreed identity* as a successful and valued educator with regard to their interactions with their students.

Implications of the Findings

Step 12: Write research report. Step 12 of the 13-step process for qualitative research (Leech & Onwuegbuzie, 2010) is to write the research report. I considered this to be the most important step of the research process because it gives me the opportunity to give voice to a group that often believes that they have no recognized voice. Throughout the writing of this report, I endeavored to present my participants' perceptions as faithfully as possible so as to give an accurate description of their experiences. With this goal in mind, I interpreted, legitimized, and prepared the data to report the implications of my research for the different stakeholders affiliated with the use of adjunct faculty.

Implications for adjunct instructors. There are very different implications for adjunct instructors based on the category of part-time instructor with which they identify. For those classifying themselves as career-enders or specialists/experts/professionals, the current situation for adjuncts appears to be acceptable. For those classifying as aspiring academics, the issue is more complex. Although they tended to indicate satisfaction with their position and their work with students, they are ultimately dissatisfied with their treatment by the institution and with the lack of advancement opportunities offered. These findings were not surprising. As the adjunct population changes, the more recent literature highlights the large proportion of part-time faculty members who are interested in academia as a long-term career (CAW, 2012). Aspiring academics are teaching as adjunct faculty largely because they have difficulty finding and securing tenure-track opportunities. Those classifying as aspiring academics should be aware of these challenges as they head into the workforce. Then, they must continue to advocate for career-related support and the implementation of policies and practices that foster inclusion of adjunct faculty in the culture of the institution.

Implications for students of adjunct instructors. My research indicated that it is difficult, if not impossible, to group all adjunct instructors together in terms of their quality and dedication. The majority of the adjunct faculty members interviewed for this study are experts in their field and expressed a sincere love of their position and significant levels of commitment and engagement. They did not consider themselves any less of an instructor due to their part-time status, as Laura confirmed, “I don't see my role as being any less valuable or, or less important for the students and quite frankly the students don't care either. They want somebody that's going to teach them.” Therefore, a student should not automatically assume that assignment to a class taught by an adjunct instructor will be of a lesser quality than a class taught by a full-time instructor. However, students might, when assigned an adjunct instructor, have an instructor who receives less support and has less time and opportunities for professional development, for innovation, and for student interaction. Because student success should be the primary goal of any academic institution, students should feel empowered to bring any concerns about their instructors to administrators and also to utilize or to develop student-nominated faculty recognition platforms to acknowledge exemplary educators.

Implications for institutions. Because the use of community college institutions continues to expand and these student populations grow, institutions must seriously consider the use of adjunct faculty as a core group of instructors. As identified from my correspondence analysis, the 2 x 2 (i.e., satisfaction level x motivation) representation for characterizing adjuncts is an important descriptor when considering adjunct faculty members. Department chairs and other administrators who are responsible for the hiring and development of adjuncts should be aware of which quadrant in the 2 x 2 representation each adjunct resides as well as in which category of adjunct a potential instructor would be classified. Knowing this information would allow the administrators to reflect on the level and type of professional development and assistance needed for the individual instructor (e.g., mentoring for aspiring academics, technology instruction for career-enders). Further, the institution should retroactively go back and review how many of each type of adjunct it currently employs and where each of those instructors fits into the 2 x 2 representation. Previous research has indicated that there is currently a disproportionately large group of aspiring academics (CAW, 2012) and, if this turns out to be true, the institution should be prepared to assist those instructors with their specific needs in order to maintain a highly satisfied, highly qualified faculty population.

Once the administrators have a better understanding of their adjunct population and the needs of that population, they must consider the implementation of policies and practices that support both the adjunct faculty members and, as a by-product, the success of the students. Examples of these policies and practices indicated by my participants included (a) opportunities for relevant and accessible professional development, (b) more access to academic information about their students, (c) timely information about curriculum and the opportunity to help shape it, (d) opportunities for interaction with other faculty and staff, (e) better compensation and recognition, (f) affordable health benefits, (g) a dedicated office space that meets the needs of the instructors, (h) job security, and (i) opportunities for advancement. Additionally, my participants mentioned several times that they did not "have a voice" that was recognized on campus. Solutions for this issue include allowing adjunct representatives to have space on faculty councils and the creation of an adjunct advocacy office on campus. Space on faculty council would give adjuncts an opportunity to participate in governance and curriculum and an adjunct advocacy office would allow for a more consistent support for adjuncts, whose institutional support levels differ from department to department and from chairperson to chairperson.

Recommendations for Future Research

Step 13: Reformulate research questions. There are several research study opportunities that exist that could expand the findings of my research. For the current research, I focused on documenting the qualitative experience of 12 part-time adjunct faculty members at a select community college system in Texas. This study provided a basis for examining the experiences of select faculty members as groups within a larger group of faculty members. This method could be expanded to study other contingent faculty groups (i.e., full-time, non-tenure track faculty) at other institutions (i.e., 4-year universities). Further, this method also could be utilized to examine the experiences of full-time faculty in an effort to compare the perspectives of full-time and part-time faculty members to discern any similarities or differences within their experiences.

Second, another research study could be conducted using a mixed methods research lens. A study of this nature could include quantitative surveys of those impacted by adjunct faculty members (e.g., the adjunct faculty members themselves, students, administrators, full-time faculty members) for the quantitative research phase, in addition to interviews of select members of these same populations for the qualitative phase. Such a study would provide more depth into the perceptions of and attitudes towards adjunct faculty from different stakeholders in the academic institution.

A third study could involve focusing on the four different classifications of adjunct faculty. For example, a researcher could determine the prevalence rate of adjuncts belonging to each of the four profiles at an institution and then compare these four adjunct types with respect to outcome measures (i.e., performance and effectiveness measures) such as teacher evaluations and grade distributions. This would permit administrators to determine whether there are any key performance differences among the adjunct subtypes.

This method also could be applied in a fourth possible study, in which the researchers determine the prevalence rate of adjunct faculty members belonging to each of the four profiles, as determined by the four quadrants, in the 2 x 2 representation for characterizing adjuncts. The researchers then could compare these four sets of adjuncts with respect to the previously mentioned outcome measures. This would give further insight into any significant differences among the adjunct profiles.

Participants in this study all taught at least one face-to-face class, with some participants also teaching hybrid and online courses. A fifth study could explore the specific experiences of adjuncts who teach one of the three different class format types, namely, face-to-face, online, and hybrid. This would allow the researcher to compare the differences in needs and supports experienced by each of these instructors among these distinct class types.

Finally, researchers could examine the effects of implementation of several of the recommendations (e.g., better compensation or recognition, increased opportunities for social interaction) emanating from this study on an adjunct faculty population. A researcher could follow a similar method to this study and interview adjuncts prior to any institutional changes benefitting the adjuncts and then conduct follow-up interviews after such an institutional change. Additionally, interviews could be conducted with adjunct faculty members at institutions that have already implemented such changes and then their experiences could be compared with adjunct faculty members at institutions that have not implemented such changes, thereby yielding important information about the actual impact of such practices on adjunct retention, success, satisfaction, and identity.

Conclusion

The expansion of community college systems is giving students of all ages and experience levels an opportunity for meaningful education and career advancement. However, the diversity and number of courses offered at different times and in different formats, in conjunction with budget concerns, has resulted in the hiring of large numbers of adjunct professors to meet the needs of the growing student population. This increase in contingent faculty hirings has shifted the traditional image of the adjunct role as being full-time professionals looking for part-time employment to part-time academics hoping to gain full-time stature. It has also raised concerns about the quality of adjunct instructors and the quality of education that students receive from them.

Much of the existing literature on adjunct faculty highlights the disparate treatment and unfavorable working conditions (Curtis, 2014; Curtis & Jacobe, 2006) that they experience. The rise of contingent faculty in higher education also has been associated with several negative educational outcomes, including lower graduation rates (Ehrenberg & Zhang, 2005). However, very few studies highlighted the voice of the adjunct faculty themselves. This study involved an investigation into the adjunct faculty instructors' self-perceived roles within their positions at a select community college system and the emphasis that these adjunct faculty members place on different aspects of these roles in terms of their levels of performance and effectiveness. The findings of this study indicated that adjunct faculty perceived themselves as being competent and committed in their roles as educators. Furthermore, the category (i.e., career-enders, specialists/experts/professionals, aspiring academics, and freelancers) in which each adjunct was classified had a direct impact on their satisfaction and motivation within their position, as well as their perceived needs. As such, these results have added to the knowledge base about the use of adjunct faculty in the community college setting, as well as provided future areas of research to explore.

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APPENDIX A

IRB Approval Notice

Sam Houston
STATE UNIVERSITY
A Member of The Texas State University System

Institutional Review Board
Office of Research and Sponsored Programs
1831 University Ave, Suite 303, Huntsville, TX 77341-2448
Phone: 936.294.4875
Fax: 936.294.3622
irb@shsu.edu
http://www.shsu.edu/dept/office-of-research-and-sponsored-programs/compliance/irb/

DATE: June 16, 2018

TO: Valerie Byers [Faculty Sponsor: Dr. Tony Onwuegbuzie]

FROM: Sam Houston State University (SHSU) IRB

PROTOCOL TITLE: *Self-Perceptions of Adjunct Faculty about their Roles at a Select Community College System[T/D]*

PROTOCOL #: 2018-05-40455

SUBMISSION TYPE: INITIAL REVIEW—RESPONSE TO MODIFICATIONS

ACTION: APPROVED

APPROVAL DATE: June 14, 2018

EXPIRATION DATE: June 14, 2019

REVIEW TYPE: EXPEDITED

REVIEW CATEGORIES: **45 CFR 46.102 (2)(i)**

Thank you for your submission of your **Response to Modifications** submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received **Expedited** Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and assurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the consent document.

Please note that this committee must approve any revision to previously approved materials prior to initiation. Please use the appropriate revision forms for this procedure, which are found on the Application Page to the SHSU IRB website.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All Department of Health and Human Services and sponsor reporting requirements should also be followed.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Sam Houston State University IRB's records

Sam Houston State University
A Member of The Texas State University System

Institutional Review Board
Office of Research and Sponsored Programs
1831 University Ave, Suite 303, Huntsville, TX 77341-2448
Phone: 936.294.4875
Fax: 936.294.3622
irb@shsu.edu
http://www.shsu.edu/dept/office-of-research-and-sponsored-programs/compliance/irb/

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. **Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of June 14, 2019. When you have completed the project, a Final Report must be submitted to ORSP in order to close the project file.**

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact the IRB Office at 936-294-4875 or irb@shsu.edu. Please include your project title and protocol number in all correspondence with this committee.

Sincerely,

Donna Desforges
IRB Chair, PHSC
PHSC-IRB

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Sam Houston State University IRB's records

APPENDIX B

Participant Consent Form

IRB APPROVED

Sam Houston State University

Consent for Participation in Research

Self-Perceptions of Adjunct Faculty about their Roles at a Select Community College System

Why am I being asked?

You are being asked to be a participant in a research study about the self-perceptions adjunct faculty have about their roles and responsibilities at a select community college system conducted by Valerie Tharp Byers, a doctoral student in the Educational Leadership and Counseling Department at Sam Houston State University. I am conducting this research under the direction of Anthony J. Onwuegbuzie. You have been asked to participate in the research because you have taught as an adjunct for at least one previous semester at [redacted] and are currently an adjunct instructor there now and therefore may be eligible to participate. We ask that you read this form and ask any questions you may have before agreeing to be in the research.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with Sam Houston State University or [redacted] If you decide to participate, you are free to withdraw at any time without affecting that relationship.

Why is this research being done?

The research study will bring awareness to the self-perceptions adjunct faculty members of a select community college system have about their roles and responsibilities as related to their position. The study will help to inform college and university administrators about these self-perceptions so that they may better understand the experiences of adjunct professors, helping these administrators to determine how best to support adjunct instructors to in order to aid in the pursuit of student and institutional success. Additionally, this research will contribute to the knowledge base of literature that is available pertaining to the roles of adjunct faculty in community college settings.

What is the purpose of this research?

The purpose of this research is two-fold. First it will add significance to the research base by providing an opportunity to examine perception from adjunct faculty members that are currently lacking in the literature. Because the number of adjunct professors on college and university campuses has been increasing, this information should both inform the debate regarding adjunct instructors and make adjuncts of educational institutions, as well as administrators of educational institutions, more aware of how some adjuncts perceive themselves, their roles, and their needs.

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B

Secondly, awareness of how adjunct faculty perceive their roles and responsibilities should allow institutions of higher education to be more perspicacious in their dealings with this particular faculty population. Such awareness of adjunct issues could lead to greater support for this faculty population and, in turn, lead to greater levels of student success.

What procedures are involved?

If you agree to be in this research, we would ask you to do the following things:

Each participant will be asked to participate in a semi-structured [redacted] minutes. The interview will be conducted in person, either at the [redacted] campus or at a public venue of the participant's choosing. After receiving the transcription of his or her interview, the participant will need to check the transcription for accuracy. If necessary, the participant will need to submit changes to the transcription. If a follow-up interview is required for clarification, then the participant will be asked to participate in a follow-up interview via telephone or Skype. The follow-up interview may last up to 30 minutes.

What are the potential risks and discomforts?

The research is relatively straightforward, and we do not expect the research to pose any risk to any of the volunteer participants. Answers to the semi-structured interview questions will reflect the participant's personal self-perceptions regarding their roles and responsibilities as an adjunct faculty member at a select community college system.

Are there benefits to taking part in the research?

There are no direct benefits to the participant for participating in the study.

What about privacy and confidentiality?

The only people who will know that you are a research participant are members of the research team. No information about you, or provided by you during the research will be disclosed to others without your written permission, except:

- if necessary to protect your rights or welfare (for example, if you are injured and need emergency care or when the SHSU Protection of Human Subjects monitors the research or consent process); or

- if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you will be used for educational purposes, your identity will be protected or disguised.
Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

I R B

The interview sessions will be recorded by audio and video. Each participant will be allowed to review his or her interview recordings upon request. The recordings will be destroyed 7 years after the successful dissertation defense of the Principal Investigator.

None of the information obtained during the interview will identify you by name or institution. Each participant will be assigned a pseudonym and the institution will be described by its geographical region. All responses to interview questions will remain anonymous. All information connected to this research will be kept completely confidential, will be encrypted, and will be kept in the possession of the Principal Investigator.

What if I am injured as a result of my participation?

In the event of injury related to this research study, you should contact your physician or the University Health Center. However, you or your third-party payer, if any, will be responsible for payment of this treatment. There is no compensation and/or payment for medical treatment from Sam Houston State University for any injury you have from participating in this research, except as may by required of the University by law. If you feel you have been injured, you may contact the researcher, Valerie Tharp Byers at [redacted]

What are the costs for participating in this research?

The only costs for participating in the study will include travel costs incurred when traveling to [redacted] or to a public venue of the participant's choosing in order to participate in the interview. Each participant will be responsible for his or her travel expenses to [redacted] or the public venue.

Will I be reimbursed for any of my expenses or paid for my participation in this research?

Participation is voluntary. Participants will not be paid or otherwise compensated for their participation in this project. You will receive a copy of the consent form for your records.

Can I withdraw or be removed from the study?

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

Who should I contact if I have questions?

The researcher conducting this study is Valerie Tharp Byers. You may ask any questions you have now. If you have questions later, you may contact the researcher at [redacted] Additionally, you may contact the advisor, Anthony J. Onwuegbuzie, at [redacted]

What are my rights as a research subject?

IRB APPROVED

If you feel you have not been treated according to the descriptions in this form, or you have any questions about your rights as a research participant, you may call the Office of Research and Sponsored Programs – Sharla Miles at [redacted] or e-mail ORSP at sharla_miles@shsu.edu.

You may choose not to participate or to stop your participation in this research at any time. Your decision whether or not to participate will not affect your current or future relations with the Sam Houston State University or [redacted]

You will not be offered or receive any special consideration if you participate in this research.

Agreement to Participate

I have read the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research.

Consent: I have read and understand the above information, and I willingly consent to participate in this study. I understand that if I should have any questions about my rights as a research subject, I can contact *Valerie Tharp Byers* at [redacted] or by email at vmb008@shsu.edu. I have received a copy of this consent form.

Your name (printed):_________________________

Signature: _____________________________ Date: _________________

AUDIO RECORDING RELEASE CONSENT:

As part of this project, an audio recording will be made of you during your participation in this research project for transcription purposes only. This is completely voluntary. In any use of the audio recording, your name will not be identified. You may review the recording upon request. The recording will be destroyed 7 years after the successful dissertation defense of the Principal Investigator. You may request to stop the recording at any time or to erase any portion of your recording.

Your name (printed):_________________________

Signature: _____________________________ Date: _________________

APPENDIX C

Copyright Permissions

Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Permission Request for Use of Published and Presented Works: Qualitative Research Process

2 messages

Valerie Tharp Byers <vtbyers@gmail.com> Sat, Jun 30, 2018 at 11:27 AM
To: Anthonu Onwuegbuzie <TonyOnwuegbuzie@aol.com>

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use the following table from your previously published work for my upcoming dissertation proposal:

Qualitative Research Process. Adapted from "*The qualitative research process"* by N. L. Leech and A. J. Onwuegbuzie, 2013, Unpublished manuscript, Sam Houston State University, Huntsville, TX, p. 3. Copyright 2013 by N. L. Leech and A. J. Onwuegbuzie.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Sam Houston State Univerisity

--
Valerie Tharp Byers
vtbyers@gmail.com

tonyonwuegbuzie@aol.com <tonyonwuegbuzie@aol.com> Sat, Jun 30, 2018 at 12:37 PM
To: vtbyers@gmail.com

Dear Ms. Byers,

Thanks for your email.

You have my permission to use and to reproduce in your dissertation, the *Qualitative Research Process* figure that appears in my unpublished book:

> Leech, N. L., Onwuegbuzie, A. J. (2013). *The Qualitative research process.* Unpublished manuscript, Sam Houston State University, Huntsville, TX,

If you have any further questions, please feel free to contact me.

Warmest regards,

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Honorary Professor, University of South Africa
Co-Editor, *Research in the Schools* (http://www.msera.org/publications-rits.html)
Editor-in-Chief, International Journal of Multiple Research Approaches (www.ijmra.org)
Licensed Secondary School Teacher
Mixed Methods International Research Association, Immediate Past President (www.mmira.org)
National Research Foundation (NRF) "A" Rating

[Quoted text hidden]

Gmail

Valerie Tharp Byers <vtbyers@gmail.com>

Permission Request for Use of Published and Presented Works: Sample Items From the Legitimation Section of Frels et al.'s (2011) Checklist

2 messages

Valerie Tharp Byers <vtbyers@gmail.com> Sat, Jun 15, 2019 at 11:42 PM
To: Anthonu Onwuegbuzie <TonyOnwuegbuzie@aol.com>

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use the following table from your previously published work for my dissertation:

Sample Items From the Legitimation Section of Frels et al.'s (2011) Checklist from The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research, by R. K. Frels, B. Sharma, A. J. Onwuegbuzie, N. L. Leech, & M. D. Stark, 2011, *Journal of Effective Teaching, 11*, pp. 62-79. Copyright 2011 by Rebecca. K. Frels, Bipin Sharma, Anthony J. Onwuegbuzie, Nancy L. Leech, & Marcella D. Stark.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers

--
Valerie Tharp Byers
vtbyers@gmail.com

Tony Onwuegbuzie <tonyonwuegbuzie@aol.com> Sun, Jun 16, 2019 at 8:32 AM
To: vtbyers@gmail.com

Dear Ms. Byers,

Thanks for your email.

You have my permission to use and to reproduce in your dissertation, sample Items from the Legitimation Section of Frels et al.'s (2011) Checklist from The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research, by R. K. Frels, B. Sharma, A. J. Onwuegbuzie, N. L. Leech, & M. D. Stark, 2011, *Journal of Effective Teaching, 11*, pp. 62-79. Copyright 2011 by Rebecca. K. Frels, Bipin Sharma, Anthony J. Onwuegbuzie, Nancy L. Leech, & Marcella D. Stark.

If you have any further questions, please feel free to contact me.

Best wishes for your dissertation research!

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Honorary Professor, University of South Africa
Co-Editor, *Research in the Schools* (http://www.msera.org/publications-rits.html)
Editor-in-Chief, International Journal of Multiple Research Approaches (www.ijmra.org)
Licensed Secondary School Teacher
Mixed Methods International Research Association, Immediate Past President (www.mmira.org)
National Research Foundation (NRF) "A" Rating
[Quoted text hidden]

Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Fw: Permission Request for Use of Table in Dissertation

1 message

Byers, Valerie <vmb008@shsu.edu> Wed, Jan 16, 2019 at 10:01 AM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Rebecca Frels <rebecca.frels@gmail.com>
Sent: Saturday, July 7, 2018 9:00 PM
To: Byers, Valerie
Subject: Re: Permission Request for Use of Table in Dissertation

Yes. Thanks for asking-
Rebecca Frels

Get Outlook for iOS

On Sun, Jul 1, 2018 at 9:00 PM -0500, "Byers, Valerie" <vmb008@shsu.edu> wrote:

> Dr. Frels
>
> I am writing to ask you for your permission to adapt the following table from your previously published work for my upcoming dissertation:
>
> *A Social Constructionist Research Stance: Basic Beliefs and Positions (Schwandt, 2000)* from Frels, R. K. (2012). The experiences of selected mentors: A cross-cultural examination of the dyadic relationship in school-based mentoring. *Mentoring & Tutoring: Partnership in Learning, 20*, 181-206. doi:10.1080/13611267.2012.679122

You will be given full credit for your work. I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Permission Request for Use of Published and Presented Works (5 of 5)

2 messages

Valerie Tharp Byers <vtbyers@gmail.com>
To: "TonyOnwuegbuzie@aol.com" <TonyOnwuegbuzie@aol.com> Sun, Jun 25, 2017 at 3:07 PM

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use and adapt the following information from your previously published work for my upcoming dissertation proposal:

The descriptions of external and internatl threats to credibility from Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology, 41*, 233-249. doi:10.1007/s11135-006-9000-3.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Sam Houston State University

--
Valerie Tharp Byers
vtbyers@gmail.com

tonyonwuegbuzie@aol.com <tonyonwuegbuzie@aol.com>
To: vtbyers@gmail.com Mon, Jun 26, 2017 at 9:53 AM

Dear Valerie,

Thanks for your email. Yes, you have my permission to reprint in your dissertation the following information:

The descriptions of external and internatl threats to credibility

This information appears in the following article:

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology, 41*, 233-249. doi:10.1007/s11135-006-9000-3

Best wishes for your dissertation!

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Co-Editor, *Research in the Schools*
Editor-in-Chief, International Journal of Multiple Research Approaches
Licensed Secondary School Teacher
Mixed Methods International Research Association, President (www.mmira.org)

[Quoted text hidden]

Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Fw: Permission Request for Use of Table in Dissertation

1 message

Byers, Valerie <vmb008@shsu.edu> Sat, Jun 30, 2018 at 7:35 PM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Adrianna Kezar <kezar@rossier.usc.edu>
Sent: Saturday, June 30, 2018 3:07 PM
To: Byers, Valerie
Subject: Re: Permission Request for Use of Table in Dissertation

Of course please go ahead and use it. Good luck with your work. Best wishes, Adrianna

Get Outlook for iOS

From: Byers, Valerie <vmb008@SHSU.EDU>
Sent: Saturday, June 30, 2018 10:37:01 AM
To: Adrianna Kezar
Subject: Permission Request for Use of Table in Dissertation

Dr. Kezar,

I am writing to ask you for your permission to use information from the following table from your previously published work for my upcoming dissertation proposal:

"*Departmental policies or practices and their educational impact*" featured inKezar, A. (2012). Spanning the great divide between tenure-track faculty and non-tenure track faculty. *Change: The Magazine of Higher Learning, 44*, 6-13. doi:10.1080/00091383.2012.728949

You will be given full credit for your work. I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

Gmail

Valerie Tharp Byers <vtbyers@gmail.com>

Fw: Permission Request for Use of Published and Presented Works: Purpose for Using Nonverbal Communication Data in Articles Published in The Qualitative Report: 1990-2012

1 message

Byers, Valerie <vmb008@shsu.edu> Thu, Apr 25, 2019 at 11:12 AM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Tony Onwuegbuzie <tonyonwuegbuzie@aol.com>
Sent: Monday, April 22, 2019 5:54 PM
To: Byers, Valerie
Subject: Re: Permission Request for Use of Published and Presented Works: Purpose for Using Nonverbal Communication Data in Articles Published in The Qualitative Report: 1990-2012

Dear Ms. Byers,

Thanks for your email.

You have my permission to use and to reproduce in your dissertation, the Purpose for Using Nonverbal Communication Data in Articles table that appears in the following article:

> Denham, M. A., & Onwuegbuzie, A. J. (2013). Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation. *International Journal of Qualitative Methods, 12*, 670-696. doi:10.1177/160940691301200137

If you have any further questions, please feel free to contact me.

Best wishes for your dissertation research!

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Honorary Professor, University of South Africa
Co-Editor, *Research in the Schools* (http://www.msera.org/publications-rits.html)
Editor-in-Chief, International Journal of Multiple Research Approaches (www.ijmra.org)
Licensed Secondary School Teacher
Mixed Methods International Research Association, Immediate Past President (www.mmira.org)
National Research Foundation (NRF) "A" Rating

-----Original Message-----
From: Byers, Valerie <vmb008@SHSU.EDU>
To: TonyOnwuegbuzie@aol.com <TonyOnwuegbuzie@aol.com>
Sent: Fri, 19 Apr 2019 23:16
Subject: Permission Request for Use of Published and Presented Works: Purpose for Using Nonverbal Communication Data in Articles Published in The Qualitative Report: 1990-2012

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use the following table from your previously published work for my upcoming dissertation proposal:

Purpose for Using Nonverbal Communication Data in Articles Published in The Qualitative Report: 1990-2012 from "Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation," by M. Denham and Anthony J. Onwuegbuzie, 2013, *International Journal of Qualitative Methods, 12,* p. 687. Copyright 2013 by Magdalena Denham and Anthony J. Onwuegbuzie.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

Gmail

Valerie Tharp Byers <vtbyers@gmail.com>

Fw: Permission Request for Use of Published and Presented Works: Types of Coding for Nonverbal Communication Data Coding

1 message

Byers, Valerie <vmb008@shsu.edu>
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Thu, Apr 25, 2019 at 11:11 AM

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Tony Onwuegbuzie <tonyonwuegbuzie@aol.com>
Sent: Monday, April 22, 2019 5:56 PM
To: Byers, Valerie
Subject: Re: Permission Request for Use of Published and Presented Works: Types of Coding for Nonverbal Communication Data Coding

Dear Ms. Byers,

Thanks for your email.

You have my permission to use and to reproduce in your dissertation, the Types of Coding for Nonverbal Communication Data Coding table that appears in the following article:

> Denham, M. A., & Onwuegbuzie, A. J. (2013). Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation. *International Journal of Qualitative Methods, 12*, 670-696. doi:10.1177/160940691301200137

If you have any further questions, please feel free to contact me.

Best wishes for your dissertation research!

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University

Distinguished Visiting Professor, University of Johannesburg
Honorary Professor, University of South Africa
Co-Editor, *Research in the Schools* (http://www.msera.org/publications-rits.html)
Editor-in-Chief, International Journal of Multiple Research Approaches (www.ijmra.org)
Licensed Secondary School Teacher
Mixed Methods International Research Association, Immediate Past President (www.mmira.org)
National Research Foundation (NRF) "A" Rating

-----Original Message-----
From: Byers, Valerie <vmb008@SHSU.EDU>
To: TonyOnwuegbuzie@aol.com <TonyOnwuegbuzie@aol.com>
Sent: Fri, 19 Apr 2019 23:26
Subject: Permission Request for Use of Published and Presented Works: Types of Coding for Nonverbal Communication Data Coding

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use the following table from your previously published work for my upcoming dissertation proposal:

Types of Coding for Nonverbal Communication Data Coding from "Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation," by M. Denham and Anthony J. Onwuegbuzie, 2013.*International Journal of Qualitative Methods, 12*. Copyright 2013 by Magdalena Denham and Anthony J. Onwuegbuzie.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: John Curtis <jwcurtis2008@gmail.com>
Sent: Monday, July 2, 2018 9:18 AM
To: Byers, Valerie
Subject: Re: Permission Request for Use of Figure in Dissertation

Dear Valerie,

I would be happy to have you use the figure in your dissertation. You have my permission to include it. You should know that there have been a couple of tabulations of the IPEDS data for fall 2013 and 2015. I would argue that they are not directly comparable with the earlier trend data, but they might still be worth a mention:

The AAUP annual reports ("Compensation Survey") for 2015-2018 are available at https://www.aaup.org/reports-and-publications/academe/previous

Steve Shulman of the Center for the Study of Academic Labor (with which I am affiliated) has produced tabulations: https://csal.colostate.edu/research/employment-reports/ (Note: that page identifies Steve as "Chair of the AAUP Research Committee," which I believe is an error. Steve was named to a committee at one point, but I do not believe he participated in the production of AAUP reports. I will check with him on that.)

Best of luck with your dissertation, and I look forward to hearing more about your work.

John

John W. Curtis, PhD
Research and Evaluation Consulting Services
E-mail: jwcurtis2008@gmail.com
Website: http://www.johnwcurtis.net/
LinkedIn: https://www.linkedin.com/in/johnwcurtis
Twitter @JohnWCurtisDC

On Sun, Jul 1, 2018 at 9:46 PM, Byers, Valerie <vmb008@shsu.edu> wrote:

> Dr. Curtis
>
> I am writing to ask you for your permission to use the following figure from your previously published work for my upcoming dissertation:

Trends in Faculty Employment Status, 1975-2011. From Curtis, J. W. (2014, April). *The Employment Status of Instructional Staff Members in Higher Education, Fall 2011*. Washington, DC: American Association of University Professors.

[Quoted text hidden]

Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Permission Request for Use of Published and Presented Works (2 of 5)

2 messages

Valerie Tharp Byers <vtbyers@gmail.com> Sun, Jun 25, 2017 at 3:02 PM
To: "TonyOnwuegbuzie@aol.com" <TonyOnwuegbuzie@aol.com>

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use the following model from your previously presented work for my upcoming dissertation proposal:

The four-phase, iterative model for learning research from "A Model for Teaching and Learning Qualitative Research" by A. J. Onwuegbuzie, N. L. Leech, et al., 2009 (February) paper presentation at the meeting of the Southwest Educational Research Association, San Antonio, TX.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Sam Houston State University

--
Valerie Tharp Byers
vtbyers@gmail.com

tonyonwuegbuzie@aol.com <tonyonwuegbuzie@aol.com> Mon, Jun 26, 2017 at 9:48 AM
To: vtbyers@gmail.com

Dear Valerie,

Thanks for your email. Yes, you have my permission to reprint in your dissertation the following figure:

The four-phase, iterative model for learning research

This figure appears in the following article:

Onwuegbuzie, A. J., Leech, N. L., Slate, J. R., & Stark, M., Sharma, B., Frels, R., Harris, K., & Combs, J. P. (2009, February). ***A model for teaching and learning qualitative research.*** **Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.**

Best wishes for your dissertation!

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Co-Editor, *Research in the Schools*
Editor-in-Chief, International Journal of Multiple Research Approaches
Licensed Secondary School Teacher
Mixed Methods International Research Association, President (www.mmira.org)

[Quoted text hidden]

Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Permission Request for Use of Published and Presented Works (4 of 5)

2 messages

Valerie Tharp Byers <vtbyers@gmail.com> Sun, Jun 25, 2017 at 3:06 PM
To: "TonyOnwuegbuzie@aol.com" <TonyOnwuegbuzie@aol.com>

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use and adapt the following information from your previously published work for my upcoming dissertation proposal:

Integration of the four-phase model, the checklist, and the 13-step methodological framework with respect to writing a research report from Frels, R.K., Sharma, B., Onwuegbuzie, A. J., Leech, N. L., & Stark, M. (2011). The use of a checklist and qualitative notebooks for an interactive process of teaching and learning qualitative research. *The Journal of Effective Teaching, 11*(1), 62-79.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Sam Houston State University

--
Valerie Tharp Byers
vtbyers@gmail.com

tonyonwuegbuzie@aol.com <tonyonwuegbuzie@aol.com> Mon, Jun 26, 2017 at 9:52 AM
To: vtbyers@gmail.com

Dear Valerie,

Thanks for your email. Yes, you have my permission to reprint in your dissertation the following information:

Integration of the four-phase model, the checklist, and the 13-step methodological framework with respect to writing a research report

This information appears in the following article:

Frels, R.K., Sharma, B., Onwuegbuzie, A. J., Leech, N. L., & Stark, M. (2011). The use of a checklist and qualitative notebooks for an interactive process of teaching and learning qualitative research. *The Journal of Effective Teaching, 11*(1), 62-79.

Best wishes for your dissertation!

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Co-Editor, *Research in the Schools*
Editor-in-Chief, International Journal of Multiple Research Approaches
Licensed Secondary School Teacher
Mixed Methods International Research Association, President (www.mmira.org)

[Quoted text hidden]

Gmail

Valerie Tharp Byers <vtbyers@gmail.com>

Fw: Request for Permission for Use of Figure in Dissertation

1 message

Byers, Valerie <vmb008@shsu.edu> Sat, Jul 8, 2017 at 11:05 AM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Luk van Langenhove - UNU-CRIS <LvanLangenhove@cris.unu.edu>
Sent: Wednesday, July 5, 2017 2:34 PM
To: Byers, Valerie; rom.harre@linacre.oxford.ac.uk
Subject: Re: Request for Permission for Use of Figure in Dissertation

Daer Valerie,

Happy to grant permission!

Do note that my name is Van LaNgenhove and not 'lagenhove' as you mention below.

Success with the dissertation and do send us a copy when completed…

Best regards,

Luk

From: "Byers, Valerie" <vmb008@SHSU.EDU>
Date: Sunday 2 July 2017 at 00:27
To: "rom.harre@linacre.oxford.ac.uk" <rom.harre@linacre.oxford.ac.uk>, luk Van Langenhove <LvanLangenhove@cris.unu.edu>
Subject: Request for Permission for Use of Figure in Dissertation

Dear Sirs,

I am writing to ask you for your permission to use the following figure from your previously published work in my upcoming dissertation:

Mutually determining triad. From *Positioning Theory* by R. Harré and L. van Lagenhove, 1999, p. 18.

You will be given full credit for your figure. I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

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Fw: Permission Request for Use of Figure in Dissertation

2 messages

Byers, Valerie <vmb008@shsu.edu> Sun, Jul 1, 2018 at 6:45 AM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Linda Finlay <linda@lindafinlay.co.uk>
Sent: Sunday, July 1, 2018 2:04 AM
To: Byers, Valerie
Subject: RE: Permission Request for Use of Figure in Dissertation

Dear Valerie

I'm delighted that you find my work useful and want to cite it. You have my permission. Do you also need the Journal's permission?

Best wishes for your research.

Linda

Dr Linda Finlay PhD, BA(Hons)Psych, MBPsS, DipIntPsych, DipPCSup

Integrative Psychotherapist and Academic Consultant

York, North Yorkshire, United Kingdom

Email: linda@lindafinlay.co.uk Tel: 0044(0) 1904 705054

www.lindafinlay.co.uk www.relational-integrative-psychotherapy.uk

---

From: Byers, Valerie <vmb008@SHSU.EDU>
Sent: 01 July 2018 01:44
To: linda@lindafinlay.co.uk
Subject: Permission Request for Use of Figure in Dissertation

Dr. Finlay,

I am writing to ask you for your permission to use the following figure from your previously published work for my upcoming dissertation proposal:

Iterative stages of the phenomenological approach. From L. Finlay (2012). Unfolding the phenomenological research process: Iterative states of "seeing fresh." *Journal of Humanistic Psychology, 53*, p.175

You will be given full credit for your work. I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

Byers, Valerie <vmb008@shsu.edu> Mon, Jul 2, 2018 at 6:41 PM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

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SAGE

Title: Unfolding the Phenomenological Research Process
Author: Linda Finlay
Publication: Journal of Humanistic Psychology
Publisher: SAGE Publications
Date: 04/01/2013

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Gmail Valerie Tharp Byers <vtbyers@gmail.com>

Fw: Permission Request for Use of Published and Presented Works

1 message

Byers, Valerie <vmb008@shsu.edu> Thu, Apr 25, 2019 at 11:12 AM
To: "vtbyers@gmail.com" <vtbyers@gmail.com>

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

From: Tony Onwuegbuzie <tonyonwuegbuzie@aol.com>
Sent: Monday, April 22, 2019 5:49 PM
To: Byers, Valerie
Subject: Re: Permission Request for Use of Published and Presented Works

Dear Ms. Byers,

Thanks for your email.

You have my permission to use and to reproduce in your dissertation, the Qualitative methodological framework guiding the collection, analysis, interpretation, and reporting of nonverbal communication (NVC) data that appears in my unpublished manuscript:

> Leech, N. L., & Onwuegbuzie, A. J. (2013). *The Qualitative research process.* Unpublished manuscript, Sam Houston State University, Huntsville, TX,

If you have any further questions, please feel free to contact me.

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Honorary Professor, University of South Africa
Co-Editor, *Research in the Schools* (http://www.msera.org/publications-rits.html)
Editor-in-Chief, International Journal of Multiple Research Approaches (www.ijmra.org)

Licensed Secondary School Teacher
Mixed Methods International Research Association, Immediate Past President (www.mmira.org)
National Research Foundation (NRF) "A" Rating

-----Original Message-----
From: Byers, Valerie <vmb008@SHSU.EDU>
To: TonyOnwuegbuzie@aol.com <TonyOnwuegbuzie@aol.com>
Sent: Fri, 19 Apr 2019 23:00
Subject: Permission Request for Use of Published and Presented Works

Dr. Onwuegbuzie,

I am writing to ask you for your permission to use the following figure from your previously published work for my upcoming dissertation proposal:

Qualitative methodological framework guiding the collection, analysis, interpretation, and reporting of nonverbal communication (NVC) data from "The qualitative research process," by Nancy L. Leech and Anthony J. Onwuegbuzie, 2013. Copyright 2013 by Nancy L. Leech and Anthony J. Onwuegbuzie.

I appreciate your consideration in this matter and look forward to your response. Please contact me with any questions. Thank you for your time.

Sincerely,

Valerie Tharp Byers
Cohort 24
Educational Leadership & Counseling
Sam Houston State University
vmb008@shsu.edu

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Gmail

Valerie Tharp Byers <vtbyers@gmail.com>

Permission Request

2 messages

Valerie Tharp Byers <vtbyers@gmail.com>
To: Anthonu Onwuegbuzie <TonyOnwuegbuzie@aol.com>
Thu, Jun 20, 2019 at 10:48 PM

Dr. Onwuegbuzie,

I am completing my doctoral dissertation at Sam Houston State University titled "Self-Perceptions of Adjunct Faculty about their Roles at a Select Community College System." I would like your permission to reprint in my dissertation excerpts from the following:

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2010). Toward more rigor in focus group research in stress and coping and beyond: A new mixed research framework for collecting and analyzing focus group data. In G. S. Gates, W. H. Gmelch, & M. Wolverton (Series Eds.) & K. M. T. Collins, A. J. Onwuegbuzie, & Q. G. Jiao (Vol. Eds.), *Toward a broader understanding of stress and coping: Mixed methods approaches* (pp. 243-285).The Research on Stress and Coping in Education Series (Vol. 5). Charlotte, NC: Information Age Publishing.

The excerpt I wish to reproduce is the table containing the following matrix:
Matrix for Assessing Nonverbal Communication Using McNeill's (1992) Classification of Gesture and Ekman's (1999) Expanded List of Basic Emotions

Thank you in advance.

Best,

Valerie Tharp Byers
--
Valerie Tharp Byers
vtbyers@gmail.com

Tony Onwuegbuzie <tonyonwuegbuzie@aol.com>
To: vtbyers@gmail.com
Thu, Jun 20, 2019 at 11:01 PM

Dear Ms. Byers,

Thanks for your email. Yes, you have my permission to reproduce the table containing the Matrix for Assessing Nonverbal Communication Using McNeill's (1992) Classification of Gesture and Ekman's (1999) Expanded List of Basic Emotions from the following article:

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2010). Toward more rigor in focus group research in stress and coping and beyond: A new mixed research framework for collecting and analyzing focus group data. In G. S. Gates, W. H. Gmelch, & M. Wolverton (Series Eds.) & K. M. T. Collins, A. J. Onwuegbuzie, & Q. G. Jiao (Vol. Eds.), *Toward a broader understanding of stress and coping: Mixed methods approaches* (pp. 243-285).The Research on Stress and Coping in Education Series (Vol. 5). Charlotte, NC: Information Age Publishing.

Best wishes for your dissertation.

Warmest regards,

Tony Onwuegbuzie

Anthony J. Onwuegbuzie, Ph.D., P.G.C.E., F.S.S.
Professor, Department of Educational Leadership, Sam Houston State University
Distinguished Visiting Professor, University of Johannesburg
Honorary Professor, University of South Africa
Honorary Visiting Scholar, Flinders University, College of Nursing and Health Sciences
Contributing Faculty, College of Social and Behavioral Sciences, Walden University
Certified EdD Thesis supervisor, Laureate online Education, University of Liverpool Partnership
Co-Editor, *Research in the Schools* (http://www.msera.org/publications-rits.html)
Editor-in-Chief, International Journal of Multiple Research Approaches (www.ijmra.org)
Co-Founder and Co-Director, *Dialectical Publishing*
Licensed Secondary School Teacher
Mixed Methods International Research Association, Past President (www.mmira.org)
Mixed Methods International Research Association, External Relations
National Research Foundation (NRF) "A" Rating
[Quoted text hidden]

VITA

Valerie Tharp Byers

EDUCATION

Doctor of Education in Educational Leadership (August 2019)
Sam Houston State University, Huntsville, TX
Dissertation title: "Self-Perceptions of Adjunct Faculty about their Roles at a Select Community College System."

Master of Arts in Psychology (May 2006)
Marietta College, Marietta, OH

Bachelor of Arts in Psychology (May 2004)
Marietta College, Marietta, OH

ACADEMIC EXPERIENCE

Sam Houston State University, Co-Teacher of Qualitative Research Methods
(January 2014 – May 2014)

Lone Star College, Adjunct Professor of Psychology
(January 2007 – December 2010)

Marietta College, Assistant Instructor of Leadership
(January 2006 – May 2006)

Marietta College, Instructor of Freshmen Experience Seminar
(August 2005 – December 2005)

Marietta College, Graduate Student Teaching Assistant in Psychology
(August 2004 – December 2004)

PUBLICATIONS

Hwang, E., Smith, R. N., Byers, V. T., Dickerson, S., McAlister-Shields, L., Onwuegbuzie, A. J., & Benge, C. L. (2015). Doctoral students' perceived barriers that slow the progress toward completing a doctoral dissertation: A mixed analysis. *Journal of Educational Issues*, *1*, 165-190. doi:10.5296/jei.v1i1.7703. Retrieved from http://www.macrothink.org/journal/index.php/jei/article/view/7703/6467

Byers, V. T., Smith, R. N., Angrove, K. E., McAlister-Shields, L., & Onwuegbuzie, A. J. (2015). Experiences of select women doctoral students: A feminist standpoint theory perspective. *International Journal of Education, 7,* 266-304. Retrieved from http://www.macrothink.org/journal/index.php/ije/article/view/6982/6070

Byers, V. T., Smith, R. N., Hwang, E., Angrove, K. E., Chandler, J. I., Christian, K. M., Dickerson, S. H., ...Onwuegbuzie, A. J. (2014). Survival strategies: Doctoral students' perceptions of challenges and coping methods. *International Journal of Doctoral Studies, 9,* 109-136. Retrieved from http://ijds.org/V olume9/IJDSv9p109-136Byers0384.pdf

Onwuegbuzie, A. J., & Byers, V. T. (2014). An exemplar for combining the collection, analysis, and interpretations of verbal and nonverbal data in qualitative research. *International Journal of Education*, *6*, 183-246. doi:10.5296/ije.v6i1.4399

Byers, V. T. (2013). Political polarization on a small college campus. In R. M. Bustamante (Ed.), *Collection of case studies in higher education leadership* (pp. 15-18). Dubuque, Iowa: Kendall-Hunt Publishers.

PRESENTATIONS AND SPECIAL PROJECTS

Byers, V. T., O'Neill, C., & Smith, R. N. (2018, February). *Caregiver perceptions about neurocognitive testing and factors affecting its accuracy in children with Sanfilippo Syndrome (MPSIII).* Poster session presented at the 14th Annual WORLDSymposium, San Diego, CA.

Onwuegbuzie, A. J. & Byers, V. T. (2015, February). *A meta-framework for collecting, analyzing, and interpreting verbal and nonverbal data in qualitative research*. Workshop presented at the 38th Annual Meeting of the Southwest Educational Research Association. San Antonio, Texas.

Smith, R. N., Byers, V. T., Hwang, E., & Onwuegbuzie, A. J. (2015, February). *A meta-framework for conducting rigorous qualitative research*. Workshop presented at the 38th Annual Meeting of the Southwest Educational Research Association. San Antonio, Texas.

Byers, V. T., Smith, R. N., Angrove, K. A., McAlister-Shields, L., Chandler, J. I., Christian, K. M., Dickerson, S., Hwang, E., Thompson, S. P., Denham, M. A., & Onwuegbuzie, A. J. (2014, April) *Experiences of select women doctoral students: A Feminist Standpoint Theory perspective*. Presented at the Annual Meeting of the American Educational Research Association. Philadelphia, Pennsylvania.

Hwang, E., Smith, R. N., Byers, V. T., Dickerson, S. H., McAlister-Shields, L., Onwuegbuzie, A. J., & Benge, C. (2014, April). *Doctoral students' perceived barriers that slow the progress toward completing a doctoral dissertation: A* *mixed analysis.* Presented at the Annual Meeting of the American Educational Research Association. Philadelphia, Pennsylvania.

Smith, R., Byers, V. T., Hwang, E., & Park, C. (2014, March). *Introduction to qualitative methods*. Workshop presented to doctoral students. Sam Houston State University, Huntsville, Texas.

Hwang, E., Smith, R. N., Byers, V. T., Dickerson, S. H., McAlister-Shields, L., Onwuegbuzie, A. J., & Benge, C. (2014, March). *Doctoral students' multifaceted barriers that slow down the progress: A mixed analysis.* Paper presented at the 17th Annual Graduate Exchange. Huntsville, Texas.

Onwuegbuzie, A. J. & Byers, V. T. (2014, February). *A model for collecting, analyzing, and interpreting verbal and nonverbal data in qualitative research*. Workshop presented at the 37th Annual Meeting of the Southwest Educational Research Association. New Orleans, Louisiana.

Smith, R. N., Byers, V. T., Hwang, E., & Onwuegbuzie, A. J. (2014, February). *An introduction to rigorous qualitative research methods*. Workshop presented at the 37th Annual Meeting of the Southwest Educational Research Association. New Orleans, Louisiana.

Byers, V. T. (2014, February). *Self perceptions of adjunct faculty about their roles at a select community college system*. Presented at the 37th Annual Meeting of the Southwest Educational Research Association. New Orleans, Louisiana.

Hwang, E., Smith, R. N., Byers, V. T., Dickerson, S. H., McAlister-Shields, L., & Onwuegbuzie, A. J. (2014, February). *Doctoral students' reasons for the progress toward competing a doctoral dissertation being delayed: A mixed analysis*. Presented at the 37th Annual Meeting of the Southwest Educational Research Association. New Orleans, Louisiana.

Byers, V. T., Smith, R. N., Hwang, E., Angrove, K. A., Chandler, J. I., Christian, K. M., Dickerson, S., McAlister-Shields, L., Thompson, S. P., Denham, M. A., & Onwuegbuzie, A. J. (2013, June). *Survival strategies used by doctoral students: A Critical Dialectical Pluralistic approach*. Presented at the 12th Annual Advances in Qualitative Methods Conference. Edmonton, Alberta.

Smith, R. N., Byers, V. T., Hwang, E., Onwuegbuzie, A. J. & Park, C. (2013, June). *Introduction to qualitative methods*. Presented at the 13th Annual Thinking Qualitatively Workshop Series. Edmonton, Alberta.

Onwuegbuzie, A. J., Newman, I., Dickinson, W., Ramlo, S., Byers, V.T., & Smith, R.N. (2013, February). *Symposium: A call for mixed researchers to move towards the radical middle*. Held at the Annual Meeting of the Eastern Educational Research Association. Sarasota, Florida.

Byers, V. T., Smith, R. N., Hwang, E., Angrove, K. A., Chandler, J. I., Christian, K. M., Dickerson, S., McAlister-Shields, L., Thompson, S. P., Denham, M. A., & Onwuegbuzie, A. J. (2013, February). *Survival strategies: Doctoral students' perceptions of challenges and coping methods*. Presented at the 36th Annual Meeting of the Southwest Educational Research Association. San Antonio, Texas.

Smith, R. N., Byers, V. T., McAlister-Shields, L., Dickerson, S., Hwang, E., & Weller, K. (2013, February*). First-time college student success: Are adjuncts really the way to go?* Presented at the 36th Annual Meeting of the Southwest Educational Research Association. San Antonio, Texas.

Byers, V.T. (2010, April). *Student engagement levels in both passive and active group project environments*. Presented at Lone Star College's Achieving the Dream Classroom Research Initiative. Tomball, Texas.

Byers, V.T. (2010, April). *Increasing adjunct faculty's assignment of successful group projects*. Presented at Lone Star College's Achieving the Dream Classroom Research Initiative. Tomball, Texas.

Educational Leadership International Doctoral Research Scholar in Costa Rica (Summer 2012)

Adjunct Representative to Faculty Senate at Lone Star College – Kingwood (2009-2010)

HONORS AND AWARDS

Recipient of Sam Houston State University's Department of Educational Leadership Scholarship (2018, 2019)

Recipient of Sam Houston State University's Graduate Studies Scholarship (2013)

Recipient of Sam Houston State University's Educational Leadership Distance Learning Scholarship (2013)

Recipient of Sam Houston State University's University Center Scholars Award (2012, 2013)

Recipient of Sam Houston State University's Educational Leadership International Doctoral Scholarship (2012)

Recipient of Sam Houston State University's College of Education Scholarship (2011, 2012, 2013)