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# THE RACE TO SURVIVE ON A NON-TENURE TRACK FACULTY SALARY HOW DO CONTINGENT FACULTY MEET THEIR BASIC NEEDS?

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THE RACE TO SURVIVE ON A NON-TENURE TRACK FACULTY SALARY  
HOW DO CONTINGENT FACULTY MEET THEIR BASIC NEEDS?

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A Dissertation  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education  
in  
Higher Education Administration

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by  
Rachael L. Goldberg

May 2024

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May 2024

Approved by:

Dr. Andrew Hughes, Committee Chair, Educational Leadership and Technology

Dr. Nancy Acevedo-Gil, Committee Member

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## ABSTRACT

This study investigated contingent or non-tenure track faculty in Community College and California State Universities throughout the Northern, Central and Southern areas of California and the ability for contingent or non-tenure track faculty members to meet their basic needs. This study explored the understanding of how likely contingent or non-tenure track faculty members salaries meet the self-sufficiency standard for the region in which they are located. Finally, this study explored the role contingent or non-tenure track faculty salaries impact their interaction with students inside the classroom. This is a mixed methods study that employed the use of a basic needs survey, interviews, and data collection.

Quantitative analysis of 26 participants revealed insights into demographic characteristics, expense management, health conditions, and work-related variables. Findings suggested a significant difference between average salaries and the Self-Sufficiency Standard. Ratio analysis highlighted housing as the largest expenditure. In qualitative analysis, five participants, all employed as contingent faculty, shared insights through semi-structured interviews. Thematic analysis revealed six main themes: (1) reliance on support from loved ones, (2) resource utilization and cost minimization, (3) juggling multiple jobs for income, (4) the unreliability of contingent faculty salaries, (5) salaries not meeting self-sufficiency standards, and (6) challenges related to lack of office space,

inclusion, and the shift to online classes, exacerbated by the COVID-19 pandemic.

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the strength and encouragement to succeed. Thank you to my sons Auden and Rozen for every day I couldn't be there while I was in school, and still loving me anyway.



## DEDICATION

This dissertation is dedicated to my sons Auden and Rozen. Auden, you taught me patience and perseverance. Rozen, you taught me compassion and kindness.

Raising Auden and Rozen as a single mother has been an honor. Since they were born, I would talk to them about the day I complete my doctorate. They always believed in me, even when it was hard.

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## CHAPTER ONE

### INTRODUCTION

Contingent faculty makes up majority of the teaching staff in most higher education institutions (American Association for University Professors, 2018). Despite their significant role in higher education, their working arrangement is often characterized by low salary and poor job security (Hearn & Burns, 2021; Murray, 2019; Stromquist, 2021). This chapter provides an introduction to the proposed study on the experiences of contingent faculty in fulfilling their basic needs as educators during the pandemic. The chapter includes discussions of the problem statement, purpose of the study, research questions, significance of the study, theoretical underpinnings, assumptions, delimitations, and definition of terms.

#### Problem Statement

Contingent faculty are employed in many colleges and universities, which are beneficial to institutions that have limited budget and financial resources (Schenkewitz, 2019). However, in addition to limited opportunities to flourish professionally, many contingent faculty have to contend with low salaries (Hearn & Burns, 2021; Murray, 2019; Stromquist, 2021). Many contingent faculty lack institutional support such as professional development, which could also affect their ability to provide the best instruction to their study (Crespín-Trujillo & Hora,



2021). Hearn and Burns (2021) argued that the overall poor working arrangements of contingent faculty leads to institutional inefficiency, which does not support the intended goal of addressing limited financial resources in higher education.

The problem that this study addresses is the lack of understanding regarding the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. Understanding this research problem is important because contingent faculty make up a significant majority of the faculty in higher education, with 73% considered non-tenured (American Association for University Professors, 2018). The proposed study could be instrumental in highlighting the experiences of contingent faculty so that appropriate solutions can be explored to address challenges encountered by part-time or non-tenured faculty members.

### Purpose Statement

The purpose of this mixed-method study is to understand the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. The qualitative phase of the study is

narrative inquiry in design, whereas the quantitative phase of the study is descriptive in nature. For purposes of this study, basic needs is defined as financially upholding the monthly expenses for food, housing, and transportation (Chiappero-Martinetti, 2014). Contingent faculty refers to part-time, non-tenure-track faculty at community colleges from the Northern, Central, and Southern regions of California.

### Research Questions

RQ1: What strategies do contingent faculty members use to ensure that their basic needs are met?

RQ2: How and to what extent do California community colleges and California State Universities expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?

RQ3: How does the salary of the contingent faculty member affect their ability to interact in the classroom with students, and was this negatively impacted by the pandemic?

### Significance of the Study

The significance of the study is based on the gap in understanding regarding the experiences of contingent faculty in community colleges. Previous research studies on contingent faculty have primarily focused on the challenges encountered as educators of higher education (Bertram-Gallant, 2018; Tinberg,

2018). The results of the current study could be instrumental in expanding the literature on contingent faculty, who are often overlooked in research despite being widely employed in higher education institutions such as universities and community colleges (Luna, 2018).

The results of the study could be instrumental in gaining a deeper understanding of the experiences of contingent faculty in community colleges. Contingent faculty make up the majority of faculty in community colleges; however, they often receive inadequate institutional support in terms of professional development or financial incentives (Crespín-Trujillo & Hora, 2021; Tinberg, 2018). Contingent faculty of community colleges particularly need support (Bertram-Gallant, 2018). The results of the study could lead to new insights that could inform educational leadership and policies that could advance the working conditions of these often overlooked professionals in higher education (Luna, 2018).

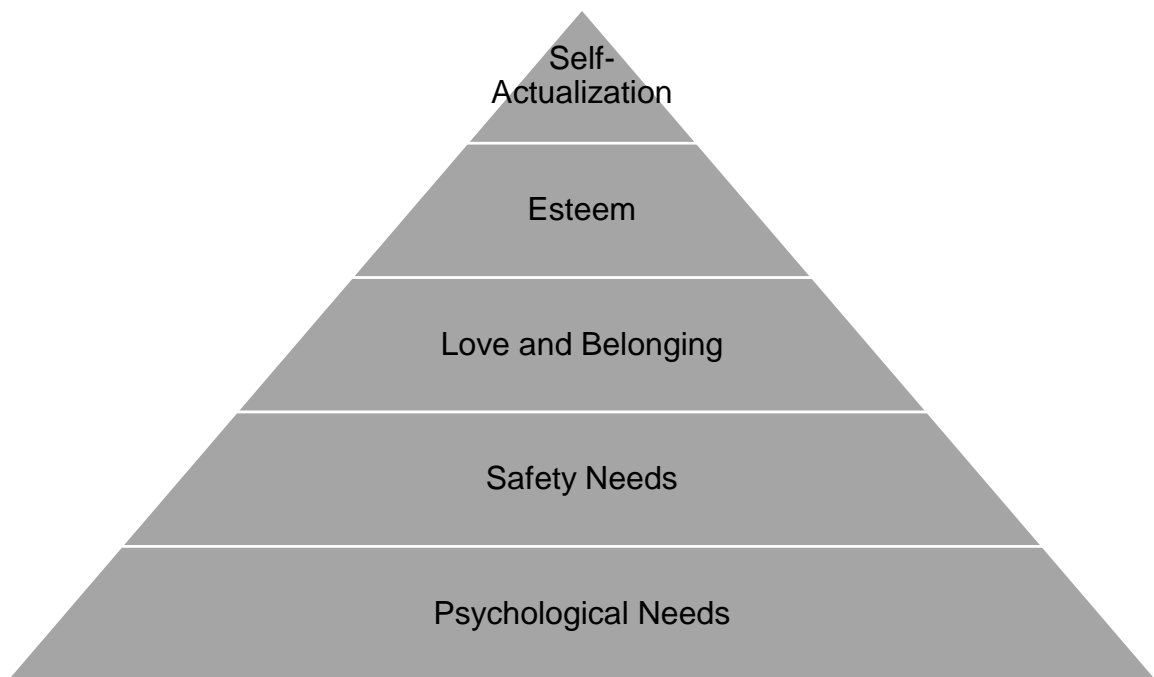
### Theoretical Underpinnings

The theoretical framework chosen for this study is Maslow's hierarchy of needs. In 1943, Maslow developed a theoretical basis to explain how humans gain satisfaction through meeting basic needs. According to Maslow (1943), the hierarchy of needs is a central guide to exploring how need, wants, and essential human requirements (such as food) are central to gaining satisfaction in life. After meeting the basic needs for human resilience and function, the ideal goal is self-

actualization. Maslow's hierarchy of needs is conceptualized as five key domains: basic human needs and external motivators, such as love and sense of connection (see Figure 1).

**Figure 1**

*Maslow's Hierarchy of Needs (created for this study)*



At the top of the framework is self-actualization, followed by esteem, love and belonging, safety needs, and psychological needs (Hale et al., 2019). For an individual to achieve safety needs, they must first have basic psychological needs. However, each domain is interconnected. For example, if the individual does not have a safe home for rest, then they will not likely feel mentally well or physically prepared to gain self-esteem or love from others (Fallatah & Syed, 2018).

Maslow's hierarchy of needs serves as a critical juncture for understanding personal satisfaction (Hale et al., 2019; Fallatah & Syed, 2017). As a result, an abundance of literature exists regarding the importance of Maslow's hierarchy of needs for personal and workplace satisfaction (Fallatah & Syed, 2018). In terms of employee satisfaction, Jonas (2016) noted that employees who are dissatisfied in their personal lives are more likely to meet organizational goals inadequately. Sing and Behere (2016) also stated that the employer should meet the basic needs (e.g., an adequate salary and safe work environment) to ensure success and satisfaction.

In terms of adjunct faculty, understanding how they make sense of their experiences and obstacles can be instrumental in the use of Maslow's hierarchy of needs as the theoretical foundation for this study. Previous research showed that lack of mentorship, faculty support, and poor living wages fails to meet the basic needs that Maslow emphasized in his theoretical framework (Egan, 2019; Theriault, 2020; Walton, 2018). Many contingent faculty feel invisible in the workplace, particularly minorities (Porter et al., 2020). For instance, contingent faculty have experienced little support in terms of professional development during the pandemic when hybrid instruction had to be made in many higher education institutions (Wooten et al., 2022).

Applying the framework to explain the continue motivation of contingent faculty despite the challenges, several studies have demonstrated their motivation to teach. Instead of viewing contingent faculty positions as

exploitative, they may see these opportunities as being provided the platform to practice their profession as teachers (Bertram-Gallant, 2018). Schenkewitz (2019) also noted that despite not having the incentives to develop new courses or provide innovative teaching, some contingent faculty continue to do so out of their motivation to provide quality education to their students. Snook et al. (2019) found that despite differing working conditions and career prospects, the level of motivation of tenure-track faculty and contingent faculty is comparable with each other.

Maslow has been criticized for not taking into consideration the systemic barriers that prevent women and people of color from (Bridgman et al., 2019). Lussier (2019) noted that the Maslow's theory of hierarchy of needs are based on the assumptions that most people are able to satisfy their basic needs. However, gender and racial inequalities in the United States coincide with the difficulties of marginalized groups to satisfy all these basic needs. For instance, Agashi et al. (2019) found that the level of satisfaction based on Maslow's hierarchy of needs is dependent based on the gender of teachers, with men tending to exhibit more satisfaction compared to women. Agashi et al. explained this phenomenon as based on the differences between men and women in terms of responsibilities and role expectations.

According to Kwok (2018), contingent faculty have conceptualized their experiences as non-tenured educators in terms of powerlessness, marginalization and exploitation. However, there has yet to be an exploration that

used Maslow's theoretical framework to explore the findings from contingent faculty's perspectives regarding their motivation, basic needs and the impact upon their job performance. As such, the use of Maslow's theoretical framework is an ideal approach to explore the findings presented in Chapter Five. The theoretical framework guides the participant responses and provides a grounded basis for contingent faculty needs, whether met or unmet.

### Assumptions

The first assumption is that participants were honest with their responses to the individual interviews. This assumption is important in order to establish that the research findings are valid and truly representative of the experiences of contingent faculty members in community colleges. During the interviews, the researcher was neutral and non-judgmental in order to encourage an environment wherein participants are able to express themselves freely and candidly.

Another assumption of this research is that the archival data, which is the source of information for the quantitative phase of the study, are accurate. All quantitative data came from publicly available sources, but the researcher assumes that the data have been properly vetted. More specifically, the Integrated Postsecondary Education Data System (IPEDS) served as the data source for the study.

## Delimitations

Limitations to my study might include sufficient access to contingent and Associate faculty members throughout colleges in California. Accessibility to communicate with contingent and associate faculty depended on the department of Human Resources or other college's administrative office to secure data and contact information for these faculty members. As referred to in my problem statement, many contingent faculties lack a school Email address for easy accessibility to contact potential participants to volunteer in this study.

The purpose of this study was to understand the experience of contingent faculty meeting their basic needs. While much of the research referenced in the problem statement addresses many inequities surrounding contingent faculty, this study only pertains to contingent faculty's basic needs. The participants of this study are limited to only contingent faculty members at the community colleges and Associate Faculty at California State Universities and did not include tenure track faculty or contingent faculty at private universities. This confirms that all data collected fully reflects the data of contingent faculty at the community college level.

## Definition of Key Terms

The following key terms are defined:

**Basic needs:** Basic needs refer the monthly expenses for food, housing, and transportation (Chiappero-Martinetti, 2014).



Contingent faculty: Contingent faculty refers to the part-time or non-tenured faculty members in higher education (Kwok, 2018; Porter et al., 2020).

Non-tenured faculty: Non-tenured faculty refer to those who have not achieved permanent teaching positions (Ashcraft et al., 2021).

Tenured faculty: Tenured faculty refers to those who have secured permanent teaching positions (Ashcraft et al., 2021).

### Summary

To address limited institutional resources, many contingent faculty are employed in colleges and universities (Schenkewitz, 2019). The hiring of contingent faculty is particularly prevalent in community colleges (Crespín-Trujillo & Hora, 2021; Tinberg, 2018). However, many contingent faculty feel invisible, underpaid, and poorly supported (Kwok, 2018; Porter et al., 2020). The purpose of this mixed-method study is to understand the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. The qualitative phase of the study is narrative inquiry in design, whereas the quantitative phase of the study is descriptive in nature. The theoretical framework chosen for this study is Maslow's hierarchy of needs. The results of the study are instrumental in gaining a deeper understanding of the

experiences of contingent faculty in community colleges. The next chapter is presentation of the review of related literature.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

In higher education in the United States, contingent faculty are full- and part-time positions excluded from the tenure track. In this chapter, the relevant literature regarding the effects of possible inefficient salaries for a non-tenure track contingent faculty throughout California higher institutions is presented. Contingent, non-tenure-track faculty are employed more frequently than ever before in the United States (McNaughtan et al., 2017). Conversely, job growth and opportunities are exponentially for non-tenure-track faculty. However, the quality of life of contingent faculty decreases alongside their financial stability (Graves, 2020).

Non-tenure track faculty increasingly were relied upon after the induction of the G.I Bill and the return of soldiers from World War II and the Vietnam War (McNaughtan et al., 2017). The increasing population size of students required higher-education facilities to use contingent faculty for teaching purposes (Graves, 2020; McNaughtan et al., 2017). From 1975 to 2015, the increase of contingent faculty rose to 70% of available higher-education teaching positions (AAUP, 2017; McNaughtan et al., 2017).

Contingent faculty members are paid less, excluded from advancement and research opportunities, and provided less time to prepare for teaching

classes (Graves, 2020; Kezar et al., 2019; Mills et al., 2018; Morphey & Ward, 2017). Contingent faculty also face heavy classroom and student burden while struggling financially due to their decreased pay rates (Kezar & Sam, 2013; Kezar et al., 2019). As a result, contingent faculty are less satisfied with their career placements (Kezar et al., 2019).

Contingent faculty are paid less than tenured faculty. The current living wage provided to contingent faculty is designated insufficient for basic needs (Stuff et al., 2004). Despite the understanding that contingent faculty require restructuring to increase wage and satisfaction, there is a gap in the reviewed literature regarding these faculty members' perceptions towards meeting their basic needs and performing their job duties (Monks, 2007). For this study, the basic needs and perception of non-tenure-track faculty are explored. In the following section, the search strategy and the chapter organization for this literature review is presented.

### Search Strategy and Chapter Organization

For this literature review, the following databases were accessed: Google Scholar, EBSCO, Science Direct, SpringerLink, JSTOR, EBSCOHost, Google Scholar, and Online Research Databases. The following keywords were delineated to access relevant literature: *adjunct faculty*, *adjunct and contingent faculty salary*, *contingent faculty experiences*, *history of contingent faculty in the United States*, *needs of contingent faculty*, *outcomes of contingent faculty salary*.

To ensure relevant data was included in the assessment, a series of inclusion criteria were delineated, which included (1) English language text, (2) full-text literature, and (3) peer-reviewed assessments, and (4) governmental data. In the final category, governmental data such as national surveys were used briefly in discussions regarding salary comparisons between contingent and tenure track faculty. The purpose of these criteria was to ensure that the collected literature was empirically evaluated and represented a full discussion of the research methods and outcomes. English language text was included to ensure that translation errors would not be present in reading the relevant literature. The search term assessment provided 85 references, of which 85% were from the past five years (2016-2020). Literature before the past five years was included only in terms of reviewing the theoretical foundation.

For the purpose of reviewing relevant literature, a series of sections and associated sub-sections are provided throughout Chapter Two. The main headings of this chapter are (1) Maslow's Hierarchy of Needs, (2) history of contingent faculty, (3) impact of contingent faculty on higher education, (4) inequities experienced by contingent faculty, and (5) role of unions for contingent faculty members. The final section of this chapter presents a synthesis of the relevant literature and a discussion on the literature review gap. Next, the first section is presented with a discussion of contingent faculty history in the United States.

## Maslow's Hierarchy of Needs

Maslow's (1943) hierarchy of needs theory is a central guide to exploring how need, wants, and essential human requirements are important in people's satisfaction in life. Maslow's hierarchy of needs is conceptualized as five key domains: basic human needs and external motivators, such as love and sense of connection. At the top of the framework is self-actualization, followed by esteem, love and belonging, safety needs, and psychological needs (Hale et al., 2019). For an individual to achieve safety needs, they must first have basic psychological needs. However, each domain is interconnected (Fallatah & Syed, 2018).

Maslow's hierarchy of needs provides insights into the understanding of people's personal satisfaction (Hale et al., 2019; Fallatah & Syed, 2017). This personal satisfaction is reflected in research in workplace satisfaction (Fallatah & Syed, 2018; Jonas, 2016; Sing & Behere, 2016). For instance, Jonas (2016) noted that employees who are dissatisfied in their personal lives are more likely to meet organizational goals inadequately. However, Sing and Behere (2016) underscored the importance of fulfilling basic needs such as salary and safe working environment in order for employees to feel satisfaction in their work.

Motivation plays an important role in contextualizing Maslow's hierarchy of needs. Within the workplace setting, managers have utilized the theory to provide employees the opportunity to fulfill their higher psychological needs through their work (Lussier, 2019). Hence, explaining the behaviors of employees can be

made within the lens of their motivation to fulfill higher levels of psychological needs.

When applied within the specific context of the experiences of contingent faculty members, they are highly motivated to stay in these unfair working arrangements because of their love for teaching (Bertram-Gallant, 2018). Instead of viewing contingent faculty positions as exploitative, they may see these opportunities as being provided the platform to practice their profession as teachers (Bertram-Gallant, 2018). Schenkewitz (2019) also noted that despite not having the incentives to develop new courses or provide innovative teaching, some contingent faculty continue to do so out of their motivation to provide quality education to their students. Snook et al. (2019) found that despite differing working conditions and career prospects, the level of motivation of tenure-track faculty and contingent faculty is comparable with each other. Overall, there is evidence supporting that contingent faculty are motivated to teach, which could explain why many choose to remain in the profession despite the often exploitative working arrangement.

### History of Contingent Faculty

Non-tenured track faculty were first introduced during the early 20<sup>th</sup> century after World War I and II to address demands in teaching introductory courses at higher-education levels (McNaughtan et al., 2017). The return of soldiers from World War II increased the need for higher-education facilities to

use faculty for teaching purposes only (McNaughtan et al., 2017). As a result, the reliance on contingent faculty was rooted in liberal art and community colleges that relied on faculty to teach rather than conduct research (McNaughtan et al., 2017).

In California, community colleges and non-tenure track faculty play a crucial role in providing staffing for teaching undergraduate students in a variety of courses. In California, there are a total of 115 community colleges that staff both non-tenured and tenure track faculty. Historically, California's community colleges were established in the 1892, which California posed to introduce the first two-year colleges (Community College League of California [CCLC] 2020). In the 1900s, Stanford University, The University of Southern California, and the University of California at Berkley were the key intuitions across California, but these failed to offer services that benefited students outside of these regions in California or who required more affordable tuition (CCLC, 2020). As a result, in 1907, the Upward Extension Law was established which allowed high schools to offer postgraduate classes (CCLC, 2020). Later, the establishment of community colleges followed to provide students with an opportunity to stay locally and pay affordable tuition (CCLC, 2020).

The historic division between tenure and non-tenure track faculty was largely developed based on responsibilities and tasks. tenure track faculty were expected to perform higher-level teaching and research (Kimmell & Fairchild, 2017). The non-tenure track was not expected to engage in research and instead



only teach lower-level undergraduate courses (Kimmell & Fairchild, 2017). Thus, this distinction can also be viewed in the term that is used for non-tenure track faculty, which is “lecturer” which references their primary role to teach students through lecturing in a particular set of undergraduate classes (Kimmell & Fairchild, 2017; Pons et al., 2017).

### Demographics of Contingent Faculty in the United States

From 1975 to 2005, the shift away from reliance on tenured faculty dropped by fifteen percent (Graves, 2020). Full-time tenure-track faculty declined by ten percent in 2005 alone. Researchers Morphey and Ward, 2017 indicate that this decline was in part related to external pressure to rely on the use of flexible contingent faculty to meet the heavy demands of teaching an increasingly diverse collegiate population. The most recent data indicates that most faculty members are contingent non-tenure track (67%) than tenure-track faculty (22%). Data from the American Association of University Professors (AAUP, 2017) indicates the shifts in contingency positions since 1975.

According to the AAUP (2017), 70% of higher education positions are now non-tenure-track positions, which is the highest since the institutional process's induction of contingent faculty. The AAUP (2017) further noted that the excessive use of contingent faculty has led to a concern in exploiting these critical faculty members, which requires higher-educational policy reprimands. However, the call for changes has yet to be fully integrated into higher-education institutions (McNaughtan et al., 2017).

The changes in the shift from tenure to reliance on non-tenure-track are evident in the changes in the past twenty years: “In 1967, only 20% of all faculty in the U.S. were part-timers. By 1977, that figure had risen to 34%; in that year, 230,000 professors worked on a part-time or temporary basis. In the year 2000, 43% of all faculty positions were part-time or temporary; over 425,000 faculty were then working as adjunct professors (Feldman & Turnley, 2004, p. 1).” As a result, higher educational institutions are relying more heavily on contingent faculty to fill open positions. Similarly, Flannigan et al. (2004), emphasized that community colleges are pushing for the hiring of more part-time faculty.

Contingent faculty comprise mostly Caucasian women that earn degrees from four-year institutions (McNaughtan et al., 2017). The contingent faculty position offers flexibility and pays that many recent graduates require to meet basic financial needs (McNaughtan et al., 2017). As a result, higher-education facilities gained qualified educators who were cost-effective for higher-education facilities and could be contractually adjusted to meet the specific course or institutional budget (McNaughtan et al., 2017).

In terms of racial and ethnic demographics, the historic demographics represented primarily White part-time faculty (Bracey, 2017). During the early establishment of community colleges and part-time faculty (e.g., the 1900s) the segregation laws prevented non-White individuals from attending college or teaching within these facilities (Bracey, 2017; Wilder et al., 2017). Today, the racial demographic still consists of predominantly White part-time and full-time

faculty. According to Peele and Willis (2021), 60% of community college faculty (both part- and full-time) are White, while 71% of the students are from racially diverse backgrounds. Ultimately, this data illustrates that the racial diversity of part-time faculty also requires address by community college administrators (Peele & Willis, 2021).

Contingent faculty wages and demographics vary by State. In California, data from the California Community Colleges Chancellors' Office (CCC) indicated that as of 2020 that 34,492 (43.32%) of educational staff were contingent faculty. Additional data from the California Part-Time Faculty Association (CPFA, 2020) indicates that working conditions and livable wages should be changed for the betterment of contingent faculty. A publication by the CPFA illustrated that the current California contingent faculty cap is 67%. Douglas (2020) argued that these caps in California should be raised to 85% to meet the cost of living, as well as the benefits that contingent faculty offer to higher educational institutions. The outcomes of the COVID-19 pandemic also greatly impacted part-time faculty as Posnick-Goodwin (2021) reported that adjunct faculty resorted to selling their belongings to meet the cost of housing in California. The wage for contingent faculty in California remains low, as well as lacking health coverage or equitable benefits with tenured faculty (CPFA, 2020). Institutions such as the CPFA and CCC provide valuable data for contingent faculty statistics in California, as well as how salary and benefits are lacking. In the next section, the impact of

contingent faculty in terms of higher education is explored to provide an understanding of how current wages are inadequate.

### Impact of Contingent Faculty on Higher Education

Contingent faculty serve a critical role in educating students at the introductory and intermediate levels (Bowden & Gonzalez, 2012). Bowden and Gonzalez (2012) engaged in research of the contingent faculty at higher educational institutions and the growing trend of these institutions increase on hiring contingent faculty member. This study examines the teaching, research, and service of contingent faculty members compared to their tenure track counterparts. The role of education, research, and service is known as essential values. Teaching refers to providing general instruction to students, analysis refers to the advancement of human knowledge, and service referring to the development of a field expert for the public. These essential values are pertinent to our academic professionals' educational core in the students' lives (Bowden & Gonzalez, 2012).

Hiring contingent faculty is also associated with institutional changes in productivity. Further research interest proposed by Bowden and Gonzalez (2012) investigated the shift of increased hiring measures and reliance on contingent faculty members, and how these shifts affected the institution and its students. Bowden and Gonzalez (2012) used primarily quantitative methodology that focused on the data housed in the US Department of Education and the Institute

of Education Sciences. The Data Analysis System utilized in this study examined faculty appointments changes using chi-square and logistic regression analyses. Results found that tenure track faculty outperform contingent faculty in terms of productivity while contingent faculty members were less productive (Bowden & Gonzalez, 2012). Bowden and Gonzalez (2012) noted that reduced productivity can affect student learning experience. According to the authors, higher education institutions will be negatively affected if the trend continues of the increased hiring of contingent faculty and decrease tenure track positions.

#### Part-Time Faculty and Student Success

Part-time faculty play a key role in supporting student success. Kezar and Maxey (2012) explored full-time and part-time faculty through an assessment of data from the National Center of Educational Statistics and the Integrated Postsecondary Education Data System. The data indicated that part-time faculty positively influenced student success in terms of support, academic achievement, and degree completion. Rossol-Allison and Alleman-Beyers (2011) also assessed part-time faculty and student success through exploring data sets from a two-year college in the Midwest. The variables of student transfer and individual student-level data were compared between part-time and full-time faculty. According to Rossol-Allison and Alleman and Beyers (2011) part-time faculty positively impacted student success through increased retention. The role of part-time faculty is considered critical for student success.

The support of student success is particularly important at the community college level. Rogers (2015) explored employment status (e.g., tenured and part-time faculty) impact on student success across two courses in a community college setting. The findings were analyzed using Person chi-square and binary logistic analysis to assess statistical impact. Rogers (2015) reported that part-time faculty improved student success at a more significant rate than tenure track faculty based on grade outcomes. Calcagno et al. (2008) also explored the factors within community colleges that impact student success through a focus on tenured and part-time faculty. Calcagno et al.'s (2008) study were completed through gathering data from the National Educational Longitudinal Study of 1988 and institutional data from the Integrated Postsecondary Education Data systems. The authors explored the impact of student success based on degree completion using statistical analysis. Calcagno et al. (2008) reported that there was a positive statistical relationship between faculty status as part-time with student success. Together, the findings of Calcagno et al. (2008) and Rogers (2015) illustrated that part-time faculty status in community college settings positively influences student success.

#### Overabundance of Contingent Faculty and Economic Outcomes

Previous research indicates the overabundant availability of contingency positions reflect the outcome of socialized push for higher-education degrees versus the reality of lacking career opportunities (Brennan & Magness, 2018). The number of advanced degrees remains high within the faculty of contingency

yet cannot join the force of stability with tenure positions (Brennan & Magness, 2018). Brennan and Magness (2018) classify five main categories of the capabilities a college or university may employ to a contingent faculty for higher pay coupled with improved working conditions and what this would look like at the college and university level. The first category referenced by Brennan and Magness (2018) advocates for American universities to focus on the overall cost of attendance for a student, more specifically, a student of low income, to attend higher education. Increasing fair wages for contingent faculty should come secondary. The second category employs a faculty member's willingness to apply for a contingent faculty position of their own free will. The third category highlights colleges and universities' inability to afford a blanket wage increase to all current contingent faculty. If a college or university pledges to hire contingent faculty at fair wages moving forward, the currently employed contingent faculty members would suffer without a pay increase. The fourth category sheds light on the future disparities if higher wages are offered to incoming contingent faculty members. Brennan and Magness 2018 discussed a hypothetical example for contingent faculty where wages are increased for new incoming contingent faculties applying to the college or university, it will increase the competition of applicants applying for open positions, placing an injustice on the current contingent faculty. The final fifth category specified by Brennan and Magness (2018) argued that if contingent faculty are offered better working conditions, colleges and universities would be a force to cut their budgets in other ways,

such as eliminating courses offered, ultimately affecting the student body. In their attempt to directly hire contingent faculty, the structure and function of colleges and universities is explained in the next section.

Funding for colleges and universities derive from state budgets and may vary each fiscal year depending on student enrollment and grants offered. With a teetering annual budget, these constraints may limit the ability to increase the annual pay ranges of contingent faculty. Previous research has indicated the following categories most heavily spoken about surrounding the injustices of contingent faculty members (Brennan and Magness, 2018). Research by Brennan and Magness (2018) found that for colleges and universities to offer higher living wages for contingent faculty members, the money will have to be taken elsewhere at the college or university or raise additional revenue from outside sources. Further research suggested by Brennan and Magness (2018) should investigate how colleges and universities could expand current budgets to meet an increase in contingent faculty salary with a revenue that is not often moved on private donations. A not for profit or public university is typically guided by the state's funding in which it resides. State funding, therefore, leads the way in annual budgets passed down to the college or university. Additional research would require more innovative approaches to utilizing an extremely limited budget at colleges and universities (Brennan and Magness, 2018).



## Inequities Experienced by Contingent Faculty

The increased reliance on contingent faculty created economic and socio-cultural gaps between tenured and contingent faculty (Graves, 2020). Contingent faculty were perceived as a less qualified form of instructor or researcher (Graves, 2020). McNaughtan et al. (2017) noted that previous explorations of contingent faculty revealed that higher-education institutions relied on tenure-track faculty to perform research. Conversely, higher-education faculty relied on contingent faculty for teaching (McNaughtan et al., 2017). Contingent faculty faced a decreased likelihood of developing a relationship with administration and faculty, restricted access to department e-mails, lack of governmental voting rights, and exclusion from departmental decisions (McNaughtan et al., 2017; Mills et al., 2018). As a result, contingent faculty report feelings of lacking satisfaction in the workplace (Mills et al., 2018).

Research from Kezar (2018) argued that the current model for contingent faculty is failing. Kezar (2018) provided a narrative discussion of the current issues in contingent faculty based on a review of the Scholarly Educator theoretical framework. According to Kezar (2018) "It is important that universities support faculty in pursuing a variety of scholarly activities with a level of autonomy and encourage diverse roles that comport with institutional missions" (p. 12). Recommendations from Kezar (2018) demonstrate an important need to consider both the current challenges, as well as the recommendations for change in terms of contingent faculty. In this section, the main themes regarding

inequalities created due to higher education's reliance on contingent faculty are presented. The topics discussed in the following sub-sections include job security, reduced job satisfaction, lack of benefits, lacking support, lack of inclusion within the faculty community, reduced salary, and workload and work environment stress.

### Job Insecurity

A contingent faculty member is hired semester-to-semester or year-to-year. In most cases, these contingent, non-tenure-track faculty members are notified just days before the start of the quarter or semester (Kezar et al., 2019). Kezar et al. (2019) provided an overview of the issues that contingent faculty face in terms of job security in his qualitative review of neoliberal universities. Kezar et al. (2019) performed an integrative review that also compiled national and local data for the labor demand and market of contingent faculty. According to Kezar et al. (2019) when given insufficient notice to the faculty before the start of the semester or quarter, they have inadequate time to prepare for upcoming teaching lessons to predict their income (Kezar et al., 2019). Further findings provided by Kezar et al. (2019) noted that financial struggles are compounded due to the short time frame of confirmation of teaching assignments just days before school beginning.

In the review of national data, over a third of contingent, part-time faculty reported that they were notified within three weeks of the start of class. Full-time non-tenure-track faculty also indicated their notification for yearly contract

renewals were given only a month to two weeks' notice of contract renewal (Kezar et al., 2019). When a non-tenure-track faculty member is given an insufficient amount of time for contract renewal or the offer to teach a course, the faculty member is left with no viable way to prepare financially for their future semester (Kezar et al., 2019). Other assessments illustrate similar results. Vicente (2017) performed a phenomenological exploration of four contingent faculty at a private liberal arts college. Three of the contingent faculty noted that there is a lack of job security, which required that they obtain secondary jobs either teaching or in other part-time related positions. Further, they noted that the request for re-hire is served on a first come-first serve basis, which if missed will lead to unemployment for that semester. In addition to job insecurity, contingent faculty experience reduced job benefits which is discussed below.

#### Lack of Health Benefits

Generally, nontenure track faculty are not provided health care benefits from their four-year or community college campus (Palmquist et al., 2011; Shimer, 2016). However, it is dependent upon the college, as well as the budget for each school (Palmquist et al., 2011). Some four-year colleges offer benefits, but these include a deduction of a specific amount from the salary payment (Palmquist et al., 2011). A secondary struggle for contingent faculty is the lack of benefits packages that include healthcare. Shimer (2016) provided a personal qualitative narrative account of the lack of healthcare benefits as a contingent

faculty member and noted that the workload, combined with a low salary, was insufficient to support himself or his family. According to Shimer (2016):

In the 2012-2013 academic year (Fall, Spring, Summer), I taught 13 courses (47 credits), more than double a full-time load, but got no benefits. If a course was canceled, I got no fee despite the preparation I would have put into the course. If I didn't get assigned a course to teach for a term, I got no severance pay. Also, adjuncts got no extra pay for curriculum development or committee service, which I was sometimes pressed as an unpaid "volunteer" by supervisors who also decided whether I would teach in the future. (p., 1).

Shimer's (2016) remarks demonstrate a variety of struggles contingent faculty face and highlight the lack of healthcare benefits provided to a group of employees so desperately needed by higher education facilities. In terms of added benefits, such as a retirement plan, Shimer (2016) noted that his university offered two plans, one of which did not include an employer contribution. Healthcare benefits were also not offered, but the university did provide paid plans, requiring significant financial input from the contingent faculty.

The lack of benefits has raised some efforts for unionization and representation for contingent faculty. However, according to Page (2017), the progress to receiving benefits are still encompassed by bureaucratic processes that slow the inclusion of contingent faculty into benefit programs. Page (2017) reviewed supplemental benefits that could be offered to contingent faculty

through the framework of job satisfaction and internal and external motivators. The descriptive design also included reviews of contracts, six interviews with adjunct representatives, and seven interviews with adjunct participants. The responses indicated that benefits would be widely positively received and would also influence job satisfaction by contingent faculty. Page (2017) further argued that inclusion would also benefit higher-education facilities by demonstrating ethical practices and attracting highly qualified contingent faculty. Page (2017) also recommended offering benefits such as professional development, learning opportunities, and retirement plans. However, the suggestions provided by Page (2017) only serve to theoretically demonstrate the importance of providing key benefits to contingent factors. Thus, illustrating that the lack of benefits and overall satisfactory work conditions for contingent faculty may impact their performance in the job setting.

### Lacking Support

The lack of support provided to contingent faculty is an issue that can lead to dissatisfaction in the workplace. Melancon (2017) discussed contingent faculty use in technical communication programs. Survey responses were provided by 91 contingent faculty members. The survey was distributed nationally, and responses varied across the United States. The demographic of the sample was predominantly white (91%) and female (69%). Melancon (2017) demonstrated the findings through three case studies about how preparation and professional development is guided for these faculty members. Melancon (2017) found that

many of the contingent faculty members constructed their own courses based upon their own experiences. For some faculty, they did not have access to an instructional designer, which required that they learn the best processes for course design on their own. Melancon (2017) also noted that these faculty members were not supported financially through the institution to learn how to carry out new course material, which indicated that more support is needed for contingent faculty members. Further, some contingent faculty members reflected that they do not have time for further professional development due to the increased stress of teaching and grading material without aid from a teaching assistant. Melancon (2017) noted that these findings indicate that contingent faculty members are innovative members of the higher-education faculty that should be supported with professional development and inclusion opportunities.

The lack of institutional support is a commonly noted theme when assessing the experiences of contingent faculty members. Vincente (2017) found the importance of intuitional and administrative aid through a phenomenological descriptive study of four contingent faculty experiences in a private liberal arts college in Massachusetts. The key themes found included (1) commitment, compensation, and job reliability, (3) institutional support, (4) contingent faculty impact on the institution. In terms of compensation and job reliability, all four members reflected that they were not satisfied with their pay. However, the members did note that the other elements of their job were satisfactory and aligned with their original career goals. One faculty member noted that they are

committed to their job but feel that it is unfair that they are offered poor pay.

Vincente (2017) emphasized that the role of contingent faculty was critical to the support of students. Contingent faculty played a key role in supporting students and tenured track faculty, although their needs were not supported within the institution. Vincente (2017) argued for the continued financial and institutional support of contingent faculty to improve the outcomes for higher-education facilities and student populations. One limitation of the author's study is small sample size and a single faculty; however, the findings illustrate room for future research that explores the perspectives of contingent faculty and supplies an insight into the struggles that they face in their current employment positions.

#### Lack of Inclusion within the Faculty Community

The lack of inclusion for contingent faculty among the faculty community is an issue that is significantly represented in previous literature. Morpew et al. (2017) explored contingent faculty by assessing the Council of Independent Colleges (CIC). The CIC represent data from community colleges, as well as private nonprofit organizations. Data from CIC was used to analyze the trends regarding contingent faculty and these educators' use in higher-education facilities. Morpew et al. (2017) reported that contingent faculty were shared by full-time tenured faculty primarily across 2000 to 2012. However, from 2012 onwards, the use of contingent faculty grew for the purpose of teaching introductory to advanced classes for students. In terms of expectations for contingent faculty, they were not expected to stay current in their field, engage in

shared governance, participate in collegiate service or departmental service, or attend departmental meetings. Conversely, full-time and tenured track faculty were expected to fill each of these requirements to meet job requirements. Morphew et al. (2017) argued that the lack of inclusion was incongruent with the continued and heavy reliance on contingent faculty.

Lacking inclusion is a theme that is also noted in personal accounts of contingent faculty that later filled full-time tenure track positions. Schenkewitz (2019) reflected on her experiences as a previous contingent faculty member. The responses provided by Schenkewitz (2019) was a narrative autoethnography, which she presented through a discussion of her lived experiences. Her background was as a contingent faculty educator at Iowa University. Her narrative reflection noted that mentorship and teaching programs were guided by a few effective faculty members who chose to ensure her inclusion. However, she noted that the contingent faculty's foundational nature limited her ability to rise in her career and focus on research. Schenkewitz (2019) did not focus on pay, or limitations financially from her position, which limits the understanding of how her basic needs were met during her time as a contingent faculty member.

A similar exploration offered by Porter et al. (2020) focused on experiences as Black women contingent faculty members. Porter et al. (2020) presented four personal narratives through a framework of black feminist theory. Each of the authors provided answers to prompts regarding their experience as



contingent faculty members. Porter et al. (2020) completed data analyses for each of these narratives through thematic analysis. Specifically, axial coding was used to interpret the textual data into themes. The authors noted three key findings within each narrative (1) marginalization of contingent faculty, (2) intersections of identity-related to teaching, (3) devaluation of scholarly pursuits. The findings firstly included her feeling that she was not included with tenured faculty. Secondly, she felt pressure to navigate her experiences as a black feminist contingent faculty member. Also, she noted that because she was required to focus on contingent teaching that she could not pursue publication or research outside of her job. One reflection from the author focused on her lack of encouragement to pursue her personal career goals while also meeting job requirements:

Whether my research and scholarship activity is valued is questionable. I often find myself questioning whether it's because of my contingent status and/or the inter- sections of my identities as a Black woman who researches race and gender. No matter what it is, I am the one left questioning and rationalizing for an answer I will never receive. I do know that at the end of the day; however, my institution gets recognition when I give a keynote, receive an award for my scholarship, and submit a publication, but the message I receive is very clear — 'don't let it interfere with teaching and program coordination'; 'congratulations on your accomplishments, but that is not what you were hired to do (p. 688).

The reflection here from Porter et al. (2020) portrays the lack of inclusion and the marginalization of contingent faculty members. Porter et al. (2020) further provides a unique insight by emphasizing the role of gender and race in being overlooked in the workplace. Like previous assessments reviewed in this section, details such as salary and benefits were not focused. However, Porter et al. (2020) emphasized that balancing the limited nature of the job in conjunction with personal obstacles was challenging.

The stress of contingent faculty is compounded by the work environment, which researchers indicate can be related to marginalization and oppression. Kwok (2018) study was based on comparison of previously published literature regarding contingent faculty working conditions, oppression, and marginalization reported in previous studies. The qualitative integrative review included drawing from literature regarding the neoliberal work environment and the challenges faced by contingent faculty (Kwok, 2018). Kwok (2018) explored the working conditions of contingent faculty and defined three key findings: (1) powerlessness, (2) marginalization, and (3) exploitation. According to Kwok (2018), the social division of tenure and non-tenure-track faculty has led to psychological exploitation and increased stress for contingent faculty. The powerlessness is reinforced by lack of inclusion in the department, lack of invitation to departmental meetings, and general exclusion from the faculty decision-making processes. Marginalization occurs through the process and is reinforced through the lowered salary and benefits (Kwok, 2018). Finally,

exploitation is demonstrated through higher-education facilities' continued reliance on contingent faculty despite the vocalization of poor work environments and unlivable working wages (Kwok, 2018). However, Kwok's (2018) review centered provided a unique theoretical lens that considers marginalization and oppression in terms of contingent faculty. In a similar vein, Kezar (2013) discussed an overview of contingent faculty working conditions through an integrative review of full-time faculty models and contingent faculty models at two- and four-year institutions. Kezar (2013) emphasized that contingent faculty are often taking on complex roles in terms of student support and teaching. However, they lack inclusion within the work environment with tenured faculty. Both Kwok's (2018) and Kezar (2013) discussions were limited due their focus on an integrative review approach, which did not include participants reported experiences from an original sample set.

The feelings of contingent faculty are critical to highlighting the experiences, obstacles, and room for improvement Kimmell and Fairchild (2017) explored the assessment of contingent faculty through a qualitative exploration. Kimmell and Fairchild (2017) interviewed seven part-time faculty members in a regional and public university in Kentucky. Semi-structured interviews were conducted with each of the faculty members. The ethnicity of the participants was not reported in the study. The data was analyzed to develop findings. The identified findings included (1) evaluation of teaching, (2) student-centered instruction, (3) instructor use of technology, (4) a sense of disconnection.

Contingent faculty members noted that they did not fit in with the full-time tenured track faculty and were often left out of socialization events and governance meetings. The faculty members expressed that they are satisfied with their role as a teacher but feel that the importance of their position is marginalized in the department. Kimmell and Fairchild did not focus on pay or salary benefits for their sample. The authors did show that there is a need to focus on inclusion and integration of adjunct faculty in the university department as a means of increasing job satisfaction. The authors emphasized that the findings are critical “Despite the increasing reliance by colleges and universities upon contingent faculty, relatively little is known about their experiences, particularly at four-year institutions. Previous research has only examined part-time faculty members teaching effectiveness and impact in the classroom.” (Kimmell & Fairchild, 2017, p. 63). Kimmell and Fairchild (2017) prove the struggles that are faced by some of the members of part-time contingent faculty. The findings point to a gap in the literature regarding how salary and pay impacts contingent faculty to meet basic needs in terms of living and meeting job requirements; the discussion of reduced salary is presented in the next sub-section.

### Reduced Salary

As the higher education system continues to place an abundance of dependability on the contingent faculty members for their flexibility and low labor costs to the college or university, the quality of their pay is often disregarded by college leaders (Monks, 2007). According to the AAUP (2017) nationwide review

of contingent faculty, the increase in pay rates rose 2.6% for full-time members, but this only equates to a 0.5% increase when accounting for national inflation. The AAUP (2017) collects data through faculty compensation surveys nationwide. Contingent faculty salary data indicate that contingent faculty members make considerably less money than their tenured counterparts.

According to the U.S. Government Accountability Office (GAO, 2017), contingent faculty's pay scale is mediated by external and internal variables. The higher education college deems the pay rate and need for contingent faculty based on (1) financial ability and budget requirements, (2) institutional changes and supply of qualified candidates for teaching, (3) faculty needs based on their prioritization for career and research needs, and (5) student needs, such as the increase of the student population and enrollment in specific courses (GAO, 2017).

The pay that is provided to contingent faculty is also not comparable to the time spent working and preparing classes. Research conducted by Monks (2007) found that full-time and part-time tenure-track and non-tenure-track spend an average of 62 to 72% of their time on teaching. Monks (2007) obtained from the United States Higher Education database regarding full-time non-tenure-track earnings. The total sample assessed was 18,043 contingent faculty. Although this time may be split for full-time, tenure-track faculty on research, contingent faculty had also shown a percentage of their time on research. Further data found from one institution that part-time, non-tenure-track faculty earn 85% less

in annual salary, or \$8,696 versus \$59,783, and 30% less hourly, or \$15.68 versus \$26.13, less than tenure track faculty (Monks, 2007). Part-time faculty found that the total mean earnings per hour were 11% less than full-time tenure track faculty. The full-time hourly wages vary across campuses due to the difference in classification at each institution, research requirements, available grants, and possible fringe benefits.

Reduced salary is associated with the need to hold second jobs for some contingent faculty. Monks (2007) identified that overall part-time, non-tenure-track faculty are making 85% to 35% percent less per year compared to their full-time, tenure track counterparts. This suggests that non-tenure-track faculty are forced to work outside of their institution to compensate for their lower wages. These results shown affect the non-tenure-track faculty's ability to grow and become an integral part of the institutions as they are mobile from one institution to the next (Monks, 2007).

#### Workload and Work Environment Stress

Contingent faculty serve as flexible instructors for a large population of diverse students (Lynch-Binieck, 2017). However, contingent faculty face unique workload stress compounded by lacking benefits, low pay, and lacking inclusion with the departmental governance and decision-making (Kezar & Sam, 2013). Kezar and Sam (2013) conducted a qualitative study which found that contingent faculty, or non-tenure-track faculty, had higher workloads compared to their tenure track faculty counterparts. Kezar and Sam's (2013) study approach

included reviewing 100 four-year college campuses, union contracts, policies and practices for contingent faculty, and interviews with 45 faculty leaders (40 of which were contingent faculty). The sample set was across the United States in multiple geographic regions. These nontenured track faculty had higher mobilization rates, typically teaching 12-13 classes a year at multiple institutions in comparison to tenured or tenure track full-time faculty. Thus, these nontenure track contingent faculty were not mobilized at one location, placing a burden on their connectedness to any specific college campus. The contingent faculty reported that the majority of their unpaid office hours ultimately affecting the student learning experiences with the inability for students to meet with their faculty member outside of class hours, including mentorship opportunities or writing letters of recommendation (Kezar & Sam, 2013). Contingent faculty largely expressed dissatisfaction and an inability to manage both personal and work roles due their heavy schedule.

The workload balance for many faculty members reduces the ability to focus on student needs. Lynch-Binieck (2017), explored the textual choices of contingent faculty for a composition course, noted that the lack of inclusion with the tenured department led to reduced alignment with course goals and student needs. Lynch-Binieck (2017), who previously served as an adjunct professor, noted that the lack of contingent faculty inclusion was detrimental to teaching outcomes and general camaraderie in higher-education departments. Kezar and Maxey (2018) also spoke on issues regarding contingent faculty. For their

exploration, they provided a *perspectives* piece, which was a call for action and recommendations regarding contingent faculty. Kezar and Maxey (2018) noted that the current work environment for contingent faculty is categorized as “abusive” (p. 34). The abusive nature of the environment was categorized as poor working environments, lack of comradery in the academic department, as well as a general overload of work in conjunction with poor salaries. Kezar and Maxey (2019), though not providing primary data from a sample or population, demonstrates a larger academic call for changing the work environment for contingent faculty.

Contingent faculty also experienced stress in terms of flexibility and work and life balance. Richardson et al. (2019) provided a narrative review of a singular contingent faculty that reflected on challenges in the workplace. Flexibility was noted as the most prominent positive reason why a faculty member chose the sessional pathway to sustain a work-life balance. Negative experiences were reported, such as longer days and hours without the benefit of being paid for these extra hours. Kezar and Bernstein-Sierra (2016) provided a narrative review of contingent faculty struggles as a contribution to the *New Directions for Higher Education*. In their review, Kezar and Bernstein-Sierra (2016) noted that the flexibility of the contingent faculty position is at first highly attractive to new graduates, working academics, and parents. However, after they are exposed to the heavy workload and associated low pay, their enthusiasm is reduced. Kezar and Bernstein-Sierra (2016) argued that the



flexibility of the contingent faculty position is erroneous when considering the heavy workloads prescribed to tutoring, grading, class preparation, and teaching students. Research presented by Richardson et al. (2019) concluded that there are both positive and negative aspects to holding a sessional faculty member's position, referred to as the "double-edged sword." Similarly, Vicente et al. (2017) explored four contingent faculty experiences through in a private liberal arts college in Massachusetts. The experiences noted included difficulty in managing multiple class schedules and balancing needs in their personal life. However, contingent faculty noted that building relationships with other temporary staff aided in managing negative experiences regarding work-life balance (Vicente et al., 2017). Overall, work life balance can be an issue that some contingent faculty members face.

In reviewing the experiences of contingent faculty members, there is a lack of consideration for how salary affects faculty members to meet basic needs, while also completing their job requirements. Earlier assessments highlighted the struggles of part-time and full-time contingent faculty (Kimmel & Fairchild, 2017; Melancon, 2017; Vincent, 2017). In these assessments, the struggles towards inclusion in the department and lack of support was emphasized (Kimmel & Fairchild, 2017; Melancon, 2017; Vincent, 2017). However, it is not known how pay affects the experiences of contingent faculty.

## Reduced Job Satisfaction

Job satisfaction is critical for all employees to feel motivated and productive in the workplace. However, contingent faculty are reported to experience reduced job satisfaction (Feldman & Turnley, 2004). Feldman and Turnley (2004) investigated the perceptions of 105 non-tenure track faculty using qualitative interviews. The outcomes of the interviews were presented thematically. Kezar and Sam (2013) discussed equitable practices through a qualitative systematic review of literature and also identified job dissatisfaction among contingent faculty. According to Feldman and Turnley (2004) factors that contributed to job dissatisfaction included a decrease of respect from supervisors in the workplace (Feldman & Turnley, 2004). The decrease in respect is associated with less job satisfaction (Feldman & Turnley, 2004). For example, contingent faculty members are less likely to be given office space or administrative support to aid them in their curriculum and research program and planning (Feldman & Turnley, 2004). According to Kezar and Sam (2013), non-tenured track hired faculty members lack the support and guidance from college administrators in navigating the faculty experience in response to campus dynamics and technical support in poor working conditions (Kezar & Sam, 2013).

Lack of health benefits can also lead to a reduction of performance, as well as contribute to the overall issue of dissatisfaction. Ezell Sheets et al. (2018) reviewed the relationship between faculty service morale, work-life perception, organizational environment, and faculty social identities. For the author's study, a

Catholic liberal arts college was surveyed. A total of 211 participants were included in the survey, of which 16 were contingent faculty. Adjunct faculty were noted to be under-compensated and lacking motivation due to their sole duty in the department as a teacher. The faculty surveyed indicated that the university did not apply significant attention to their efforts and faced overburdened work schedules. Additionally, the lack of benefits and lack of compensation for canceled courses affected their service morale. Ezell Sheets et al. (2018) study indicated that contingent faculty experiences are positively correlated with their work-life perceptions, organizational environment, and social identity.

#### Disparity Among Contingent Faculty In terms of Race and Gender

Even though contingent faculty generally experience a lot of challenges in their professional careers, there is indication that women and people of color face even more barriers because of systemic structures (Bridgman et al., 2019). In this sub-section, some of the issues relevant to contingent faculty who are women or those considered people of color are discussed.

In terms of race in the higher education setting, there is some evidence supporting the notion that minorities encounter barriers that affect their career prospects. For instance, there are still few Black tenured educators (Harris, 2021). (Ward & Hall, 2022). Ward and Hall (2022) found that insufficient institutional support, non-supportive policies, inconsistent implementation of promotion guidelines, and academic politics prevent Black contingent professors from being promoted to tenure positions.

In terms of gender, there is evidence that gender plays a role in terms of the fulfillment of basic needs as a teacher. Agashi et al. (2019) found that male non-tenured teachers tending to exhibit more satisfaction compared to their female counterparts. This phenomenon was explained as a manifestation of the differences between men and women in terms of responsibilities and role expectations as educators.

The intersectionality of gender and race also provide some experiences that are both and unique and similar to other contingent faculty. For instance, Porter et al. (2020) found that Black female contingent faculty experience marginalization, having their identities linked to their teaching, and perceived devaluation of their research aspirations. Boss et al. (2021) also found that the intersection of race and gender among contingent faculty manifests in terms of margination and fewer options for leadership positions.

### Systemic Barriers

Contingent faculty members experience systemic barriers that result in experiences of powerlessness, marginalization, and exploitation (Kwok, 2018). Some of these systemic barriers include organizational culture/climate, invisibility within the teaching profession, and lack of support structures (Kwok, 2018; Mills et al., 2018; Murray, 2019). Some of these systemic barriers are discussed in this sub-section of the review.

The organizational culture or climate of an educational institution also serves as a systemic barrier for contingent faculty to experience better working

conditions. For instance, the culture of lack of research work and the relegation of contingent faculty to part-time teaching reinforces their working arrangement characterized by underpayment and lack of research experience (Murray, 2019). Another aspect of organizational culture that can affect the career progression of contingent faculty is the policy that exclusively put them in instructional roles, which limit their career prospects (Culver et al., 2020). Hence, these structural divisions in many higher education institutions facilitate the continued marginalization of contingent faculty (Kwok, 2018).

Invisibility within the profession is another systemic barrier that affects contingent faculty. According to Mills et al. (2018), despite being majority of the teaching staff, contingent faculty often seem invisible in terms of policies and practices that would enrich and enhance the trajectory of their teaching careers. In research institutions, this invisibility is felt by contingent faculty from both leaders and their colleagues (Drake et al., 2019).

Lack of support structures is another systemic barrier that affects many contingent faculty (Kwok, 2018). For instance, many contingent faculty are not exposed to consistent professional development opportunities, which can enhance their skills and mobility within the profession. Many contingent faculty are also subjected to minimal oversight, supervision, and teacher evaluation (Murray, 2019). Many contingent faculty are not exposed to mentoring from more experienced teachers (Batiste & Maldonado, 2022). These poor support

structures reinforce some of the disadvantages that contingent faculty experience as non-tenure track educators.

### Role of Unions for Contingent Faculty Members

The unionization of contingent faculty aims to address some of the occupational challenges associated with this job position wherein job security is often compromised and precarious (McAvoy Jr, 2020; Murray, 2019). Through collective bargaining, unions are able to maximize their power to force higher education institutions to develop policies that would enhance the working conditions of contingent faculty (Donn, 2018). Without unions, many higher education institutions will not focus on the needs of contingent faculty even though they make up majority of the teaching staff (Kirby & Donn, 2020). Murray (2019) noted because very few of contingent faculty are part of a union, fair treatment is often left at the discretion of department leaders.

In terms of the job placement of contingent faculty, unions have been instrumental in overturning exploitative working conditions that give educational institutions flexibility and cost-effectiveness (Hearn & Burns, 2021). Huber (2019) noted that unions have utilized research in order to argue their cases for better working conditions among contingent faculty in order to facilitate better student outcomes. Through evidence-based research, union leaders are able to make small but meaningful advancements in terms of contingent faculty's work benefits and job security (Huber, 2019).

With regard to factors that contribute to the job satisfaction of contingent faculty, unions have also been instrumental in enhancing the working conditions of part-time teachers in terms of better working arrangements (Hinson-Hasty, 2019). Hinson-Hasty (2019) noted that unions were instrumental in negotiating higher salaries for contingent faculty. Despite some of these advancements due to unionization, the overall working conditions that impact the job satisfaction of contingent faculty remain challenging (Kirby & Donn, 2020).

#### Intersection of Unions and Legislations on Contingent Faculty Members

From a social justice perspective, unions and legislations aim to provide contingent faculty a fair working arrangement that is not exploitative (Murray, 2019). The intersection of unions and legislations has led to some changes in the working conditions and prospects among contingent faculty (McAvoy Jr, 2020). Examples of these changes include modest salary increases, access to resources, and financial assistance (Kirby & Donn, 2020). Some of the agreements or legislations that have been championed by unions that led to the advancement of the working conditions of contingent faculty are described in this sub-section.

The Service Employees International Union is one organization in the United States that aim to fight for better working condition for both full-time and part-time instructors (Hinson-Hasty, 2019). Another union in the United States is the United Auto Workers (Hinson-Hasty, 2019). The New Faculty Majority: The National Coalition for Adjunct and Contingent Equity, which is an organization

that aims to improve the working conditions of adjunct and contingent faculty, has also been active in championing various issues that impact contingent faculty such as increasing benefits and improving job security (Huber, 2019).

In terms of legislations, several unions have campaigned for the reauthorization of Higher Education Act that considers better working arrangements for contingent faculty (Huber, 2019). Incentives are proposed to institutions that promote the reversal of policies that make majority of contingent faculty in non-tenure track positions. Conversely, this proposed reauthorization also aims to punish institutions that engage in exploitative arrangements with contingent faculty (Huber, 2019).

### Summary and Synthesis

This chapter's reviewed literature focused on contingent faculty experiences and a review of the obstacles faced in their positions in higher education. The establishment of contingent faculty is first identified as an appropriate allocation of individuals with terminal degrees to supplant the increase of growing student populations (García et al., 2017; McNaughten et al., 2017; Mills et al., 2018). The use of contingent faculty surpassed a temporary measure and now represents 70% of the available faculty positions in higher education (AAUP, 2017; García et al., 2017; Graves, 2020; Kezar & Sam, 2013; Morphew & Ward, 2017).



The reliance on contingent faculty increased the academic understanding of the obstacles that these crucial faculty members face. Contingent faculty members are placed in teaching positions with short notice, little preparation time, and lack of compensation if a class is canceled (Kezar et al., 2019). The lack of availability for tenure track positions also limits the job security for contingent faculty, which means multiple lines of employment for many individuals in one semester (Eliot-Negri, 2019; Murray, 2019).

The most significant issue is the low wages paid to contingent faculty (AAUP, 2017; GAO, 2017; Monks, 2007). The provided wages are notably below the rising change in the cost of living for many contingent faculty members (García et al., 2017; Monks, 2007). As a result, these faculty members are at risk for food insecurity (Gundersen & Ziliaak, 2018). Further, benefits packages are often completely absent or priced at a rate that consumes a significant portion of contingent faculty salary (Ezell Sheets et al., 2018; Page, 2017; Palmquist et al., 2011; Shimer, 2016). The work environment of contingent faculty is also stressful and lacks inclusion from the associated administration and tenure-track faculty (Kezar & Sam, 2013; Kwok, 2018; Lynch-Binieck, 2017).

In terms of literature that demonstrates the experiences and perspectives of contingent faculty, teaching is limited. Shimer (2016) provided a narrative insight into working conditions and lack of benefits. There are relatively few historical studies on contingent faculty and the relationship their salary has on their ability to meet their basic needs financially. The existing literature on

contingent faculty is extensive and focuses primarily on the inequities faced by this group of faculty members. A case study published by Brennan and Magness (2018) voices these inequities surrounding contingent faculty members across colleges and universities. Previous research has indicated the readily increasing numbers of contingent faculty members at American colleges and universities at an alarming rate. American colleges and universities appreciate the contingent faculty member's flexibility and the ease of hiring a contract worker.

Conversely, the contingent faculty member is housed with low pay and a lack of health benefits and job security (Brennan & Magness, 2018). According to the American of University Professors, tenure track assistant professors in the United States earn an average of \$71,000 annually, including benefits, compared to contingent, non-tenure track faculty who earn an average of \$51,000 to \$57,000 annually. Other data suggest that adjunct or contingent faculty earn an average of \$2,700 per course taught, which equates to \$21,600 annually for a contingent faculty member teaching a full load (Brennan and Magness, 2018). These referenced pay scales pose an inequity for faculty and their ability to sustain a financially sound way of life. In considering the review of literature, it is also important to note that California has a higher cost of living in comparison to other geographic regions in the United States (Goldrick-Rab et al., 2019). The increased cost of living requires that contingent faculty fulfil their job duties while also meeting basic living needs in the state of California. A secondary burden on Contingent faculty in California is the need to possible commute between

colleges (Goldrick-Rab et al., 2019). For example, in California there are 115 community colleges (Goldrick-Rab et al., 2019). Contingent faculty may need to commute to their jobs, which increases the cost of work and complicates the burden of living in California (Bohn & McConville, 2018).

In the reviewed literature, there is a noted gap in the literature regarding how contingent faculty reflect upon their salary, ability to meet basic needs while fulfilling their job requirements. The purpose of this study is ideal for addressing the gap in the reviewed literature and illustrate the experiences and perspectives of contingent faculty in the reflection of their salary. Chapter Three includes a review of trustworthiness, sampling, recruitment, and ethical considerations. The findings are presented in Chapter Four and contextualized with congruent literature in Chapter Five.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### Research Design

The study is mixed method in design. The qualitative phase of the study is narrative inquiry in design, whereas the quantitative phase of the study is descriptive in nature. The use of mixed-method approach is appropriate because the use of both qualitative and quantitative methods are instrumental in addressing different aspects of the research problem, which cannot be accomplished if only one methodological approach is selected.

The qualitative phase is narrative inquiry in design. A qualitative study is research conducted in an organized manner to describe people's experience and feelings. Qualitative research further presents a rich description of data using a flexible method of research (Naderifar, Goli and Ghaljaie, 2017). Qualitative research allows the researcher to compile the information necessary in respect to the questions being asked during the interview including sensitivity to the nature of the subject (Naderifar et al., 2017). Narrative inquiry is characterized by the use of the recorded experiences of individuals in order to chronologically understand their lived experiences (Caine et al., 2019). For this study, narrative inquiry research was facilitated using individual interviews.

The quantitative phase of the study is descriptive in design, which means the researcher only attempted to describe an existing phenomenon without

providing any explanation or hypotheses. The quantitative phase consisted of a questionnaire distributed to participants to measure the financial state and ability to meet basic needs with their current contingent faculty salary. Archival records were used to determine the cost of living for their specific location, which was instrumental in providing a description of the extent to which the salaries of contingent faculty of higher education in California are likely to meet the self-sufficiency standard for the region in which they are located.

### Research Setting

This study took place at several community colleges and California State Universities in California. I provided each community college and California State University with a pseudonym to represent the general location of each institution. I referred to the indicators of Southern, Central or Northern throughout my study when referencing results and data. Interviews conducted with selected contingent faculty members took place over Zoom.

### Research Sample

Contingent faculty in higher education of California are the study participants. These faculty members provided the research with current, rich data to understand their current financial state and quality of life more deeply. The participants' feedback will drive future research to deepen the knowledge of any

economic hardships these academic leaders in higher education are facing today and the effects this has on students in higher education.

The recruitment of participants was primarily accomplished through social media postings. This recruitment method entailed posting invitation advertisements to Facebook, Instagram, or Twitter. Eligibility was primarily determined based on the following criteria: (a) employed as a contingent faculty for at least five years, and (b) employed in a community college in California.

The first type of sampling technique used in my study is voluntary response sampling. This sampling method is particularly useful for the deployment of a basic needs survey, which was sent out to all participants, or contingent faculty, at community colleges and California State Universities in California. The contingent faculty chose to be a volunteer in the study when partaking in the survey questions. I reached out to a Department of Human Resources representative connected with contingent faculty at the community college and California State Universities. I requested permission through the Human Resources department representative to allow the disbursement of the basic needs surveys to be Emailed to all currently employed contingent faculty members.

The second sampling technique that was used is snowball sampling. To further recruit participants and expand the participants, networking sampling or snowball sampling was used. Snowball sampling allows colleagues of other contingent faculty members to participate in the study which would otherwise by

difficult to find (Naderifar, Goli and Ghaljaie, 2017). In this study snowball sampling is effective in identifying additional faculty members willing to participate in personal interviews who their colleagues have awareness of their personal struggles. Network sampling similar to snowball sampling allows the use of large areas of study participants to be chosen from a list of data points, such as the current list of contingent faculties from community colleges. Network sampling estimates large populations (Omona, 2013) as contingent faculty members are typically the highest number of employees at institutions for their feasibility. According to research, network sampling is useful in situations in which study populations are difficult to attain (Mouw and Verdey, 2012). This is due to the majority of contingent faculty members being unwilling and hesitant to answer such personal questions in nature in relation to their financial state and ability to meet their basic needs.

### Data Collection

For the quantitative phase of the study, Basic Needs Survey and archival data were collected. The Basic Needs Survey to be administered was developed by Stephen Zuckerman, Urban Institute, 2019. The Basic Needs Survey was based on Maslow's hierarchy of needs, which provides insights into the understanding of people's personal satisfaction based on the different basic needs (Hale et al., 2019; Fallatah & Syed, 2017). The fully developed Basic Needs Survey by Stephen Zuckerman has been shortened in length to utilize

specific questions related to this research. The results from the Basic Needs Survey were analyzed and compared with the California cost of living organized by county, which was acquired through the Integrated Postsecondary Education Data System.

To gather a rich understanding of contingent faculty members ability to meet their basic needs and effectiveness in the classroom setting, data were collected using individual semi-structured interviews. Participants were chosen from the survey to participate in the interview process – which was done at the end of the survey. Participants were asked if they would like to put down their email to participate in a one hour interview. Informed consent was secured at the start of the interview. Consent can be given verbally or through electronic signature if participants decide to send the document through email. The interviews were conducted through Zoom, which was also video and audio recorded upon securing permission from the participants. The interviews were 30-45 minutes long, allowing sufficient time for participants to express and share their lived experiences as contingent faculty in community colleges.

### Data Analysis

To analyze the Basic Needs survey results and the data from the Integrated Postsecondary Education Data System, I used SPSS to segregate the data. Descriptive statistics was utilized in order to determine the extent to which the salaries of contingent faculty of community colleges and California State



Universities in California are likely to meet the self-sufficiency standard for the region in which they are located. Ratio analysis was performed in order to address the second research question of this study.

For the qualitative interviews, I used qualitative data analysis software such as NVivo for coding my interview transcripts for processing and analyzing my qualitative data. As indicated by Glesne (2016), qualitative data analysis software may assist in creating charts or clusters of data to be color-coded and organized to understand recurrences and relationships throughout the interviews collected. Utilizing a display of data for my analysis supports the visual relationships among the basic need's experiences with contingent faculty members.

Thematic analysis was utilized to analyze the interviews (Braun & Clarke, 2006). The first step is data familiarization, which simply means that all of the data are read multiple times. The second step is the coding of the data, which was accomplished by assigning labels to specific sections of the interview responses. The third step is the determination of patterns from the codes in order to generate themes from the data. The fourth step is the validation process in order to ensure that all themes are accurate and truly reflective of the war data. The fifth step is defining what each theme means or signifies. The final step is the creation of a thick description of the experiences of the participants, which was drafted to answer the qualitative research questions of the study.

## Validity and Trustworthiness

According to Elo et al. (2014), a qualitative study's trustworthiness should be used through each phase of the study to ensure maximum results and effectiveness. The trustworthiness of a study deeply affects the outcome of the results. The reader must understand the background of the study and how such results were generated. Three phases to maximizing the efficacy of trustworthiness in a study are preparation, organization, and the reporting of results (Elo et al., 2014). When using a qualitative research study, the importance of having a study of which the results are worth paying attention to leads the study to trustworthiness. As a researcher conducting a qualitative research study on contingent faculty, the drive behind my research and results led with strong data collection methods, including proper sampling techniques used to choose volunteer participants in my study to ensure a diverse range of individuals who offered insight to the population of contingent faculty.

According to Glesne (2016), trustworthiness is measured by the ability and ease of the reader to assess the methods carried out in the study. Specific criteria suggested by Glesne (2016) indicated a series of criteria to build upon a qualitative study to most effectively produce trustworthiness in a study. These criteria include member checking of data collected in the study by your volunteer participants, peer review and debriefing, and finally detailed, thick descriptions of observations and interview transcripts. To ensure trustworthiness in my study, I followed Glesne's (2016) guidance by ensuring ample time with my volunteer

participants through a one-on-one interview while requesting follow-up questions to responses. With follow up questions, I ensured that all volunteer participants who underwent interviews were asked the same questions. Portions of my interview transcripts were shared with volunteer participants to ensure the accuracy of what they have said. Through a qualitative study, rendering the true values and beliefs of the volunteer participants is pertinent to ensure the future effect on contingent faculty (Glesne, 2016). The only way to drive results in the future is to build on a foundation of trustworthiness through my research.

#### Positionality of the Researcher

To ask myself who I am as a researcher, I must employ a fishbowl perspective. Whereas I am the fish and each of my participants are looking in the glass fishbowl. “Reflexivity challenges your ability to ever know the other...a more attainable goal is to uncover the multiple selves that interrelate within the research process and to link them with your interpretations” (Glesne, 2016, p. 156). To understand the fishbowl perspective for myself, I must first explain how I developed my thoughts through my life experiences and personal identities.

I began my preschool and elementary school years in a very poverty-stricken area in Palmdale, California. Growing up as an only child of a single mother, finances were never secure. Being low-income, we resided in a high crime neighborhood, where we were considered the minority. My racial identity as a Jewish female was not primarily accepted in our neighborhood, for we lived

near a community of white supremacists. Not far along, our apartment complex was built next door to one of the most dangerous prisons in the early 90's. A courthouse, which often was shown on the news for frequent arrests, was also in close proximity. At this time, I personally experienced life with scare food resources and unstable housing. My mother was often unsure if we would have rent to pay the following month. During my early teens, my mother was offered an employment opportunity in Palm Desert, California where I completed the remainder of middle and high school. These life obstacles gave me resilience and navigational strength while shaping my worldview.

I attended CSU San Marcos for my bachelor's degree in Psychology, graduating in 2011. Following graduation, I experienced another pivotal point, which would shape my leadership perspective. A close friend of mine sent me an available job posting of Senior Program Specialist, for the local community college, College of the Desert. I applied for the open position and was offered the position at College of the Desert. My community college work inspired me to continue my own education through a master's degree program at California State University (CSU) San Bernardino. During my time at CSU San Bernardino, I met several instructors who changed my life, academically and personally. The professional and academic growth was due to the interaction of these faculty members and the time and awareness they placed into my life. These interactions developed my researcher eyes to look deeper into populations that

are struggling. Specifically, those populations of our academic instructors, contingent faculty, who place their time and dedication into students' lives.

Following my graduation, I was hired as a Director of Student Development in the Bay area at another community college. In my new position, I was able to relate on a personal level with many of my students because I felt empathetic to their needs. The most prominent example is the cost of living in the Bay Area, which is set at such an excessive high level. Most Santa Clara county residents barely survive to meet basic needs. According to Zillow, the average home price is 1.2 million and the average rental home average is set at \$3,500 (Zillow, 2020). Contrary, to these housing prices, minimum wage in Santa Clara County is set at \$15.00 an hour. These staggering statistics of high cost living conditions had reached me on personal level for I had experienced similar living conditions while growing up and during my time as a college administrator. I often struggled with housing and food insecurities while supporting my two small children as a single mother. According to Glense (2016), we must reflect as researchers on our own autobiography and perspectives and how these may shape our research development. We must also reflect on how our research topic of interest stems from our personal life development and milestones (Glesne, 2016).

I understand the barriers of facing housing and food insecurities while working a full-time leadership position and the inability to support your family. I understand the emotions that lie behind an individual when they are forced to live

in a low-income neighborhood and strive for success, while working full time job because I have lived it. I understand the inability to support a family as a single mother with two children in the Bay Area, specifically in San Jose, California. I have lived it. I understand as a full-time worker, the need to fulfill your basic needs for survival, which can be an overwhelming struggle in the Bay Area, for I have lived it. Although many of my participants may not have experienced these same life events, I had a deeper understanding and relatability to those that may have.

Beginning from childhood, I have developed a feminist perspective, which has begun to lead my research through deeper connections with single women and women parents. As a feminist perspective, I relate to the burdens that are primarily placed on women in our society to raise a family, while managing a household, and in many cases for the woman to be successful. I operate from a subjective interpretivism view knowing the world has meaning based on cultures and where we reside in our lifetime (Glesne, 2016).

Development stems from where we are born, through our adolescent years, and beyond to higher education. These moments in time shape my knowledge and research interests. With the fishbowl perspective, I have integrated my life perspectives, milestones, hardships, and obstacles in the fishbowl. I am living in the bowl of my life journey. My participants are affected by these personal life experiences in a positive, or possible negative way. At some levels, a participant in my study may feel more inclined to elaborate on their

experiences if they feel as though we have a connection. With another participant, they may feel as though my experiences may hinder on my understanding of theirs. I hope to lead my research in the fishbowl perspective approach with clear water, or a clear understanding of how my biases have shaped my fishbowl world, or contrarily, how these biases might successfully develop my study deeper.

### Summary

The purpose of this mixed-method study is to understand the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. The qualitative phase of the study is narrative inquiry in design, whereas the quantitative phase of the study is descriptive in nature. The use of mixed-method approach is appropriate in order to successfully answer the complex set of research questions for this study, which require the use of both qualitative and quantitative methods.

Contingent faculty in community colleges and California State Universities in California were the study participants. Snowball sampling was used by asking my network of colleagues to be part of the study. Voluntary response sampling was used for the quantitative phase of the study where a survey questionnaire

needs to be answered. The invitation to participate in the study was shared on social media channels.

Data was collected using interviews, survey questionnaires, and archival data. To analyze the Basic Needs survey results and the data from the Integrated Postsecondary Education Data System, SPSS were used to perform descriptive statistics. With the aid of NVivo software for storage and organization, the qualitative interviews were analyzed using thematic analysis (Braun & Clarke, 2006). The next chapter presents the results of the data analysis.



## CHAPTER FOUR

### RESULTS

The problem addressed in this study was the lack of understanding regarding the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. The purpose of this mixed-method study was to understand the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. This study was guided by three research questions:

**RQ1:** What strategies do contingent faculty members use to ensure that their basic needs are met?

**RQ2:** How and to what extent do California community colleges and California State Universities expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?

**RQ3:** How does the salary of the contingent faculty member affect their ability to interact in the classroom with students, and was this negatively impacted by the pandemic?

The demographics of the participants are discussed in this chapter. Data analysis procedures of the collected data are discussed in the next sections. The findings obtained from the analysis are reported as per the research questions. The researcher concludes the chapter with a summary of the findings.

### Demographic Data

A total of 35 data points were collected from participants in the study. However, there were nine participant data with missing values for the majority of the items in the questionnaire. Thus, only 26 participants' data were included in the quantitative analyses. The frequencies and percentages of participants' demographic characteristics are presented in Table 1. As observed, most participants have been with their current institution for 7 or more years ( $n = 14$ , 53.8%). Twelve participants drove 21 or more miles to work (46.2%). For the marital status, 50% of participants are married ( $n = 13$ ), while 23.1% were never married ( $n = 6$ ). The majority of the participants personally owned, or someone in the household owned the house they lived in ( $n = 17$ , 65.4%). For gender, 16 participants were females (61.5%), while 8 were males (30.8%). There were eight participants with an annual income of \$120,000+ (30.8%) and another eight participants with a yearly income of \$61,000-\$90,000 (30.8%). There were 12 White participants (46.2%), five participants with multiple ethnicities (19.2%), and four participants who were Hispanics (15.4%; see Table 1).

**Table 1***Frequencies and Percentages of Demographic Characteristics (N = 26)*

		Frequency	Percent
Number of years at current institution	<1 year	4	15.4
	1-3 years	5	19.2
	4-6 years	3	11.5
	7+ years	14	53.8
	Total	26	100.0
Number of miles to drive to work	Does not apply	3	11.5
	0-5 miles	4	15.4
	6-15 miles	3	11.5
	16-20 miles	4	15.4
	21+ miles	12	46.2
	Total	26	100.0
Marital Status	Married	13	50.0
	Divorced	5	19.2
	Never married	6	23.1
	Living with a partner	2	7.7
	Total	26	100.0
Place of living	Owned or being bought by you or someone in your household	17	65.4
	Rented	9	34.6
	Total	26	100.0
Gender	Female	16	61.5
	Male	8	30.8
	Not listed	1	3.8
	Prefer not to answer	1	3.8
	Total	26	100.0
Annual Income	\$0 - \$30,000	4	15.4
	\$120,000+	8	30.8
	\$31,000 - \$60,000	1	3.8
	\$61,000 - \$90,000	8	30.8
	\$91,000 - \$120,000	4	15.4
	Prefer not to answer	1	3.8
	Total	26	100.0
Race	American Indian or Alaskan Native	1	3.8

Asian or Pacific Islander	1	3.8
Black or African American	1	3.8
Hispanic	4	15.4
Multiple ethnicity	5	19.2
Prefer not to answer	2	7.7
White or Caucasian	12	46.2
Total	26	100.0

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The data presented below are related to the following research questions:

RQ1: What strategies do contingent faculty members use to ensure that their basic needs are met?

RQ2: How and to what extent do California community colleges and California State Universities expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?

Participants were asked to provide the cost of their rent, mortgage, or payments related to their house, the cost of electricity, and the cost of water and sewer. The descriptive statistics of participants' responses are presented in Table 2. Costs related to participants' housing have a mean of \$2263.23 ( $SD = 1193.20$ ). The total costs of electricity, gas, and other fuel use have a mean of \$382.88 ( $SD = 607.56$ ). The cost of water and sewer in the past 12 months has a mean of \$623 ( $SD = 640.05$ ; see Table 2).

**Table 2***Descriptive Statistics of Cost of Living Variables*

	<i>N</i>	Min	Max	<i>M</i>	<i>SD</i>
How much is the regular monthly payment on this property or rental, including mortgage payments, second mortgage or home equity loan payments, real estate taxes, insurance, and condominium fees?	26	0.00	4750.00	2263.23	1193.20
In a typical month, what is the total cost of electricity, gas, and any other fuel used in the place where you live?	26	0.00	3000.00	382.88	607.56
In the past 12 months, what was the cost of water and sewer for the place where you live? If you have lived here less than 12 months, estimate the cost.	25	0.00	2400.00	623.20	640.05

Participants were also asked if there was any time when they could not pay their rent or mortgage or the bills for gas, oil, or electricity. Most participants responded that they had not experienced paying their dues for the month ( $n = 20$ , 76.9%). Twenty-three participants had not moved within the past 12 months (88.5%). Two participants have moved two or more (7.7%), while one has moved once (3.8%; see Table 3).

**Table 3**

*Frequencies and Percentages of Expense Management Strategies and Moving of Living Space in the Past 12 Months*

		Frequency	Percent
Was there any time in the past 12 months when:	Your household did not pay the full amount of the rent or mortgage or was late with a payment because your household could not afford to pay?	3	11.5
	Your household was not able to pay the full amount of the gas, oil, or electricity bills?	2	7.7
	None apply	20	76.9
	Missing	1	3.8
	Total	26	100.0
Have you moved within the past 12 months?	No, have not moved	23	88.5
	Yes, moved once	1	3.8
	Yes, moved two or more times	2	7.7
	Total	26	100.0

Participants were asked to provide their health conditions (see Table 4). Two participants responded that their health condition was excellent (7.7%). There were 8 participants who each responded they have fair, good, and very good health conditions (30.8%). Twelve participants did not have any health conditions. However, 9 participants have one health condition (34.6%), while 5 have more than one health condition (19.2%). For the household member with health conditions, 10 participants responded yes (38.5%), 4 participants with more than one member of the household with a health condition (15.4%), and 12 participants who did not have anyone in the household with a health condition

(46.2%). For health insurance, only 2 participants responded that they are not covered by any insurance (7.7%). Majority of the participants had their insurance from their employers or previous employers (14 out of 26, 53.8%). Other participants got their insurance from Medicaid or any kind of state or government assisted plan based on income or disability (4 out of 26 participants, 15.4%), Medicare for people aged 65 or older or people with certain disabilities (3 out of 26 participants, 11.5%), and TRICARE or other military health care including VA health care (1 out of 26 participants, 3.8%). Most of the participants also did not have problems getting medical care ( $n = 20$ , 76.9%) and did not have problems paying the bills for medical care ( $n = 22$ , 84.6%).

**Table 4**

*Frequencies and Percentages of Health Conditions of Participants*

		Frequency	Percent
In general, would you say your mental health is:	Excellent	2	7.7
	Fair	8	30.8
	Good	8	30.8
	Very Good	8	30.8
	Total	26	100.0
Do you currently have a health condition that has lasted for a year or more or is expected to last for a year or more?	Yes, one condition	9	34.6
	Yes, more than one condition	5	19.2
	No	12	46.2
	Total	26	100.0
Does anyone in your household have a health condition that has lasted for a year or more or is	Yes	10	38.5
	Yes, more than one member of the household	4	15.4

expected to last for a year or more?	No	12	46.2
	Total	26	100.0
Are you currently covered by any type of health insurance?	Any other type of health insurance coverage or health coverage plan I am not currently covered by any type of health insurance	1	3.8
	Medicaid, or any kind of state or government assisted plan based on income or disability	2	7.7
	Medicare, for people aged 65 or older, or people with certain disabilities	4	15.4
	TRICARE of other Military health care, including VA health care	3	11.5
	Yes, through a current or former employer	1	3.8
	Yes, through insurance purchased directly from an insurance company	14	53.8
	Total	1	3.8
	Total	26	100.0
Thinking about your healthcare experiences over the past 12 months, was there any time when you needed medical care but did not get it because you could not afford it?	Yes	6	23.1
	No	20	76.9
	Total	26	100.0
In the past 12 months, did you or anyone in your household have problems paying or were unable to pay any medical bills?	Yes	4	15.4
	No	22	84.6
	Total	26	100.0

Participants were asked whether the statements apply to them in managing food expenses (see Table 5). Participants were asked if this statement was true: “In the last 12 months, the food I purchased just did not last, and there



was not enough money to get more.” Most participants responded that this statement was never true for them ( $n = 18, 69.2\%$ ), but seven participants answered that it is sometimes accurate (26.9%). Participants were also asked if they could not afford balanced meals in the last 12 months. Similarly, 18 participants responded that this statement was not true for them (69.2%). For the statement, “In the last 12 months, did you or someone in your household ever cut the size of meals or skip meals because there was not enough money for food?” Twenty-one participants responded no (80.8%). For the statement, “In the last 12 months, did you ever eat less than you felt you should because there was not enough money for food?” Nineteen participants responded no (73.1%). Moreover, for the statement, “During the past 12 months, have you or anyone else in your household gotten free groceries from a food pantry, food bank, church, or other place that helps with free food?” Twenty participants responded no (76.9%).

**Table 5**

*Frequencies and Percentages of Experience in Managing Expenses for Food in the Past 12 Months*

		Frequency	Percent
In the last 12 months, the food I purchased just did not last and there was not enough money to get more.	Never true	18	69.2
	Often true	1	3.8
	Sometimes true	7	26.9
	Total	26	100.0

In the last 12 months, I cannot afford to eat balanced meals.	Never true	18	69.2
	Often true	4	15.4
	Sometimes true	4	15.4
	Total	26	100.0
In the last 12 months, did you or someone in your household ever cut the size of meals or skip meals because there was not enough money for food?	No	21	80.8
	Yes	5	19.2
	Total	26	100.0
In the last 12 months, did you ever eat less than you felt you should because there was not enough money for food?	No	19	73.1
	Yes	7	26.9
	Total	26	100.0
During the past 12 months, have you or anyone else in your household gotten free groceries from a food pantry, food bank, church or other place that helps with free food?	No	20	76.9
	Yes	6	23.1
	Total	26	100.0

To examine strategies that contingent faculty members use to ensure that their basic needs are met, frequencies and percentages of work-related variables are presented in Table 6. Participants were asked how many institutions they currently teach at. Eleven participants teach in 1-2 colleges or universities (42.3%), while 7 participants teach at three or more colleges or universities (26.9%). For additional work, there were 14 participants with other work (53.8%), while 12 participants did not have other work (46.2%). When the participants were asked if they could continue working with their current employer, 12 responded that they did not know (46.2%), while 10 responded yes (38.5%). A total of 16 participants are not actively looking for work in the last 4 weeks (61.5%). Most participants want a full-time or part-time job ( $n = 17$ , 65.4%). A

total of 17 participants received no public assistance (65.4%). Most participants are very confident they could come up with \$400 if an unexpected expense arose within the next month ( $n = 14$ , 53.8%). A total of 8 participants responded that they were somewhat confident that they could come up with \$400 for an unexpected expense within the next month (30.8%).

**Table 6**

*Frequencies and Percentages of Work-related Variables*

		Frequency	Percent
How many community college(s), university(ies), or K-12 institution(s) do you currently teach at?	Missing	8	30.8
	1 - 2 colleges or universities	11	42.3
	B. 3 or more colleges or universities	7	26.9
	Total	26	100.0
Other than teaching at the community college, university, or K-12 institution, do you have additional work elsewhere?	Yes	14	53.8
	No	12	46.2
	Total	26	100.0
Can you continue to work for your current employer as long as you wish?	Don't know	12	46.2
	No	4	15.4
	Yes	10	38.5
	Total	26	100.0
Have you actively looked for work in the last 4 weeks?	No	16	61.5
	Yes	10	38.5
	Total	26	100.0
Do you currently want a job, either full or part-time?	No	9	34.6
	Yes	17	65.4
	Total	26	100.0
	No	17	65.4
	Yes	9	34.6

In the last 12 months, have you or anyone else in your household received any type of public benefits?	Total	26	100.0
How confident are you that you could come up with \$400 if an unexpected expense arose within the next month?	Not at all confident	3	11.5
	Not too confident	1	3.8
	Somewhat confident	8	30.8
	Very confident	14	53.8
	Total	26	100.0

The Self-Sufficiency Standard for each county was gathered from The Self-Sufficiency Standard for California and Oregon in 2021, as the Worksystems and School of Social Work at the University of Washington reported. The Self-Sufficiency standard was based on the participant's location and the number of adults and minors in their household. The mean Self-Sufficiency Standard is \$53,770 ( $SD = \$18,336.18$ ). The Self-Sufficiency Standard was compared with the Average Annual Salary reported by the participants. Participants' mean average annual salary is \$88,200 ( $SD = \$42,497.06$ ). Based on the descriptive statistics, the data gathered for self-sufficiency and average annual salary are not normally distributed. Therefore, the non-parametric counterpart of a paired samples  $t$ -test called Wilcoxon Signed Rank test was conducted to determine whether there is a significant difference between the mean ranks of Self-Sufficiency Standard and the Average Annual Salary. The analysis presented in Table 8 determined a significant difference between the Self-Sufficiency Standard and the Average Annual Salary ( $Z = -2.893, p = .004$ ). The results

showed that in 19 out of the 25 cases, the average annual salary is significantly higher than the Self-Sufficiency Standard. Therefore, participants have more than enough to sustain their cost of living within their locations.

**Table 7**

*Descriptive Statistics of Self-Sufficiency Standard and Average Annual Salary of Participants*

	<i>M</i>	<i>N</i>	<i>SD</i>
Self-Sufficiency Standard	53,770.00	25	18,336.18
Average Annual Salary	88,200.00	25	42,497.06

**Table 8**

*Wilcoxon Signed Rank Test of Self-Sufficiency Standard and Average Annual Salary of Participants*

<i>Wilcoxon Signed Rank Test of Self-Sufficiency Standard and Average Annual Salary of Participants</i>		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>Z</i>	<i>p</i>
Average Annual Salary - Self-Sufficiency Standard	Negative Ranks	6 <sup>a</sup>	9.17	55.00	-2.893	0.004
	Positive Ranks	19 <sup>b</sup>	14.21	270.00		
	Ties	0 <sup>c</sup>				
	Total	25				

*Note.* a. Average Annual Salary < Self-Sufficiency Standard  
 b. Average Annual Salary > Self-Sufficiency Standard  
 c. Average Annual Salary = Self-Sufficiency Standard

The ratio of the utility, water, and housing costs was analyzed using ratio analysis. The costs were analyzed in comparison with the annual salary. Based on the descriptive statistics of the ratio presented in Table 9, the mean ratio of utility cost to annual salary is .06 ( $SD = .08$ ) with a range of 0 to .27. This indicated that the costs for electricity, gas, fuel, etc. are only a tiny portion of the average annual salary. The water and sewer costs ratio has a mean of .11 ( $SD = .14$ ) with a range of 0 to .54. The results showed that the costs of water and sewer cover about 10% of the average annual salary. Most of the annual income is spent on housing costs, including rent, mortgage, or house loan payments ( $M = .41$ ,  $SD = .29$ ).

**Table 9**

*Descriptive Statistics of Ratio of Costs and Average Annual Salary*

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Ratio of Utility Costs and Annual Salary	25	0.00	.27	.06	.07
Ratio of Water Costs and Annual Salary	24	0.00	.54	.11	.14
Ratio of Housing Costs and Annual Salary	25	0.00	1.28	.41	.29

### Quantitative Summary

A total of 26 participants' data were included in the quantitative analyses. The results of the quantitative analysis determined that 11 participants teach in 1-

2 colleges or universities (42.3%), while 7 participants teach at three or more colleges or universities (26.9%). There were 14 participants with other work (53.8%), A total of 17 participants received no public assistance (65.4%). Most participants are very confident they could come up with \$400 if an unexpected expense arose within the next month ( $n = 14$ , 53.8%). The Self-Sufficiency Standard for each county was gathered from The Self-Sufficiency Standard for California and Oregon in 2021, as the School of Social Work at the University of Washington reported. The Self-Sufficiency standard was based on the participant's location and the number of adults and minors in their household. The Self-Sufficiency Standard was compared with the Average Annual Salary reported by the participants. The results of the analysis determined a significant difference between the Self-Sufficiency Standard and the Average Annual Salary. The results showed that the average annual salary is significantly higher than the Self-Sufficiency Standard. Therefore, participants have more than enough to sustain their cost of living within their locations. The ratio of the utility, water, and housing costs was analyzed using ratio analysis. The costs were analyzed in comparison with the annual salary. The costs for electricity, gas, fuel, etc. are only a small portion of the average annual salary. The results showed that the costs of water and sewer cover about 10% of the average annual salary while most of the annual income is spent on housing costs, including rent, mortgage, or house loan payments.

## Qualitative Sample Demographics

Five participants participated in the study. The researcher assigned the participants unique codes in place of their real names for confidentiality purposes. All the participants are employed as a contingent faculty for at least five years and employed in a community college in California. Table 10 is a summary of the demographic information of the participants.

**Table 10**

*Participant Demographics*

Participant	Gender	Years of Experience
Participant 1	M	13
Participant 2	F	7
Participant 3	M	30
Participant 4	F	5
Participant 5	M	...
Average		...

*Note.* This table summarizes the demographic information of the participants.

Five semi-structured interviews were conducted via Zoom. The semi-structured interviews were audio and video-recorded. Table 11 is a summary of the semi-structured interviews dataset.



**Table 11**

*Semi-Structured Interview Dataset*

Participant	Setting	Duration (00:00:00)
Participant 1	Zoom	00:39:40
Participant 2	Zoom	00:41:33
Participant 3	Zoom	00:46:09
Participant 4	Zoom	00:34:30
Participant 5	Zoom	01:07:24
Total	...	03:48:16

*Note.* This table summarizes the semi-structured interview dataset.

### Qualitative Data Analysis

The collected data was organized in NVivo 14 software. Braun and Clarke's (2006) thematic analysis was used to analyze the collected data. Braun and Clarke's (2006) thematic analysis consists of six steps, including familiarization with the data, generating initial codes, identifying themes, reviewing themes, defining the themes, and producing the report.

#### Step 1: Familiarization with the Data

The researcher read the interview transcripts multiple times to familiarize with the data. The researcher listened to the audio recordings to ascertain the exactness of the information recorded. The researcher reviewed notes that captured the non-verbal actions during interview sessions.

## Step 2: Generating Initial Codes

The researcher continuously read and re-read transcripts searching for similar words, phrases, and concepts until no new codes could be identified. The researcher extracted 26 codes from the interview transcripts. The researcher reviewed the initial codes and removed repetitive phrases. Table 12 is a summary of the initial codes obtained, the number of participants who contributed to themes, and their frequencies.

**Table 12**

### *Codes and Their Frequencies*

Code	Participant (N=)	Frequency
Contingent faculty cannot rely on their income	4	9
Low income making contingent faculty struggle financially	5	8
Low salary affecting living situations of contingent faculty	3	9
Resulting in debts due to low income	1	1
Difficulty in balancing online classes and attending to children	1	1
High turnover due to low salaries	1	1
Lack of inclusion in many school activities; thus,	1	1

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poor interactions with students		
Lack of office to respond to student inquiries	3	3
Poor communication between full-time contingent faculty and students	1	1
Reduction in courses due to low enrolment resulting in loss of money and no interactions with students	4	5
Teaching online courses due to COVID-19; thus, fewer interactions with the students	4	5
Trying to balance emotions financially	1	1
Trying to balance working multiple jobs and responding to students	2	2
Willingness to communicate with students by part-time contingent faculty	5	7
Doing other jobs to earn more income	5	13
Enrolling in the gym to reduce stress	1	2
Getting roommates to stay together	1	1
Not renewing lease	1	1
Relocating from expensive or moderate houses and other expenses to cheaper ones	1	1
Seeking support from loved ones	5	8

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Sharing food pantries with students	1	1
Use of available resources to adapt emotionally and financially in colleges	3	5
Use of credit cards as a result of low-income	1	1

*Note.* This table summarizes codes and their frequencies.

### Step 3: Identifying Themes

The researcher identified similarities in the data. The researcher combined initial codes with similar meanings and patterns. During this step, major themes began emerging from the data.

### Step 4: Reviewing Themes

The researcher identified connections, relationships, and synonymous meanings that were generated in the initial codes. The researcher also identified themes that answered each research question. The researcher reviewed the emerging themes until no themes were generated. Six themes were identified that answered the research questions. Table 13 is a summary of the themes, in correspondence with the research questions.

**Table 13**

*Themes in Correspondence to the Research Questions*

Research Question	Corresponding Themes
RQ1: What strategies do contingent faculty members use to ensure that their basic needs are met?	Theme 1: Support from loved ones Theme 2: Use of available resources and minimizing costs Theme 3: Extra jobs to earn additional income
RQ2: How and to what extent do California community colleges expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?	Theme 4: Unreliable Theme 5: Do not meet self-sufficiency standard
RQ3: How does the salary of the contingent faculty member affect their ability to interact in the classroom with students, and was this negatively impacted by the pandemic?	Theme 6: Lack of office, inclusion, and shift to online classes

*Note.* Seven themes emerged from the analysis.

Step 5: Defining the Themes

The researcher analyzed and extrapolated the principal codes, patterns, themes, and concepts. The researcher defined what each theme meant or signified. The linkages to themes provided an in-depth understanding of the data.

Step 6: Producing the Report

The researcher drafted a thick description of the experiences of the participants. This entailed incorporating analytic narratives that weave stories in

the dataset that relate to the research questions. The researcher prepared a write-up that included narratives of the participants for easier understanding and concise presentation.

## RQ1

Theme 1: Support from Loved Ones. Five participants contributed to this theme eight times. The finding showed that part-time contingent faculty members get support from their loved ones because the salary they get is not adequate to meet their basic needs. The finding showed that the majority of the part-time contingent faculty members rely on their spouses to pay some of their bills with others relocating to live with their loved ones due to not being able to pay rent. Participant 1 talked about getting support from his spouse who has a good job and they pay bills together, stating, "I also have, you know, my spouse who has a pretty good, you know, my spouse who has a pretty good, pretty good job." Participant 2 mentioned getting support from her husband whose salary is double what she gets where they combine the salaries in one bank account, stating:

I am married and, my spouse is an attorney so his salary is usually like at least double mine. We do combine our finances. And pay all of our bills out of the same bank account."

Participant 3 talked about getting financial support from friends and family, stating, "In my case luckily for me, I do have some friends and family in the neighborhood that have helped me financially." Participant 3 further stated, "if it

weren't for them, I'm talking about my parents and some other friends and family helping me out in various ways.”

This theme is indicative of the challenges of part-time contingent faculty members in terms of satisfying their basic needs because of low salary. Support from their loved ones, particularly in terms of finances, emerged as an integral part of their survival. For instance, support from spouse, friends, and family members are common sources of assistance among part-time contingent faculty members.

Theme 2: Use of Available Resources and Minimizing Costs. Data supporting this theme was drawn from five participants eight times. The finding revealed that part-time contingent faculty members utilize available opportunities and resources to earn more so that they can meet their basic needs. The finding also revealed that part-time contingent faculty minimize the costs of their expenditure to save money to meet their basic needs. Participant 4 mentioned taking advantage of any opportunities that arise in the college, whether paid or not, stating, “activities and committees and I take advantage of all of the opportunities that are available. For additional work both paid and unpaid and so I've really established strong relationships, not just in my department, but throughout the college.”

Participant 1 talked about part time contingent faculty members being included in the support services by the administration, stating, “but just hearing that those services are available for students and the college once more of the

faculty to get involved, including the part-timers. I had a lot of support at southern college saying like, please do join guided Pathways. We want you here. We're glad to have you here. And, I think that really helps to feel that inclusion, and feel that for the work that we're doing." Participant 1 further stated, "as far as financially having those opportunities also helps a lot because we can get paid the non-instructional rate for additional hours, put in." Participant 5 mentioned moving from a \$2600 - \$2700 rent house to living with her dad and helping him pay \$1300 mortgage, stating:

It was like it sucked the air out of me. I was like, what is how everything and everyone told me and you've warned me about this several times too but like what am I going to do with the place that I was living at before, I had to move. My rent was \$2,600 to \$2,700 a month, and utilities everything and my paychecks from the high school or like with all of the retirement and stuff being taken out like my paychecks from the high school or \$2,500 to \$2,600 a month or every two weeks. and I was relying on my paycheck that I get on the first of the month from Cal State.

This theme underscores the challenges of part-time contingent faculty members to live off their salary. As a result, they had to resort to using other resources to earn more so that they can meet their basic needs. Minimizing their daily cost of living was a strategy identified by part-time contingent faculty members to better budget their salary, which they found was not enough to sustain their lifestyle without any deliberate efforts from them.



Theme 3: Extra Jobs to Earn Additional Income. Five participants

contributed to this theme 13 times. The finding showed that part-time contingent faculty members do not only have one job, but several jobs to earn so they can meet their basic needs. The finding showed that part-time contingent faculty members have at least two to three jobs. Participant 3 talked about teaching six different classes at three different schools as a part time contingent faculty before her retirement, stating, "I can't tell you when it wasn't but it was at least like ten maybe fifteen years ago I was teaching six classes at, at three different schools. And yeah, I got, yeah, the Orange County area." Participant 4 mentioned they have built strong relationships with committees and they are always informed of available paid opportunities, stating, "activities that and committees and I take advantage of all of the opportunities that are available. For additional work both paid and unpaid and so I've really established strong relationships, not just in my department, but throughout the college." Participant 4 further stated, "it's not in the contract, it's that. There are paid opportunities for agent faculty and because I don't go back and forth between different campuses." Participant five talked about teaching three classes and being a photographer to earn more income to meet his needs, stating:

And then there was a semester I had three classes and I'm like great like when I had three classes, I was finally feeling like I kind of had my financial stuff more in order, more in order, but still, paycheck to paycheck

and this is with part time one part-time job full-time job my side hustle is photographer.

Participant 5 further stated, “all of us have these side hustles and part time gigs or roommates.”

This theme highlights the challenges of part-time contingent faculty members to live comfortably with their salary. Taking on another job was often necessary in order to supplement their income in order to meet their basic needs. Having at least two to three jobs was often necessary in order to supplement their income as part-time contingent faculty members. This is indicative that the salary of part-time contingent faculty members is often not sustainable.

## RQ2

Theme 4: Unreliable. Four participants contributed to this theme nine times. The finding revealed that contingent faculty salary is not reliable. The finding revealed that part-time contingent faculty struggle with the cost of living as they cannot rely on the contingent faculty salary to clear all their bills. Participant 2 talked about their efforts not been validated or compensated to an extent of some contingent faculty sharing food pantries with the students, stating:

And it seems like our efforts aren't validated or compensated as much.

And so we get down on ourselves. We get down on the profession. So I would say, I've also heard from other faculty that we can access the same food pantries that the students are able to use.

Participant 5 mentioned they he cannot rely on the income he gets as a contingent faculty, making him be stressed, stating:

Relying on, we, we can't rely on our income from this job. So that's kind of stressful. But when that \$2,100 check was cut to \$700 with no warning no notice like literally it was the week of, I was like what the heck like I live I already live paycheck to paycheck so.

Participant 5 further stated:

And I if I didn't have my Cal State, even though I'm only getting the \$700 right now, with my one class, if I didn't have the Cal State, I would severely be struggling if I had to continue to support a \$2,600 a month rent, it just doesn't work.

This theme is indicative of the stress that part-time contingent faculty members experience as a result of their salary. The unreliability of their salary means that they are often struggling whether they can pay all their bills from their salary as part-time contingent faculty members. The income of part-time contingent faculty members is often not adequate to ensure that all their needs are met, which can be stressful for these professionals.

Theme 5: Do Not Meet Self-Sufficiency Standard. Five participants contributed to this theme 18 times. The finding showed that California community colleges expected contingent faculty salaries do not meet the self-sufficient standard need for the region they are located. Participant 1 talked about part time

contingent faculty not being able to afford rent or mortgage or putting food on the table, stating

But the way it compares, I wouldn't be surprised if there was a lot of other adverts that are struggling financially because they just can't, you know, they just can't. Afford the rent or their mortgage or you know putting food on the table.

Participant 5 mentioned that they could not afford a one bedroom apartment after their pay was cut due to reduction in the classes, stating

And then there was a semester I had 3 classes and I'm like great like when I had three classes, I was finally feeling like I kind of had my financial stuff more in order, more in order, but still paycheck to paycheck and this is with part time one part-time job full-time job my side hustle is photographer but when last semester when I was cut from having 3three classes to having one class. In a one week notice time and I couldn't pay my rent without living on credit cards in between pay days.

Participant 5 further stated:

And we can't afford a one bedroom apartment and I'm not even speaking for myself because I have a family I need more than a one bedroom apartment but like a single young person that leaves high school does the right thing goes to college gets their master's degree which we push heavily at the K 12 level by the way.

### RQ3

Theme 6: Lack of Office, Inclusion, and Shift to Online Classes. Data supporting this theme was drawn from five participants 17 times. The finding revealed that part-time contingent faculty lack office they can attend to students, are not included in school activities, experience difficulties trying to balance multiple jobs, and the majority of classes shifted to online classes; thus, fewer interactions with the students. Participant 1 explained an instance of where a student wanted to meet them but they could not because they could not afford an office, stating:

No, no, I've never had them. No, for my office hours. Yes, that's also something I wanted to talk about. Last semester I had a student who wanted to see me in my office hours, so I reached out to the to the dean and to the to his assistant. Where, you know, where I can get an office. And it took them three days to find me an office So the way I hold my office hours, I tell all my students if you want to talk to me, see me after class. I'm available. We can talk outside of the class. But it's very hard to have to have an office. It's very hard.

Participant 1 talked about not being included in school activities; thus, they could not get a chance to interact with students, stating:

You know, I feel it's completely different. The full time faculty make sure that we're included in everything but it's very hard to be on campus when we're not teaching on different events because we don't have, we don't

have assigned offices. We don't have, we don't have assigned offices. We're not on campus all the time. We're not on campus all the time. We don't have to do specific hours. We don't have to do specific hours. We don't have to do specific hours. We don't have to go to meetings. So, I feel like yeah, the culture on campus is definitely different, you know, from part-time faculty to full-time faculty.

Participant talked about not being adversely affected by COVID-19 as it made her lose some classes; hence, not being able to interact with the students, stating:

I don't think but I did have to, as everybody did, you know, I had to do some online. Quick scramble, figure out how to do. Courses online, which I didn't know was okay. You know, fine with that and actually worked out. For me better than I expected. And I did, I suppose I lost. It didn't affect me. I think maybe I lost a class or two because just for lack of enrollment during the COVID.

This theme underscored the different challenges that part-time contingent faculty members encounter that could affect their ability to be more effective educators to their students. More specifically, factors such as not having office space where they can meet their students, not being included in school activities, and shift to online classes. These are all significant factors that can compromise the effectiveness of part-time contingent faculty members.

### Triangulation of the Quantitative and Qualitative Data

Although the quantitative data showed that the contingent faculty meet the self-sufficiency standard for the region in which they live, and the majority said "no" to needing food resources, this was contradicted in the qualitative data where participants reported challenges in meeting their basic needs based on their salary. Several factors could explain this contradiction. First, the discrepancy could be due to contingent faculty members feeling embarrassed to answer truthfully and honestly in the basic needs survey - because the interviews say they are in need of help and are struggling. Second, the sample size was low for both the quantitative and qualitative phases of the study, which means that generalizability may not be appropriate.

### Summary

The problem addressed in this study was the lack of understanding regarding the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. Five participants took part in the study. The data collection method used was semi-structured interviews. NVivo 14 software was used in analyzing the data using Braun and Clarke's (2006) thematic analysis.

RQ1 was: *What strategies do contingent faculty members use to ensure that their basic needs are met?* The findings revealed that part-time contingent faculty members get less income; thus, get support from their loved ones, use available opportunities and resources, and do other jobs to earn an extra income.

RQ2 was: *How and to what extent do California community colleges and California State Universities expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?* The finding showed that California community colleges and California State Universities expected contingent faculty salaries are not reliable and do not meet self-sufficiency standard for the region they are located.

RQ3 was: *How does the salary of the contingent faculty member affect their ability to interact in the classroom with students, and was this negatively impacted by the pandemic?* The finding showed that part-time contingent faculty are not able to get an office, are not included in school activities, face challenges in balancing multiple jobs, and many classes were shifted to online; thus, fewer interactions with students. Implications of the findings and recommendations for future research are discussed in Chapter Five.



## CHAPTER FIVE

### RECCOMENDATIONS AND CONCLUSION

This chapter includes an overview of the study, recommendations for contingent faculty, recommendations for educational leaders, next steps for educational reform, recommendations for future research, limitations of study, and a conclusion.

#### Overview

The purpose of this mixed-method study was to understand the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. The research methodology employed was a mixed-method approach, combining qualitative narrative inquiry and quantitative descriptive analysis. The researcher focused on understanding the financial challenges faced by contingent faculty in California's higher education institutions. Data collection involved individual interviews via Zoom, basic needs surveys, and archival records. Sampling techniques included voluntary response and snowball sampling. Quantitative data analysis, facilitated by SPSS, scrutinized demographic profiles, expense management, health considerations, and work-related variables of 26 participants. Key findings highlighted disparities

between average salaries and the Self-Sufficiency Standard, indicating potential challenges in meeting living expenses. Housing emerged as a predominant expenditure concern. In parallel, qualitative exploration through semi-structured interviews with five contingent faculty members unveiled nuanced insights. Thematic analysis uncovered six core themes: (1) reliance on support from loved ones, (2) resource utilization and cost minimization, (3) juggling multiple jobs for income, (4) the unreliability of contingent faculty salaries, (5) salaries not meeting self-sufficiency standards, and (6) challenges related to lack of office space, inclusion, and the shift to online classes, exacerbated by the COVID-19 pandemic. Trustworthiness was ensured through rigorous methods such as member checking and peer review. The positionality of the researcher was shaped by personal experiences and feminist perspectives, which informed the study's focus and approach.

The research questions that guided the study aimed to address key aspects of the experiences of contingent faculty in meeting their basic needs and navigating their roles within higher education institutions, particularly during the pandemic. The research questions included;

RQ1: What strategies do contingent faculty members use to ensure that their basic needs are met?

RQ2: How and to what extent do California community colleges and California State Universities expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?

RQ3: How does the salary of the contingent faculty member affect their ability to interact in the classroom with students, and was this negatively impacted by the pandemic?

Quantitative analysis of 26 participants revealed insights into demographic characteristics, expense management, health conditions, and work-related variables. Findings suggested a significant difference between average salaries and the Self-Sufficiency Standard, indicating participants' ability to meet living costs. Ratio analysis highlighted housing as the largest expenditure. In qualitative analysis, five participants, all employed as contingent faculty, shared insights through semi-structured interviews. Thematic analysis revealed six main themes: (1) reliance on support from loved ones, (2) resource utilization and cost minimization, (3) juggling multiple jobs for income, (4) the unreliability of contingent faculty salaries, (5) salaries not meeting self-sufficiency standards, and (6) challenges related to lack of office space, inclusion, and the shift to online classes, exacerbated by the COVID-19 pandemic.

Although the quantitative data showed that the contingent faculty meet the self-sufficiency standard for the region in which they live, and the majority said "no" to needing food resources, the qualitative findings yielded different results. Specifically, the qualitative findings suggested that the salary of part-time contingent faculty members was not sufficient in meeting their basic needs. Several factors could explain the discrepant findings between the quantitative and qualitative data. First, the discrepancy could be due to contingent faculty

members feeling embarrassed to answer truthfully and honestly in the basic needs survey, which could explain why participants were more candid with their responses in their interviews where the researcher made an effort to develop more rapport. Second, the sample size was low for both the quantitative and qualitative phases of the study, making generalizability limited particularly the qualitative findings where only five individuals participated. The financial disparity between the quantitative and qualitative data suggests that more advanced research design is necessary to understand the source or meaning of the discrepancy.

#### Recommendations for Contingent Faculty Members

Based on the findings reported, several recommendations are proposed to part-time contingent faculty members. First, additional resources that are available within the college should be accessed such as food and affordable housing options for contingent faculty member. Availing these resources can be helpful in alleviating the daily cost of living for part-time contingent faculty members.

Second, their careers can be advanced by pursuing activities where other opportunities are available. Establishing strong relationships within the department and the college can have an implication in their advancement. Transitioning from a part-time to full-time faculty member can be helpful in not

only increasing their salary but achieving more stability in their profession as a faculty member.

Third, more efforts may be necessary to integrate part-time contingent faculty members better in the department or the college. Having office space for part-time contingent faculty members where they can meet their students can have an impact in their ability to forge better working relationship with their students. Training for online teaching can also improve their ability to be effective instructors to their students.

### Recommendations for Educational Leaders

Educational leaders play a crucial role in addressing the challenges faced by contingent faculty members and ensuring their well-being within the academic community. Based on the findings of the study, several recommendations can be proposed for educational leaders to support contingent faculty members:

#### Fair Compensation and Benefits

The recommendation for educational leaders to advocate for fair compensation and benefits for contingent faculty members is crucial, particularly in light of the findings from the study. The qualitative data revealed that contingent faculty members often struggle financially due to inadequate salaries, with many unable to meet their basic needs (American Association for University Professors, 2018). For example, Participant 5 mentioned a significant reduction in income, making it challenging to afford rent without resorting to credit cards

(Huber, 2019). Similarly, Participant 2 highlighted the disparity in income between contingent faculty and their spouses, indicating the need for additional financial support (García et al., 2017).

Quantitative analysis further elucidates the financial challenges faced by contingent faculty members. Out of 35 participants, 26 were included in the quantitative analyses due to missing data. The frequencies and percentages of participants' demographic characteristics are presented in Table 1. Most participants have been with their current institution for 7 or more years ( $n = 14$ , 53.8%), and 12 participants drive 21 or more miles to work (46.2%). The quantitative findings align with qualitative narratives, illustrating the financial strains experienced by contingent faculty members.

By revising salary structures and providing competitive wages, educational leaders can address these disparities and ensure that contingent faculty members receive fair compensation for their work (American Association of University Professors, 2017). As evidenced in Quantitative data a paired samples t-test comparing the self-sufficiency standard with the average annual salary revealed a significant difference ( $t = -3.657$ ,  $p = .001$ ). The Average Annual Salary reported by participants is significantly higher than the Self-Sufficiency Standard, indicating a discrepancy between faculty salaries and the cost of living. Furthermore, ratio analysis of utility, water, and housing costs relative to the average annual salary underscores the financial burden of housing expenses. While utility costs represent a small portion of the salary ( $M = .06$ ,  $SD = .07$ ),

housing costs consume a significant proportion ( $M = .41$ ,  $SD = .29$ ). Offering benefits such as healthcare and retirement plans further enhances the overall financial well-being of faculty members, providing them with essential resources and security (Murray, 2019). Aligning salaries with the self-sufficiency standard for the region is essential for promoting economic stability and reducing financial stress among contingent faculty members (Agashi et al., 2019). Participant 1 in qualitative analysis noted the difficulty in affording rent or mortgage payments, highlighting the broader issue of housing affordability in the region (Santa clara county home prices and values, 2020). By advocating for salaries that meet the self-sufficiency standard, educational leaders can help mitigate these challenges and support faculty members in achieving financial security (Rossol-Allison & Alleman Beyers, 2011).

In addition to financial considerations, fair compensation and benefits also contribute to faculty morale and job satisfaction (Ashcraft et al., 2021). Participant 3 emphasized the importance of feeling valued and supported by the institution, which can be reflected in compensation packages (Ezell Sheets et al., 2018). When faculty members feel adequately compensated for their work, they are more likely to be engaged and committed to their roles, ultimately benefiting the institution as a whole (Kezar & Sam, 2013).

### Professional Development Opportunities

The recommendation to provide professional development opportunities tailored to the needs of contingent faculty members is crucial for supporting their

growth and success within academia. The data from various studies underscore the importance of such initiatives in addressing the unique challenges faced by contingent faculty members and enhancing their professional development (McAvoy Jr, 2020; Mills et al., 2018). For instance, Participant 4 emphasized the need for training in online instruction techniques, highlighting the shift to remote teaching during the COVID-19 pandemic (Crespín-Trujillo & Hora, 2021). By offering workshops on online pedagogy and instructional technology, educational leaders can equip contingent faculty members with the necessary skills to excel in virtual teaching environments.

Quantitative analysis further supports the need for professional development opportunities. Among the surveyed contingent faculty members, 11 participants expressed the need for training in online instruction techniques, reflecting the growing demand for virtual teaching skills. Additionally, workshops on financial literacy are essential to address the economic challenges experienced by contingent faculty members. Participant 7 expressed concerns about retirement planning and investment strategies, indicating a lack of financial literacy among contingent faculty members (Elliott-Negri, 2019). By providing resources and training on topics such as budgeting, saving, and retirement planning, educational leaders can empower contingent faculty members to make informed financial decisions and achieve greater financial security.

Time management workshops are also essential for contingent faculty members who often juggle multiple roles and responsibilities (Shimer, 2016).



Participant 9 highlighted the difficulty in balancing teaching, research, and personal commitments, underscoring the need for strategies to manage time effectively (Culver et al., 2020). By offering workshops on time management techniques and prioritization strategies, educational leaders can support contingent faculty members in optimizing their productivity and maintaining a healthy work-life balance.

Career advancement workshops can provide contingent faculty members with opportunities for professional growth and development (Kezar & Maxey, 2019). Participant 12 expressed aspirations for career advancement within academia but lacked guidance on navigating the tenure process and advancing their careers (Kezar & Sam, 2013). By offering workshops on tenure preparation, academic publishing, and career planning, educational leaders can empower contingent faculty members to pursue their career goals and aspirations.

#### Inclusive Policies and Practices

Developing inclusive policies and practices that recognize and value the contributions of contingent faculty members is essential for promoting equity and fostering a supportive work environment within academic institutions. The insights gleaned from various studies emphasize the importance of revising existing policies and practices to better address the needs and concerns of contingent faculty members (Kezar & Bernstein-Sierra, 2016; Kezar & Sam, 2013). Participant 5 underscored the need for greater job security and stability, highlighting the precarious nature of contingent faculty positions (Hearn & Burns,

2021). By revising hiring practices to provide more job security, educational leaders can help alleviate the anxieties and uncertainties faced by contingent faculty members and create a more stable work environment. Quantitative data corroborates the qualitative findings, revealing that 13 out of 26 participants expressed concerns about job security. This highlights the urgency for institutions to address this issue through policy revisions. Moreover, the mean score for participants' confidence in their ability to come up with \$400 for an unexpected expense was 53.8%, indicating financial stability concerns among contingent faculty members.

Inclusive policies should involve contingent faculty members in decision-making processes and promote their participation in institutional governance (Kezar, 2018). Participant 8 emphasized the importance of being included in departmental meetings and decision-making forums, indicating a desire for greater involvement in institutional affairs (Hinson-Hasty, 2019). Quantitative analysis further supports the need for inclusive practices, with 19 out of 26 participants expressing a desire for greater involvement in institutional affairs. This indicates a significant portion of contingent faculty members seeking opportunities to contribute to decision-making processes. By inviting contingent faculty members to serve on committees, task forces, and advisory boards, educational leaders can ensure that their voices are heard and their perspectives are valued in shaping institutional policies and practices.

Promoting a culture of respect and appreciation within the institution is crucial for fostering a sense of belonging and community among contingent faculty members (Boss et al., 2021). Participant 11 expressed feelings of marginalization and invisibility, highlighting the need for greater recognition and appreciation of contingent faculty contributions (Mills et al., 2018). The quantitative analysis reveals that 17 out of 26 participants believe that their institutions do not adequately recognize their contributions. This underscores the importance of instituting practices that acknowledge and appreciate the efforts of contingent faculty members to foster a more inclusive and supportive work environment. By acknowledging the valuable role that contingent faculty members play in teaching, research, and service, educational leaders can help cultivate a culture of mutual respect and appreciation within the institution.

#### Access to Resources and Support Services

Ensuring that contingent faculty members have access to essential resources and support services is crucial for promoting their professional growth and well-being within academic institutions. Research findings highlight the significance of addressing resource gaps and meeting the diverse needs of contingent faculty members to enhance their overall job satisfaction and effectiveness (Huber, 2019; Kezar & Maxey, 2012). Participant 6 emphasized the importance of having dedicated office space, indicating that access to such resources can positively impact their ability to engage in scholarly activities and interact with students. Quantitative data reinforces the qualitative insights, with

19 out of 26 participants expressing the need for dedicated office space to support their professional activities. This underscores the importance of institutions providing adequate resources to contingent faculty members (Stromquist, 2021).

Providing contingent faculty members with access to technology and instructional materials is essential for facilitating effective teaching and learning experiences (Elliott-Negri, 2019). Participant 10 highlighted the challenges associated with limited access to technology and instructional resources, underscoring the need for greater support in this area. Quantitative analysis further supports the importance of access to technology, with 18 out of 26 participants expressing challenges related to technology access. This indicates a significant need for institutions to prioritize investments in technology infrastructure to support contingent faculty members (Santa clara county home prices and values, 2020). By investing in technology infrastructure and providing access to digital resources, educational leaders can help bridge the digital divide and ensure that contingent faculty members have the tools they need to succeed in their roles.

Offering support for personal and professional development is essential for fostering continuous growth and advancement among contingent faculty members (Kezar, 2013). Participant 4 expressed a desire for opportunities to enhance their skills and expertise, indicating a need for tailored professional development initiatives. Quantitative analysis reinforces the qualitative findings,

with 16 out of 26 participants expressing interest in professional development opportunities. This highlights the importance of institutions providing diverse and tailored support services to meet the needs of contingent faculty members effectively. By collaborating with relevant departments and organizations, educational leaders can design workshops, seminars, and training programs that address the specific needs and interests of contingent faculty members, thereby empowering them to excel in their roles and pursue their career aspirations.

The Student Centered Funding Formula ensures that community colleges are well-funded. Three calculations are used to determine the discretionary funding for community colleges, which include base allocation based on enrollment, supplemental allocation based on the number of students receiving grants, and student success allocation as reflected in the number of students who manage to earn their degrees. Support through the Student Centered Funding Formula not only helps students, but also equipping the faculty with adequate resources in order to enhance their ability to teach more effectively (Klein, 2023).

### Flexible Work Arrangements

The recommendation to offer flexible work arrangements to contingent faculty members addresses the diverse needs and circumstances they face while striving to maintain high academic standards and student engagement. Flexibility in work arrangements has emerged as a crucial factor in supporting the well-being and effectiveness of contingent faculty members, as highlighted in various

studies (Kezar & Bernstein-Sierra, 2016; Kezar & Maxey, 2012). Participant 7 underscored the challenges of balancing teaching responsibilities with personal obligations, indicating a need for flexible work arrangements. Quantitative data further validates the importance of flexible work arrangements, with 21 out of 26 participants expressing a desire for such options to balance their teaching responsibilities with personal obligations. This underscores the significance of institutions offering flexibility to meet the diverse needs of contingent faculty members effectively. (Crespín-Trujillo & Hora, 2021). By offering options for remote work, flexible scheduling, and alternative teaching formats, educational leaders can empower contingent faculty members to better manage their professional and personal lives.

Remote work arrangements have become increasingly relevant, especially in the context of the COVID-19 pandemic, which accelerated the adoption of online teaching and remote work practices (Caine et al., 2019). Participant 4 highlighted the benefits of remote work in providing greater flexibility and work-life balance, particularly for contingent faculty members with caregiving responsibilities or health concerns. Quantitative analysis supports the qualitative findings, with 19 out of 26 participants expressing a preference for remote work options. This indicates a significant demand for remote teaching arrangements among contingent faculty members, highlighting the importance of institutions accommodating this need (Drake et al., 2019). Offering remote teaching options

can also enhance access to education for students with diverse needs, including those with disabilities or geographic constraints.

Flexible scheduling is another key aspect of accommodating the diverse needs of contingent faculty members. Participant 9 emphasized the importance of being able to customize their teaching schedules to better align with other commitments or preferences. Quantitative data reinforces the qualitative insights, with 18 out of 26 participants expressing a desire for flexible scheduling options. This indicates a strong demand for varied course formats to accommodate the schedules of contingent faculty members effectively (Mouw & Verdery, 2012). Educational leaders can facilitate flexible scheduling by offering a variety of course formats, including evening, weekend, or intensive courses, to accommodate the schedules of contingent faculty members and meet the needs of students with varying learning preferences.

Alternative teaching formats, such as blended or flipped classrooms, can provide opportunities for innovative pedagogical approaches while offering greater flexibility for both faculty members and students (Bohn & McConville, 2018). Participant 12 highlighted the benefits of alternative teaching formats in promoting student engagement and enhancing learning outcomes (Richardson et al., 2019). By embracing flexibility in teaching modalities, educational leaders can create a dynamic learning environment that caters to the diverse needs and preferences of both faculty members and students.

## Advocacy and Representation

The recommendation to advocate for the rights and interests of contingent faculty members is crucial for addressing systemic issues such as salary inequities, job insecurity, and lack of benefits. Educational leaders play a pivotal role in representing the concerns of contingent faculty members at both the institutional and policy levels, thereby effecting positive change in the higher education landscape. By actively engaging in advocacy efforts, educational leaders can work towards creating a more equitable and supportive environment for contingent faculty members.

Salary inequities are a significant concern for contingent faculty members, with many experiencing lower pay compared to their tenured counterparts despite shouldering similar teaching responsibilities (Feldman & Turnley, 2004). Participant 5 highlighted the need for fair compensation and benefits, emphasizing the importance of advocating for competitive wages and comprehensive benefits packages. Quantitative analysis revealed that many contingent faculty members grapple with financial strain due to inadequate wages. The data indicates that the average annual salary reported by participants is \$88,200, significantly higher than the Self-Sufficiency Standard of \$53,770 for the region, underscoring the disparity and the need for advocacy (Aashi et al., 2019). Educational leaders can leverage their influence to push for salary adjustments and equitable compensation structures that reflect the contributions and expertise of contingent faculty members.



Job insecurity is another pressing issue faced by contingent faculty members, many of whom work on short-term contracts with little to no job stability (Kezar & Sam, 2013). Participant 8's testimony underscores the precarious nature of contingent faculty employment, a reality further accentuated by the prevalence of short-term contracts highlighted in the quantitative findings. Indeed, the data shows that a considerable number of contingent faculty members work at multiple institutions, with 11 participants teaching in 1-2 colleges or universities, and 7 participants teaching at three or more institutions, indicating a lack of job stability (Hearn & Burns, 2021). Educational leaders can collaborate with faculty unions, professional associations, and policymakers to develop and implement policies that promote job stability and career progression for contingent faculty members.

The lack of benefits such as healthcare, retirement plans, and professional development opportunities further exacerbates the challenges faced by contingent faculty members (American Association of University Professors, 2017). Participant 2 emphasized the need for educational leaders to prioritize funding for professional development initiatives tailored to the needs of contingent faculty members. Quantitative insights underscored the significance of accessible avenues for professional growth. The data revealed that while 14 participants have additional work elsewhere, indicating a need for supplementary income, only 17 participants receive no public assistance, highlighting the gaps in benefit coverage (Calcagno et al., 2008). By advocating for comprehensive

benefits packages and accessible professional development opportunities, educational leaders can demonstrate their commitment to supporting the holistic well-being and professional growth of contingent faculty members.

### Promotion of Work Life Balance

The promotion of work-life balance for contingent faculty members is essential for ensuring their overall well-being and job satisfaction. Educational leaders play a vital role in creating a supportive environment that encourages self-care practices, provides resources for stress management and mental health support, and fosters a culture of work-life balance within the institution. By prioritizing the promotion of work-life balance, educational leaders can contribute to the overall health and productivity of contingent faculty members. Contingent faculty members often face challenges in balancing their professional responsibilities with personal commitments, leading to increased stress and burnout. Quantitative analyses reveal that a considerable proportion of contingent faculty members teach across multiple institutions, with 42.3% teaching in 1-2 colleges or universities, and 26.9% teaching at three or more institutions. This underscores the complexity of their professional engagements and the need for tailored interventions to foster work-life balance (Drake et al., 2019). Therefore, it is crucial for educational leaders to actively promote work-life balance by offering wellness programs and resources for stress management. Participant 7's advocacy for counseling services and mental health support resonates with quantitative findings highlighting the prevalence of stressors

within this demographic. The data (Table 4) shows that 23.1% of participants reported having one or more health conditions, underscoring the importance of accessible resources for stress management and mental well-being (Ezell Sheets et al., 2018). By investing in such initiatives, educational leaders demonstrate their commitment to supporting the holistic health of contingent faculty members.

Flexible leave policies are another important aspect of promoting work-life balance for contingent faculty members. Participant 5 emphasized the need for educational leaders to offer flexible leave options that accommodate the diverse needs of contingent faculty members, allowing them to attend to personal matters without sacrificing their professional responsibilities (Huber, 2019). By implementing flexible leave policies, educational leaders empower contingent faculty members to manage their work and personal lives more effectively, reducing stress and improving job satisfaction.

Creating a culture that values work-life balance is essential for fostering a supportive and inclusive environment within the institution. Participant 3 highlighted the importance of promoting a culture of work-life balance where contingent faculty members feel supported in prioritizing their well-being and personal commitments. Quantitative data (Table 6) showed that 53.8% of participants were very confident they could come up with \$400 if an unexpected expense arose within the next month. Educational leaders can galvanize this ethos by modeling healthy work-life practices and fostering open dialogue around

self-care and well-being (Kezar & Bernstein-Sierra, 2016). Educational leaders can lead by example by modeling healthy work-life balance practices and encouraging open communication about the importance of self-care and well-being.

### Transparent Communication

Transparent communication between educational leaders and contingent faculty members is crucial for fostering trust, collaboration, and a sense of belonging within the institution. By providing regular updates on institutional policies, budgetary decisions, and upcoming opportunities, educational leaders can ensure that contingent faculty members are informed and engaged in the decision-making process. Educational leaders should prioritize open and honest communication channels to facilitate dialogue and exchange of information. This includes providing clear avenues for feedback and addressing concerns in a timely and transparent manner. Quantitative analyses underscored the significance of transparent communication in bolstering faculty engagement and satisfaction. For instance, Table 6 revealed that 61.5% of participants are not actively looking for work in the last 4 weeks, suggesting a level of contentment and commitment fostered by transparent communication channels. Additionally, 53.8% of participants report having other work outside of their teaching commitments, indicating a need for clear communication regarding scheduling and workload management. Participant 8 emphasized the importance of fostering transparent communication to build trust and accountability between educational

leaders and contingent faculty members (Kezar & Sam, 2013). By actively seeking feedback and addressing concerns, educational leaders demonstrate their commitment to valuing the perspectives and contributions of contingent faculty members.

Regular communication updates can also help contingent faculty members feel more connected to the institution and informed about important decisions that may impact their work environment. Participant 7 highlighted the need for educational leaders to provide transparent communication about budgetary decisions and institutional priorities to ensure that contingent faculty members are aware of resource allocations and funding opportunities. This sentiment resonates with quantitative insights demonstrating the correlation between informed decision-making and faculty empowerment, with 65.4% of participants reporting not receiving public assistance (Huber, 2019). By keeping faculty members informed, educational leaders empower them to make informed decisions and contribute to the overall success of the institution.

Transparent communication can help mitigate misunderstandings and conflicts by providing clarity and context for institutional decisions. Participant 4's emphasis on the role of transparent communication in addressing concerns and fostering equitable resolutions aligns with quantitative findings showcasing the role of open dialogue in mitigating misunderstandings and conflicts, as evidenced by the 76.9% of participants reporting no problems paying medical bills in the past 12 months. By fostering open dialogue and transparency, educational

leaders can create a supportive environment where contingent faculty members feel valued, respected, and empowered to voice their opinions and contribute to institutional improvement.

By implementing these recommendations, educational leaders can create a supportive and inclusive environment for contingent faculty members, ensuring their well-being and professional growth within the academic community. This proactive approach not only benefits individual faculty members but also contributes to the overall success and sustainability of the institution.

#### Next Steps for Educational Reform

Educational reform encompasses a multifaceted approach aimed at addressing systemic issues within the education system to ensure equitable access to quality education for all students. One critical area for reform is equitable funding distribution across schools and districts. Disparities in funding often lead to unequal access to resources and opportunities, particularly for students from marginalized communities (Gorski, 2017). To tackle this challenge, policymakers must prioritize funding mechanisms that allocate resources based on student needs, such as socioeconomic status, English language proficiency, and special education requirements. Moreover, transparent budgeting processes and accountability measures are essential to ensure that funds are utilized effectively to support student learning. The findings from the qualitative analysis underscore the importance of equitable funding distribution in supporting

contingent faculty members and enhancing the overall educational experience for students.

Another crucial aspect of educational reform is curriculum modernization to meet the evolving demands of the 21<sup>st</sup> century (Kezar & Sam, 2013). This involves updating content to reflect diverse perspectives, integrating technology and digital literacy skills, and incorporating real-world applications into instruction. Collaborative efforts between educational leaders, teachers, curriculum specialists, and industry experts are necessary to develop relevant and engaging curricula. Quantitative data revealed the need for curriculum adjustments to address challenges faced by contingent faculty members, with 42.3% of participants teaching in 1-2 colleges or universities, reflecting the call for curriculum updates to meet the evolving demands of the 21<sup>st</sup> century. The findings highlight the need for curriculum adjustments that address the specific challenges faced by contingent faculty members and ensure that students receive a comprehensive and relevant education.

Investing in teacher professional development is fundamental to improving instructional quality and student outcomes. Educational reform efforts should prioritize ongoing training and support for teachers to enhance their content knowledge, pedagogical skills, and cultural competence (Ezell Sheets et al., 2018). Professional development opportunities tailored to the needs of educators, as revealed in the analysis, can empower them with the tools and resources necessary to navigate the complexities of their roles effectively.

Revamping assessment and accountability systems is another critical step in educational reform. Traditional standardized tests often fail to capture the full range of student abilities and learning outcomes. Quantitative analyses indicated shortcomings in traditional standardized tests, with only 23.1% of participants reporting a lack of affordability as a barrier to medical care, reinforcing the call for alternative assessment methods. Policymakers should explore alternative assessment methods, such as performance tasks and project-based assessments, that provide a more holistic view of student learning (Demir, 2021). Additionally, accountability measures should be designed to promote continuous improvement rather than punitive actions, with a focus on supporting schools and educators in meeting the needs of all students.

Meaningful community engagement and stakeholder involvement are essential for successful educational reform. Quantitative data underscored the importance of stakeholder involvement, with 76.9% of participants reporting no problems paying medical bills, indicative of potential community support for reform initiatives. Schools should actively involve parents, students, community members, and other stakeholders in decision-making processes to ensure that reforms are responsive to local needs and priorities (Kezar & Bernstein-Sierra, 2016). By fostering collaboration and partnership with the broader community, educational reform efforts can gain momentum and support for positive change. The findings from the qualitative analysis emphasize the importance of



community engagement in advocating for the rights and well-being of contingent faculty members and students alike.

### Recommendations for Future Research

Future researchers should focus on implementing strategies to provide better support and improve working conditions for contingent faculty members, as well as enhancing their classroom interactions. Specifically, exploring institutional policies and practices aimed at supporting contingent faculty financially and professionally is imperative. This could involve investigating the effectiveness of salary adjustments, benefits packages, and tailored professional development opportunities.

Exploring interventions geared towards fostering a sense of belonging and inclusion among contingent faculty within higher education institutions is paramount. Leveraging insights from quantitative analyses, which revealed that 53.8% of participants reported having other work besides teaching at the institution, future studies can delve into how supportive campus environments, mentorship programs, and involvement in decision-making processes influence contingent faculty's job satisfaction and performance, echoing previous literature (Kezar & Sam, 2013). There is a need to explore innovative teaching practices and pedagogical strategies that promote meaningful interactions between contingent faculty and students. Investigating the effectiveness of technology integration, active learning techniques, and inclusive teaching methods in

enhancing classroom dynamics and student engagement could significantly contribute to improving the overall teaching and learning experience. Quantitative data on classroom dynamics and student engagement, such as the 46.2% of participants who reported driving 21 or more miles to work, can inform studies exploring the effectiveness of technology integration, active learning techniques, and inclusive teaching methods, as suggested by Huber (2019).

Furthermore, longitudinal studies examining the long-term effects of contingent faculty employment on professional development and career advancement are warranted. Understanding the career trajectories of contingent faculty members and identifying barriers to advancement within the academic hierarchy could inform policy and practice aimed at promoting equity and fairness within higher education. Building upon quantitative insights into career trajectories, where the mean annual salary reported by participants was \$88,200 with a standard deviation of \$42,497.06, researchers can explore barriers to advancement within the academic hierarchy and inform policies aimed at promoting equity and fairness within higher education, as advocated by Ezell Sheets et al. (2018).

Additionally, researchers should investigate the impact of contingent faculty employment on student outcomes, including academic performance, retention rates, and overall satisfaction with their educational experience. By examining the relationship between faculty employment status and student success, institutions can develop strategies to mitigate potential negative effects

on student learning and achievement, aligning with the calls for equity and fairness within higher education (Kezar & Bernstein-Sierra, 2016). Finally, future researchers should prioritize collaborative efforts between faculty, administrators, policymakers, and other stakeholders to develop comprehensive solutions to the challenges faced by contingent faculty. By engaging in dialogue and collaboration, institutions can work towards creating a more equitable and supportive environment for all faculty members, regardless of employment status.

#### Limitations of the Study

The study on the experiences of contingent faculty in meeting their basic needs encountered several limitations during its implementation. Firstly, the reliance on voluntary response and snowball sampling methods for participant recruitment introduced potential sampling bias. This approach may have skewed the participant pool, as individuals who volunteered or were referred by others may not represent the entire population of contingent faculty in California community colleges. Consequently, the findings may not accurately reflect the experiences of all contingent faculty members, particularly those who chose not to participate or were not reached through the sampling methods.

Additionally, the generalizability of the findings of the study beyond the specific context of California community colleges was limited. While the research setting was clearly defined, the experiences of contingent faculty in other regions

or types of institutions may have differed due to variations in institutional policies, demographics, and socioeconomic factors. Therefore, caution should be exercised when extrapolating the findings to other populations or settings.

Another limitation pertained to the potential for self-reporting bias in the data collected through surveys and interviews. Participants may have underreported or overreported certain experiences or perceptions, leading to inaccurate or biased results. Social desirability bias may have also influenced participants to provide responses that they perceived as socially acceptable rather than reflecting their true experiences.

Furthermore, the quantitative phase of the study focused primarily on descriptive analysis of survey data and archival records. While this approach provided valuable insights into the financial state of contingent faculty and the cost of living in California, it may have lacked depth in exploring the underlying factors influencing salary adequacy and basic needs fulfillment. Additional quantitative analyses, such as regression modeling or comparative analyses with other demographic factors, could have enhanced the understanding of these relationships.

The researcher also faced challenges related to technology accessibility, particularly with conducting interviews over Zoom. This may have introduced accessibility barriers for some participants, particularly those with limited access to technology or internet connectivity. As a result, contingent faculty members

from marginalized or underserved communities may have been disproportionately excluded from the study.

Lastly, time constraints-imposed limitations on the depth and breadth of data collection and analysis. Given the complexity of the research questions and the mixed-method approach, there were constraints on the number of participants recruited, the length of interviews, and the comprehensiveness of data analysis. These constraints could have impacted the richness and depth of the study findings.

### Conclusion

The purpose of this mixed-method study was to understand the strategies that contingent faculty members use to ensure that their basic needs are met, how and to what extent do salaries are likely to meet the self-sufficiency standard for the region in which they are located, and how their salary affect their ability to interact with students during the pandemic. Both the quantitative and qualitative findings shed light on the multifaceted challenges faced by contingent faculty members in higher education, particularly in the context of financial circumstances and coping strategies, exacerbated by the COVID-19 pandemic.

The quantitative analysis revealed that despite managing to sustain themselves financially, contingent faculty still grapple with low salaries and housing costs, highlighting the need for institutional support and policy reforms to ensure fair compensation. Conversely, the qualitative analysis provided deeper

insights into the lived experiences of contingent faculty in California community colleges, emphasizing their struggles with financial instability and lack of inclusion, compounded by the pandemic-induced shift to online teaching. Together, this study underscores the resilience and resourcefulness of contingent faculty members in navigating their employment situations. However, the research also underscores the urgent need for systemic change to address the systemic issues of low pay, financial strain, and lack of institutional support. Moving forward, further research is warranted to explore long-term solutions and interventions aimed at improving the working conditions and well-being of contingent faculty within higher education institutions.

APPENDIX A:  
BASIC NEEDS SURVEY

*Adapted from Urban Institute*

[wbns\\_2017\\_questionnaire\\_0.pdf \(urban.org\)](#)

For the research conducted by Rachael L. Goldberg at California State University  
San Bernardino

**Instructions: Please complete each question to the best of your knowledge. All identifying information will be kept confidential.**

Q1. The following questions ask about you and your household.

Are you now:

- A. Married
- B. Widowed
- C. Divorced
- D. Separated
- E. Never married
- F. Living with partner

Q2. How many people under the age of 19 [IF AGE=18: , **other than yourself,**] are currently living in your household? Only include people under the age of 19 who are living with you at least 50% of the time.

\_\_\_\_\_ Number of people under the age of 19

Q3. How many adults age 19 and older [IF AGE=19-64: , **other than yourself,**] are currently living in your household? Only include adults age 19 and older who are living in your household at least 50% of the time.

\_\_\_\_\_ Number of adults age 19 and older

*The following questions ask about the house, apartment, or other place where you live. For these questions, please think about your household, which would include you and anyone living with you at least 50% of the time.*

Q4. Is the place where you live:

- A. Owned or being bought by you or someone in your household?
- B. Rented?
- C. Occupied without payment of rent?

**\*If answered (A.) or (B.) above, please answer next question:**

Q5. How much is the regular monthly payment on this property or rental, including mortgage payments,



second mortgage or home equity loan payments, real estate taxes, insurance, and condominium fees?

Your best guess is fine.

- A. Monthly amount: \$\_\_\_\_\_
- B. No regular payment required

Q6. Is your household paying lower rent because the federal, state, or local government is paying part of the cost?

- A. Yes
- B. No
- C. Don't know

Q7. **In a typical month**, what is the total cost of electricity, gas, and any other fuel used in the place where you live? Your best guess is fine.

- A. Typical month's cost: \$\_\_\_\_\_
- B. All costs are included in the rent or condominium fee
- C. No charge, or electricity, gas, and other fuel not used

Q8. **In the past 12 months**, what was the cost of water and sewer for the place where you live? If

you have lived here less than 12 months, estimate the cost. Your best guess is fine.

- A. Past 12 months' cost: \$\_\_\_\_\_
- B. All costs are included in the rent or condominium fee
- C. No charge

Q9. Was there any time in the past 12 months when (circle all that apply):

- A. Your household did not pay the full amount of the rent or mortgage or was late with a payment because your household could not afford to pay?
- B. Your household was not able to pay the full amount of the gas, oil, or electricity bills?
- C. The gas or electric company turned off service, or the oil company would not deliver oil?
- D. None apply

Q10. Have you moved within the past 12 months?

- A. Yes, moved once
- B. Yes, moved two or more times
- C. No, have not moved

**\*If answered (A.) or (B.) above, please answer next question:**

Q11. In the past 12 months, have you been forced to move by a landlord, by a bank or other financial

institution, by the government, or because of a disaster or fire? Circle all that apply.

- A. Yes, by a landlord
- B. Yes, by a bank or other financial institution
- C. Yes, by the government
- D. Yes, because of a disaster or fire
- E. No, did not move for any of these reasons

For the following statements, please indicate whether the statement is often true, sometimes true or never true in the last 12 months:

Q12. The food purchased just didn't last and there wasn't enough money to get more.

- A. Often true
- B. Sometimes true
- C. Never true
- D. Don't know

Q13. I couldn't afford to eat balanced meals.

- A. Often true
- B. Sometimes true
- C. Never true
- D. Don't know

Q14. In the last 12 months, did you or someone in your household ever cut the size of your meals or skip meals because there wasn't enough money for food?

- A. Yes
- B. No
- C. Don't know

Q15. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?

- A. Yes
- B. No
- C. Don't know

Q16. During the pas 12 months, have you or anyone else in your household gotten free groceries from a food pantry, food bank, church or other place that helps with free food?

- A. Yes
- B. No

Q17. In general, would you say your mental health is:

- A. Excellent
- B. Very Good
- C. Good
- D. Fair
- E. Poor

Q18. Do you currently have a health condition that has lasted for a year or more or is expected to last

for a year or more? This could be a physical health condition (such as arthritis, asthma, cancer, diabetes, heart disease, high cholesterol, hypertension or stroke), a behavioral health or mental health condition, or a developmental disability.

- A. Yes, one condition
- B. Yes, more than one condition
- C. No

Q19. Do anyone in your household have a health condition that has lasted for a year or more or is expected to last for a year or more?

- A. Yes
- B. Yes, more than one member of the household
- C. No

Q20. In the past 30 days, have you felt any of the following (circle all that apply):

- A. Nervous
- B. Hopeless
- C. Restless or fidgety
- D. So sad that nothing could cheer you up?
- E. That everything was an effort?
- F. Worthless?

Q21. Are you currently covered by any type of health insurance?

- A. Yes, through a current or former employer
- B. Yes, through insurance purchased directly from an insurance company
- C. Medicare, for people aged 65 or older, or people with certain disabilities
- D. Medicaid, or any kind of state or government assisted plan based on income or disability
- E. TRICARE or other Military health care, including VA health care
- F. Indian Health Service
- G. Any other type of health insurance coverage or health coverage plan
- H. I am not currently covered by any type of health insurance

Q22. Thinking about your health care experiences over the **past 12 months**, was there any time when you needed medical care but did **not** get it because you couldn't afford it?

This would include general doctor care, specialist care, prescription drugs, medical tests, treatment or follow-up care, dental care, mental health care or counseling, or treatment or counseling for alcohol or drug use.

- A. Yes
- B. No

Q23. In the past 12 months, did you or anyone in your household have problems paying or were unable to pay any medical bills? Include bills for doctors, dentists, hospitals, therapists, medication, equipment, nursing home, or home care.

- A. Yes
- B. No

Q24. In addition to teaching at the community college, do you teach at another college or university?

- A. Yes
- B. No

**\*If yes to (A.) above please answer next question:**

Q25. How many colleges or universities do you currently teach at?

- A. 1 – 2 colleges or universities
- B. 3 or more colleges or universities

Q26. How many hours per week do you work at all jobs?

- A. \_\_\_\_\_ many hours per week
- B. Hours vary each week

Q27. Provided the economy does not change and your job performance is adequate, can you continue to work for your current employer as long as you wish?

- A. Yes
- B. No
- C. Don't know

Q28. Have you actively looked for work in the last 4 weeks? Some examples of actively looking for work would include applying for jobs, sending out resumes, or going to job interviews.

- A. Yes
- B. No

Q29. Do you currently want a job, either full or part time?

- A. Yes
- B. No

Q30. In the last 12 months, have you or anyone else in your household receive any type of public benefits? This includes Social Security Disability Income, Supplemental Security Income, cash assistance from a state or county welfare program, help paying for child care from a governmental agency, the Supplemental Nutrition Assistance Program (SNAP) or free or reduced price school lunches through the National School Lunch Program or any other type of government assistance.

- A. Yes
- B. No

Q31. How confident are you that you could come up with \$400 if an unexpected expense arose within the next month?

- A. Not at all confident
- B. Not too confident
- C. Somewhat confident
- D. Very confident

The next questions are completely voluntary. Please remember all identifying information will be kept confidential:

Q32. What gender do you identify with?

- A. Male
- B. Female
- C. Transgender Male
- D. Transgender Female
- E. Non-binary
- F. Not listed
- G. Prefer not to answer

Q33. What is your total annual income?

- A. \$0 - \$30,000
- B. \$31,000 - \$60,000
- C. \$61,000 - \$90,000
- D. \$91,000 - \$120,000
- E. \$120,000+
- F. Prefer not to answer

Q34. Which race or ethnicity best describes you?

- A. American Indian or Alaskan Native
- B. Asian or Pacific Islander
- C. Black or African American
- D. Hispanic
- E. White or Caucasian
- F. Multiple ethnicity
- G. Prefer not to answer

END

***Thank you for your support and time spent completing this survey.***

APPENDIX B:  
INTERVIEW QUESTIONS

## INTERVIEW QUESTIONS

1. Introduction
  2. What is it like to teach at your current institution and in the department as a contingent or non-tenure track faculty member?
  3. How would you describe the campus culture in relation to part-time and/or contingent faculty?
  4. What does support look like for tenure track faculty in comparison to part-time and/or contingent faculty members at your college?
- \*Now we will transition to talk more about the financial implications of teaching part-time.**
5. What does the phrase 'meeting basic needs' mean to you?
  6. How do you feel about your current salary compares with the cost of living in the region in which you reside?
  7. Please describe how you negotiate financing in your household? For example, is there someone else who financially supports your household?
  8. Please describe how the COVID-19 pandemic, if at all, impacted your faculty experience. For example, were you forced to teach online or experienced a decrease in contract hours?
  9. Considering your fellow part-time and/or contingent faculty member population at your college, can you describe how meeting basic needs plays a role in the part-time and/or contingent faculty member experience?

10. Describe the experience for part-time and/or contingent faculty members in the classroom setting. For instance, do you have a direct phone line and/or email for students to contact you directly or do you have an office space and/or office hours?
11. How are part-time and/or contingent faculty members adapting to your college both emotionally and financially?
12. What do you enjoy most about being a faculty member in the community college setting?
13. Is there anything else you would like to add?
14. Would you be willing to review the transcripts from this interview for accuracy?



APPENDIX C:  
IRB APPROVAL LETTER

IRB #: IRB-FY2022-330

Title: THE RACE TO SURVIVE ON A NON-TENURE TRACK FACULTY SALARY - HOW DO CONTINGENT FACULTY MEET THEIR BASIC NEEDS?

Creation Date: 5-31-2022

End Date:

Status: **Approved**

Principal Investigator: Nancy Acevedo

Review Board: CSUSB Main IRB

Sponsor:

## Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved
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## Key Study Contacts

Member	Role	Contact
Rachael Goldberg	Co-Principal Investigator	goldr300@coyote.csusb.edu
Nancy Acevedo	Principal Investigator	NAcevedo-Gil@csusb.edu
Nancy Acevedo	Primary Contact	NAcevedo-Gil@csusb.edu

## Initial Submission

### 1. PROJECT REVIEW:

All Investigators and research assistants involved with a protocol **MUST** complete the CITI Course in Human Subjects Online Training before submitting an IRB application (see the policy at <https://www.csusb.edu/institutional-review-board>). Please attach a digital file of your CITI Training Completion Report with the IRB Application by uploading the report(s) to Section 2.

Note: Regarding the online IRB application system (Cayuse IRB). CSUSB faculty and students must be inputted into the Cayuse IRB system. Once inputted, faculty and student(s) will have direct access to the online application. Use the People Finder tool, which allows you

to search for faculty and/or students by inputting their names, to automatically populate the investigator(s)/researcher(s) information into the IRB application. You can enter multiple faculty members if more than one investigator is involved in the research study. Off-campus researchers unaffiliated with CSUSB do not have access to this application.

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\*required

**Select the appropriate reviewers for your study. Please select one only.**

1. Main IRB Committee - Reviews exempt (administrative), expedited, and full board review applications
  2. Department of Psychology Designated Primary Reviewers - Reviews exempt (administrative) and expedited review applications only
  3. School of Social Work Designated Primary Reviewers - Reviews exempt (administrative) and expedited review applications only
- 

**Note:** The System will automatically assign you an IRB number

✓ **Main IRB Committee**

**Department of Psychology Designated Primary Reviewers**

**School of Social Work Designated Primary Reviewers**

---

## 2. INVESTIGATOR(S):

The principal investigator (PI) in most cases is the person conducting the study (e.g., faculty, staff, or administrators).

---

Primary Investigator (PI) on Research Study

\*required

PI (Principal Investigator)

---

**The PI must be the CSUSB faculty or full-time staff member who has primary responsibility for the study.**

Name: Nancy Acevedo-Gil

Organization: COE - Doctoral Studies  
Address: 5500 University Parkway , San Bernardino, CA 92407-2318  
Phone: 909/537-5623  
Email: NAcevedo-Gil@csusb.edu

**Co-Principal Investigator(s): Enter only CSUSB investigators here including students, faculty, and staff.**

---

Name: Rachael Goldberg  
Organization: Users loaded with unmatched Organization affiliation.  
Address: 5500 University Parkway , San Bernardino, CA 924070000  
Phone: 9095375000  
Email: goldr300@coyote.csusb.edu

Primary Contact

---

\*required

Primary Contact

---

The primary contact must be the same as the PI (Principal Investigator).

Name: Nancy Acevedo-Gil  
Organization: COE - Doctoral Studies  
Address: 5500 University Parkway , San Bernardino, CA 92407-2318  
Phone: 909/537-5623  
Email: NAcevedo-Gil@csusb.edu

Please check the appropriate box to indicate whether the Principal Investigator (PI) is faculty, student, staff, and others.

---

Faculty

Staff

Administrator

Other

The text box area below can be used for the following:

Add Non-CSUSB affiliated investigators and/or key personnel such as evaluators, external investigators as needed. If CSUSB students don't populate in the above co-PI section, please add them below in the text box. Please include their first and last name and contact information (email address, phone number, and institutional affiliations for each additional key personnel).

Reminder: Non-CSUSB affiliated investigators may only be added in the text box area as they cannot be added to the Cayuse IRB system.

\*required

Please check the appropriate box below.

---

Student(s): Please indicated if this research study is for your dissertation, thesis, independent study, project, course, or other (if you selected other please include a description below as needed).

Faculty: Please select if this research study is for a course, research study, or other (if you selected other please include a description for needed below).

Faculty Research Project

Course

Doctoral Dissertation (Ed.D.)

Graduate Thesis (Master's)

Independent Study

Social Work Project

MBA/MPA Project

Cooperative Research Agreement

Certification of Data Set

Other:

\*required

Human Subjects Training completion reports must be included for ALL investigators and other personnel involved in the study (e.g., faculty advisers, students, principal investigators, co-principal investigators, key personnel, and evaluators).

Please attach CITI Online Human Subjects Training Completion Report(s) below.

---

[citiCompletionCertificate\\_8608275\\_33902698\\_Rachael\\_Goldberg.pdf](#)

[Acevedo CITI Certificate.pdf](#)

### 3. DATA COLLECTION:

\*required

Enter the proposed start date of your study allowing sufficient time for the IRB to review your application

#### **Exempt (Administrative) or Expedited Review**

- The study start date should be at least 30 days from the day you submit your IRB application.

#### **Full Board Review**

- The study start date should be at least 45 days from the day you submit your IRB application.

**Note: Regardless of the estimated start date, protocol approval periods are valid for 1 year concurrent with the date the protocol was approved.**

---

**Proposed Start Date of Study:**

05-08-2023

Indicate the number of participants proposed for your study.  
100

Demographic Information:

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Gender:

- Female
- Male
- Other (for participants that do not identify as male or female)

Specify the type of participants you plan to use:

- Adults (18 years of age or older)
- Children (17 years of age or younger)
- CSUSB Students
- Child Development Center
- Faculty or External Reviewers
- Patients in institutions
- Pregnant women
- Prisoners
- Other:

#### 4. FUNDING:

Grant Funding Questions:

Note: Funding refers to internal or external grants specific to the research, NOT professional development funds. If using professional development funds for the research please indicate "I am not seeking funding".

---

Select appropriate choice below:

---

- I am not seeking funding
- I am seeking funding
- I already have funding

#### 5. REVIEW TYPE:

Research is defined in the Code of Federal Regulations under [45 CFR 46.102\(d\)](#) as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

---

Most research with children cannot be reviewed under Administrative (Exempt) review a would require either Expedited or Full Board review. [See OHRP regulations.](#)



Please note the following:

- The IRB will make the final determination if the category or categories of review you select are appropriate and will notify the researcher(s) of its decision.
- The IRB may determine that your study is not researching (i.e., does not fall under the definition of research) and issue you a [No Human Subjects Research](#) (NHSR) letter.
- The following are the revised common rule exempt categories effective January 2017:

Source:

<https://www.hhs.gov/ohrp/regulations-and-policy/regulations/revised-common-rule-regul>

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#### Non-Human Subjects Research (NHSR)

Read each review type section below and indicate which category your research falls under. If you open a section and none of the categories apply to you close the section and move on to the next review type section. Students should work with their Faculty Advisor to determine which review type and category is most appropriate.

**NOTE: If you open a review type section where none of the categories apply to**

**your research and continue working on the application with the review type section open you will not be able to submit the application until the section has been closed.**

---

Administrative (Exempt) Review: Studies containing no risk or less than minimal risk

✓ Expedited Review: Studies possessing no more than minimal risk

\*required

**Expedited Review: Studies possessing no more than minimal risk**

---

**Expedited Review Applicability: Please check the appropriate box(es) that apply to your study, if none of these categories apply to your research close this review type section and move on to Expedited Review.**

**Note: More than one category type may apply to your protocol, so please check all category boxes that apply to your protocol.**

**Expedited Category 1:**

Clinical studies of drugs and medical devices only when condition (a) or (b) is met.

1. (a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.
2. Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

**Expedited Category 2:**

Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

a) from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week

period and collection may not occur more frequently than 2 times per week;

or

b) from other adults and children [\[2\]](#), considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

**Expedited Category 3:**

Prospective collection of biological specimens for research purposes by noninvasive means.

Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.

**Expedited Category 4:**

Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications).

Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subjects privacy; (b)

weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

**Expedited Category 5:**

Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. [45 CFR 46.101\(b\)\(4\)](#)). This listing refers only to research that is not exempt.

**Expedited Category 6:**

- ✓ Collection of data from voice, video, digital, or image recordings made for research purposes.

**Expedited Category 7:**

- Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus
- ✓ group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. [45 CFR 46.101\(b\)\(2\)](#) and (b)(3). This listing refers only to research that is not exempt).

**Expedited Category 8:**

Continuing review of research previously approved by the convened IRB as follows:

- a. where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related

interventions; and (iii) the research remains active only for long-term follow-up of subjects; or

- b. where no subjects have been enrolled and no additional risks have been identified; or

- c. where the remaining research activities are limited to data analysis.

**Expedited Category 9:**

Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified

Full Board Review: More than minimal risk studies.

## 6. PROJECT DESCRIPTION:

*Please answer the questions below as clearly and accurately as possible.*

---

### A. Objectives of the Study: (Recommended length 1 paragraph).

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This study will investigate contingent or non-tenure track faculty in Community College throughout the Northern, Central and Southern areas of California and the ability for contingent or non-tenure track faculty members to meet their basic needs. This study seeks to understand how likely contingent or non-tenure track faculty members salaries meet the self-sufficiency standard for the region in which they are located. Finally, this study will explore the role contingent or non-tenure track faculty salaries impact their interaction with students inside the classroom. This will be a mixed method study that will employ the use of a basic needs survey, interviews and data collection.

### B. Background Theory and/or Literature Review. Please be concise so reviewers can evaluate the merit of the study.

---

In higher education in the United States, contingent faculty are full- and part-time positions excluded from the tenure track. In this chapter, the relevant literature regarding the effects of possible inefficient salaries for a non-tenure track contingent faculty throughout California higher institutions is presented. Contingent, non-tenure-track faculty are employed more frequently than ever before in the United States (McNaughtan et al., 2017). Conversely, job growth and opportunities are exponentially for non-tenure-track faculty. However, the quality of life of contingent faculty decreases alongside their financial stability (Graves, 2020).

Non-tenure track faculty increasingly were relied upon after the induction of the G.I Bill and the return of soldiers from World War II and the Vietnam War (McNaughtan et al., 2017). The increasing population size of students required higher-education facilities to use contingent faculty for teaching purposes (Graves, 2020; McNaughtan et al., 2017). From 1975 to 2015, the increase of contingent faculty rose to 70% of available higher-education teaching positions (AAUP, 2017; McNaughtan et al., 2017).

Contingent faculty members are paid less, excluded from advancement and research opportunities, and provided less time to prepare for teaching classes (Graves, 2020; Kezar et al., 2019; Mills et al., 2018; Morphew & Ward, 2017). Contingent faculty also face heavy classroom and student burden while struggling financially due to their decreased pay rates (Kezar & Sam, 2013; Kezar et al., 2019). As a

result, contingent faculty are less satisfied with their career placements (Kezar et al., 2019).

Contingent faculty are paid less than tenured faculty. The current living wage provided to contingent faculty is designated insufficient for basic needs (Stuff et al., 2004). Despite the understanding that contingent faculty require restructuring to increase wage and satisfaction, there is a gap in the reviewed literature regarding these faculty members' perceptions towards meeting their basic needs and performing their job duties (Monks, 2007).

The establishment of contingent faculty is first identified as an appropriate allocation of individuals with terminal degrees to supplant the increase of growing student populations (García et al., 2017; McNaughten et al., 2017; Mills et al., 2018). The use of contingent faculty surpassed a temporary measure and now represents 70% of the available faculty positions in higher education (AAUP, 2017; García et al. 2017; Graves, 2020; Kezar & Sam, 2013; Morphey & Ward, 2017).

The reliance on contingent faculty increased the academic understanding of the obstacles that these crucial faculty members face. Contingent faculty members are placed in teaching positions with short notice, little preparation time, and lack of compensation if a class is canceled (Kezar et al., 2019). The lack of availability for tenure track positions also limits the job security for contingent faculty, which means multiple lines of employment for many individuals in one semester (Eliot-Negri, 2019; Murray, 2019).

The most significant issue is the low wages paid to contingent faculty (AAUP, 2017; GAO, 2017; Monks, 2007). The provided wages are notably below the rising change in the cost of living for many contingent faculty members (García et al., 2017; Monks, 2007). As a result, these faculty members are at risk for food insecurity (Gundersen & Ziliaak, 2018). Further, benefits packages are often completely absent or priced at a rate that consumes a significant portion of contingent faculty salary (Ezell Sheets et al., 2018; Page, 2017; Palmquist et al., 2011; Shimer, 2016). The work environment of contingent faculty is also stressful and lacks inclusion from the associated administration and tenure-track faculty (Kezar & Sam, 2013; Kwok, 2018; Lynch-Binieck, 2017).

In terms of literature that demonstrates the experiences and perspectives of contingent faculty, teaching is limited. Shimer (2016) provided a narrative insight into working conditions and lack of benefits. There are relatively few historical studies on contingent faculty and the relationship their salary has on their ability to meet their basic needs financially. The existing literature on contingent faculty is extensive and focuses primarily on the inequities faced by this group of faculty members. A case study published by Brennan and Magness (2018) voices these inequities surrounding contingent faculty members across colleges and universities. Previous research has indicated the readily increasing numbers of contingent faculty members at American colleges and universities at an alarming rate. American colleges and universities appreciate the contingent faculty member's flexibility and the ease of hiring a contract worker. Conversely, the contingent faculty member is housed with low pay and a lack of health benefits and job security (Brennan & Magness, 2018). According to the American of University Professors, tenure track assistant professors in the United States earn an average of \$71,000 annually, including benefits, compared to contingent, non-tenure track faculty who earn an average of \$51,000 to \$57,000 annually. Other data suggest that adjunct or contingent faculty earn an average of \$2,700 per course taught, which equates to \$21,600 annually for a contingent faculty member teaching a full load (Brennan and Magness, 2018). These referenced pay scales pose an inequity for faculty and their ability to sustain a financially sound way of life. In considering the review of literature, it is also important to note that California has a higher cost of living in comparison to other geographic regions in the United States (Goldrick-Rab et al.,



2019). The increased cost of living requires that contingent faculty fulfil their job duties while also meeting basic living needs in the state of California. A secondary burden on Contingent faculty in California is the need to possible commute between colleges (Goldrick-Rab et al., 2019). For example, in California there are 115 community colleges (Goldrick-Rab et al., 2019). Contingent faculty may need to commute to their jobs, which increases the cost of work and complicates the burden of living in California (Bohn & McConville, 2018).

### C. Hypothesis or Research Questions.

---

RQ1: How do contingent faculty members ensure that their basic needs are met?

RQ2: How and to what extent do California community colleges expected contingent faculty salaries are likely to meet the self-sufficiency standard for the region in which they are located?

RQ3: How does the salary of the contingent faculty member affect their ability to interact in the classroom with students, and was this negatively impacted by the pandemic?

D. Recruitment & Data Collection: First, describe how you plan to recruit or sample participants (who, where, when, how long, how, through what means, etc.). Second, describe, how data related to human subjects will be collected (where, when, how long, how, through what means, etc.).

For recruitment materials please include the following:

- Name and contact information of the principal investigator and/or research facility;
- A concise description of the purpose of the research;
- Eligibility criteria for participant participation;
- Time or other commitment required of the participants;
- Location of the research and person to contact for further information; and
- A statement saying, "This study has been approved by the CSUSB IRB" (including the IRB # is recommended)

### Research Design

The study will be mixed-method in design. The qualitative phase of the study will be narrative inquiry in design, whereas the quantitative phase of the study will be descriptive in nature. The use of mixed-method

approach is appropriate because the use of both qualitative and quantitative methods would be instrumental in addressing different aspects of the research problem, which cannot be accomplished if only one methodological approach is selected.

The qualitative phase will be narrative inquiry in design. A qualitative study is research conducted in an organized manner to describe people's experience and feelings. Qualitative research further presents a rich description of data using a flexible method of research (Naderifar, Goli and Ghaljaie, 2017). Qualitative research allows the researcher to compile the information necessary in respect to the questions being asked during the interview including sensitivity to the nature of the subject (Naderifar et al., 2017). Narrative inquiry is characterized by the use of the recorded experiences of individuals in order to chronologically understand their lived experiences (Caine et al., 2019). For this study, narrative inquiry research will be facilitated using individual interviews.

The quantitative phase of the study will be descriptive in design, which means the researcher only attempts to describe an existing phenomenon without providing any explanation or hypotheses. The quantitative phase will consist of a questionnaire distributed to participants to measure the financial state and ability to meet basic needs with their current contingent faculty salary. Archival records will also be used to determine the cost of living for their specific location, which will be instrumental in providing a description of the extent to which the salaries of contingent faculty of community colleges in California are likely to meet the self-sufficiency standard for the region in which they are located.

#### **Research Setting**

This study will take place at several community colleges in California. I will provide each community college with a pseudonym to represent the general location of each community college. I will refer to the indicators of Southern, Central or Northern throughout my study when referencing results and data. Interviews conducted with selected contingent faculty members will take place over Zoom.

#### **Research Sample**

Contingent faculty in community colleges in California will be the study participants. These faculty members will provide the research with current, rich data to more deeply understand their current financial state and quality of life. These participants' feedback will drive future research to deepen the knowledge of any economic hardships these academic leaders in higher education are facing today and the effects this will have on students in higher education.

The recruitment of participants will be primarily accomplished through social media postings. This recruitment method will entail posting invitation advertisements to Facebook, Instagram, or Twitter. Eligibility will be primarily determined based on the following criteria: (a) employed as a contingent faculty for at least five years, and (b) employed in a community college in California.

The first type of sampling technique used in my study will be voluntary response sampling. This sampling method will be particularly useful for the deployment of a basic needs survey, which will be sent out to all participants, or contingent faculty, at community colleges in California. The contingent faculty will choose to be a volunteer in the study when partaking in the survey questions. I will reach out to a Department of Human Resources representative connected with contingent faculty at the community college. I will request permission through the Human Resources department representative to allow the disbursement of the basic needs surveys to be Emailed to all currently employed contingent faculty members. The second sampling technique that will be used is snowball sampling. To further recruit participants and



expand the participants, networking sampling or snowball sampling will be used. Snowball sampling allows colleagues of other contingent faculty members to participate in the study which would otherwise be difficult to find (Naderifar, Goli and Ghaljaie, 2017). In this study snowball sampling will be effective in identifying additional faculty members willing to participate in personal interviews who their colleagues have awareness of their personal struggles. Network sampling similar to snowball sampling allows the use of large areas of study participants to be chosen from a list of data points, such as the current list of contingent faculties from community colleges. Network sampling estimates large populations (Omona, 2013) as contingent faculty members are typically the highest number of employees at institutions for their feasibility. According to research, network sampling is useful in situations in which study populations are difficult to attain (Mouw and Verdey, 2012). This is due to the majority of contingent faculty members being unwilling and hesitant to answer such personal questions in nature in relation to their financial state and ability to meet their basic needs.

### **Data Collection**

To gather a rich understanding of contingent faculty members ability to meet their basic needs and effectiveness in the classroom setting, data will be collected using individual semi-structured interviews. Informed consent will be secured at the start of the interview. Consent can be given verbally or through electronic signature if participants decide to send the document through email. The interviews will be conducted through Zoom, which will also be video and audio recorded upon securing permission from the participants. The interviews are expected to be 30-45 minutes long, allowing sufficient time for participants to express and share their lived experiences as contingent faculty in community colleges.

For the quantitative phase of the study, basic needs survey and archival data will be collected. The basic needs survey to be administered was developed by Stephen Zuckerman, Urban Institute, 2019. The fully developed Basic Needs Survey by Stephen Zuckerman has been shortened in length to utilize specific questions related to this research. The results from the basic needs survey will be analyzed and compared with the California cost of living organized by county, which will be acquired through the Integrated Postsecondary Education Data System.

### **Data Analysis**

To analyze the Basic Needs survey results and the data from the Integrated Postsecondary Education Data System, I will use SPSS to segregate the data. Descriptive statistics will be utilized in order to determine the extent to which the salaries of contingent faculty of community colleges in California are likely to meet the self-sufficiency standard for the region in which they are located. Ratio analysis will be performed in order to address the second research question of this study.

For the qualitative interviews, I will use qualitative data analysis software such as NVivo for coding my interview transcripts for processing and analyzing my qualitative data. As indicated by Glesne (2016), qualitative data analysis software may assist in creating charts or clusters of data to be color-coded and organized to understand recurrences and relationships throughout the interviews collected. Utilizing a display of data for my analysis will support the visual relationships among the basic need's experiences with contingent faculty members.

Thematic analysis will be utilized to analyze the interviews (Braun & Clarke, 2006). The first step is data familiarization, which simply means that all of the data are read multiple times. The second step is the coding of the data, which will be accomplished by assigning labels to specific sections of the interview responses. The third step is the determination of patterns from the codes in order to generate themes from the data. The fourth step is the validation process in order to ensure that all themes are accurate and truly

reflective of the war data. The fifth step is defining what each theme means or signifies. The final step is the creation of a thick description of the experiences of the participants, which will be drafted to answer the qualitative research questions of the study.

**E. Methodology (not mentioned in section D) and Data Analysis: Briefly describe how you will organize and analyze data collected.**

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The study will be mixed-method in design. The qualitative phase of the study will be narrative inquiry in design, whereas the quantitative phase of the study will be descriptive in nature. The use of mixed-method approach is appropriate because the use of both qualitative and quantitative methods would be instrumental in addressing different aspects of the research problem, which cannot be accomplished if only one methodological approach is selected.

The qualitative phase will be narrative inquiry in design. A qualitative study is research conducted in an organized manner to describe people's experience and feelings. Qualitative research further presents a rich description of data using a flexible method of research (Naderifar, Goli and Ghaljaie, 2017). Qualitative research allows the researcher to compile the information necessary in respect to the questions being asked during the interview including sensitivity to the nature of the subject (Naderifar et al., 2017). Narrative inquiry is characterized by the use of the recorded experiences of individuals in order to chronologically understand their lived experiences (Caine et al., 2019). For this study, narrative inquiry research will be facilitated using individual interviews.

The quantitative phase of the study will be descriptive in design, which means the researcher only attempts to describe an existing phenomenon without providing any explanation or hypotheses. The quantitative phase will consist of a questionnaire distributed to participants to measure the financial state and ability to meet basic needs with their current contingent faculty salary. Archival records will also be used to determine the cost of living for their specific location, which will be instrumental in providing a description of the extent to which the salaries of contingent faculty of community colleges in California are likely to meet the self-sufficiency standard for the region in which they are located.

**F. CSUSB IRB Application COVID-19 Related Questions**

Investigators must address how participants will be protected (PPE, sanitizing, humidifiers, be outdoors when possible, social distancing, etc.) and following questions will be asked on the IRB application and will be considered when determining IRB approval:

1. What specific health risk related to COVID-19 do you anticipate participants would be exposed to when participating in your research, and what measures will be taken to reduce their health risk of participating in your research?
2. How will social distancing be maintained between researcher and participants as well as among participants when applicable?
3. What process will be used for contact tracing (i.e., track all individuals you come in contact with during research activities in a log in case an exposure occurs, researcher is responsible for informing participants if they have been exposed to COVID-19 and to follow [CDC guidelines](#) for quarantining)?
4. What process will be used for screening researchers and participants for COVID-19 (e.g., CSUSB's [COVID-19 Daily Health](#) screening, using other screening questionnaires)?
5. What procedures will be followed to [decontaminate](#) hard surfaces, research equipment, soft surfaces, clothing, and personal protective equipment (PPE)?
6. Will other measures be taken to reduce the spread of COVID-19 within research spaces (e.g., [face coverings](#), improving ventilation, opening outside doors and windows to increase air circulation, conducting research in larger spaces, using sneeze guards to separate people)?
7. If your research poses risks to individuals with lung, heart, clotting, or other health consequences associated with COVID-19, what measures will you take to reduce those risks (e.g., excluding participants who were previously diagnosed with COVID-19)?

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There are minimal to no risks related to COVID-19 for this study as all research will be collected by the use of surveys sent out to participants and interviews conducted via Zoom or other electronic platform. Participants will not be interviewed in person.

G. Dissemination: Describe how you will present and/or publish your research. For example: Will you present your research at a conference, publish in a scholarly journal, report in your thesis, or report in your dissertation?

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The results of this study will be disseminated to the researcher's dissertation committee and the completed dissertation will be published in Scholarworks, an online repository of scholarly research originating at California State University, San Bernardino. The utmost attention will be paid to protect the confidentiality of the participants by assigning pseudonyms to participants and avoiding identifiable descriptors regarding site selection.

**Attach recruitment materials and approvals here.**

**MATERIALS:**

Flyers, Advertisements, e-mails, etc.

**APPROVALS:**

Add letters of approval/permission on letterhead from cooperating agencies, boards of education, school districts, businesses, hospitals, and other agencies and groups

**Note: All flyers or materials regarding participant recruitment are required to state, "This study has been approved by the California State University, San Bernardino Institutional Review Board" and *MUST* be on department letterhead.**

[Gmail - Well Being and Basic Needs Survey 2017 Approval.pdf](#)

[Appendix A Recruitment Email Rachael Goldberg.pdf](#)

**Attach instructions, surveys, questionnaires, interviews, and measurement instruments given to participants here:**

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[Appendix C Interview Protocol Rachael Goldberg.pdf](#)

[Basic Needs Survey Rachael Goldberg.pdf](#)

## 7. CONFIDENTIALITY:

In this section, explain the how, what, when, and where you will store and secure the data you have collected. Clearly indicate specific procedures (e.g., coding of responses, aggregate reporting) to protect the confidentiality of participants and safeguard identifiable records and data. This includes safe and secure storage of the collected information and when the data will be destroyed after the data collection process has been completed (if applicable). If not possible, state why.

If collecting your data through interviews or focus groups, be specific as to the type of recordings (i.e., audio, video, photograph) and type of recording devices used (i.e., analog or digital). If transferring from any files (digital/tape recordings) how will you transcribe the data and what will you do with the recordings after transcription? If you are destroying recordings, please include how you will destroy them after transcription (e.g., demagnetize, shred)?



If digital recordings are used, how will you be transferring the data from the digital recording device to a computer, and what will be done with the data on the digital recording device after you have downloaded the data to the computer (e.g., data will be erased, deleted, overwritten)? See [CSUSB Safeguarding Confidential Information Standards](#).

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**Note: A common mistake individuals make is misinterpreting confidentiality versus anonymity. For reference: Anonymous data is data recorded so that the information can never be linked to the participant who supplied it. Confidential data is data collected in a way that the participant could be identified from the data.**

All information collected in connection with this research that contains identifiable information about a participant will remain confidential. Confidentiality will be ensured by assigning a pseudonym to the participant interview digital recordings. Any additional information collected will be coded using a pseudonym and/or initials and numbers. To further disguise the identity of the participants, as well as the name of people mentioned in the interviews, I will also take measures to use gender-neutral names such as Adrian or Jesse. Additionally, I will take care to disguise the ethnic/racial identity of the participants as anyone mentioned in the interviews. Moreover, academic titles and profiles will be further disguised with more generic terms such as a mid-level administrator, high-level administrator, staff, faculty or counselor. For example, Director of Student Development will be referred to as mid-level administrator. The information will only be disclosed with the participant's permission or as required by law, due to mandatory reporting.

The interviews will be transcribed using Rev.com. Their website states: All customer data is encrypted both in transit and at rest. Data stored on Rev's platform, as well as communication between Rev servers and our customers, is encrypted via industry best-practice standards (like TLS). TLS is also supported for encryption of emails. The company requires that all professionals sign strict confidentiality agreements. Once the transcriptions are received, I will request that all files associated with my transaction are deleted. The digital audio files from the interviews will be deleted from the audio devices and the computer immediately after transcribing and there will be no connection between the transcription and the participant. Only the investigator will have access to the transcribed data and store it either on my CSUSB Google drive or in the CSUSB One Drive using my CSUSB ID with duo Security for Multi Factor Authentication purposes. To safeguard the data, it will be stored in the investigators home in a password protected computer with encrypted data files for additional security. The data will be stored for five years after the study has been completed and then deleted and/or shredded.

## 8. RISKS, BENEFITS, INCENTIVES:

Risks Describe in detail any immediate, short-term, or long-range risks that may arise for participants as a result of procedures associated with your study. Risks may be physical, psychological, social, legal, or economic; they would include side effects, delay in customary treatment, social or psychological discomfort, etc. Indicate any precautions that will be taken to minimize risks. Risks and benefits **MUST BE** included in the protocol and in the informed consent document.

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Benefits There are no anticipated risks or discomforts for participating in this study as you and your institution will not be identifiable by name. However, you may experience some discomfort at completing the interview or Basic Need Survey or you might be inconvenienced from taking time out of your schedule to participate in the interview.

Describe any anticipated benefits to participants and/or society from the knowledge that may reasonably be expected to result from the study. If the research study is considered more than minimal risk to participants, please explain how your research team will minimize risk to participants (e.g. investigators hold specific certification(s), previous experience with a specific population, previous experience in research with high-risk studies, presence of medical staff, counseling resources, local medical facility resources, debriefing procedures).

**Note: Please note that any compensation granted to the participant is NOT a benefit of the study; it is an incentive.**

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Incentives There are no anticipated benefits to the participants for engaging in this study. However, participants will be contributing to the overall understanding of how contingent and/or part-time faculty members meet their basic needs.

Please include any incentives you propose to provide the participants below. Describe who will be eligible for these incentives and how those incentives will be delivered.

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There will be no incentives used in this study.

## 9. INFORMED CONSENT & COI/FCOI:

Informed consent is generally in written format. However, in some circumstances, it may be oral or electronic in nature. Remember that the informed consent should be unique to each study being proposed and should also be written at the 6th to 8th-grade reading level or lower if needed. (An example of an informed consent format is provided on the IRB website. You do not have to follow the example format, but it must include the federally required sections below in items 1 through 9.

Waivers of informed consent may be granted under certain limited conditions, and any request for such should include an explicit justification ([Waiver of Consent Criteria](#))

For an example Informed Consent please refer to the CSUSB IRB website or click on the following link: [Informed Consent Example](#)

The IRB requires a text of the proposed statement to be used for oral or electronic consent. Like written consent, they should include:

1. A statement that the research has been approved by the Institutional Review Board of California State University, San Bernardino (should be in the first paragraph)
2. Identification of the researcher(s)
3. The nature and purpose of the study
4. Expected duration of participant involvement
5. How confidentiality or anonymity will be maintained
6. The voluntary nature of participation
7. Participants right to withdraw at any time without penalty
8. Information about foreseeable risks and benefits (or none)
9. Contact information for questions or additional information

The informed consent or text for oral consent must be provided to the IRB as an attachment (below) and should appear on the faculty member's/faculty adviser's office letterhead. If you are a student, your faculty advisor may be able to provide you with their office letterhead in a digital (electronic) format so you can cut and paste your consent document onto the letterhead. For non-English-speaking participants, be sure to include the translation in the appropriate language of the participants.

A common mistake individuals make is misinterpreting confidentiality for anonymity. For reference purposes please note the following:

- Anonymous data is data recorded in such a manner where the information can never be linked to the participant who provided the data.
  - Confidential data is data collected in a way that the participant could be identified from the data collected.
- 

Attach your Informed Consent here.

It is recommended the informed consent be included on your department letterhead. If you're a student researcher, this would be your faculty adviser's department letterhead. General rules:

- Studies approved under expedited and full board review require a signed consent document unless waived by the IRB.
- Studies determined exempt do not require a signed consent (For example anonymous surveys distributed in person or online and do not need to be on department letterhead. The CSUSB IRB still requires investigators to obtain consent for studies determined exempt.

[Appendix B Informed Consent\\_Rachael Goldberg.pdf](#)

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#### Requesting Waiver of Consent

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Under federal regulations, a researcher may request a waiver of consent under certain conditions. Please visit the websites below for more information. There are generally two types of waiver of consent.

1. General waiver or alteration of consent: Visit and review regulations at [46.116 \(f\)](#).
2. General waiver of documentation of informed consent. Visit and review regulations at [46.117 \(c\) \(1\)](#).

Please visit the websites above for information on requesting a waiver of consent. Researchers use the text area below to justify your request for a waiver of consent.



## CONFLICTS OF INTEREST (COI):

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### Conflict of Interest Questions:

Federal regulations require investigators to disclose any conflicts of interests (COI) in research they may have related to the IRB application. The term "conflict of interest in research" refers to situations in which financial or other personal considerations may compromise or have the appearance of compromising a researcher's professional judgment in conducting or reporting research. COIs/FCOIs must be disclosed to participants in the informed consent.

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There are no conflicts of interests (COI) between the researcher and the study.

## 10. CHILD ASSENT:

Assent is defined by the regulations as follows: Assent means a child's affirmative agreement to participate in research. Mere failure to object (i.e., absent of affirmative agreement) should not be construed as assent. (See federal regulation at [45 CFR 46.402 \(b\)](#)).

The child must actively show his or her willingness to participate in the research, rather than just complying with directions to participate and not resisting in any way. When judging whether children are capable of assent, the Institutional Review Board (IRB) is charged with taking into account the ages, maturity, and psychological state of the children involved. The IRB has the discretion to judge the child's capacity to assent for all the children involved in proposed research activity, or on an individual basis. A child assent example is provided on the IRB website under the IRB Application, Forms and Submission menu tap.

For an example Assent form please refer to the CSUSB IRB website or click the following link: [Child Assent Form Example](#)

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**Provide the child assent form as a written text (in the box below) and as an attachment (below).**

Does not apply.

Attach your Child Assent form here.

**Note:** If applicable, assent forms should be on the department letter.

## 11. DEBRIEFING:

A debriefing statement is usually required only if any type of deception is used in the study. Participants may also be debriefed about their behavioral response(s) to the study. The two major goals of debriefing are de-hoaxing and de-sensitizing. Any undesirable influence the study may have on participants should be minimized or eliminated.

The debriefing statement should describe the reason(s) for conducting the research, how participants can obtain results of the study and contact information for additional details or answers to questions. It would also be advisable, for methodological purposes, to request that participants not reveal the nature of the study to other potential participants. If you are a student researcher please check with your faculty advisor on whether you should include a debriefing statement.

Some researchers use an information form at the end of their studies to include relevant follow-up contact information of the faculty or student investigator(s). This may also include additional information for counseling services or emergency hotline numbers for those experiencing distress after a research/study procedure has ended and results in the participant recalling past instances of psychological or physical trauma. You may include an information or emergency contact form (so titled) if needed but please refer to your faculty advisor if you are a student researcher.

For an example debriefing form please refer to the CSUSB IRB website or click the following link: [Debriefing Form Example](#)

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**Provide your debriefing statement as a written text (in the box below) and as an attachment (below).**

Does not apply.

**Attach your debriefing form/statement here.**

## 12. OTHER ATTACHMENT:

Please provide any other attachments necessary for your study that have not been previously requested.

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