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CONDITIONS AFFECTING ADJUNCT TEACHING PERFORMANCE: A DESCRIPTIVE STUDY

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CONDITIONS AFFECTING ADJUNCT TEACHING PERFORMANCE: A DESCRIPTIVE STUDY

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CONDITIONS AFFECTING ADJUNCT TEACHING PERFORMANCE

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CONDITIONS AFFECTING ADJUNCT TEACHING PERFORMANCE: A DESCRIPTIVE STUDY

Terry Baggett March 2023 Pages 118

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Abstract

Colleges and universities have been undergoing long-term structural changes and among these is the ever-increasing reliance on adjunct faculty. The most important goal of higher education is student success and faculty are one of the biggest influencers of student learning success. As a result, factors affecting faculty can also have secondary effects on students. The purpose of the study is to describe various conditions within selected institutions that are affecting adjunct faculty instructional performance as perceived by adjunct faculty themselves.

This study used a survey methodology with a descriptive design. Results from four community colleges and one university were collected and analyzed to create a composite picture of community college and university adjunct faculty views on the effect of various conditions on their teaching performance, with results described through descriptive statistics.

Results

Results were grouped into workload factors, pay and benefit factors, job stability, security, advancement factors, and social status factors.

Workload Factors: Under this category, 17% of adjuncts reported slightly negative impacts on their performance. A majority (60%) reported scheduling conflict problems, and 54% reported other scheduling issues.

Compensation and Benefits Other Than Salary: 17% reported negative impacts on performance in this category. Notably, 85% reported receiving no benefits, 14% had no access to professional development, 65% lacked perks, and 71% had no dedicated office space.

Pay Received: For pay, 15% reported slightly negative or negative effects on performance, with 42% reporting scant or inadequate pay.

Current Prospects for Advancement: Within this category, 14% of adjuncts reported slightly negative or negative effects on their performance, while 69% had little to no expectations for advancement.

The conclusion from this study is that the most significant impediment to adjunct performance, as perceived by adjuncts themselves, is the negative effects caused by scheduling. Scheduling issues include course scheduling conflicts, other scheduling problems, and course availability. This finding suggests that scheduling is a major concern relative to other considerations.

I dedicate this dissertation to my father, Jerry L. Baggett, who passed away during this dissertation process. Fifty-seven years was not enough time to know you. You are missed.

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I want to give a special acknowledgement to Dr. Barbra Burch, my original committee chair, and Dr. Joseph Cangemi, an original committee member, both of whom passed away, along with my dad, during this process. They were both friends and mentors. Though they did not live to see the completion, their aid was invaluable. I grieve their loss.

I also want to thank my wife and family whose support allowed me to pursue my educational goals. The last couple of years have been the hardest of my life: the loss of people in my life, declining health, financial challenges, deep depression, all set against a backdrop of pandemic, political, social, and economic turmoil. May we all, I hope, journey into a better tomorrow.

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CHAPTER 1

INTRODUCTION

Bolitzer (2022) described adjunct faculty as non-tenure track faculty who were hired on a semester or yearly basis in nonpermanent part-time positions. According to Bolitzer, historically, the term adjunct referred to people with professional or industry expertise who were hired to teach a few specialized courses. He stated that they mainly taught elective courses. Currently, the term adjunct refers to all instructors holding part-time, temporary appointments, and many of these are now teaching foundational or required courses (Magruder, 2019). Of interest is to note that the word adjunct is also defined as “Something added to another thing but not essential to it” (Dictionary.com). Given this definition, describing 73% of an institution’s faculty as "not essential" would seem strange (Manternach, 2020).

In 1975, 24% of college and university faculty were part-time (Kezar & Sam, 2010). Currently, 75% are non-tenure track or adjunct (New Faculty Majority, n.d.), and this includes part-time faculty at community colleges across the United States (Eagan, 2007). It is well-known that faculty and instructors directly affect the quality of education in postsecondary institutions (NCES, 2019), and research shows that students who take more classes from adjunct faculty have lower graduation rates (Edmonds, 2015). These outcomes are particularly true of community colleges, which serve 44% of the undergraduate students in the United States (Liu & Roohr, 2013).

Background

The increasing reliance of higher education on part-time, non-tenure track adjunct faculty to teach undergraduate courses was a widely recognized fact (Shulman, 2019). In 1975, 58% of all faculty members were in tenure-bearing positions. In 2000, it was found that only 27% of all new faculty and 56% of all new full-time faculty were in tenure-track positions (Gappa, 2008). At the same time, from 1983 to 2013, total undergraduate enrollment grew by 61%, and full-time faculty members grew by 68%, while adjunct faculty grew by 199% (Shulman, 2019).

As of 2014, adjunct faculty comprised 77% of community college faculty, and they taught 58% of all community college classes (Shulman, 2019). While adjunct instructors taught a high percentage of courses, adjuncts were marginalized within the faculty. They were typically poorly compensated, provided with little office space, little or no clerical support, and provided with few opportunities for professional development. Worse, they were sometimes seen as temporary and disposable (Pons et al., 2017).

Faculty outside the tenure system were variously referred to as non-tenure eligible, off-track, contingent, term-limited, or full-time non-tenure track (FTNTT), part-time, lecturer, or senior lecturer, adjunct, and visiting (Gappa, 2008). The reasons for these trends, as stated by Shulman (2019), were that adjunct faculty members were much cheaper to hire and fire than tenure-track faculty. They lacked academic freedom, institutional influence, and professional prerogatives. They were a low-cost, low-risk way for colleges and universities to staff undergraduate classes and free up tenure-track faculty for research, graduate teaching, and administration (Shulman, 2019).

According to Ehrenberg (2000, as cited in Zhu, 2021), the Age Discrimination in Employment Act in 1994 was partially blamed. By eliminating mandatory retirement age

policies in higher education, the opportunity cost to hire full-time instructors increased, thus the incentive to hire adjunct faculty increased.

Concerns built about the consequences for teaching and learning in higher education and for adjuncts themselves (Shulman, 2019). Differences in qualifications and institutional involvement may have made adjunct professors less effective. Adjuncts were significantly less likely to hold professional degrees, creating concerns that they were less qualified (Zhu, 2021). For instance, the proportion of full-time community college faculty holding a doctorate **was consistently more than twice that of adjunct faculty, and full-time faculty were also more likely than adjuncts to have earned a master's degree (Eagan, 2007). According to the American Federation of Teachers (2021), 56.5% of adjuncts held master's degrees, while only 23.0% held doctoral degrees. Faculty surveys, as reported by Johnson (2011), showed that adjunct faculty interacted with students less frequently, used active and collaborative techniques less often, spent less time preparing for class, and had lower academic expectations for student performance than did full-time faculty.

Some believed adjunct faculty working conditions were unjust. Others believed that justice for adjunct faculty was foolish, and that so-called justice harmed everyone in the college and university community (Shulman, 2019). According to Dictionary.com, justice was defined as "the quality of being just; righteousness, equitableness, or moral rightness." Arguments for the extensive use of adjunct faculty were:

1) It would be expensive to improve adjunct faculty compensation.
2) Converting part-time adjunct positions into a smaller number of full-time positions would reduce total adjunct employment and harm the very people it is trying to help.

3) It would lead to a massive increase in wages and benefits and drain resources from other worthwhile projects, objectives, and constituencies.
4) Fewer adjunct positions will reduce diversity of course offerings and diminish the number of instructors with real-world expertise (Shulman, 2019).

Arguments for replacing adjunct faculty with full-time faculty members are:

1) It is better for research and teaching.
2) Promotes better relationships between faculty and students.
3) Leads to better functioning academic programs and departments.
4) Makes better use of adjunct faculty skills.
5) Lowers instructor turnover.
6) Leads to greater student retention.
7) Creates stronger college and university communities.
8) Creates extensive relationships with alumni and donors (Shulman, 2019).

These arguments against the extensive use of adjunct faculty were consistent with a managerial philosophy that valued workforce stability, positive morale, and harmonious labor management relationships (Shulman, 2019).

Most studies of adjunct faculty were from the perspective of the institution and focused on issues of engagement, student success rates, and various views of adjunct faculty contribution and their value to the community colleges. College leaders who wanted to better serve their students examined their expectations and support for adjunct faculty (Pons et al., 2017).

Adjuncts may have been satisfied with some aspects of their job and motivated to perform well, and at the same time may have been dissatisfied with other aspects of the job (Pons et al., 2017). They could have been motivated by both intrinsic and extrinsic factors (Yoon et al.,

2015). The motivational effect of an extrinsic factor, such as a reward, was determined by the perception of the individual receiving the reward and not by the person providing it (Pons et al., 2017).

Adjuncts could have been grouped into four recognized categories. As noted by Pons et al. (2017), these categories were:

1) Career-enders (retired and coming from established careers),
2) Specialists, experts, and professionals (have full-time employment elsewhere),
3) Aspiring academics (generally seeking full-time status), and
4) Freelancers (complementing adjunct teaching with other jobs or work)

These categories could be further reduced down to two types of adjuncts, or non-tenure-track employments: voluntary and involuntary. Where voluntary, adjuncts were those who preferred and chose to be adjuncts. Involuntary adjuncts were those who would prefer full-time employment but were forced to accept adjunct employment (Pons et al., 2017).

Active faculty were able through observation and direct experience, during everyday interactions, to gain familiarity and knowledge about the factors and conditions of the faculty teaching environment that contributed to faculty instructional performance. Therefore, contingent faculty could speak to the conditions directly affecting their own performance. College and university administrators needed to know how adjunct faculty perceived conditions influencing their performance.

Design Issues

Background

This is an original study based on my interest in how adjunct working conditions might affect student outcomes. As investigator, this study is backed by 25 years of personal experience, mostly adjunct. This includes years spent as adjunct union contract negotiator, grievance officer, and president. This also includes years spent teaching middle school, high school, community college, university, and local housing authority, full and part-time, also a small amount of time spent as an administrator, and five years as a college board trustee.

During my career and lifetime, I have observed a massive shift from full-time tenured faculty to adjunct faculty. Until quite recently there have been no studies on the potential effects on students of this massive shift. Research since the beginning of this study has indicated negative outcomes. Adjuncts may negatively influence students (Xu & Ran, 2021). Factors like an instructor's conditions of employment and teaching and working environment may affect outcomes of students (Zhu, 2021).

Purpose of the Study

The purpose of this study is to describe various conditions affecting adjunct faculty instructional performance as perceived by adjunct faculty within a selected sample of higher education institutions. Adjuncts teach students that often have greater need of expert teaching (Fredrickson, 2020). Meaning not all students are equal in ability or circumstance, and thus some have a greater need for quality teaching than others. It is critical that teachers be successful with their students. This means that higher education leaders are obligated to do everything they can to make sure that teachers have every chance to be successful. This study seeks to gain an understanding of the working conditions that influence the success of adjunct faculty.

Research Questions

The primary or overarching question of this study is, “What are some working conditions adjunct faculty perceive as impacting their ability to teach effectively?”

This study aims to quantify the working conditions affecting adjunct faculty. To wit the study defines "factors" as any elements perceived by adjunct faculty that can impact their performance. These factors are efficiently grouped into broad categories, which include "workload factors," "pay and benefit factors," "job stability, security, and advancement factors," and "social status factors." The study develops the following secondary questions, which are inferred or derived from these broad categories:

1) How do various workload factors affect adjunct faculty performance as perceived by adjunct faculty?
2) How do various pay and benefit factors affect adjunct faculty performance as perceived by adjunct faculty?
3) How do various job stability, security, and advancement factors affect adjunct faculty performance as perceived by adjunct faculty?
4) How do various social status factors affect adjunct faculty performance as perceived by adjunct faculty?

Significance of the Study

Over the last 40 years, campus employment patterns show an increasing use of adjuncts. Forty years ago, 70% of academic employees were tenured or tenure track. Today 75 % of faculty are non-tenure, with 47% adjunct positions (American Federation of Teachers, 2021).

This greater demand for adjunct faculty justifies the need for more optimized adjunct faculty working conditions. Thus, colleges and universities that gain insight from this study can

change policies relating directly to adjunct faculty. The findings of this study will benefit higher education considering that adjunct faculty plays an important role in these institutions. Administrators of higher education will be guided on what they should consider when providing, or adjusting, the adjunct faculty work environment. Faculty may benefit by being more effective (i.e., producing better student outcomes). Students may benefit by having more effective adjunct faculty. For future researchers, the present study will add to the discussion relating to factors that affect adjunct faculty job satisfaction.

Limitations

This study was limited to self-reported faculty responses. Responses were collected via questionnaire. Bias is inherent in studies with self-reporting measures (George, et al., 2021). Bias from self-reporting was uncontrolled for. The number of participating institutions was too small to make meaningful comparisons between institutions. Specific factors of institutional environments and cultures remain unaccounted for. Specific factors of states or regions also remain unaccounted for. These include governmental differences, geographic differences, cultural differences, and population differences.

An additional limitation was that this study took place during the Covid-19 Pandemic. This was an unprecedented situation from which the full effects are indeterminate. The author submitted it to IRB in fall 2020. The author collected the data over the next six months. This data were based on the respondent faculty perceptions. No individual student data were collected. Faculty responses were anonymous. No individual faculty were identified. All data were aggregated and was only analyzed in aggregate.

Definitions

Contingent faculty: Depending on the institution, can be known as adjuncts, postdocs, TAs, non-tenure-track faculty, clinical faculty, part-timers, lecturers, instructors, or non-senate faculty (AAUP, 2022).

Current Faculty Status: Employment status choices were limited to full-time, adjunct, or both.

- **Full-time**: Any full-time instructional position teaching a particular subject.
- **Adjunct**: Any non-full-time instructional position teaching a particular subject.

Workload Factors: These include time spent working, the number of classes taught, and the number of students taught.

Pay and Benefit Factors: This category includes the following:

- **Pay**: Defined as all salaries, fees, bonuses, and severance payments that each person receives.
- **Benefits**: Defined as all health and pension plans and all forms of deferred compensation (Chronicle of Higher Education, 1999). It also encompasses professional development (NCES, 1996) and office space (Smith, 2004).

Job Stability, Security, and Advancement Factors: This category includes the following:

- **Job stability**: Defined as an employee's ability to keep the same job for an extended period.
- **Job security**: Defined as job permanence, meaning that the job is unlikely to be lost.
- **Job advancement**: Defined as the development or improvement of one's position.

Social Status Factors: This category includes the following:

- **Social Status**: Defined as the amount of respect, admiration, or importance given to a person. Status is derived from recognition (Zhou, 2005).

Summary

Increasing use of adjunct faculty has led to concerns about effects on student learning (Shulman, 2019). Adjunct and full-time faculty produced different outcomes when it comes to student learning. They have different qualifications, experiences, and working conditions (Zhu, 2021).

This study aimed to gain an understanding of the working conditions that influence the success of adjunct faculty by examining four key areas: "workload factors," "pay and benefit factors," "job stability, security, and advancement factors," and "social status factors."

CHAPTER 2

LITERATURE REVIEW

Introduction

The literature review is an investigation into issues facing adjunct college and university instructors, focusing on adjunct instructors as compared to full time instructors, with an interest in differences of student outcome based on faculty status. What are the differences in environment or circumstances, including the factors that produce differences in student outcomes? This review was concerned with regular, full time, or tenured faculty versus irregular, part-time temporary, nonstandard, or irregular faculty collectively referred to as adjuncts.

Preview

The initial segment of this literature review addresses the question: "Who are adjuncts, and how do they differ from full-time tenure-track faculty?" Subsequently, historical, and current trends, including unionization patterns, are examined. Multiple sections explore arguments for employing adjuncts, including discussions on the costs and benefits associated with their utilization. This analysis is followed by a discussion on maximizing the effective and efficient use of adjuncts, which naturally transitions to considerations of adjunct motivation, ethical aspects, and practical concerns.

The subsequent section delves into the adjunct job situation, leading to an exploration of the impact of adjunct faculty on student achievement outcomes. The review concludes by examining the challenges associated with measuring adjunct effectiveness. Due to inherent problems with measurement methods, the discussion emphasizes the value of engaging with adjuncts directly for a more comprehensive understanding of their contributions.

Who are the adjuncts?

The typical adjunct college instructor is a white female with a master's degree (American Federation of Teachers, 2021). The average age of an employed adjunct professor is 48-years old (AAUP, 2021). According to Kezar & Sam (2010), faculty titles, whether full-time or adjunct, are not always uniform across all campuses or even on the same campus. Faculty can comprise numerous, distinctly different types of non-tenure-track faculty, with distinctions ranging from work hours to responsibilities to motivations. Adjuncts have spent an average of 8.6 years at their current institution, and just more than a third (34%) had earned a terminal degree. Fewer than one in five (18%) adjuncts have use of a private office on their campus, but nearly half (45%) have shared office space from their college or university (Eagan et al., 2015).

According to the American Federation of Teachers (2021) the following tables describe the current demographic makeup of the adjunct community.

Table 2.1

Adjuncts Distribution by Race

Race	%
White, non-Hispanic	77.7 %
Black, non-Hispanic	4.1 %
American Indian or Alaskan Native	0.4 %
Hispanic/Latin	5.7 %
Asian or Pacific Islander	2.9 %
Multiracial	2.5%
Prefer not to answer	6.9 %

(American Federation of Teachers, 2021)

Table 2.2

Adjuncts Distribution by Gender

Gender	%
Female	63.8 %
Male	31.3 %
Other/ Prefer not to answer	5.6 %

(American Federation of Teachers, 2021)

Table 2.3

Adjuncts Distribution by Education

Level of Education	%
High school	0.1 %
Some college, no degree	0.5 %
Associate's degree	1.0 %
Bachelor's degree	6.0 %
Master's degree (not terminal)	39.3 %
Terminal master's degree (e.g., MFA, MLS)	17.2 %
Professional degree (e.g., J.D., MD, MBA)	5.4 %
ABD ("all but the Ph.D. dissertation")	5.4 %
Doctoral degree	23.0 %
Other	1.9 %

(American Federation of Teachers, 2021)

Life as an Adjunct

Among adjunct, and part-time faculty, many typically only teach one or two courses part-time at a community college, and then never teach there again. A substantial percentage,

however, teach long term. In 1992, 20 % had taught ten or more years in total, while 23 % had taught between five to nine years in total (Townsend & Twombly, 2007).

Community college faculty typically receive poor pay, with 70 % of community college adjunct faculty members reportedly making under $10,000 in 2003. In comparison, full-time two-year college faculty average salary in 1998 was $53,989 (Townsend & Twombly, 2007). More recently the American Federation of Teachers (2021) found one-quarter of adjunct faculty respondents earn less than $25,000 annually. Only 20 % of adjunct faculty report being able to comfortably cover basic monthly expenses. Fewer than half of adjuncts have access to employer-provided health insurance, and 20 % rely on Medicaid. The American Federation of Teachers (2021) further report 45 % of faculty members surveyed have put off getting needed healthcare, and 64 % have forgone dental care. They also report that 48 % struggle with job security. Secure retirement is out of reach for most adjunct faculty, with 37 % reporting they don't see a path to retirement.

The Adjunct Job Situation

The job market in higher education is lopsided at best. The ratio of adjunct to full-time is badly skewed, and the introduction of for-profit education has introduced a new, and costly element to the situation (Clark, 2019). In 1989, adjuncts composed just 36.3% of all faculty at degree-granting institutions (Eagan et al., 2015). In 2007, the percentage of faculty teaching part-time or as adjuncts at all degree-granting institutions in the nation was 49%, nearly half (Hoyt, 2012). Currently, non-tenure-track positions of all types are over 70 % (AAUP, 2018).

As higher education becomes more complex and expensive, universities and colleges rely more, and more on adjunct faculty to teach more courses. Meanwhile tenured and tenure-track professors divide their time among teaching, research, and service. Adjuncts in many different

disciplines are underpaid, underprepared, and underappreciated, but some schools do a better job of utilizing them than others (Shinn, 2016). For instance, business schools tend to do a better job of utilizing adjuncts because accreditation bodies like AACSB International Association to Advance Collegiate Schools of Business have made guidelines on how, and when adjuncts should be deployed (Shinn, 2016).

Over the last several decades, faculty in higher education has shifted from mostly full-time, tenure-track faculty to mostly adjunct, non-tenure-track faculty. Eagan et al. (2015) found that approximately two-thirds of faculty, of all institutional types, are now non-tenure track, with 49% of faculty at four-year institutions, and 70% of the faculty at community colleges part-time. Similarly, Kezar & Maxey (2014) reported 70% of the instructional faculty employed by non-profit institutions work non-tenure track positions, and that, adjunct faculty were a majority with 51.2%.

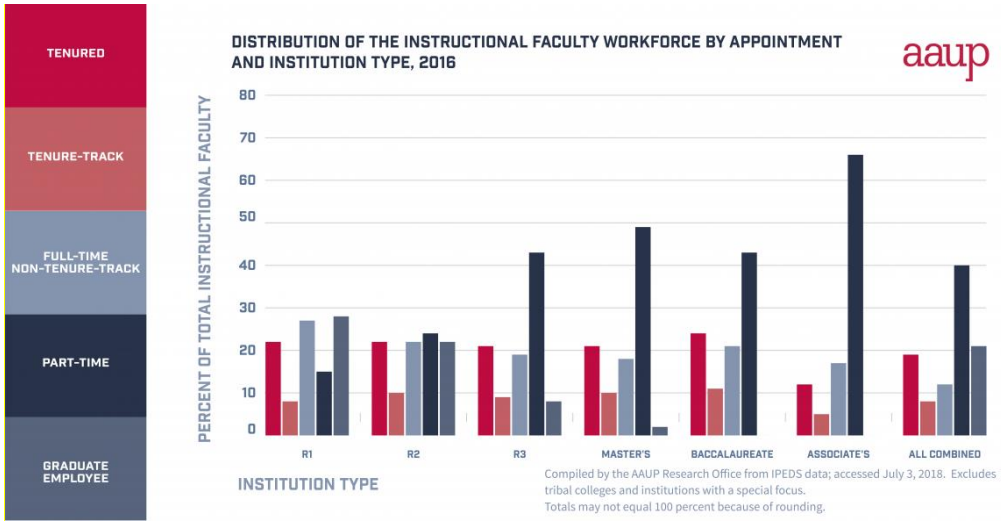
Some have tried to push back on these claims. “A number of reputable media outlets have reported that adjuncts comprise 76 % of the academic workforce is an inaccurate claim. That represents the total percentage of ‘adjunct’ faculty” (Magness, 2016, p. 50). This appears to be merely a semantic argument, however. The most recent study by the American Association for University Professors (AAUP) as of 2018 indicates that 73% of all faculty combined are currently serving in nontenure positions, with 12% of nontenure positions being full-time.

Figure 1 below from AAUP shows the distribution, by institution type, of faculty type. In almost every institution type part-time faculty such as adjunct faculty, outnumber tenured faculty, and in most cases, far outnumbering. Within associate institutions, part-time or adjunct faculty emerge as the predominant majority. Given the prevalence of associate institutions, this significantly influences the overall count of faculty types.

According to The New Faculty Majority (n.d.), 75.5% of college faculty are now off the tenure track, representing 1.3 million out of 1.8 million faculty members. Of these, 700,000 or just over 50% are non-tenure-track instructors, who are also known as adjuncts (New Faculty Majority, n.d.). This has led to adjunct faculty as the new majority (Murray, 2019).

Figure 1

Distribution of the Instructional Faculty Workforce by Appointment and Institution, 2018



Note. From "Data Snapshot: Contingent Faculty in US Higher Ed" by American Association of University Professors (AAUP), 2018. (https://www.aaup.org/news/data-snapshot-contingent-faculty-us-higher-ed#.YVMtWZ1KhaR). Copyright 2018 by AAUP.

Adjunct faculty appointments are considered short-term, temporary positions. They are considered at-will or fixed term contract employees. Given varying levels of protection at different institutions, adjunct faculty often face the possibility of being terminated at any time without warning for any reason or, no reason at all. These actions create a multiclass system of professors with adjunct personnel serving as cheap laborers.

Structural changes in higher education have increasingly led to greater reliance on adjunct faculty. Beginning in 1994, the Age Discrimination in Employment Act eliminated mandatory retirement age policies in higher education, thereby increasing the opportunity cost to hire full-time instructors, and in turn, increasing the incentive to hire adjunct faculty instead (Ehrenberg, 2000 as cited in Zhu 2021). According to Chun et. al. (2019), tenured or tenure-track faculty now account for only 29% of the total faculty workforce. Currently, the majority of faculty are no longer tenure track. Community colleges have the greatest percentage of adjunct faculty, where they are the majority of faculty (Kezar & Sam, 2010). Some structural changes include salary distributions, and group distinctions.

Proportionally adjunct faculty earn an average of only one-third to one-quarter of the salary of full-time faculty (Flaherty, 2018; Kingkade, 2017). Some 25% of adjunct college faculty received some form of low-income state, and/or federal public assistance (Murray, 2019). Some 73% of adjunct faculty are underemployed or involuntarily working in adjunct appointments but desiring, and/or seeking full-time academic positions (Eagan et al., 2015).

Breaking up faculty into different groups is also a 'Divide and Conquer' style of management, a strategy of gaining, and maintaining power by breaking up larger concentrations of power into chunks that individually have less power (Suchitra, 2020)

How do adjuncts differ from full-time tenure track?

As stated by Simpkins & Tafari (2019) adjuncts are often perceived as unequal to tenure-track faculty. As stated by Nica (2018), adjunct faculty may have little option in the courses they prepare and may lecture beyond their spheres of expertise. They can be constrained by substandard syllabi, and they may suffer from a lack of time and self-determination. An excessive amount of work and commuting can leave them with little time to focus on classes.

The capacity of adjunct faculty to support and advise students outside of class is often limited. Some adjuncts teach at many colleges and rarely supplied office space. Adjuncts with space often share an office with other faculty unrelated to the adjunct's department or with inadequate technology, making it complicated for non- adjunct faculty to assist students outside of class (Nica, 2018). Adjunct faculty tend to have very little, if any, social capital.

Trends

During the financial crisis, the number of tenure track faculty decreased as universities relied more on non-tenure track faculty (Guthrie et al., 2019). According to Maxey & Kezar (2015) these decreases could be based on other long-term forces such as neoliberalism, growing managerial apparatus, outsourcing, and deprofessionalization. They go on to say, greater complexity, and ambiguity have allowed these forces to fracture more traditional views, and approaches to faculty work. The increasing reliance on private sources for funding along with demands of external groups is changing priorities, and behaviors of top administrators to faculty. They increasingly make productivity demands and get involved in faculty work (Maxey & Kezar, 2015).

Outside higher education, tenure is not highly regarded; however, within higher education, administration view tenure as tedious, time-consuming, and of little value. Tenure is politically untenable, and some would rather tweak the tenure model, and make it more in line with external demands as well as other institutional goals (Maxey & Kezar, 2015). Organizations, like colleges, and universities, adopt measures, structures, and practices to enhance their standing, and strength. These decisions can constrain their ability to adapt to changing circumstances. Practices and structures can become deeply embedded and taken for granted. These organizations are becoming increasingly resistant to change. Change becomes

enormously difficult, and opportunities become limited by the enormity of the change required (Maxey & Kezar, 2015). Adjunct or part-time faculty is now the norm. Adjunct faculty now comprise three-quarters of the professoriate, so converting all adjunct positions to full-time would require the alteration of many specific policies, practices, and institutional cultures. This makes efforts both costly, and difficult (Maxey & Kezar, 2015 In the following section, we will delve into an exploration of historical trends and their underlying reasons

Historical Trends

The increasing reliance of colleges and universities on part-time, non-tenure track ‘‘adjunct’’ faculty has by now become a widely recognized fact. Employment patterns for the last three decades show increasing dependence on adjuncts as well as a large expansion of support staff (Cooper, 2009). From 1983 to 2013, when total undergraduate enrollment grew by 61%, the number of full-time faculty members grew by 68%, and the number of adjunct faculty members grew by 199%. Consequently, adjunct faculty employment rose from 35% to 49% of total faculty employment over those three decades (Shulman, 2019)

In 1975, 10% of faculty were in full-time non-tenure positions, and 24% were employed part-time. As non-tenure-track positions increased, tenure-track positions diminished (Kezar & Sam, 2010). By 2015, these numbers were 54% adjunct, and 71% total faculty in some form of nontenure-track contingent position. From 1979 to 2011, there was a 259% increase in the ranks of full-time nontenure-track faculty, and a 286% increase in adjunct faculty. According to data cited by Pons et al. (2017) as of 2017, adjunct faculty comprise 77% of community college faculty, and teach 58% of all community college classes. Yet, despite their part-time status, most adjunct faculty consider higher education their primary career (Murray, 2019).

This growth of adjunct faculty has occurred in waves. One was the growth of adjunct faculty that began with the advent of community colleges. The second was in the 1990s with an increase in four-year institutions (Kezar & Sam, 2010). Recently a boom in for-profit higher education has driven the increase in adjunct use (Magness, 2016).

Reasons for These Trends

The three reasons for these trends are the opening of higher education to the masses, the dwindling of existing resources, and corporatization of higher education (Kezar & Sam, 2010). Because of the rising gap in wages of workers with, and without degrees, more, and more high school graduates are applying, and entering college, Li, H. (2013). Much of this enrollment is in community colleges. Community colleges have opened up higher education to the masses. Community colleges need to maintain significantly lower tuition. They are also less likely to receive other funding such as research grants, alumni donations, and endowments. To achieve this they have two options, raise the price of admission, or cut costs (Kezar & Sam, 2010).

According to Kezar & Sam (2010), reductions in funding from federal and state governments led to colleges and universities looking to other operational models, in particular the corporate business model. They found that the current overuse of non-tenure-track faculty is one result of this academic capitalism.

Administrators restructured the professoriate, and its role in the institutions. They separated research from teaching, and service (Slaughter & Rhoades, 2004). As a result of this unbundling, non-tenure-track faculty became the majority of faculty. Hiring non-tenure-track faculty was low cost. The new faculty also lacked professional protections, or the ability to participate in governance (Kezar & Sam, 2010).

The core principle for utilizing adjunct faculty is cost savings. Adjunct faculty members are cheap to hire, and easy to fire. They lack academic freedom, institutional influence, and professional prerogatives. Employing them is a low cost, low risk way for colleges, and universities to staff undergraduate classes, and to free up tenure track faculty (Shulman, 2019). Adjunct faculty can also bring real-world experience, and expertise to the classroom, and provide the institutions with greater flexibility in adding or deleting classes. This increased flexibility can also lower costs (Langen, 2011), and although some units employ adjunct faculty because of their expertise in each field or discipline, the rationale for employing adjunct faculty has shifted over time, and cost savings are the primary driver for the increased reliance on adjuncts (Eagan et al., 2015).

Other Trends

There are other hiring trends affecting higher education. These trends include accreditation, legal changes, support staff, and full-time faculty. Both support staff and non-tenure-track faculty represent growing chunks of academic payroll. Accrediting agencies are a contributing factor to this trend. They seem unaware or unconcerned. None of the regional accrediting agencies for higher education institutions gives a specific percentage of faculty that must be full-time, but The North Central Association of Colleges, and Schools does however state that, “It is reasonable to expect that an institution would seldom have fewer than one full-time faculty member for each major that it offers” (Langen, 2011, p. 187).

Beginning in 1994, the Age Discrimination in Employment Act eliminated mandatory retirement age policies in higher education, thereby increasing the opportunity cost to hire full-time instructors—and, in turn, increasing the incentive to hire adjunct faculty instead (Ehrenberg, 2000 as cited in Zhu, 2021). Differences in qualifications, and institutional involvement may

make adjuncts less effective. Adjuncts are significantly less likely to hold professional degrees, creating concerns that they are less qualified (Zhu, 2021).

Around the country, the number of professional support staff, primarily in full-time positions, has grown rapidly, almost doubling in the two decades ending in 2007. Some frustrated applicants who cannot land a tenure-track position take staff jobs. They include many individuals of color, and women (Cooper, 2009; Magness, 2016).

In 1993 a rise in the proportion of full-time non-tenure-track new appointments made them most of the full-time faculty hires. Tracking every two years thereafter until 2003, Schuster & Finkelstein (2006) found that non-tenure-track faculty continued to be the majority of new full-time appointments to such an extent that nontenure hires were the norm. By 2003, 58.6% of new full-time faculty hires were nontenure track (Kezar & Sam, 2010).

Counter Trends

The growth rate in adjuncts becomes limited eventually as the institutions become saturated with adjuncts. Trends toward hiring more adjuncts, and support began slowing. As of 2009, the annual rate of growth in adjuncts slipped from 7% over 30 years to 6% in the last 20 years. Modest contraction of the adjunct market in the wake of the bursting of the for-profit bubble has occurred (Cooper, 2009; Magness, 2016). Labor unions have pushed back against the growth in adjunct numbers as well. These are challenges to job security, and satisfaction among college faculty, who then turn to unionization (Castro, 2000). In early 2015, adjunct labor activists called attention to what they deemed unfair pay and working conditions by organizing a "National Adjunct Walkout Day" (Magness, 2016).

Unionization Trends

Unionization on university campuses is growing. Attacks on higher education, funding cutbacks, increases in faculty workload, rising numbers of adjunct faculty, and attempts to abolish tenure have encouraged faculty unionization. Also, the increasing teaching load of graduate students, mounting financial costs, and time investments of post-graduate education ensure that unionization will continue to grow (Wickens, 2008).

New teachers want a more professional, and issues-linked relationship with their union. These new teachers rank salary considerably lower than other professional concerns (Kaboolian, 2006). Unionization is about more than improving wages. It is also a strategy to restrict managerial control over work conditions, and gain a larger faculty say in control over those conditions (Townsend & Twombly, 2007).

There has been a widespread movement toward adjunct, and contingent unionization. For example, the Service Employees International Union's Faculty Forward campaign reports supporting more than 50,000 faculty, and graduate teachers in forming unions on their respective campuses. This move to unionize is also met with substantial opposition from some colleges and universities who may hire "union avoidance" consulting firms (Murray, 2019).

Currently approximately a quarter of four-year higher education institutions have non-tenure-track faculty who are represented by unions. Note that unionized schools tend to hire a larger number of non-tenure-track faculty, even more so adjunct faculty (Kezar & Sam, 2010). Nonunion campuses tend to have almost equal amounts of adjunct, and full-time nontenure-track faculty. They note, however, that those unionized non-tenure track faculty are often paid more, given more benefits, and have better working conditions than their nonunionized counterparts (Kezar & Sam, 2010).

Adjunct faculty, and full-time faculty in separate bargaining units may have competing interests differing interests making it hard to work together, the varying interests make it problematic to come up with consensus solutions to problems on campus (such as the best ways to create professional development for faculty), as each group sees the issue from its own perspective (Kezar & Sam, 2010).

Consequences of Unionization

The consequences of unionization go well beyond faculty satisfaction, job security, compensation, and working conditions. According to Castro (2000) these consequences extend to educational policy, and outcomes, as well as personnel policies, governance, and academic issues. He also states that the original Rodda Act in California limited the scope of bargaining to three-year contracts covering salary, working conditions, and procedures for termination, and reduction in force. Research agrees that unionization provides benefits, job security, tenure, promotion procedures, and due process (Wickens, 2008). Contracts can also cover much more than compensation, working conditions, and job security issues (Castro, 2000). Of the possible benefits, and disadvantages of faculty unionization, university governance is often a central issue (Wickens, 2008).

Unionization can have a significant effect on governance. The union becomes an important structure in governance, just like the board, management, and senate. The authority of the union is not complete, but its authority is often substantial (Garfield, 2008). The effects of unionization on governance are strongest where governance processes are weakest, and weakest where strong faculty senates are in place. Back when the traditional collegial model of governance was replaced with an "industrial model," administration essentially gained power at the faculty's expense. Faculty relations with administration shifted to that of an

employee/employer. Faculty union contracts became a way of limiting the arbitrary exercise of power by administrators. The faculty unions provide faculty satisfaction through empowerment. Collective bargaining functions as a countervailing force, restoring the faculty governance role (Castro, 2000). But according to an alternate study, collegial structures for shared governance are likely to be reduced in a unionized environment (Garfield, 2008).

Unions frequently campaign and lobby in both governing board elections, and elections of state legislators who write the laws governing community colleges. When an agency fee is imposed on unit members, the union can have substantial income to use to battle management, and support candidates in board, and statewide elections (Garfield, 2008).

Unionization always results in power shifted to faculty. Governance becomes more cumbersome, and legalistic. The presence of collective bargaining can sharply reduce institutional flexibility. Employee discipline is severely impacted by the presence of a union. Unionization introduces outsiders into the college's governance process. It does not fully fit employer-employee relations in the typical public postsecondary institution. Negotiation processes are often adversarial, and not well suited to faculty who view themselves as professionals (Garfield, 2008).

Arguments for Using Adjuncts

According to Shulman (2019), some argue that it would be very expensive to improve adjunct faculty compensation. They state that converting part-time adjunct positions into a smaller number of full-time positions would reduce total adjunct employment, and harm the very people it is trying to help. Converting positions would entail a ''massive increase in wages, and benefits'' that would drain resources from other worthwhile objectives, and constituencies. Finally, they claim that fewer adjunct positions will reduce the diversity of course offerings, and

diminish the number of instructors with real-world expertise, thereby damaging educational programs (Shulman, 2019).

Adjunct Faculty are cost effective due to less compensation, fewer benefits, and less resource allocation for professional development. They help universities maintain a flexible labor pool, particularly true in times of budgetary crisis or changing student demand. They also supplement the expertise of tenure-track faculty and can provide students with a classroom experience that reflects current trends in the field (Guthrie et al, 2019).

Cost Calculations

Brennan & Magness (2018) propose a hypothetical solution to shift all current adjuncts into full-time positions paying $72,000 per year. They estimate a cost range from $30–$56 billion, an amount that they state is an "immodest, and unreasonable proposal." This assumes the complete conversion of adjunct to full-time positions.

Shulman (2019) argues a significant fraction of adjunct faculty would not qualify for or do not want tenure track positions. Less than one-third of all part-time faculty report that they are currently searching for full-time tenure track positions. One-quarter of adjunct faculty report that they prefer part-time. Further argues Shulman less than half of part-time instructors hold the necessary terminal degree that is the basic requirement for most tenure track positions.

Adjunct Cost vs. Tenure-Track Cost

According to Shulman (2019), entry-level full-time non-tenure track faculty with zero to three years of experience receive an average annual salary of $52,677. Teaching amounts to eight courses per year pay per course would be $6,585. Benefits are valued at one-third of salary, so including benefits brings per course compensation for full-time non-tenure track instructors to $8,779 per course. Adjunct faculty median pay per course is $2,923 without benefits.

Consequently, entry-level adjunct faculty members would have to be paid an additional $5,856 to achieve fair pay relative to this standard. If adjuncts teach 1,578,336 classes per semester the aggregate cost of adjunct justice in the first year would amount to $18.5 billion. This figure is merely approximate, ignoring over-estimate and under-estimate biases (p. 166).

Based on average entry-level salary for assistant professors of $70,655, a full-time faculty member only required to teach eight courses per year, would be paid $8832 per course, with benefits of $11,776. This would require an additional $8,853 per course, and would amount to $27.9 billion per year (Shulman, 2019). This $27.9 billion amounts to an increase of 3.4–5.1% in total higher education spending, and 13.0–19.6% in instructional spending. These cost increases are significant but not unthinkable. They are achievable. This is not a financial problem but one of priorities (Shulman, 2019).

In 2015–16, revenue from tuition, and fees at public four-year colleges, and universities amounted to $72.4 billion. Assuming $27.9 billion per year at the high end, one-quarter of that cost is borne by these institutions. The entire cost can be paid by increasing tuition, by 9.6% (Shulman, 2019).

Spending Priorities

Would better adjunct pay, and benefits benefit the few at the expense of the many? Students and adjuncts do not compete with each other. They do compete with non-educational priorities. Spending on one thing of education does not come at the expense of another one since components interact with one another and depend on one another. For example, Shulman (2019) asks is it not a more meaningful question as to how much schools spend on the core educational mission spending on adjunct faculty versus how much money is spent on administration or sports or other activities? Adjuncts are also not in competition with each other. Concerns about the

potentially harmful impact on adjuncts can be mitigated. Consolidating positions can be carried out carefully over time reducing numbers through gradual attrition (Shulman, 2019). Since a quarter of adjunct faculty say they do not want a full- time position, colleges, and universities would continue to have good reasons to employ some adjunct faculty. For these faculty members, justice means better pay, job stability, and work conditions. It would not mean eliminating their jobs (Shulman, 2019). According to Chun et al. (2019), some 79 % of adjunct faculty work for a single college or university, 17 % work for two institutions, and 4 % at three or more institutions. They also state that many of these adjunct faculty members face short-term employment at a variety of institutions and must actively look for opportunities.

According to Shulman (2019) 22.1% of adjunct faculty report that they are teaching at more than one institution. Some 13.8% of adjunct faculty already teach four or more courses per semester which means that they already work full-time, even if not at a single institution. Moving them to full-time positions at one place would open up teaching slots at another (Shulman, 2019).

Institutional values and reputation

Managers and employers tend to view their decisions as neutral. In reality they often serve institutional, and managerial interests, and in doing so, they potentially ignore alternative values such as safety, equity, justice, or the needs, and desires of others (Kezar & Maxey, 2014).

Cost saving is not the same as cost effectiveness (Langen, 2011). Adjunct teaching led to turnover costs, which lead to other costs such as training, and it may damage the reputation of an academic institution as well (Hardy et al., 2017).

Benefits of Improved Treatment of Adjuncts

Well-paid, and treated adjunct faculty are more likely to have the time, and the backing required to lecture a top-rate class (Edmonds, 2015). Better adjunct faculty pay, and work conditions are an investment. Potential benefits include, improved research, and teaching, improved relationships between faculty, and students, academic programs, and departments that function better, more use of adjunct faculty skills, less instructor turnover, more student retention, strengthened college, and university communities, and improved relationships with alumni, and donors (Shulman, 2019, p. 164).

Further advantages include workforce stability, positive morale, improved labor-management relationships, more cooperation, and better communication, less absenteeism, fewer workplace conflicts, more on-the-job training success, and better adaptation to new technologies, and other changes (Shulman, 2019). What makes a difference is how adjuncts are treated. At many schools, adjuncts don't get the tools, training, support, or status that they need to do their job (Fredrickson, 2015).

Katz (1986) states that economists understand that wages represent more than simple labor cost. Efficiency wage models show that employers who set pay above the market clearing level, minimize shirking, and turnover, attract higher-quality job applicants, raise morale. and so on.

Lord (2019) states that raising adjunct faculty pay increases competitiveness of higher education and strengthens the academic labor market. It also raises the opportunity cost of job loss, reducing turnover. Lord states, full-time teaching faculty often make a distinction between themselves, and adjuncts, who often feel they are treated poorly. Improved adjunct pay would

lead to less inequality between adjuncts, and tenure track faculty, and how they view each other as colleagues. Improved adjunct pay improves morale, and attitudes essential for teaching.

Quantifying Benefits

Benefits are difficult to quantify. There are both costs of improved adjunct conditions, and potential benefits. Improved conditions for adjunct faculty do not necessarily mean increasing adjunct pay. It can also mean expanding their roles and taking better advantage of their skills. Adjuncts are as worthy as tenure track faculty. As skilled professionals who provide valuable service to their schools in a variety of ways. Shulman (2019) says it would make sense to start with a strategy of targeted increases to adjuncts with more experience or who serve a more critical role, and increased pay can be partnered with increased expectations for administration or advising.

Conditions

Colleges and universities often do not devote adequate resources to adjuncts (Baldwin & Chronister, 2001). Adjuncts frequently encounter limited or no office space, lack clerical or administrative support, have restricted involvement in campus governance, and no guarantee of continued employment (Eagan et al., 2015). Few have union rights (Cooper, 2013).

Although adjunct instructors teach a substantial percentage of courses, the Center for Community College Student Engagement (CCCSE) describes adjuncts as “marginalized within the faculty” (2014, p. 3). Adjuncts feel powerless and alienated. It is in a two-tier system of haves and have-nots. This negative treatment of adjuncts is driven by the perception of them as temporary, and disposable (Pons et al., 2017).

There is an ingrained culture of shame around adjuncts. Administrators are unsympathetic, and department chairs are powerless to make real changes. Devaluing the work

of adjuncts, the same work that tenured faculty also perform, devalues all education. Undervaluing results in a cheapening of the entire system. It is devaluing education by devaluing educators. The treatment results in lowered standards of education, which is too great a sacrifice (Clark, 2019).

An adjunct's ability to help students is hobbled by their work conditions. Any faculty member who is poorly paid, hired at the last minute, lacks basic supplies, and resources, and can be terminated without cause is unable to develop long-term relationships, or mentor, or support students. According to Shulman (2019), undergraduate persistence and graduation decreases as adjunct faculty replaces full-time faculty. Shulman (2019) argues improvements in adjunct faculty pay, and work conditions is an investment strengthening the primary educational mission of higher education.

Adjunct Faculty Under the Affordable Care Act (ACA)

Some adjuncts could in theory get health insurance under the Affordable Care Act. The Affordable Care Act of 2011 which required employers with more than 50 full-time employees to provide health insurance, if they work an average of 30 hours per week, but many colleges cut the number of courses taught by adjuncts to keep them below the 30-hour threshold. Those schools are mostly public. Cutting work hours to avoid paying benefits clearly is reprehensible. Public colleges that avoid the insurance mandate shift them to Medicaid or the state insurance exchanges under the Affordable Care Act, so that Taxpayers are footing the bill (Cooper, 2013).

Colleges' budgets have been cut since the Great Recession started. Organizations representing colleges contend that the Affordable Care Act imposes a heavy financial burden on schools (Cooper, 2013).

Web-based Resources for Adjunct Faculty

Preferably the institution will have focused web resources, including a landing page, but this is not always the case. Web based resources are limited. Normally, there are little or no resources specifically for adjunct faculty. The institutions do not create those resources, and do not include adjuncts in public information systems. Such as the online campus directory. Resources may exist, but in a fragmented way. General references to faculty may not be clear if they include adjunct faculty, such as parking policies. Resources may only be accessible to authorized users. There can be occasions when resources are available on closed sites. Closed resources are more difficult to study, search, and access, and inaccessible without credentials (Chun et al., 2019). As such, since the number of adjuncts online is growing, to avoid the problem of alienation, administrators should consider searching for ways to foster a greater sense of community (Chun et al., 2019).

Maximizing effective and efficient use of adjunct faculty

Sam (2021) states that adjuncts need to be considered members in an academic community because membership determines priorities. Those who do not consider adjunct faculty as part of their community tend to "deprioritize" those faculty needs.

Senior level administration should develop a set of high expectations for adjunct faculty. Administration needs to set a standard ratio of full-time to adjunct faculty by looking at student learning outcomes, budget constraints, state support, retirements, and changing enrollment. (Green, 2007). Ethical decisions should seek to understand the unique needs of adjuncts and apply that knowledge to creating policies that can lead to better ethical decision-making (Wagoner, 2019).

In addition, adjuncts provide a human resource buffer for full-time faculty, particularly the need for staffing lower-level general education classes, and specialized classes in programs with few full-time faculty. The buffer can be a welcomed practice for full-time faculty as long as they are satisfied with the ratio of full-time to adjunct faculty. Adjuncts can bring valuable outside, real world expertise (Green, 2007).

According to Culver et al. (2020) administrative leaders can create faculty policies that reflect effective structures, open lines of communication, and support for the responsibilities the faculty must balance. They state that for adjunct faculty members, policies, and practices that provide stability, and security are important. Opportunities for governance are also important. These opportunities improve the faculty's perceptions, and can become more inclusive, and create more supportive environments to support the larger mission, making a difference in the lives of students (Culver et al., 2020).

Websites are a prime means for all stakeholders to connect with the institution. Resources, policies, and status are part of an institution's website. Chun et al. (2019) used a random sample of 50 institutions, then utilized content analysis to determine if there was a single page devoted to adjunct faculty. Yet the majority of websites analyzed were found to be "unfocused, fragmented, and ill-suited" to adjunct's needs.

Gelman et al. (2022) by doing a meta-analysis of 50 research papers concluded the following areas important to improved quality of experience for both adjuncts, and students: promoting inclusion of adjuncts, fostering professional development, and enhancing resources for adjunct instructors.

Promoting inclusion of adjuncts includes online resources and visibility, ongoing communication, and mentoring. Fostering professional development includes training in library

resources, training in the use of diverse teaching tools, training offered by the institution, and seminars on topics particular to adjunct needs. Resources for adjunct instructors include work areas and computers, copiers and printers, basic supplies, and textbook desk copies. Also, funding should be available for guest speakers, and for development of new course material, for new formats, and private meeting space (Gelman et al., 2022).

Benefits of equity among adjuncts and full-time faculty

Cawley (2018) argues that institutions should "re-evaluate who is assigned to teach." Normally full-time faculty can select their teaching schedules, and some may choose not to teach developmental courses. Adjunct faculty cannot choose when they teach, or the level of the course. Balancing the teaching of courses between full-time and adjunct faculty may give adjunct faculty more opportunities to teach higher level courses, and full-time faculty more opportunities to teach developmental courses. By adjusting the proportions of faculty who teach the various courses would help ensure faculty who have the most teaching experience, and professional development are in the courses where students have the most need (Cawley 2018).

Adjunct faculty often do not have a home at institutions. Adjunct faculty need the opportunity to build relationships, make connections with their colleagues, and collaborate among faculty. Finding ways to support adjunct faculty, such as providing office space, directly impacts students they work with (Cawley, 2018).

Adjunct faculty motivation

Some qualitative studies have explored themes of adjunct motivation Kovaleski & Arghode (2021) examined adjunct engagement through interviews, and established areas of engagement concern; teaching, academic advising: administration, service, research, event attendance, and life guidance. Kovaleski & Arghode (2021) define engaged employees as

investing significant amounts of energy into their roles because they physically, cognitively, and emotionally attach to their work. They used a phenomenological study with data collected by in-person interviews.

Smith (2019) Examined why individuals are motivated to teach in adjunct roles, and established five themes: enjoyment, alignment, significance, connection, and commitment.

Similar to the present study, Parker et al. (2019) used closed and open-ended questions to establish ranking by percentage of factors related to adjunct instructor success. The factors, or categories investigated, were orientation and onboarding, previous teaching experience, professional development, recognition of quality work, availability of existing syllabus, departmental support, institutional bonding, mentor, peer guidance support, and pedagogical training. These factors are all related to preparation to teach.

Satisfaction

One view, favored by administrators, and tenure-track faculty, is that of the happy adjunct. According to the view They teach a few classes now, and then as a supplement to a successful career outside the academy. They see their work as community service and bring real world experience into the classroom. These happy adjuncts have few concerns about job security, working conditions, or pay, and are willing to volunteer their services. They see teaching as a hobby that generates some supplemental income. Studies have found that virtually no one actually fits this profile (Murray, 2019).

Research shows a correlation between institutional environment, resources, and rewards, and faculty satisfaction, and productivity. Few studies distinguish between voluntary adjunct faculty, and involuntary adjunct faculty (Eagan et al., 2015).

Studies show, despite low pay, and low autonomy, which should predict a lower rate of satisfaction, that adjunct faculty appear just as satisfied as full-timers. According to Chun et al. (2019) some 56 % report being very satisfied with the support provided for teaching while 23 % feel very satisfied.

Eagan et al. (2015) indicates that there is some disagreement between studies, some show that adjuncts express significantly lower levels of satisfaction in regard to autonomy, and students, while other studies found similar levels of overall satisfaction but noted that adjunct reported being significantly less satisfied with their benefits, job security, and advancement opportunities Disaggregating adjunct faculty based on their preference for full-time work show voluntary part-time faculty to be significantly more satisfied with their work versus involuntary adjunct (Eagan et al., 2015).

Voluntary vs. Involuntary

Faculty can also be categorized in terms of voluntary, and involuntary non-tenure-track employment. These can further be broken down into four broad categories: aspiring academics; career enders; specialists, experts, and professionals; and freelancers. Aspiring academics are faculty who are looking for full-time or tenure-track positions. They are the involuntary non-tenure-track faculty. The voluntary non-tenure-track faculty would be divided amongst the three remaining categories. Career enders including both individuals in the process of retiring as well as retirees. Specialists, experts, and professionals are individuals employed full-time elsewhere; Freelancers are predominantly faculty who supplement the adjunct positions with other jobs not in academia (Kezar & Sam, 2010).

Underemployment

Underemployment is the fact of not having enough work to do, only working part time, or of having a job that does not use all your skills: (Cambridge Dictionary, 2023). An adjunct instructor is a part-time faculty member who is hired on a contractual basis. Although some voluntarily choose to be adjuncts, they are by definition underemployed. Some, in particular involuntary adjuncts, may experience negative consequences of being underemployed.

Underemployment can lead to feelings of disillusionment, frustration, and underutilization. Also, underemployment leads to poor job satisfaction, decreases organizational commitment, and citizenship, and leads to mental, and physical health issues (Eagan et al., 2015). The underemployed are less satisfied with their jobs. They have significantly lower levels of satisfaction regarding advancement, and security, and are less motivated, have lower levels of job performance, and are less organized (Eagan et al., 2015).

Involuntary Adjunct Satisfaction

Involuntary adjuncts have more negative views about relationships with administration, and the respect they receive. Adjuncts who feel that the students they teach lack necessary skills for college tend to be less satisfied, and when they feel departmental colleagues ignore their expertise, they are less satisfied (Eagan et al., 2015). Adjunct faculty are more satisfied however, when they have a private office. They are also significantly more satisfied with shared office space. A close alignment between their chosen professions, and their assigned courses are also significantly more satisfied. Those having a good working relationship with the administration are also more satisfied, as are those with a campus-provided personal computer. Also, adjuncts who sense that departments value their teaching, and research express more significant, and positive satisfaction (Eagan et al., 2015).

Loyalty and Satisfaction

Adjunct instructors are usually contracted on a semester or short-term basis, but often continue their employment at higher education institutions for several years (Hoyt, 2012). University adjuncts show a high level of loyalty, and job satisfaction. On average ratings meet or exceeded 5 on a 6-point scale. Some 92% agreed or strongly agree they are proud to tell others they teach at a university. Only 4% show a preference to teach somewhere else. Some 75% agree or strongly agree they are satisfied with their job as an adjunct teacher, and 80% agree or strongly agree that they had an excellent job, considering everything. Only 17% expressed some dissatisfaction with their job (Hoyt, 2012).

Predicting the Satisfaction and Loyalty of Adjunct Faculty

Loyalty is predictable given satisfaction with student quality, support, honorarium, and preference for teaching. Also, teaching load, collaborative research, and teaching schedule are predictive of overall job satisfaction. Institutions that rely heavily on adjunct faculty need to provide more support for these (Hoyt, 2012).

Adjunct faculty appear to be satisfied with teaching schedules, and the quality of students, less so however, for autonomy, faculty support, classroom facilities, honorarium, and pay (Hoyt, 2012).

Hoyt (2012) states:

> Adjuncts want more contact, invites to departmental meetings, a voice in decisions, and planning. They would like meetings, and training opportunities in the evenings, designated contacts in the department, one-on-one meetings with the department chairs, and opportunities to serve on committees, and collaborate on research. They also want help with course content, and teaching skills, classroom observations, and mentoring.

> They also want to teach other subjects, have more classes to teach, teach at other times, and have more control over what they teach, and textbook selection. Others want longer-term contracts, an office with their name on it, their own desk, better parking privileges, teaching assistants or more equitable access to them, training, a website with information for adjuncts, a handbook, and better communication. (p. 136)

Involuntary adjunct faculty report significantly lower levels of job satisfaction compared to voluntary adjunct faculty. Both voluntary and involuntary adjunct faculty report alienation, being treated like second-class citizens, they are unsatisfied with opportunities for advancement, compensation, job security, and evaluation. Voluntary adjunct faculty report the highest level of satisfaction with their positions and are more likely to agree that adjunct faculty are treated fairly (Eagan et al., 2015). Lack of respect for adjuncts, being slighted or ignored is a contributor to dissatisfaction, and especially when being ignored their expertise could have improved departmental decision making (Eagan et al., 2015).

Support and Recognition

An area of critical importance is the need for faculty oversight and support. New faculty should complete an orientation, be provided with a handbook or online resources, assigned to a faculty mentor, given ongoing training, and thanked for their contributions. They also need to be offered professional development opportunities that support them in advancing in rank or furthering their education (Hoyt, 2012).

Adjuncts need more recognition. Half of all adjuncts are dissatisfied with the level of recognition they receive. Recognition, however, is a motivational factor with lasting value (Pons et al., 2017).

Motivation

Pons et al. (2017) explains that motivation is that in an individual, that accounts for voluntary behavior, its direction, intensity, and persistence. Pons further explains Intrinsic motivation, and Extrinsic motivation. Intrinsic motivation means to perform an activity for its own sake. Extrinsic motivation means to perform an activity to obtain an external reward. Kaplan et al. (2009) defines intrinsic motivation as the doing of an activity for its inherent satisfaction rather than for some separable consequence. Kaplan further defines extrinsic motivation as a construct that pertains whenever an activity is done in order to attain some separable outcome. Motivational strength is the ability to provoke action. Values determine choices, and reactions (Eagan et al., 2015). The value of a reward is determined by the perception of the individual. Intrinsic rewards satisfy higher order needs, such as self-esteem, and self-actualization. These intrinsic rewards come from the work itself (Eagan et al., 2015). Extrinsic rewards apply to lower order needs, such as survival, and safety (Pons et al., 2017). Job satisfaction is not the result of a single factor. it is rather more general in that a person may be satisfied with job content, but be dissatisfied with wages, or some other factor. They can be satisfied with multiple aspects of a task and be motivated to perform well. Meanwhile, they may express dissatisfaction with other aspects of the job. So long as the positive satisfaction motivating factors override the dissatisfaction motivating factors, we expect them to perform well (Pons et al., 2017). Intrinsic motivation can be sufficiently important to the individual to compensate for lower wages. Among intrinsic motivating factors are prestige, autonomy, job satisfaction, recognition, leisure time, and family (Pons et al., 2017).

Motivators

Motivators drive job satisfaction. For adjunct faculty, the number one rated motivating factor is work preference. Some 98% of adjunct faculty agree or strongly agree that they enjoy teaching courses (Hoyt, 2012). The number two rated motivating factor for adjunct faculty is personal growth. Some 69% of adjuncts agree or strongly agree to enhanced teaching ability by learning new methods, and techniques (Hoyt, 2012). Adjuncts are actively engaged and trying to improve their teaching ability. Despite this, recognition, which is one of the primary motivators, is rarely received. Positive student comments are nice, but adjunct faculty would like more recognition.

Motivational Importance

Pons et al. (2017) noted various factors influencing adjunct faculty to seek employment with community colleges (see Table 2.4).

Table 2.4

Areas of Importance for Adjunct Faculty Seeking Employment at the Community College

Areas of Importance	% of Faculty
Teaching in their discipline/profession /career field	78%
Opportunity to work with students	68%
Personal satisfaction	54%
Supplement their salary	41%
Work toward becoming full-time faculty members	28%
Professional development	22%
Being part of the college community	9%
Other	1%

The top three choices represent intrinsic rewards and are not independent of institutional rewards (Pons et al., 2017). Previous studies group motivational factors as Skill variety, Task identity, task significance, autonomy, and feedback. Skill variety is defined as different job activities requiring several skills as well as the opportunity for skill growth, and achievement, such as developing, and delivering courses designed to engage students. Task identity, which is the completion of a whole, identifiable piece of work. It is the opportunity to identify with a specific type or group of students. Task significance which is the value of the task to self or society, and if it has a positive impact on others. Autonomy which is independence, and discretion in making decisions, and feedback which is information about the job performance from others including students (Pons et al., 2017).

Ethics

Odds of getting a tenure track position are slightly better than one in four. Aggravatingly, most adjunct faculty find themselves in deep, and chronic poverty because of debt incurred in graduate school. Which is typically between $50,000-$60,000. A debt from which they may never escape (Kezar & Maxey, 2014). The majority of adjunct faculty consider higher education teaching their primary career. Many adjuncts, however, are not happy. Many adjuncts must provide for their families by accepting government assistance, and food stamps. They do not qualify for unemployment. They may be unable to properly care for their children, their sick, and their elderly. They are placed in a bad position when sick themselves (Kezar & Maxey, 2014).

For example, Professor Margaret Mary Vojtko, at age 83 had been teaching adjunct University for 25 years. Her income, significantly below the poverty line, was not eligible to receive health insurance or retirement benefits. She worked term-to-term with no rights. She died

bankrupt, and homeless after the university chose not to renew her contract (Kezar & Maxey, 2014; Murray, 2019).

Ethical Consideration

To support more ethical practices.

- Enroll fewer graduate students, and be honest about job prospects in academy, and expand training for alternative career paths.
- Increase budgets for instruction, spend less on less mission-focused activities.
- Keep budgets public.
- Provide more job security, and stability for adjunct faculty. Combine adjunct jobs into full-time opportunities.
- Provide more support for adjunct faculty. Much can be extended for little cost to departments, and institutions.
- Collect better data about adjunct faculty, their working conditions, and challenges (Kezar & Maxey, 2014).

On many campuses, individuals hesitate to express concerns about working conditions due to the genuine fear of potential non-reemployment in subsequent terms. In order to foster more ethical decision-making, there is a critical need to enhance communication and feedback mechanisms. This can be achieved by incorporating opportunities for anonymous feedback, establishing channels for open discussion of issues and concerns, and appointing adjunct advocates (Kezar & Maxey, 2014).

Freedom of Speech and Academic Freedom

At-will, and fixed term contracts are at odds with the values of free speech, and academic freedom. When institutions have policies affording academic freedom to contingent or adjunct

faculty, an administrator can still dismiss an employee by simply not renewing their contract. Making the policy meaningless. university policy notwithstanding, dismissing an instructor that an administrator disagrees with does not require much effort or talent to simply remove that employee from course assignments for "scheduling changes" (Murray, 2019).

Adjunct Faculty Perceptions of Factors Needed to Achieve Pedagogical Confidence

Guidelines for good practice for adjunct, and non-tenure track faculty are that faculty appointments should include a description of the required duties, that performance of faculty should be regularly reviewed based on those duties, and that compensation, and promotion decisions should be based on job performance (Langen, 2011).

Faculty Performance Evaluation

Often, adjunct faculty have minimum supervision, and oversight. From the organization's point of view this is a problem. In some schools the only source of data for faculty of any kind is student surveys. This is more so for adjunct faculty who have less formal evaluation than tenure-track faculty. There is a debate about the validity, and utility of student evaluations. There are deep, and persistent problems with reliance on those surveys for valid, and reliable data. Which can be a problem of fairness for making personnel decisions and can have a negative impact on the professional development of the instructors, and their effectiveness (Murray, 2019).

Effective performance evaluation is crucial in assuring quality instruction in higher education institutions. Aside from student evaluation tools, there is no widely accepted protocol for the evaluation of adjunct faculty (Langen, 2011). Student evaluation of instructors was originally designed as formative evaluation but has become accepted as summative evaluation. It has become common practice in universities, and colleges for students to "grade" the professors that grade them'. It had gone from 29% in 1973, to 98% by 2011 (Langen, 2011).

Research has shown that student ratings positively correlated with learning and achievement. There are 12 factors that predict overall teaching effectiveness (Langen, 2011).

1) instructor presents material clearly,
2) instructor answers student's questions,
3) instructor treats students in a courteous, and professional manner,
4) instructor is well prepared for each class,
5) student's expected grade for the course,
6) the clarity of grading criteria,
7) assignments were reported within a reasonable amount of time,
8) instructor is accessible to talk with students outside of class,
9) class sessions were relevant to course subject matter,
10) classes students have missed,
11) course requirements are clear, and
12) classes end on time. (Langen, 2011; Tang, 1997)

Some Issues Concerning Adjunct Faculty

There is a need for more inclusive literature, that considers, and honors the adjunct faculty. There are unique concerns for adjunct faculty. Excessive reliance on adjunct faculty diminishes the quality of student learning, by reducing outside-of-class availability. It overburdens tenured faculty with more administrative duties. It erodes shared governance and threatens academic freedom. It leads to inequality in hiring and evaluation. It creates imbalance between teaching, scholarship, and service, and it undermines work conditions for all faculty (Murray, 2019).

Scholarship and Career Advancement

Research compensation is not normally allocated for adjunct faculty. Many adjunct faculty make a living through heavy teaching loads at multiple institutions. At many institutions they are allowed little, or no, institutional support. This creates a loop where underpaid, overworked adjunct faculty have not the time or resources to publish. The lack of publications becomes justification for not granting or offering full-time, tenure-track status (Murray, 2019).

This creates a bias against adjunct instructors, the longer they remain adjunct faculty, and for younger faculty with less teaching experience. Familiarity works against remaining adjunct faculty (Murray, 2019).

Adjuncts and Students

Students are also impacted in various ways using adjuncts over full-time, and tenured instructors. Student productivity, particularly among freshmen students, can be affected leading to lower student achievement. Areas of concern relating to adjuncts, and their interactions with students include the extent of knowing about student experiences beyond the classroom, maintaining student achievement, and varying teaching methods.

Student Experience Beyond Classroom

Adjunct faculty members are mainly subject-oriented. Some 75% of first-time freshman have their coursework taught by adjuncts. Adjunct faculty typically have very little information about student services. Services such as academic advising, disabilities, mental health, and technology problems (Guthrie et al., 2019).

Scholars suggest that adjunct faculty threatens academic quality. Compared to full-time faculty, they are less available to students, interact with them less frequently, and spend less time

preparing courses. Adjunct faculty are very much less likely to use student-centered teaching methods, and this has been linked to student success, and retention (Eagan et al., 2015).

Some research indicates students who have more exposure to adjunct faculty have less chance of transferring from a community college to a four-year institution. They are less likely to remain for their second fall semester (Eagan et al., 2015). Other research suggests no relationship exists between adjunct faculty exposure and student retention. These results do not, however, account for working conditions, nor do they address what is happening in the classroom; instead (Eagan et al., 2015).

There is also a hidden curriculum. There is a sort of example being modeled for students when institutions deny instructors a living wage, and access to healthcare, and treat them as expendable resources. The choices made in allocating and spending resources reflect priorities. Choices signal students, and others that the claims that the institution promotes equity, and student success are false (Kezar & Maxey, 2014). Constraint of adjunct faculty also shortchanges students. Such as, when faculty are hired on short notice at the term's beginning, they lack the time needed to prepare for teaching (Kezar & Maxey, 2014).

Adjunct and Student Achievement

Data suggests wide variation in the quality of instruction as provided by adjuncts. It suggests the quality of instruction by adjuncts is less dependable. It could be superior or inferior, but there is less assurance as to the direction the variation will take (Kezar & Sam, 2010). Adjunct faculty carry most of the teaching load, followed by instructors at two-year schools, and graduate teaching assistants at four-year schools, meaning essential courses are heavily staffed by adjunct faculty (Murray, 2019).

The ratio of full to adjunct faculty is significantly excessive. Adjunct and regular faculty both suffer from the imbalance. The growing body of evidence shows reliance on adjunct faculty contributes to poor teaching conditions in higher education, and harmful effects on student outcomes (Murray, 2019).

Adjunct faculty by teaching a substantial number of courses affects the overall quality of education, and can have a negative effect on student retention, and graduation rates (Hoyt, 2012). Even as adjunct faculty at most institutions have increased, those instructors rarely are included in programs to improve student achievement (Guthrie et al., 2019).

Adjuncts are normally not compensated for or included in curriculum development or in creating strategies for student learning. Research shows adjunct faculty are less available to students, and interact with them less frequently, and they spend less time preparing for courses (Guthrie et al., 2019). Adjunct faculty are significantly less likely to use student-centered teaching methods, which are good for student success, and retention (Guthrie et al., 2019). A Delphi Project study found "students who take more classes from adjunct faculty have lower graduation rates." These adjunct faculty are less student-centered in their instruction. They have less contact with students outside of class, and they spend less time preparing for classes" (Clark, 2019).

With student surveys as the only form of performance evaluation, schools are consequently faced with difficult choices, between maintaining academic rigor, enforcing policy, and rules, holding students personally accountable, enacting appropriate classroom management, and keeping students happy (Murray, 2019).

Teaching Methods

The most common teaching methods that adjunct faculty use are lecture, and discussion 97%, multimedia 78%, assigned papers 69%, student presentations 63%, multiple-choice tests 57%, student collaboration or group projects 50%, and essay exams 46%. Less common methods are the use of guest speakers 30%, field experience 24%, journals 24%, case studies 20%, student portfolios (20%), online discussion (18%), online collaboration (8%), and concept mapping 6% (Hoyt, 2012).

Measuring adjunct effectiveness

Evaluation of adjunct faculty is problematic. According to Langen (2011), in a survey of universities, it was found that approximately 98% of these institutions utilize systematic student evaluations for assessing classroom teaching. Aside from that there is no widely accepted protocol for the evaluation of adjuncts. Nica (2018) observed ambiguity regarding the extent to which students acquire information from adjunct instructors. Teachers can influence measures of student learning, such as teaching specifically for standardized assessments, grade inflation, or decreasing academic rigor (Carrell & West, 2010).

According to Langen (2011), 98% of universities use student evaluations of classroom teaching. student evaluations include 12 factors that predict teaching effectiveness.

(1) Instructor presents material clearly,

(2) Instructor answers student's questions,

(3) Instructor treats students in a courteous and professional manner,

(4) Instructor appears to be well prepared for each class,

(5) Student's expected grade for the course,

(6) The clarity of grading criteria,

(7) Assignments were reported within a reasonable amount of time,

(8) Instructor is accessible to talk with students outside of class,

(9) Class sessions were relevant to course subject matter,

(10) Classes students have missed,

(11) Course requirements are clear, and

(12) Classes end on time.

Langen (2011) points out student ratings should never be the sole basis for teacher evaluations. Studies have shown that faculty evaluations are influenced by likeability, gender, grade expectations, class size, appearance, and even age. Langen (2011) cites four major dimensions of managing a course: (1) content expertise, (2) instructional delivery skills, (3) instructional design skills, and (4) course management skills. According to Langen students are an excellent source for determining instructional delivery skills, and instructional design skills, but students are not qualified to judge content expertise or course management.

According to Langen (2011), administrators typically use multiple sources of evaluative information on instructor performance. Given a 6-point scale, administrators rank accuracy for sources of information, Classroom observation 5.00, peer evaluation 4.20, review of teaching materials 4.20, syllabus review 4.19, informal faculty feedback 3.97, informal student feedback 3.50, grade review 3.43, instructor self-evaluation 3.32.

Adjunct faculty and effects on student achievement outcomes

A growing body of literature documents significant differences in college student outcomes between adjunct and full-time instructors (Ehrenberg & Zhang, 2004). Research from 2-year and 4-year colleges shows that non-tenure instructors negatively influence student subsequent course enrollment and performance in both types of institutions. Community college

student graduation rates decrease as the proportion of part-time adjunct instructors employed increases (Xu, 2019). This implies adjunct instructors negatively influence student subsequent course enrollment and performance. Xu (2019) found that 78% of those with adjunct instructors passed their next class, while 83% with full-time instructors passed their next class. Likewise, while 88% of students with an adjunct instructor persisted to the end of the course, 93% of students with a fulltime instructor persisted to the end of the course. These negative impacts on outcomes are strong for students who are academically better prepared, as shown in Appendix E Table E.27 (Xu, 2019). Reasons for this are unknown. One possible explanation for the larger negative impacts on academically better prepared students is that they may be more sensitive to subtle differences in their collegiate experiences (Xu & Ran, 2021).

"Two-year students, such as those attending community colleges and junior colleges, along with racial minority students, often experience significantly greater exposure to adjunct faculty members with temporary appointments compared to their counterparts at four-year institutions (Xu & Ran, 2021). This may be because of the preponderance of adjunct faculty teaching in community colleges, and the higher percentages of minority students at community colleges. The larger negative impact on racial minority students may be that positive and engaging student-faculty interactions are particularly important for students from disadvantaged backgrounds. "Xu and Ran (2021) found that students with a significant reliance on adjunct-taught courses experience adverse effects on college persistence and credit accumulation. Males and racial minority students with strong academic potential suffer particularly (Xu & Ran, 2021).

Adjunct instructors have significantly worse student outcomes than full-time instructors, but little is known regarding the causes of these differences. For instance, Ehrenberg and Zhang (2004) noted that a 10-percent increase in adjunct faculty is linked to a 2.65 percentage point

decrease in graduation rates (Ehrenberg & Zhang, 2004). One-standard-deviation change in professor quality, measured using teacher value-added in the contemporaneous course, results in a 0.05-standard-deviation change in student achievement (Carrell & West, 2010). Typically, studies treat instructor quality as a fixed trait. Instructor quality, however, may be sensitive to employment rank, given that adjunct and full-time instructors work under very different conditions. Factors like an instructor's conditions of employment and teaching and working environment may affect outcomes of students (Zhu, 2021).

Many factors can affect employment and teaching environment, such as direct and indirect compensation, involvement in institutional governance, outside employment, priority in course choice and scheduling, and access to teaching resources. Understanding how specific factors affect an adjunct teaching outcome is important to policy perspective for optimizing allocation of resources for student instruction in higher education (Zhu, 2021).

Measuring student outcomes through course success and grading

Some measures of student outcomes are successful completion rate, failure rate, withdrawal rate, failure–withdrawal combined rate, and course grade (Mueller et al., 2013). The problem with these measures is that instructors with more job uncertainty and risk aversion respond to incentives by creating seemingly positive teaching outcomes by awarding higher grades (Zhu, 2021). Zhu (2021) found that student outcomes vary with an instructor depending on an instructor's rank in a given semester. He did this by comparing student outcomes of instructors who had changed instructor rank from adjunct to full time.

Chen et al. (2021) found that a faculty member's tenure and rank may affect their grading. They did this by comparing student outcomes of students who had adjunct faculty to students who had full time faculty for the same courses. Students with adjunct instructors earned

higher grades. Chen et al. (2021) speculates that faculty with less secure positions, especially those whose primary responsibility is in teaching, may face serious pressure to "buy better evaluations" through the awarding of higher grades. Further a rising number of adjunct instructors is suspected as one of the main contributing factors to the growth of grade inflation across two- and four-year colleges (Chen et al., 2021). Adjuncts who gain full-time lecturer positions tend to grade 0.2 to 0.3 grade points lower on a four-point scale. Data was taken from Boise State University, the main analysis sample was restricted to regular courses that utilize a graded system and excluded nontraditional courses. Class average grades were compared across multiple subjects. There was no evidence that this affected the instructor's effectiveness of teaching, whether measured by objective academic success or subjective teacher evaluations (Chen et al., 2021).

Measuring student outcomes with respect to subsequent courses

Teaching quality is sensitive to working conditions. Zhu (2021) found that adjunct instructors have worse student outcomes than full-time counterparts with respect to taking a subsequent course in the subject and persistence to the second year of college. His research showed changing an instructor's rank from adjunct to full-time improved student outcomes for subsequent course-taking and persistence. There were no significant differences in student outcomes by instructor rank for longer-term outcomes: majoring in a subject, on-time graduation, and transfer to a four-year college (Zhu, 2021).

Zhu (2021) used a unique data set from the United States Air Force Academy (USAFA) in which students were randomly assigned to professors over a wide variety of standardized core courses. Faculty members teaching the same course use an identical syllabus and give the same exams. Students were required to take randomly assigned follow-on courses in mathematics,

humanities, basic sciences, and engineering. He then measured professor value for original and follow-on and correlated with professor observable attributes and student evaluations of professors.

Typical students have a mix of adjunct and full-time instructors. Research shows a 10 percent increase in the proportion of a student's instructors that are adjuncts decreases the propensity of persisting to a second year of college by about 1.3 percent. At two-year colleges, a 10 percent increase in the proportion of adjunct instructors decreases a student's persistence probability by 1.6 percent (Zhu, 2021).

Counter Argument to Measuring Methods

Johnson (2011) addresses methodological problems surrounding existing research on exposure to contingent instructors and student outcomes. Through quantitative analysis, taken from one Institution of 3,911 student observations, 671 faculty observations, and 31,199 student-faculty combinations, he concludes that differences in instructors have no significant impact on student outcomes. Johnson (2011) says the normal assumption that the characteristics of adjunct faculty are what impact student outcomes, may be incorrect. Rather it is possible that differences in classes taught by adjuncts, or differences in students taught by adjuncts, rather than characteristics of the adjuncts themselves.

Grading standards may differ depending on the type of student (Chen et al., 2021). For instance, adjuncts teach more introductory classes, and it may be the introductory classes, not the adjuncts that caused the differences in student outcomes.

One of the methods typically used to measure differences in student outcomes is probability of student return for the second year at a study institution. Johnson (2011) found that when adjusting for differences in type of classes and type of students taught no evidence

suggests that faculty characteristics, including faculty rank or status, affected the probability of student return for the second year at an institution.

Johnson (2011) argued that the problem with studies on the effectiveness of adjunct instructors is that they "study the correlation between student outcomes, and unspecified student characteristics" that are correlated with the number, and percentage of courses taken by students taught by adjunct instructors (p. 762). Students who take courses from adjuncts differ from students who take courses from full-time faculty. The student-level aggregation based on faculty status may reflect nothing more than differences between students who take courses from adjunct instructors, and students who take courses from full-time faculty (Johnson, 2011). Johnson (2011) also points out that institutions with more adjunct faculty are likely to be systematically different from institutions with less adjunct faculty.

Summary

The literature review began by addressing the identity of adjuncts and highlighting distinctions from full-time tenure-track faculty. Subsequent sections explored historical and current trends, including unionization patterns. The review delved into arguments supporting the employment of adjuncts, covering discussions on associated costs and benefits. Following this, considerations of maximizing the effective use of adjuncts, including aspects of motivation, ethics, and practical concerns, were discussed.

The subsequent section examined the adjunct job situation, leading to an exploration of the impact of adjunct faculty on student achievement outcomes. The review concluded by scrutinizing challenges related to measuring adjunct effectiveness. Acknowledging inherent issues with measurement methods, the discussion underscored the significance of direct engagement with adjuncts for a more comprehensive understanding of their contributions.

CHAPTER 3

METHODOLOGY

Introduction

Students who took more classes from adjunct faculty had lower graduation rates and were less likely to transfer (Edmonds, 2015). Given that it was reasonable to assume that conditions affecting adjunct faculty could also have secondary effects on students, this study sought to examine institutional conditions affecting adjunct faculty and how those conditions related to their perceived instructional performance. Active faculty, through everyday interactions, were able, through observation and direct experience, to gain familiarity and knowledge about the factors or conditions of the faculty teaching environment that contributed to faculty instructional performance. Therefore, contingent, or adjunct faculty represented a direct source of information as to the effects of factors or conditions affecting adjunct or adjunct faculty performance.

This study examined what adjuncts perceived as their job conditions or factors and how they believed those conditions impacted their work and student outcomes. For the sake of thoroughness, the study looked at many job factors. For the sake of organization, this study grouped the factors into four areas. The basic instrument for the study was a survey questionnaire.

Those two types of questions, the satisfaction problematic questions, and the teaching outcome questions, were thematically similar. It was expected that they would produce similar if not identical outcomes. They served as a check on each other. Redundancy was limited to two questions to limit the length of the survey questionnaire. Questions where correspondence was high, and negativity was high were identified as areas for future research and administrative improvement.

Questions about race, gender, qualifications, subject matter, and institution were studiously avoided. First, because they were outside the scope of this study. Second, to avoid identifying a particular individual or institution. Third, the sample size would be too small to be meaningful.

Purpose of the Study

The purpose of the study was to describe conditions affecting adjunct faculty instructional performance as perceived by adjunct faculty.

Research Questions

Given the current literature, the following questions were posed:

1. How did various workload factors affect adjunct faculty performance as perceived by adjunct faculty?
2. How did various pay and benefit factors affect adjunct faculty performance as perceived by adjunct faculty?
3. How did various job stability, security, and advancement factors affect adjunct faculty performance as perceived by adjunct faculty?
4. How did various social status factors affect adjunct faculty performance as perceived by adjunct faculty?

A factor in this context was anything that answered the overall research question: What were some working conditions adjunct faculty perceived as affecting their ability to teach? The breakdown or grouping of factors into areas was for convenience and was based purely on original researcher insight.

Research Design

The survey used in this study was an original design but was similar to one used by Langen (2011). This study used a descriptive survey methodology with a cross-sectional design. The purpose of descriptive research was to describe what was occurring (McCombes, 2019). There were many types of descriptive research. This study employed a survey research design, a set of questions that utilized a mix of Likert scale questions, and open-ended questions.

Most of the questions followed a basic pattern. The study asked the participants to characterize the factor, either through categorization or short descriptions. The study then asked them to describe their level of satisfaction or how problematic a particular factor was, ranging from satisfied to dissatisfied or from no problem to very problematic. It then asked them to describe the effect on their teaching outcomes, ranging from negative to positive.

The Likert questionnaire was a common method of survey research, used to measure attitudes, opinions, beliefs, and behaviors. The most common Likert scale was a 5-point scale. Chyung et al. (2017) stated that to minimize the misuse of a midpoint, it was better to omit the midpoint, but including a midpoint gave respondents the opportunity to express a neutral opinion. It was decided to allow for a neutral response. According to Chyung et al. (2017), it allowed respondents to express their true neutral/indifferent opinion; respondents were not forced to agree or disagree. A 5-point response allowed for this. A 5-point response also allowed for a measure of the strength of the response. A larger gradation would not have added any significant information to the study. Typical responses were as follows:

Respondents indicated their level of perceived effect by selecting one of the following:

1. Negatively
2. Slightly Negatively

3. No effect
4. Slightly Positively
5. Positively

Respondents indicated their level of satisfaction by selecting one of the following:

1. Very dissatisfied
2. Moderately dissatisfied
3. Neither satisfied nor dissatisfied
4. Moderately satisfied
5. Very satisfied

Respondents were asked to rate each statement independently to determine the overall level of agreement or disagreement.

The use of open-ended questions was similar to that used by Kovaleski & Arghode (2021) in *Employee engagement*, and by Barnes & Fredericks (2021) in *A Diamond in the Rough*. Open-ended questions offer several advantages in research and survey methodologies among them:

1. **Rich Qualitative Data:**

   Open-ended questions allowed respondents to provide detailed, nuanced, and context-rich responses. This could lead to a deeper understanding of their thoughts, feelings, and experiences.

2. **Uncovering Unexpected Insights:**

   Since respondents were not constrained by predefined answer choices, open-ended questions enabled the discovery of unexpected insights and perspectives. Researchers could uncover issues or viewpoints they hadn't considered.

3. **Flexibility:**

   Open-ended questions were versatile and adaptable. They could be used in various research contexts and across different populations. This flexibility made them valuable in exploratory or pilot studies.

4. **Contextual Understanding:**

   Researchers gained a better understanding of the context surrounding a respondent's answer. Open-ended questions allowed individuals to explain their responses, providing a more comprehensive view of their perspectives.

5. **Survey Design and Content Validity:**

   Including open-ended questions in a survey enhanced the content validity of the instrument. They helped ensure that the survey captured the full range of relevant experiences and opinions.

6. **Tailoring to Respondent's Perspective:**

   Open-ended questions empowered respondents to express themselves in their own words. This was important when studying topics that were subjective or personal, as it allowed individuals to communicate in a manner that resonated with their own experiences.

The study was an attempt to measure adjunct perceptions. Therefore, terminology was not defined beyond the survey questions. It was left to the participating adjuncts to apply their understanding. A convenience sample of college-level instructors was surveyed using a researcher-designed questionnaire (Appendix A). Results were collected and analyzed to create a composite picture of community college and university adjunct faculty views regarding the effect

of various conditions on their teaching performance. Due to COVID restrictions, questions were limited to an online survey only. There was no allowance for follow-up or clarification of questions.

Implementation

This was a descriptive study. The researcher used convenience sampling. Multiple institutions within the western Kentucky region were asked through their administration to join the study. Requests were sent to adjunct faculty through mailing lists with a survey link to fill out an online survey; no individual requests were used. It was up to the individual to choose to participate.

Participants: An original questionnaire was designed for this study and placed online. No suitable pre-existing questionnaires were available for use. The original questionnaire aimed to assess four key areas: "workload," "benefits," "social status," and "job stability, security, and advancement." Each of these areas was broken down into a set of questions, including multiple-choice, matrix-style questions, and text responses. Opinion responses utilized a five-point Likert scale, followed by open-ended text commentary. When asked how they were being affected, it was left to the participants' perception and understanding to define what constitutes an effect. A total of 52 participants responded to the questionnaire.

It was decided through consensus with committee members to use a 5-point Likert scale. The Likert questionnaire, a common method of survey research, was used to measure attitudes, opinions, beliefs, and behaviors. The most commonly used scale was a 5-point scale, where respondents indicated their level of agreement or disagreement with each statement by selecting one of the following response options:

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

The study was interested in differences in working conditions and the environment; it was not interested in differences in adjuncts, locations, students, or institutions. Data were not tracked or sorted by institution or demographic factors. Descriptive data were collected and expressed as percentages. Respondents, after being asked about various factors, were then asked if those factors affected their instruction and given an opportunity to comment further. From this, the study tried to develop a picture of what factors were affecting adjunct instructional efficacy.

This study included qualitative descriptive methodology because all quantifiable methods were deemed problematic, given the differences between the grades given by adjuncts and the grades given by full-time faculty (Sonner, 2000). The online format was chosen because of COVID-19 concerns. The benefit of this study is that it determined which job factors had the most significant impact on adjunct faculty instructional efficacy.

Participants

This study used a convenience sample drawn from adjunct faculty at one regional university located in a southeastern state in the United States and from four nearby community colleges. To gain access to the population for the study, the researcher contacted the respective colleges and universities. See Appendix B for the Adjunct Faculty Survey Permission Letter. The Adjunct Faculty Individual Response Request Letter is found in Appendix C.

Of the total responses (N = 52), 49 (94.23%) identified as adjunct faculty. Two respondents indicated that they were both full-time and adjunct faculty members. One response was indeterminate, their status could not be determined. Some (n = 15; 28.85%) indicated serving multiple adjunct positions. Six (11.54%) held full-time jobs, ten (19.23%) worked as administrators, and 13 (25%) held other jobs separate from their roles as adjunct faculty members. One adjunct (1.92%) was retired. Many adjuncts depended on other streams of income, but non-job-related income was not requested, as it would be too invasive. To maintain anonymity, no identifying information was collected or included for individuals or institutions. No information was collected on gender, race, ethnicity, age, or similar data. Specific salary information was not collected.

Data Collection

This study was approved by WKU IRB (see Appendix D: Implied Consent Document). Institutional presidents were emailed requests for institutional participation. Of those that agreed, the presidents were asked to forward emails requesting voluntary participation from the adjunct

faculty at their respective institutions. The e-mail contained a link to the survey on Qualtrics. The Adjunct Faculty Survey Instrument is shown in the appendix (see Appendix A).

Analysis of Data

This was a descriptive study. The data collected was expressed with the use of descriptive statistics. Categorical variables were expressed as percentages. Noncategorical variables, collected through a 5-point Likert Scale, were expressed through use of summary statistics. These data were collected using Qualtrics software. Microsoft Excel was used for calculations. Totals, counts, and percentages were noted where applicable.

The collected responses constitute a convenience sample. Individual requests for responses (see Appendix C) were distributed to participating institutions' administrations through email.

Validation techniques

Face Validity

Face Validity is relevant. Face validity is the degree of readability to which the study appears to measure what it is intended to measure (Zach, 2022). Dissertation committee members were consulted in design. The questionnaire is readable with consistency of style, and formatting. Language clarity was mostly good. We determined this through the use of the Flesch Reading Ease Scale, and the Flesch Kincaid Grade Level scale, Flesch Reading Ease 62.1, and the Flesch Kincaid Grade Level 6.2. Any ambiguities in the understanding of the language used are noted in Chapter 4 results.

Content Validity

An exhaustive literature review was used to determine the content for the survey. The four broad areas of concern were workload factors, pay and benefit factors, job stability, security,

and advancement factors, and social status factors. The development of questions and factors was original and unique to this study. Although similar studies might utilize parallel concepts, none were used for inspiration.

Summary

The introduction discussed how students who took more classes from adjunct faculty had lower graduation rates and were less likely to transfer than students who took more classes from full-time faculty. It outlined the exploration of this problem by questioning adjunct faculty. The purpose of the study was to describe conditions affecting adjunct faculty instructional performance as perceived by adjunct faculty.

The basic research question was broken down into four areas of inquiry: workload factors, pay and benefit factors, job stability, security, and advancement, and social status factors. The research design used a survey methodology with a descriptive design that utilized a mix of Likert scale and more open-ended questions. A convenience sample of college-level instructors was collected and analyzed to create a composite picture of adjunct faculty views.

Participants, data collection, and analysis of data were described in the subsequent sections. The chapter then ended with a discussion of validity. Chapter 4 looked at the survey instrument results in detail.

CHAPTER 4

RESULTS

Introduction

Chapter 4 examines the results of the Adjunct Faculty Survey. The chapter includes descriptive data plus four groups of survey questions which were 1) workload; 2) pay and benefits; 3) job stability, security, and advancement; and 4) social status.

Overview

This study aimed to investigate the perceptions of adjunct faculty. The investigator was interested in examining the perceptions of factors that influenced adjuncts and affected their teaching productivity. Data were collected through the use of a cross-sectional survey design.

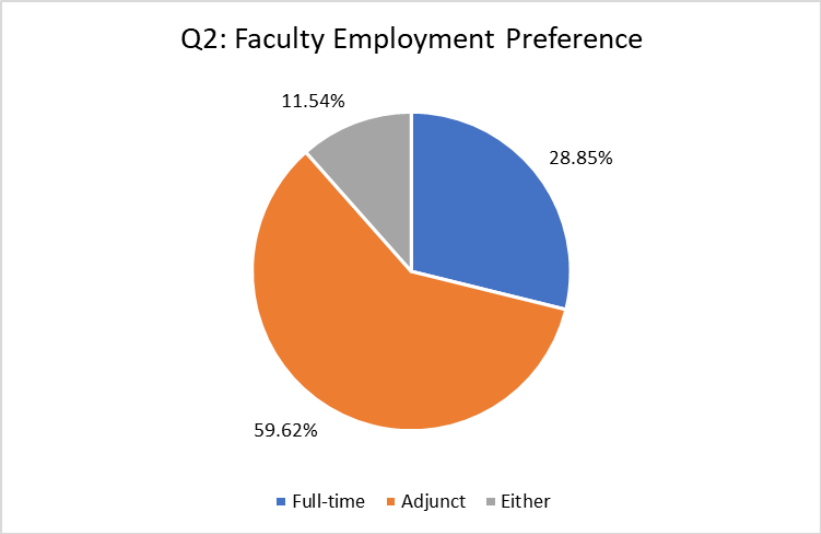
Adjunct Faculty Survey Data were collected during June 2021. The adjunct faculty survey data were taken from one university and four community colleges in the southern United States. Originally, two universities and six community colleges were asked to participate. Of those asked, one university and three community colleges responded. A fourth community college, upon hearing of the survey, then volunteered. Due to Covid-19, all responses were collected via an Internet survey. There was a total of 52 respondents. No breakdown of responses by school was done. It was unknown how many respondents each school organization contributed.

The sample (N = 52) was comprised of no full-time faculty, respondents who indicated they were both full-time and adjunct faculty (n = 3 or 5.8%), and only adjuncts (n = 49 or 94.2%).

Descriptive

Due to anonymity and Covid-19 requirements, it was not possible to verify responses. With respect to a preference for job status, approximately one-third of the participants expressed a desire to upgrade their status from adjunct to full-time (See Figure 2).

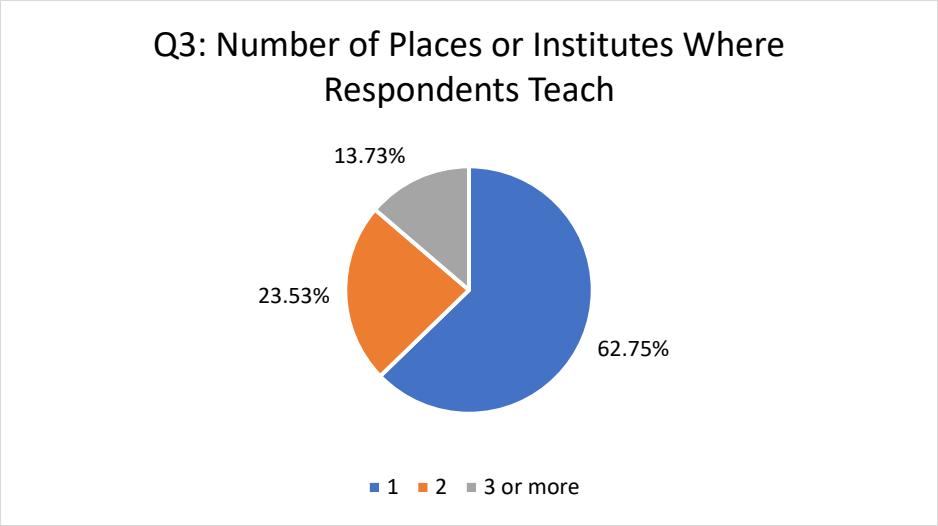
Figure 2



Workload

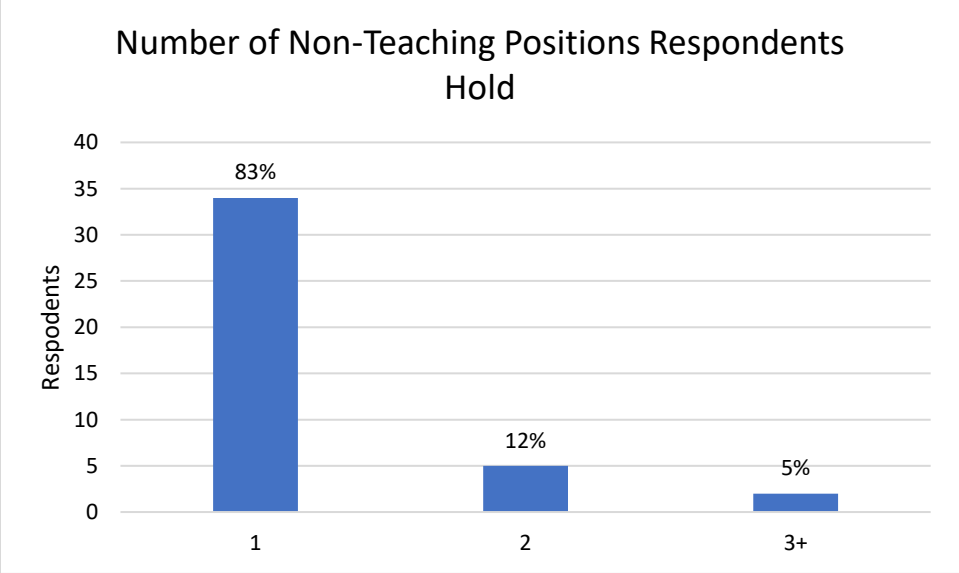
With respect to teaching load and the number of institutions where the participants taught, approximately 37% of respondents indicated that they taught at more than one institution. Some 14% indicated that they taught at more than two institutions (See Figure 3)

Figure 3



For non-teaching workload, of the 41 responses, 83% indicated that they held at least one non-teaching position, 12% indicated that they held at least two non-teaching positions, and 5% indicated that they held three or more non-teaching positions (See Figure 4).

Figure 4



When asked about their teaching workload based on the total number of courses taught, most respondents (n = 23; 45.10%) taught one or two courses. Approximately 38% (n = 19) taught between 4 and 6 courses; the total number of courses varied from one to six or more per semester (See Appendix E Table E.5 Q8).

When asked about their teaching workload as a measure of the total number of sections taught, the total number of sections varied from one to six or more per semester but with 2/3 between one and two (See Appendix E Table E.6 Q9).

When asked about their teaching workload as a measure of the number of students taught, although the largest proportion (n = 14, 27.45%) taught in the 21-40 students' range, the total number of students varied over a significant range, from a handful to over a hundred per semester (See Appendix E Table E.7 Q5). To get a clearer picture, I also looked at the minimum, maximum, as well as the average number of students per class.

Figure 5 displays teaching workload as the minimum number of students per class. There were 52 responses. The data here seems to follow a positively skewed distribution. Although the mode indicated the 6-10 students' range, the total number of students can vary from less than 5 up to over 25 per semester (see Figure 5).

Figure 5

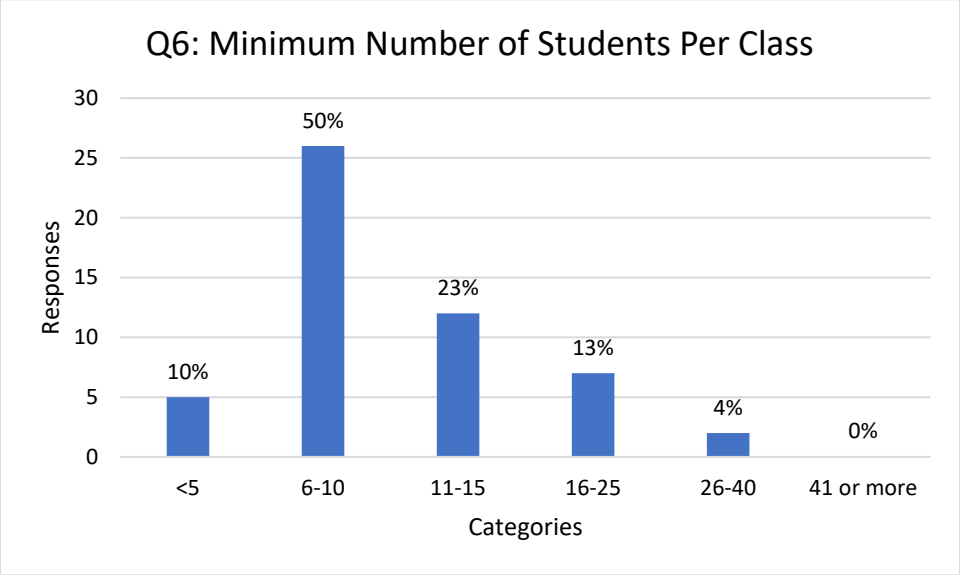
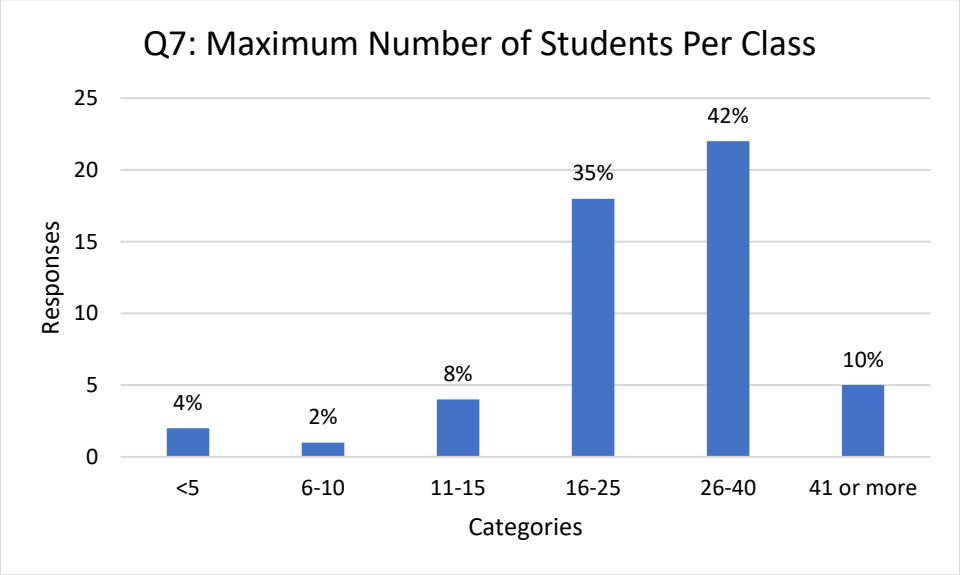


Figure 6 indicates their teaching workload as measured by the maximum number of students per class. The data here seems to follow a negatively skewed distribution. The mode indicated the 26-40 students' range. The total number of students can vary from less than 5 up to 41 or more per semester (see Figure 6).

Figure 6



As it related to Satisfaction with Choice of Courses Available to Teach, most (n = 39; 75%) were satisfied (See Appendix E Table E.8 Q10).

Regarding course scheduling conflicts and problems with scheduling problems other than scheduling conflicts, some 73% reported having few or no problems with scheduling conflicts. As with other questions, the terms "scheduling problems" and "conflicts" were not defined but rather left to the participants' perception and understanding to define, while 27% reported experiencing occasional, moderate, or very problematic scheduling conflicts. For scheduling problems other than scheduling conflicts, some three-quarters reported few or no problems,

while some 8% reported occasional or moderately problematic scheduling problems (See Appendix E Table E.8 Q12 and Q14).

When asked how their teaching has been affected based on their course preference on teaching, the clear majority state that their teaching had not been affected. Some 1/3 report being slightly positively or positively affected. Some 10% report being slightly negatively affected. This was roughly the amount that reported being moderately dissatisfied or very dissatisfied (See Appendix E Table E.10 Q11).

When asked how their teaching has been affected based on scheduling conflicts, the clear majority state that their teaching has not been affected. As with other questions, interpreting how their teaching has been affected was left to the participants' perception, and understanding to define. Some 13% report being slightly positively or positively affected by scheduling conflict. Some 17% report being slightly negatively affected (See Appendix E Table E.10 Q13).

When asked how their teaching has been affected based on scheduling problems other than conflicts, the clear majority state that their teaching has not been affected. Some 8% report being slightly positively or positively affected. Some 17% report being slightly negatively or negatively affected (See Appendix E Table E.10 Q16).

Comments on the scheduling problems they experienced were shared through an open-ended question. There were 13 responses. Describing the responses below, the common themes would be failure to consult, failure to prioritize, and failure to avoid scheduling conflicts (see Table 4.1).

Table 4.1

Q15: Respondent Comments Regarding Scheduling Problems

Comments
The amount of time involved in grading has substantially taken time away from being with my family. There have been times when I had to request a day off from my full-time job in order to catch up with my classes.
Need more decisions in the choice
Low enrollment
Sometimes interferes with full time job as a high school teacher.
I teach only online; and full time get priority over adjunct
If there is a conflict, I am pulled from the class, and it is given to someone else instead of working with me. Last year, a class I was assigned conflicted with another school. Instead of working with me the course was completely dissolved and cancelled.
Interference with workshops
If another class is in my classroom, I cannot set up my Art class on time.
Administration sets class times, and assigns adjuncts without checking to see if scheduled time is possible
There are times that adjuncts get the last pick of classes which means the times available to teach may not be the best for someone like me with a toddler.

Times/days occasionally altered to accommodate FTEs teaching/clinical responsibilities

Sometimes, we do not get to choose the day/time we teach the course

Usually interferes with other priorities since I work full time during the day, and the night, and online options for adjuncts tend to fill up pretty fast.

Pay and Benefits

The pay question had used five ordinal values: scant, inadequate, adequate, good, and generous. It was left to the participants' perception and understanding as to which ordinal value to choose. Some 42% had reported scant or inadequate pay, which had been equal to the 42% who had reported adequate pay. Some 15% had categorized their pay as good. None had categorized their pay as generous (See Appendix E Table E.11 Q17).

With respect to their teaching and its relation to salary, the clear majority had stated that their teaching had not been affected. Some 15% had reported being slightly negatively or negatively affected. Some 8% had reported being slightly positively or positively affected by their salary, which had been only half as many as those who had categorized their pay as good (See Appendix E Table E.12 Q18). For other compensation, specifically benefits, professional development, perks, and office space, the overwhelming response in most categories had been none, with professional development being the only counter trend. About 85% had reported no benefits, 66% no perks, 72% no office space, but only about 43% had reported few to no professional development opportunities (See Appendix E Table E.13 Q19).

When asked how their teaching had been affected based on compensation, the clear majority had stated that their teaching had not been affected. Some 17% had reported being slightly negatively or negatively affected. Some 6% had reported being positively affected (See

Appendix E Table E.14 Q20). An open-ended question (Q 21) had allowed participants to follow up on questions on pay received and on other compensation they may have received. There had been three responses. Responses had generally addressed a lack of pay and equipment (See Table 4.2).

Table 4.2

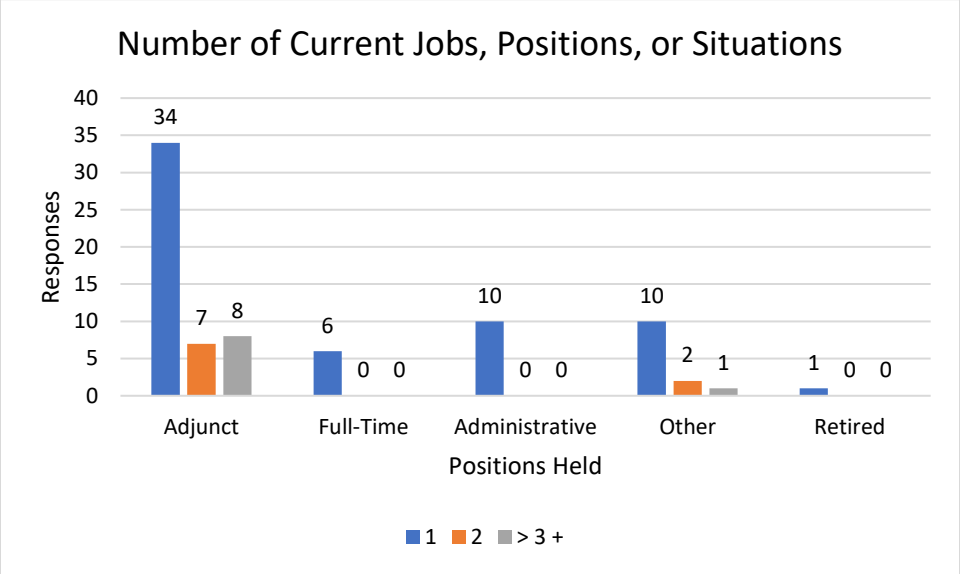
Q21: Respondent Comments Regarding Benefits

Comments
I also work full time as a staff member at the institution while teaching one class, so I receive all of those things because of my staff position, not as part-time faculty.
Would like to teach and be paid for additional classes.
Computers for adjuncts to use are ancient. The offices were downgraded, and only 4 computers in an open room are available if no one is using it.

Job Stability, Security, and Advancement

When asked about what current jobs, positions, or situations were held, 45 (86%) indicated they had held multiple positions. This included fifteen individuals holding two or more adjunct positions, six holding full-time positions in addition to their adjunct roles, ten holding administrative positions in addition to their adjunct positions, twelve holding outside jobs, and one retiree holding an adjunct position. Two-thirds of those respondents (2/3) reported holding one or more non-adjunct positions, with one-third (1/3) reporting holding two or more adjunct positions. This question was non-comprehensive in all situations possible, meaning respondents could have had income streams other than those reported. So, 86% was a minimal or floor value (see Figure 7).

Figure 7



When asked about how their teaching had been affected based on the number of jobs they were currently holding, the clear majority stated that their teaching had not been affected. Some 8% reported being slightly negatively affected, while some 12% reported being positively or slightly positively affected (See Appendix E Table E.16 Q23).

When given a chance to comment on their jobs, positions, or situations, there were five responses. The responses seemed to have little pattern, but it was notable that two responses indicated that the respondents felt that adjunct teaching helped them stay connected to students in their other positions (See Table 4.3).

Table 4.3

Q24: Respondent Comments Regarding Jobs, Positions, or Situations

Comments
I feel that getting to know what students face through my full-time staff position as a student media adviser helps me better serve students as a teacher.
An office space at college would be nice.
As an administrator, teaching a class a semester helps me better connect with students.
I TRY NOT TO LET ANYTHING AFFECT THE QUALITY OF MY TEACHING.
I teach 2-3 sections per semester and hold a full-time employment outside of college.

As it related to contracts and terms of employment, the overwhelming response was one semester. Only one other than adjunct reported shorter than one semester. All others holding one or more non-adjunct positions reported employment terms longer than one semester (See Appendix E Table E.17 Q25). When asked about how their teaching had been affected based on contracts and terms of employment, the clear majority stated that their teaching had not been affected. Some 12% reported being slightly negatively or negatively affected, while 8% reported being positively affected (See Appendix E Table E.18 Q26).

When given a chance to comment on their contract or terms of employment, the response rate was low compared to other commentary. There were three responses (See Table 4.4).

Table 4.4

Q27: Respondent Comments Regarding Contract and Terms of Employment

Comments
Would like more stability--after 30 years of teaching.
I have taught for 13 years for **redacted**. I am down to a very few classes. It is disheartening.
Term to term is worrisome.

When asked about prospects for advancement, the overwhelming response was none. Among those who also cited themselves as full-time faculty, administrative, or other, the majority still reported none. Those who identified as administrators chose a moderate response for advancement as a close second (See Appendix E Table M Q28).

When asked about how their teaching had been affected in relation to prospects for advancement, the clear majority stated that their teaching had not been affected. Some 14%

reported being slightly negatively or negatively affected, while 6% reported being positively affected by their expectations (See Appendix E Table E.20 Q29).

When given a chance to comment on their prospects for advancement, there were two responses. The response rate was low compared to other commentary (See Table 4.5).

Table 4.5

Q30: Respondent Comments Regarding Prospects for Advancement

Comments
With years of teaching, would be nice to be considered above other instructors.
A steady pace would be nice for Adjunct, despite not being [full time].

Social Status or Job Status

Some 75% reported being satisfied or very satisfied with their job status. Some 14% reported being moderately dissatisfied or very dissatisfied. The data here seemed to have a skewed distribution (See Appendix E Table E.21 Q31). The clear majority stated that their teaching had not been affected by their satisfaction with their job status. Some 4% reported being slightly negatively affected, while 18% reported being positively affected by their expectations (See Appendix E Table E.22 Q32).

When asked about job recognition and rewards satisfaction in the past 12 months, the clear majority stated that they were neither satisfied nor dissatisfied. Some 29% reported being moderately satisfied or very satisfied with their job status. Some 18% reported being moderately dissatisfied or very dissatisfied (See Appendix E Table E.23 Q33).

The overwhelming majority stated that their teaching had not been affected. Some 8% reported being slightly negatively affected. Some 10% reported being slightly positively or positively affected by their expectations (See Appendix E Table R Q34).

The clear majority were moderately satisfied or very satisfied with their experience of attitude or treatment from administrative, faculty, student, and the general public in the past 12 months. No one was dissatisfied with their experience with the general public. No one was very dissatisfied with their experience with students. The largest amount of dissatisfaction by far was moderately dissatisfied or very dissatisfied with administration. Some 22% reported being moderately dissatisfied or very dissatisfied (See Appendix E Table E.25 Q35).

When given a chance to comment on attitude or treatment, there were five responses. Responses seem to have no pattern. (See Table 4.6).

Table 4.6

Q36: Respondent Comments Regarding Attitude or Treatment

Comments
Sometimes not respected by faculty members
Adjunct pay should be calculated per class taught. I have taught 10 classes in one year for less than $20k, less than half to one-third what a full-time prof makes for the same amount of work. I would prefer part-time if the pay per class taught was fair.
This past semester was my first, so I'm still learning the ropes.
Supervisor has been non-responsive.

Summary

Chapter 4 examined the results of the Adjunct Faculty survey. It began with an overview of the questions asked, and data taken. The chapter identified the survey questions into four groups; descriptive; workload; pay and benefits; job stability, security, and advancement; and social status.

Descriptive data showed current status, and desired status. A key finding was that approximately one-third of the participants expressed a desire to upgrade their status from adjunct to full-time.

Workload examined the number of classes, and students being taught. Key findings were that some 37% of respondents indicated that they taught at more than one institution, while 83%

indicated that they held at least one non-teaching position, 12% indicated that they held at least two non-teaching positions, and 5% indicated that they held three or more non-teaching positions.

Pay and benefits evaluated elements of compensation. Job stability, security, and advancement examined employment reliability, and progress. Key findings were that some 42% had reported scant or inadequate pay, 85% reported no benefits, 66% no perks, 72% no office space, and 43% reported little to no professional development.

Job stability, security, and advancement key findings were that 86% indicated they held multiple positions. Most had one semester contracts. Most had no prospects for advancement.

Social status looked at recognition, and respect issues. Key findings were that the largest amount of dissatisfaction was with administration, with some 22% reported being moderately dissatisfied or very dissatisfied.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

This chapter presents the summary and conclusions from a survey of adjunct faculty opinion with respect to work related factors that impact their ability to teach. The data were collected from adjunct instructors at one university, and four community colleges in western Kentucky. There was a total of 52 respondents. Not all participants responded to all questions. Some responses were inconsistent across similar questions, with unexplained differences in response rates. All responses were collected via an internet-administered questionnaire.

Summary of Findings

How do various workload factors affect adjunct faculty performance as perceived by adjunct faculty?

Workload Factors

Examination of Question 3: *Number of Places or Institutes Where Respondents Teach* found nineteen participants or 40% reported working or teaching at other academic institutions. This exceeds the previously reported value from Shulman (2019) who found "22.1% of part-time faculty report teaching at more than one institution" (p. 169). Question 1: *Current Faculty Status* indicated only two held full time teaching positions; this was at variance with Question Q22: *Number of Current Jobs, Positions, or Situations* which indicated six who held full time teaching positions in addition to an adjunct position. Altogether 30 participants (60%) indicated some other job or retirement in addition to their adjunct position. Some 41 participants (80%) indicated working at other non-teaching positions. Some 30% said they preferred full-time teaching

compared to only four (12%) that indicated they were already teaching full-time in addition to adjunct work. There were two inferences tangential to the original investigation.

First, given the results that 40% of respondents indicated multiple adjunct positions, and 60%-80% indicating other job situations, nearly all adjuncts have multiple employment positions or situations. Noted, the list of potential situations was not exhaustive. It would seem to indicate, however, that adjunct salaries were inadequate alone as a form of primary financial support.

Second, given that 30% would prefer full-time teaching, for a significant number of adjuncts these situations were not preferred. If you subtract out those who already have full-time faculty, administrative positions, or were retired, you get a figure closer to 100% of dedicated adjuncts who were seeking full-time positions. This was consistent with Murray (2019) who indicates most part-time instructors do not fit the profile of a happy adjunct teaching as a hobby to generate some supplemental income.

Given that few fit the happy adjunct profile, that fact would indicate most dedicated adjuncts are not content with their situation. A higher percentage of the participants as compared with the 73% of part-time faculty as stated by Eagan et al. (2015) were underemployed or involuntarily working part-time appointments but seeking full-time positions.

As it relates to course preference availability, 12% were *very dissatisfied* or *moderately dissatisfied*, whereas 13% were *neither satisfied* nor *dissatisfied*, whereas 75% were *very satisfied* or *moderately satisfied*. As a follow up the study asks how their teaching has been affected. It was found that 10% were *negatively* or *slightly negatively*, whereas 59% were no effect, whereas 31% were *slightly positively* or *positively*. The 12% dissatisfied corresponds strongly with the 10% negatively affected. The 13% *neither satisfied* nor *dissatisfied* corresponds weakly with 59% no effect. The 75% satisfied corresponds weakly with the 31% positively

affected. While not conclusive, this would seem to indicate that unsatisfactory course availability has a strong negative influence on adjunct performance.

This seems to align with other studies. Course preference as acknowledged by Domenech and Lusa (2016) is a complex problem. Making courses more convenient to instructors is a critical factor in satisfaction, and student learning as perceived by instructors (Sanford et. al., 2017).

Moving to course scheduling conflicts, the study finds that 6% were *very problematic* or *moderately problematic*, whereas 21% were *occasionally problematic*, whereas 73% had *few problems* or *no problems*. As a follow up to course scheduling conflicts, participants were asked how their teaching has been affected. The study finds that 17% were *negatively* or *slightly negatively affected*, whereas 69% were no effect, whereas 14% were slightly positively or positively. The 6% who were *very, or moderately problematic* corresponds weakly with the 17% *negatively affected*. The 21% who were *occasionally problematic* corresponds weakly with 69% *no effect*. The 73% who have *few or no problems* corresponds weakly with the 14% *positively affected*.

The number being negatively affected should not be larger than those experiencing problems. Given the outsized effect of 17% negatively affected, which was far more than the 6% who were very, or moderately problematic, it implies that some of the 17% draw from the 21% occasionally problematic category. If all 6% of those who reported being very or moderately problematic were negatively affected, it leaves 11% (17% - 6%) of the 17% who were negatively affected, representing individuals who reported occasionally problematic. This means roughly half of the 21% who report occasionally problematic were experiencing negative effects on their teaching.

As recognized by Hoyt (2013), the majority of part-timers are employed elsewhere. Scheduling conflicts are a real problem. Hoyt says 17% express some dissatisfaction with aspects of their job, comparable to the results gotten in scheduling conflicts.

For Q14: *Scheduling problems other than scheduling conflicts,* the results were similar to the results for Q12: *Characterization of Course Scheduling Conflicts.* Some 8% were *moderately problematic*, whereas 19% were *occasionally problematic*, and 73% have *few or no problems*. As follow-up they were asked how their teaching has been affected. The study finds that 17% were *negatively or slightly negatively affected*, whereas 75% were *no effect*, whereas 8% were slightly positively or positively affected. The results were comparable to Q12. The 8% who were moderately problematic corresponds weakly with the 17% negatively affected. The 19% who were occasionally problematic corresponds weakly with 75% no effect. The 73% who have few or no problems corresponds weakly with the 8% slightly positively or positively affected.

The number being negatively affected should not be larger than those experiencing problems. Given the outsized effect of 17% negatively affected, which was far more than the 8% who were moderately problematic, the study must assume that some of the 17% draw from the 19% occasionally problematic category. If the study draws a one-to-one relation between the 8% who were very, or moderately problematic, and the 17% negatively affected, then 17% - 8% = 11% or roughly half of the 19% who report occasionally problematic were experiencing negative effects on their teaching.

This section also includes the question ‘If problematic, please explain?’ The response was strong, and widely diverse. Given the responses, scheduling issues clearly have a strong impact on adjunct teaching performance. Some responses include “conflicting with their real job,” and “… interferes with other priorities … I work full time…,” and “…interferes with full

time job as a high school teacher." Other responses include "conflicting with their assigned teaching times," and "another class is in my classroom, …cannot set up…"

Pay and Benefit Factors

Respondents were asked to describe the pay received. Some 42% describe pay as *scant or inadequate*. This was consistent with findings that stated adjuncts were "typically compensated poorly" (Pons et al., 2017, p. 44). Some 42% described pay as adequate, whereas only 15% described pay as good. This was also consistent with literature that stated, "part-timers reported being significantly less satisfied with their benefits, job security, and advancement opportunities" (Eagan et al., 2015, p. 449). As to how their teaching had been affected, it was found that 15% claimed they were negatively or slightly negatively affected, whereas 77% claimed no effect, and 8% claimed slightly positive or positive.

The 42% who describe pay as scant or inadequate, corresponds weakly with the 15% negatively affected. This was consistent with statement that adjuncts can be motivated by both intrinsic, and extrinsic factors (Yoon et al., 2015), and that "Adjuncts may be satisfied with some aspects of their job, and motivated to perform well, and at the same time be dissatisfied with other aspects of the job" (Pons et al., 2017).

The 42% who describe pay as adequate corresponds weakly with the 77% having no effect in the follow-up question. The 15% who describe pay as good corresponds weakly with the 8% positively affected. Despite the large number who describe pay as scant or inadequate this does not seem to be a significant factor in performance as perceived by individual adjuncts. However, this does not ensure that the quality of adjuncts themselves was not being affected by issues of recruitment, retention, and turnover.

Question 19 examined *Compensation and Benefits Other Than Salary*, specifically, benefits, professional development, perks, and office space. The response was consistent with literature that stated adjuncts were "provided with little office space, little or no clerical support, and provided with few opportunities for professional development." (Pons et al., 2017)

This question was more complex in that responses were broken down into individual categories. Question 20 asks how their teaching has been affected, E.26 compares Question 19 responses to Question 20 responses.

The relationship between these two questions appears weak in most cases. Benefits, perks, and office space seem to have some correlation with positive impact, but there was a need for further data. Note, this data covers the perceptual impact on adjuncts. The impact on the recruitment quality of adjuncts was not measured by benefit issues.

The follow up question allowed the respondents to comment further. The comments reinforce the fact that other compensation was mostly lacking. This is consistent with available literature. Adjuncts cost less, and they do not receive healthcare or retirement benefits from the college or system (Anthony et al., 2020). Low pay and having to make ends meet influence educational outcomes for students (Bickerstaff et al., 2018).

Job Stability, Security, and Advancement

This section contains several questions of the same type that use multiple categories. This makes for more efficient questioning. Because of the multiple categories, the subsections do not contain questions on satisfaction.

Question *22: Number of Current Jobs, Positions, or Situations* looks at jobs, positions or situations that describe respondents currently. This question was broken down into multiple categories. This question asks about additional jobs in addition to the adjunct position held. It

was a design flaw not to include a zero option. Full, admin, and retired were 34% of respondents doing that in addition to their adjunct work. Those engaged in other employment were 26% of respondents. Dedicated adjuncts indicating more than one job were 30% of respondents all working, two, three, or more positions simultaneously. Altogether 90% of responses indicated multiple streams of income. Given that categories are not comprehensive, other income streams are possible. Among adjuncts it appears that multiple streams of income are normal.

Q23 followed up by asking, *how has your teaching has been affected*? Some 8% say their teaching has been affected negatively or slightly negatively, 81% say there has been no effect, and 11% say their teaching has been affected slightly positively or positively. It was difficult to make an inference regarding Q22. All relationships appear weak. It seems that, in general, however, that no adjunct believes, perceives, or at least admits that other employment affects their teaching. It was likely, as stated in chapter two, that "Employers who set pay above the market clearing level, minimize shirking and turnover, attract higher-quality job applicants, raise morale, and so on. Thus, higher wages raise productivity and lower unit labor costs" (Shulman 2019). There is a need for further data.

When asked for "*Additional comments. Jobs, positions, or situations,"* most of the responses indicated that the adjunct position was secondary to other employment. There was one emotional response, inferred by the choice of all caps, that the respondent says, "I TRY NOT TO LET ANYTHING AFFECT THE QUALITY OF MY TEACHING." This response was probably indicative of other respondents. It could be inferred, if not proven, that there was a bias toward the response "no effect."

Adjuncts are not typically set up for success (Kezar & Maxey, 2016). This study only looks at those working as adjuncts currently. It does not consider those who may have quit

working as adjuncts. Many qualified adjuncts flee higher education for other employment. This involves many adjuncts, who had entered higher education over the last 20 years (Anthony et al., 2020).

Question *Q25: Contract and Terms of Employment* looks at contract or terms of employment that describe respondent's current situation. The question was broken down into individual categories. The response was consistent with literature cited in chapter one that stated adjuncts were "seen as temporary, and disposable" (Pons et al., 2017, p. 44). Despite results that two-thirds of dedicated adjuncts had contracts for one semester or less, only 11% total reported this as a negative influence on their teaching.

How their teaching has been affected? Some 11% say their teaching has been affected negatively or slightly negatively, 81% say there has been no effect, and 8% say their teaching has been affected slightly positively or positively. All relationships appear weak. It seems that, in general, however, that no adjunct believes, perceives, or at least admits that contract or terms of employment affects their teaching. There is a need for further data.

Question Q27: *Additional comments. Contract or terms of employment,* the response rate was low, but all responses indicated mental, emotional stress. This seems in conflict with Q26 response of 81% 'no effect.' It was likely that the 81% figure was overstated at least for dedicated adjuncts. It was consistent with chapter two where it was stated, "The underemployed were less satisfied with their jobs. They have significantly lower levels of satisfaction regarding advancement and security, and were less motivated" (Eagan et al., 2015, p. 455).

Looking at Question 28*: Current Prospects for Advancement,* it was another complex response question broken down into multiple categories. Despite results that could be described

as poor to non-existent for most adjuncts, and overwhelmingly so for dedicated adjuncts, only 14% reported this as a negative influence on their teaching.

Question 29: followed up by asking, *How has your teaching has been affected*? Some 14% say their teaching has been affected negatively or slightly negatively, 81% say there has been no effect, and 6% say their teaching has been affected slightly positively or positively. It was difficult to draw inference regarding Q28. All relationships appear weak. It seems that, in general, however, that no adjunct believes, perceives, or at least admits that prospects for advancement affects their teaching.

This section of questions, on job stability, security, and advancement, consistently gets a response of 81% no effect, but Q29: had significantly higher negative or slightly negative responses, and a corresponding significantly lower slightly positive or positive responses. This would indicate that the lack of prospects for advancement bothers adjuncts significantly more than lack of stability or working multiple jobs. Further data is needed.

Question 30 *Additional comments. Prospects for advancement* had a low response rate but seemed to reinforce the above conclusion that prospects for advancement were an area of adjunct concern. This was also consistent with chapter two where it was stated, "The underemployed were less satisfied with their jobs. They have significantly lower levels of satisfaction regarding advancement and security, and were less motivated" (Eagan et al., 2015, p. 455).

Social Status Factors and Their Effects

For Question 31*: Job Status Satisfaction*, the study finds that 14% were *very dissatisfied* or *moderately dissatisfied*, whereas 12% were *neither satisfied* nor *dissatisfied*, whereas 75% were *very satisfied* or *moderately satisfied*. As a follow up, when asked how their teaching has

been affected, the study finds that 4% were slightly negatively, whereas 78% were no effect, and 18% were slightly positively or positively. The 14% dissatisfied corresponds weakly with the 4% negatively affected. The 12% neither satisfied nor dissatisfied corresponds weakly with 78% no effect. The 75% satisfied corresponds weakly with the 18% positively affected. This would seem to indicate that job status has a weak influence on adjunct performance, and that most adjuncts were content with their social status.

Looking at question 33*: Satisfaction of Job-related Recognition or Awards* in the past 12 months. The study finds that 17% were very dissatisfied or moderately dissatisfied, whereas 54% were neither satisfied nor dissatisfied, whereas 29% were very satisfied or moderately satisfied. As a follow up, when asked how their teaching has been affected, 8% were slightly negatively, whereas 83% were no effect, and 10% were slightly positively or positively. This was far lower than found that suggested, "Nearly half were dissatisfied with the level of recognition they receive" (Pons et al., 2017, p. 54). The 17% dissatisfied corresponds weakly with the 8% negatively affected. The 54% neither satisfied nor dissatisfied corresponds moderately with 83% no effect. The 29% satisfied corresponds weakly with the 10% positively affected. This would seem to indicate that job recognition has a weak influence on adjunct performance, and that most adjuncts were content with their job recognition.

Question 35*: Experience of Attitude or Treatment within the Past 12 Months* was another complex question broken down into multiple categories of satisfaction. for administrative, faculty, student, and general public.

The study finds that 21% of respondents were *very dissatisfied* or *moderately dissatisfied* with administration, 10% were *neither satisfied nor dissatisfied*, and 69% % were very satisfied or moderately satisfied with administration. Dissatisfaction with administrators far exceeded all

other forms of social dissatisfaction combined. The relatively high rate of dissatisfaction with administration would be consistent with "lack academic freedom, institutional influence, and professional prerogatives" (Shulman, 2019, p. 163). It was also consistent with Clark (2019) who noted, "Administrators were unsympathetic, and department chairs were powerless to make real changes. Devaluing the work of adjuncts" (p. 137).

The study finds that 6% of respondents were very dissatisfied or moderately dissatisfied with faculty, 18% were neither satisfied nor dissatisfied, and 76% were very satisfied or moderately satisfied with faculty. According to Caruth, et al, (2013), adjuncts do not tend to interact with full-time faculty, which results in deficiency in faculty professional development, which can be disadvantageous.

The study finds that 2% of respondents were very dissatisfied or moderately dissatisfied with students, 12% were neither satisfied nor dissatisfied, and 86% were very satisfied or moderately satisfied with students. According to Caruth et al, (2013), findings suggested that adjuncts enjoy teaching, and interacting with students, and feel most satisfaction when dealing with students.

Lastly, 0% of respondents were very dissatisfied or moderately dissatisfied with the public, 50% were neither satisfied nor dissatisfied, and 50% were very satisfied or moderately satisfied with the public. This was also consistent with "Some 92% agreed or strongly agree they were proud to tell others they teach at the university" (Hoyt, 2012, p. 135).

Looking at Question Q36: *Respondent Comments Regarding Attitude or Treatment*, response was moderate. A common theme was that respondents equate low pay with poor treatment.

This group of questions failed to ask about the effect on teaching, this was a design flaw. Citing from chapter two however, “Adjunct’s ability to help students was hobbled by their work conditions. Any faculty member who was poorly paid, hired at the last minute, lacks basic supplies, and resources, and can be terminated without cause was unable to develop long-term relationships, or mentor, or support students” (Shulman, 2019, p. 164).

Implications for Leadership

Leadership in academia faces multifaceted challenges, as evidenced by the nuanced landscape of adjunct employment. While adjuncts exhibit remarkable resilience and dedication to their profession, the prevailing scheduling issues stand as a formidable obstacle to their optimal performance and well-being. A significant number of adjuncts state that their teaching is being affected in a negative manner. This then implies that a significant number of students are also being affected in a negative manner. Despite their satisfaction with their roles, adjuncts often grapple with the inadequacy of their salaries, necessitating multiple positions to sustain themselves financially. This reality underscores the imperative for academic leaders to prioritize the enhancement of adjuncts' employment conditions, particularly in addressing scheduling discrepancies. Further, it is worth noting that, this paper only addresses issues of teaching efficacy and does not address attention and recruitment issues.

The findings reveal a compelling opportunity to increase adjuncts' workload without altering their adjunct status significantly. With a substantial portion of adjuncts teaching less than four classes per week and expressing a desire for full-time positions, optimizing scheduling to accommodate greater employment could significantly enhance their financial stability. Notably, even a modest increase in workload, such as transitioning from two to three classes, could yield a substantial boost in income, thereby alleviating economic insecurities.

Scheduling emerges as a central concern, with a majority of respondents citing various scheduling-related issues as significant barriers to their effectiveness. These issues encompass conflicts in course scheduling, logistical challenges, and limited course availability, highlighting the pervasive impact of scheduling inefficiencies on adjuncts' professional experiences. Moreover, negative interactions with administration, often stemming from scheduling issues, underscore the critical need for administrators to prioritize adjuncts' scheduling needs and foster a more supportive and responsive work environment.

Addressing adjuncts' concerns extends beyond monetary compensation to encompass holistic improvements in their employment terms and conditions. While enhancing pay and benefits can mitigate some negative impacts, a concerted focus on optimizing scheduling practices offers a more comprehensive solution. By affording adjuncts greater stability, flexibility, and recognition in their schedules and course assignments, academic leaders can foster a more conducive and equitable work environment, ultimately bolstering adjuncts' morale, performance, and long-term prospects within the academic community. Thus, effective leadership in academia necessitates not only strategic vision but also proactive measures to address the practical challenges faced by adjunct faculty, thereby advancing the collective mission of educational excellence and inclusivity.

Across the expanse of the 20th century, numerous theories have emerged, each offering a distinct perspective on how leadership manifests. From the autocratic approach of dictating actions to the participative nature of democratic leadership and the laissez-faire style advocating for minimal intervention, these theories have traversed the spectrum of organizational dynamics (Nawaz & Khan, 2016). Given the findings of this paper it seems that a more democratic approach would work best, allowing adjuncts to have some say in their own scheduling.

Effective leaders often exhibit proficiency across five essential dimensions: they challenge existing norms, inspire a collective vision, empower others to act, model exemplary behavior, and nurture their followers (Smith & Hughey, 2006). Moreover, contemporary leaders in academia are tasked with a unique responsibility—to discern and cater to the diverse needs of their constituents, particularly students (Smith & Hughey, 2006). It is then arguable that a more democratic approach certainly has the effect of empowering adjuncts.

Smith & Hughey (2006) assert that the curriculum should be guided not merely by subject matter but by a set of overarching values. Inextricably linked to the educational process is the role of leadership, which serves as the conduit through which teaching and learning flourish. Academic leaders, therefore, bear the crucial mandate of cultivating an environment conducive to effective pedagogy. This necessitates a relentless pursuit of improved working conditions within the higher education landscape, one that meticulously balances the interests of faculty members and administrative stakeholders (Smith & Hughey, 2006). More say over scheduling issues would seem to be a step in this direction.

In light of these insights, it appears that a democratic leadership style holds promise in harnessing the full potential of organizational dynamics. Harðarson (2018) concurs, emphasizing the need for teachers to exercise autonomy in their professional domains. Empowering adjunct faculty members with greater control over their schedules, for instance, could ameliorate the perennial challenge of scheduling discrepancies. This prompts a critical inquiry into the extent of administrative involvement in routine operational matters such as scheduling. Instances where classes are consistently taught by the same individuals at fixed times may necessitate minimal administrative intervention, thereby optimizing operational efficiency.

Limitations

While there was an effort to group questions by focus area, not all questions were easily classified or ordered. Some questions can be relevant to more than one area. Some may be reordered from their original presentation for discussion, and inference purposes. Some responses lack 100% clarity due to weakness in the original study design. Where tangential conclusions were inferred, they were also considered along with the original focus areas.
The research questions were:

1) How do various workload factors affect adjunct faculty performance as perceived by adjunct faculty?
2) How do various pay and benefit factors affect adjunct faculty performance as perceived by adjunct faculty?
3) How do various job stability, security, and advancement factors affect adjunct faculty performance as perceived by adjunct faculty?
4) How do various social status factors affect adjunct faculty performance as perceived by adjunct faculty?

This study collected aggregate totals. It uses descriptive statistics. No attempt was made to separate out individual responses. Relationships were inferred by comparison of aggregate statistics. Responses were self-described and rely on truthfulness of responses.

The choice of to use a descriptive study has inherent disadvantages, and limitations. The strength of descriptive research is that it provides an in-depth view of the factors we want to study, and the level of detail is valuable (Sumeracki, 2022). The weakness of descriptive research is the inability to determine a cause-and-effect relationship (Sumeracki, 2022). Participants may also provide responses that are considered desirable. The choice and wording of

questions on a questionnaire may influence the descriptive findings. The human need to give perceived desirable responses in a questionnaire is known as response bias. Response bias refers to several factors that can lead someone to respond falsely or inaccurately to a question. Self-report questions, such as those asked on surveys or in structured interviews, are particularly prone to this type of bias (Nikolopoulou, 2023). Descriptive studies cannot statistically test or verify the research problem. Research results may contain bias due to the absence of statistical tests.

This study was limited to the four community colleges, and one university in western Kentucky. There is no guarantee of how this study would generalize beyond its locality. The study was done online using QUALCOMM's software. No attempt was made to determine which responses originated from which institutions. Contribution by institutions may have varied wildly. The data were not disaggregated based on two-year compared to four-year colleges. Circumstances could be very different for each type of institution.

This study also occurred during the COVID-19 pandemic which impacted the method of execution, inability to do follow-up, and the makeup of the respondents, and their responses.

Non-job-related income was not requested. No identifying information was collected or included either of individuals or institutions. No information was collected on gender, race, ethnicity, age, or similar data. Specific salary information was not collected. This information was beyond the scope of the study. It was at odds with the class-based approach. It also, if present, may have threatened individual, and institutional privacy, and would have. necessitate a larger sample.

Further Studies

This study tried to look at several types of factors. There is an opportunity to look at each group of factors in more detail. There is an opportunity to attempt to correlate adjunct attitudes with strict objective measures of performance. There are a variety of opportunities to break down further by institutional type, and location. There is an opportunity to break down adjuncts by gender, age, or specialty. Effects of union association are yet to be researched. A redesign of the questions, in particular the 5-point Likert scale could be replaced with a 4-point Likert scale, would likely be worthwhile.

Differences between types of institutions need to be explored more fully. How do universities differ from community colleges? What about private versus public institutions? Each type of institution needs to be examined more fully.

It may yet be possible to compare different cohorts of students with different numbers of adjuncts to do a completion rate or GPA comparison. While possible in theory there is a practical problem that two groups of students at the same institution at the same time, and undergoing the same course of study, are likely to be limited to the same mix of Instructors. Variability in instructor efficacy, unrelated to adjunct or full-time status, also potentially complicates such a study. A large, and complex enough study may be able to overcome these problems. So, this remains a potential area of future study. Further study is recommended.

Conclusion

The good news was that most adjuncts were satisfied with their positions. They were resilient and dedicated to their profession. They were determined to do a good job and were not materialistic. If there was room for improvement it was in scheduling issues.

Although a tangential inference to the original investigation, the fact that adjunct salaries were inadequate alone as a form of primary financial support should be a major take away. Some 40% of respondents indicated multiple adjunct positions, and 60%-80% indicating other job situations, so that nearly all adjuncts have multiple positions or situations. Some 63% of adjuncts, according to question Q9: *Total Number of Sections Taught* were working less than four classes per week. This indicates that there was an opportunity to significantly increase the workload of adjuncts without changing their status as adjuncts. Given that close to 100% of dedicated adjuncts were seeking full-time positions. It seems that more adjuncts could and should be working more. It was merely a matter of scheduling to provide greater employment to typical adjuncts. Bear in mind that an increase from two to three classes represents a 50% increase in salary.

Some 60%, from question 12: *Characterization of Course Scheduling Conflicts* listed scheduling as problematic at some level. Some 1 in 5 indicated negative effects caused by scheduling. Scheduling issues including, course scheduling conflicts 60%, other scheduling problems 54%, and courses available 12%, indicate that scheduling was a major problem relative to other considerations. Note that this was the most heavily responded to comment section. Comments universally described a variety of scheduling issues.

Given that the under-employment problem discussed above can be viewed as a scheduling problem, it would seem that scheduling methods need to be improved. Further,

question 27: *Respondent Comments Regarding Contract and Terms of Employment*, could also be improved by better scheduling, since the economic insecurity expressed can be viewed as the result of wavering class assignments.

Question 35: *Experience of Attitude or Treatment within the Past 12 Months* showed that negative issues were far, and away the result of interaction with administration. Some one in five reported negative interactions with administration. It would seem that much of that perception would be the result of scheduling issues.

Administrators need to be more responsive to adjuncts scheduling needs. Barring pandemics, or other unusual circumstances, most administrators could, given the authority, plan more stable teaching schedules. Most of the time enrollment demands, from year to year, were stable, with some up or down trends. Planning can be based on a more humane, and stable schedule. Adjuncts need to be simply viewed as people not just disposable resources.

Of the collected data, question 19: *Compensation and Benefits Other Than Salary* was the only other category to score 17% negative or slightly negative impacts on their performance. Some 85% reported no benefits, 14% reported no professional development, 65% no perks, and 71% no office space.

Following that was pay received with 42%, reporting scant or inadequate pay, and 15% reporting being slightly negatively or negatively affected. With, current prospects for advancement categorized 69% as little or none, and 14% report being slightly negatively or negatively affected.

Increasing pay received, as well as other benefits would serve to mitigate the negative effects as described, but merely addressing the underemployment issue as noted above, via better scheduling, would lead to more income, and fewer divided loyalties, and distractions. Long-term

adjuncts could be rewarded with better schedules, class choices, and more classes overtime. This also addresses the current prospects issue to some extent, and provides more stability, and recognition.

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APPENDIX A

Adjunct Faculty Survey Instrument

The researcher will utilize a questionnaire to be administered via Internet,
https://wku.co1.qualtrics.com/jfe/form/SV_0VeKiv0fFGGjJs2

This instrument is designed to determine the following information from the adjunct faculty.

Status:

What is your current faculty status?

(1) Fulltime ____

(2) Adjunct ____

(3) Both ____

What is your faculty employment preference?

(4) Fulltime ____

(5) Adjunct ____

(6) No preference ____

Workload Factors:

(1) Current workload?

(a) How many places or institutes do you teach? ____

1	2	3 or more

(b) How many non-teaching positions do you hold? ____

1	2	3 or more

(c) What is your total number of students Currently taught? ____

<10	11-20	21-40	41-60	61-100	101 or more

(d) What is your minimum number of Students per class? ____

<5	6-10	11-15	16-25	26-40	41 or more

(e) What is your maximum number of Students per class? ____

<5	6-10	11-15	16-25	26-40	41 or more

(f) What is your total number of courses taught? ____

1	2	3	4	5	6+

(g) What is your total number of sections? ____

1	2	3	4	5	6+

(2) What is the desirability of classes taught?

(a) Are you satisfied with the choice of courses available to teach?

Very dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Very satisfied
1	2	3	4	5

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(3) How are Scheduling conflicts?

Very problematic	Moderately problematic	Occasionally problematic	Few problems	No problems
1	2	3	4	5

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(4) Have you had Other Scheduling problems? Examples might include too early, too late, too widely dispersed, interfering with other priorities, etc.

Very problematic	Moderately problematic	Occasionally problematic	Few problems	No problems
1	2	3	4	5

(5) If problematic, please explain.

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

Pay and Benefit Factors:

(1) Describe your pay received.

Scant	Inadequate	Adequate	Good	Generous
1	2	3	4	5

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(2) Describe each received.

	Very dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Very satisfied
Benefits					
Professional Development					
Perks					
Office space					

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(5) Additional comments

Job Stability, Security, and Advancement Factors:

(1) How many jobs, positions or situations describe you currently?

,

Type	1	2	3 or More
Adjunct Faculty			
Full Time Faculty			
Administrative			
Other			
Retired			

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(5) Additional comments

(2) Describe the contract or terms of employment for each.

Type	Less Than 1 Semester	1 Semester	Up To 1 Year	Indefinite	Tenured
Adjunct Faculty					
Full Faculty					
Administrative					
Other					

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(5) Additional comments

(3) What are your current prospects for advancement?

	None	Little	Moderate	Good	Certain
	1	2	3	4	5
Adjunct Faculty					
Full Faculty					
Administrative					
Other					

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(5) Additional comments

Social Status Factors:

(1) Are you satisfied with your job status?

Very dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Very satisfied
1	2	3	4	5

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(2) Describe job related recognition or rewards satisfaction in the past 12 months?

Very dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Very satisfied
1	2	3	4	5

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(3) Describe your experience of attitude or treatment from each within the past 12 months?

	Very dissatisfied	Moderately dissatisfied	Neither satisfied nor dissatisfied	Moderately satisfied	Very satisfied
Administrative					
Faculty					
Student					
General Public					

How Has this affected your teaching? (Quality of Instruction or Performance of Duties)				
Negatively	**Slightly Negatively**	**No effect**	**Slightly Positively**	**Positively**
1	**2**	**3**	**4**	**5**

(5) Additional comments

APPENDIX B

Adjunct Faculty Survey Permission Letter

Dear Sir,

RE: PERMISSION TO CARRY OUT SOME RESEARCH

I am a doctoral student in educational administration at WKU and am nearing completion of my doctoral studies and am currently working on my dissertation. I normally work as an instructor in computer science and mathematics.

I am doing research on adjunct perceptions vis-à-vis adjunct productivity. This is a survey of adjunct faculty intended to be taken from multiple institutions. No identifying information is to be included either of individuals or institutions. The use of time or resources to conduct this survey would be minimal and low impact. This will be either an online or paper survey, data will not be collected face-to-face.

I am asking for permission and facilitation of this survey from you, the administration, and school. I would be glad to speak with you or your representatives and to provide any information I have.

Thank you in advance.

Sincerely,

APPENDIX C

INDIVIDUAL RESPONSE REQUEST

Greetings,

I am conducting a survey for a dissertation on faculty working conditions, and I would like you to participate. The survey is short and should require only a few minutes of your time. at no time will personal or identifying information of yours, or your institution, be released or made available. I am only interested in collecting aggregate data, totals, and averages. Please, help me with this important study.

You may respond by clicking or pasting the following in your browser.

https://wku.co1.qualtrics.com/jfe/form/SV_0VeKiv0fFGGjJs2

Thank you for your time.

Terry Baggett

APPENDIX D

Implied Consent Document

IMPLIED CONSENT DOCUMENT

Project Title: Department Head Research Interview
Investigator: Terry Baggett, WKU Counseling and Student Affairs; terrybaggett312@topper.wku.edu

You are being asked to participate in a project conducted through Western Kentucky. The University requires that you give your agreement agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

A basic explanation of the project is written below. Please read this explanation and email the researcher any questions you may have. If you then decide to participate in the project, please continue to the survey. You should keep a copy of this form for your records.

1. **Nature and Purpose of the Project:** To learn how adjunct faculty perceive various work conditions as affecting their teaching effectiveness related to student outcomes.

2. **Explanation of Procedures:** Will use an online or paper survey. The survey should take approximately 20 minutes to complete.

3. **Discomfort and Risks:** Questions are position related only and pose no known physical, mental, or social risks. Participation is entirely voluntary. Participants may refuse any question. Participants may withdraw at any time.

4. **Benefits:** The findings of this study may be of benefit to all higher education institutions. Universities can gain insight from this study. Administrators may use this study as a guide when providing, or adjusting, the adjunct faculty work and environment. Faculty may benefit by becoming more effective.

5. **Confidentiality:** Data will be reported in aggregate form. Records will be viewed, stored, and maintained in private, secure files only accessible by the P.I. and advising faculty for three years following the study, after which time they will be destroyed.

6. **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Your continued cooperation with the following research implies your consent.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360

(Revised August 2018)

APPENDIX E

Additional Tables

Table E.1

Q1: Current Faculty Status

Answer	%	Count
Full-time	1.92%	1
Adjunct	94.23%	49
Both	3.85%	2
Total	100%	52

Table E.2

Q2: Faculty Employment Preference

Answer	%	Count
Full-time	28.85%	15
Adjunct	59.62%	31
Both	11.54%	6
Total	100%	52

Table E.3

Q3: Number of Places or Institutes Where Respondents Teach

Answer	%	Count
1	62.75%	32
2	23.53%	12
3 or more	13.73%	7
Total	100%	51

Table E.4

Q4: Number of Non-teaching Positions

Respondents Hold

Answer	%	Count
1	82.93%	34
2	12.20%	5
3 or more	4.88%	2
Total	100%	41

Table E.5

Q8: Total Number of Courses Respondents Taught

Answer	%	Count
1	23.53%	12
2	21.57%	11
3	17.65%	9
4	9.80%	5
5	5.88%	3
6+	21.57%	11
Total	100%	51

Table E.6

Q9: Total Number of Sections Taught

Answer	%	Count
1	28.85%	15
2	38.46%	20
3	11.54%	6
4	7.69%	4
5	0.00%	0
6+	13.46%	7
Total	100%	52

Table E.7

Q5: Total Number of Students Respondents Currently Teach

Answer	%	Count
<10	15.69%	8
11-20	15.69%	8
21-40	27.45%	14
41-60	13.73%	7
61-100	17.65%	9
101 or more	9.80%	5
Total	100%	51

Table E.8

Q10: Respondent Satisfaction with Choice of Courses Available to Teach			*Q12: Characterization of Course Scheduling Conflicts*			*Q14: Scheduling Problems Other Than Scheduling Conflicts*		
Answer	%	Count	Answer	%	Count	Answer	%	Count
Very dissatisfied	1.92%	1	Very problematic	3.85%	2	Very problematic	0.00%	0
Moderately dissatisfied	9.62%	5	Moderately problematic	1.92%	1	Moderately problematic	7.69%	4
Neither satisfied nor dissatisfied	13.46%	7	Occasionally problematic	21.15%	11	Occasionally problematic	19.23%	10
Moderately satisfied	46.15%	24	Few problems	32.69%	17	Few problems	26.92%	14
Very satisfied	28.85%	15	No problems	40.38%	21	No problems	46.15%	24
Total	100%	52	Total	100%	52	Total	100%	52

Table E.10

Q11: The Effect of Course Preference on Teaching			*Q13: The Effect of Scheduling Conflicts on Teaching*			*Q16: Effect of Scheduling Problems on Teaching*		
Answer	%	Count	Answer	%	Count	Answer	%	Count
Negatively	0.00%	0	Negatively	0.00%	0	Negatively	1.92%	1
Slightly Negatively	9.62%	5	Slightly Negatively	17.31%	9	Slightly Negatively	15.38%	8
No effect	59.62%	31	No effect	69.23%	36	No effect	75.00%	39
Slightly Positively	3.85%	2	Slightly Positively	3.85%	2	Slightly Positively	1.92%	1
Positively	26.92%	14	Positively	9.62%	5	Positively	5.77%	3
Total	100%	52	Total	100%	52	Total	100%	52

Table E.11

Q17: Salary

Answer	%	Count
Scant	11.54%	6
Inadequate	30.77%	16
Adequate	42.31%	22
Good	15.38%	8
Generous	0.00%	0
Total	100%	52

Table E.12

Q18: Effect of Salary on Teaching

Answer	%	Count
Negatively	1.92%	1
Slightly Negatively	13.46%	7
No effect	76.92%	40
Slightly Positively	3.85%	2
Positively	3.85%	2
Total	100%	52

Table E.13

Q19: Compensation and Benefits Other Than Salary

	Benefits		Professional Development		Perks		Office Space	
	%	Count	%	Count	%	Count	%	Count
None	84.62%	44	13.73%	7	65.38%	34	71.15%	37
Few or Little	5.77%	3	29.41%	15	21.15%	11	7.69%	4
Moderate	1.92%	1	23.53%	12	7.69%	4	11.54%	6
Good	5.77%	3	25.49%	13	1.92%	1	9.62%	5
Generous	1.92%	1	7.84%	4	3.85%	2	0.00%	0
Total Respondents	52		51		52		52	

Table E.14

Q20: Effect of Other Compensation and Benefits on Teaching

Answer	%	Count
Negatively	7.69%	4
Slightly Negatively	9.62%	5
No effect	76.92%	40
Slightly Positively	0.00%	0
Positively	5.77%	3
Total	100%	52

Table E.15

Q22: Number of Current Jobs, Positions, or Situations

	Adjunct		Full-Time		Administrative		Other		Retired	
	%	Count	%	Count	%	Count	%	Count	%	Count
1	69.39%	34	100.00%	6	100.00%	10	76.92%	10	100.00%	1
2	14.29%	7	0.00%	0	0.00%	0	15.38%	2	0.00%	0
> 3	16.33%	8	0.00%	0	0.00%	0	7.69%	1	0.00%	0
Total	49		6		10		13		1	

Table E.16

Q23: Effect of Number of Jobs on Teaching

Answer	%	Count
Negatively	0.00%	0
Slightly Negatively	7.69%	4
No effect	80.77%	42
Slightly Positively	1.92%	1
Positively	9.62%	5
Total	100%	52

Table E.17

Q25: Contract and Terms of Employment

	Adjunct		Full-Time		Administrative		Other	
	%	Count	%	Count	%	Count	%	Count
< 1 Semester	4.00%	2	0.00%	0	0.00%	0	20.00%	1
1 Semester	64.00 %	32	0.00%	0	0.00%	0	0.00%	0
Up to 1 Year	12.00 %	6	40.00 %	2	11.11%	1	0.00%	0
Indefinite	20.00 %	20	20.00 %	1	88.89%	8	80.00%	4
Tenured	0.00%	0	40.00 %	2	0.00%	0	0.00%	0
Total	50		5		9		5	

Table E.18

Q26: Effect of Contract and Terms of Employment on Teaching

Answer	%	Count
Negatively	1.92%	1
Slightly Negatively	9.62%	5
No effect	80.77%	42
Slightly Positively	0.00%	0
Positively	7.69%	4
Total	100%	52

Table E.19

Q28: Current Prospects for Advancement

	Adjunct		Full-Time		Administrative		Other	
	%	Count	%	Count	%	Count	%	Count
None	56.25 %	27	38.89 %	7	37.50%	6	63.64 %	7
Little	12.50 %	6	22.22 %	4	12.50%	2	27.27 %	3
Moderate	14.58 %	7	16.67 %	3	31.25%	5	0.00%	0
Good	14.58 %	7	22.22 %	4	18.75%	3	9.09%	1
Certain	2.08%	1	0.00%	0	0.00%	0	0.00%	0
Total	48		18		16		11	

Table E.20

Q29: Effect of Current Prospects for Advancement on Teaching

Answer	%	Count
Negatively	1.92%	1
Slightly Negatively	11.54%	6
No effect	80.77%	42
Slightly Positively	0.00%	0
Positively	5.77%	3
Total	100%	52

Table E.21

Q31: Job Status Satisfaction

Answer	%	Count
Very dissatisfied	3.92%	2
Moderately dissatisfied	9.80%	5
Neither satisfied nor dissatisfied	11.76%	6
Moderately satisfied	49.02%	25
Very satisfied	25.49%	13
Total	100%	51

Table E.22

Q32: Effect of Job Status Satisfaction on Teaching

Answer	%	Count
Negatively	0.00%	0
Slightly Negatively	3.92%	2
No effect	78.43%	40
Slightly Positively	7.84%	4
Positively	9.80%	5
Total	100%	51

Table E.23

Q33: Satisfaction of Job-related Recognition or Awards

Answer	%	Count
Very dissatisfied	3.85%	2
Moderately dissatisfied	13.46%	7
Neither satisfied nor dissatisfied	53.85%	28
Moderately satisfied	13.46%	7
Very satisfied	15.38%	8
Total	100%	52

Table E.24

Q34: Effect of Satisfaction of Job-Related Recognition or Awards on Teaching

Answer	%	Count
Negatively	0.00%	0
Slightly Negatively	7.69%	4
No effect	82.69%	43
Slightly Positively	3.85%	2
Positively	5.77%	3
Total	100%	52

Table E.25

Q35: Experience of Attitude or Treatment within the Past 12 Months

	Administrative		Faculty		Student		General Public	
	%	Count	%	Count	%	Count	%	Count
Very Dissatisfied	1.92%	1	4.00%	2	0.00%	0	0.00%	0
Moderately Dissatisfied	19.23%	10	2.00%	1	2.00%	1	0.00%	0
Neither Satisfied nor Dissatisfied	9.62%	5	18.00%	9	12.00%	6	50.00%	25
Moderately Satisfied	26.92%	14	28.00%	14	40.00%	20	24.00%	12
Very Satisfied	42.31%	22	48.00%	24	46.00%	23	26.00%	13
Total	52		50		50		50	

Table E.26

Q19 to Q20 Relationship

Q19	Benefits	Professional Development	Perks	Office Space	Q20	
None, Few or Little	90%	43%	76%	79%	Negatively, Slightly Negatively	18%
Moderate	2%	24%	8%	12%	No Effect	77%
Good, Generous	8%	33%	6%	10%	Slightly Positively, Positively	6%

Table E.27

Estimated Effects of Having an Agent Instructor on Next Class Completion: Differential Effects by Student Placement Scores in Writing and Math; Student Fixed Effects and Next Class Fixed Effects

	Students Divided by Placement Test Scores in Writing into Thirds (75% of Students)			Students Divided by Placement Test Scores in Math into Thirds (68% of Students)		
	Lowest	Middle	Highest	Lowest	Middle	Highest
All classes taken by students with valid placement test scores						
Any additional course	-.0407 (0.006)	-0.050 (0.005)	-0.060 (0.005)	-0.046 (0.006)	-0.055 (0.005)	-0.064 (0.005)
Passing the next course	-0.017 (0.008)	-0.021 (0.007)	-0.0399 (0.006)	-0.029 (0.009)	-0.028 (0.007)	-0.031 (0.006)
Classes in academic STEM fields						
Any additional course	-0.034 (0.012)	-0.32 (0.010)	-0.050 (0.010	-0.019 (0.010)	-0.34 (0.014)	-0.058 (0.009)
Passing the next course	-0.016 (0.009)	-0.33 (0.014)	-0.040 (0.007)	-0.011 (0.016)	-0.019 (0.009)	-0.038 (0.006)
Classes in occupational STEM fields						
Any additional course	-0.062 (0.010)	-0.083 (0.010)	-0.112 (0.010)	-0.072 (0.011)	-0.089 (0.011)	-0.017 (0.010)
Passing the next course	-0.010 (0.014)	-0.046 (0.015)	-0.063 (0.013)	-0.028 (0.015)	-0.038 (0.017)	-0.059 (0.012)
Classes in academic non-STEM fields						
Any additional course	-0.045 (0.008)	-0.043 (0.007)	-0.050 (0.007)	-0.043 (0.008)	-0.050 (0.007)	-0.052 (0.007)
Passing the next course	-0.013 (0.011)	-0.019 (0.008)	-0.038 (0.007)	-0.021 (0.011)	-0.025 (0.009)	-0.073 (0.007)
Classes in occupational non-STEM fields						
Any additional course	-0.002 (0.016)	-0.005 (0.014)	-0.010 (0.014)	-0.028 (0.019)	-0.013 (0.014)	-0.009 (0.013)
Passing the next course	-0.002 (0.017)	-0.014 (0.014)	-0.034 (0.016)	-0.019 (0.023)	-0.033 (0.016)	-0.031 (0.013)

Note. *p*-values in parentheses.

From: Xu, D. (2019). Academic Performance in Community Colleges: The Influences of Part-Time and Full-Time Instructors. American Educational Research Journal, 56(2), 368–406

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