The Passive Majority: A Qualitative Inquiry of Adjunct Community College Faculty

by

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Abstract

Adjunct community college faculty play a vital role in educating students. The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. This phenomenological study narrows a gap in the literature by building a vital database of information which examines occupational issues facing adjunct community college faculty in Northern California from the perspective of these contingent educators. Using the theoretical framework of institutionalization theory and phenomenological design, study utilized interviews of 22 currently employed adjunct community college faculty as the primary instrument of data collection. Interview data was accurately transcribed, analyzed, and codes were established culminating in overarching themes. Themes derived from the data provide insight into the lived experience of the participants and the meaning ascribed to adjunct faculty employment policies. The study revealed four primary themes which are identified as motivation, positive attributes, negative attributes, and desired policy changes. Findings indicated adjunct faculty are motivated by a passion for teaching and helping students achieve academic objectives. Motivating factors and positive attributes are circumscribed by a variety of negative attributes which marginalize adjunct community college instructors. In addition, adjunct faculty are a heterogeneous population by which career objectives play a significant role in perceptions of negative attributes and desired policy changes. Findings of study indicate a need for further research, adjunct employment policy changes to improve the workplace experience of contingent community college instructors, and a multitiered leadership hierarchy engaged in the promotion and implementation of innovative employment policy changes which create an equitable working environment for all faculty.

Dedication

Dedicated to my two daughters, Andrea and Caitlin, my grandchildren, Chase, Naiya and Caelin, and the memory of my parents Peter and Jane.

Acknowledgements

It is difficult to give proper accolades to the many people who have inspired and supported me throughout my doctoral journey. I am truly grateful to my colleagues, peers, friends, family, teachers, advisors, and participants who contributed, in different ways, to the success of this dissertation. Indeed, words alone cannot express the gratitude that I feel towards the many people who have helped me complete this project.

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This dissertation would not have been possible without the contributions made by the participants in my study. The candid words of these academic professionals were sometimes painful to hear, but they were also thought-provoking. I was genuinely impressed and humbled by each of these inspirational individuals who place student achievement at the forefront of their mission as educators.

I am also very thankful for the support of my friends, students, family, and loved ones who have encouraged me throughout my doctoral studies.

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Chapter 1: Introduction

Adjunct college faculty comprise the majority of all teachers at most institutions of higher learning across the United States (Kimmel & Fairchild, 2017). The reliance upon adjunct faculty, also referred to as part-time or contingent faculty, is more pronounced at the community college level. Adjunct faculty among two-year institutions encompass approximately 70% of all instructional staff (Bickerstaff & Chavarin, 2018; Eagan, Jaeger, & Grantham, 2015; Kater, 2017; Morest, 2015; Thirolf & Woods, 2017). The growing reliance upon part-time faculty, which is denoted throughout study as the adjunct model, has not emerged without a number of employment and occupational policy issues which may impact the professional well-being of these part-time instructors. Studies have shown adjunct college faculty are frequently marginalized and experience workplace inequities (Center for Community College Student Engagement [CCCSE], 2014; Eagan et al., 2015; Kezar & Sam, 2013; Maxey & Kezar, 2015; Tierney, 2014).

In 2017, part-time California community college faculty included just over 41,000 teachers (California Community Colleges Chancellor's Office [CCCCO], 2017). By comparison, tenured and tenure-track faculty comprised approximately 19,000 instructors (CCCCO, 2017). This data is similar to the national trend wherein adjunct faculty are the primary academic labor force in higher education (Hurlburt & McGarrah, 2016; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Morest, 2015; Rhoades, 2017).

The adjunct model has motivated many scholars to investigate the efficacy of the prevailing employment system. Studies have shown the growing dependence on adjunct faculty has resulted in numerous employment and occupational issues such as inadequate compensation

and absence of benefits (CCCSE, 2014; Kezar & Sam, 2013; Pons, Burnett, Williams, & Paredes, 2017; Tierney, 2014), feelings of exclusion and segregation (Eagan et al., 2015; Kezar, 2013; Kezar & Sam, 2013; Pons et al., 2017), lack of institutional support (Kezar & Bernstein-Sierra, 2016; Maxey & Kezar, 2015), and widespread marginalization among contingent teachers (Franczyk, 2014; Kezar & Sam, 2013; Moorehead, Russell, & Pula, 2015; Schwartz, 2014). Albeit, these studies have not resulted in consensus as to the causes and remedies for issues related to the adjunct model. The literature has not sufficiently explored the adjunct model at the regional community college level. A pervasive gap in the literature warrants further research (Curtis, Mahabir, & Vitullo, 2016; Eagan et al., 2015; Kater, 2017; Morest, 2015). Chapter 1 includes an introduction and background of the problem, the specific problem which was investigated, purpose of study, significance of research along with a description of research questions, theoretical framework, definition of terms, assumptions, scope and delimitations, limitations of study, and chapter summary.

Background of the Problem

Prior to the early 1970s, adjunct instructors were a moderately small proportion of higher education institution (HEI) faculty (American Association of University Professors [AAUP], 2015; Moser, 2014). Between 1975 and 2011, the use of part-time faculty by HEIs increased from 31.4% to 51.4% while full-time tenured faculty declined from 35.9% to 20.6%, full-time tenure-track faculty decreased from 19.9% to 8.6%, and full-time non-tenure-track faculty grew from 12.8% to 19.4% (Curtis, 2014). By 2011, adjunct community college faculty comprised 70.3% of instructional staff, whereas, full-time tenured (12.3%), full-time tenure-track faculty

(3.9%), and full-time non-tenure-track faculty (13.5%) totaled just 29.7% of all faculty positions (Curtis, 2014).

The evolving employment paradigm has resulted in an isomorphic phenomenon among HEIs referred to in study as the adjunct model. The adjunct model has become an institutionalized feature among HEIs at all levels of postsecondary education (Hurlburt & McGarrah, 2016; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Morest 2015; Rhoades, 2017). The increasing reliance on contingent faculty has been studied by numerous scholars who tend to suggest the adjunct model has produced a variety of adverse outcomes.

Studies such as one conducted by Kezar and Sam (2013) have argued the adjunct model has generated a culture of stigmatization and exclusion which permeates public colleges and universities. Much of the literature points to an institutionalized ethos which marginalizes and disenfranchises adjunct faculty (Caruth & Caruth, 2013; Franczyk, 2014; Moorehead et al., 2015; Savage, 2017). Research indicates adjunct faculty are frequently treated as inferiors, seldom afforded opportunities to interact with full-time faculty, and are not regarded as true stakeholders within the institution (CCCSE, 2014). In some instances, HEIs foster policies and norms engendering an academic caste system in which part-time faculty are ostracized and subjected to poor working conditions (Moorehead et al., 2015; Savage, 2017).

Tierney (2014) argued, many HEIs do not offer benefits or equal pay to adjunct faculty and are generally unsupportive of these contingent teachers. Numerous researchers support the Tierney (2014) argument by describing employment conditions for adjunct faculty in terms of low pay, few benefits, and lacking opportunities such as professional development, employment

equity, and involvement with academic governance (Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Pons et al., 2017). In some instances, the adjunct model results in an institutionalized culture of disrespect towards adjunct faculty (Kezar & Sam, 2013). The research of these scholars, and others discussed in Chapter 2 lends credence to the supposition a hierarchical caste system of haves and have-nots may exist at some institutions of higher learning (Caruth & Caruth, 2013; Moorehead et al., 2015; Pons et al., 2017).

The alleged problems articulated in the preceding sections impact the personal and professional well-being of adjunct faculty. Likewise, these issues could negatively affect students and HEIs. Low levels of job satisfaction may result in lack of institutional loyalty among contingent teachers (CCCSE, 2014). In addition, discriminatory policies directed towards adjunct faculty may be associated with poor teaching performance and low productivity impacting both institutional objectives and student achievement (Tierney, 2014). Notwithstanding these issues, and others to be addressed in Chapter 2, the literature confirms problems exist with the adjunct model. Little is known about the working environment and experiences of community college faculty who collectively form the highest proportion of contingent instructors (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Morest, 2015).

Statement of the Problem

The problem is adjunct faculty who are employed as educators at Northern California community colleges may experience an institutionalized employment system compromising the occupational well-being of contingent teachers (Caruth & Caruth, 2013; CCCSE, 2014; Pons et al., 2017). The background of the problem is well established in the literature. Numerous studies (Kater, 2017; Kezar, Maxey, & Holcombe, 2015; Kimmel & Fairchild, 2017; Savage, 2017),

reports (American Sociological Association Task Force on Contingent Faculty [ASATF], 2017; CCCSE, 2014), and expert analyses (Kezar & Bernstein-Sierra, 2016; Morest, 2015; Schwartz, 2014) have indicated adjunct HEI faculty are marginalized by existing employment models. The problem is current and relevant to adjunct community college faculty in Northern California (ASATF, 2017; Bickerstaff & Chavarin, 2018; Morest, 2015). The exigency of the problem is steeped in the literature which indicates contingent college faculty may experience numerous, and varied, occupational inequities (CCCSE, 2014; Eagan et al., 2015; Franczyk, 2014; Kezar, 2013; Kezar & Bernstein-Sierra, 2016; Kezar & Sam, 2013; Maxey & Kezar, 2015; Moorehead et al., 2015; Pons et al., 2017; Schwartz, 2014; Tierney, 2014).

The importance of the problem is predicated on a need to qualitatively assess the issue from the perspective of adjunct faculty (Kimmel & Fairchild, 2017). The extent of the problem appears to be ubiquitous (CCCSE, 2014; Kezar & Sam, 2013). An extensive evaluation of the current literature indicates marginalization of contingent faculty is prevalent at all levels of higher education (Eagan et al., 2015; Kezar & Gehrke, 2016; Maxey & Kezar, 2015; Tierney, 2014). Those impacted by the problem are adjunct community college faculty, students, and the participating institutions (Kezar, 2013; Kezar & Bernstein-Sierra, 2016; Maxey & Kezar, 2015; Tierney, 2014). The gap in the literature is pervasive as few qualitative studies have investigated issues pertaining to part-time community college faculty in Northern California. Given the frequency of the problem, and limited research pertaining to adjunct community college faculty in Northern California, further research is well-warranted.

Purpose of the Study

The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. Study was necessary because research narrowed a gap in the literature by building a vital database of information which examines occupational issues facing adjunct community college faculty in Northern California from the perspective of these contingent educators. Study made an original contribution in three distinct ways. First, study focused on adjunct community college faculty in a geographical region, which has not been adequately addressed in the literature. Second, study utilized the qualitative research method of phenomenology, which has not been conducted at community colleges in the northern San Francisco Bay Area region of California. Finally, study utilized the theoretical framework of institutionalization theory, which is not evident among similarly situated phenomenological studies.

The workplace concerns and needs of adjunct faculty continue to be unidentified and unresolved if research is not conducted (Curtis et al., 2016; Kezar & Bernstein-Sierra, 2016; Rhoades, 2017). Study contributed to the knowledge base by qualitatively exploring the lived experiences of adjunct community college faculty at California community colleges situated in the northern San Francisco Bay Area region. As a result of study, adjunct faculty, students, and participating institutions may benefit from the identification of issues, which preclude part-time community college faculty from realizing an optimal working environment (Curtis et al., 2016; Maxey & Kezar, 2015; Yu, Campbell, & Mendoza, 2015). Study will be shared with the participating institutions and other Northern California community colleges.

Significance of the Study

The significance of the study is intended to advance knowledge in a burgeoning field of research which has not been fully examined in the literature. Scholars like Kezar and Sam (2013) acknowledge limitations within the existing literature and recommend continued research exploring employment conditions impacting the relationship between contingent instructors and HEIs. Likewise, Curtis et al. (2016) recognize the extensive utilization of adjunct faculty by community colleges but acknowledge the employment conditions of adjunct faculty is not adequately studied. The professional lives and workplace experiences of adjunct community college faculty have received insufficient attention by scholars (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Moorehead et al., 2015; Morest, 2015; Pons et al., 2017). The gap in literature supports the premise that research focusing on the lived experience of adjunct community college faculty is necessary.

Study may benefit adjunct community college faculty, students, and community colleges in Northern California. Current literature indicates widespread marginalization among adjunct college faculty (CCCSE, 2014; Franczyk, 2014; Kezar et al., 2015; Lengermann & Niebrugge, 2015; Pyram & Roth, 2018; Tierney, 2014). The literature suggests students may be negatively impacted by the current adjunct model (ASATF, 2017; Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kezar & Gehrke, 2016; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Moorehead et al., 2015; Rhoades, 2017; K. R. Schutz, Drake, Lessner, & Hughes, 2015; Yakoboski, 2016). Likewise, HEIs may suffer unfavorable consequences as a byproduct of the adjunct model (Caruth & Caruth, 2013; CCCSE, 2014; Franczyk, 2014; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Ran & Xu, 2017; Savage, 2017).

Identification of workplace inequities, should any exist, among adjunct community college faculty in Northern California, may assist HEIs in understanding the adjunct model and the impact of existing employment models from the perspective of adjunct faculty. In turn, the data acquired in study may help community college leadership assess the institutions relationship with contingent instructors. If warranted, a community college can adopt proactive policies which address the needs of these contingent instructors and holistically improve conditions for adjunct faculty, students, and the institution (Kezar et al., 2015).

When justified, the institutional and social benefits of amending the adjunct model are significant. Kezar et al. (2015) suggest, HEIs invested in improving the employment conditions for adjunct faculty have realized significant benefits. In some instances, initial changes to the adjunct model were so productive participating HEIs put extra effort to make supplementary modifications in other areas of faculty related policies (Kezar et al., 2015). Scholars such as Kimmel and Fairchild (2017), Pyram and Roth (2018), and Eagan et al. (2015) espouse the positive institutional and personal attributes of making positive changes which create an improved working environment for adjunct faculty. Efficacious policy changes cannot be adopted until additional research is conducted which explores the association between institutions and adjunct faculty (Kimmel & Fairchild, 2017). The significance of study, which may lead to positive institutional change, is predicated on the need of understanding the lived experience of adjunct community college faculty in Northern California.

Research Questions

Two primary research questions guide phenomenological study. The first research question pertains to the overarching experience of employment as a contingent instructor. The

second research question relates to the meaning part-time instructors ascribe to existing employment policies. Research questions are as follows:

Research Question 1: What is the lived experience of adjunct community college faculty in Northern California?

Research Question 2: What is the meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges?

Theoretical Framework

Institutionalization theory, as explained by DiMaggio and Powell (1983), forms the theoretical framework of study. Institutionalization theory is appropriate for study because it theoretically explains the prevailing adjunct employment model and establishes a pathway for productive change (Kezar & Sam, 2013). Institutionalization is a specific condition, or type of change, which is tenable and becomes ingrained in the ethos of an organization (Kezar & Sam, 2013). Institutionalization theory suggests policies within an institution become an integral part of the organizational structure when certain practices and norms have become entrenched in the culture of the institution (Kezar & Sam, 2013). Institutionalization theory, in and of itself, does not mean institutionalized policies are necessarily good or bad (DiMaggio & Powell, 1983; Manning, 2018). Instead, longstanding policies are difficult to change (Kezar, 2018). Institutionalization is profoundly related to the existing culture, values, rules, and customs within an organization and explains why organizational change in HEIs is often a slow and difficult process (Kezar, 2018).

Institutionalization theory is an essential lens by which to view the relationship between adjunct faculty and the institutions which employ contingent instructors (Dacin & Dacin, 2008).

Institutionalization theory helps clarify the nature of organizational relationships and forces which impede change (DiMaggio & Powell, 1983; Kezar, 2018). Institutionalization theory explains the complexities of executing changes within an organization and offers direction for positive changes (Maxey & Kezar, 2015). Using institutionalization theory, prevailing norms can be assessed to uncover the factors which prohibit change (Kezar, 2018).

The pervasive norm of reliance on adjunct faculty as the predominant workforce model at all levels of higher education has created an isomorphic culture of dependency which is now deeply embedded in the organizational composition of American HEIs. When HEIs increasingly conform to widely accepted norms, as in adjunct faculty employment model, school policies become profoundly institutionalized, and leads to organizational isomorphism (Boxenbaum & Jonsson, 2008; DiMaggio & Powell, 1983; Manning, 2018). Institutionalization theory is a useful explanatory model when evaluating the lived experience of adjunct community college faculty. The established norms, which institutionalization theory predict can be overcome by *institutional entrepreneurs* who deviate from preexisting models and become the agents of proactive change (Hardy & Maguire, 2008).

Curry (1992) introduced a three-stage model of institutionalization which is valuable to study. The Curry Model (CM) is beneficial for two reasons. First, CM explains why institutional changes have occurred in the past. Secondly, CM offers insight into how future changes can be implemented. The three stages of institutional change in higher education as denoted by Curry include mobilization, implementation, and institutionalization.

Mobilization occurs when an organization is ready for change (Curry, 1992). Mobilization arises when people within an organization rally around a shared vision for change

(Kezar & Sam, 2013). The problem, relating to the desire for change, is paired with an agenda for resolving the issue. During the mobilization stage the agents of change challenge existing norms and policy models which are embedded in the culture of the institution (Kezar & Sam, 2013).

Implementation transpires when the change is presented to the organization and new policies begin to coalesce among the various stakeholders. During the implementation stage support for the change is developing and gaining momentum. The initial agents of change build a more extensive support network, and new rules and norms begin to develop within the organization (Curry, 1992; Kezar & Sam, 2013).

Institutionalization is the last stage of the process and is indicative of change to a system which has become well established in the organization. Institutionalization occurs when the change which has been implemented becomes stable (Curry, 1992). The new innovation becomes engrained in the culture of the organization.

As noted, the Curry three-stage process is useful in explaining how the prevailing adjunct faculty model has become institutionalized as an isomorphic component of higher education in the United States. The results of study advocate change to the existing contingent faculty paradigm, and the Curry (1992) model offers a pathway for systemic revisions. Moreover, the institutionalization of a proactive change to the current adjunct faculty model, when warranted, may have an institution-wide positive effect.

Definitions of Terms

Study utilizes a number of words, phrases, and concepts which require specificity and clarification. The Definitions of Terms section provides clarity as to how specific words, phrases,

and concepts are utilized in study. The following section includes numerous recurring words, phrases, and concepts which are context specific and used throughout study.

Adjunct: The word adjunct describes something which is supplemental, subordinate, temporary, or nonessential (Adjunct, 2019). Burr and Park (2012) define the word adjunct as referring to something as auxiliary and nonessential.

Adjunct faculty: The phrase adjunct faculty denotes college faculty who are hired on a contingency basis as part-time instructors (CCCSE, 2014). Adjunct faculty and part-time faculty are used interchangeably in study (Moorehead et al., 2015).

Adjunct model: Refers to the two-tiered or multitiered employment system prevalent among HEIs in which part-time instructors are the faculty majority (Moser, 2014). The adjunct model is indicative of a stratified or hierarchical employment system which is widely used and accepted by HEIs.

Community college: Community colleges are regionally accredited nonprofit institutions (Cohen, Brawer, & Kisker, 2014). Community colleges grant associate degrees (Cohen et al., 2014).

Contingent faculty: Includes all college faculty who are either part-time or not on tenure track (AAUP, 2015; Curtis, 2014; Kezar & Sam, 2013). When utilized in study, contingency or contingent faculty is used to describe the conditional status of adjunct or part-time community college faculty.

Freeway flyers: Freeway flyer is a common pejorative used to describe the difficulty contingent faculty experience under the adjunct model. The implication is adjunct faculty are

migratory employees who work at multiple HEIs to earn a living (CCCSE, 2014; Curtis et al., 2016; Pyram & Roth, 2018; Yakoboski, 2016).

Institutionalization: Institutionalization is a condition by which something becomes deeply entrenched in the culture and policies of an organization (Kezar & Sam, 2013). Institutionalization occurs when a new policy or practice is no longer a novel occurrence and has become a sustained component of an organization (Curry, 1992).

Institutionalization theory: Institutionalization theory, commonly known as institutional theory, is a theoretical model which evaluates how organizations adopt policies and innovations (Kezar & Sam, 2012). Institutionalization theory maintains that changes are sustainable when policies become deeply rooted in the culture, norms, values, and policies of an organization (Kezar & Sam, 2012).

Involuntary part-time faculty: Adjunct instructors who seek full-time employment but are unable to secure a full-time job (Eagan et al., 2015). In study, involuntary part-time faculty are contrasted with voluntary part-time faculty.

Isomorphism: Isomorphism occurs when an organizations policies, procedures, and culture become less distinctive and are shaped by widespread institutionalized norms (DiMaggio & Powell, 1983; Manning, 2018). Isomorphism is the tendency among organizations to become increasingly homogeneous with respect to institutionalized policies and norms (Roberts & Greenwood, 1997). In study, isomorphism is used to describe the adjunct model which has become a ubiquitous faculty employment standard among HEIs.

Marginalization: Marginalization is a condition which prevents individuals or select groups within an organization from participating as equal stakeholders within the larger group

(Scott & Marshall, 2009). Marginalization is a state of prohibition from acceptable participation in a wide range of economic, social, and political attributes available to other similarly situated groups (Alakhunova, Diallo, delCampo & Tallarico, 2015).

Non-tenure-track faculty: Describes college faculty who may be full-time or part-time but are not on tenure track (Kezar & Bernstein-Sierra, 2016). Non-tenure-track faculty are often described by the acronym NTTF (Kezar & Bernstein-Sierra, 2016).

Part-time faculty: Part-time faculty are typically employed by institutions which do not make a long-term commitment to contingent instructors (AAUP, 2015). The phrase part-time faculty is used synonymously with adjunct faculty throughout study.

Tenure: Refers to college faculty who have protected employment conditions, economic security, and academic freedom which nontenured faculty (e.g., adjunct faculty) do not possess (Brogaard, Engelberg, & Van Wesep, 2018). Tenure is indicative of faculty members who have job security protected by a comprehensive grievance and appeal process (J. G. Cross & Goldenberg, 2009).

Voluntary part-time faculty: Adjunct instructors who are part-time by choice. Voluntary part-time faculty typically have other jobs, are retired, prefer the flexibility of part-time teaching, or teach courses for personal satisfaction (Thirolf & Woods, 2017). In study, voluntary part-time faculty are contrasted with involuntary part-time faculty.

Assumptions

Phenomenological study includes several necessary assumptions. The foremost assumption is predicated on the literature which indicates inequities may be experienced by adjunct HEI faculty (CCCSE, 2014; Franczyk, 2014; Kezar et al., 2015; Lengermann &

Niebrugge, 2015; Pyram & Roth, 2018; Tierney, 2014). Secondly, an assumption is made the qualitative method of phenomenology produces rich and context relevant data (Bloomberg & Volpe, 2016). The assumption is supported by numerous experts in the field of qualitative research who acknowledge phenomenology as an appropriate method for inquiry into human phenomenon (Creswell & Poth, 2018; Denzin & Lincoln, 2018; Grbich, 2013; Merriam & Tisdell, 2016; Moustakas, 1994; Patton, 2015; Saldana & Omasta, 2018; A. Schutz, 1967; Seidman, 2013; J. A. Smith, Flowers, & Larkin, 2009; van Manen, 2016).

A third assumption is interviewing adjunct community college faculty produces honest and accurate expressions of each participant's individual experiences as contingent faculty. A critical factor in attaining accurate and authentic data from interview subjects is ensuring participant anonymity and freedom to convey opinions without repercussions via a confidential, cordial, and nonthreatening environment. To assist in gathering useful data the interviewer/interviewee relationship should be collaborative, professional, and respectful (Weiss, 1995). In addition, the research setting should be private, quiet, physically comfortable, and psychologically comfortable (King, Horrocks, & Brooks, 2019). Collectively, these criteria assist in developing a trust-based rapport between the interviewer and participants which helps to ensure the accuracy of interview data.

A fourth assumption pertains to the efficacy of the interview questions. To ensure interview questions are congruent with the purpose of study a field test was conducted prior to actual research (Merriam & Tisdell, 2016; Seidman, 2013). The final assumption relates to researcher as an objective and unbiased investigator. As a member of the population under investigation, examiner adhered to the phenomenological standard of epoche. Epoche, or what is

often referred to as bracketing, is the setting aside of personal opinions or preconceptions about the phenomenon under investigation (King et al., 2019). The individual conducting the research remained agnostic and neutral to the phenomenon and participant expressions of the phenomenon. The preceding assumptions are inescapable and critical to study. Measures were taken in each instance to safeguard the credibility of study.

Scope and Delimitations

Scope and delimitations delineate the constraints of a research study (Glesne, 2016). The scope and delimitation section describes research boundaries and points of possible research which are not included in study. Likewise, the rationale for delimitations is provided.

The coverage of study is constrained to evaluating the lived experiences of adjunct community college faculty in Northern California. More specifically, research focused on several community colleges located in the northern San Francisco Bay Area region of California. The regional delimitation was based on having reasonable access to target institutions and conducting face-to-face interviews with prospective participants.

Study consisted of interviewing 22 current adjunct community college faculty at several proximately located institutions in the northern San Francisco Bay Area region of California. The sample size was a relatively small proportion of the population of potential participants. The basis for the sample size utilized in study is predicated on an analysis of qualitative literature and experts in the field of qualitative inquiry who recommend five to 25 participants as a suitable sample in phenomenological research (Alase, 2017; Creswell & Poth, 2018; Guest, Namey, & Mitchell, 2013; J. A. Smith et al., 2009). The actual number of participants was finalized when saturation was achieved.

Study focused on presently employed contingent teachers who have a common shared experience as adjunct community college faculty. Participants did not include former adjunct community college faculty. While it may be interesting to evaluate the perceptions of past instructors, these limitations are congruent with phenomenology and the importance of examining the lived experience of individuals who currently experience a shared phenomenon (Creswell & Poth, 2018; Glesne, 2016; Merriam & Tisdell, 2016).

Prospective participants were informed of study via institutional e-mail which was approved by participating community colleges. In some instances, researcher was contacted directly by individuals who learned of the study from other faculty members. Face-to-face interviews took place at locations amenable to participants between May and July 2019. Interviews and observation of the interviews formed the foundation of collected data. Potential modes of data collection such as document analysis or surveys were not used in study. Rationale for focusing exclusively on interviews and observation of participants is consistent with interviewing as the primary data collection tool in phenomenological research (Creswell & Poth, 2018; Merriam & Tisdell, 2016). Due to methodological, geographical and institutional constraints, delimitations of study may impact the validity and transferability of research results.

Limitations

Study was limited to a phenomenological investigation of 22 adjunct community college faculty in Northern California. The methodological and structural constraints may influence the transferability and dependability of study. In qualitative inquiry, the efficacy of research emanates from credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Merriam & Tisdell, 2016). Table 1 demonstrates alignment of these four qualitative

paradigms with the quantitative counterparts of internal validity, external validity, reliability, and objectivity (Merriam & Tisdell, 2016).

Table 1

Aligning Qualitative and Quantitative Strategic Paradigms to Improve Efficacy in Research

Qualitative	Quantitative Analog
Credibility	Internal validity
Transferability	External validity
Dependability	Reliability
Confirmability	Objectivity

Note. Qualitative and quantitative research utilize different verbiage to demonstrate rigor and efficacy of a study. Table 1 compares qualitative terminology with analogous quantitative terms.

Credibility (internal validity) is achieved when findings of a study are realistic (Creswell, 2014; Merriam & Tisdell, 2016). Credibility is consistent with internal validity and ascertaining a high degree of confidence in research findings (Lincoln & Guba, 2016). To ensure credibility, researcher engaged in reflexivity, negative analysis, extended time in the field of study, and utilized peer debriefing to ensure thematic accuracy (Bashir, Afzal, & Azeem, 2008; Creswell, 2014, 2016; R. B. Johnson, 1997; Morse, 2018).

Transferability (external validity) relates to the degree by which the findings of a study can be generalized or applied to other circumstances (Merriam & Tisdell, 2016). Transferability is dependent upon first achieving credibility (Merriam & Tisdell, 2016). In other words, there is no point considering the transferability of a study if the findings are not credible. Transferability is problematic in qualitative research as the original investigator may not know the research site

or conditions under which future research might be conducted (Merriam & Tisdell, 2016). Indeed, transferability in qualitative research may be better described as *user generalizability* in which the application of the findings of one study, by researchers in a subsequent study, is determined by the succeeding investigators (Merriam & Tisdell, 2016). The reader of a study decides whether the research findings of an earlier study are applicable to a particular set of circumstances (Merriam & Tisdell, 2016). Nonetheless, the initial researcher has a duty to fully inform readers the extent of a study's findings in such a way future investigators can make informed decisions as to whether the initial study is relevant to prospective research (Merriam & Tisdell, 2016). To achieve transferability, study utilized rich, thick descriptions to portray the setting, participants, and findings (Creswell & Poth, 2018; Lincoln & Guba, 2016; Merriam & Tisdell, 2016; E. N. Williams & Morrow, 2009). Peer debriefing, as previously noted, served as a means of enhancing transferability (Morse, 2018).

Dependability (reliability) is accomplished when the findings of a study are trustworthy and consistent (Lincoln & Guba, 2016; Merriam & Tisdell, 2016; B. Williams, 2015). Dependability is achieved when the results of a study are congruent with the collected data. Confirmability (objectivity) relates to the neutrality and objectivity of research results (Ellis, 2018; B. Williams, 2015). Confirmability is the extent to which the findings of a study would be corroborated by other investigators (Ellis, 2018; Forero et al., 2018). Dependability and confirmability were achieved in study by using peer debriefing and reflexivity (Connelly, 2016; Miles, Huberman, & Saldana, 2014).

Chapter Summary

Chapter 1 introduced the problem, purpose of study, significance of research, described the research questions, presented the theoretical framework, provided a definition of terms, included a statement of scope and delimitations, and disclosed the limitations of study. The adjunct model is the predominant employment system among HEIs in the United States (Hurlburt & McGarrah, 2016; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Morest, 2015; Rhoades, 2017). The adjunct model is most extensive at the community college level (Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kater, 2017; Morest, 2015; Thirolf & Woods, 2017). Studies have indicated contingent faculty are commonly marginalized and experience workplace inequities (CCCSE, 2014; Eagan et al., 2015; Kezar & Sam, 2013; Maxey & Kezar, 2015; Tierney, 2014). The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California.

The following chapter begins with a restatement of the problem and includes the literature search strategy, theoretical framework, and an in-depth review of the literature. Chapter 2 describes numerous themes and contradictions which arose as a byproduct of the literature review. Chapter 2 substantiates the rationale for study and demonstrates alignment with the problem and purpose of study. Chapter 2 concludes with a synthesis of the literature and declaration of necessity for study.

Chapter 2: Literature Review

The problem is adjunct faculty who are employed as educators at Northern California community colleges may experience an institutionalized employment system compromising the occupational well-being of contingent teachers (Caruth & Caruth, 2013; CCCSE, 2014; Pons et al., 2017). The background of the problem is well established in recent scholarly literature. Numerous studies (Kater, 2017; Kezar et al., 2015; Kimmel & Fairchild, 2017; Savage, 2017), reports (ASATF, 2017; CCCSE, 2014; Hurlburt & McGarrah, 2016), and expert analyses (Bickerstaff & Chavarin, 2018; Kezar & Bernstein-Sierra, 2016; Morest, 2015; Yakoboski, 2016) have indicated adjunct HEI faculty may be marginalized by existing employment models.

The importance of the problem is predicated on a need to qualitatively assess the issue from the perspective of adjunct faculty (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Thirolf & Woods, 2017). The extent of the problem appears to be ubiquitous (CCCSE, 2014; Kezar & Sam, 2013). An extensive examination of the literature indicates marginalization of contingent faculty is pervasive at all levels of higher education (Kezar & Gehrke, 2016; Maxey & Kezar, 2015; Tierney, 2014). Those impacted by the problem are adjunct community college faculty, students, and community colleges (ASATF, 2017; Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Maxey & Kezar, 2015; Pyram & Roth, 2018; Tierney, 2014). The gap in the literature is pervasive as few qualitative studies using the phenomenological paradigm have investigated issues pertaining to part-time community college faculty in general and Northern California in particular (Curtis et al., 2016; Eagan et al., 2015; Kater, 2017; Morest, 2015).

The purpose of study is to qualitatively develop an informed understanding of the employment concerns and occupational desires of adjunct instructors who are employed by California community colleges in the northern San Francisco Bay Area region. Scholars like Kezar and Sam (2013) recognize limitations within the existing literature and recommend continued research exploring employment conditions impacting the relationship between contingent instructors and HEIs. Likewise, Curtis et al. (2016) recognize the extensive utilization of adjunct faculty by community colleges but acknowledge the employment conditions of adjunct faculty is not adequately studied. Study was necessary because it helps build a vital database of information which examines occupational issues facing adjunct community college faculty in Northern California from the perspective of these contingent educators. The workplace concerns and needs of adjunct faculty continue to be unidentified and unresolved if research is not conducted (Curtis et al., 2016; Kezar & Bernstein-Sierra, 2016; Rhoades, 2017).

Study contributed to the knowledge base by qualitatively exploring the lived experiences of adjunct community college faculty at Northern California community colleges (Bickerstaff & Chavarin, 2018; Curtis et al., 2016). As a result of study, adjunct faculty, students, and participating institutions can benefit from the identification of issues, which may preclude part-time community college faculty from realizing an optimal working environment (Curtis et al., 2016; Maxey & Kezar, 2015; Yu et al., 2015). The research report will be shared with the participating institutions and other Northern California community colleges.

An investigation of the literature pertaining to employment practices, working conditions, and workplace experiences of adjunct faculty in higher education resulted in a number of recurring themes, counterarguments to prevailing themes, and some contradictions. While

literature search strategy is clarified in the following section, it is important to acknowledge that once relevant literature was identified the studies and reports were imported into NVivo 12 analytical software for thematic examination. The results of literature review produced a number of prevailing themes, counterpoints, and some thought-provoking contradictions which are crucial to study.

The key points described in Table 2 can be classified as primary themes. The comprehensive literature review which follows clarifies each of these themes and includes additional subthemes which emerged from the literature. Each of these thematic arguments is relevant to the problem of an existing adjunct model, which may undermine the professional and personal well-being of contingent educators (Caruth & Caruth, 2013; CCCSE, 2014; Pons et al., 2017). Each of the articles evaluated for study has been published within the last seven years with the preponderance issued in the last five years giving credence to the currency and exigency of the problem.

Table 2

Major Themes in the Literature Related to the Adjunct Model

Theme	Related literature
Widespread use of adjunct faculty (AF) at all levels of higher education.	ASATF, 2017; Brennan & Magness, 2018b; Curtis et al. 2016; Kezar & Sam, 2013; Moorehead et al., 2015; Rhoades, 2017; Yakoboski, 2016
AF are utilized more extensively at the community college level.	ASATF, 2017; CCCSE, 2014; Morest, 2015; Thirolf & Woods, 2017; Tierney, 2014; Yu et al., 2015
The adjunct model has negative consequences for AF.	CCCSE, 2014; Franczyk, 2014; Kezar et al., 2015; Lengermann & Niebrugge, 2015; Pyram & Roth, 2018

(*continued*)

Table 2

Major Themes in the Literature (*continued*)

Theme	Related literature
The adjunct model has negative consequences for students.	Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kezar & Gehrke, 2016; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Rhoades, 2017; K. R. Schutz et al, 2015
The adjunct model has negative consequences for HEIs.	Caruth & Caruth, 2013; CCCSE, 2014; Franczyk, 2014; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Savage, 2017
AF are not a homogeneous group.	Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a; CCCSE, 2014; Curtis et al., 2016; Eagan et al., 2015; Kater, 2017; Kezar & Bernstein-Sierra, 2016; Thirolf & Woods, 2017; Yakoboski, 2016
Several counterarguments to claims to primary themes.	Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a, 2018b
Further research concerning the adjunct model is warranted.	Caruth & Caruth, 2013; Eagan et al., 2015; Kater, 2017; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Moorehead et al., 2015; Pons et al., 2017
There are inherent contradictions within the adjunct model.	Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018b; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kater, 2017; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Pons et al., 2017; Savage, 2017

Note. Table 2 includes major themes, which emerged during the literature review.

The subsequent sections of Chapter 2 include a detailed explanation of the literature search strategy and a description of the theoretical framework for research. These explanatory sections are followed by a comprehensive review of the literature expanding on prevailing themes, contradictions, and counterarguments. Chapter 2 closes with a concise summary of the major themes identified in the comprehensive literature review and provide an analysis of how

study extends knowledge by reducing gaps in the literature. An introduction to Chapter 3 is provided at the conclusion of Chapter 2.

Literature Search Strategy

The literature search strategy included a cursory examination of the current literature. The initial inquiry was followed by a narrowing of the acquired data into literature which expressly relates to the problem statement and purpose of study. Lastly, the literature was compiled in EndNote X8 bibliographic management software and NVivo 12 analytical software for further scrutiny, mapping, and thematic analysis. These three literature search stages are supported by experts in the field of literature review (Machi & McEvoy, 2016; Ridley, 2012).

Literature review strategy began with an introspective recognition of the research topic, purpose, and problem (Machi & McEvoy, 2016). The initial step was followed by a general database search of peer-reviewed journals which relate to the research topic, purpose, and problem. The primary source of data acquisition was the American College of Education (ACE) library which included a number of scholarly databases such as Educational Resource Information Center, EBSCO Information Services, and JSTOR digital library. Database searches conducted prior to writing Chapter 2 were constrained to peer-reviewed articles published between 2013 and 2018. Upon commencement of Chapter 2, database searches were refined to peer-reviewed articles published between 2015 and 2020. Relevant articles were imported into NVivo 12 for further analysis, and extraneous articles were discarded (Machi & McEvoy, 2016).

Literature review took place in stages between the inception of the research topic in 2016 through 2019. Initial search criteria were general as the problem had yet to materialize. Once identification of the problem and research purpose were established the database searches

became topically and thematically specific. Table 3 includes examples of the key search terms which were used at the outset of preliminary research and progress with greater specificity as themes emerged. Many of the reviewed articles led to additional peer-reviewed literature, scholarly writings, and reports which were useful for study.

Table 3

Literature Review Search Terms from Initial Research through Refined Research

Preliminary search (constraints 2013–2018)	Detailed search (constraints 2015–2019)
Adjunct faculty	Adjunct faculty + exploitation
Contingent faculty	Adjunct faculty + marginalization
Part-time faculty	Adjunct faculty + dependence
Community college faculty	Adjunct faculty + benefits
Full-time faculty	Adjunct faculty + exclusion
Non-tenure-track	Adjunct faculty + supportive policies
Tenure-track	College faculty + differences
California community colleges	Adjunct faculty + perceptions
Adjunct faculty problems	Adjunct faculty + student learning
Adjunct faculty experiences	Adjunct faculty + community college

Note. Table 3 provides an example of initial literature review search terms and how the parameters were refined during subsequent stages of research.

Theoretical Framework

Institutionalization theory, as explained by DiMaggio and Powell (1983), leans toward completed study. Institutionalization theory is appropriate for study because it theoretically explains the prevailing adjunct employment model and establishes a pathway for productive change (Bastedo, 2004; Kezar & Sam, 2013; Manning, 2018). Institutionalization is a specific type of change, which is tenable and becomes ingrained in the ethos of an organization (Kezar & Sam, 2013). Institutionalization theory suggests policies within an institution become an integral part of the organizational structure when certain practices and norms have become entrenched in the culture of the institution (Kezar & Sam, 2013). Institutionalization theory, in and of itself, does not mean embedded policies are necessarily good or bad (DiMaggio & Powell, 1983; Manning, 2018). Instead, longstanding policies are difficult to change (Kezar, 2018). The theory of institutionalization is profoundly related to the existing culture, values, rules, and customs within an organization and explains why organizational change in HEIs is often a slow and difficult process (Kezar, 2018).

Institutionalization theory is an essential lens by which to view the relationship between adjunct community college faculty and the institutions which employ them (Dacin & Dacin, 2008). Institutionalization theory helps to explain the nature of organizational relationships and the forces that may impede change (DiMaggio & Powell, 1983; Kezar, 2018). Institutionalization theory explains the complexities of executing changes within an organization and offers direction for positive changes (Maxey & Kezar, 2015). Using institutionalization theory, leaders assess current norms in an effort to uncover the factors which prohibit change (Kezar, 2018).

The pervasive norm of reliance on adjunct faculty as the predominant workforce model at all levels of higher education has created an isomorphic culture of dependency which is now deeply embedded in the organizational composition of American HEIs (Kezar & Sam, 2013). When HEIs increasingly conform to widely accepted norms, such as adjunct faculty employment models, colleges become profoundly institutionalized leading to organizational isomorphism (Boxenbaum & Jonsson, 2008; DiMaggio & Powell, 1983; Manning, 2018). For these reasons, institutionalization theory is a useful explanatory model when evaluating the lived experience of adjunct community college faculty.

Research Literature Review

The following sections expand upon the seven major themes which were previously described and include subthemes relating to each of the principal categories. In total, 173 themes and subthemes arose from the literature and thematic analysis, which was derived using NVivo 12. This was a significant number of themes, and many were subsequently conjoined with other points. Consequently, the review includes seven key categories, a number of subthemes related to primary themes, and three sections emerging as an amalgamation of the literature which was reviewed (Machi & McEvoy, 2016).

The Proliferation of an Adjunct Faculty Model in Higher Education

Since the late 1970s, there has been a paradigmatic shift in the employment model used by HEIs in the United States (Brennan & Magness, 2018a; Maxey & Kezar, 2015). Today, most colleges and universities rely on adjunct faculty as the primary academic workforce (ASATF, 2017; Curtis et al., 2016; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kezar et al., 2015; Kimmel & Fairchild, 2017; Rhoades, 2017). This employment structure is referred to throughout

study as the *adjunct model*. As adjunct faculty employment increases, the number of available tenured or tenure-track positions has decreased significantly (Caruth & Caruth, 2013; Kezar & Gehrke, 2016; Kezar & Sam, 2013; Tierney, 2014; Yakoboski, 2016). While there is a general consensus among virtually all of the recent scholarship that the adjunct model is the prevailing trend among HEIs, there are a number of hypothesized reasons for the pervasiveness of this relatively modern employment model.

Economic solutions. A common argument, which is made by numerous experts like Hurlburt and McGarrah (2016) and Eagan et al. (2015) is the adjunct model has evolved as a necessary and rational fiscal decision to reduce expenses. Adjunct faculty are typically paid less than their full-time counterparts and receive few, if any, benefits (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Moorehead et al., 2015; Rhoades, 2017; Yakoboski, 2016). Adjunct faculty are hired on a contingency basis as cheap labor (Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Tierney, 2014). In an era of expanding costs and diminishing revenue, the adjunct model is quite attractive to HEI administrators and finance departments which operate on increasingly tight budgets (ASATF, 2017; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Moorehead et al., 2015).

Flexibility. A significant but somewhat less common reasoning for the adjunct model is it allows greater flexibility for HEI administrators (ASATF, 2017; Eagan et al., 2015; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015). School administrators can use adjunct faculty to fill gaps in course schedules and easily dismiss contingent instructors when student enrollment declines (Caruth & Caruth, 2013; Yakoboski, 2016). Adjunct faculty can likewise be used to quickly replace full-time faculty who take sabbaticals or retire (Yakoboski, 2016).

The Adjunct Model and Community Colleges

As previously described, the adjunct model is the dominant employment strategy among most colleges and universities in the United States. When community colleges are considered independently from the larger group, the proportion of adjunct faculty rises dramatically (Curtis et al., 2016; Eagan et al., 2015; Morest, 2015; Ran & Xu, 2017; Thirolf & Woods, 2017). Recent data suggest adjunct community college faculty comprise approximately 70% of all instructional faculty (Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kater, 2017; Morest, 2015; Thirolf & Woods, 2017). The reasoning for the high rate of adjunct faculty utilization among community colleges is similar to that of other HEIs, most notably, cost savings.

The increasing usage of adjunct faculty as the primary educational workforce has created a number of alleged concerns which are community college specific. First, the working lives of contingent community college faculty have received little attention by scholars (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Moorehead et al., 2015; Morest, 2015; Pons et al., 2017). The relative lack of research supports the need for future research focused on the lived experience of adjunct community college faculty. Secondly, some researchers have posited community college adjunct faculty may negatively impact student achievement (Curtis et al., 2016; Ran & Xu, 2017). Albeit, the connection between adjunct community college faculty and student achievement is unresolved. Indeed, this is an unsettled issue in the scholarly literature, and qualitative studies using phenomenological design may be highly informative.

The Negative Consequences of the Adjunct Model

The alleged negative consequences of the adjunct model are central to study. The problem outlined at the beginning of Chapter 2 is based on a preponderance of scholarly

evidence and forms the underlying rationale for study (ASATF, 2017; Brennan & Magness, 2018b; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kezar et al., 2015; Maxey & Kezar, 2015; Moorehead et al., 2015; Pyram & Roth, 2018; Yakoboski, 2016). The following section addresses a wide variety of adjunct faculty issues in the literature.

Initially, 42 subthemes fell into the category of negative consequences experienced by adjunct faculty. These subthemes were merged into more general categories (Machi & McEvoy, 2016). For instance, initial coding in NVivo 12 resulted in nodes, which were labeled *low pay*, *no compensation*, and *few benefits*. In principle, these three themes are logically connected and were consolidated into a single theme denoted as compensation and benefits. Condensing the original 42 subthemes resulted in seven general categories.

Employment. Adjunct faculty face a number of employment issues, which emerged in the literature. The biggest factor is the trifold problem of job security, advancement, and expendability. Adjunct instructors typically work on a contingency basis (Brennan & Magness, 2018b; Kezar & Bernstein-Sierra, 2016; Moorehead et al., 2015). In other words, adjunct faculty are viewed by the institution as temporary or part-time help (CCCSE, 2014; Lengermann & Niebrugge, 2015). This is a significant problem because many involuntary contingent teachers seek full-time employment but are unable to attain this type of position (Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Pyram & Roth, 2018). Moreover, adjunct faculty typically lack job security (ASATF, 2017; Brennan & Magness, 2018a; Curtis et al., 2016; Kezar & Bernstein-Sierra, 2016; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Savage, 2017) and their employment status is tenuous and unpredictable (Bickerstaff & Chavarin, 2018; Moorehead et al., 2015; Pons et al., 2017; Rhoades, 2017).

Adjunct faculty face additional employment issues which may impact their personal and professional well-being. Lengermann and Niebrugge (2015) argued, institutions often view contingent instructors as temporary employees. Yet many adjunct educators teach heavy course loads and work at multiple institutions to compensate for part-time status at individual schools (Curtis et al., 2016; Eagan et al., 2015; Kimmel & Fairchild, 2017; Morest, 2015; Pyram & Roth, 2018). Many contingent teachers are involuntary part-time employees (Curtis et al., 2016). In terms of adjunct community college faculty, some contingent instructors create a full-time employment schedule by teaching at several institutions (Morest, 2015). Employment problems are sometimes exacerbated by last-minute course cancellations in which adjunct faculty often receive no compensation (Brennan & Magness, 2018a; Rhoades, 2017).

These employment issues have led some scholars to label adjunct faculty as being underemployed (Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Maynard & Joseph, 2008). Underemployment occurs when workers, like contingent teachers, perceive current employment status as incongruent with their skillset and level of qualification (Kezar & Bernstein-Sierra, 2016). An individual is underemployed if the employment conditions is substandard when compared to a specific standard (Maynard & Joseph, 2008). Underemployment is a serious issue as it has an adverse impact on contingent faculty. Underemployment leads to low job satisfaction, less commitment to the organization, and may negatively impacts the physical and mental health of the underemployed worker (Eagan et al., 2015). These issues are particularly true of involuntary part-time faculty who demonstrate higher levels of job dissatisfaction when compared with voluntary part-time faculty (Eagan et al., 2015).

Compensation and benefits. The most common and notable negative consequence of the prevailing adjunct model cited in the literature was inadequate compensation and lack of benefits (ASATF, 2017; Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a; CCCSE, 2014; Curtis et al., 2016; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kezar & Bernstein-Sierra, 2016; Kezar et al., 2015; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Moorehead et al., 2015; Morest, 2015; Pyram & Roth, 2018; Savage, 2017; Thirolf & Woods, 2017). Adjunct faculty typically earn much less than full-time or tenured faculty (Brennan & Magness, 2018b; Lengermann & Niebrugge, 2015; Pons et al., 2017; Rhoades, 2017). A study by Caruth and Caruth (2013) concluded contingent faculty frequently earn about one third of what full-time faculty receive. Hurlburt and McGarrah (2016) corroborate these findings arguing contingent faculty earn about 64% less than full-time faculty. In addition, some researchers found adjunct faculty are not compensated for holding office hours (Curtis et al., 2016), service work (ASATF, 2017), professional development events, meetings, workshops, seminars or committee service (Bickerstaff & Chavarin, 2018). Given employment issues are pervasive in the literature, further investigation is warranted.

Resources and support. Much of the literature asserts adjunct faculty suffer from poor working conditions (ASATF, 2017; Kezar & Bernstein-Sierra, 2016; Kezar et al., 2015; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Pyram & Roth, 2018; Savage, 2017). Inadequate working conditions stems, in part, from the lack of resources and support provided by the institution to contingent instructors. The lack of resources ranges from not having a desk, computer, or phone (Bickerstaff & Chavarin, 2018), to the unavailability of an office space or

office supplies (Moorehead et al., 2015), to the absence of a designated space and paid time to meet with students (Maxey & Kezar, 2015).

The dearth of essential resources is tied to a generalized lack of support encountered by adjunct faculty at some institutions (Eagan et al., 2015). Contingent instructors, as Kezar and Bernstein-Sierra (2016) concluded, seldom have support from institutional staff, receive little help in curriculum development, and do not have any significant interaction with other instructional staff. In some instances, the lack of support is mere neglect by the institution to provide valuable information to contingent faculty (Bickerstaff & Chavarin, 2018). According to Kezar and Sam (2013), the failure of HEIs to provide much-needed support to part-time faculty has led to an overall negative work environment for contingent instructors.

The exigency of the problem and inherent contradictions regarding HEI policies towards adjunct faculty, particularly at the community college level is best summed up in the 2014 report by the CCCSE. The CCCSE (2014) report warns,

> Institutions' interactions with part-time faculty result in a profound incongruity: Colleges depend on part-time faculty to educate more than half of their students, yet they do not fully embrace these faculty members. Because of this disconnect, contingency can have consequences that negatively affect student engagement and learning. (p. 3)

These findings, if corroborated on a larger scale, are quite concerning. The lack of resources and support may not only impact the lives of contingent faculty but students as well (ASATF, 2017; Curtis et al., 2016; Eagan et al., 2015; Kezar et al., 2015; Kezar & Sam, 2013; Maxey & Kezar, 2015; Rhoades, 2017; Tierney, 2014; Yakoboski, 2016). The heterogeneity of HEIs in terms of

their approach to supportive policies for part-time instructors and lack of data pertaining to the working lives of adjunct community college faculty indicates a need for further research.

Institutional disconnection. The literature relating to the topic of institutional disconnection is quite broad and diverse. Indeed, the lack of resources and support outlined in the previous section has given rise to perceptions of disconnection and isolation among many part-time college faculty (Franczyk, 2014; Kimmel & Fairchild, 2017; Pons et al., 2017; Pyram & Roth, 2018). A qualitative study by Bickerstaff and Chavarin (2018) found adjunct faculty frequently felt disconnected from the institution (p. 4). The lack of communication and input from HEI administrators and other faculty may contribute to adjunct faculty perceptions of being disconnected from their institutions (Franczyk, 2014). The problem is exacerbated by the reluctance among some HEIs to provide professional development activities to contingent faculty (ASATF, 2017; Maxey & Kezar, 2015; Morest, 2015; Pons et al., 2017; Pyram & Roth, 2018; Savage, 2017; Tierney, 2014) and minimal opportunities to participate in governance or decision-making activities (ASATF, 2017; Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a; Eagan et al., 2015; Kater, 2017; Kezar et al., 2015; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015).

Related to the premise that many contingent educators are disconnected from their institutions are perceptions among some adjunct faculty of being undervalued or underappreciated (Bickerstaff & Chavarin, 2018; Caruth & Caruth, 2013; Curtis et al., 2016; Eagan et al., 2015; Franczyk, 2014; Pons et al., 2017; Savage, 2017). Some studies like those of Kezar and Sam (2013), Pyram and Roth (2018), and Moorehead et al. (2015) have suggested adjunct faculty feel invisible on campus. A quantitative study by the ASATF (2017) suggested,

"Contingent faculty often report feeling invisible to tenure-system faculty. Their low pay and poor working conditions, along with disrespect, make many financially precarious . . . and chronically stressed emotionally and physically" (p. 2). The alleged problem has led some scholars to intimate a caste system is evident among some HEIs and adjunct faculty are subordinated to second-class status (ASATF, 2017; Eagan et al., 2015; Franczyk, 2014). As with the previous sections, these findings and allegations are alarming, but it would be unethical and naive to conclude all HEIs create a condition which invokes disconnection among part-time staff or treat contingent employees as second-class citizens. Consequently, further investigation into the alleged phenomenon is warranted.

Full-time faculty versus adjunct faculty. Some studies, like that of Kezar and Sam (2013) indicated relations between full-time faculty and adjunct faculty are *fragmented*. The lack of cohesion between these two groups is both puzzling and concerning. The similar nature of work suggests these two factions would be professionally aligned. Although, studies by the ASATF (2017), Eagan et al. (2015), Maxey and Kezar (2015), Moorehead et al. (2015) and Rhoades (2017) have revealed tension and contention between full-time faculty and contingent faculty. As described in the previous section, some adjunct faculty may be subjugated to second-class status. The feeling of subordination may be more pronounced when part-time educators are not supported by full-time faculty. In a qualitative study, Kezar and Sam (2013) found part-time and full-time faculty often viewed the other group as the adversary. The competition and mistrust between full-time and part-time faculty may be a factor as to why modifying the current adjunct model has been met with resistance (Kezar et al., 2015).

Institutional culture. Institutional culture may be a significant barrier for adjunct faculty. As previously described, contingent educators often feel isolated, excluded, invisible or treated as second-class citizens. A quantitative research report by the CCCSE (2014) found, adjunct employment is closely associated with marginalization. When these issues are coupled with other factors such as low pay (Brennan & Magness, 2018b; Lengermann & Niebrugge, 2015; Pons et al., 2017; Rhoades, 2017), hierarchical structures (ASATF, 2017; Bickerstaff & Chavarin, 2018; Caruth & Caruth, 2013; Kezar et al., 2015; Kimmel & Fairchild, 2017; Moorehead et al., 2015; Rhoades, 2017), lack of respect (Curtis et al., 2016; Eagan et al., 2015; Pyram & Roth, 2018; Rhoades, 2017; Savage, 2017), and overall poor working conditions (ASATF, 2017; Kezar & Bernstein-Sierra, 2016; Kezar et al., 2015; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Pyram & Roth, 2018; Savage, 2017) a theme emerges which can be described as institutionalized marginalization.

The preceding statement paints an ominous picture, and if such an institutionalized ethos exists, dynamic changes to the adjunct model are warranted. It is doubtful such a condition exists among all HEIs. Further investigation into the workplace experiences and perceptions of adjunct faculty which are regionally or institutionally specific are necessary to unveil the lived experiences of contingent faculty. Moreover, phenomenological modes of inquiry using the theoretical framework of institutionalization theory are well suited to explore the alleged problem (Bastedo, 2004; Kezar, 2018; Kezar & Sam, 2013; Manning, 2018).

Personal cost. The preceding sections suggest the current adjunct model may be negatively impacting the workplace lives of adjunct faculty. Notwithstanding, there are reasons to believe the adjunct model may have a tremendous personal cost for contingent educators. In a

qualitative analysis, Bickerstaff and Chavarin (2018) found low pay and lack of job security results in personal challenges and financial insecurity for some contingent instructors. Eagan et al. (2015) suggested underemployment, as a byproduct of the adjunct model, leads to dissatisfaction for adjunct faculty, and may engender physical and mental health-related issues. In terms of psychological stress, Kezar and Sam (2013) argued, adjunct faculty have lost self-esteem to the point they do not believe they deserve improved employment conditions. As portentous as these accounts are, it cannot be assumed these conditions apply to all HEIs. It is imperative that regional or institution-specific studies are conducted in order to assess conditions on a more localized basis.

The Heterogeneity of Adjunct Faculty

Up to this point, the literature review has focused on the negative consequence the adjunct model has on contingent teachers. The impact, however, does not affect all part-time faculty in the same way (Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Yakoboski, 2016). This is due, in part, to the heterogeneity of adjunct faculty (Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a; Curtis et al., 2016; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Ran & Xu, 2017; Thirolf & Woods, 2017; Yakoboski, 2016). Contingent faculty are a diverse group, and the perceptions which part-time instructors have regarding employment conditions are influenced by individual characteristics and employment aspirations (Bickerstaff & Chavarin, 2018; Kezar & Bernstein-Sierra, 2016).

An appropriate distinction made in several studies is to separate contingent faculty into voluntary versus involuntary adjuncts (Curtis et al., 2016; Kezar & Bernstein-Sierra, 2016). Involuntary part-time faculty are those who seek full-time employment but are unable to secure a

full-time job (Eagan et al., 2015). Involuntary part-time faculty are less satisfied with their overall employment condition when compared to voluntary part-time faculty (Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016). Many voluntary part-time teachers have other jobs, are retired, like the flexibility of part-time teaching, or teach classes for personal satisfaction (Thirolf & Woods, 2017). Consequently, part-time faculty who do not depend on teaching as a primary source of income tend to have a higher degree of job satisfaction (Yakoboski, 2016).

Counterarguments to Claims of Misuse and Negative Impact of the Adjunct Model

Arguments which contrast with the previously described scholarship are not as prevalent in the current literature. Nonetheless, several compelling counterarguments are worthy of consideration (Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a, 2018b; Eagan et al., 2015; Pyram & Roth, 2018; Yakoboski, 2016). The initial thematic analysis using NVivo 12 resulted in 26 nodes, which were subsequently reduced to four central themes. These themes are described in the following subsections.

Adjunct faculty are not unhappy, dissatisfied, or exploited. Brennan and Magness (2018a) argued adjunct faculty are not as unhappy or dissatisfied as some scholarly studies, and popular rhetoric have concluded. Brennan and Magness (2018a) base their reasoning on an HERI study (Hurtado, Eagan, Pryor, Whang & Tran, 2012), a report by the American Federation of Teachers (2010), and research conducted by Schuster and Finkelstein (2006). The HERI study, according to Brennan and Magness (2018a), found just over 50 percent of contingent faculty were satisfied or very satisfied with their remuneration. Brennan and Magness (2018a) cite even larger degrees of satisfaction with regard to such things as office space (69.9%), job autonomy (85%) and relationships with other faculty members (75.4%). Only a small majority are satisfied

with compensation levels, which may be due, in some large part, to the heterogeneity of adjunct faculty as discussed in the preceding section. Indeed, Brennan and Magness (2018a) concluded job dissatisfaction is more prevalent among a subgroup of adjunct instructors.

The conclusions made by Brennan and Magness (2018a) are supported by a small number of studies which are otherwise principally aligned with the prevailing theme suggesting the adjunct model has intrinsic problems leading to inequities for some contingent faculty (Bickerstaff & Chavarin, 2018). Bickerstaff and Chavarin (2018) found, a significant proportion of adjunct faculty were content with their employment conditions. The finding is circumscribed by the conclusion adjunct satisfaction is derived from engagement with students (Bickerstaff & Chavarin, 2018). These scholars may have uncovered what can be described as a *satisfaction paradox* in which contingent faculty are satisfied with teaching but not the employment conditions of being a part-time instructor (Bickerstaff & Chavarin, 2018).

An intriguing argument waged by Brennan and Magness (2018a) pertains to the *adjunct exploitation thesis*. Brennan and Magness refute the idea adjunct faculty are exploited. The scholars base an argument against the adjunct exploitation thesis (AET) on several key points. First, Brennan and Magness question whether part-time faculty can actually be exploited when, as the authors alleged, contingent teachers have fewer credentials than full-time faculty. The authors point out several scenarios in which contingent faculty might be exploited and repudiate each. Albeit, there is a significant incongruity with the Brennan and Magness refutation of the AET.

Brennan and Magness (2018a) argued, “To be frank, most popular and academic articles which discuss adjunct exploitation do not offer sophisticated arguments for this thesis. They

typically just assume or assert it, as if it were obvious" (p. 54). The broad statement made by Brennan and Magness (2018a) is not supported by specific references to any current peer-reviewed literature. Perhaps the AET is pervasive in popular articles; albeit, extensive review of the literature does not reflect a prevailing theme of adjunct exploitation. Indeed, there is a significant question as to whether claims of adjunct exploitation, as articulated by Brennan and Magness, are actually being made to any significant degree in current scholarly literature.

A search of the literature used for study (n = 30) found 18 instances in which the word *exploit* is used. However, 17 of these occurrences were presented by Brennan and Magness (2018a, 2018b). The word *exploitation* was more widespread, occurring on 49 occasions. Yet, in 40 instances the word was used by Brennan and Magness (2018a, 2018b). Only three other articles used the word *exploitation* (Caruth & Caruth, 2013; Kezar et al., 2015; Moorehead et al., 2015). In the three articles which utilized the word *exploit* or *exploitation*, the terms were not used to denote a presumption of exploitation as Brennan and Magness (2018a) suggested. Irrespective of whether Brennan and Magness (2018a) are correct in suggesting adjunct faculty are not exploited, the point is problematic, as this is not the basis of scholarly arguments pertaining to contingent faculty workplace issues in the current literature.

Adjunct faculty receive a fair living wage. Brennan and Magness (2018a) argued adjunct faculty earn a fair wage. The argument was not surprising as proving adjunct faculty make a fair living wage was critical in disproving the AET. Brennan and Magness (2018a) concluded adjunct faculty are acceptably remunerated for their services and those who do not earn a living wage only work part-time. Moreover, the authors suggest earning a living wage is not sufficient to demonstrate exploitation.

The current literature rarely addresses adjunct workplace inequities in terms of a living wage. Moorehead et al. (2015) elude to the possibility some contingent faculty do not earn a living wage. Although, the Moorehead et al. (2015) finding was restricted to adjunct instructors at four-year public institutions in Maryland. A policy Delphi study by Maxey and Kezar (2015) refers to *living wage* just twice, and in both instances, the phrasing was drawn from interview data rather than investigator conclusions. The only other time *living wage* was used in the literature was by Lengermann and Niebrugge (2015) who described the condition at a single institution. A query of the literature indicated 42 instances in which the phrase *living wage* was used. Brennan and Magness (2018a, 2018b) accounted for 38 of these occurrences.

The preceding observation is not an insignificant issue. Perhaps Brennan and Magness (2018a) are correct in concluding adjunct faculty earn a living wage. Yakoboski (2016) indicated 25% of contingent faculty have household incomes below $50,000. Brennan and Magness likewise consider the issue but point to the likelihood only some small subset of contingent faculty fall into the category of not earning a living wage, and they do so by choice.

Adjunct faculty are part-time by choice. Brennan and Magness (2018b) argue adjunct faculty, even if they are subject to poor working conditions, engage in part-time teaching by choice. Contingent faculty teach at colleges and universities because it is their job preference above all other options. On the surface, the statement may seem harsh, but Brennan and Magness (2018b) make one particularly strong point. The elimination of the adjunct model in lieu of some other system may actually hurt some, if not many, adjunct faculty who may no longer be able to secure a part-time position (Brennan & Magness, 2018b). Moreover, changes to the adjunct model are likely to involve costly tradeoffs.

Changes to the adjunct model are too costly. Brennan and Magness (2018a, 2018b) argued changes to the adjunct model are too costly and result in undesirable trade-offs. This is a position which has been considered by many researchers as the adjunct model is primarily based on the scarcity of fiscal resources (ASATF, 2017; CCCSE, 2014; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Moorehead et al., 2015; Ran & Xu, 2017). With budgetary limitations, it is conceivable increasing the pay and benefits for adjunct faculty may have negative consequences for other HEI stakeholders.

Contradictions Within the Adjunct Model

A review of the literature uncovered a number of interesting contradictions within the adjunct model. In total, 21 possible paradigmatic incongruities were identified during thematic analysis of the literature. Several of these inconsistencies were confined to a single study or did not distinctly relate to the purpose of study and were excluded. The five most notable contradictions were identified by frequency in multiple studies (ASATF, 2017; Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Morest, 2015; Pons et al., 2017; Savage, 2017). Prominent contractions are described individually in the following subsections.

Recognition of problem but failure to adopt policy changes. As expressed throughout Chapter 2, the HEI academic workforce has shifted to a widespread adjunct model. Yet, as Eagan et al. (2015) concluded, the shift has not taken place with corresponding policies which support the adjunct workforce which HEIs rely upon. Kimmel and Fairchild (2017) found this to be paradoxical because increased reliance on adjunct faculty by HEIs is incongruent with the

negative working environment experienced by many contingent instructors. Likewise, Savage (2017) acknowledges HEI policymakers and leaders understand inadequate employment conditions negatively impact performance, but few changes have been made among HEIs that improve employment conditions for adjunct faculty. On a similar note, Lengermann and Niebrugge (2015) point out adjunct faculty are paid less than full-time faculty yet students do not receive a discount for courses taught by part-time instructors.

Less support but some satisfaction. Irrespective of the poor working environment contingent faculty experience, many part-time instructor's exhibit some level of satisfaction with their employment as teachers. In a qualitative study, Bickerstaff and Chavarin (2018) found many adjunct instructors did not like being institutionally segregated, but did enjoy the autonomy which came with isolation. Similarly, Eagan et al. (2015) acknowledged an inherent contradiction among many contingent teachers who are exposed to low pay and other predictors for low rates of satisfaction but their job satisfaction was similar to that of full-time faculty. Pons et al. (2017) concluded isolation from the academic community was an area in which participants expressed considerable concern, but isolation was not, in and of itself, a demotivating factor. The occupation of teaching may be a significant motivational factor, which circumscribes feelings of workplace dissatisfaction among many contingent instructors (Pons et al., 2017). If true, this may explain why adjunct faculty willingly accept the conditions of employment even though they suffer workplace disparities (Caruth & Caruth, 2013).

The adjunct model is antithetical to norms of higher education. Caruth and Caruth (2013) point out a significant irony in the adjunct model. The current system is inherently hierarchical and separates faculty into a bifurcated system of haves and have-nots (Caruth &

Caruth, 2013; Pons et al., 2017). HEIs have advanced an open-door policy, which provides an equal opportunity for students, while simultaneously being accused of disadvantaging adjunct faculty (Caruth & Caruth, 2013). HEIs, particularly community colleges, rely upon adjunct instructors, though in many cases, they are perceived to be provisional or disposable (Pons et al., 2017). The alleged contradiction is contrary to the prevailing norms of fairness and inclusiveness HEIs seek to achieve.

Financial shifts may not result in education cost savings. A review of the literature suggests the primary reason for the adjunct model is to reduce fiscal outlays. Contrary to the prevailing thesis, Hurlburt and McGarrah (2016) argue cost savings via the adjunct model is neutralized by increased spending on administrative personnel. Moreover, HEIs with larger proportions of adjunct faculty tend to devote less money to education-related spending (Hurlburt & McGarrah, 2016). Furthermore, the salaries of top HEI executives has increased dramatically making managerial costs rise and necessitating a shift from educational outlays to administrative spending (ASATF, 2017). Consequently, the adjunct model may not only impact adjunct faculty but student learning and achievement as well.

Little is known about part-time community college faculty. The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. Community colleges rely upon contingent instructors to a greater degree than do four-year colleges and universities. Even so, little is known about the working environment and experiences of community college faculty (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Morest, 2015). Most community college courses are taught by adjunct faculty yet limited research has been conducted to specifically examine the lived experience of part-time

community college instructors (ASATF, 2017). Herein lies the contradiction, community colleges rely on contingent faculty, but there is an unacceptable gap in the literature exploring the impact of the adjunct model and its bearing on contingent teachers.

The Necessity of Further Research

Scholars like Kezar and Sam (2013) have suggested a need for further research regarding contingent HEI faculty and the adjunct model at all levels of higher education. The necessity for further research is predicated on several interrelated concerns among scholars. The themes presented in Table 4 remain unanswered or only partially explored, and further research is required to fully understand the impact of the adjunct model on these suspected issues. These points support the premise of need for additional research relating to contingent faculty and the adjunct model. Alignment of study with existing research is addressed in the following section.

Table 4

Necessity of Further Research Concerning the Adjunct Model

Theme	Related literature
Increased use of adjunct faculty (AF) under the current model may negatively impact students.	ASATF, 2017; Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Eagan et al., 2015; Kezar et al., 2015; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Moorehead et al., 2015; Ran & Xu, 2017; Rhoades, 2017; Savage, 2017; Thirolf & Woods, 2017; Yakoboski, 2016; Yu, Campbell, & Mendoza, 2015
The adjunct model may be inconsistent with achieving long-range institutional goals or academic missions.	ASATF, 2017; CCCSE, 2014; Kezar & Gehrke, 2018; Kezar et al., 2015; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Ran & Xu, 2017; Savage, 2017

(*continued*)

Table 4

Necessity of Further Research (continued)

Theme	Related literature
Little is known about the professional role and commitment of AF outside of the classroom.	Moorehead et al., 2015
AF experience a negative working environment but much is unknown about the nature of the issues.	Maxey & Kezar, 2015
Deinstitutionalizing the AF is not well understood.	Maxey & Kezar, 2015
There is a general dearth of knowledge pertaining to AF.	Caruth & Caruth, 2013
Few studies pertaining to AF job satisfaction have been conducted.	Eagan et al., 2015
The effects of campus climate and resource allocation on AF perceptions of workplace satisfaction have not been adequately explored.	Eagan et al., 2015
The cost effectiveness of the adjunct model is not sufficiently understood.	Hurlburt & McGarrah, 2016
The working environment and professional experiences of community college AF is not well understood.	Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Morest, 2015

Note. Table 4 acknowledges several issues pertaining to the adjunct model which require further research.

Alignment of Research with Existing Studies

Study is thematically aligned with the literature outlined in Chapter 2. The recent literature recognized the prevalence of the adjunct model. A preponderance of the scholarship acknowledges some inequities and issues related to the adjunct model exist. Even contrarians to the predominant literature, like Brennan and Magness (2018a, 2018b), acquiesce on the argument that some problems for adjunct faculty occur as a byproduct of the adjunct model. Therefore, thematic alignment is consistent with the purpose of study which was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California and such research may reveal perceptions of workplace inequities.

Methodological alignment. The methodologies used in the reviewed studies are wide and varied. In general, the research falls into quantitative (n = 15), qualitative (n = 8), or mixed-methods (n = 1) research methods. Several studies can be described as evaluative (n = 6) as they analyze data from previous studies without identifying a specific research model (Brennan & Magness, 2018a; Franczyk, 2014; Kezar & Bernstein-Sierra, 2016; Lengermann & Niebrugge, 2015; Morest, 2015; Tierney, 2014). It should be noted, the six articles which did not utilize a defined research model are credible as each were published in peer-reviewed journals.

Congruent with the purposeful connection of utilizing accepted practices to ensure the credibility of literature as suggested previously, current study demonstrates principled methodological alignment by employing the accepted qualitative model of phenomenology to explore the lived experience of adjunct community college faculty in Northern California. The utility of qualitative research is supported by scholars who have used qualitative research design methodology (Kater, 2017; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Pons et al., 2017;

Pyram & Roth, 2018; Savage, 2017; Thirolf & Woods, 2017) and via statements made pertaining to the need for further research investigating the workplace experiences of adjunct community college faculty (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Morest, 2015).

Purposeful alignment. The literature identified in Chapter 2 has one overarching purpose. Each article recognizes the ubiquitous adjunct model and concerns which have been raised in terms of the utility of the current HEI employment system. There is a large degree of consensus in the literature that problems relating to the adjunct model exist (ASATF, 2017; Bickerstaff & Chavarin, 2018; Caruth & Caruth, 2013; CCCSE, 2014; Curtis et al., 2016; Eagan et al., 2015; Franczyk, 2014; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kezar et al., 2015; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Pyram & Roth, 2018; Rhoades, 2017; Savage, 2017; K. R. Schutz et al., 2015; Yakoboski, 2016). But this is where the consensus appears to diverge. Present study is purposefully aligned with the overarching theme that concerns have been raised regarding the adjunct model and some inequities may exist.

Synthesizing the Literature

When the literature is considered collectively, a predominant theme emerges. There is some inherent inequity in the adjunct model. Even staunch detractors like Brennan and Magness (2018a, 2018b) do not deny some issues may exist. Brennan and Magness (2018a) conclude, adjunct faculty may be abused by HEIs, which have misguided policies. Brennan and Magness (2018a) even acknowledge that numerous aspects of being a contingent employee are objectionable. While there is a general consensus suggesting the adjunct model is problematic and unfair to contingent faculty, there is less agreement as to the exact nature of the problem,

how the issue is to be resolved, and the degree to which problems exist. The following subsections consider four related subthemes, which were prevalent in the literature.

The value of adjunct faculty. Many different positive qualities attributed to adjunct faculty were described in the literature. Contingent faculty have a passion for teaching, are student centered, and loyal to pupils (Bickerstaff & Chavarin, 2018; Caruth & Caruth, 2013; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Pyram & Roth, 2018). Adjunct faculty have specialized skills which contribute to the institution and student learning (Brennan & Magness, 2018b; Eagan et al., 2015; Franczyk, 2014; Kezar & Gehrke, 2016; Kezar & Sam, 2013; Lengermann & Niebrugge, 2015; Moorehead et al., 2015; Thirolf & Woods, 2017). Contingent teachers have real-world experience (Brennan & Magness, 2018b; Caruth & Caruth, 2013; Lengermann & Niebrugge, 2015; Moorehead et al., 2015; Pyram & Roth, 2018). Part-time instructors provide greater flexibility in course offerings which may be expanded and made more widely available to students (Eagan et al., 2015; Pons et al., 2017; Pyram & Roth, 2018; Thirolf & Woods, 2017). Although there is not universal agreement with respect to the explicit value adjunct faculty bring to their institutions, there is a substantive consensus among many scholars who suggest contingent instructors make a positive contribution to HEIs.

The adjunct model is a byproduct of fiscal necessity. A preponderance of the literature supports the premise the adjunct model is a financial necessity utilized by HEIs to reduce expenditures. While there is a general consensus as to the reason HEIs have adopted the adjunct model there is some disagreement as to the efficacy of the system. Brennan and Magness (2018b) argued changes to the adjunct model will quite possibly result in undesirable tradeoffs. Maxey and Kezar (2015) do not deny financial pressures are a dominant driver of the adjunct

model, but argued administrative flexibility inherent in the system is attractive for managers. Albeit, cost-saving measures are the usual explanation for the adjunct model.

Changing the adjunct model. Several articles reviewed for Chapter 2 considered changes to the adjunct model. However, there was some disagreement with regard to the probability of change and how revisionary policies should occur. In one quantitative survey, researchers found hopeful opportunities for creating a new or revised employment model (Kezar et al., 2015). Kezar et al. (2015) conveyed an optimistic viewpoint in terms of the possibility of creating a better employment model which supports contingent faculty. Likewise, the CCCSE (2014) report suggested a number of steps community colleges can take to improve employment conditions for adjunct faculty.

In a modified policy Delphi study, Maxey and Kezar (2015) found incongruities inherent in the adjunct model, which are inconsistent with student achievement and may be the impetus for change. A quantitative survey by Eagan et al. (2015) lead the investigators to conclude there is potential for HEIs to increase adjunct faculty satisfaction by providing resources and establishing policies which promote respect among all faculty. The Eagan et al. (2015) finding is consistent with other researchers who suggest employment improvements for contingent faculty do not have to be financially debilitating (ASATF, 2017; Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kater, 2017; Thirolf & Woods, 2017).

Some studies suggested changing the adjunct model is desirable, but there may be significant difficulties in implementing a new system (Kezar et al., 2015; Kezar & Sam, 2013; Maxey & Kezar, 2015; Morest, 2015; Pons et al., 2017). A return to preexisting employment models, according to Kezar et al. (2015), is not likely due to contemporary fiscal issues, the

prevalence of selective tenure, and incongruous policy preferences by institutional and legislative leaders. Brennan and Magness (2018b) argued, creating an employment model, which improves adjunct faculty employment conditions will result in undesirable trade-offs. These somewhat pessimistic outlooks are consistent with Morest (2015) who suggested, incentive to change the adjunct model are illusory because existing fiscal policies among institutions focus on efficiency. Indeed, the viewpoints held by scholars towards the adjunct model and invoking change are quite diverse.

Rationale for changing the adjunct model. The rationale for altering the adjunct model is steeped in the literature surveyed for Chapter 2. A preponderance of scholars acknowledge problems with the prevailing HEI employment model (ASATF, 2017; Bickerstaff & Chavarin, 2018; Caruth & Caruth, 2013; CCCSE, 2014; Curtis et al., 2016; Eagan et al., 2015; Franczyk, 2014; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kezar et al., 2015; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Pyram & Roth, 2018; Rhoades, 2017; Savage, 2017; K. R. Schutz et al., 2015; Yakoboski, 2016). The data indicates a possible need for changing the adjunct model. The rationale for altering the adjunct model is particularly relevant from the viewpoint of contingent instructors and arguments which have been made suggesting modification may be beneficial to students and HEIs.

A new employment model will be good for adjunct faculty. Studies conducted by scholars like Hurlburt and McGarrah (2016), Maxey and Kezar (2015), and Pyram and Roth (2018) suggested contingent instructors at many HEIs are exposed to a number of employment and workplace issues which undermine their personal and professional well-being. For instance, adjunct faculty lack job security because they typically work on a contingency basis as argued by

Kezar and Bernstein-Sierra (2016), Lengermann and Niebrugge (2015) and Moorehead et al. (2015). Contingency results in an employment status for adjunct teachers which is tenuous and unpredictable as concluded by Bickerstaff and Chavarin (2018), Rhoades (2017), and Moorehead et al. Curtis et al. (2016) suggested many adjunct instructors seek long-term employment but are relegated to involuntary part-time status. Moreover, contingent instructors usually earn far less than full-time faculty as suggested by Pons et al. (2017), Brennan and Magness (2018b), Lengermann and Niebrugge, and Rhoades.

In addition, studies by Bickerstaff and Chavarin (2018), Franczyk (2014), Kimmel and Fairchild (2017), Pons et al. (2017) and Pyram and Roth (2018) concluded adjunct faculty frequently feel disconnected or isolated at their place of employment. In many instances, HEIs do not provide professional development opportunities for contingent faculty as suggested by Caruth and Caruth (2013), Maxey and Kezar (2015), Morest (2015), Savage (2017), Thirolf and Woods (2017) and Tierney (2014). Likewise, Bickerstaff and Chavarin (2018), Brennan and Magness (2018a), Eagan et al. (2015), Kater (2017), Kimmel and Fairchild (2017), and Maxey and Kezar (2015) argued adjunct instructors are frequently precluded from participating in school governance and decision-making activities.

Other studies have acknowledged the absence of adequate support and resources afforded to part-time college teachers hampers productivity in terms of student engagement and instruction (ASATF, 2017; Curtis et al., 2016; Eagan et al., 2015; Kezar et al., 2015; Maxey & Kezar, 2015; Rhoades, 2017; Yakoboski, 2016). Franczyk (2014), Pons et al. (2017), Savage (2017), Eagan et al. (2015), Curtis et al. (2016), Caruth and Caruth (2013) and Bickerstaff and Chavarin (2018) concluded many adjunct teachers feel underappreciated and undervalued by

their institutions. In some instances, contingent faculty feel as though they are invisible on campus (ASATF, 2017; Kezar & Sam, 2013; Moorehead et al., 2015; Pyram & Roth, 2018).

Taken individually, any of these alleged issues are grounds for further investigation. Together these problems substantiate a likely need for changing the adjunct model. While all HEIs do not treat adjunct faculty poorly, the pervasiveness of these issues indicates a possible need for reform among many HEIs. Actions taken by HEIs to improve the workplace and employment conditions of contingent teachers, if and when warranted, may improve the personal and professional well-being of a vital academic workforce (ASATF, 2017; Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Pons et al., 2017; Pyram & Roth, 2018).

Changes to the adjunct model will support students. Under the existing model, contingent faculty frequently do not have institutional support or resources necessary to function at optimal performance levels (Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016). Not only has the adjunct model led to an overall negative work environment for adjunct faculty, the pervasive employment paradigm has adverse implications for students (ASATF, 2017; Curtis et al., 2016; Eagan et al., 2015; Kezar et al., 2015; Kezar & Sam, 2013; Maxey & Kezar, 2015; Rhoades, 2017; Tierney, 2014; Yakoboski, 2016). Creating a new model which provides institutional support and valuable resources for contingent college instructors will likely make a positive impact on student learning and achievement.

Because contingent instructors are relegated to part-time employment many adjunct educators teach heavy course loads by working at multiple institutions to compensate for part-time status (Curtis et al., 2016; Eagan et al., 2015; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Morest, 2015; Pyram & Roth, 2018). Curtis et al. (2016)

argued, the necessity to work at multiple HEIs engenders a condition, which limits adjunct faculty contact with students, irrespective of an instructors desire to be accessible to students. Indeed, Curtis et al. (2016), Kimmel and Fairchild (2017) and the CCCSE (2014) found adjunct faculty spend less time consulting with students than do full-time faculty. This may be a byproduct of a migrant situation, which has resulted in contingent college instructors being commonly referred to as *freeway flyers* (Curtis et al., 2016; Pyram & Roth, 2018).

Yakoboski (2016) concluded, student achievement is adversely impacted by the adjunct model. This view is supported by numerous scholars including Kezar and Gehrke (2016) who suggested, the adjunct model has significant consequences for students as a byproduct of the increasing reliance on contingent faculty. Even skeptics like Brennan and Magness (2018b) concede, instructional quality will increase if adjunct supportive policies are established. Indeed, changes to the adjunct model may be warranted, particularly if the current employment paradigm is negatively impacting student learning and achievement.

HEIs will benefit from a new employment model. One of the primary purposes of HEIs is the education of students (Altbach, 2016). The ethos of HEIs in the United States promotes inclusion, fairness, justice, community, and the rewards of academic diversity (D. G. Smith, 2016). The success and efficacy of HEIs are frequently evaluated in terms of student success (Cunha & Miller, 2012; Porter, 2012). Consequently, there appears a distinct relationship between benefits to contingent faculty and students, and the constructive impact paradigmatic changes to the adjunct model may have on HEIs.

The potential benefit of advancing a new employment paradigm is supported by Kezar and Sam (2013) who found colleges which had institutionalized new employment models

supporting faculty equality had contingent instructors who were more focused on teaching and student achievement. Caruth and Caruth (2013) suggested HEIs which offer professional training and development programs to adjunct faculty are likely to acquire and retain competent instructors. Likewise, Kimmel and Fairchild (2017) argued, faculty loyalty and instructional effectiveness may increase if employment conditions for adjunct faculty are improved. In a similar tone, Pyram and Roth (2018) found, HEIs will benefit by creating a favorable employment environment for adjunct faculty, which will lead to improved instructional performance by part-time faculty and contingent employee retention. These scholars collectively make an essential point; HEIs may benefit from instituting new employment models.

The Necessity of Study

Based on presumed problems which emerged from literature review concerning the adjunct model there is a need for additional research. Large gaps in the literature further support the necessity of supplemental scholarship. Lastly, it is important to extend the literature by qualitatively evaluating the lived experience of adjunct community college faculty (Curtis et al., 2016; Eagan et al., 2015; Kater, 2017; Morest, 2015). A clear requisite for study is demonstrated in the following sections.

Issues related to the adjunct model. The adjunct model is the prevailing employment model utilized by a preponderance of HEIs in the United States. The literature review has established current scholarship recognizes a variety of issues exist with the current adjunct model. Yet, consensus does not exist in terms of specific issues at the discrete institutional level or solutions to the alleged problems. Moreover, some scholars like Brennan and Magness (2018a, 2018b) have concluded changes to the adjunct model may result in undesirable

consequences. The adjunct model is a burgeoning field of study and further research into this phenomenon is well warranted.

Gaps in the literature. Issues related to the adjunct model are well established in the literature, although research gaps are apparent (Brennan & Magness, 2018a, 2018b; Caruth & Caruth, 2013; Curtis et al., 2016; Eagan et al., 2015; Kater, 2017; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Moorehead et al., 2015; Morest, 2015; Pons et al., 2017; Pyram & Roth, 2018; Rhoades, 2017; Savage, 2017). The literature supports further research regarding adjunct HEI faculty (Brennan & Magness, 2018b; Caruth & Caruth, 2013; Curtis et al., 2016; Eagan et al., 2015; Kater, 2017; Kimmel & Fairchild, 2017; Maxey & Kezar, 2015; Moorehead et al., 2015; Morest, 2015; Pons et al., 2017; Pyram & Roth, 2018; Rhoades, 2017; Savage, 2017). The adjunct model may be inequitable as many scholars have suggested. However, in the absence of additional research at the regional and local level, issues pertaining to the adjunct model may remain unclear, and the literature gaps will persist.

Research at the community college level is warranted. The adjunct model is used more extensively among community colleges than four-year institutions and universities. Data indicates contingent community college faculty comprise approximately 70% of the instructional workforce at two-year colleges (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Eagan et al., 2015; Kater, 2017; Morest, 2015; Thirolf & Woods, 2017). Substantial research regarding the prevalence of the adjunct model and associated problems have been explored in the literature, but much is unknown about contingent faculty at the community college level (Curtis et al., 2016; Moorehead et al., 2015; Morest, 2015; Pons et al., 2017). Recent literature asserts a need

for additional research at the community college level (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Morest, 2015; Kater, 2017; Pons et al., 2017).

Qualitative research is an appropriate methodology. The utility of qualitative research is demonstrated by scholars who have utilized this methodology to investigate issues pertaining to adjunct faculty (Bickerstaff & Chavarin, 2018; Kater, 2017; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Pons et al., 2017; Pyram & Roth, 2018; Savage, 2017; Thirolf & Woods, 2017). Qualitative research is supported by experts who view qualitative inquiry as an appropriate means of understanding complex human interactions via the perceptions of individual participants (Creswell, 2016; Kezar & Bernstein-Sierra, 2016; Patton, 2015; Saldana & Omasta, 2018). The purpose of study was to qualitatively examine the lived experiences of adjunct community college faculty in Northern California which is a complex human interaction. Consequently, present study is aligned with the methodological paradigm of qualitative inquiry.

A need for phenomenological research. Recent scholarship asserts a need for research examining the lived experience of adjunct community college faculty (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kezar & Sam, 2013; Pons et al., 2017; Pyram & Roth, 2018). Qualitative methods using phenomenological design is a suitable theoretical approach to use when evaluating human experiences (Moustakas, 1994; Sokolowski, 2008; van Manen, 2016). This is consistent with current study which explored the lived experience of adjunct community college faculty. The qualitative research design of phenomenology is supported by Thirolf and Woods (2017) who argued, an excellent way to understand the challenges faced by adjunct faculty is to interview them. Phenomenology is aligned with the purpose of study, which

qualitatively examined the lived workplace experiences of adjunct community college faculty in Northern California.

Alignment of methodology and theoretical frameworks. The previous sections established the efficacy of qualitative inquiry using the phenomenological approach as a viable means of evaluating the lived experience of adjunct community college faculty in Northern California. Notwithstanding, the methodological design must be aligned with the theoretical framework described in study. The theoretical framework utilized in study is institutionalization theory. Institutionalization theory helped to describe the adjunct model as experienced by contingent community college faculty in Northern California. Using a phenomenological model of inquiry, results of study were evaluated from the perspective of institutionalization theory (Bastedo, 2004; Kezar & Sam, 2013; Manning, 2018).

Institutionalization theory as a theoretical framework is a critical component of study as the model addresses the phenomenon from an organizational perspective. Institutionalization theory explores issues, if any arise, from the standpoint of deeply entrenched norms and organizational values (Kezar, 2018; Kezar & Sam, 2013). Institutionalization theory can be used to guide the change process if reformation of the adjunct model is warranted. As a theoretical framework, institutionalization theory is well aligned with study which applied qualitative inquiry using the phenomenological approach.

Chapter Summary

Chapter 2 literature review provided insight into recent scholarship which pertains to adjunct HEI faculty. Several important themes emerged from the literature. The adjunct model is the dominant employment system used by a preponderance of HEIs in the United States.

Reliance upon adjunct faculty is more pronounced among community colleges (Curtis et al., 2016; Eagan et al., 2015; Morest, 2015; Ran & Xu, 2017; Thirolf & Woods, 2017). Much research has been conducted suggesting problems presently exist for contingent faculty as a byproduct of the adjunct model.

The literature reviewed included quantitative, qualitative, and mixed methods research. In addition, several peer-reviewed articles, which did not indicate a distinct methodology but offered expert analysis were evaluated. Table 5 displays each study examined for literature review by methodology. A review of the scholarship exposed large gaps in the literature, and further research pertaining to the adjunct model is warranted. Research examining the working experience of adjunct community college faculty is recommended (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kater, 2017; Morest, 2015; Pons et al., 2017).

Table 5

Chapter 2 Literature Review Methodologies

Type	Literature
Quantitative	ASATF, 2017; Brennan & Magness, 2018b; Caruth & Caruth, 2013; CCCSE, 2014; Curtis et al., 2016; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kezar & Gehrke, 2016; Kezar et al., 2015; Moorehead et al., 2015; Ran & Xu, 2017; Rhoades, 2017; K. R. Schutz et al, 2015; Yakoboski, 2016; Yu et al., 2015
Qualitative	Bickerstaff & Chavarin, 2018; Kater, 2017; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Pons et al., 2017; Pyram & Roth, 2018; Savage, 2017; Thirolf & Woods, 2017
Mixed methods	Maxey & Kezar, 2015
Nonspecific	Brennan & Magness, 2018a; Franczyk, 2014; Kezar & Bernstein-Sierra, 2016; Lengermann & Niebrugge, 2015; Morest, 2015; Tierney, 2014

Note. Table 5 describes the research methodologies of each article reviewed for study.

Qualitative analysis was described as an appropriate methodology when investigating human phenomenon (Creswell, 2016; Patton, 2015; Saldana & Omasta, 2018). In addition, Chapter 2 demonstrated alignment between the purpose of study, the use of qualitative methodology using the phenomenological paradigm, and the theoretical framework of institutionalization theory. Moreover, current study contributes to the scholarship by filling a knowledge gap pertaining to adjunct community college faculty.

Chapter 3 expands on the methodology utilized in study, rationalizes the research design, describes the role of the researcher, explains the research procedures, defines the sample population, discloses the instrumentation used, clarifies the data analysis process, addresses reliability and validity, and demonstrates ethical procedures which were used to protect stakeholders.

Chapter 3: Methodology

The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. Study is a qualitative research project using a phenomenological design and the theoretical framework of institutionalization theory. Institutionalization theory and phenomenology form the methodological basis of understanding research questions and the lived experience of adjunct faculty at Northern California community colleges. The following research questions guide phenomenological study:

Research Question 1: What is the lived experience of adjunct community college faculty in Northern California?

Research Question 2: What is the meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges?

Justification for the methodological approach, role of the individual conducting research, research procedures, data collection techniques, data analysis methods, procedures for ensuring reliability and validity, mechanisms for protecting participants, and a chapter conclusion are included in the following sections.

Research Design and Rationale

The qualitative research design of phenomenology is appropriate for study because the purpose of current research is to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California from the perspective of contingent instructors who may have different viewpoints leading to multiple realities (Creswell, 2014; Creswell & Poth, 2018; Denzin & Lincoln, 2018). Qualitative research is a fitting research model when attempting to understand the significance people or similarly situated groups of individuals

attribute to social phenomena (Creswell, 2014; Glesne, 2016; Golafshani, 2003; Kornbluh, 2015). Phenomenology is a unique methodological discipline within the overarching research paradigm of qualitative inquiry.

Phenomenology as the Mode of Inquiry

The decision to utilize phenomenological methodological design is supported by numerous experts in the field of qualitative research who acknowledge phenomenology is appropriate when attempting to understand the latent meanings and essence of shared experiences among different groups of people (Grbich, 2013; Kaufer & Chemero, 2015). Phenomenology is the study of human experiences and how people perceive these experiences (Patton, 2015; Seidman, 2013; Sokolowski, 2008). Creswell and Poth (2018) suggest phenomenology is useful in describing experiences, and the meaning that individuals, or groups of individuals, ascribe to some phenomenon. Based on scholarly literature regarding qualitative research, phenomenology is a well-suited methodology for answering research questions (Creswell & Poth, 2018; Denzin & Lincoln, 2018; Grbich, 2013; Merriam & Tisdell, 2016; Moustakas, 1994; Patton, 2015; Seidman, 2013; J. A. Smith et al., 2009; van Manen, 2016). Given research questions in study focus on exploring the lived experience of adjunct community college faculty in Northern California, phenomenology is an appropriate mode of inquiry to answer research questions.

Connecting the Research Design to the Context of the Study

The research design must be connected contextually to study. As such, alignment of theoretical framework presented in Chapter 1 is essential to the study. Contextual alignment includes people, organizations, resources, and practical constraints which circumscribe study.

This was explained, in part, by connecting methodology to research questions and theoretical framework as described in Chapter 1, as well as the preceding sections of Chapter 3. A specific linkage for each of these items is distinguished as follows:

- People: Participants and their lived experiences are central to study. Phenomenology is an excellent methodology to understand experiences individuals ascribe to phenomenon (Merriam & Tisdell, 2016).
- Organization: The relationship between organizations (community colleges) and participants (adjunct faculty) is innate to study. The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. Phenomenology is an appropriate methodology to accomplish the goal. Consequently, there is a distinct relationship connecting organization, participants, and research methodology.
- Resources: First, researcher must have access to participants and research sites. As an employee of community colleges in Northern California, investigator had adequate access to sites and participants. Secondly, researcher must have tangible and monetary resources necessary to conduct a phenomenological study. Resources include, but are not limited to, technology for transcriptions, qualitative software packages, and professional services (e.g., peer assessments, dissertation editing). With regard to the second point, a substantive fund was established which covered all fiscal eventualities.
- Practical constraints: Phenomenology is a labor-intensive mode of qualitative exploration. The necessary time and resource provisions to complete study were anticipated and research was finalized.

The Advantages of Phenomenological Design

The benefit of using a qualitative design in current study is the clear association between research questions, purpose of study, and innate qualities of phenomenological research. Phenomenology is a qualitative method of exploring and reflecting upon lived experiences of individuals (Saldana & Omasta, 2018; Seidman, 2013; van Manen, 2016). Although phenomenology is not a suitable mode of investigation for drawing definitive conclusions, it is an essential method of inquiry into human phenomenon, and is an antecedent to more robust quantitative research. Phenomenology is about describing lived experiences of individuals from unique, yet interrelated, viewpoints (Creswell & Poth, 2018; Denzin & Lincoln, 2018; Grbich, 2013; Merriam & Tisdell, 2016; Moustakas, 1994; Patton, 2015; Saldana & Omasta, 2018; Seidman, 2013; J. A. Smith et al., 2009; van Manen, 2016). Descriptions which arise from phenomenological research capture the essence of common experiences among individuals who have a shared involvement with some phenomenon (Creswell, 2014). Hence, phenomenology is congruent with purpose of study, which was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California from the perspective of contingent instructors.

Role of the Researcher

Researcher is an experienced Adjunct Professor of Political Science at two community colleges in Northern California. The researcher is employed by two, but not all, institutions which participated in study. The close relationship researcher has with the theme of study required the use of reflexivity and reflection to ensure past and current experiences as an adjunct faculty member did not influence the study and interview process (King et al., 2019). The

following subsections address three distinct points regarding role of researcher as it pertains to study. The three points include role of researcher as an observer, participant, or observer-participant. Relationships researcher has with participants and the organizations where research was conducted are clarified. In addition, ethical issues such as potential conflicts of interest are identified.

Participant as Observer

Relationship between the researcher and participants was participant as an observer. Researcher is a member of group under investigation, and participants were aware of investigator's relationship with the group and study. It is important for researcher to maintain focus on observation rather than participation in phenomenon studied (Creswell, 2016; Kawulich, 2005). Researcher was attentive to observing participants rather than partaking as a research subject. In addition, transparency was essential to removing bias and focusing on observed phenomenon.

Relationship to Participants

Researcher is an adjunct faculty member at two community colleges in Northern California. Researcher does not hold any position of institutional authority or influence over adjunct faculty members who participated in study. While researcher did encounter some participants with whom researcher was casually or distantly acquainted, potential participants who have intimate relationships with researcher were not included in study. The exclusion was predicated on the need of the researcher to maintain a position as a neutral observer (Patton, 2015). Participants were informed of the researchers position as an adjunct faculty member which assisted in building a trust relationship (Glesne, 2016). At no time prior to interviews did

researcher infuse opinions or reflections pertaining to personal experiences as an adjunct community college instructor.

Ethical Considerations

The nature of qualitative research is interpretive and necessarily involves direct and sustained involvement with participants. The direct and prolonged involvement with subjects generates a number of moral and tactical issues which an ethical researcher should acknowledge and resolve (Creswell, 2014). To address this point, Creswell (2014) recommends researchers identify any biases or ethical issues which may play a role in the results of research. The following section identifies and responds to these concerns.

The study took place in Northern California. Researcher is employed as an Adjunct Professor of Political Science in the area where study was conducted. Researcher acknowledges being a similarly situated member of the group which was explored during study. This is referred to as a subject–subject relation (Englander, 2012). A subject–subject relationship can, if not constrained, result in biases towards the institution or participants. Researcher reflected on the potential conflict of interest and did not harbor any predispositions or preconceived viewpoints as to outcome of study. Researcher did not hold any overt biases toward the institutions or participants which could undermine the efficacy and integrity of study. Conversely, researcher's amiable association with institutions and participants contributed productively to investigation of phenomenon.

This type of researcher reflection and acknowledgment of potential biases is critical in phenomenological research. An individual who is engaged in phenomenological research must switch from a subject–subject relation to one of a subject–phenomenon relation (Englander,

2012). Researcher should always be cognizant of the inherent duality and concentrate solely on the phenomenon being investigated rather than interjecting personal viewpoints or focusing on an individual participant (Englander, 2012; Fusch & Ness, 2015). The phenomenon must be explored contextually by way of collective descriptions provided by all participants (Mishler, 1986).

Researcher should consider personal experiences pertaining to the phenomenon and acknowledge all personal biases or perspectives before conducting interviews (Merriam & Tisdell, 2016). This concept is referred to as *epoche*, deriving from the Greek word which means to abstain or stay away from (Moustakas, 1994). In phenomenology, epoche is articulated by the setting aside or bracketing of any biases and preconceived notions held by researcher (Merriam & Tisdell, 2016; Moustakas, 1994; Patton, 2015; Saldana & Omasta, 2018; Terrell, 2016). The phenomenological researcher often has some intimate knowledge or connection with phenomenon under investigation. Researcher must defer any preconceived viewpoints for the purpose of unearthing the true essence of phenomenon as experienced by participants of study (Englander, 2012). With regard to study, researcher acknowledged the importance of bracketing and refrained from interjecting personal biases into study.

Having acknowledged the ethical implications of study, the common working relationship between researcher and participants likely improved the efficacy of study. This is due to shared experience as an adjunct faculty member which allowed researcher and participants an opportunity to interact as peers. The intimate knowledge a researcher brings to the study is helpful as it can inspire participants to expand on their descriptions of the phenomenon and advance development of rich and thick data (E. L. Cross, 2013).

Notwithstanding, participants were properly informed as to the nature of study, and researcher refrained from interjecting any personal opinions regarding researcher's experiences as an adjunct faculty member during the interviews and while compiling and analyzing data.

Research Procedures

The following sections define, in detail, research procedures which were used in study. This includes a description of the target population, sampling strategies, process for determining participation, data collection, data preparation and data analysis (Creswell & Poth, 2018). The subsequent subsections articulate tactics for ensuring reliability and validity, and ethical procedures for protecting human participants (Glesne, 2016).

Population and Sample Selection

The target population were adjunct faculty who are presently employed by Northern California community colleges. The exact size of the population is unknown; although, the adjunct population is estimated at approximately 200 contingent instructors per institution. Initially, the appropriate sample size was indeterminate; albeit, experts generally consider five to 25 participants as a suitable sample in phenomenological research (Alase, 2017; Creswell & Poth, 2018; Guest et al., 2013; J. A. Smith et al., 2009). Study ultimately included 22 adjunct faculty members who were selected as participants. Saturation occurred after the 18th interview, though, four additional interviews were conducted to ensure saturation had been adequately achieved.

Saturation is the point in which additional participation does not result in new insights or themes (Auerbach & Silverstein, 2003; Creswell, 2014; Fusch & Ness, 2015; Guest et al., 2013; Merriam & Tisdell, 2016; Walker, 2012). Saturation is vital in terms of attaining data that is both

rich and thick (Fusch & Ness, 2015). Rich data can be described as high-quality information, whereas thick data refers to the quantity of the information acquired (Fusch & Ness, 2015). Enumeration of the sample population should be malleable to properly obtain both rich and thick data.

Adjunct faculty at California community colleges in the northern San Francisco Bay Area region were approached for participation via institutional e-mails explaining the purpose of study. Respondents to initial e-mail communication were subsequently contacted. Participants were informed of the research as required by ACE Institutional Review Board (IRB). Only those prospective participants who signed the approved consent form and were current adjunct faculty of community colleges in Northern California were allowed to participate in the study. Potential candidates for participation were to be excluded if they failed to sign the informed consent form, if they were no longer employed as adjunct faculty in Northern California, or if they were closely associated with investigator. There were no instances in which any of these criteria became relevant.

The sampling strategy was purposeful (a.k.a., purposive) sampling, which is appropriate for phenomenological study (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Miles et al., 2014; Patton, 2015; Saldana & Omasta, 2018). In qualitative research, purposeful sampling is a method of choosing participants who have a common connection with investigated phenomenon (Creswell, 2016). Purposeful sampling was ideal for current study as participants must have a shared experience as adjunct community college faculty. Snowball sampling had originally been considered as an alternative mode of acquiring additional participants (Glesne, 2016;

Groenewald, 2004). However, an overwhelming response to the initial e-mail requests resulted in a sufficient number of participants.

Instrumentation

Using phenomenological research methodology, data was collected through semi-structured interviews of 22 adjunct faculty members from Northern California community colleges. Interviews took place in private and comfortable locations at the participating institutions campuses and satellite locations as preferred by participants. Interviews were the primary data collection instrument. The nature of the queries were open ended which allowed participants the opportunity of voicing personal experiences without being influenced by interviewer (Seidman, 2013). The two research questions posed as basis of study provided context for interview questions which are listed in Appendix A (Saldana & Omasta, 2018; Seidman, 2013). Each interview was concluded with an unstructured component allowing participants an opportunity to convey personally relevant information (Merriam & Tisdell, 2016). Interviews were subsequently transcribed verbatim by investigator. This process, along with compiling field notes, took place shortly after completion of each interview to ensure proper context was derived from transcriptions (Richards, 2015).

In addition to interviews, it is essential to recognize that in qualitative research the investigator is a principal instrument of the study (Creswell & Creswell, 2018; Creswell & Poth, 2018; Patton, 2015; Richards, 2015; Saldana & Omasta, 2018). More specifically, researcher is the key instrument for both data acquisition and examination (Merriam & Tisdell, 2016). This is an important point because the qualitative researcher collects verbal data during the interviews (e.g., researcher transcriptions) and processes data using nonverbal cues like participant

demeanor which render greater context to derived meanings (Creswell & Poth, 2018; Merriam & Tisdell, 2016). In addition, the attentive examiner can probe participants by following up on replies to interview questions with gentle and judicious inquiries, which provides greater depth and understanding of the phenomenon (Glesne, 2016; Merriam & Tisdell, 2016; Patton, 2015; Saldana & Omasta, 2018; J. A. Smith et al., 2009).

Together, in-depth interviews and interviewer's role as a critical instrumentation device were appropriate data collection tools for study (Creswell & Creswell, 2018; Creswell & Poth, 2018; Glesne, 2016; Merriam & Tisdell, 2016; Patton, 2015; Richards, 2015; J. A. Smith et al., 2009). It is important to note, a specific instrumentation device of other researchers was not utilized, as study had singular qualities, which have not been explored by previous research. The setting was distinct, and interview questions were solely derived by examiner to explore phenomenon in congruence with the purpose of study. Instrumentation was guided via methodological paradigms established by experts in the field of qualitative research and phenomenology (Bloomberg & Volpe, 2016; Creswell, 2014; Creswell & Creswell, 2018; Creswell & Poth, 2018; Englander, 2012; Glesne, 2016; Grbich, 2013; Merriam & Tisdell, 2016; Miles et al., 2014; Patton, 2015; Richards, 2015; Saldana, 2016; J. A. Smith et al., 2009; Sokolowski, 2008; van Manen, 2016).

Field Test

Instrumentation for study aligns with conventional framework set in place by experts in field of qualitative research as the pinnacle of phenomenological research. To confirm alignment Seidman (2013) advises field testing interview questions with a small number of participants before implementing actual research. Prior to interviews with participants, a field test was

administered to confirm the efficacy of interview questions. The field test was conducted with two adjunct faculty from Northern California community colleges.

Based on the results of the two field tests, the interview questions were deemed appropriate. Researcher had been concerned about the distinction between interview questions four and five. The individuals who participated in the beta tests advised researcher the two questions were adequately discrete. Notwithstanding, four important implications for subsequent interviews were uncovered. First, the researcher should use soft probing to attain in-depth information which provides rich and thick data. Secondly, conversations before and after the semi-structured interviews convey important information. The researcher should reflect on each interview immediately upon completion and write comprehensive notes in a research journal. Reflection and notetaking were vital as important observations like body language, emotions, and demeanor were not always evident in the transcriptions. Thirdly, researcher should prepare follow-up questions to help direct the flow of the interview and obtain rich data. Researcher did utilize ad hoc follow-up questions during the beta tests; although, better preparation was warranted. The field tests provided insight into follow-up questions used in subsequent interviews. Lastly, the interviewer must always be cognizant of wording follow-up questions in such a way that does not lead the interviewee. This was an important reminder of the necessity of bracketing latent viewpoints which may arise from participant responses to initial questions.

Data Collection

Data collection began on May 25, 2019 after approval was obtained by ACE IRB (Appendix F). Qualitative data for phenomenological study was collected by researcher through semi-structured interviews of 22 adjunct faculty members of Northern California community

colleges. Data collection methodology was consistent with phenomenological design (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Moustakas, 1994; Saldana & Omasta, 2018; J. A. Smith et al., 2009). In phenomenological research, where participants each have an interest in the phenomenon under investigation, semi-structured interviews are typically the data collection instrument of choice (Creswell & Poth, 2018; J. A. Smith et al., 2009).

Interviews were digitally recorded for subsequent transcription purposes and followed up by a transcript review by participants. The second consultation with participants was done to ensure accuracy of interview transcriptions and to assist with thematic analysis. The follow-up meetings were conducted predominantly via e-mail, although two subsequent consultations were done by telephone. During the second interview, field notes pertaining to necessary adjustments to original interview content were taken. In four instances, participants recommended minor clarifications to the transcriptions which were accommodated by researcher. Two participants failed to participate in the transcription review. Positive responses to the 20 transcriptions which were reviewed support the overall accuracy of transcriptions. Follow-up interviews represented the final stage of contributions to study by participants.

Data Protection

Interview data is stored on a password protected electronic storage device which will be kept in a locked vault at investigator's residence. Examiner has sole access to the vault and will securely store information for a period of three years after dissertation has been approved. After the three-year time period, all information will be destroyed.

Data Preparation

Qualitative study produced many of words and themes which were organized in such a way productive analysis was conducted and confidentiality of participants was protected (B. D. Johnson, Dunlap, & Benoit, 2010). To successfully examine data acquired in a qualitative study, the individual conducting research should have a systematic procedure for organizing information and themes derived from data (Vaughn & Turner, 2016). In current study, interview data was transcribed by researcher. Qualitative software tool NVivo 12 was used to assist in organizing and analyzing transcribed data and field notes.

Prior to implementing the qualitative software tool an interview schedule was developed, field notes based on observations were taken, and interviews were recorded followed by an accurate transcription of each dialogue (B. D. Johnson et al., 2010). In accordance with Seidman (2013), data collected during study, which included digital audio files, interview transcriptions, participant consent forms, and investigator notes were organized in such a way all information is connected with each individual participant throughout all stages of study. Sensitive data acquired during study will be kept confidential and secured on a password protective USB device which is stored in a locked vault.

Data Analysis

The qualitative data used in phenomenological study derives from interviews with 22 adjunct community college faculty and researcher observations during interviewer engagement with participants. Transcribed interviews formed a foundation of valuable data by which lived experiences of participants emerged (Saldana, 2016). Researcher's observations and field notes

taken while conducting interviews and interactions with participants during these encounters were critical to the accurate interpretation and analysis of primary data.

In addition to transcribing interview data, a substantive report of each interview was written shortly after each meeting occurred. The report was essential as field notes alone may not include enough data to accurately convey essence of the encounter (Miles et al., 2014). The objective of data collection process and subsequent analysis is to accurately portray actual experiences of participant perceptions of shared phenomenon with rich and thick interpretations of data (Fusch & Ness, 2015; Miles et al., 2014). The following subsections describe procedures for organizing, examining, and coding data, which were acquired during interviews and observations.

Procedures for Organizing the Data

Qualitative research results in data which should be ordered in such a way productive analysis can be conducted and privacy of participants is maintained (B. D. Johnson et al., 2010). In study, qualitative software tool NVivo 12 and manual coding was used to assist in organization and analysis of data. Before coding process began, investigator developed an interview schedule, organized field notes, and accurately transcribed each interview (B. D. Johnson et al., 2010). Data collected during study was organized in a manner which protects the identity of each participant throughout all stages of study (Seidman, 2013). Data will be kept confidential and secured on a password protected USB device which is secured in a locked vault.

Initial Procedures for Examining the Data

In qualitative research data analysis and coding begins as information is collected (Miles et al., 2014; Saldana, 2016; Tracy, 2013). The initial procedure for examining data consisted of

reading and rereading interview transcripts and conducting a preliminary data condensation assessment by writing a summary of each interview, establishing codes, considering major themes arising from data, recognizing patterns, and creating nascent thematic categories (Alase, 2017; Miles et al., 2014). Initial examination of data continued with each interview and established the framework for more robust coding and thematic analysis which took place after interviews were complete. During the early stage of data analysis, examiner began to develop a general sense of the relationship between collected data and amalgamated experiences of participants as it pertained to research questions and purpose of study.

Coding and Analysis

In qualitative research, coding is performed by researcher who generates various constructs representing attributes and meanings derived from data for the purpose of distinguishing patterns, creating thematic categories, and eventually the generation of hypotheses (Miles et al., 2014). A code is typically a word or phrase associated with the essence of data acquired during research process (Saldana, 2016; Tracy, 2013). In study, codes were derived from interview transcripts and interviewer observations during dialogues with participants (Saldana, 2016). Initial coding focused on individual themes, which were later condensed into general themes as patterns emerged from collective interviews. Coding ultimately created a thematic linkage of phenomenon as experienced by participants (Saldana, 2016).

Study utilized multimodal coding methods espoused by experts in the field of qualitative inquiry (Creswell & Poth, 2018; Harding, 2013; Miles et al., 2014; Saldana, 2016; Tracy, 2013). As previously stated, coding began at the outset of data collection process. This is similar to what experts in grounded theory call *open coding* and involves the generalized classification of data

into major categories (Creswell & Poth, 2018; Grbich, 2013; Lin, 2013; Moustakas, 1994). In study, initial phase of coding is called first cycle coding consistent with terminology used by Miles et al. (2014). First cycle coding was followed by second cycle coding as a means of summarizing and grouping first-cycle codes into smaller groups, constructs, or themes (Miles et al., 2014). First-cycle and second-cycle coding are clarified in the following sections.

First-cycle coding. There are many possible approaches to first-cycle coding. Qualitative research is a malleable mode of inquiry in which processes necessarily emerge and evolve as research progresses. First-cycle coding in study was an inductive process beginning with *descriptive coding* (Tracy, 2013). Descriptive coding involves the delineation of data into categories which are described in a single word or short phrase (Miles et al., 2014). *In vivo coding* was also a useful tool as this method of first-cycle coding uses the actual words or phrases of participants as codes (Miles et al., 2014). Likewise, *emotion coding* become particularly relevant to study. Emotion coding is congruent with both descriptive coding and in vivo coding by emphasizing the feelings and lived sentiments of participants (Saldana, 2016). First-cycle coding in study used a blend of descriptive, in vivo, and emotion coding to capture the essence of participants lived experiences. The use of multimodal coding is supported by Saldana (2016) who points out, coding methods are not mutually exclusive and may be used concurrently.

Codes which emerged in first-cycle coding were revised as new data was acquired and evaluated. Initial codes may not depict phenomenon appropriately and become irrelevant. In other instances, codes which are predominant may require being broken down into subcodes (Miles et al., 2014). In all instances, codes must be precise and meanings clear. Precision and

clarity were accomplished by providing complete definitions for each code and revising these descriptions periodically throughout the research process (Miles et al., 2014).

Second-cycle coding. Second-cycle coding involves the redistribution of first-cycle codes into fewer categories and overarching recurring themes (Auerbach & Silverstein, 2003; Miles et al., 2014). The second-cycle stage included the grouping of codes into subcategories as a way of denoting primary themes (Harding, 2013). During second-cycle coding, researcher analyzes codes identified in first-cycle coding and begins to arrange initial codes into conceptual categories (Tracy, 2013). Second-cycle coding is not merely a reiteration of data analyzed during first-cycle coding. Rather, second-level codes synthesize data in such a way themes can be analyzed for fundamental patterns and meaningful interpretations of data can be made (Miles et al., 2014; Tracy, 2013).

Study utilized second-cycle coding method known as *pattern coding*. A pattern is indicative of consistent repetition among data (Saldana, 2016). Pattern coding involves the assemblage of preliminary codes established during first-cycle coding into fewer groupings, themes, or conceptual constructs leading to the development of hypotheses or theories (Miles et al., 2014; Saldana, 2016). Pattern codes are noteworthy because they condense data into more manageable units and allow researcher an opportunity to identify predominant themes and establish theoretical constructs (Miles et al., 2014; Saldana, 2016). During the second-cycle stage, pattern coding consisted of collecting comparably coded data from first-cycle coding and assigning amalgamated codes with a corresponding pattern code. Pattern codes are accompanied by a narrative description for each code and appropriate displays which are addressed in the following section.

Data Display

In addition to a textual description of data, several visual displays are used to convey information presented in study. Data displays are an essential part of presenting research because visualizations help connect reader to phenomena as experienced by participants and researcher (Grbich, 2013). Displays are a fundamental part of the investigative process. Displays are not independent from data analysis, rather visualizations are an integral component of data analysis (Miles et al., 2014). Displays used in study were determined as research progressed. Numerous figures and tables are used to identify themes and rank the frequency of keywords and concepts.

Justification of Data Analysis Methods

Phenomenology is a wide-ranging field of inquiry and is not exclusive to analytical approaches indicated in previous sections of Chapter 3 (Saldana, 2016; van Manen, 2016). Nonetheless, rationale for using data analysis methods described in Chapter 3 is steeped in the literature of experts in the field of qualitative analysis. The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. To understand the collective experiences of participants in study, overarching themes were established, and these themes are a derivative of the coding process. Extracting themes from data is particularly relevant to phenomenological research such as present study. Thematic analysis is appropriate for nearly all qualitative studies, although thematic analysis is particularly important in phenomenological research (Saldana, 2016). The significance of deriving themes from coded data is supported by numerous experts in qualitative research and phenomenology (Alase, 2017; Creswell & Poth, 2018; Miles et al., 2014; Saldana & Omasta, 2018; J. A. Smith et

al., 2009). Consequently, the preceding methods of data analysis are wholly aligned with the design and purpose of study.

Reliability and Validity

Reliability and validity are terms frequently used when referring to quantitative studies. Current study utilizes qualitative methodologies, and some explanation of how these words relate to this type of study are warranted. In qualitative research, the word dependability is congruent with the quantitative term reliability (Bernard, Wutich, & Ryan, 2017; Creswell & Poth, 2018; Grbich, 2013; Merriam & Tisdell, 2016). By contrast, the quantitative paradigm of validity or validation, in qualitative research can be conceptualized in terms of credibility and transferability. Credibility is the qualitative analog to internal validity in quantitative research. Transferability is the qualitative correspondent to the quantitative phrase external validity (Bashir et al., 2008; Grbich, 2013; Terrell, 2016). Validation in qualitative research is consistent with attempts to accurately evaluate findings in terms bearing equivalent meaning for participants, readers, and researcher (Creswell & Poth, 2018). In short, findings of a study must be credible, accurate, and capture the essence of phenomenon (Creswell, 2016; Merriam & Tisdell, 2016). Validity in qualitative research is a byproduct of the process itself (Creswell & Poth, 2018). By carefully articulating participant responses in the context conveyed and received, validity of study was protected.

To achieve credibility validity (internal validity), investigator used reflexivity, negative analysis, extended time in the field of study, and peer debriefing to ensure thematic accuracy (Bashir et al., 2008; Creswell, 2014, 2016; R. B. Johnson, 1997; Morse, 2018). Transferability (external validity) was accomplished by using rich, thick descriptions to portray the setting,

participants, and findings (Creswell & Poth, 2018; Lincoln & Guba, 2016; Merriam & Tisdell, 2016; E. N. Williams & Morrow, 2009). Peer debriefing likewise served as a means of enhancing transferability (Morse, 2018). In addition, transferability was improved by using a varied sample population rather than accessing participants as a matter of researcher convenience (Merriam & Tisdell, 2016).

Dependability (reliability) and confirmability (objectivity) was accomplished by accurately transcribing the interview data, peer debriefing, and by taking comprehensive field notes (Lincoln & Guba, 2016; Merriam & Tisdell, 2016; B. Williams, 2015). In addition, examiner conducted an audit trail which accurately explains the data collection process, reasoning behind the creation of categories, and provides information pertaining to important decisions made throughout study (Merriam & Tisdell, 2016). Lastly, reliability and confirmability were achieved by employing the concept of reflexivity throughout research project. Reflexivity is the ongoing process of critical self-examination a researcher engages in during a study (Darawsheh, 2014; R. B. Johnson, 1997; Patton, 2015; Terrell, 2016). Reflexivity helped ensure researcher was responsive to position as an impartial observer and changing dynamics of research (Patton, 2015; Saldana & Omasta, 2018; E. N. Williams & Morrow, 2009). Reflexivity likewise contributed to transparency of researcher's role in study (Darawsheh, 2014). Together these processes help to ensure credibility (internal validity), transferability (external validity), dependability (reliability), confirmability (objectivity), and overall trustworthiness of study.

Ethical Procedures

Current study abided by ethical procedures set forth by ACE, National Institutes of Health (NIH, 2016), recommendations by Creswell (2016), and American Psychological Association (2010). Potential risk of participating in study was negligible although interviewer was cognizant of a duty to protect participants and research sites from any harm attributable to study. Identities of participants will remain unidentified and confidential at all times—before, during, and after study. Aliases and alphanumerical identifiers are used to denote institutions and participants with regard to all publicly available documentation.

Each participant was provided with an informed consent form and only those who understood the criteria for participating in study and signed the agreement were interviewed (Appendix C). The participants were consenting adults who are employed as adjunct faculty at Northern California community colleges. The research sites were approached for permission to conduct the study at a several unnamed Northern California community college. As required by the ACE IRB, a consent letter was provided to participating institutions (Appendix D).

The ACE IRB was supplied with all letters, forms, and instruments to be used in study. Documents include, but are not limited to; introduction of study (Appendix B), informed consent forms (Appendix C), permission letter from the participating site (Appendix D), and a certificate of completion by the NIH regarding the protection of human research participants (Appendix E). All data collected during study will be kept on a password protected electronic device which will be secured in a locked vault. All stored data which includes sensitive information, like the participant's names, will be destroyed three years after study has been approved. Furthermore, investigator acknowledges a potential for conflict of interest as an adjunct community college

member and did not have or use a position of authority to influence participation or results of study.

Chapter Summary

Chapter 3 presented an overview of the methodology which was used in qualitative study. Chapter 3 included a rationale for using the qualitative paradigm of phenomenology, role of the researcher, research procedures, use of interviews as the primary mode of instrumentation, methods of data collection, procedures for maintaining trustworthiness, and ethical procedures for protecting participants and other entities involved in study. Chapter 4 describes the data collection procedures, analysis processes, results, and measures for maintaining reliability and validity.

Chapter 4: Research Findings and Data Analysis Results

The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. Study was predicated on two primary research questions:

Research Question 1: What is the lived experience of adjunct community college faculty in Northern California?

Research Question 2: What is the meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges?

Utilizing data from 22 in-depth interviews of adjunct community college faculty in the northern San Francisco Bay Area region of California, Chapter 4 describes the data collection procedures, analysis processes, results, and, measures for maintaining reliability and validity.

Data Collection

Data collection took place between May 25 and July 3, 2019. Study included semi-structured interviews of 22 adjunct community college faculty who are employed at institutions located in the northern San Francisco Bay Area region of California. Requests for participation were sent via institutional e-mail at three community colleges. Response rates to the participation requests were quite remarkable. Within 24 hours of the first request, 15 individuals expressed an interest in participation. Respondents at this institution and a second community college continued to be robust throughout the research phase of study. In two instances, potential subjects requested participation after hearing about the study from other adjunct community college faculty. Within two weeks of initial requests for participation, over 40 individuals expressed an interest in contributing to the study. The persistent and unforeseen response rate

may be a sign research pertaining to the lived experience of contingent instructors is not only warranted but is desired by adjunct faculty.

The response rate from one community college (CC1) was not as significant as the aforementioned institutions. Institutional leadership at CC1 approved study but did not send out school-wide invitations to participate in research. In this instance, e-mail addresses of adjunct faculty were obtained from the college's publicly available database, and individual requests were sent to prospective participants. This lower response rate did not impact the attainment of an adequate number of subjects. Table 6 displays institutional identifiers and number of participants.

Table 6

Demographic Information for Participating Institutions: Number of Participants and Gender

Institution	Participants	Female	Male
CC1	5	1	4
CC2	9	6	3
CC3	8	4	4
Total	22	11	11

Note. Table 6 only includes alphanumeric identifiers for each institution and participant gender to ensure anonymity of each participating institution and participants.

The three participating institutions granted permission to interview participants at on-campus sites. Some participants preferred to be interviewed at off-campus locations. Thirteen interviews were conducted at campus sites and nine interviews at locations chosen by

participants. The reasons for using off-campus locations were a matter of convenience rather than avoidance. In three instances, alternative sites were more suitable for participants. In six cases, interviews were conducted on weekends or days in which campuses were closed. All location, time, and date requests made by participants were accommodated.

In all instances, data were collected via digitally recorded interviews and researcher notes pertaining to observations and communication with participants. Detailed notes were taken immediately following each interview, and transcriptions were completed within two days of the initial meeting. Transcriptions were e-mailed to each participant within five days of the interview and verified by subjects to ensure the accuracy of the content. To safeguard confidentiality, data which could be used to identify participants were removed from the transcriptions which were sent to participants. In four instances, participants recommended minor clarifications to the transcriptions.

Recorded interviews averaged just under 32 minutes. Transcriptions of the 22 interviews were completed by researcher and took approximately 72 hours. Conversations which occurred before and after the recorded interviews were documented and offer additional insight into the viewpoints of subject's experiences as adjunct community college faculty. Meetings typically lasted between 45 minutes to one hour. There were no deviations from the data collection plan presented in Chapter 3, nor were any unusual events or circumstances encountered during the data collection process. Table 7 displays participant data and pseudonymous identifiers.

Table 7

Identifiers and Participant Data

Identifier	Gender	Multiple institutions	Full-time desired	Degree
P1	M	Yes	Yes	Master's
P2	F	Yes	Yes	Master's
P3	F	Yes	Yes	Doctorate
P4	M	Yes	Yes	Doctorate
P5	M	No	Yes	Master's
P6	F	Yes	No	Doctorate
P7	F	No	No	Master's
P8	M	Yes	Yes	Master's
P9	F	Yes	No	Bachelor's
P10	M	Yes	Yes	Master's
P11	F	Yes	Yes	Master's
P12	M	No	Yes	Master's
P13	M	No	No	Master's
P14	M	Yes	Yes	Master's
P15	M	No	No	Master's
P16	M	No	No	Master's
P17	F	Yes	Yes	Master's
P18	F	Yes	Yes	Doctorate

(*continued*)

Table 7

Identifiers and Participant Data (continued)

Identifier	Gender	Multiple institutions	Full-time desired	Degree
P19	F	Yes	Yes	Master's
P20	F	Yes	Yes	Master's
P21	M	Yes	Yes	Master's
P22	F	No	Yes	Master's

Note: Multiple institutions refer to adjunct faculty who currently or previously worked concurrently for more than one community college. *Full-time desired* are adjunct faculty who currently or previously sought full-time employment status with a community college.

Data Analysis

The qualitative data used in study derive from interviews with 22 adjunct community college faculty and observations during the engagement with participants. Transcribed interviews formed a foundation of valuable data by which the lived experiences of participants emerged (Saldana, 2016). Observations and field notes taken while conducting interviews and interacting with participants contributed to the accurate interpretation and analysis of data (Merriam & Tisdell, 2016). A substantive report of each interview was written shortly after meetings occurred. The objective of data collection and subsequent analysis was to accurately portray participants lived experiences with rich and thick interpretations of data (Fusch & Ness, 2015; Miles et al., 2014). The following subsections describe procedures for securing, organizing, examining, and coding interview data.

Securing and Organizing Data

Interview data which includes audio recordings, transcriptions, participant consent forms, field notes, research journal, correspondence, contact information, participant feedback, interview schedule, and site approvals are stored on a password protected electronic storage device which is secured in a locked vault. Data organization began with the creation of an interview schedule. Data organizing continued with; audio recordings of interviews, field notes, accurate transcriptions, post-interview reports, and verification of transcription accuracy by subjects. Once transcriptions were verified, data were imported into qualitative software NVivo 12 to assist in organization and analysis. Alphanumeric identifiers were utilized to anonymously organize data from the 22 interviews.

Examining Data

Initial procedure for examining the data consisted of reading and rereading interview transcripts, conducting a preliminary data condensation evaluation by writing a summary of each interview, establishing preliminary codes, considering major themes arising from data, recognizing patterns, and creating nascent thematic categories. Initial examination of data continued with each interview and established the framework for more robust coding and thematic analysis, which took place after interviews were completed. During the early stage of inductive analysis, a general relationship between data and the amalgamated experiences of participants emerged. Preset codes were not used in the study.

Coding Data

In qualitative research, coding generates various constructs representing attributes and meanings derived from data for the purpose of distinguishing patterns, creating thematic

categories, and the generation of hypotheses (Miles et al., 2014). A code is typically a word or phrase associated with the essence of acquired data (Saldana, 2016; Tracy, 2013). In study, codes were derived from interview transcripts, observations, field notes, and post-interview reports. Initial coding was inductive and focused on individual themes, which were condensed into general themes as patterns emerged. Coding created a thematic linkage of the phenomenon as experienced by participants.

Study utilized multimodal coding methods espoused by experts in the field of qualitative inquiry (Creswell & Poth, 2018; Harding, 2013; Miles et al., 2014; Saldana, 2016; Tracy, 2013). Coding began at the outset of the data collection process. First-cycle coding was followed by second-cycle coding as a means of summarizing and grouping initial codes into smaller groups, constructs, and themes.

First-cycle coding. First-cycle coding was an inductive process beginning with descriptive coding. Descriptive coding involved the delineation of data into categories which were described in a single word or short phrase. In vivo coding, which utilizes the actual words or phrases of participants as codes, and emotion coding which emphasized the feelings and lived sentiments of participants were also applied. First-cycle coding used a blend of descriptive, in vivo, and emotion coding to capture the essence of participants lived experiences. Attribute coding was included for demographic and comparison purposes among the participants. Coding methods were chosen for alignment with phenomenological research, research questions, and purpose of the study.

Codes emerging in first-cycle coding were systematically revised as new data were acquired and evaluated. Some initial codes did not depict phenomenon appropriately and became

irrelevant. Predominant codes were broken down into subcodes. Precision and clarity were accomplished by providing complete definitions for each code and revising these descriptions periodically throughout the research process.

First-cycle coding took place in two primary stages. Initial coding began immediately following each interview and included a careful analysis of interview transcriptions and field notes. With the exception of attribute codes, all codes emerged from participant statements and field notes. Upon conclusion of the interview stage, all 22 transcriptions were carefully re-reviewed for code alignment. In some instances, previously unassigned data were associated with existing codes, recoding was conducted when necessary, and redundant nodes were merged. Initial coding produced 114 unique codes and 13 attribute codes. In total, 2,208 items were assigned to one or more of the 127 codes.

Second-cycle coding. Second-cycle coding involved the redistribution of first-cycle codes into fewer categories and overarching themes. Second-cycle coding included the grouping of codes into subcategories as a way of denoting primary themes. During second-cycle coding, first-cycle codes were analyzed and arranged into conceptual categories. Second-cycle codes synthesized data in such a way themes could be analyzed for fundamental patterns and meaningful interpretations of data.

Study utilized second-cycle coding method known as pattern coding. Pattern coding involved the assemblage of first-cycle codes into fewer groupings, themes, or conceptual constructs leading to the development of hypotheses. Pattern coding consisted of collecting comparably coded first-cycle data and assigning amalgamated codes with a corresponding pattern code. Pattern codes are accompanied by a narrative description and appropriate displays.

Second-cycle coding resulted in the creation of four primary thematic categories. The principal themes include; motivation, positive attributes, negative attributes, and desired policy changes. Emotion codes and in vivo codes, which remained mostly unaltered from first-cycle coding, were used to express participants lived experiences. The following section describes the results of thematic analysis, introduces several subthemes, demonstrates alignment with research questions (RQ1 or RQ2), and addresses how discrepant data factored into the analysis.

Results

The results demonstrate a number of common themes among the 22 participants. The two research questions were answered by each of the subjects. In some instances, there was a general consensus regarding specific themes and subthemes. The results suggested a common shared reality among the participants. In some instances, the lived experience of participants diverged significantly. Results are organized by theme.

Theme 1: Motivation

Participants were motivated by the occupation of teaching, helping students, sharing life experiences, having a sense of community, giving back, and the feeling of contributing to others. While inspirations may be somewhat different, motivations are principally aligned as there was an altruistic component which was universal. A participant who has worked as an adjunct community college professor for six years stated,

> In community college, the culture amongst the faculty there, at least in my experience, has always been, what can we do to help lift each other up, so that we are better at what we do to help our students succeed. I love that because that's what I am in it for. I derive my satisfaction from those moments when I see that a student has really gotten

> something, or I've helped them realize that they can actually contribute something very valuable to their lives, and to others, and to the world, they can save the world in their own little way. That's pretty cool. That's why I do it. (P3)

This sentiment was reiterated by numerous participants like one 30-year veteran who said, "Not only do I get to talk about something I love, when I feel like I'm making a difference and connecting with students, it is very rewarding. That's why I do it" (P14). Another participant declared, "I do it for the students, I do it because I actually thoroughly enjoy it. There's certainly no sense of doing for the money" (P1). Almost universally, dedication and commitment to teaching was a motivating factor which superseded the negative aspects of being an adjunct instructor. Additional expressions of motivation were articulated by several participants.

> P2: I really love teaching. I love working with students, and I had amazing students. I really, really love my students, love teaching.
>
> P12: Being a teacher is the only thing I've ever been really good at. It's about being able to impart some type of knowledge on the students. When it comes down to community college, seeing someone grow from that individual who just got out of high school, not really knowing any path they want to take, and seeing that kind of sparkle in their eye when you say something, and you see that light bulb clicked on. That's the motivation that keeps me going.
>
> P13: The students, just the students, first and last. It's all about them. I wanted to share my experience in life. I feel like I have something to offer them, and that's why I do it. That's my motivation. I don't do it for the money.

P15: Every class I've ever taught, I've always thanked them at the end of the class for putting up with me. I've always thanked them for allowing me to be part of their lives. It's always been a privilege for me to teach young people.

P16: It's very motivating to me, to see how much they want it. These people have families, lives, and they're willing to put that on hold for three hours a night to take a [my] class, which makes me feel good about my profession because they're willing to give up so much to do it. I know I'm changing lives.

P19: I really care to help students find their own place and their own voice in the world, and help them find ways to bring that into the world. That is really what motivates me.

Theme 2: Positive Attributes

Positive attributes were condensed to four primary subthemes (Figure 1). Each of the 22 participants expressed some positive attributes concerning lived experiences as adjunct community college faculty. Even participants who harbored strong negative viewpoints (Theme 3) articulated some positive qualities regarding their role as contingent faculty. As one participant described, "as much as we're treated horribly, I do love the actual job itself" (P21).

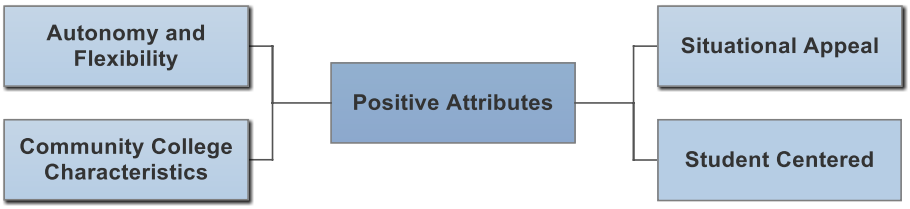

Figure 1. Subthemes of positive attributes. Created by author.

Of the four subthemes, autonomy and flexibility and student centered reached a point of near consensus. Whereas, the subthemes community college characteristics and situational appeal, were confined to a significant, yet smaller, number of participants. The latter two

subthemes were largely circumscribed by life circumstances, career objectives, and longevity as adjunct community college teachers.

Autonomy and flexibility. Participants tended to associate autonomy and flexibility with a positive experience as community college instructors. A large number of participants (n = 19, 86%) considered autonomy and flexibility a primary positive factor in the overall experience as adjunct faculty. Only three participants did not comment on autonomy and flexibility. For some, the freedom from ancillary duties like serving on committees or becoming involved in campus politics were factors which contributed to a positive experience. As one participant explained, "Adjuncts get to focus on our subject, and the full-timers have to pay attention to their responsibilities on the various committees . . . we don't have to do that" (P13). This sentiment was reiterated by another participant who said, "One positive thing is that you don't have to serve on the committees. You don't have to go to a lot of meetings. You don't have to get involved in campus politics" (P14). "Because you are on the periphery," voiced another participant, "you don't have to be involved in the politics. Politics can happen all around you, and you're sort of isolated" (P18).

Comments such as these suggest some adjunct faculty see themselves as teachers first and may avoid assuming a more significant role on campus. For most of the participants, the independence which comes with adjunct status is a liberating experience. Not to suggest the experience as a whole is perceived as liberating. Certain aspects of autonomy and flexibility are particularly desirable characteristics for many of the participants.

> P2: You have a lot of opportunity to do other jobs while being adjunct faculty. I'm like a one-person department. Every decision I made, I could make myself, and nobody was

really supervising me or micromanaging me at all. I had a lot of teaching freedom, and that's something I really enjoyed.

P5: I like the freedom of the job. There is oversight, there should be oversight, and there is some, but there isn't a lot. I think my friends will be surprised at how little anyone watches what I'm doing.

P8: I know I'm not really self-employed, but I feel self-employed. I feel like my own boss because I get up every day, I do my own thing, I love it. I love being my own boss.

P11: There's so much stuff that [full-timers] have to do now. It's very bureaucratic, and it distracts from the actual art of being a teacher, and I don't have to do it.

P12: There is a freedom to it. If you are in such a position where you're not so worried about the monetary aspect, then it's very liberating. It becomes the idea where you have more time to do other things; you have more freedom.

P16: I appreciated that I was left alone; they didn't seem to care about me. I interpreted that as they trust me. I just come in like I'm a pro from Dover, and they trust me.

P17: The ability to sort of show up, teach a class, do your thing, and then peace out, because you don't have to stick around. Just sort of being able to be nomadic.

P22: The positive is that I'm able to moonlight in this position. I'm able to do other work that can support me and take care of myself. There is flexibility to build my own schedule.

Student centered. When considering Theme 1 and motivational factors which inspire participants to be community college instructors, data are not surprising as most of the participants are student centered. All of the participants conveyed a predilection toward student

centeredness. Satisfaction from connecting with students was articulated by 19 of the 22 participants. Student centeredness was expressed succinctly by one participant who said, “It’s the students. Just the students. First and last, it’s all about them” (P13). One venerable participant avowed, “I absolutely love teaching and interacting with students” (P14). These viewpoints are supported by the fact most of the participants gain satisfaction from teaching (*n* = 20, 91%), find the role as a teacher fulfilling or gratifying (*n* = 11, 50%), and derive gratification from giving back or imparting knowledge (*n* = 10, 45%). These attributes, as articulated by participants, can be characterized as student centeredness.

> P3: It is so fulfilling, and so satisfying working with those students. I love the community college students.
>
> P4: I feel like I’m giving back what was given to me and at the same time connecting them with resources. So, I really feel reward from that part.
>
> P8: I’ve found no other place that I fit better than teaching adults at the community college. I love the fact that they want to learn. I love the fact that they have needs to be met and I’m equipped to meet those needs. It has a very satisfying feeling to it. I couldn’t ask for anything better.
>
> P9: It has been extremely gratifying to be able to meet with people and motivate them. You see a lot of diamonds in the rough.
>
> P10: I spend a lot of my time now trying to make it better for another generation. It’s not just a generation of faculty; it’s a generation of students.
>
> P15: I still enjoy being around young people. They invigorate me. They keep me going. Teaching is the best job I’ve ever had.

P18: I feel like I'm doing my little part in my little corner of the world to make the world a better place.

P17: I have an opportunity to get to know students in a way that transcends the classroom. I get to watch them improve.

P20: The reward to see light bulbs go off in the student's faces is the whole reward.

P22: I love teaching, its's like this is what I'm supposed to do.

Community college characteristics. Sixteen participants found certain aspects of the community college setting to be attractive. The reasoning for these perceptions was wide and varied. Some participants indicated working in a supportive community (n = 7, 32%), whereas others found teaching specifically at a community college desirable to other teaching options (n = 8, 36%). A smaller number of participants indicated an appreciation for institutional support (n = 5, 23%). In terms of working in a supportive community, one participant stated, "I teach in a wonderful department with some wonderful people. They've always helped me out and tried to take care of me" (P15). This sentiment was reiterated by an adjunct instructor who said, "I love the community college mindset, and it is a supportive community" (P7). A majority of participants (73%) indicated some desirable quality related to teaching at community colleges.

Situational appeal. Of the four positive attributes linked to employment as an adjunct community college instructor, the subtheme situational appeal, is the least common motivational factor, and perhaps the most interesting. Adjunct community college faculty are a diverse group with different goals and employment objectives. A small number of participants (n = 8, 36%) made statements which can be described as situationally motivational in nature.

Five participants found solace in part-time work at a community college because adjunct employment complemented the subject's current professions or income earning potential. Three participants are current or former high school teachers who work as community college instructors to expand on current roles or for extra money. Two participants have other full-time careers, but in both cases have considered becoming a full-time community college instructor if the opportunity should arise. In three instances, participants indicated a desire to obtain a job as a full-time community college instructor but are provisionally satisfied as part-time instructors. Five participants attributed a desire to work as adjunct community college instructors as a means of earning extra money. Two subjects were only interested in being part-time faculty, and one individual suggested, "I don't think I'd ever let it go, even if I found full-time somewhere" (P8). Perspectives regarding situational appeal were described by several participants.

> P5: Getting paid a substantial amount of money for something I actually love to do, that's nice, that motivates me.
>
> P7: I'm actually very happy at my full-time job and working at [community college] is really an opportunity for me two work with adults in other capacities.
>
> P15: This allows me a little extra income, so I can't say it's all altruistic, there's some financial reward there too.
>
> P16: I'm a high school teacher, I enjoyed teaching at a different place, a different clientele, not just older, but different ethnicities, than I would get in the town I taught high school at, so it's very stimulating.

P19: It's great that the adjunct configuration gives folks who might be actively in the field to be able to pivot their expertise into an educational capacity really easily. I think that's very beneficial for students.

Viewpoints of situational appeal are important because data indicate a number of different circumstances which contribute to participants employment perceptions and lived experience as adjunct community college faculty. The diverse nature of adjunct community college faculty and personal reasons for working as part-time instructors influence the meaning attributed to adjunct faculty employment policies (RQ2). Table 8 depicts circumstances leading to situational appeal.

Table 8

Circumstances Leading to Situational Appeal

Participant	Career status	Background
P5	Full-time desired	Relatively young adjunct with aspirations for full-time. Does not believe pay is adequate but is patiently looking forward to full-time employment.
P7	Complementary profession	Working as an adjunct community college as a means of expanding on subject's role as a high school teacher.
P8	Full-time desired	Presently works at several community colleges with aspirations of becoming full-time. Believes current pay is adequate.
P14	Semi-retired	Has given up on aspirations of becoming a full-time instructor. Believes pay is adequate but has been overlooked for a full-time position. In this case, situational appeal is only related to pay.

(*continued*)

Table 8

Circumstances Leading to Situational Appeal (continued)

Participant	Career status	Background
P15	Retired	Retired high school teacher who still enjoys teaching and the extra money earned as an adjunct instructor.
P16	Complementary profession	Currently employed full-time as a high school teacher. Works as an adjunct for personal satisfaction and additional pay.
P19	Unclear	Taken on a new career and is unsure about a full-time position. Enjoys the opportunity to teach part-time and use expertise to benefit students.
P22	Full-time desired	Relatively new adjunct instructor who has aspirations as full-time faculty but is teaching part-time to gain experience.

Note. Situational appeal is consistent with voluntary part-time faculty but is not substantively evident among involuntary part-time faculty.

Theme 3: Negative Attributes

The primary theme of negative attributes consists of six subthemes. Subthemes were established after careful consideration of discrepant data, elimination of redundant codes, and consolidation of conceptually similar nodes. Of the four themes derived from study, Negative Attributes was the most highly referenced theme with 639 individual references, six subthemes, and numerous explanatory nodes. Table 9 displays each of the primary themes with the total number of individual references for each theme.

Table 9

Primary Theme References Related to Major Themes

Theme	Number of individual references
Motivation	106
Positive attributes	249
Negative attributes	639
Desired policy changes	96

Note. Table 9 displays the number of individual references for each of the major themes derived from data analysis. Negative attributes were cited more times than the other three themes combined.

Table 9 is not intended to suggest negative attributes are more significant than other themes; rather, negative attributes are indicative of a more complex and multifaceted theme, which is not easily reduceable to simple explanatory construct. Notwithstanding, both in vivo codes and emotion codes were far more negative than positive. Of the 220 in vivo code references, 156 occurrences can be classified as negative words or phrases referring to adjunct employment. By comparison, 49 words or phrases can be characterized as positive statements regarding employment as an adjunct instructor. In vivo characterizations are listed in Appendix G. Table 9, and Appendix G were included to give additional context to Theme 3 and the six related subthemes, which are critical of adjunct faculty employment conditions as experienced by the participants. Negative Attribute subthemes are listed in Figure 2.

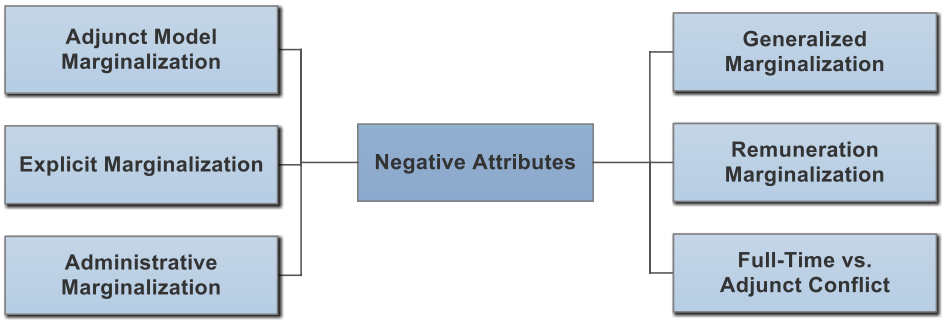

Figure 2. Subthemes of negative attributes. Created by author.

Adjunct model marginalization. Most participants (*n* = 19, 86%) expressed viewpoints related to the adjunct model as an institutionalized employment system which results in the marginalization of adjunct faculty. Adjunct model marginalization falls into four categories which are directly related to the adjunct model as implemented among community colleges located in study. Additional subthemes evaluated in Theme 3 may also be connected with adjunct model marginalization, although these additional subthemes stand alone as specific negative characteristics expressed by participants. The four adjunct model marginalization classifications are shown in Figure 3.

Figure 3. Classifications of adjunct model marginalization. Created by author.

Together, the four categories listed in Figure 3 form a framework of equity concerns for adjunct community college faculty as a byproduct of the institutionalized adjunct model. A number of participants (*n* = 7, 32%) suggested the adjunct model is contrary to diversity and

equity norms, which are innate to the mission and values of HEIs. One participant stated, “match the vision statement that you are going to tie to the students to your labor as well” (P17). Another participant considered the adjunct model as “exploitation from highly educated people” and went on to say “Who’s caring about me. Everybody cares about everyone besides the adjunct faculty” (P2). A third subject referred to the lack of equity as “institutional bias” that feels like a “plantation mentality in which they already have defined your capacity as limited” (P6). A seasoned adjunct instructor said,

> It’s not like I’m working in some kind of Gilded Age or Rockefeller’s Standard Oil kind of scenario. I’m in academia, and they literally handed in their rules to say your vote only equates to a third of what a full-time vote carries, and that’s the irony. You would think if any group of people could fully recognize equality, something that they have been arguing since the 1920s, it would be academia. (P1)

The last statement evokes a sense of marginalization experienced by the participant. The adjunct model, which has institutionalized the widespread use of part-time faculty, has created a number of marginalizing consequences from the viewpoint of some contingent instructors. One such outcome is the necessity for some adjunct faculty to work at two or more institutions to earn a living. Other participants had concerns about underemployment.

“To make some kind of living,” explained P1, “these *road scholars* travel to two, three, possibly even four different community colleges, getting one to two classes per college. Adjuncts that I know actually teach a full-time schedule except they do it at three possibly four different colleges.” Underemployment and difficulty working at multiple institutions were reiterated by several participants. An experienced adjunct instructor said, “I had a job that was an hour-long

commute, and I held that job for six years before I decided that it wasn't helping me out. It was more trouble than it was worth" (P14). One participant commuted for three hours to teach a single 8:00 a.m. course. The subject explained, "I actually have documented tendon damage from sitting, so now I drive on a doughnut like I'm 800 years old" (P17). This participant was under 40 years of age.

While some adjunct faculty work for multiple institutions, many participants indicated a condition of underemployment. Adjunct faculty want to teach additional classes but are prevented from doing so as a byproduct of the current adjunct faculty employment paradigm. Participants made several comments concerning perceptions of underemployment.

> P2: I just teach one hour per day, so I drive there 45 minutes, I spend 50 minutes teaching.
>
> P9: There were times I didn't even have work, and that's really stressful because everybody has to live.
>
> P14: There is no job security, there is no guarantee that you'll get one class or two classes. You have no guarantee of how many classes you get [or] what classes you'll get.
>
> P17: Definitely no guarantee of work from semester to semester. It's up to you to make it work, cobbling together, based on the colleges where they say "this is what we can offer you, and that's it."
>
> P20: I've been there seven years, and just this coming fall, the full-time instructor informed me that she is going back to teaching a full load, and there's no part-time position there. I'll probably have to be an Uber driver or something to make up for it. That's crazy.

> P21: Almost always underemployed. I need three classes a term as a minimum, and four would be better. Never had four classes a term unless I was at multiple institutions.

Underemployment was a serious concern for several participants. Underemployment causes "financial stress" as one adjunct instructor commented, "That has to do with never knowing what your course load is going to be. If you're even going to get course offers the next semester. So yes, super stressful financially" (P3). For many participants, the adjunct model impacts personal well-being. Some subjects (n = 10, 45%), believe the adjunct model negatively affects students by forcing adjunct faculty to teach under suboptimal conditions.

According to several participants, one of the unfortunate byproducts of the adjunct model is a failure to achieve adequate student–teacher relationships and opportunities for adjunct faculty to help students maximize learning. One subject advised,

> There are those of us who want to be full-time and would like the opportunity to make those connections with the students, like real mentor–student relationships, but because we're in and out so much it's very hard to do that. (P3)

At one institution, a participant said,

> We get paid for office hours, but we don't get nearly as much as a full-time faculty member does. That impacts our students. Cannot meet with the students, you can't work with them outside the class. I hear it's all about the students' needs, the student success, and everything else. That doesn't feel like that's the case. (P4)

Adjunct faculty often teach at times which are not desired by full-time faculty. A participant who teaches night courses stated, "Evening students do not have the same opportunities that daytime students have because services are not available in the evening" (P7).

The focus, some participants suggested, has deviated from student centered to a system which emphasizes equity for full-time employees and nonteaching institutional goals. When being interviewed for a position at one community college, a subject responded, “I came, and they said, ‘well what degrees do you have,’ and I was really surprised because what was really special about me, I thought, was the experience I had. But they’re not so interested in that” (P13). A participant reflected on an interview to become a full-time faculty member, stating,

> The faculty seemed to be focusing almost exclusively on the PhD, if they have a PhD, that seemed to override their talents in the classroom. That almost became secondary to the needs of the students. The primary concern for the faculty was to have as many PhDs listed as possible. (P1)

In terms of student equity, a subject pointed out full-time faculty do not typically teach courses at off-campus locations. “Full-timers aren’t required to go anywhere, and there’s a vast majority of them that have never left their main campus enclave. Which is sad in a lot of ways” (P12). The insinuation was students are not adequately served by an institutionalized system which does not treat all faculty or students equally. “We’re actually failing to meet the needs of the community which community colleges were created to do in the first place” avowed one subject (P18).

The viewpoint of many participants is the adjunct model has resulted in a lived experience which has marginalized adjunct faculty and students (RQ1). Likewise, adjunct faculty employment policies for contingent teachers at Northern California community colleges have institutionalized an ethos of marginalization (RQ2). “It’s disappointing,” said one participant, “because one of the things I see about most adjuncts is that they’re very committed to teaching, and I think oftentimes they’re more committed than full-timers” (P11). “Adjuncts are really

committed to teaching, but we don't get any sort of support," voiced another subject, "we don't get anything from praise to remuneration" (P11). The adjunct model, from the viewpoint of several participants, is not promoting adjunct justice or HEI equity norms.

Generalized marginalization. Generalized marginalization is an amalgamation of secondary subthemes which can be categorized as a general disregard for adjunct faculty. Generalized marginalization is differentiated from the more prevailing theme of explicit marginalization described in the subsequent section. The four generalized marginalization constructs include expendability, frustration and stress, lack of resources and support, and want of respect.

A large number of participants explicitly (n = 9, 41%) and implicitly (n = 17, 77%) expressed feelings of expendability. One participant remarked, "I don't think adjunct faculty are much recognized for their important role on campus. They are considered to be expendable resources" (P14). The view was restated by another adjunct instructor who said, "The system is designed to make sure that we are replaceable" (P17). A third participant ominously declared, "they don't care. We're disposable to these colleges and it's sick. Absolutely sick. There's no security whatsoever" (P20). This 20-year adjunct instructor who works at multiple colleges, explained,

> It's totally insecure. This whole thing is really insecure. There's no security. Two summers in a row, where I stood to make $3,000 at the end of the month, so I could pay my mortgage, the day before class started, my boss canceled all my classes. It's a dicey game. What am I going to do for money now? You expect $3,000 in the one month to

> pay for living, and then I have no income, none at all. It's a nightmare. That feeling just gets you in the gut. (P20)

The previous viewpoint exemplified the frustration and stress many participants conveyed during study. A participant declared, "We're left swimming alone. There are no policies that take care of us" (P20). Another participant said,

> It's frustrating. It's actually something that's gotten me terribly dispirited. It's a choice between, I can either play ball, or I can find something else to do. I love teaching, but I'd have to say being an adjunct professor stinks. It's the worst employment situation. I love my work. But the employment situation is dreadful. Most of us are working so many hours to get the few hours that we get paid for. The majority of our work is not inside of class, but all we get paid for is class time (P21)

Stress and feelings of being overworked relative to pay were common among subjects. A young adjunct instructor expressed feelings of frustration and stress, "I feel older than I am because of the stress of the job. There is no maternity leave for part-timers. There's no pay. The districts don't care. I'm replaceable" (P17).

The frustration and stress expressed by several participants is exacerbated by the perceived lack of resources and support. An instructor who has been working exclusively as an adjunct declared, "there has been definite frustrations. Where you realize the lack of support, not only for the faculty but for the people that are supposed to be helping you" (P12). Some participants indicated not having office hours to meet with students but conducted ad hoc office hours on the subject's own time. As one adjunct instructor confessed, "I just did it on my own. I volunteer" (P13).

The three preceding subthemes culminate in the fourth subtheme which is want of respect. Many adjunct faculty expressed feelings which suggested a lack of respect by the institution or full-time faculty. “It’s very degrading,” said one participant, “We’re not taken seriously. I feel like we’re in the industrial revolution, we’re the people that are interchangeable parts. We’re sort of one with the machine” (P11). This community college instructor went on to ask a poignant question, “At what point do you stop abusing your part-timers? I’m willing to work, I’m willing to be a part, but I want to be respected. I don’t feel like I’m respected.”

Views such as these were common among many participants in study. Some subjects suggested an ethos of disrespect emanating from full-time faculty. A long-standing adjunct instructor asserted, “I think there’s definitely a prejudice among faculty members towards part-timers. Somehow, we’re not as good, or we would have a full-time job. We’re just not taken seriously, and there’s a lack of collegiality” (P11). The sentiment was repeated by another participant who recalled, “For a long time I thought I wasn’t being treated very collegially. Sometimes I would say hello to the full-timers, and they just didn’t even respond. Which is kind of bizarre” (P14). A number of additional expressions of generalized marginalization were articulated by participants.

> P2: The feeling that I got was like well, you’re replaceable. I don’t feel like I’m part of the college.
>
> P6: There aren’t really any positive aspects of being an adjunct instructor. I tell people that I am not as respected as if I was full-time or tenured.
>
> P9: The stress level for every semester, now knowing if you are going to have a class. It’s very hard. Every semester I go, “that’s it,” because I am over it, and then I go back.

P10: If you're an adjunct, mostly they assume that you don't know anything.

P13: They don't really care about the adjuncts. It's the administration that's really important. Because 70% of the teaching is done by part-time people that are sort of not allowed in.

P20: I feel like they can throw us in the trash any time; it's like "sorry . . . bye."

Collectively, the four subthemes articulated in the generalized marginalization section form a framework of generalized marginalization as perceived by several participants (n = 19, 86%). For some adjunct faculty, the lived experience is one of generalized marginalization (RQ1). Employment policies contribute to perceptions of marginalization (RQ2).

Explicit marginalization. In contrast to generalized marginalization which was described as a general disregard for adjunct faculty, explicit marginalization include insidious adjunct employment policy practices which are latent but clear and poignant from the viewpoint of a large number of participants (n = 21, 95%). Explicit marginalization, as expressed in participant narratives, is a veiled byproduct of the institutionalized adjunct model. Explicit marginalization has six secondary subthemes, which are depicted in Figure 4.

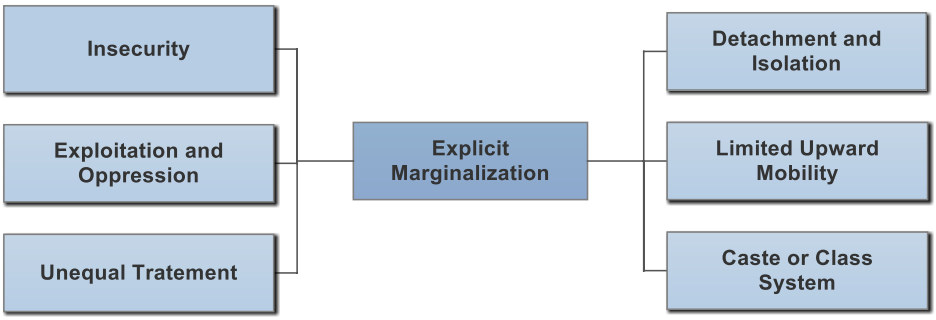

Figure 4. Classifications of explicit marginalization. Created by author.

Insecurity. A recurring theme among a significant number of participants was insecurity (n = 17, 77%). Insecurity was largely attributed to contingent employment status as a byproduct

of the adjunct model. For many subjects, employment insecurity impeded career objectives and negatively impacted personal well-being. As one adjunct instructor explained,

> Stability, I think that's the biggest negative. There's nothing stable. I know a lot of colleagues that don't have insurance. Our benefits are few and far between. When you look at retirement . . . what retirement? When I look at my career as a part-timer and realize the closer and closer I get to retirement, I realize, I'm never gonna be able to retire, and I think that's scary. (P12)

"The biggest issue I had from the beginning," voiced one participant who has recently decided to quit teaching as an adjunct community college instructor, "was the insecurity of employment" (P2). This disillusioned instructor went on to say, "The more time I spend teaching adjunct, the more I [understand] this is leading nowhere. Last year I decided I'm not going to do this anymore because I feel like I'm exploiting myself." A participant said, "The amount of work we put into teaching, and we get no benefits back from it. You have to really logically think why am I doing this? Because this adjuncting is [expletive]" (P20).

While not all of the participants were as overt in descriptions of insecurity as the last example, lack of job stability and insecurity was an overarching concern among many subjects.

> P3: I just try to make the best of the time that I have there and take other work opportunities as I can find them. But it's always a hustle.
>
> P4: As an adjunct faculty member, I'm fearful for what I will say or how I'm viewed on campus. That anything I say may be taken the wrong way, and I will immediately be shunned, shunted, removed from classes. I have no rights in that regard. It's ridiculous.

P5: Stressful, especially when it comes to job security. I've tried to make things work, but I can never get enough money together. So that's annoying. I feel like I've gone to school enough and have enough training, and I should be able to have a living.

P8: I almost stepped away from being an adjunct because of the inconsistencies. Am I going to have work next semester or not? It's not stable enough or secure enough to be able to guarantee safety, security, finances . . . everything that my family needs.

P9: There were times I didn't even have work, and that's really stressful because everybody has to live. They just say these are the options, "take it or leave it."

P13: The employment is just what's in the contract, which is one semester. If you're an adjunct, you're living your life from semester to semester.

P14: They can simply not hire me the next semester. They don't have to give me any reason for that whatsoever, and I'm gone. Even after 30 years, I'm worried about my job.

P16: I almost feel like I'm playing a game. If you asked me what classes you want to teach my quick answer is "the one that's gonna fill."

P17: I think for me, being an adjunct has been particularly stressful because of the insecurity of, "do I have work, do I have enough work, will this pay off, should I do something different?"

P21: We're absolutely temps, and I resent the hell out of the fact that the janitors and the secretaries have complete job security, and they're better paid than we are. We're treated like we're the migrant farm laborers of academia. Yea, I'm mad about it and frustrated.

Apprehensions pertaining to insecurity were almost exclusively held by adjunct faculty who seek full-time employment and do not have other careers.

Detachment and isolation. Numerous participants conveyed feelings of detachment, and isolation as contingent faculty (*n* = 15, 68%). One participant stated, "I'm absolutely on the outside and not taken seriously a lot of the time. It's really insulting and infuriating. I'm not part of the team" (P11). Another subject mentioned, adjunct faculty "feel like they're independent contractors, not a part of the institution" (P12). "An adjunct instructor is sort of a different animal," voiced one participant, "Like not a member of the community at the college. We're all doing the same work, but there's an invisible curtain between the faculty and the adjuncts" (P13).

Exploitation and oppression. Several participants harbored feelings of being exploited and oppressed (*n* = 10, 45%). One subject commented, "The college takes advantage of the fact that there are adjuncts like me who are just doing it to teach because we want to help young people get started in life" (P13). An adjunct instructor who travels between several colleges said,

> You feel like a serf like it's a feudal system. Every time my lord comes by, I am reminded that I am the vassal. I am reminded that he [or] she has power, and I do not. It's hard to just stay positive. You've got to smile through the pain. (P17)

"It's just not exploitation in a coal mine" expressed a participant, "It's exploitation from highly educated people" (P2). The alleged exploitation of adjunct faculty expressed by several participants was being marginalized by an inequitable employment model. As one participant suggested, "This system has come to be a system that perpetuates all kinds of inequalities and inequities. Nobody can give a crap as long as they can find people to teach their classes" (P6).

Limited upward mobility. Numerous participants acknowledged seeking, or having sought, a full-time position as a community college instructor (*n* = 16, 73%). However, the

reality of attaining a full-time position, for many interviewees was one of limited to nonexistent upward mobility. A participant who had been employed as an adjunct instructor for over 10 years asserted, “Once you’ve taught within a school as an adjunct, the possibility of securing a full-time job there [is] almost ruled out” (P1). “I definitely pursued full-time positions,” said another adjunct instructor; “It’s been brutal. It’s absolutely been brutal. It’s just been a nightmare” (P11). After 30 years as an adjunct professor, this participant has ruled out the possibility of attaining a full-time position. When this interviewee was asked about future aspirations for a full-time position, the participant responded, “No, I don’t apply for jobs anymore. I’ve totally given up.”

Several participants had similar perceptions of limited opportunities for full-time employment as community college teachers. One interviewee said, “Unless a miracle happens, they’re just never gonna hire a full-timer in my department” (P12). Similarly, another participant stated,

> Even though you may have been teaching there for years as an adjunct, they are not really looking to hire from the inside. They are looking to hire from the outside. I’ve been teaching out here close to 30+ years, and originally, I thought this was a path to a full-time career. I’ve applied for three full-time jobs at the institution I teach at right now. I’ve never gotten an interview. That’s disrespectful, I think. (P14)

Likewise, an interviewee who applied for a full-time position remarked, “They only hired outside candidates” (P17). Still another interviewee said, “We love teaching, and we don’t have opportunities afforded to us at the community college. It’s just frustrating not to have a full-time job, and we work just as hard as everybody else” (P20).

Unequal treatment. Over half (*n* = 14, 64%) of participants indicated feelings of being treated unequally when compared to full-time faculty. Conceptions of unequal treatment ranged from disparate pay, absence of benefits, and want of voice, to preferential course selection, and lack of inclusive activities like professional development and training. The "difference between full-time and adjuncts," one participant commented, are "as the haves and have nots" (P3). An adjunct instructor remarked, "I get two thirds of a vote on the Academic Senate because the adjunct faculty, who make up the majority of the people who teach here, have less of a say in how it should be run. That's ridiculous" (P4).

Perceptions of unequal treatment varied, but the general tenor of many participants was frustration with a bifurcated system in which subjects felt unfairly treated differently and valued less than full-time employees. "I just think it shouldn't be so two-tiered" one interviewee commented (P6). "Adjuncts get the leftovers" another participant exclaimed (P10). Similarly, one adjunct instructor claimed, "We don't get anything from praise to remuneration" (P11). Comments pertaining to inequality lead some participants to suggest there is an academic caste or class system, which has become an institutionalized component of community college employment systems.

Caste or class system. A number of participants (*n* = 12, 55%) harbored perceptions of an institutionalized caste or class system. "We're treated as second-class citizens," remarked one interviewee (P11). Four participants referred to the employment situation as being second-class citizens (P4, P6, P11, P13). A subject stated, "When you're an adjunct, you feel definitely like a second- or third-class citizen" (P13). Comments such as "caste system," "prejudice among faculty members towards part-timers," "them versus us mentality," "sharecropping for

academia," "demoralizing," "feudal system," "haves and have nots," "division in classes," "class system," "treated differently than the full-time faculty," and "two-tiered," give credence to the premise many participants felt a caste or class system is systemic at subjects places of employment. As one participant remarked, "The worst compliment I ever got from full-time faculty was 'gee, you're really like a full-timer.' Because it's sort of 'gee you're almost one of us'" (P10).

Remuneration marginalization. As a subtheme of explicit marginalization, remuneration marginalization refers specifically to salary and benefits. All but one participant (*n* = 21, 95%) had some perception of marginalization due to inadequate remuneration. Low pay was the predominant remuneration marginalization factor (*n* = 21, 95%), followed by few or no benefits (*n* = 13, 59%) and uncompensated time (*n* = 8, 36%).

Low pay. One long-time adjunct instructor said, "What I'm earning here is really a pittance to try and live on" (P11). "It is a struggle financially," declared another participant (P12). A third interviewee responded, "I'm not sure why I'm paid so much less. It's certainly low when compared to what I know a full-time person makes for teaching the same exact class as me" (P16). This adjunct faculty member continued, "It does not make me feel good, it makes me feel slightly less like them, even though I know that my skillset is probably as high as them." While some of the participants demonstrated anger and frustration because of low wages, others begrudgingly accepted being paid significantly less than full-time faculty. As one participant admitted, "What I'm getting at the community college it feels like volunteer work. The disparity is just huge" (P19). Participants articulated numerous expressions of inadequate remuneration.

P1: There's certainly no sense of doing it for the money. Adjuncts [are] better off pursuing careers in other areas.

P3: They're paying me less than half of what I'm worth.

P4: The work is becoming overwhelming; the pay is underwhelming.

P5: I understand the forces at work that make it so that we don't get paid what we need, but no, I don't think that is adequate.

P7: There's no compensation for doing anything other than teaching your course. That just does not cover all of the work that I put into as an adjunct professor.

P9: We're not compensated at all, to any level of what our full-time colleagues get.

P10: I couldn't survive just on the teaching.

P13: I don't think that the pay that they're giving is adequate to get really good teachers. Maybe they rely on people like me who have another incentive for doing it.

P14: The pay, when all things are considered, is not nearly what the full-timers get.

P15: I don't know if you could support a family on just adjunct teaching.

P17: I know that I get paid less for the same work.

P19: I think we're all paid too low [and] that's absolutely wrong. We need to all be paid as educators. We need to be paid the same.

Few or no benefits. Lack of benefits was another remuneration marginalization factor which concerned numerous interviewees (n = 13, 59%). "Our benefits are few and far between," voiced one participant, "When you look at retirement . . . what retirement? I realize I'm never gonna be able to retire, and I think that's scary" (P12). Likewise, one seasoned adjunct instructor

responded, “I’m thinking about slowing down or retirement, and it’s grim, it’s very grim” (P11). Another participant simply said, “They’re trying to avoid giving us any kind of benefits” (P21).

Uncompensated time. In addition to low pay and lack of benefits, several participants (*n* = 8, 36%) expressed concerns over uncompensated time. “I was at a college that part-timers had never been paid office hours,” claimed one adjunct instructor, “yet they were expected to do them” (P17). In some instances, participants felt compelled by the institution to donate unpaid labor to the school. When asked about uncompensated time, a 10-year veteran instructor said, “You kind of felt like you didn’t have a choice. You might be magically uninvited from the department and not getting any further teaching opportunity” (P19). One participant stated, “There’s been overt attempts to cheat me out of pay for various things on a regular basis” (P21).

Administrative marginalization. As a subtheme of explicit marginalization, administrative marginalization focuses on participant perceptions, which can be attributed to community college administration at institutional and legislative levels. Administrative marginalization was expressed or implied by a significant number of participants (*n* = 20, 91%). Four secondary subthemes of administrative marginalization are depicted in Figure 5.

Figure 5. Classifications of administrative marginalization. Created by author.

Administration. Participants harboring perceptions of marginalization from the institutional administration were less than a majority (*n* = 10, 45%). There were three

predominant and interconnected concerns among interviewees, which included course offerings, poor communication, and lack of transparency. As one participant described, “I still don’t know how they assign classes, they just e-mail you and say ‘here’s what we can offer you, take it or leave it’” (P17). Another adjunct instructor said, “Academia seems to be so stunningly opaque in its processes. It’s always incredibly vague and unclear. There’s no transparency [and] it drives me nuts. How is anybody supposed to make a living at it?” (P21). One participant declared, “I’m going along fine, I’ve got two or three classes, then nothing. No one says anything to me. I didn’t get offered any classes. Nope, just nothing” (P13). “My overall experience dealing with the administration” voiced another participant, “has been mostly negative” (P14).

Course load restrictions. Half of the participants (n = 11, 50%) expressed negative sentiments with regard to course load restrictions, which many subjects referred to as “the cap.” In general, the interviewees who voiced concerns about course load restrictions felt it contributed to the inability of earning an adequate living as an adjunct instructor. As one participant said, “If there was no cap, then people could work as adjunct” (P10). “I think it is unreasonable,” another interviewee commented; “I think we should be able to work as many hours as they have need for us” (P21). A third participant explained,

> If they allowed me to teach five classes, the full-time workload, oh, I would take it. I think a lot of people would take that, just from a monetary standpoint. You would see far more loyalty and a lot more faculty not having to teach in multiple colleges if you allowed us to teach more classes. It’s a terrible law! (P12)

Participants noted being "capped" at 67% of a full-time schedule. Some institutions restrict course offerings below the 67% threshold. One interviewee pointed out, "there is no guarantee that you'll get one or two classes" (P14).

Discrimination or bias. Several participants (n = 13, 59%) expressed feelings of being exposed to some form of discrimination or bias. Subjects varied in perceptions of discrimination or bias. Several participants suggested adjunct faculty do not have equal representation in institutional governance. One adjunct instructor claimed, "A lot of places do not give full voting rights to part-timers, and that's insane because we are still faculty" (P12). Political bias was also insinuated, "It is a really political environment, that sometimes as an adjunct you're kind of at the bottom of the power hierarchy," voiced an interviewee (P19). Notwithstanding, participants had wide and varied viewpoints in terms of perceptions of discrimination or bias.

> P1: We're told that our vote is a third of a vote. A full-time vote, that's one full vote.
>
> P4: As an adjunct faculty member, I'm fearful for what I will say or how I'm viewed on campus. That anything I say may be taken the wrong way, and I will immediately be shunned, shunted, removed from classes. I have no rights in that regard.
>
> P6: It's just the institutional bias. It feels a little plantation mentality in which they already have defined your capacity as limited.
>
> P10: Every once in a while, they'll hire someone at 40. But that's very rare. My age was just a real barrier.
>
> P11: I didn't get the job, they gave it to this other guy, and what one of the people told me, "At your age, you're not going anywhere, and we can get two for the price of one."

P12: The first time I attempted to speak my mind, which is what I do, I got stares by full-time that looked to me like "how dare you speak up."

P14: They really want someone as young as possible who is gonna be here as long as possible. Yeah, I think there's an institutional bias that way.

P17: If a department chair, just for whatever reason, doesn't seem to like you very much, you're not gonna have a future there. It's just being at the whim of people's feelings.

P18: I think that you just have to be careful about what you say and how you say it. Because adjunct are not part of the community.

P19: It is really a political environment, as an adjunct you're kind of at the bottom of the power hierarchy.

P21: Even when we're entitled to unemployment benefits, when we're not working, there's a constant battle with EDD trying to find reasons to reject our claims.

Not appreciated or valued. Numerous interviewees (n = 13, 59%) suggested not feeling appreciated or valued by the institution. "I think there should be some way in which we're treated with more respect, that we are regarded as more valuable" concluded one participant (P11). A second subject said, "No one's ever asked me my opinion about anything. I have never gotten a pat on the head" (P13). "Sometimes you just feel a little devalued" proclaimed another participant (P18). One interviewee remarked,

I go in and out of bitter feelings because I can't help thinking that with all that I give to that college, [and they are] paying me less than half of what I'm worth, I don't always feel very appreciated. (P3)

Comments pertaining to perceptions of being undervalued or not appreciated by institutions were quite common among a large subset of participants.

Full-time versus adjunct conflict. A final secondary subtheme of explicit marginalization involves participant viewpoints of conflict between full-time and part-time faculty. A significant number of interviewees (n = 18, 82%) expressed perceptions of marginalization due to a bifurcated employment system which prioritizes the well-being of full-time faculty over adjunct faculty. As one participant explained,

> You usually have [a] them versus us mentality between full-timers and part-timers. It is predominantly financial, especially if you share the same union. Full-timers always feel that they have to give something up to give to part-timers, and that's always going to be the case. From the academic side, it seems always to be hierarchical, people favor full-timers as some type of suggestion that they are more qualified. (P12)

"We do exactly the same job" declared another interviewee; "It's definitely a second- or third-class kind of gig. It's almost like an adversarial relationship" (P13). Several other participants articulated perceptions of full-time versus adjunct conflict.

> P2: The full-time faculty has like five students in her class. Nobody wants to take the class. Her class gets canceled. Now she can take my class away.
>
> P3: It definitely underlined that difference between full-time and adjunct as haves and have nots, that they count [we] don't.
>
> P4: As an adjunct faculty member, there is a division in [social] classes between full-time faculty and adjunct faculty. You're treated differently by the full-time faculty.
>
> P10: It's whatever the full-time faculty want to do, and adjuncts only get the leftovers.

P11: One of the things I see about most adjuncts is that they're very committed to teaching, and I think oftentimes they're more committed than full-timers. But we don't get any sort of support.

P13: An adjunct instructor is sort of a different animal. Like not a member of the community college. There's an invisible curtain between the faculty and the adjuncts.

P14: My overall experience dealing with full-time faculty [is] mostly negative. It's not purely evil on their part. Part of it is because they don't really see us and they don't really notice us. They have a hard time relating to us, that we're really [an] important part of this campus.

P16: If the full-timers were more aware of some of the good things about the part-timers, that could be a very positive influence on the full-time group. If they took more of an interest in that.

P17: I know that I get paid less for the same work. I don't need to be reminded that I'm in a transient class of employees. Cultures on [some] campuses make it very clear, that there's a you guys and then us, like "I'm not going to bother with you" [mentality].

P20: We work just as hard, if not harder than other instructors that are full-time, and there's very rarely any positions that are open for full-time.

P21: I think they're just ignoring us anyway. So, you get full-time faculty making these decisions. Naturally, they're going to favor full-time faculty.

Theme 4: Desired Policy Changes

The primary theme desired policy changes consists of four subthemes which are depicted in Figure 6. Theme 4 was the least referenced of the four primary themes at just 96 individual

comments. While participants held different views regarding desired policy changes, nearly all interviewees made substantive comments regarding desired policy changes (*n* = 21, 95%).

Figure 6. Subthemes of desired policy changes. Created by author.

Equity. A majority of participants (*n* = 15, 73%) proposed some form of policy changes which would increase the equity of adjunct community college faculty. Equity changes included abolishing the two-tier system (*n* = 5, 23%), improving job security (*n* = 10, 45%), removing course load restrictions (*n* = 9, 41%), and instituting tenure or rehire rights for adjunct faculty (*n* = 8, 36%). Removal of course load restrictions was met with resistance by some adjunct faculty who believed doing so would promote the continued use of part-time faculty in a marginalized capacity. Tenure or rehire rights was not a significant policy issue for some adjunct faculty because subjects worked at institutions which already had such provisions.

Abolish the two-tiered system. A small number of participants indicated a desire to see the two-tiered system eliminated (*n* = 5, 23%). When asked whether the two-tiered system should be abolished, one participant responded, “Oh, absolutely. Absolutely on the same pay scale” (P10). For three subjects in the group, the two-tiered system was primarily associated with pay and benefits. A second interviewee said, “I would recommend that there be more equity in pay. I don’t think there should be two tiers” (P11). For the remaining two subjects, the two-tiered

system had more to do with obtaining a full-time job (P6) and creating a more equitable working environment (P8). Albeit, P8 declared, “I think the whole system should be overhauled.”

Job security. Ten participants (45%) indicated a strong desire to have policies instituted, which would increase job security for adjunct faculty. One participant stated, “We need to have some job security. You should be able to count on a certain number of classes so that you can actually make a living at this on an ongoing basis” (P21). The view was reiterated by another adjunct instructor who said, “I would remove the variability or the insecurity and find a way to guarantee work for the next semester” (P8). Another participant remarked, “What about the homeless part-time faculty, the part-time faculty with no health benefits, the part-time with not enough money” (P10). The implication was having job security, among other positive policy changes, would improve the well-being of contingent instructors. One interviewee remarked, “If there would be job security, if I would know that I would have the job not matter what, that would be great” (P2).

Remove course load restrictions. Removing course load restrictions divided some of the participants. Some interviewees viewed the elimination of course load restrictions as a mechanism by which adjunct faculty would continue to be marginalized. Although, many participants (n = 9, 41%) perceived course load restriction as a barrier to teaching more classes and earning a higher income. One subject explained, “If there was no cap, then people could work as an adjunct. We need to get rid of the cap. It’s sad. I want the cap gone” (P10). A second participant claimed, “It’s a terrible law” (P12). “Half a loaf is better than no loaf,” conceded an interviewee (P14). Still, another participant declared, “The cap on [teaching] is unreasonable. I think we should be able to work as many hours as they have need of us” (P21). “I would

definitely remove the 66% cap," remarked a participant; "It seems so ridiculously arbitrary" (P3).

Tenure or rehire rights. Several participants (*n* = 8, 36%) expressed an interest in policies which give adjunct faculty tenure or rehire rights. Interest in tenure or rehire rights would have likely evoked a more substantial response, but some subjects acknowledged having rehire rights at specific institutions. Some participants felt having tenure or rehire rights would improve equity for adjunct faculty. "If you've been here for a while," voiced an interviewee, "you should have rehire rights" (P11). One adjunct instructor said, "That rehire thing, that would be something that would be great" (P16). Still, another suggested, "some form of tenure," for adjunct faculty would be an equitable policy improvement (P4).

Inclusion. The subtheme of inclusion did not produce significant subclassifications. Although improving communication (*n* = 1, .05%), support for adjunct faculty (*n* = 5, 23%), transparency (*n* = 4, 18%), along with respect and recognition (*n* = 6, 27%) had implications in terms of inclusivity. An adjunct instructor remarked, "I think there should be some way in which we're treated with more respect, and we have something to say about the department" (P11). A second participant declared,

> My individual department is not unified, it is very top-down, and it's very non-inclusive to the point where we are excluded. I think that's a problem. If we're teaching in that department, we should have full involvement when it comes [to] program review [and] curricular processes. I think that would be a huge step forward in parity, and respect . . . and that's no money. (P12)

One interviewee maintained, “I think a lot of adjuncts out here are totally disconnected from the entire inner workings of the college” (P14). “We’re very removed,” remarked another participant, “So, you feel you’re not part of it. You don’t feel appreciated, or you don’t feel the community of it” (P16). A number of adjuncts felt policy provisions which were more inclusive of adjunct faculty would make the lived experience as contingent instructors more meaningful.

Pathway to full-time. Several interviewees (*n* = 9, 41%) indicated a desire to see policy changes which provide a pathway to full-time employment. The number of participants who desired such a policy provision was somewhat skewed because several subjects (*n* = 6, 27%) were satisfied as part-time instructors and did not desire full-time employment. When considering the pool of participants who did express an interest in full-time employment at a community college (*n* = 16), the proportion of the subset who desired policy provisions creating a pathway to full-time employment increased to 56%.

With respect to instituting policies leading to full-time employment for adjunct faculty, a participant declared, “It’s just frustrating not to have a full-time job, and we work just as hard as everybody else. I would love a full-time job at one of the colleges” (P20). One interviewee reasoned, “Whenever a tenure-track position becomes available at one of these schools, it ought to automatically go to one of their adjunct faculty in that department” (P21). This subject went on to say,

> We served for years for these schools and were there for them all the time, and one of these positions finally opens up, and they hire somebody from the outside. That’s just a repeated slap in the face. I don’t know where they get off doing that. It’s horribly demoralizing. Frankly, it should just be illegal. (P21)

"I would like to see them step it up," responded a subject, "Instead of making people just kind of wander in limbo. There are people who want to be full-time, who are adjuncts for decades" (P3). "Policy changes that can welcome in some of those adjunct faculty to full-time positions, that would be really nice," remarked one subject, "I think there should be a path to tenure" (P5).

Remuneration. Of the desired policy changes subthemes, remuneration was the one which evoked the most consensus. A vast majority of subjects (n = 18, 82%) made statements expressing an interest in policies which would increase wages or benefits. More individual references were attributed to remuneration (n = 53) than any of the other three subthemes of desired policy changes.

Benefits. Policy provisions instituting benefits for adjunct faculty were desired by a near majority of the participants (n = 10, 45%). When subjects who have full-time employment or benefits from other sources are removed from the participant pool (n = 6), the proportion of those who desire benefits increased to 63%. "We get no medical coverage," said one adjunct instructor, "I'd like to see at least partial benefits" (P14). The sentiment was echoed by other subjects like one who insisted, "I think that healthcare is a basic human right" (P17). Likewise, a 20-year veteran instructor said, "It's all about benefits" (P18). "I feel as though we should be offered benefits," explained another participant (P20). "If you want to make us feel like we're treated the same," one subject explained, "then start giving us the benefits of full-time" (P4).

Monetary compensation. A significant number of participants (n = 15, 68%) identified additional monetary compensation as a desired policy which would improve employment experience as adjunct community college faculty. Increased compensation included half of the six participants who are not seeking full-time employment (n = 3, 50%). An increase in monetary

compensation was favored to a more considerable degree by the pool of participants who seek or have sought full-time employment as community college faculty (n = 12, 75%). The variance between voluntary and involuntary part-time faculty may have been a byproduct of the different lived experience between participants who already have careers and those who are using proceeds from adjunct teaching as a primary source of income. Table 10 depicts the employment objectives, gender, years teaching as an adjunct, and institutional identifiers, of subjects who expressed an interest in policies which would result in higher monetary compensation.

Participants who seek policies which increase monetary compensation generally feel underpaid for the work performed and seek greater parity with full-time faculty. As one participant explained, “We need to reach parity, and we need to reach real parity” (P10). A second respondent said, “Our salaries need to be more equitable with what full-timers earn” (P11). An adjunct instructor who teaches at a single institution remarked,

> I’d like to be able to make more than I’m making, and I do believe we’re worth more. Financially speaking, when you look at parity, full-timer versus part-timer, for the same exact class, it ranges between three or four to one, between the price. For me, it’s not about whether you’re OK with what you get or not; equality is equality. The fact is, parity is parity. I would love more money. (P12)

Responses such as these were common among participants. “I think we’re all paid too low,” commented an interviewee, “That’s absolutely wrong. We need to be paid the same” (P18). For some participants, low pay for adjunct faculty impacts student achievement. One subject proclaimed, “Give part-time faculty more pay so they can meet with students to advance the student’s needs” (P4).

Table 10

Demographic Data Related to Monetary Compensation

Participant	Gender	Institution	Years teaching	Full-time desired
P3	F	CC1	6	Yes
P4	M	CC2	3	Yes
P5	M	CC2	3	Yes
P7	F	CC2	6	No
P9	F	CC2	20	No
P10	M	CC2	20	Yes
P11	F	CC2	30	Yes
P12	M	CC3	5	Yes
P14	M	CC1	30	Yes
P16	M	CC3	30	No
P17	F	CC3	6	Yes
P18	F	CC3	20	Yes
P19	F	CC3	10	Yes
P20	F	CC1	19	Yes
P21	M	CC3	12	Yes

Note. Table 10 includes pertaining to each participant who expressed a desire for increased monetary compensation. Twelve of the fifteen subjects are involuntary part-time faculty.

Thematic Alignment with Research Questions and Purpose

The four primary themes addressed in the previous sections are aligned with the purpose of phenomenological study and the research questions. Themes included; motivation (Theme 1), positive attributes (Theme 2), negative attributes (Theme 3), and desired policy changes (Theme 4). Consistent with Research Question 1, the lived workplace experiences participants were articulated in each of the four primary themes, secondary themes, and related constructs. With regard to Research Question 2, the meaning attributed to adjunct faculty employment policies was expressed by participants in each of the four primary themes, secondary themes, and related constructs.

Discrepant Data

Discrepant data represents thematic outliers, which were atypical or varied significantly from the majority viewpoints. Discrepant data is congruent with the phrases *disconfirming evidence* and *negative information* (Creswell, 2014; Saldana & Omasta, 2018). Study revealed a small number of data which did not conform to prevailing themes.

The most notable outlier came from a participant who did not express any negative viewpoints or recommended policy changes. When P15 was asked about the negative aspects of being an adjunct community college instructor, and if there were any policy change recommendations, the interviewee responded in both instances, “I can’t think of any.” The response by P15 was atypical, as all other participants had some viewpoints regarding these two themes. This data was not disregarded as unimportant; rather discrepant data has implications which are considered in Chapter 5.

The second outlier came from P16, who suggested adjunct faculty are not as qualified as full-timers. This participant commented,

> I often tell my students when they're trying to judge who to take next, I often say that's a full-time professor. So, if you don't know anything else about them, the hiring process was more rigorous, and so they might be better for that reason. (P16)

The statement by P16 was contrary to other interviewees who generally felt as competent as full-time faculty. Notwithstanding, the remark by P16 did not significantly factor into the analysis as instructional or professional superiority was not a prevailing theme.

The third form of discrepant data was suggested by P8, who claimed, "I'm making more money right now than I ever have before in my life." The statement by P8 was not a complete outlier from the standpoint several participants (P5, P14, P15, P16) acknowledged the pay received for work as adjunct instructors was adequate. Each of these four participants indicated having other sources of income. Subjects P5, P14, and P16 expressed a desire to implement policy changes which would improve the financial well-being of adjunct faculty.

Adjunct Faculty Differences

The primary difference among participants was career objectives as community college instructors. Six participants are voluntary part-time employees. Whereas 16 subjects are involuntary part-time employees. Voluntary part-time employees (n = 6, 27%) generally have other sources of income. Involuntary part-time employees (n = 16, 73%) are those who are seeking or have sought, a full-time job teaching at a community college. Data includes subjects who have given up hope of ever attaining a full-time faculty position. The implications of these adjunct faculty differences are presented in Chapter 5 as the heterogeneity hypothesis.

The Impact of Institutional Differences

Themes articulating differences among institutions did not emerge. Three institutions were approached to participate in the study. Many participants hold or held adjunct faculty positions with a number of Northern California institutions. Not to suggest differences do not exist, assessing institutional differences was beyond the scope of the study.

Emotion Codes

The study utilized emotion codes, which were characterized as negative emotions and positive emotions. These codes were generalized to the overall lived experience of the participants. Many emotion codes were used to inform the four major themes. In addition, emotions were recorded in the research journal. Emotion codes were assigned when subjects indicated an overt or passionate response to interview questions.

All participants demonstrated both positive and negative emotions, although the general tenor of emotion codes tended to be negative. Many subjects indicated a dichotomous experience as adjunct community college faculty. The duality was expressed by one participant who said, "As much as we're treated horribly. I do love the actual job itself. I love teaching" (P21).

Positive emotions. Positive emotions were generally centered on participants engagement with students and experiences as teachers. One interviewee commented, "It has been extremely gratifying to be able to meet with people and motivate them. You see a lot of diamonds in the rough. I consider it a real privilege" (P9). Similarly, a participant explained,

> I've found no other place that I fit better than teaching adults at the community college setting. So, I'm very happy in that setting. I get very comfortable and excited with that

> age level. I love the fact that they want to learn. I love the fact that they have needs to be met, and I'm equipped to meet those needs. So, it has a very satisfying feeling to it. (P8)

A subject remarked, "I look out of my classroom in community college, and I see everybody, I see all the different cultures represented . . . and I love that" (P3). Of the 44 positive emotions, 34 (77%) can be attributed to enjoyment of teaching and working with students. Of the remaining 10 comments, five (11%) were made by P8 pertaining to positive feelings about autonomy and pay. The other five comments varied from collegial treatment (n = 1, 2%), satisfaction with colleagues (n = 2, 5%), overall experience (n = 1, 2%), and opportunity to teach (n = 1, 2%).

Negative emotions. Negative emotions varied significantly among participants but can be generally categorized as dissatisfaction with the current employment situation. Eighteen interviewees (n = 18, 82%) expressed some form of negative emotion totaling 70 individual comments. The primary constructs were inability to attain a full-time job (n = 10), remuneration (n = 12), insecurity and expendability (n = 15), detachment and isolation (n = 7), inequality (n = 5), class or caste system (n = 5) and, generalized marginalization (n = 16).

The construct of negative emotions was oriented towards statements, often accompanied by physical signs, which highlighted or accented a particular comment by the interviewee. For instance, P10 was emotionally and physically demonstrative when stating,

> It's actually in our official name . . . contingent. We are contingent faculty. We're not part-time, we're not adjuncts, we're not professors, we're not lecturers, we're contingent faculty. Contingent means, "I need you, well sorry I don't need you, I don't like you."

Both positive and negative characteristics were observed, though involuntary part-time faculty tended to be more negative than positive.

Reliability and Validity

In qualitative research, the word dependability is congruent with the quantitative term reliability (Bernard et al., 2017; Creswell & Poth, 2018; Grbich, 2013; Merriam & Tisdell, 2016). The quantitative paradigm of validity can be conceptualized in qualitative research as credibility and transferability. Credibility is the qualitative analog to internal validity in quantitative research. Transferability is the qualitative correspondent to the quantitative phrase external validity (Grbich, 2013; Terrell, 2016). Validation in qualitative research is consistent with attempts to accurately evaluate findings in terms which bear equivalent meaning for participants, readers, and researcher (Creswell & Poth, 2018). By carefully articulating participant responses in the context conveyed, the validity of the study was protected.

Credibility and Transferability

To achieve credibility validity (internal validity), the investigator used reflexivity, negative analysis, extended time in the field of study, and peer debriefing to ensure thematic accuracy. Transferability (external validity) was accomplished by using rich, thick descriptions to portray the setting, participants, and findings. Peer debriefing served as a means of enhancing transferability. In addition, transferability was improved by using a varied sample population from several institutions.

Dependability and Confirmability

Dependability (reliability) and confirmability (objectivity) were accomplished by accurately transcribing interview data, peer debriefing, and by taking comprehensive field notes. An audit trail which accurately explains the data collection process, the reasoning behind the creation of categories, and information pertaining to important decisions made throughout the

study were implemented. Reliability and confirmability were achieved by employing the concept of reflexivity throughout the study. Reflexivity is the ongoing process of critical self-examination an investigator engages in during a study (Darawsheh, 2014; R. B. Johnson, 1997; Patton, 2015; Terrell, 2016). Reflexivity helped ensure responsiveness to the position as an impartial observer and changing dynamics as the study proceeded. Reflexivity also contributed to transparency of the investigator's role in the study. Together these processes help to ensure credibility, transferability, dependability, confirmability, and overall trustworthiness of the study.

Chapter Summary

Chapter 4 included a summary of findings related to the lived workplace experiences of 22 adjunct community college faculty in the northern San Francisco Bay Area region of California. Chapter 4 described data collection procedures, analysis processes, results, and measures for maintaining reliability and validity. Four primary themes, along with subthemes, and associated constructs which emerged from the data, were described. Chapter 5 provides an interpretation of findings articulated in Chapter 4, conclusions drawn from the results, limitations of the study, recommendations for further research, implications for leadership, and a conclusion.

Chapter 5: Discussion and Conclusion

The purpose of phenomenological study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. The study was predicated on two primary research questions:

Research Question 1: What is the lived experience of adjunct community college faculty in Northern California?

Research Question 2: What is the meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges?

Study was conducted because the growing dependence upon part-time college faculty via the adjunct model has resulted in a number of related employment policy issues which impact the professional well-being of contingent instructors. Adjunct faculty comprise the majority of all teachers at most institutions of higher learning across the United States (Hurlburt & McGarrah, 2016; Kezar & Bernstein-Sierra, 2016; Kezar & Gehrke, 2016; Kimmel & Fairchild, 2017; Morest, 2015; Rhoades, 2017). The reliance upon contingent instructors is more prominent at the community college level. Adjunct faculty include approximately 70% of all instructional staff among two-year institutions (Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kater, 2017; Morest, 2015; Thirolf & Woods, 2017). Studies have demonstrated adjunct college faculty are commonly marginalized and experience a wide range of workplace inequities (CCCSE, 2014; Eagan et al., 2015; Kezar & Sam, 2013; Maxey & Kezar, 2015; Tierney, 2014). Little is known about the working environment and experiences of community college faculty who collectively represent the largest proportion of contingent instructors (Bickerstaff & Chavarin, 2018; Curtis et

al., 2016; Morest, 2015). Even less is known about the lived experiences of adjunct community college faculty in Northern California which supports the efficacy of the study.

Key findings which are described in Chapter 4 suggested adjunct faculty are not a homogeneous group nor can the collective experience of adjunct instructors be categorized as exclusively good or bad. All 22 participants shared both positive and negative experiences as adjunct community college faculty. Individually and collectively, the experiences described by the participants answer Research Question 1, which was to examine the lived experience of adjunct community college faculty in Northern California. Research Question 2 presents the question of ascribing meaning to adjunct faculty employment policies from the perspective of contingent teachers at Northern California community colleges. Research Question 2 was answered by the participants and presented an interesting finding which is denoted as the adjunct heterogeneity hypothesis. The adjunct heterogeneity hypothesis suggests, adjunct faculty who are involuntary part-time employees tend to have a more negative view of existing employment policies when compared to community college instructors who are voluntary part-time employees. Nearly all participants identified employment policies which could be adopted or improved to increase the job satisfaction and well-being of adjunct community college faculty. The preponderance of participants generally lacked clarity in revealing how desired policies would be carried out and institutionalized. Data suggested participants understood what type of policy improvements are desired but are unclear as to how such policies are to be crafted and implemented.

Chapter 5 begins with a summary of findings, interpretations, and conclusions which were drawn from the research data. Findings, interpretations, and conclusions are presented in

relationship to the research questions, the theoretical framework, and compared with the literature from Chapter 2. Limitations of the study are identified along with suggestions for further research, policy recommendations, implications for leadership, and a conclusion.

Findings, Interpretations, Conclusions

Findings are presented in a sequential format consistent with themes derived from Chapter 4. Themes are described and evaluated in terms of findings, interpretations, and conclusions. Each theme is compared to findings from the literature in Chapter 2 and examined within context of the theoretical framework.

Theme 1: Motivation

Theme 1 evaluates the motivational factors of being an adjunct community college instructor. Data was principally driven by four interview questions in which subjects described overall experiences as adjunct community college faculty, the most important factors which motivate participants to teach at a community college, positive aspects of being an adjunct instructor, and a final open-ended question in which subjects elaborated on work-related experiences. There was frequent thematic overlap among these interview questions as subjects commented on individual experiences.

Theme 1 findings, interpretations, and conclusions. Participants were all motivated by a passion for teaching and serving students. Devotion to teaching, as described by subjects was not surprising. The degree to which many of the participants sacrificed personal welfare to continue teaching in a part-time capacity was revealing. There was an altruistic component which was nearly universal among participants.

The majority of participants can be described as being devoutly student centered (n = 20). Most of the subjects have been adjunct community college instructors for an extended period. The average time teaching in the adjunct capacity was just over 14 years. This finding may suggest motivational factors are stronger predictors of remaining in a part-time role when compared to the negative attributes described in Theme 3.

Findings of Theme 1 illuminate the most critical component of why adjunct faculty remain teaching at community colleges. The lived experience of adjunct community college instructors, from the backdrop of being teachers first and foremost, is the primary motivating factor which contributes to a compartmentalized positive experience (RQ1). Knowledge acquired in study can contribute to the formation of adjunct faculty policies which improve occupational well-being of contingent instructors. Findings of Theme 1 circumscribe the meaning contingent instructors attribute to adjunct faculty employment policies (RQ2).

Theme 1 comparison with literature review. A small number of studies have shown adjunct community college faculty are committed to the profession of teaching and student achievement (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Pons et al., 2017). These studies were not specific to adjunct community college faculty in Northern California. Surprisingly few studies have investigated the motivational factors for adjunct community college faculty. Perhaps instructional motivating factors for contingent community college instructors are assumed. In the absence of scholarly research, this premise is unsubstantiated.

The dearth of substantive literature regarding community college faculty is recognized in the literature (Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Morest, 2015). Likewise, the scarcity of research, which incorporates the voices of adjunct faculty, is acknowledged (Kezar &

Sam, 2013). The gap in the literature is unfortunate because institutional policies can be informed by motivational factors and shaped in a manner which builds on these data-driven characteristics. Study provides a much-needed response to the motivational features of adjunct community college faculty in the northern San Francisco Bay Area region of California.

Theme 1 institutionalization theory. Institutionalization theory suggests policies within an institution become an integral part of the organizational structure when certain practices and norms have become entrenched in the culture of an institution (Kezar & Sam, 2013). The adjunct model is an institutionalized feature among community colleges in Northern California. With respect to Theme 1, institutionalization theory does not play an overt role in the motivation of adjunct community college faculty in Northern California. Conversely, institutionalization theory does play a covert role. Understanding the motivations of contingent instructors may sanction the furtherance of the adjunct model. Institutionalizing change under the Curry (1992) model may be constrained by the knowledge that adjunct motivations to teach could be stronger than the shared vision for change.

Theme 2: Positive Attributes

Theme 2 identifies the positive attributes adjunct faculty ascribe to employment as community college instructors. Unlike Theme 1, which indicated a distinct and interconnected underpinning for motivation, Theme 2 recognized four subthemes adjunct community college faculty attribute to the positive attributes of contingent employment. These four subthemes are; autonomy and flexibility, student centered, community college characteristics, and situational appeal.

Theme 2 findings, interpretations, and conclusions. The findings suggest adjunct community college faculty are rewarded by the autonomy and flexibility enjoyed as educators (*n* = 19, 86%), productive interaction with students (*n* = 19, 86%), characteristics of working at a community college (*n* = 16, 73%), and to a lesser degree, the situational appeal of teaching part-time at a two-year institution (*n* = 8, 36%). When taken together, data supports the findings of Theme 1 by suggesting satisfaction of teaching at the community college level is a key positive attribute.

Theme 2 begins to reveal a divergence among adjunct community college faculty, which relates to career objectives. Five of the eight participants who found a positive situational appeal to working as a part-time community college instructor have other full-time careers and are not seeking full-time employment at a two-year institution. Three of the eight participants who demonstrated situational appeal desire full-time employment as community college instructors but are temporarily satisfied in their current role. Two of these subjects are relatively new to the profession having taught as contingent faculty for less than four years. The remaining participant has been teaching just over seven years but is hopeful of attaining a full-time faculty position.

The preponderance of subjects (*n* = 14, 64%) who have been teaching for a lengthy period, and are seeking, or have sought, a full-time position, did not articulate situational appeal as a positive attribute. When the participants who are not seeking a full-time job at a community college (*n* = 6, 27%) are removed from the positive attributes pool, there is a more distinct disconnection with situational appeal for the remaining subjects. Taking adjunct heterogeneity into consideration, the proportion of participants who seek full-time employment and did not indicate a predilection towards situational appeal was actually 88%. This finding is significant as

it suggests the majority of involuntary part-time faculty are not satisfied with contingent status. The findings in Theme 3 and Theme 4 support the heterogeneity hypothesis.

The lived experience of adjunct community college instructors is a positive experience to the extent contingent instructors have a passion for teaching, enjoy working with students, and derive satisfaction from working at the community college level (RQ1). There is a significant difference in terms of the meaning participants attribute to adjunct faculty employment policies (RQ2). Voluntary part-time faculty find consolation in the situational appeal of having the opportunity to teach at a community college on a contingency basis. In contrast, involuntary part-time faculty do not find relegation to part-time status a positive attribute. These findings demonstrate a degree of heterogeneity among adjunct faculty, which is predicated on employment objectives.

Theme 2 comparison with literature review. The findings of Theme 2 are corroborated by the literature and extend knowledge pertaining to the positive attributes associated with adjunct faculty employment. Researchers have identified flexibility and autonomy (Bickerstaff & Chavarin, 2018; Kezar & Bernstein-Sierra, 2016), student centeredness (Bickerstaff & Chavarin, 2018; CCCSE, 2014; Kimmel & Fairchild, 2017; Pons et al., 2017; Yakoboski, 2016), community college characteristics (Bickerstaff & Chavarin, 2018), and situational appeal (Curtis et al., 2016; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016) to be positive employment characteristics expressed by contingent college instructors. Situational appeal is principally based on voluntary part-time status.

The literature affirms the heterogeneity of adjunct faculty (ASATF, 2017; Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018a; CCCSE, 2014; Curtis et al., 2016; Eagan et al.,

2015; Kater, 2017; Kezar & Bernstein-Sierra, 2016; Ran & Xu, 2017; Thirolf & Woods, 2017; Yakoboski, 2016). Researchers have found voluntary part-time faculty to be more satisfied in the role as contingent employees when compared to involuntary part-time faculty (Brennan & Magness, 2018a; Curtis et al., 2016; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016). These outcomes are consistent with the findings of study.

Of the four subthemes, community college characteristics are the least explored in the literature. Bickerstaff and Chavarin (2018) make reference to one participant who stated, "I am a huge supporter of community colleges and the fundamental and irreplaceable role they play in communities and individual lives" (p. 6). The researchers noted, many adjunct community college instructors demonstrated a profound commitment to their profession. The finding by Bickerstaff and Chavarin does not necessarily reinforce the premise community colleges have distinct characteristics or qualities which adjunct faculty find to be markedly positive attributes. Findings in study somewhat diverge from the literature and extend the current knowledge as a large majority of participants (n = 16, 73%) expressed a preference for teaching specifically at the community college level.

Theme 2 institutionalization theory. Institutionalization theory as an explanatory mechanism for the adjunct model impacts adjunct community college faculty differently. The deeply entrenched norm of using adjunct faculty as the predominant workforce effects contingent instructors unequally. For voluntary part-time faculty, the adjunct model ensures there will be more part-time positions available. In contrast, the adjunct model safeguards the continuing reliance on contingent instructors in lieu of more available full-time positions. For those adjunct instructors who are seeking a full-time teaching position, the institutionalization of the adjunct

model has created a situation by which there is less opportunity to attain permanent employment at a community college. Institutionalization and isomorphic nature of the adjunct model may be an impediment to the creation and implementation of new employment models which improve the lived experience of adjunct faculty (Kezar, 2018).

Theme 3: Negative Attributes

Theme 3 identifies negative attributes adjunct faculty attribute to employment as community college instructors. Theme 3 recognized six subthemes adjunct faculty ascribe to the negative attributes of contingent employment. These six subthemes are; adjunct model marginalization, generalized marginalization, explicit marginalization, remuneration marginalization, administrative marginalization, and full-time versus adjunct conflict.

Theme 3 findings, interpretations, and conclusions. The findings suggest adjunct community college faculty are negatively impacted by adjunct model marginalization (*n* = 19, 86%), generalized marginalization (*n* = 20, 91%), explicit marginalization (*n* = 21, 95%), remuneration marginalization (*n* = 21, 95%), administrative marginalization (*n* = 20, 91%), and full-time versus adjunct conflict (*n* = 18, 82%). When Theme 3 is viewed holistically, the vast majority of participants appear marginalized in some form as a byproduct of employment status and institutional policies at community colleges. Only one participant did not articulate any negative attributes regarding employment as an adjunct instructor.

Theme 3 is framed under the premise adjunct faculty are, in some way, marginalized as a condition of employment status as contingent employees. Marginalization is a condition which prevents individuals or select groups of people within an organization from participating as equal stakeholders within the larger group (Scott & Marshall, 2009). Marginalization need not be

intentional or malevolent; instead, marginalization is simply the condition of inequity. Study does not imply or conclude malicious intent by community colleges to marginalize adjunct faculty. Rather, marginalization stems from characteristics of an institutionalized adjunct model.

Adjunct model marginalization. A large number of subjects (*n* = 19, 86%) expressed viewpoints related to the adjunct model as an institutionalized employment system which may result in the marginalization of adjunct faculty. Not only does the adjunct model appear to result in underemployment (*n* = 8, 36%), contingent employment necessitates employment at multiple institutions for many contingent teachers (*n* = 14, 64%), is contrary to HEI diversity and equity norms (*n* = 7, 32%), and impacts teaching (*n* = 10, 45%). Interestingly, these four secondary subthemes did not result in a clear differentiation between voluntary and involuntary part-time instructors. The findings do suggest negative attributes associated with the adjunct model impact part-time instructors in different ways.

Generalized marginalization. Generalized marginalization is an amalgamation of secondary subthemes which can be characterized as a general disregard for adjunct faculty. These subthemes include expendability, lack of resources and support, frustration and stress, and want of respect. A significant number of subjects explicitly (*n* = 9, 41%) and implicitly (*n* = 17, 77%) expressed perceptions of expendability. The data suggests many participants feel marginalized because subjects are not treated as equal stakeholders within the institution. The perception of marginalization is reinforced by the lack of resources provided to adjunct faculty (*n* = 11, 50%), and want of respect (*n* = 9, 41%), which may lead to conditions of frustration and stress (*n* = 12, 55%). Generalized marginalization is related to adjunct model marginalization though generalized marginalization pertains to measures which are not a natural or necessary

byproduct of the adjunct model. Rather, generalized marginalization pertains to issues which institutions can moderate within the adjunct model paradigm.

Explicit marginalization. In contrast to generalized marginalization which was described as a general disregard for adjunct faculty, explicit marginalization includes insidious adjunct employment policy practices which are latent but clear and poignant from the viewpoint of many of participants (*n* = 21, 95%). Explicit marginalization, as expressed in participant narratives, is a veiled byproduct of the institutionalized adjunct model. Six explicit marginalization secondary subthemes emerged from the data which included; insecurity (*n* = 17, 77%), detachment and isolation (*n* = 15, 68%), exploitation and oppression (*n* = 10, 45%), limited upward mobility (*n* = 16, 73%), unequal treatment (*n* = 14, 64%), and caste or class system (*n* = 12, 55%).

Many subjects felt a high degree of employment insecurity (*n* = 17, 77%). Involuntary part-time faculty were generally more insecure with contingent status than voluntary part-time faculty. Involuntary part-time faculty who articulated perceptions of insecurity comprised 88% of the explicit marginalization pool. This finding was reasonable as voluntary part-time faculty are not as reliant upon income received from employment as adjunct community college faculty. Employment insecurity was a factor which contributed to the frustration and stress experienced by many subjects.

A majority of participants (*n* = 15, 68%) commented on perceptions of detachment and isolation in their role as adjunct community college faculty. Participants did not perceive themselves to be an integral and integrated part of the community college. While participants tended to enjoy the freedom and autonomy of adjunct employment (*n* = 19, 86%), many subjects did not embrace the isolation of being separated from the inner workings of the institution. The

finding presents a paradox which should be further investigated. Increased inclusion in institutional decision making and participation may conflict with the autonomy and flexibility which a vast majority of subjects prefer.

Several participants voiced concerns about being exploited and oppressed (*n* = 10, 45%), treated unequally (*n* = 14, 64%), or felt as though adjunct faculty employment was indicative of a caste or class system (*n* = 12, 55%). These three secondary subthemes are interrelated as the findings suggest an ethos of prejudice and bias, which disfavors adjunct faculty. Whether there is intentionality by the institutions is beyond the scope of the study. Findings demonstrate many subjects (*n* = 17, 77%) perceived themselves as being treated as inferior employees.

A final secondary subtheme of explicit marginalization was the lack of upward mobility conveyed by several subjects (*n* = 14, 64%). A number of participants expressed views pertaining to an inability of obtaining full-time employment as community college instructors. An interesting finding is 13 of the 14 respondents who were troubled by the difficulty of attaining a full-time position were involuntary part-time faculty. When voluntary part-time faculty are removed from the pool, 81% of involuntary part-time faculty articulated strong views relating to the lack of upward mobility. This finding supports the studies adjunct heterogeneity hypothesis, which suggests adjunct faculty are a bifurcated group who are impacted differently via the relationship between career objectives and the adjunct model.

Remuneration marginalization. Remuneration marginalization relates to monetary issues which the preponderance of subjects (*n* = 21, 95%) viewed in negative terms. Remuneration marginalization includes factors such as low pay (*n* = 21, 95%), few or no benefits (*n* = 13, 59%), and uncompensated time (*n* = 8, 36%). Irrespective of employment objectives, both

voluntary (*n* = 16) and involuntary (*n* = 5) part-time employees perceived compensation to be insufficient. With respect to remuneration marginalization, there was no apparent difference between voluntary and involuntary adjunct faculty. There was a general consensus of insufficient remuneration. Participant responses were often framed in terms of financial inequality between adjunct and full-time faculty.

Administrative marginalization. Administrative marginalization findings were quite diverse. Administrative marginalization included general concerns over how school administrators treat adjunct faculty (*n* = 10, 45%), course load restrictions (*n* = 11, 50%), discrimination or bias (*n* = 13, 59%), and lack of appreciation or being undervalued (*n* = 13, 59%). When the four secondary subthemes of administrative marginalization are aggregated, the majority of subjects indicated some form of negativity towards administration (*n* = 20, 91%). The two participants who did not express any form of administrative disapproval were both voluntary part-time faculty.

Employment objectives, longevity, and age may play a role in the perceptions adjunct faculty have towards school administration. With regard to not feeling appreciated or valued, all but one of the respondents were involuntary part-time faculty. Likewise, involuntary part-time faculty (*n* = 9) were more concerned than voluntary part-time faculty (*n* = 2) with course load restrictions. In addition, the respondents who reported not feeling appreciated or valued tended to be somewhat older in age and were experienced adjunct instructors with an average time teaching of just over 13 years. The finding could be an indicator long-time exposure to the adjunct model increases part-time instructors' negative perceptions towards the administration.

The possible connection between employment objectives, longevity, age, and administrative dissatisfaction are unclear.

Full-time versus adjunct conflict. A final secondary subtheme of explicit marginalization involves participant viewpoints of conflict between full-time and part-time faculty. A significant number of interviewees (*n* = 18, 82%) expressed concerns of marginalization due to a bifurcated employment system which prioritizes the well-being full-time faculty over adjunct faculty. These findings appear to be connected with perceptions of inequality (*n* = 14, 64%), administrative marginalization (*n* = 20, 91%), remuneration marginalization (*n* = 21, 95%), detachment and isolation (*n* = 15, 68%), employment insecurity (*n* = 17, 77%), limited upward mobility (*n* = 16, 73%), lack of resources (*n* = 11, 50%), want of respect (*n* = 9, 41%), frustration and stress (*n* = 12, 55%), and underemployment (*n* = 8, 36%).

Taken together, the components of explicit marginalization suggest the lived experience of adjunct faculty may be one of marginalization within the adjunct model, community college policies, and institutionalized norms (RQ1). Yet, there is some difference with regard to the meaning subjects ascribe to the attributes of marginalization (RQ2). The level by which adjunct faculty perceive employment conditions as marginalized varied among participants. Based on emotion coding and researcher observations, participants can be described as having strong sentiments of marginalization (*n* = 15, 68%), moderate sentiments of marginalization (*n* = 6, 27%), or no sentiments of marginalization (*n* = 1, 5%). Comparing participants by employment objectives, voluntary part-time faculty (50%) were less inclined than involuntary part-time faculty (75%) to exhibit strong negative viewpoints of marginalization. These findings support

the adjunct heterogeneity hypothesis, which may be a predictor of dissatisfaction and perceptions of marginalization.

Theme 3 comparison with literature review. The findings of Theme 3 are generally consistent with the literature but produced some interestingly divergent findings. Researchers have found a number of occupational and employment issues which marginalize adjunct faculty. With regard to adjunct model marginalization the literature identifies underemployment (Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Maynard & Joseph, 2008), the necessity for some adjunct faculty to teach at multiple institutions (CCCSE, 2014; Curtis et al., 2016; Kimmel & Fairchild, 2017), contradictions with HEI diversity and equity norms (Caruth & Caruth, 2013; CCCSE, 2014; Rhoades, 2017; Savage, 2017), and adverse effects on teaching and student achievement (ASATF, 2017; Caruth & Caruth, 2013; CCCSE, 2014; Curtis et al., 2016; Eagan et al., 2015; Franczyk, 2014; Kezar & Gehrke, 2016; Kezar & Sam, 2013; Maxey & Kezar, 2015; Moorehead et al., 2015; Ran & Xu, 2017; Rhoades, 2017; Yakoboski, 2016) as ways in which adjunct faculty may be marginalized.

Albeit, findings of study contradict the literature, which suggests teaching at multiple institutions is rare among adjunct faculty. Yakoboski (2016) argues between 21% and 30% of adjunct faculty teach at more than one HEI. Likewise, Brennan and Magness (2018a) indicate about 18% of adjunct instructors teach at multiple institutions. In both instances, data was not specific to community colleges and were based on nationwide surveys. In contrast, findings of study indicated 15 of the 22 participants teach or have taught, concurrently at multiple institutions (n = 15, 68%). Whether this finding is a byproduct of the community college milieu,

financial necessity, course load restrictions, or some other factor is unclear. Further research is warranted.

The literature suggested adjunct faculty may experience generalized marginalization due to expendability (Bickerstaff & Chavarin, 2018; CCCSE, 2014; Curtis et al., 2016; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Moorehead et al., 2015; Pons et al., 2017; Rhoades, 2017; Savage, 2017), lack of resources (Bickerstaff & Chavarin, 2018; CCCSE, 2014; Eagan et al., 2015; Kezar & Sam, 2013; Moorehead et al., 2015; Tierney, 2014), want of respect (Caruth & Caruth, 2013; Curtis et al., 2016; Eagan et al., 2015; Franczyk, 2014; Rhoades, 2017; Savage, 2017), and frustration or stress (ASATF, 2017; Caruth & Caruth, 2013; CCCSE, 2014; Curtis et al., 2016; Eagan et al. 2015; Kater, 2017; Kezar & Bernstein-Sierra, 2016; Ran & Xu, 2017). This study did not find any deviation from the literature on these points. Factors of generalized marginalization may be a peripheral byproduct of the adjunct model but are circumscribed by policies and norms at individual institutions.

References to explicit marginalization were prevalent in the literature. Studies indicated insecurity (ASATF, 2017; CCCSE, 2014; Curtis et al., 2016; Kezar & Bernstein-Sierra, 2016; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Moorehead et al., 2015; Pons et al., 2017; Savage, 2017), detachment and isolation (ASATF, 2017; Bickerstaff & Chavarin, 2018; CCCSE, 2014; Franczyk, 2014; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Moorehead et al., 2015; Morest, 2015; Pyram & Roth, 2018; Rhoades, 2017; K. R. Schutz et al., 2015; Thirolf & Woods, 2017), limited upward mobility (ASATF, 2017; Bickerstaff & Chavarin, 2018; Caruth & Caruth, 2013; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Pyram & Roth, 2018), and perceptions of a hierarchical caste or class system (ASATF, 2017; Caruth & Caruth, 2013; CCCSE, 2014;

Eagan et al., 2015; Franczyk, 2014; Kezar & Sam, 2013; Kezar et al., 2015; Moorehead et al., 2015) as prominent themes related to adjunct faculty marginalization. While the literature did imply conditions of unequal treatment (Bickerstaff & Chavarin, 2018; CCCSE, 2014; Hurlburt & McGarrah, 2016; Kezar & Sam, 2013; Lengermann & Niebrugge, 2015; Moorehead et al., 2015), the premise of overt oppression or exploitation was not a key issue (Chapter 2). Study produced somewhat different findings as a number of participants (n = 10, 45%) indicated perceptions of explicit marginalization, which can be categorized as exploitive or overtly oppressive. These finding may be an artifact of phenomenological inquiry, which delves deeply into the lived experiences of individuals. Further research is warranted to evaluate the degree to which adjunct community college faculty view employment conditions as exploitive.

Findings of study are consistent with the literature in terms of remuneration marginalization. Researchers articulated, in a preponderance of the literature, adjunct faculty are subjected to low pay and receive few or no benefits (ASATF, 2017; Bickerstaff & Chavarin, 2018; Brennan & Magness, 2018b; Caruth & Caruth, 2013; Curtis et al., 2016; Eagan et al., 2015; Hurlburt & McGarrah, 2016; Kezar & Bernstein-Sierra, 2016; Kezar et al., 2015; Kezar & Sam, 2013; Kimmel & Fairchild, 2017; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Moorehead et al., 2015; Morest, 2015; Pons et al., 2017; Pyram & Roth, 2018; Rhoades, 2017; Savage, 2017; Tierney, 2014; Thirolf & Woods, 2017). To a lesser extent, the literature described situations in which adjunct faculty are uncompensated for work related to their occupation as community college teachers (ASATF, 2017; Bickerstaff & Chavarin, 2018; Curtis et al., 2016; Kezar & Bernstein-Sierra, 2016). Approximately 13% of the articles reviewed commented on uncompensated work by contingent faculty. Whereas, 36% of subjects (n = 8)

who participated in study claimed to be uncompensated for some of the work performed as adjunct community college instructors.

The subtheme of administrative marginalization is partially supported in the literature, but findings in study indicated some notable differences from the current scholarship. Lack of institutional support and poor working conditions was a prevailing theme in the literature (ASATF, 2017; Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kezar & Bernstein-Sierra, 2016; Kezar et al., 2015; Kezar & Sam, 2013; Lengermann & Niebrugge, 2015; Maxey & Kezar, 2015; Pyram & Roth, 2018; Savage, 2017). Although there were no substantive data relating to course load restrictions in the literature. Likewise, there was scarce data pertaining to treatment by administrators (Curtis et al., 2016), and discrimination or bias (Kezar & Bernstein-Sierra, 2016). Lack of appreciation or being undervalued was implied in several articles and argued by a small number of researchers (Bickerstaff & Chavarin, 2018; Curtis et al., 2016). In contrast to the literature, findings of study frequently included negative perceptions related to the treatment of adjunct faculty by school administrators (n = 10, 45%), problems due to course load restrictions (n = 11, 50%), discrimination or bias (n = 13, 59%), and sentiments of being unappreciated or undervalued (n = 13, 59%). The reason for the disparity is unclear, but may be related to California legislation (e.g., course load restrictions), methodologies used in the literature, limitations of previous studies, or the intimate nature of phenomenological research which allows subjects an opportunity to richly express lived experiences. Further research on the subtheme of administrative marginalization and the four secondary subthemes is warranted.

Contention between full-time faculty and part-time faculty which is denoted as full-time versus adjunct conflict was represented in the literature (ASATF, 2017; Eagan et al., 2015;

Franczyk, 2014; Kezar et al., 2015; Kezar & Sam, 2013; Moorehead et al., 2015; Rhoades, 2017). Data included adversarial relationships (Kezar & Sam, 2013), mistrust (Kezar et al., 2015), disengagement between the two groups (Franczyk, 2014), full-time perceptions of adjunct faculty as unsatisfactory educators (Moorehead et al., 2015), competition and stratification (Rhoades, 2017), lack of respect directed towards adjunct faculty from full-time faculty (Eagan et al., 2015), and nonrecognition of adjunct faculty by full-time faculty (ASATF, 2017). Approximately 23% of the articles reviewed denoted some form of full-time versus adjunct conflict.

Findings of study were similar to the literature but appeared more pronounced. A significant number of participants (n = 18, 82%) acknowledged some form of discord between adjunct and full-time community college faculty. Subjects indicated frustration with the two-tier system, pay disparity, and power differentials, which contributed to the disharmony between adjunct and full-time faculty. There was a distinct *us versus them* component which denoted a competitive outlook many subjects held towards relationships with full-time faculty. The moderate incongruity with the literature may be an indication of how the adjunct model is applied in Northern California, the impact of prevailing institutionalized norms, or the depth by which phenomenological research provides rich and thick descriptions of participants lived experiences. Further research pertaining to contention which may exist between adjunct and full-time faculty is recommended. Indeed, study did not include full-time faculty whose perceptions towards relationships with adjunct faculty may be quite revealing.

Theme 3 institutionalization theory. Theme 3 findings suggest community colleges in which participants are employed may be profoundly institutionalized in terms of the adjunct

model, specific employment policies, and institutional norms. Not only does the adjunct model create a pathway for marginalization, California state legislation, school policies, and prevailing norms may be institutionalized in a manner which relegates adjunct faculty on a number of different levels. Institutionalization occurs when policies, practices, and norms become a longstanding integrated component of an organization (Kezar & Sam, 2013). Debilitating adjunct faculty related factors such as the need to find employment at multiple institutions, underemployment, expendability, lack of resources, limited upward mobility, unequal treatment, low pay, scarce benefits, course load restrictions, and a two-tier system may be institutionalized to the point community colleges take these features for granted. Furthermore, the isomorphic nature of the adjunct model may impede change by supporting the continuance of an employment system which marginalizes adjunct community college faculty in Northern California.

Theme 4: Desired Policy Changes

The final theme evaluates the desired policy changes supported by participants in the study. All but one subject (n = 21, 95%) recommended some form of policy change, which would improve the lived workplace experience of adjunct community college faculty. Four subthemes and a number of secondary subthemes emerged from the data. The subthemes included equity, inclusion, pathway to full-time employment, and remuneration.

Theme 4 findings, interpretations, and conclusions. Not surprisingly, remuneration was the subtheme which amassed the greatest consensus among participants (n = 18, 82%). Involuntary part-time faculty (n = 14, 88%) placed more emphasis on remuneration than did voluntary part-time faculty (n = 4, 67%). The difference is likely due to the financial dependency

of teaching community college courses as a primary source of income, which equated the lived experience of many involuntary part-time faculty.

Improving adjunct faculty inclusion was a subtheme which many participants (*n* = 16, 73%) articulated. There was only a small to moderate consensus as to how inclusion should be accomplished. Participants suggested such policy improvements as involving adjunct faculty in course scheduling (*n* = 2, 9%), increasing support (*n* = 5, 23%), enhancing transparency (*n* = 4, 18%), improving respect and recognition (*n* = 6, 27%), and general inclusion (*n* = 10, 45%). The overall tenor of the participants who commented on inclusion was to adopt policies which incorporate adjunct faculty into the greater framework of the institution as viable and credible participants. Subjects did not typically provide specific means of instituting inclusive policies. In short, participants desire an environment of greater inclusivity but did not articulate how these new policies should be adopted and implemented. The findings may be a byproduct of the adjunct model by which adjunct faculty are not fully incorporated into the fabric of the school.

The third prominent subtheme was improving equity for adjunct community college faculty (*n* = 15, 73%). Secondary subthemes included; abolishing the two-tier system (*n* = 5, 23%), improving job security (*n* = 10, 45%), removing course load restrictions (*n* = 9, 41%), and instituting tenure or rehire rights for adjunct faculty (*n* = 8%, 36%). As with the previous subtheme, involuntary part-time faculty (*n* = 12, 75%) were more adamant than voluntary part-time faculty (*n* = 3, 50%) with regard to establishing more equitable conditions for contingent instructors. This data supports the adjunct heterogeneity hypothesis presented in study which is the premise that occupational objectives may culminate in a different lived experience for the two groups of contingent community college instructors.

A number of participants (n = 9, 41%) indicated a desire to have policies which create a pathway to full-time employment. All but one of the respondents (n = 8, 89%) who indicated a preference for adopting policies which would create a gateway for full-time employment, were involuntary part-time faculty. Results were intuitive as voluntary part-time faculty are not typically seeking full-time employment at a community college. The findings demonstrate the heterogeneity of part-time community college faculty.

The findings of Theme 4 can be aggregated into three primary constructs. First, adjunct community college faculty desire a wide range of policy innovations which may improve their occupational well-being. Second, participants were mostly unresponsive with regard to how such policies are to be implemented. Third, adjunct faculty are a heterogeneous group which can be characterized as voluntary and involuntary part-time employees. Adjunct faculty bifurcation is primarily attributable to the employment objectives. While similar on some levels, the lived experience of adjunct community college faculty is circumscribed by status as voluntary or involuntary employees (RQ1). In turn, heterogeneity impacts the meaning contingent community college instructors assign to adjunct faculty employment policies (RQ2).

Theme 4 comparison with literature review. The literature included policy reforms articulated by adjunct faculty and innovations which researchers deemed appropriate. The former is primarily the byproduct of qualitative inquiry, and the latter are recommended policy reforms which emerged from the research. Consistent with the findings of study, the literature suggested adjunct faculty should receive more significant support, inclusion, recognition, respect, stability, training, resources, and benefits (ASATF, 2017; Bickerstaff & Chavarin, 2018; Eagan et al., 2015; Kimmel & Fairchild, 2017; Pyram & Roth, 2018; Rhoades, 2017). Improving transparency

and communication was supported by several studies (Bickerstaff & Chavarin, 2018; CCCSE, 2014; Franczyk, 2014; Kater, 2017; Savage, 2017; Thirolf & Woods, 2017). Salary and job security were prominent recurring themes in the literature (ASATF, 2017; Curtis et al., 2016; Pons et al., 2017; Pyram & Roth, 2018). Recommendations for policy reforms provided in the literature are similar to findings in study. Remuneration was the most widely supported policy innovation in the literature and study. Likewise, inclusion, recognition, respect, job security, transparency, and support were supported in the literature and study.

There were three key findings which were not readily apparent in the literature. First, a number of participants in study (n = 9, 41%) recommended the elimination of course load restrictions. This finding may have emerged as a byproduct of regionally specific legislative mandates which limit adjunct faculty courses. Secondly, adopting policies which give adjunct faculty tenure or rehire rights was desired by several subjects (n = 8, 36%). Lastly, several participants (n = 9, 41%) recommended instituting a pathway to full-time employment for adjunct community college faculty. This finding was acknowledged in the literature (CCCSE, 2014) but was not a central theme for policy improvement. These three findings are interconnected and suggest a significant number of adjunct community college faculty in Northern California may be underemployed and desire greater job security, which may culminate in a full-time position.

Theme 4 institutionalization theory. In terms of Theme 4, institutionalization theory is approached from the perspective of institutionalizing new employment policies and practices. The adjunct model, employment policies, institutional norms, and isomorphism, as described in Theme 3, create a set of circumstances which impedes change. Longstanding policies and

practices, which are profoundly related to the existing culture, values, rules, and customs of an organization, are difficult to change (Kezar, 2018).

Institutionalization, as described by Kezar and Sam (2013), is a specific form of change, which is durable and becomes integral to the institution. Merely listing a number of grievances or policy changes advocated by adjunct faculty may not result in proactive change which becomes institutionalized. Instead, implementing lasting change is a multistage process.

To implement sustainable change, an organization should mobilize and prepare for change. Mobilization occurs when people within an organization rally around a shared vision for change (Kezar & Sam, 2013). Mobilization is followed by a plan for implementing the new policy. During the first stage, proponents for change actively challenge existing norms and policy models which are embedded in the culture and practices of the institution (Kezar & Sam, 2013). Herein lies the problem. The findings of study suggest several policy preferences which would improve the well-being of adjunct community college faculty, but there is no clear plan for implementing change. Moreover, the desired policy improvements are wide and varied. There is some consensus on issues such as remuneration, but other policy areas are broad ranging and confounded by the differentiation between voluntary and involuntary part-time faculty. This is problematic because creating a shared vision for change among adjunct faculty is the first step in mobilizing change.

If mobilization does occur the newly innovative policies can be presented to the organization. The implementation stage requires cohesion among the various stakeholders, which include school administration and full-time faculty. Implementation requires the adoption of new rules and norms, which are embraced by the organization as a whole. Full-time employees of the

institution may prefer the status quo to new policies which may be viewed as costly, unnecessary, or damaging to hierarchical position. To implement change, the institution must undergo a cultural metamorphosis (Kezar & Sam, 2013). If the implementation is successful, the new policies are institutionalized when the change which has been implemented becomes a stable component of the organization (Curry, 1992; Kezar & Sam, 2013).

The Curry (1992) three-stage model for institutionalization offers a pathway for systemic policy revisions. Albeit, the institutionalization of policy changes, which may contradict the adjunct model require great foresight, cohesion, and concerted effort among adjunct faculty and the organizations. Findings of study acknowledge several policy improvements as recommended by adjunct community college faculty in Northern California. These findings are not conclusive evidence new policies should be institutionalized. Further research at the institutional and regional levels should be conducted to identify policies and practices which may best serve adjunct faculty and the organizations.

Summary of Findings Derived from Research Questions

The purpose of study was to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. Two primary research questions guided phenomenological study.

Research Question 1: What is the lived experience of adjunct community college faculty in Northern California?

Research Question 2: What is the meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges?

A brief analysis of the findings related to Research Question 1 and Research Question 2 are provided in the following subsections.

Summary Theme 1: Motivation. The lived experience of adjunct community college faculty in Northern California is an occupation, which is driven by a passion for teaching and student centeredness (RQ1). Adjunct community college faculty are, first and foremost, teachers who enjoy interacting with students, sharing knowledge, and witnessing students succeed. This lived experience is supported by findings of Theme 2 but these findings are circumscribed by negative experiences which are identified in Theme 3. The meaning of adjunct faculty employment policies for participants in study is bounded by limitations which inhibit student engagement (RQ2). For involuntary part-time faculty, employment negativity is exacerbated by the inability to expand on occupational roles as teachers.

Summary Theme 2: Positive attributes. The lived experience of adjunct community college faculty in Northern California is characterized by satisfaction teaching at the community college level (RQ1). The meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges is delimited by occupational preference (RQ2). Voluntary part-time faculty find solace in the situational appeal of having an opportunity to participate as teachers on a contingency basis. Conversely, involuntary part-time instructors are constrained by policies, which relegate adjunct faculty to part-time status.

Summary Theme 3: Negative attributes. The lived experience of adjunct community college faculty in Northern California is one of marginalization within the adjunct model, community college policies, and institutionalized norms (RQ1). Voluntary part-time faculty generally experience a moderate degree of marginalization, whereas many involuntary part-time

expressed greater exposure to marginalizing factors and held more negative perceptions of part-time status. The meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges is differentiated by employment objectives (RQ2). While nearly all subjects indicated some form of displeasure with existing employment policies, involuntary part-time faculty were more prone to view these measures as debilitating and coercive.

Summary Theme 4: Desired policy changes. The lived experience of adjunct community college faculty in Northern California is differentiated by the employment objectives of part-time faculty (RQ1). Involuntary part-time faculty tend to promote wide-ranging reformative policies, which significantly increase the efficacy of their experience as community college instructors. The meaning of adjunct faculty employment policies for contingent teachers at Northern California community colleges is distinguished by employment positionality. Involuntary part-time faculty placed more emphasis on policy reforms, which would increase remuneration, equity, and upward mobility than did voluntary part-time faculty.

Limitations

Study was limited to 22 adjunct community college faculty who are employed by institutions located in the northern San Francisco Bay Area region of California. Adjunct community college faculty were invited to participate in the study via e-mail requests describing research. Study was specific to Northern California, and phenomenological findings may not be generalizable. The research findings are limited to the lived experiences of those subjects who participated in the study.

Purposeful sampling was utilized in study, and participants were not chosen as a matter of negative or positive perceptions of employment status as adjunct community college faculty. Sampling may have resulted in a subset of the population who were more greatly motivated to engage in study. Regardless of unknown motivational factors, considerable steps were taken to ensure the reliability and validity of study.

To achieve credibility validity, the investigator used reflexivity, negative analysis, extended time in the field of study, and peer debriefing to ensure thematic accuracy. Transferability was reinforced by using peer debriefing and rich, thick descriptions to portray the setting, participants, and findings. Transferability was improved by using a varied sample population from three institutions rather than accessing participants as a matter of convenience. Dependability and confirmability were accomplished by accurately transcribing the interview data, peer debriefing, reflexivity, taking comprehensive field notes, and conducting an audit trail. Reflexivity contributed to the transparency of the investigator's role in the study. Together these processes help to ensure credibility, transferability, dependability, confirmability, and overall trustworthiness of study.

Recommendations

Study was confined to adjunct community college faculty who are employed at institutions in the northern San Francisco Bay Area region of California. The findings are limited to geographic region and the boundaries of phenomenological inquiry. Based on these limitations, several recommendations for future research are suggested. In addition, several considerations for policy and practice changes, based on findings, are proposed.

Recommendations for Future Research

Qualitative study was exploratory and informative, though, findings may not be generalizable to a larger population. Findings of study can be used as a basis for more robust quantitative research with larger sample populations to evaluate the adjunct model as implemented by community colleges in Northern California and other regions. Future research can help determine whether employment objectives, longevity in the field, and age are factors which contribute to the satisfaction or dissatisfaction of adjunct community college faculty. Research should be conducted to evaluate the adjunct heterogeneity hypothesis as described in present study and the influence occupational preferences have on the adjunct model and policy practices.

Furthermore, research at the institutional level can help community colleges ascertain policy and cultural factors which may preclude adjunct faculty from attaining a positive experience in their chosen profession as educators. Future studies should include both quantitative and qualitative inquiry as a means of providing insight into the lived experience of adjunct faculty and provide substantive data, which can be used to formulate, if warranted, new employment policies and practices. In addition, studies involving full-time faculty and administrators, which were beyond the scope of study, should be conducted as policy changes which improve the occupational welfare of adjunct faculty may have a net positive impact on a wide range of stakeholders. The overarching goal of such research is to uncover inequities and improve the well-being of all stakeholders, including, but not limited to, adjunct community college faculty.

Recommendations for Policy Changes

The findings of study support a number of modest policy changes which can be implemented at little cost to community colleges.

- Institutions should adopt employment practices providing adjunct faculty a pathway to full-time employment. Practices should include hiring policies affording part-time instructors and opportunity to compete for full-time employment when positions arise. Qualified adjunct faculty who have demonstrated a commitment to the institution should be taken into consideration.
- Adjunct instructors should be provided with the resources needed to function as educators and increase student success. Resources include, but are not limited to, access to office space, training, and support networks.
- Community colleges should be transparent in all processes related to adjunct faculty and adopt policies to increase the employment security of part-time instructors. Longstanding adjunct faculty who have received excellent performance reviews should be afforded rehire rights along with course and class preference. Hiring policies and related data should be made publicly available.
- Whenever possible, adjunct faculty should be awarded classes which are in close time proximity. Institutional policies should allow contingent instructors an opportunity to minimize downtime and secure work at other institutions.
- Community colleges should include adjunct equity policies and mandate institutional norms which embrace part-time faculty as vital academic professionals.

- Cultures of hierarchy should be abolished in an effort to minimize the impact of a two-tier employment system.
- Practices should be adopted to promote full-time faculty and part-time faculty integration and inclusion in school events and governance. Such policies may help alleviate conflict, if any exists, between full-time and contingent instructors.

The preceding policy recommendations are not financially debilitating to the institutions and represent moderate changes supported by findings of study and the literature. Policies, which promote adjunct equity, hold potential to minimize professional biases, promote student achievement, and encourage part-time instructors to remain loyal to specific community colleges should be implemented.

The preponderance of participants in study suggested policy changes to increase remuneration. Improved compensation for adjunct faculty may be warranted but is not a policy change recommendation which can be supported by present study. Reluctance to advocate increased remuneration is not due to the likelihood adjunct community college faculty are underpaid or underemployed. Findings of study do not dispute the fact many adjunct faculty feel financially marginalized. Instead, increasing the salary and other remunerative factors may have a significant financial impact on institutions. Further research should be conducted at the regional and institutional level to help understand the impact and efficacy of such policy innovations.

Implications for Leadership

The findings of study suggest adjunct community college faculty are fervent educators. Nonetheless, these contingent instructors, to varying degrees, are marginalized by an isomorphic

employment system which has been referred to throughout present analysis as the adjunct model. In addition to findings from study, the literature and study suggest changes to the adjunct model may have a beneficial social impact to adjunct faculty, students, and HEIs (Curtis et al., 2016; Maxey & Kezar, 2015; Yu et al., 2015). Adopting new policies is a multilevel leadership challenge which includes adjunct faculty, full-time faculty, school administration, and state of California legislators.

Adjunct Faculty Leadership

The impetus for change, consistent with the Curry (1992) model, begins with adjunct faculty. Creating a shared vision for change resulting in mobilization requires leadership among a diverse group of adjunct educators (Kezar & Sam, 2013). Adjunct faculty leadership should establish a plan for implementing new policies which challenge the adjunct model status quo.

Full-Time Faculty Leadership

Full-time faculty may be disinclined to adopt new policies with potential to impact hierarchical position at an institution. Adjunct faculty leadership should find common ground and coalesce with full-time leadership as a necessary step towards implementing change (Curry, 1992; Kezar & Sam, 2013). In the absence of establishing support from full-time faculty leadership, the adoption of new policies and norms might not be fully embraced, and long-term change may be difficult to achieve.

Institutional Leadership

Gaining the support of institutional leadership is vital to the mobilization, implementation, and institutionalization stages of adopting new employment policies and school practices. Developing an early rapport with institutional leaders may assist in gaining widespread

support for innovative policies. Moreover, the implementation stage requires cohesion among various stakeholders (Curry, 1992; Kezar & Sam, 2013). Institutional leaders are well positioned to act as intermediaries between the various stakeholders at the community college. Moreover, the execution and maintenance of reformative policies take place at the institutional leadership level.

Legislative Leadership

Many of the existing policies negatively impacting adjunct community college faculty are mandates from the state of California. The legislation includes, but is not limited to, course load restrictions, governance, and tenure rights for contingent community college instructors. Legislators are well positioned to recommend adjunct supportive policies which can be deliberated and adopted at the state level circumventing institutional employment policy idiosyncrasies. Acquiring the leadership support of California legislator's is a viable, albeit provocative, alternative to establishing reformative measures via the Curry (1992) model.

Regardless of the pathway for change, innovating new employment policies and practices to create equitable conditions for adjunct community college faculty is a multilevel leadership challenge. Implementing change to the adjunct model and institutional practices requires a cooperative effort by leaders ranging from adjunct faculty to state legislatures. The promotion and implementation of changes should stem from well-vetted research, which can help to alleviate negative or perverse unintended consequences.

Conclusion

There is little doubt adjunct faculty are vital to the functioning of community colleges. The findings of study suggest adjunct community college faculty in the northern San Francisco

Bay Area region of California are passionate and devoted teachers. Many of these dedicated teaching professionals choose to work at multiple institutions as a means of earning a living in pursuit of their chosen career. Still, other part-time faculty demonstrate a commitment to teaching by working as community college educators aside from other full-time employment. Adjunct faculty are, first and foremost, teachers. Adjunct faculty are student centered educators who derive great satisfaction from helping students achieve academic and life goals.

For many adjunct community college instructors, dreams of becoming full-time faculty are hindered by the adjunct model and institutional practices which largely preclude contingent instructors from attaining desired career objective. The data suggests many part-time faculty feel marginalized in their role as contingent instructors and desire innovative policy changes, which would reduce the debilitating impact of the adjunct model. Respect, recognition, job security, equity, inclusion, appreciation, and perhaps most importantly, the opportunity to earn a living in their chosen profession, are but a few of the reasonable requests made by numerous adjunct community college educators. Many desires of adjunct faculty who participated in study are easily resolved at the institutional level and require little funding—just a genuine effort by the institutions to accept these vital instructors into the fabric of the institution.

Community colleges in the northern San Francisco Bay Area region are both similar and distinct in terms of adjunct faculty employment policies and institutional norms. The findings of study are not intended to insinuate all adjunct faculty are marginalized, or all community colleges treat contingent workforce poorly. Indeed, there was some evidence to the contrary. The findings suggest it may be in the best interest of community colleges to embrace adjunct faculty, and to a modest degree, improvement has been accomplished at some institutions. Isomorphism,

which is inherent in the adjunct model, may have resulted in the unintentional and inequitable marginalization of a highly dedicated academic workforce.

Study examined the lived experience of 22 devoted adjunct community college faculty in Northern California. Research included a small sample of the thousands of hardworking and enthusiastic contingent instructors who routinely travel the California roads and highways as *freeway flyers*. The title of study began with *The Passive Majority* as a way to describe the unique position of adjunct community college faculty. *Passive majority* was not intended to reflect negatively on contingent faculty who collectively account for the majority of all community college educators in California. Instead, *passive majority* is symbolic of a large group of potentially marginalized individuals who work in an occupation by which adjunct faculty have little functional voice or decision-making capability. The researcher is hopeful community college leaders will examine study, reflect on the words of the participants, contemplate the findings, and consider how institutions can adopt new policies to improve the well-being of adjunct community college faculty.

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Appendix A: Interview Questions

1. Describe your overall experience as an adjunct instructor.
2. How long have you been an adjunct instructor?
3. Are you currently pursuing, or have you ever pursued a full-time position?
4. What are the most important factors that motivate you to teach at a community college?
5. What do you consider to be the positive aspects of being an adjunct community college instructor?
6. What do you consider to be the negative aspects of being an adjunct community college instructor?
7. What adjunct faculty policy changes, if any, would you recommend?
8. What would you like to add regarding your experience as an adjunct instructor?

Appendix B: Introduction of Study for Recruitment

Note: This letter was provided to potential participants via email and campus flyers.

To Adjunct Faculty at [**organization here**].

My name is Peter A. Zitko, and I am a doctoral candidate at American College of Education. I am currently working on my doctoral dissertation in Educational Leadership with an emphasis on higher education. I kindly ask for your assistance with my research. The purpose of this phenomenological study is to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California.

I am currently seeking ten to fifteen adjunct faculty members to participate in interviews pertaining to their experiences as community college teachers. The initial interviews will take approximately thirty to forty-five minutes and will be conducted in person at [**organization here**] or a location that is convenient for the participant. A second meeting will be conducted in person, by email, or by telephone to confirm the accuracy of the transcriptions made of the original interview. Your participation in this study will remain confidential, and your identity will be known only to Peter A. Zitko.

The interviews will be conducted between [**Insert Dates after approval by ACE IRB**]. If you are willing to participate in this study, please contact me by email [**email here**] or by telephone at (707) 738-4423. I look forward to your help with this research.

Sincerely,

[**Signature Here**]

Peter A. Zitko

Appendix C: Participant Consent Form

Informed Consent Form for Doctoral Degree Dissertation Research

Purpose of Research: The purpose of proposed study is to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California.

Participation: If you agree to take part in this research project, you will be invited to participate in an initial interview in which you will be asked several questions pertaining to your professional experience as an adjunct community college professor. With your permission, I will record the interview to alleviate notetaking and guarantee transcription accuracy. You will not be asked to identify yourself by name on the recording. The initial interview will be followed by a second meeting to confirm the accuracy of the interview transcription.

Time required: The initial interview will take approximately thirty to forty-five minutes and the follow-up meeting will last about fifteen minutes.

Risks: There are no anticipated risks for participating in this research project.

Benefits: This research project will allow you the opportunity to express your views and experiences as an adjunct community college professor.

Confidentiality: Your response to the interview questions will be confidential. Your identity and that of the institution(s) you work for will only be known by Peter A. Zitko and at no time will your actual identity or that of the institution be revealed to others. All participants and institutions will be identified by an alpha-numerical code. All transcriptions will be made by Peter A. Zitko and recordings will be destroyed three-years after completion of the project. Transcriptions will only include the alpha-numeric identifier.

The data obtained in the interview will be used exclusively for this dissertation, future presentations based on the study, and other related research purposes. At no time will publications or presentations identify you by name. If you have any concerns, please feel free to contact American College of Education (ACE) Institutional Review Board at IRB@ace.edu.

Participation and withdrawal: Your cooperation in this study is voluntary, and you may withdraw from participation at any time by informing me that you no longer wish to participate. No questions will be asked if you choose to withdraw from this study. Likewise, you may decline to answer specific questions while continuing to participate in the study by responding to subsequent queries.

Researcher Contact: If you have any questions or concerns pertaining to this research and your participation in the study, please feel free to contact me personally. Peter Zitko (707) 738-4423.

Agreement: The purpose and nature of this research have been satisfactorily explained, and I agree to participate in this study. I understand that I may withdraw from this study at any time.

Signature:_____ Date:_____

Name (print):_____ Phone:_____

Appendix D: Site Consent Form

Dear President [**name here**]

My name is Peter A. Zitko, and I am an adjunct faculty member at [**organization here**]. I am currently a doctoral candidate at American College of Education. This letter is a request for the assistance of [**organization here**] with regard to a study which I will be conducting for my Doctoral Degree in Educational Leadership. I am interested in administering a qualitative research study pertaining to the lived experience of adjunct community college faculty in Northern California and would like to interview ten to fifteen adjunct faculty members at [**organization here**].

The purpose of proposed study is to qualitatively examine the lived workplace experiences of adjunct community college faculty in Northern California. The current literature has demonstrated significant gaps in terms of phenomenological research pertaining to community college faculty in Northern California. For verification of this study, you may contact Dr. Katrina Schultz by email [**email here**] or by phone at [**phone number here**] who is serving as the chair of my dissertation committee. You may also contact the American College of Education Institutional Review Board at IRB@ace.edu.

I do not require any statistical data from [**organization here**], however, I would like permission to interview adjunct faculty who are currently employed at [**organization here**] and conduct the interviews on the institution's campus. I would like to have the authorization to contact potential participants via the school's email system and by placing discreet flyers in faculty only locations (e.g., faculty lounges, adjunct faculty offices). The identities of the participants and the participating institution will remain confidential and [**organization here**] will be provided with a copy of the completed dissertation upon request.

If you have any questions pertaining to this anticipated research, please feel free to contact me at [**email here**] or by phone at (707) 738-4423. I look forward to working with [**organization here**].

On behalf of [**organization here**], I authorize Peter A. Zitko to conduct this study as described in this consent letter.

_____ _____

Signature and Title Date

_____ _____

Printed Name Date

_____

Name and Address of Institution

Appendix E: NIH Certificate of Completion

CITI PROGRAM

Completion Date 24-Apr-2019
Expiration Date 23-Apr-2022
Record ID 31397199

This is to certify that:

Peter Zitko

Has completed the following CITI Program course:

Social-Behavioral-Educational Researchers (Curriculum Group)
Social-Behavioral-Educational Researchers (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

American College of Education

CITI

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w20ab067c-9893-4daf-b0a7-d8e27484e5e5-31397199

Appendix F: IRB Approval

AMERICAN COLLEGE of EDUCATION®

May 24, 2019

To: Peter Zitko
Katrina Schultz, Dissertation Committee Chair

From: **Becky Gerambia**
Becky Gerambia
Assistant Chair, Institutional Review Board
Office of Institutional Analytics

Re: IRB Approval

"The Passive Majority: A Qualitative Inquiry into the Lived Experience of Adjunct Community College Faculty in Northern California"

The American College of Education IRB has reviewed your application, proposal, and any related materials. We have determined that your research provides sufficient protection of human subjects.

Your research is therefore approved to proceed. The expiration date for this IRB approval is one year from the date of review completion, May 24, 2020. If you would like to continue your research beyond this point, including data collection and/or analysis of private data, you must submit a renewal request to the IRB.

Our best to you as you continue your studies.

Appendix G: In Vivo Characterizations

Negative characterizations		Positive characterizations	
Totally disposable	Demoralizing	Devoted to teaching	Dot it for the students
Caste system	Fear	Enlightening	Buffet style education
Process is ridiculous	Infuriating	I love teaching	Happy with colleagues
Second-class citizen	Insulting	Decent money	Very, very good
Grim, it's very grim	Disappointing	The trust me	I keep my mind going
Very bad experience	Jealousy	Extra money	A buzz to teach
It's just been a nightmare	Expendable	Pay is great	Like a pro from Dover
It's really scary	Very angry	I'm a teacher	Sense of solidarity
I'm pond scum	Worried	I'm an educator	It feels right
Slave kind of sentiment	Unsustainable	Build a culture	Do your thing
Nodding through the pain	Transient class	Freedom	Feels good to my soul
Absolute desperation	I'm a vassal	I want to teach	Overall positive
Worst job I ever had	"Other"-ized	Phenomenal	It just makes sense
I could be a ghost	Devalued	Luxury	Perfect for me
Who's caring about me	Invisible	Privilege	Love the work

Really disheartening	Isolated	Grateful	Feel like my own boss
Why am I doing this?	I'm angry	Fulfilling	Not letting it go
It's just plain broken	Dispirited	Satisfying	No problem with pay
Horribly demoralizing	No transparency	Giving back	Very gratifying
Repeated slap in the face	Treated horribly	Diversity	Interesting
Haves and have nots	Overwhelming		
Lonely, lonely, lonely	Stuck		

Note: The table included just 44 of the 156 negative characterizations participants conveyed about their experiences as adjunct community college faculty. In contrast, the table encompassed nearly all of the 49 positive characterizations as several redundant statements were omitted.