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How Adjunct Faculty at Community Colleges Describe their Sustained Motivation to Teach

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HOW ADJUNCT FACULTY AT COMMUNITY COLLEGES DESCRIBE THEIR
SUSTAINED MOTIVATION TO TEACH

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Abstract

There is mounting concern over the influence that hiring larger percentages of adjunct faculty has had on the quality of instruction delivered in higher education. Studies have noted these contingent workers are being hired as an economic resource or commodity rather than viewed as academic partners. This basic inductive study on adjunct faculty in northeast U.S. two-year colleges was important to add to the existing body of knowledge. Utilizing a basic inductive approach allowed the researcher to explore adjunct faculty experiences and to gather data through individualized, semi-structured interviews. Data analysis was examined through the lens of hygiene-motivation theory that explores the levels of satisfaction an individual has at work. This study yielded three super-ordinate themes: awareness of individual reasons to teach, reinforcement, and relationships. Results showed that participants felt a strong value for teaching and that they supported the belief that it was vital to provide students with a quality education. This study found that adjunct faculty experienced mixed emotions of joy, isolation, and need, among others, in their teaching role as adjunct faculty. Satisfaction and dissatisfaction shifted based on the participants' perception of the institutional support they received and what their primary motivation was to teach. The study revealed that the adjunct faculty who volunteered to teach were more often satisfied as work than those who needed the extra income to meet financial obligations. This study and subsequent recommendations are relevant for administrators and faculty coordinators who hire adjunct faculty, as these leaders attempt to advance quality pedagogy. Conclusions from this study recommend that additional research should be conducted to further explore adjunct faculty experiences and to find better ways to enhance their teaching and learning skills. This will help advance quality pedagogy.

Keywords: adjunct faculty, *adjunct faculty hiring practices, adjunct movement, adjunct parity, hygiene-motivation theory, intentionality, two-year colleges.*

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Chapter One: Introduction

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges, with 5 to 25 years of adjunct teaching, described their sustained motivations to teach. The essence of inductive analysis lies in its analytic focus and the reflective engagement that the researcher has with the participant's shared accounts. Based on recommendations from other researchers who have conducted studies on adjuncts, this study was timely, because other studies suggested that further examination of adjunct faculty motivations to teach within the northeast United States two-year colleges would be beneficial (Bettinger & Long, 2004; Christiansen, 2010; Jaschik, 2006; Landrum, 2009; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014).

The reason for the selection of adjunct faculty in Delaware, New Jersey, and Pennsylvania was that the researcher had identified the northeast United States as having a larger concentration of adjunct faculty. This was based on statistical review from the extant literature and from data retrieved from the U.S. Bureau of Labor's *Occupational Labor Statistics (2015)*. This has been detailed within the context of this research study.

Context and Background

Protecting the quality of higher education provided to students has been an ongoing concern (Bettinger & Long, 2004; Christiansen, 2010; Jaschik, 2006; Landrum, 2009; Maynard & Joseph, 2008; William, 2014). Adjunct faculty are instructors categorized as teaching less than full-time but fall under what is known as contingency labor (Washington, 2012). As contract workers, adjunct faculty are paid far less than their full-time faculty colleagues to do the same work with fewer resources (Washington, 2010). Research has noted a concern that the movement toward adjunct faculty majorities in staffing practices

has diminished access between students and instructors outside of the classroom (Bettinger & Long, 2004; Christiansen, 2010; Jacoby, 2006; Jaschik, 2006; Maynard & Thomas, 2008; Washington 2012). Other research regarding the hiring practices of adjunct faculty in colleges suggested that the growing reliance on adjunct faculty may indicate that higher education has had to adapt to become more like other parts of the American labor market (Bettinger & Long, 2004).

While the use of adjunct faculty has not been a new phenomenon, the number of adjuncts has increased over time (Curtis & Jacobe, 2006; National Center for Education Statistics (NCES), 1995; NCES, 2007; NCES, 2012; Trend, 2000; Wilson, 1998). From 1975 to 2005 the adjunct population grew from approximately 22 percent of faculty employed in colleges to 50 percent (Lyons, 2007). Research from the U.S. Bureau of Labor Statistics (2015) and the American Association of University Professors (2014) revealed that there has been a large increase in the number of part-time faculty within the United States. Therefore, a review of how adjunct faculty described their motivations to teach in northeast two-year U. S. colleges, specifically, in Delaware, New Jersey, and Pennsylvania was helpful.

According to research, higher education's reliance on adjunct faculty in the United States has been growing (Christiansen, 2010; Curtis & Jacobe, 2006; Jaschik, 2006; IPEDS, 2007; Landrum, 2009; Maynard & Thomas, 2008; NCES, 1995; NCES 2004; Washington, 2012; Williamson, 2014). Critics argued that these alternative instructors with less education and engagement within a post-secondary setting may affect a student's interest in a subject discipline (Bettinger & Long, 2004). Bettinger and Long's (2004) study revealed that the use of adjunct faculty and graduate students teaching in post-secondary classrooms provided a

benefit for professional, technical, and scientific disciplines, but that there was a decrease in interest in the subjects taught among students who studied humanities. Jaschik (2006) and others questioned whether additional use of adjunct faculty would change the method and effectiveness of instruction delivered to students in the classroom (Bettinger & Long, 2004; Christiansen, 2010; Curtis & Jacobe, 2006; Landrum, 2009; Lyons, 2007; Maynard & Thomas, 2008; Washington, 2012; Williamson, 2014). Williamson's (2014) study of midwest adjunct faculty teaching non-traditional learners suggested there was a need for additional research on adjunct faculty growth and on motivation in other regions of the U.S.

Therefore, this study sought to explore and address the increased number of adjunct faculty in two-year colleges in the northeast U.S.; specifically, from Delaware, New Jersey, and Pennsylvania to understand how adjunct faculty with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Bettinger & Long, 2004; Christiansen, 2010; Landrum, 2009; Maynard & Thomas, 2008; Washington, 2012; Williamson, 2014).

Rationale

The rationale for this study was the researcher's interest in investigating adjunct faculty in the northeast U.S. to determine how they made sense out of the cues implicitly received from their experiences at work (Herzberg et al., 1959; Tagg, 2003). Multiple studies conducted on adjunct faculty growth indicated a need for further examination of how certain motivators to teach shaped the way in which adjunct faculty described their experiences as teachers (Herzberg et al., 1959; Maynard & Thomas, 2008; Washington, 2010; Williamson, 2014).

This study built upon previous investigations and studies focused on adjunct faculty and was guided by Herzberg et al.'s (1959) hygiene-motivation theory. Herzberg et al.

(1959) was an appropriate theoretical framework because it situates the study through a lens of how satisfied or dissatisfied employees feel at work. An investigation and identification of a distinct set of adjunct faculty motivations to teach that were analyzed through this study showed how adjunct faculty described their unique and individual motivations to teach (Herzberg et al., 1959). Findings from this study can inform and guide college administrators, full-time discipline coordinators, and Human Resources departments who are charged with staffing large adjunct faculty populations (Herzberg et al., 1959; Long, 2007; Smith, 2009; Williamson, 2014).

Significance of the Problem

There was mounting concern over the influence that the exponential growth of adjunct faculty has had on the quality of instruction delivered in higher education (Bettinger & Long, 2004; Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Maynard & Joseph, 2008, NCES, 2008; NCES, 2012; Washington, 2010; Williamson, 2014). Studies have noted that adjunct faculty have been identified as an economic resource or commodity for colleges to draw from, rather than viewed as a contributing force to the academic success of the institution (Ehrenberg, 2002; Gappa & Leslie, 1993; Leslie & Gappa, 2002; Tyree, Grunder, & O'Connell, 2000).

With use of the Bureau of Labor Statistics' (2015) occupational employment tools online at BLS.gov, this study on adjunct faculty found that a larger number of part-time (other) faculty instructors are located in the northeast U.S. By running an occupational employment statistics query, this study found that the total number of faculty listed as "other" in the northeast was 240,300 compared to the total number of faculty listed as "other" in the southeast as 190,700. The documentation then showed the midwest as having

faculty listed as "other" equating to 98,840. While significant, this was just one example of this study's importance to research information that was valuable regarding the adjunct faculty population in the northeast U.S. (BLS, 2015).

Due to the continued trend of growth in adjunct faculty staffing practices across the U.S., it was important to investigate how adjunct faculty with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Herzberg et al., 1959; Smith, et al., 2009). Commentary from full-time faculty, administrators, researchers, and adjunct faculty themselves about the growth of the adjunct faculty workforce has raised questions over the trend of faculty hiring in higher education (AAUP, 2003; Christiansen, 2008; Curtis & Jacobe, 2006; Ehrenberg, 2002; Levine-Sauberman, 2014; Maynard & Thomas, 2008; Washington, 2012; Williamson, 2014). To date, there have been several national satisfaction surveys that have measured the number of adjunct faculty employed, as quantified by the U.S. Department of Education (Bunn, 2012; Domino, 2012; NCES, 2007; NCES, 2012; Pearman, 2001; Tyree, Grunder, & O'Connell, 2000; Washington, 2012). In 1975, 20 percent of faculty were adjuncts, defined as working less than a full-time faculty load. And by 2005, that number increased to 50 percent (AAUP, 2007; Lyons, 2007; Wilson, 1998).

Studying the impact of adjunct faculty motivations to teach in two-year colleges in the northeast, and specifically, in Delaware, New Jersey, and Pennsylvania will allow other researchers to build upon this investigative study to add valuable information from their own data analysis and add to the ever growing body of research on adjunct faculty (AAUP, 2003; Christiansen, 2010; Curtis & Jacobe, 2006; Levine-Sauberman, 2014; Maynard & Thomas, 2008; Washington, 2012; Williamson, 2014). This study attempted to describe how adjunct faculty with 5 to 25 years of adjunct teaching described their sustained motivations to teach

in northeast U.S. two-year colleges (Bettinger & Long, 2004; Jaschik, 2006; Maynard & Thomas, 2008; Pompper, 2011; Wantanabe, 2003; Williamson, 2014).

As such, findings uncovered in this study regarding specific motivations to teach and how they affected adjunct faculty will help administrators and faculty coordinators focused on hiring adjunct faculty to review and rely on the analysis from this study. Individual motivational characteristics adjunct faculty bring with them to the job may be an indicator of the probable successes they may experience in a teaching role. The measured analysis of the data from this study on adjunct faculty can assist recruiters to attempt a critical analysis of what makes adjunct faculty motivated to advance the quality of instructors and pedagogy in two-year colleges. Through careful review and attention to detail regarding these key motivators that inspire success, staffing managers will be better equipped to determine how well an adjunct instructor may succeed prior to hiring them to teach (Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Maynard & Thomas, 2008; Tagg, 2003; Wantanabe, 2003; Washington, 2010; Williamson, 2014).

This study contributed to the extant literature regarding whether specific motivations to teach affected how adjunct faculty responded to and internalized institutional cues. It also helped to address how adjunct faculty with 5 to 25 years of adjunct teaching described their sustained motivations to teach within the institutions they served (Bettinger & Long, 2004; Herzberg et al., 1959; Jaschik, 2006; Landrum, 2009; Maynard & Thomas, 2008; Washington, 2012; Williamson, 2014). Results found that a stronger commitment to teaching was needed to support the overall mission of colleges and to provide an increased possibility of successful pedagogy practices in the classroom. This was recommended despite the growing trend to hire increased numbers of adjunct faculty to staff classes.

This study about adjunct faculty with 5 to 25 years of adjunct teaching supported adjustments in staffing practices and encouraged changes in the overall screening processes for hiring and evaluating the effectiveness of adjunct faculty in the classroom or *online* (AAUP, 2003; Christiansen, 2010; Washington, 2012; Williamson, 2014). Data collected and examined by this study on adjunct faculty had the goal of achieving a better way to measure and understand how adjunct faculty with 5 to 25 years of adjunct teaching have succeeded in the past and if there was some pattern of success based on how they described their sustained motivations to teach (Christiansen, 2008; Herzberg et al., 1959; Maynard & Thomas, 2008; Rosenbloom, 2013; Tagg, 2003; Washington, 2012; Williamson, 2014).

Research Problem and Research Question

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles, et al., 2014). This was an appropriate study as there had been significant growth in adjunct faculty between 1975 and 2005 and that number still continues to climb (AAUP, 2014; BLS, 2015; Bettinger & Long, 2004; Jaschik, 2006; Kezar and Maxey, 2013; Landrum, 2009; Maynard & Joseph, 2008; NCES, 2005).

Data from the NCES (2007) showed that part-time faculty in 1975 comprised 20 percent of the instructional workforce at post-secondary institutions and this number had increased to approximately 48 percent by 2005. A recent study completed in 2012 found that the adjunct faculty workforce nearly peaked at 50 percent (NCES, 2012). An investigation into the number of full-time versus part-time faculty employed in northeast U.S. two-year colleges uncovered that the number of adjunct faculty utilized to staff classrooms has

outnumbered the actual full-time faculty staffed in many colleges, adding to the significance of the study (NCES, 2012). To frame this study, one research question was developed:

      1. How do adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching explain and make sense of their sustained motivations to teach?

Research Methodology

      Basic inductive study is committed to the researcher acting as a pragmatic realist by examining regularities and sequences that link together phenomena. From these patterns, researchers can develop the concepts that motivate individuals and social life (Miles et al., 2014, p. 7). This methodology helped detail and shape the researcher's understanding of what the experiences were for nine adjunct faculty in northeast U.S. two-year colleges, with 5 to 25 years of adjunct teaching, to analyze how their unique experiences sustained their motivations to teach. Each semi-structured interview was handled as an independent case. Transcripts that were transcribed directly after each interview to allow the researcher to extract data and see if any changes in the interview questions were necessary to more accurately reflect the information sought by this study. The findings in each case were then compared in a cross-case analysis. This method was used to draw common themes out of in vivo coding, by processing chunks of text into phrases, and clustering them in regard to how participants described out of what was happening to them. The goal of this study was to conduct an examination in a way that enabled an experience to be expressed in its own terms rather than according to a predefined categorical system (Miles et al., 2014).

      A distinguishing feature of basic inductive research is its emphasis on in-depth study using semi-structured interviews. In this type of study, relatively little instrumentation is used. Rather, the researcher is essentially the main instrument in the study (Miles, et al.

2014, p. 9). The researcher's goal is to gather a holistic overview of the context under study by noting the social arrangement, ways of working, and explicit and implicit rules revealed from participant responses (Miles et al., 2014, p. 9). The semi-structured interviews were audio-taped and then transcribed to review and capture the data. The data was then transformed into rich, thick descriptions.

Approaching this study on adjunct faculty in this manner was helpful because it allowed the researcher to derive meaning and understand the context of the information gathered. It allowed the researcher to comprehend where participants were in terms of the context and compare responses, while concurrently being cognizant of the researcher's prior knowledge and positionality on the topic being studied. Because this study on adjunct faculty with 5 to 25 years of adjunct teaching considered what the researcher brought to the study in terms of positionality it captured rich data to create thick descriptions in support of the findings. Based on the researcher's former and current experience working in U.S. two-year colleges, the selection of the northeast U.S. was an appropriate geographic area of study. This, along with statistics showing that the northeast is the most densely populated geographic region and employs the highest numbers of adjunct faculty across the country, made this study even more relevant. The researcher worked in close proximity to the area colleges that research participants were purposively selected from. Therefore, this study on adjunct faculty was more meaningful in terms of clarity of established and well known environments.

Basic inductive studies were utilized to frame how individuals describe their environment within the context of a group of similar individuals (Miles et al., 2014). The focus of this study was on how adjunct faculty in northeast U.S. two-year colleges with 5 to

25 years of adjunct teaching described their sustained motivations to teach. One attribute that was helpful in terms of contributing valuable data to this research study was the format. This was because research focuses on how adjunct faculty lives, and the lives affected around them, draw a particular analysis from participant behavior. Like all research, this study used a pragmatic approach. This was due to the fact that the researcher became the instrument used to measure the data and tried to make sense of the explanations iterated by participants. This was done while concurrently considering the context of her own positionality when listening to participants describe their sustained reasons to teach (Miles, et al., 2014, p. 9).

  Major elements and rationale for the methodology. A study of how nine adjunct faculty in northeast U.S. two-year colleges, with 5 to 25 years of adjunct teaching, helped to explain how adjunct faculty sustained their motivations to teach; and how they made sense of their experiences. The subsequent data was categorized and described as "the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations" (Miles et al., 2014, p. 9). The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast U.S. two-year colleges, with 5 to 25 years of adjunct teaching, described their sustained motivations to teach (Miles et al., 2014).

  Terminology unique to this study included references to various adjunct faculty descriptors, institutional configurations, and contractual obligations, as well as to a working definition of hygiene-motivation theory (Herzberg, et. al, 1959). The following section is a reference for common terminology mentioned throughout the research study.

Definition of Key Terminology

Term 1 **-** *Adjunct faculty* - faculty who may or may not have had practical work or subject matter expertise, or previous teaching experience, and who work less than a full-time faculty load (Jaschik, 2006; Landrum, 2009; Washington, 2012). Adjunct faculty often get paid far less than their full-time faculty counterparts and customarily work with less support from administrators or other faculty, leading them to possibly feel disconnected from the institutions they serve (Maynard & Thomas, 2008).

Term 2 **-** *Adjunct faculty hiring practices* **-** due to decreased budgets from federal, state, and local governments, colleges and universities have increased the rates of hiring adjunct faculty, defined as part-time contingent labor who work less than a full-time faculty load (Hughes, 2012). Staffing of adjunct faculty has grown from 20 to 50 percent between 1975 and 2005 and this trend does not appear to be slowing down (NCES, 2007). Research indicates that the reason for this is that colleges are adapting hiring practices to reflect today's economy and labor force similar to businesses across the U.S. (Bettinger & Long, 2004; U.S. Bureau of Labor Statistics, 2015). It also indicated that adjunct faculty are being considered more of an economic commodity rather than an intellectual benefit (Ehrenberg, 2002; Gappa & Leslie, 1993; Leslie & Gappa, 2002; Tyree, Grunder, & O'Connell, 2000).

Term 3 **-** *Adjunct movement* - the history of the growth of adjunct faculty in colleges and the key reasons that part-time adjunct faculty may or may not have fewer benefits and support in the classroom or within the organization (American Association of University Professors, 2003; June, 2012).

Term 4 **-** *Adjunct parity* **-** Research that explains the inequality in salary, benefits, and support that most adjunct faculty experience especially when compared to their full-time

faculty counterparts at the same post-secondary institution (AAUP, 2003; Christiansen, 2008; Landrum, 2009; Maynard & Thomas, 2008; Washington, 2012).

Term 5 - *Hygiene-motivation theory* - Herzberg, Mausner, and Snyderman (1959) stated hygiene factors or (dissatisfiers) were present at work. This caused employees dissatisfaction or indifference that generally arose from external organizational cues. Herzberg et al. (1959) used the term motivators as identified with (satisfiers). These satisfiers are defined as ways in which individuals interpret organizational cues, for example, how they feel about recognition and rewards and how they internalize these emotions. The interpretation from the tacit cues leads to differing levels of satisfaction on the job. It was noted within the research that, at some point in time, satisfaction and dissatisfaction levels plateau (Herzberg et al., 1959).

Term 6- *Intentionality* - the principle that every mental act is related to some object and infers that all perceptions, such as imagining, perceiving, or reviewing have meaning and that someone is always thinking about something (Brentano, 1910; Miles et al., 2014).

Term 7 - *Two-year colleges* - those institutions that educate students beyond high school, specifically, junior colleges that provide students with two-year associate degrees or that provide career certificates.

The following section of this chapter includes a description and discussion of Herzberg et al.'s (1959) hygiene-motivation theory, which served as the theoretical framework to guide this research.

Theoretical Framework

Conceptual framework. Robson (2002) described a conceptual framework of a study as the system of concepts, assumptions, expectations, beliefs, and theories that support

and inform the research study. A conceptual framework was explained as a visual or written product that is used to explain the main things to be studied, either graphically or in narrative form (Miles et al., 2014). "The key factors, concepts, or variables are compared to develop and analyze the presumed interrelationships among subjects" (Miles et al., 2014, p. 20).

Utilizing a conceptual framework forced the researcher to be selective in determining what variables were notable. It helped the researcher outline what was most meaningful and what information should be collected and analyzed (Miles et al., 2014, p. 20). It also provided a framework and analysis so that other researchers could frame a study and to allow for an eventual cross-case analysis. Thus, the conceptual framework of this study acknowledged the grounding beliefs and assumptions surrounding how adjunct faculty motivations to teach influenced how they made sense of their role as teachers (Herzberg, et al., 1959; Miles et al., 2014).

Herzberg, Mausner and Snyderman (1959). As a primary lens to guide this research, Herzberg et al.'s (1959) two-factor, hygiene-motivation theory was chosen. This was used to frame how certain motivators, known as satisfiers, and de-motivators, known as dissatisfiers, were provided by tacit cues on the job. These cues, in turn, were then internalized by adjunct faculty. Herzberg et al. (1959) determined that these types of factors shaped the way in which participants responded to influences around them and made sense of their role within northeast U.S. two-year colleges. The hygiene factors, when taken as an individual unit alone, would not sufficiently describe the phenomenon (Amoako, 2011).

Herzberg et al.'s (1959) hygiene-motivation theory allowed the researcher to better comprehend employee attitudes and motivations. Herzberg et al. (1959) completed studies to

determine which factors in an employee's work environment caused satisfaction or dissatisfaction based on certain motivators or things that may positively or negatively impact an employee's overall performance (Herzberg et al., 1959). Or perhaps not affect it in any way, known as a neutral.

Herzberg et al. (1959) maintained that five intrinsic motivators were required for an individual to experience job satisfaction at work and contributed to an organization's positive labor environment: (1) a feeling of achievement; (2) whether or not the employee received verbal recognition; (3) if the work itself was challenging; (4) what level of responsibility the work incorporated; and (5) if there were incentives for future promotion. Herzberg et al.'s (1959) study noted that employee satisfaction at work plateaued at a certain response point and did not grow after that point was reached.

Interview questions with this study's participants drew from and examined these concepts as part of the process to decipher how data mentioned in Herzberg et al. (1959) did or did not hold true today. This framework is presented in Figure 1.

Figure 1. Herzberg, Mausner and Snyderman's (1959) Hygiene-Motivation Theory Framework.
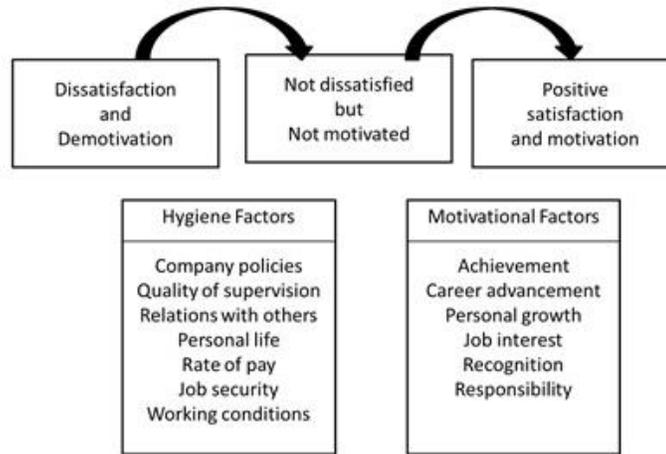
Figure 1. Herzberg, Mausner and Snyderman's (1959) Hygiene-Motivation Theory diagram. This diagram visually depicts the flow of dissatisfiers and satisfiers or hygiene and motivational factors that affect an individual's motivation at work. Herzberg, F., Mausner, B. and Snyderman, B. (1959). The motivation to work. NY: NY. Wiley.

To better understand employee motivation and employee attitudes, Herzberg et al. (1959) completed studies to determine which factors in an employee's work environment motivated or de-motivated them at work. Herzberg et al. (1959) argued that these factors provided only short term successes because the motivating factors that determined whether satisfaction existed or not were intrinsic to the job itself and not the result of employee incentives or punishments. This study looked at the motivations (satisfiers) and hygiene factors (neutrals/dissatisfiers) listed in Herzberg et al.'s (1959) diagram through individual one-on-one semi-structured interviews with study participants (Miles et al., 2014). Through detailed examination of the responses within this methodology, combined with the use of targeted interview questions, this researcher analyzed the data collected and identified how

adjunct faculty described their motivations to teach. This method allowed for a gathering of rich data and thick descriptions (Appendix C; Reid, Flowers & Larkin, 2005; Miles et al., 2014).

Figure 1 depicts the flow of Herzberg et al.'s (1959) two-factor, hygiene-motivation theory. The diagram depicts that both on-the-job motivators and de-motivators are predictable in the workplace. A shift in either direction can change the outcome of the level of employee satisfaction or dissatisfaction (Herzberg et al., 1959). Herzberg et al.'s (1959) framework also noted that at a certain point a saturation level occurs within individuals and that the employment satisfaction from motivational factors plateaus.

In this study on adjunct faculty motivation was defined as an individual's state of mind in regard to achievement, career advancement, personal growth, job interest, recognition, and responsibility. Herzberg et al. (1959) stated motivations were generally intrinsic to the job itself. However, Herzberg et al.'s (1959) research also suggested that de-motivating factors are generated by company policies, quality of supervision, relationships with others, personal work-life balance, rate of pay, job security and working conditions. What all of these characteristics or reactions have in common are that they are all centered around individuals receiving cues, processing them, and valuing the perceived outcomes (Herzberg et al., 1959).

The absence of hygiene factors that are referred to as influences outside the scope of an employee's control such as company policies, job security, the quality of supervision, and rate of pay, to name a few, does not automatically lead to satisfaction on the job. At times, hygiene factors remain neutral in the absence of being fully enforced in the work environment, yet are not sufficient to satisfy workers either. They remain neutral in those

instances. Whereas motivators referring to the nature of the job that provide satisfaction like recognition and rewards, job promotion, and quality rate of pay, can lead to higher motivation and satisfaction on the job (Amoako, 2011). Herzberg et al., (1959) noted that most motivational inspiration comes from within an individual, whereas dissatisfaction generally occurs from some outside stimuli such as working environments, conditions of employment, relationships, and other things such as work-life balance.

  Critics of the theory. House and Wigdor (1967) criticized Herzberg et al.'s (1959) two-factor theory claiming it was an oversimplification of the measure of motivation and dissatisfiers found on the job. House and Wigdor argued that results from Herzberg et al.'s (1959) study were methodologically bound and based on a particular group of participants, i.e., accountants and engineers; and that these factors, along with s brought to the study by the researchers themselves, had flawed the results. House and Wigdor (1967) claimed that Herzberg et al.'s (1959) results were inconsistent and did not accurately depict past evidence concerning satisfaction and motivation of the participants within their study.

  Research completed by Vroom (1964) noted that the storytelling methodology referred to as a critical-incident method that was used by Herzberg et al. (1959) created an environment where participants recalled past experiences with their supervisors to explain how their managers either inspired motivation or dissatisfaction on the job. Vroom claimed the study was rife with the possibility for s. Vroom (1964) argued that the way the dual-factor theory was processed by Herzberg et al. (1959) may have contaminated the coding process. Noticing a lack of documented s from the researchers upon start-up, Vroom (1964) felt the coding and analysis of the data could have included a better understanding of the rater's hypothesis and brought with them prior to the study. This, Vroom (1964) mentioned,

would have been a better approach to Herzberg et al.'s (1959) research study in regard to the composition and interrelation of dimensions examined, rather than by depicting results as the actual respondent's perceptions while lacking the positionality of the researchers. Vroom (1964) suggested that a more objective approach would have included the rater's positionality ahead of the research interaction instead of solely focused on interpreting participant accounts, absent the statement of positionality. Further, if the rater had given the opportunity for participants to review their transcripts and completed a member check that validated the portrayal of their input, the data would have been more accurate in terms of what was explained and how it was interpreted. This would have made the study more accurate and credible (Graen, 1966).

Dunnette, Campbell, and Hakel (1967) felt that Herzberg et al.'s (1959) categorization of coding of data was too simplified and that it was without any depth of analysis of the emerging patterns. They felt, instead, that Herzberg et al.'s (1959) data could have been interpreted as codes believed by the rater and not by the actual experiences recalled by participants. One way to validate the study would have been to describe the dimensions of supervision in varying categories such as: (a) supervisor was competent; (b) supervisor was incompetent; and (c) supervisor displayed favoritism. All three classifications required an interpretation by the rater of the supervisor's behavior. If the participant offered the evaluation, no interpretation by the researcher would have been required. If the participant simply described the supervisor's behavior, an evaluation by the researcher was then necessary (House & Wigdor, 1967).

Support for Herzberg et al. (1959). Amoako (2011) reviewed Herzberg et al.'s (1959) two-factor hygiene-motivation theory and found that, although there were some

criticisms regarding its application to people and how they may not relate directly to individuals with unskilled jobs, or to those whose work was uninteresting, repetitive, monotonous and limited in scope, there was still enough evidence to continue support for the relevance of Herzberg et al.'s (1959) theory.

Some critics of Herzberg et al.'s (1959) theory stated the research assumed there was a correlation between satisfaction and productivity, yet they felt that the study could have focused more on a theory of satisfaction that was separated out from the concept its relationship to productivity (Amoako, 2011). Other researchers argued that employee satisfaction does not automatically contribute to productivity, but rather, can be viewed as a passive attribute. Hayday (2003) claimed that more proactive measures regarding what creates motivation levels may be linked to behavioral change and performance. Yet Hayday (2003) claimed that despite such criticism, there is still evidence of support for the continuing relevance of Herzberg et al.'s (1959) theory.

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014). Chapter two follows with a literature review designed to ground the study in the extant literature. Chapter two moves through the historical aspects of adjunct growth in the adjunct faculty movement section followed by a discussion of literature describing other studies in regard to adjunct faculty motivations to teach. The study then moves into a discussion about adjunct faculty parity, training and development, and finishes with information about adjunct faculty geographical statistics in support of the reasons for this study to take place in northeast U.S. two-year colleges.

Chapter Two: The Literature Review

This review captured significant elements of the adjunct experience: the history of the adjunct faculty movement, adjunct faculty motivations to teach, adjunct faculty parity, adjunct faculty orientation and training opportunities and adjunct faculty growth and geographic population differences. A summary was provided to analyze the key concepts garnered from this examination. A key question addressed in this review purported that there was a link between adjunct faculty motivations to teach, for example, was it for financial reasons, the love of teaching, or something else, and looked to see how unique experiences influenced how adjunct faculty described their motivations to teach (Herzberg et al., 1959; Miles et al., 2014).

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014). Due to the proliferation of adjunct faculty staffing in colleges, questions have been raised as to what the impact of employing higher percentages of adjuncts has had on institutional and student success (Bettinger & Long, 2004; Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Levine-Sauberman, 2014; Maynard & Thomas, 2008; Williamson, 2014). Studies suggested it was important to record and understand how adjunct faculty related to organizational cues and nuances that affected how they described their role in colleges (Christiansen, 2008; Landrum, 2009; Williamson, 2014).

The importance of paying attention to the motivations of this group of individuals was to measure whether specific motivators that adjunct faculty brought with them to teach influenced how they made sense of their role at work (Herzberg, et al., 1959; Smith et al.,

2014). Moreover, academic literature regarding the experiences and motivational factors of adjunct faculty was documented to enrich the discourse in this field of interest as well as in related fields such as, *motivation, education, leadership, management, organizational systems* and *the adjunct workforce* (Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Levine-Sauberman, 2014; Maynard & Thomas, 2008; Morgan, 2006; Williamson, 2014).

Adjunct faculty are part-time teachers in colleges and universities who may or may not have other jobs and who teach less than a full-time faculty load. These individuals often teach at several institutions concurrently (Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014). Many times adjunct faculty are practitioners first, who later focus on teaching, after having experienced working in the field or discipline in which they provide instruction. But this is not always the case (Williamson, 2014). As contract workers, adjuncts have been paid far less than their full-time faculty colleagues to do the same work with less support (Landrum, 2009; Maynard & Thomas, 2008; Wantanabe, 2003; Washington, 2012; Williamson, 2014). In some of the studies reviewed, adjunct faculty were referred to as adjuncts, auxiliary faculty, adjutant faculty, and part-time faculty (Bettinger & Long, 2004; Christiansen, 2008; NCES, 2005; NCES, 2012; Wantanabe, 2003; Williamson, 2014). Research indicated that adjunct faculty were usually offered few benefits, if any; yet attempted to make a living wage with little to no support, training, or office space (Landrum, 2009; Maynard & Joseph, 2008; Wantanabe, 2003; Washington, 2012; Williamson, 2014). Several research studies argued that movement toward hiring more adjunct faculty has diminished access between students and their instructors outside of the classroom (Christiansen, 2008; Jaschik, 2006; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014).

This study on adjunct faculty was grounded in Herzberg, Mausner, and Snyderman's (1959) hygiene-motivation theory. This theoretical framework discussed motivation in terms of levels of satisfaction and dissatisfaction experienced by individuals on the job. The methodology adopted for this research investigation was basic inductive research, which examines the research topic from the point of view of how the individual makes sense of their experience yet completed within the context of a specific group (Miles et al., 2014). In this case, within the parameters of adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching.

The History of the Adjunct Movement

The practice of employing adjunct faculty in colleges in the United States grew significantly between 1975 and 2005 (Hoeller, 2007; Integrated Postsecondary Education Data System, 2007; Monks, 2009; National Center for Education Statistics (NCES), 2005; NCES, 2011). As in other industries colleges have had to adapt to new practices of workplace accommodation (Hoeller, 2007). Moody argued that the corporate demand for leaner production led American workers to multiple waves of layoffs, downsizing, and outsourcing. Colleges have not been immune to these changes (Hoeller, 2007).

From 1975 to 2005 both business and government lobbied for concessions from workers and their unions (Hoeller, 2007). This included not only kickbacks, but also reduced benefits and increased the use of part-time and temporary workers. This change in perception led to the decline of union membership from a peak of 32.5 percent of the nation's workforce in 1953 to 27.3 percent in 1970 and dipping to 12 percent or less today (American Association of University Professors (AAUP), 2009; Hoeller, 2007). This shift created two-tiered compensation systems that preserved higher wages for existing members

but created an environment where new members had to do the same work for significantly lower wages (Hoeller, 2007). Because of this, union solidarity began to wane as members working side by side were doing the same job but paid disparately (Hoeller, 2007).

Occurring early in the 1990's Krier and Staples (1993) noted that post-secondary administrator's relied more on adjunct faculty for financial rather than academic reasons. Managing department budgets to control costs created the need for administrators to hire a larger pool of part-timers (Krier & Staples, 1993). Data gathered by AAUP from the Integrated Postsecondary Education Data System (IPEDS) (2007) report showed that by 2005 adjunct faculty represented roughly 48 percent of all faculty employed in the United States (Monks, 2009).

According to a 2009 report completed by the AAUP, the trend of hiring adjunct faculty has continued to grow. Factors like low pay, almost nonexistent benefits, inadequate working conditions, and little to no opportunity for career advancement have increased dramatically (AAUP, 2009; Monks, 2007). In Monks' (2007) analyses regarding the earnings of contingent faculty in higher education, the report disclosed that part-time non-tenure track faculty earned between 22 and 40 percent less than tenure track assistant professors based on an hourly comparison. This had been a long-term concern for the AAUP, who had attempted to address the plight of part- and full-time non-tenure track faculty, especially through the work of the Committee on Contingent Faculty and the Profession (AAUP, 2009).

A recommended policy statement by the AAUP (2003) titled *Contingent Appointments and the Academic Profession* recommended that colleges and universities increased the proportion of tenure track faculty appointments and improved job security for

contingent faculty. The AAUP (2006) recommended that the adoption of a long-standing decree entitled the *Recommended Institutional Regulations on Academic Freedom and Tenure* be adopted to address the policies and procedures for the ethical treatment of contingent faculty. To further support these recommendations, the AAUP (2006) followed up with the publication of the *Contingent Faculty Index* that tabulated the use of contingent and tenure-track appointments at different institutions.

In conclusion, there were many reasons that the adjunct faculty workforce had increased over the last several decades (AAUP, 2006; Bettinger & Long, 2004; Christiansen, 2008; Hoeller, 2008; IPEDS, 2008; Jaschik, 2006; Levine-Sauberman, 2014; Landrum, 2009; Maynard & Thomas, 2008; Monks, 2007; Wantanabe, 2003; Williamson, 2014). As budgets shrunk, government regulations changed, and the adjunct faculty population continued to rise, it was important to ensure that students received a quality education (Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Maynard & Thomas, 2008; Williamson, 2014). Colleges must keep in mind that adjunct faculty will need support in pedagogy, technology, and other services, in order to support their teaching efforts (Levine-Sauberman, 2014; Pompper, 2011; Williamson, 2014). In doing so, colleges can offer adjunct faculty the opportunity to support the mission of the college and the students they serve. In the next section of this chapter, the researcher discussed adjunct faculty motivations to teach and described outcomes and limitations that were revealed in several studies within the existing literature.

Adjunct Faculty Motivations to Teach

As defined by Herzberg et al.'s (1959) hygiene-motivation theory, motivation was created by feelings of achievement, career advancement, personal growth, job interest,

recognition, and responsibility, but mainly came from within (Herzberg et al., 1959). Hygiene factors consist of company policies, the quality of employee supervision, relationships with others, personal work-life balance, rate of pay, job security, and working conditions. What they had in common was that they are all centered on an individual receiving cues, processing them, and valuing the perceived outcomes (Herzberg, 1959).

Due to the steady rise in the number of adjunct faculty in colleges, it was important to understand what motivated successful teachers to maintain quality and support the challenges that arose with respect to their role as teachers (Williamson, 2014). It was important to pay particular attention to the lived experiences and motivational factors that influenced how adjunct faculty described their motivations to teach (Landrum, 2009; Maynard & Joseph, 2008; Rowh, 2014; Wantanabe, 2003; Williamson, 2014). The experiences and motivations described directly contributed to adjunct faculty performance in their pursuit as successful educators as well as to the performance and achievements of their students.

Motivation through expectancy-value theory. Williamson's (2014) IPA study focused on research questions that documented the first-hand accounts, impressions and motivational factors of adjunct faculty who taught non- traditional learners at a private not-for-profit institution in the midwest. Through collaborative action empowerment research methods and the lens of expectancy-value theory, Williamson (2014) asked seven adjunct faculty, who taught non-traditional students, about their lived experiences and motivations (Cousins & Earl, 1995; Fetterman, Kaftarian, & Wandersman, 1996; McIntyre, 2008; Smith, Flowers, & Larkin, 2009; Tolman & Brydon-Miller, 2001; Whyte, 1991).

The study utilized semi-structured interviews to collect personal accounts with open-ended interview questions. Participants were male and female between the ages of forty and sixty. Findings of the study revealed that two superordinate themes emerged: one was motivations and the second was challenges. The study was broken down further into eight subthemes labeled: students, environment, intrinsic value, goals, cost, information sharing, staying connected, and technology. Results of the study identified stakeholders within institutions of higher education that could benefit from the results as adjunct faculty, administrators, human resource departments, and non-traditional learners.

Moreover, the study recommended that administrators in colleges could evaluate the study's findings and get a better understanding of how the motivations and challenges that adjunct faculty faced could be addressed on campus (Williamson, 2014). Williamson (2014) noted that human resource departments should analyze the study's findings to develop and facilitate improved hiring and onboarding practices. The recommendations from the study suggested that taking these results into account, human resource departments could provide non-traditional learners with better qualified and well trained adjunct faculty (Williamson, 2014).

Overall, the research found that participants ranked students and information sharing as the most prominent contributing factors to their motivation. This was followed by intrinsic value, the environment, and goals. Williamson (2014) argued that each of the factors contributed to the motivation, persistence, passion, and dedication that participants brought with them to their role as adjunct faculty within post-secondary institutions. A factor that did not contribute as a main reason for motivation in teaching non-traditional learners was financial compensation. Rather, adjunct faculty ranked financial compensation

as a neutral for all adjunct faculty categories that were measured with the exception of aspiring academics (Williamson, 2014).

One challenge found by Williamson's (2014) study was that adjunct faculty described their overall experiences as being disconnected with the main campus, full-time faculty, and other adjunct faculty who taught at regional centers. A second challenge mentioned the frustration of having a limited knowledge about technology in the classroom, followed by a dissatisfaction from low wages (Williamson, 2014).

Limitations of the study included the fact that adjunct faculty from other institutions were excluded, which narrowed the scope of results to a limited population and the experiences to one set of adjunct faculty at one college (Williamson, 2014). The results of the study could have applied to a wider audience if the researcher had included participants from other institutions of approximately the same size. Another factor that was a limitation to the study was that only adjunct faculty within the evening, weekend, and *online* programs were included, so current and other' adjunct faculty were not considered. Williamson (2014) noted that the study results produced a microcosm of the broader adjunct faculty environment and that the study be replicated at similar institutions throughout North America.

Motivation through parity. A quantitative study performed by Shiffman (2009) used the classification of adjunct faculty developed by Gappa and Leslie (1993). Gappa and Leslie (1993) argued that adjunct faculty should have received the same privileges as full-time faculty. Shiffman's (2009) study measured 697 *online* adjunct faculty employed by two large virtual universities. The results found that 43 percent of adjunct faculty identified themselves as specialists; meaning, they were employed full-time outside of their teaching

positions. Twenty-seven percent identified themselves as freelancers choosing to be

employed in multiple part-time jobs. Out of the 119 remaining, nine percent identified

themselves as career-enders, eight percent as aspiring academics, and 13 percent listed

themselves as "other" (Shiffman, 2009). These findings were consistent with previous

studies that showed that the specialist category accounted for how half of adjunct faculty

identified with their roles (Lyons, 2007; Maguire, 2005; Shiffman, 2009; Wantanabe, 2003).

Shiffman's (2009) study found that online adjunct faculty ranked the top three

motivators for teaching as the joy of teaching, personal satisfaction, and a flexible work

schedule. Shiffman (2009) argued that factors such as job security, advancement, and

benefits were the three least motivating factors. Shiffman's (2009) study was aligned with

other studies regarding *online* adjunct faculty and demonstrated that adjuncts are highly

motivated to succeed. They also derived satisfaction from the intrinsic rewards they received

from teaching (Maguire, 2005; Wantanabe, 2003; Williamson, 2014). The intrinsic

motivating factors mentioned in the study included feelings of self-gratification and growth

from teaching online, a personal motivation to use technology, and that teaching online

provided optimal working conditions, because adjunct faculty were able to teach from any

place and at any time (Maguire, 2005; Schroeder, 2008).

Some challenges were cited in the study. Out of the 697 adjunct faculty surveyed,

many had responsibilities outside their educational institution that could create problems in

balancing primary work responsibilities with teaching (Shiffman, 2009). Findings indicated

that adjunct faculty faced the challenge of managing their time to perform duties against

responsibilities in the classroom. They also noted a lack of opportunity to attend

professional development workshops (Shiffman, 2009). Shiffman (2009) raised concern

over how adjunct faculty's multiple responsibilities and limited time management allowed

them to mentor and connect with students beyond the classroom (Landrum, 2009; Maynard

& Joseph, 2008; Washington, 2012; Williamson, 2014).

Additionally, Shiffman (2009) argued that a number of interconnected factors were

listed regarding administrative needs in colleges. Findings disclosed by the survey indicated

that there was an administrative need for specialized instructors with life experience in the

disciplines taught, a greater need for flexible scheduling to give administrators the option of

adding or dropping course sections, based on a needs analyses, a decline in educational

funding creating a demand to keep costs down, and an increased need for more online

adjunct faculty.

Motivation and social cognitive theory. A qualitative phenomenological study by

Dolan (2011) utilized Bandura's (1986) social cognitive theory as a lens. Dolan (2011)

interviewed 28 adjunct faculty and administrators who worked at the same university. This

study was conducted solely with adjunct instructors and members of the academic

administration who were active at the university at the time they were interviewed.

Dolan (2011) explored participants' views on whether periodically meeting face-to-

face with management and peers had the potential to affect their motivation on the job as

well as the quality of education provided to students. Along with the 28 adjunct faculty, a

few management representatives shared their perspectives about the phenomenon. Because

of this Dolan (2011) was able to compare the views of both populations in regard to whether

face-to-face contact among faculty enhanced teaching performance. A qualitative inquiry

approach was used so the researcher could understand the cognitive processes of instructors

and management and in how they applied meaning to concepts like trust, loyalty, and motivation in the workplace.

The study moved from abstract generalization to rigorous observation and was framed with a constructivist slant. Dolan (2011) systematically and inductively derived a theory about the experiences of members of the university community. Using a coding system to assess the data, Dolan (2011) looked for common themes and patterns to find meaning in participants' responses to develop plausible interpretations of participant accounts. The first step in the data analysis was to look at each completed questionnaire as well as the notes from the telephone interviews to gain a general understanding of the messages conveyed from each medium.

The challenges faced by Dolan (2011) in collecting information from adjunct faculty and college administrators were that both groups had distinct points of view, but were unaware of the other group's concerns regarding trust, loyalty, and inclusion. Themes were categorized and defined in terms of significant phenomena and concerns that adjunct faculty experienced. The study found that communication goes beyond the perceived lack of feedback adjuncts get from management. In some instances, adjunct faculty stated that they only heard from an administrator when a problem arose and that little was done to socialize them with other colleagues.

A limitation of the study was the fact that it was performed with 28 adjunct faculty members and several college administrators at one university. All, of whom, were active during the semester the research was performed. This limited the variety of possible participants to one point in time at one university, which would not necessarily point to this

study being easily generalizable in a broader sense or at different post-secondary institutions.

In conclusion, while there were many reasons or motivations why adjunct faculty approached teaching in colleges, it was important to note that motivation was a driving force and accompanied by feelings of achievement, career advancement, personal growth, job interest, recognition, and responsibility (Hoeller, 2007; Shiffman, 2009; Williamson, 2014). Due to the rising adjunct faculty population, it was important to understand what created successful teachers and how they described their motivations to teach (Herzberg et al., 1959; Williamson, 2014). Shiffman (2009) noted that personal satisfaction and flexible scheduling were reasons for adjunct faculty motivation. Dolan (2011) pointed out that both adjuncts and administrators looked for trust, loyalty, and motivation in the workplace. Motivation in the workplace was a major concern for both employers and employees. In the next section of this study, the researcher will examine adjunct faculty parity.

Adjunct Faculty Parity

The literature related to adjunct faculty parity yielded several notable results regarding underemployment, job attitudes, motivation, and dissatisfaction at work.

Underemployment and job attitudes. A study done by Maynard and Joseph (2008) examined the job satisfaction and affective commitment of three groups of college faculty (N = 167): full-time faculty, part-time faculty preferring a part-time position (voluntary part-time) and part-time faculty preferring a full-time position (involuntary part-time). The study was completed at a comprehensive liberal arts college granting baccalaureate degrees across all traditional fields like liberal arts and sciences, fine arts, education, business, engineering as well as masters' degrees in some of these areas.

Qualitative grounded theory was used to frame an employment survey for faculty and was sent to faculty through campus mail. The purpose of the survey was to measure underemployment and job attitudes. Reminder postcards to complete the survey were sent the following one and two weeks' afterwards to all faculty through campus mail. Maynard and Joseph (2008) received 167 completed surveys for a 29 percent response rate with six surveys returned unopened. A majority of participants in the study were female with a 57 percent representation and the entire faculty age range was well-represented. Results showed that involuntary part-time faculty were the least satisfied with individual dissatisfaction in the areas of advancement, compensation, and job security. Voluntary part-time faculty and full-time faculty reported levels of satisfaction for both groups in this regard.

Challenges of the study included the low return rate of 29 percent, which was not a full measure of the entire population. Further, the surveys were sent to adjunct faculty and full-time faculty hence, mixing the types of populations surveyed. Another challenge was the interoffice mailing of surveys to campus mail boxes with many adjunct faculty working at other off-site locations and having had little time to check on campus mail regularly. Limitations of the study showed that due to the survey location at one liberal arts' college, results and outcomes may not necessarily be generalizable to other institutions.

Disappointment in part-time work. A mixed methods study conducted by Jacoby (2005) in one college in the midwest used a logistic regression analysis. With the assistance of college administrators and union officials from the Washington Federation of Teachers, surveys were sent to 290 part-time faculty participants. Out of that sample, 15 faculty taught life-long learning classes that were non-credit and were not part of the regular college curriculum. Of those surveyed 15 had no local mail boxes and their supervisor suggested

their role in contract training programs made their participation in the survey not applicable.

Fourteen were certified teachers from the local public school districts, four were identified

as not teaching in the current quarter, two were hourly technicians and one had recently been

dismissed. These adjustments trimmed the initial list of 290 individuals to 254. Five other

adjunct faculty did not have mailboxes or other contact information available. This further

reduced the number of people to whom surveys were sent to 239. With 116 usable surveys,

the response rate was calculated as 50 percent, based on the 234 people contacted. Eighty-

two percent of valid responses indicated that faculty surveyed taught two or fewer courses at

the sampled campus and that 36 instructors indicated teaching at one other college as well.

Sixteen of 116 faculty members reported that they had worked for more than 20 years.

The study reported that typical adjunct faculty entered the workforce as part-time

with the belief that they would become full-time. However, participants stated they became

gradually disappointed when full-time work did not materialize. Limitations of the study

concluded that logistic regression enables the study to consider complex interactions and

identify factors quantitatively; however, that particular methodology alone could not

measure an accurate outcome or show that an instructor would have preferred full-time

work.

Adjunct faculty evaluation and parity. In a qualitative mixed methods pilot study

using a focus group and a survey, Langan (2011) explored whether part-time faculty were

evaluated at institutions of higher education. Langan (2011) interviewed a small sample of

higher education administrators in a focus group to ensure that a useful and complete survey

tool was created and sent to the targeted larger population, who were the central focal point

of the research study. Langan (2011) used rational choice theory as a lens to frame the study. Rational choice theory is rooted in a social constructivist paradigm.

The population for the larger research project included academic administrators in Michigan's institutions of higher education. Michigan has had a large and diverse population of colleges, including 94 two- and four-year public institutions, private non-profit institutions, and for-profit institutions. Of the 750 surveys sent to administrators with valid and available addresses, 155 responses were received. According to Creswell (2005) a 21 percent response rate is an acceptable level for data analysis.

The researcher found that the majority of individuals who responded to the survey had little experience in their current position with the average time spent as an administrator listed as 1.8 years. Langan (2011) noted that this could be a cause for concern as 65 percent of respondents had the responsibility for evaluating the adjunct faculty within their departments. The study revealed that 20 percent of the colleges did not require part-time instructor evaluations on a scheduled basis and that seven percent did not require any evaluation of their adjunct faculty at all.

Limitations of the study included factors such as a response rate of 21 percent across the state of Michigan. That rate alone was not necessarily generalizable to other areas of the country. Findings showed that many of the practices within colleges did not support established decision-making theories and that even those that had followed Bandura's (1986) social cognitive theories were not fully understood.

Part-time faculty and the library. A case study completed by Klentzin and Bucci (2012) utilized an open-ended, two-question qualitative survey, to collect data from a group of part-time communications faculty. Framing the study with the theory of disconnect, the

questions were distributed to a purposeful sample of adjunct faculty at two separate meetings. One meeting was in the afternoon and one began in the evening. The survey was completed by 17 participants.

Klentzin and Bucci (2012) opted for a qualitative approach for this project because their goal was to generate a rich collection of textual data so they could analyze and derive patterns and meaning; and to provide a nuanced description of participant motivation and behavior that cannot often be captured quantitatively. The data collection instrument consisted of a simple qualitative questionnaire that was distributed to a purposeful sample of Communications Skills program' (CSP) adjunct faculty. Klentzin and Bucci's (2012) goal was to restart the conversation about how adjunct faculty understood the academic library's outreach to the community, stating there had been a long period of absence in the literature on this subject. Based on a general inductive analysis of the data, five themes emerged. Three were descriptive themes and two were outreach impact themes. The descriptive themes consisted of part-time faculty as a facilitator, part-time faculty as a practical user, and positive impressions but continued unfamiliarity for part-time faculty. The outreach impact themes were constant newness and the information push (Klentzin & Bucci, 2012).

In deciphering the descriptive themes, part-time faculty as facilitator described the role that adjunct faculty played as the link between the students in their respective classrooms and the academic library (Klentzin & Bucci, 2012). This theme was identified as having two sub-themes of formal library instruction and informal student research assistance. Part-time faculty as practical user was a faculty-centered theme and spoke to part-time faculty's use of the library's resources, services, and facility (Klentzin & Bucci, 2012). Positive impressions but continued unfamiliarity was also a faculty-

centered theme that spoke only to part-time faculty perceptions of the library as well as to the information literacy levels of participants (Klentzin & Bucci, 2012).

The outreach impact themes included constant newness, which stated, in this relatively stable contingent of adjunct faculty, many of the surveys completed were filled out by new hires that were still unfamiliar with the library's resources and services. The information push theme indicated that all faculty members, not just part-timers, cited that information pushed to them was the most effective way for the library to communicate news and updates (Klentzin & Bucci, 2012).

In conclusion, studies regarding adjunct faculty parity demonstrate that there are multiple reasons why adjuncts in colleges experience their roles uniquely within the classroom (Jacoby, 2005; Klentzin & Bucci, 2012; Maynard & Thomas, 2008; Shiffman, 2009). Partity studies demonstrated how adjunct faculty can become demotivated by extrinsic factors such as their individual perceptions that the colleges that they worked for treated them like second-class citizens (Klentzin & Bucci, 2012; Schroeder, 2008; Shiffman, 2009). Adjunct faculty also acknowledged feelings of isolation, frustration, and a lack of recognition and socialization with other colleagues (Maguire, 2005; Schroeder, 2008; Shiffman, 2009). For those reasons, combined with the low rate of pay, adjunct faculty felt marginalized in the teaching profession (Gaillard-Kenney, 2006; Shiffman, 2009).

Adjunct Orientation and Training Opportunities

The growth and proliferation of adjunct faculty hiring in colleges and universities is not likely to change (Washington, 2012). Due to the expansion in hiring adjunct faculty, colleges could benefit from better screening, mentoring, evaluation, and inclusion programs

for adjuncts in colleges (Christiansen, 2008; Maynard & Joseph, 2008; Washington 2012; Williamson, 2014).

Christiansen (2008) interviewed and observed adjunct faculty in a community college setting. The study revealed that community colleges needed to do a better job of including and extending professional development to their growing adjunct workforce to, not only support the mission of the college, but to also assist the students, adjunct faculty served. By offering adjunct faculty professional development programs, colleges could gain valuable opportunities to increase adjunct faculty's pedagogical, technological, and classroom management skills (Christiansen, 2008).

Teaching and learning communities. A qualitative case study conducted by Levine-Sauberman (2014) examined how a teaching and learning center at a community college located in the northeast United States prepared full- and part-time faculty through the use of professional development programs. A community college used Boyer's (1990) model to frame the basis for their Center for Teaching and Learning. Boyer's (1990) conceptual framework proposed that there were four functions in scholarly engagement: scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching.

According to Levine-Sauberman (2014), colleges continue to establish centers for teaching and learning and are drawing significantly on Boyer's (1990) theory of scholarly engagement to do so. Levine-Sauberman's (2014) qualitative case study included inductive analysis of a purposive sampling of 11 participants, who were selected from various college departments, levels, and gender. Semi-structured in-depth interviews, observations, field

notes, and documents were conducted on a wide range of offerings made available at the Center.

The findings uncovered five themes of what the Center provided to faculty as: aligning with the mission of the college, building relationships by being a visible presence on campus, scanning the environment to meet faculty needs, leveling departmental and hierarchical boundaries to promote idea sharing, and helping faculty integrate innovation into the classroom.

The researcher noted that several challenges and limitations existed within the study. An IPA study places an emphasis on communication between the researcher and participant. Limitations mentioned in this study included concerns of communication between individuals being dependent upon how each person interpreted the meaning of the spoken word. Levine-Sauberman (2014) was concerned with capturing the true meaning that the participants expressed. Another limitation observed by the researcher was feelings provoked by anxiety, politics, and personal matters that may have impacted responses from the participants. It was noted that there was a small number of participants taking part in the research study, which also limited results.

In conclusion, while adjunct faculty growth has risen in colleges, researchers have noted the importance of providing professional development and orientation training programs for adjuncts. These programs would have the ability to bolster confidence and to increase adjunct faculty skill levels in managing a classroom (Christiansen, 2008; Levine-Sauberman, 2014; Maynard & Joseph, 2008; Washington 2012; Williamson, 2014). Study results showed that by providing adjunct faculty with extended orientation and professional

development, they were more likely to identify with satisfaction on the job (Levine-Sauberman, 2014; Maynard & Thomas, 2008; Pompper, 2011; Washington, 2012).

Many of the intrinsic values that adjunct faculty appreciated stemmed from aligning with the mission of the college, building upon relationships on campus, and in leveling departmental and hierarchical boundaries (Christiansen, 2008; Levine-Sauberman, 2014; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014). The research contended that these facets promoted idea-sharing and could help adjunct faculty increase their pedagogical, technical, and classroom management skills, as well as to help them connect directly with colleges and students (Christiansen, 2008; Levine-Sauberman, 2014; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014).

Adjunct pedagogy and development. Adjunct experiences in *pedagogy*, defined as the function or work of a teacher or as the art or science of teaching, education, or instructional methods of children, are varied (Pompper, 2011). Pompper (2011) performed a phenomenological qualitative study, utilizing educational theory as a framework, to examine public relations' adjunct faculty throughout the United States.

In depth telephone interviews were conducted with 32 public relations' adjunct faculty to survey them about their teaching philosophy, practice-to classroom transition, and any additional challenges they may have faced (Pompper, 2011). Additionally, a focus group was held with public relations professionals. Results of the study uncovered hermeneutic phenomenological patterns with two overarching themes: that there were pervading economic forces at play and that an academic practitioner dichotomy existed (Pompper, 2011).

As practitioners, adjunct faculty could provide rich real world experience to students, however, in order to fully integrate into colleges, adjunct faculty needed to be socialized in some way and provided with pedagogical and technical professional development (Pompper, 2011). Pompper (2011) indicated that this ensured that adjunct faculty possessed the ability to share the information and knowledge, acquired over the years and through education, and provide students with advanced classroom practices (Pompper, 2011).

Limitations of this study noted that the findings were not generalizable. This was due to the overall findings gave researchers a glimpse into the challenges and possible solutions adjunct faculty faced in higher education. If more adjunct faculty had participated in the study, more could have been done to increase generalizability across the United States (Pompper, 2011).

Social cognitive theory. A qualitative study performed by Erwin and Andrews (1993) using a constructivist paradigm surveyed 353 community, technical, and junior colleges in the North Central Accrediting Association area. Framing the study was Bandura's (1986) social cognitive theory. The study measured the state of part-time faculty services at community colleges in a 19-state region. A total of 238 responses were received, which accounted for an 80 percent response rate.

Findings of the survey showed that there was a need for improved systems to train and motivate adjunct faculty. The survey responses also revealed concerns by administrators who hired part-time faculty. Colleges reported being 77 percent satisfied with their full-time faculty yet only 58.8 percent satisfied with their adjunct faculty.

Erwin and Andrews (1993) found that colleges faced challenges when trying to set up mentoring programs due to a lack of available resources. These included the high cost of

training adjunct faculty, having the time commitment to make it happen, and having a lack of classroom resources in order to host the training. Another challenge that emerged from the study showed that more needs to be done at colleges to provide adjunct faculty with office space so they would have the option to meet with students outside the limitations of the classroom. College administrators indicated that cost and a lack of resources made this request challenging to fulfill.

In conclusion, studies aimed at understanding adjunct faculty's orientation and training showed the need to support this growing body of part-time educators. Several studies indicated that there was a specific need to increase pedagogical and technical skills for adjunct faculty practitioners and that colleges should provide more resources for adjunct faculty to meet with students outside of class time. As pointed out in some of the studies by Pompper (2011), Erwin and Andrews (1993) and Levine-Sauberman (2014), to name a few, while adjuncts may have come to the classroom with real world experience, they often lacked the pedagogical skills necessary to share the information explicitly.

This, along with the concern of ensuring continued college accreditation, colleges need to make a concerted effort to expand orientation and professional development programs by creating centers for teaching and learning (Levine-Sauberman, 2014; Pompper, 2011). The research demonstrated that there was a lack of mentoring and professional development at many of the colleges and universities, mainly due to cost constraints. However, the study also noted that administrators should look for ways to increase the pedagogical skills of adjunct faculty as they commit to their role in the classroom (Erwin & Andrews, 1993). By doing so, colleges could increase the value and quality of instruction provided to students (Levine-Sauberman, 2014; Pompper, 2011).

Summary

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014). The growing use of adjunct faculty as a part-time fix is not a new phenomenon. It is a growing trend every year. A key concern for researchers is whether the increased use of adjunct faculty is good for post-secondary education and the students they serve (Jacoby, 2006; Jaschik, 2006; Maynard & Joseph, 2008; Shiffman, 2009; Washington, 2012; Williamson, 2014).

Colleges are beginning to understand the values and perils of the impact that adjunct faculty's exponential growth has had on higher education (AAUP, 2012; BLS.gov, 2015; Christiansen, 2008; Jacoby, 2006; Jaschik, 2006; Kezar & Maxey, 2013; Landrum, 2009; Washington, 2012; Williamson, 2014). By examining how adjunct faculty explained their motivations to teach and how they made sense of their motivations to teach, along with the extant literature, a study about adjunct faculty at this time was helpful (Miles et al., 2014). Most of the studies in the extant literature suggested that the ranks of adjunct faculty serving students in the classroom will continue to grow due to financial constraints and the high costs of full-time faculty longevity, among others (Christiansen, 2008; Shiffman, 2009; Washington, 2012, Williamson, 2014).

The current body of research regarding adjunct faculty has produced varied but interesting results. Looking at individual factors like the history of the adjunct faculty movement, adjunct faculty parity, adjunct faculty motivations to teach, and the outlook on expanded adjunct faculty orientation and professional development, all point to the need for more research on the topic (Christiansen, 2008; Kezar & Maxey, 2013; Landrum, 2009;

Levine-Sauberman, 2014; Maynard & Thomas, 2008; Washington, 2010; Williamson,

2014).

When reviewing the extant literature, there was a lack of existing IPA studies

available for review on the topic of adjunct faculty. This IPA research method has added

valuable research to the already existing body of work on the topic of adjunct faculty.

Framed through the lens of Herzberg et al.'s (1959) two-factor hygiene-motivation theory,

this theoretical framework helped the researcher to examine and analyze the data to produce

rich data and thick descriptions of how adjunct faculty described their motivations to teach

(Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Levine-Sauberman, 2014; Maynard &

Joseph, 2008; Washington 2012; Williamson, 2014).

This study on adjunct faculty can benefit organizational leadership, administrators,

department chairs, faculty who hire adjuncts, and the research community based on its

conclusions and recommendations for future practice.

Therefore, after a thorough review of the literature, the researcher had explained the

methodology employed in this study specifically, basic inductive, to evaluate nine adjunct

faculty in regard to how they described their sustained motivations to teach. Chapter three

progresses from the general to the specific in terms of explaining how this research study

was conducted and analyzed.

Chapter Three: Methodology

Chapter three concentrated on the methodology used in this study as well as the research approach and research tradition. Chapter three described the sampling strategy, the participants and how the researcher recruited the study participants, and discussed how the researcher guarded trustworthiness and ethical considerations when maintaining the data. The chapter concluded with a discussion of the specific steps taken in the process of data collection and data analysis in relation to basic inductive analysis research methods. The protection of human subjects including confidentiality, informed consent, and Institutional Review Board (IRB) approval are also included.

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014). To frame this study, one research question was developed:

1.   How do adjunct faculty with 5 to 25 years of adjunct teaching explain and make sense of their sustained motivations to teach?

The goal of this qualitative study was to investigate adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching (Miles et al., 2014). Within an approach, the question is expressed in individual terms rather than according to a predefined categorical system. Qualitative investigation relates to how individuals create their reality through socially constructed meanings or phenomenon that are learned from interactions with the environment (Miles et al., 2014).

Research Approach

The nature of the research question drove the choice of methods (Fetters, Curry & Creswell, 2013). Based on the research question, the researcher chose to perform a qualitative study for this investigation. Qualitative methods are applied to research questions to explore why or how a phenomenon occurs, to develop a theory, or to describe the nature of an individual's experience (Fetters et al., 2013; Miles et al., 2014). Qualitative research was an appropriate choice for this study because the researcher needed to consider the nature of truth in a person's reality (Miles et al., 2014). Pascal, Johnson, Dore, and Trainor (2010) stated that qualitative inquiry was a multi-method interpretive and naturalistic approach to its subject matter. A research study investigates the participants and attempts to make sense of phenomena developing from the data collected.

Relevance to theory. The application of Herzberg, Mausner, and Snyderman's (1959) hygiene-motivation theory is another consideration for the choice of a qualitative study approach. Herzberg et al. (1959) complemented the study by framing the concept of motivation and how adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching described their unique sustained motivations to teach. Within this study, Herzberg et al. (1959) also framed how adjunct faculty made sense of their role as teachers in organizations (Miles et al., 2014). These considerations contributed to the selection of a qualitative study approach to ensure that the findings and analysis achieved the depth and understanding necessary to reveal rich data and thick descriptions (Miles et al., 2014).

The use of qualitative inquiry was fundamental to discovering firsthand accounts through interviews and to study the language, metaphors, and body language observed from the researcher's analysis of how nine adjunct faculty in northeast U.S. two-year colleges with

5 to 25 years of adjunct teaching described and made sense of their sustained motivations to teach (Dore et al., 2010; Fetters, et al., 2013; Miles et al., 2014).

Paradigm. For the purpose of this study about adjunct faculty motivations to teach and how adjunct faculty made sense of their role as teachers, this qualitative inquiry fell within the interpretivist paradigm. The study was informed by a concern to understand the world as it is as well as the fundamental nature of the social world at a level of a subjective experience. The use of the interpretivist paradigm sought to describe, within the realm of individual consciousness and subjectivity, a frame of reference from the perspective of the participant as opposed to the observer of the action (Burrell & Morgan, 1979, p. 28). Qualitative studies share similar features with phenomenology and hermeneutics that characteristically fall into this category (Burrell & Morgan, 1979). The paradigms for social research are always shifting (Miles et al., 2014, p. 7). Sharing more about craft is essential and that it is possible to develop practical methods for judging the integrity of our conclusions.

Research Tradition

The researcher therefore conducted a study to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014). This study fostered an understanding of the effect that specific motivations to teach had on how adjunct faculty with 5 to 25 years of adjunct teaching described their role at work.

According to Miles et al. (2014), social phenomena exists in the world, not only in the mind. Researchers argue there are regularities and sequences that link together phenomena. And from patterns derived, a researcher can obtain the constructs that underlie

individual and social life. Also mentioned in Miles et al. (2014), validity is not taken away simply because most constructs are invisible to the human eye. Rather, human relationships and societies have unique idiosyncrasies and discrepancies that make a realist approach to understanding them more complex. However, it is not impossible (p. 7).

Basic inductive research deals with the institutions, structures, practices, and conventions that people reproduce and transform. Human extrapolations and meanings are sorted out within the frameworks of social structures, structures that appear invisible but are nevertheless real (Miles et al., 2014, 7). Social phenomena, such as language, decisions, conflicts, and hierarchies, exist in the world and exert convincing effects over human actions because people understand them in common ways. Things that are believed become real and can be inquired into. This type of research looks for an individual or a social process, a mechanism, or a structure at the core of events that can be captured to provide a causal description of the most likely forces at work (Miles, et al., 2014, p. 7).

Research philosophy. The approach serves as both the underpinning research philosophy and methodology for this study. The bottom up nature of inductive inquiry provided for the natural emergence of an understanding of the participants' experiences, which then provided philosophical grounding (Creswell, 2013). The basic inductive method provides for the development of research philosophy alongside the data analysis and summary, allowing for results to flow naturally from the inquiry to development of a new understanding of the phenomenon that was researched (Miles et al., 2014). Researchers who choose to examine a phenomenon under basic inductive study point out that knowledge is a social and historical product and that facts come to us laden with theory. Miles et al. (2014) affirm the existence and importance of the subjective, the phenomenological, and the

meaning making at the center of social life. Basic inductive methodologies demonstrate how explanations flow from an account of how differing structures produced the events we observed (Miles et al., 2014, p. 7). The goal of this methodology is to transcend these processes by making assertions and building theories to account for a real world that is both bounded and perceptually laden; and to test these assertions and theories in various disciplines.

Participants and Access

  Selection. Participants in this study were selected through a professional network of adjunct faculty who currently teach in two year colleges in the northeast U.S., specifically, in the tri-state areas of Delaware, New Jersey and Pennsylvania. The researcher recruited an indeterminate participant group for this study comprised of individuals who have taught at two-year colleges with at least five but no more than 25 years' experience. Adjunct faculty consisted of varying age ranges and diversity to form a purposeful sample (Gomes, 2015; Levine-Sauberman, 2014; Williamson, 2014). All adjunct faculty who participated were identified as part-time classroom instructors in two-year colleges.

  Sampling. The researcher will choose purposive sampling also known as judgmental, selective, or subjective sampling (Miles et al., 2014). This is a type of non-probability sampling technique. *Non-probability sampling* focuses on sampling techniques where the units investigated are based on the judgment of the researcher (Laerd, 2014; Miles et al., 2014). Specifically, the participants in this study were selected as a homogeneous sample.

  Homogeneous sampling is a purposive sampling technique whose units can be identified as people or cases, among others, who share the same or similar characteristics or

traits (Laerd, 2014; Miles et al., 2014). For example, it may be a group of people that are similar in terms of age, background, or occupation, and so forth. A homogeneous sample is frequently selected when the research question that is being addressed is specific to the characteristics of the particular group of interest and subsequently examined in detail.

The sampling was theoretically consistent with the interpretivist paradigm as well as guidelines (Burrell & Morgan, 1967; Miles et al., 2014). The study met these criteria by sampling participants in northeast U.S. two-year colleges, who share the common experience of teaching as adjunct faculty from 5 to 25 years in the tri-state area of Delaware, New Jersey, and Pennsylvania. The sample of the nine adjunct faculty selected generated rich information to form thick descriptions of their lived experiences; and how they made sense of their role within them. The purpose of this qualitative study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014).

Recruitment. The recruitment and access process was completed in stages. In the first stage, the researcher solicited an indeterminate group of participants and sought permission from Northeastern University's Institutional Review Board. In the second stage, the researcher emailed and telephoned participants (Miles et al., 2014). A telephone conversation allowed the researcher to introduce herself and follow up with emails requesting participation. The emails shared information and details of the study (Appendix A). During this screening process, no research questions were asked (Miles et al., 2014). The researcher assessed the participants' eligibility based on the number of years' experience they had teaching as adjunct faculty in two year colleges, and whether they taught in Delaware,

New Jersey, or Pennsylvania to ensure a diverse group of participants (Miles et al, 2014; Williamson, 2014).

The data collection began after the researcher found a group of nine participants who met the criteria and volunteered to participate. The researcher spoke with participants again over the phone and informed them of emailed consent forms. The next step was to schedule the interviews (Miles et al., 2014) (Appendix C). Traditional or virtual (Google Hangouts, Skype, telephone) interviews were conducted (Hinchcliffe & Gavin, 2009). The researcher audio recorded the interviews and successfully captured the participant's experience.

Participants were notified in the informed consent that their information would be held in strictest confidence and that there would be no compensation for participating. Adjunct faculty who participated were informed that they could gain enhanced professional development credits by sharing ideas, impressions, and constructive outcomes through an academic exchange of ideas. Further, participants were told they could benefit from receiving feedback of the overall results of the study.

Data Collection

The researcher was the only interviewer who conducted this study. Prior to the initial contact with potential participants, the researcher obtained approval by Northeastern University's Institutional Review Board to conduct the study. Because participants were recruited from the tri-state area of Delaware, New Jersey, and Pennsylvania, no particular institution of higher education was involved that needed to grant IRB permission. Permission was sought directly from participants.

Data collection was completed in several steps during the data collection process. The researcher conducted semi-structured interviews in person as much as possible and

conducted the rest via Google Hangouts and through telephone calls (Hinchcliffe & Gavin, 2009). It was important for this researcher to establish a well-organized interview schedule prior to data collection. Additionally, the researcher opened the interview with social conversation that created a more relaxed connection with the participant (Jacob & Furgerson, 2012; Moustakas, 1994). Once the participant appeared relaxed, the researcher obtained verbal permission to tape record the interview. Upon receive of approval from the participant, the interview ensued. During the interview, the researcher took copious notes regarding nuances and expressions observed from each participant (Miles et al., 2014).

This research study highlighted the purpose of data collection and followed the basic inductive protocol (Miles et al., 2014). The researcher conducted semi-structured interviews and asked questions in a manner to solicit thick descriptions that described narrative responses. Participants were notified on the informed consent forms that they did not have to respond to any interview questions that made them uncomfortable and that they could end the interview session at any point in time (Miles et al., 2014).

Miles et al. (2014) claimed that semi-structured interviews were the best method for data collection in research. This data collection process required the researcher to listen intently and to try to apply an unbiased interpretation of the participant's experience at the same time that the participants described their experiences of being adjunct faculty in two-year colleges. Good interview techniques required the researcher to make subtle suggestions rather than being too explicit (Smith & Osborn, 2007). Open ended questions were utilized in this study. The researcher allowed participants to openly discuss personal and academic accounts and captured the essence of their reflection at length (Miles et al., 2014). The

researcher did not use leading questions, but rather, asked participants to explain in their own words the phenomenon under study (Miles et al., 2014).

Interviewing. Interviews with nine adjunct faculty from northeast U.S. two-year colleges, specifically, from Delaware, New Jersey, and Pennsylvania, with 5 to 25 years of adjunct teaching were the primary method of data collection (Appendix C). This approach allowed the interviewer and participant to explore the experience and put it into context. The goal of this interview was to establish current and contextual data and to reconstruct the details of participant accounts within the context in which they occurred (Miles et al., 2014). Processing was ongoing as well as simultaneous. The data was digitally recorded to capture and transcribe verbatim the participant's experiences using pseudonyms to protect participant anonymity and any organizations mentioned (Miles et al., 2014). Notes were taken as the interview proceeded to depict any nuanced mannerisms, hesitation, or intonation observed.

The interviews lasted from 60 to 90 minutes and established the context of the participant's experience. This allowed participants time to reflect on the meaning of the total experience as it related to them (Miles et al., 2014). Participants were encouraged to openly share experiences to guide the study in a way that described the "how" rather than the "why" of their motivations to teach as adjunct faculty (Miles et al., 2014).

The researcher asked participants to reconstruct details of what they actually did in their role as adjunct faculty in northeast U.S. two-year colleges. Responding to questions about their individual experiences within the context of the group allowed participants to explain their relationships with current students, mentors, and other faculty colleagues from their own unique perspectives.

The interview had participants reflect upon the meaning of their experience. *Meaning* was described as the intellectual and emotional connection from participation and life and not in regard to satisfaction or reward (Gomes, 2015; Vygotsky, 1987). Making sense or making meaning required participants to look at how the factors in their lives interacted to bring them to their present situation. It required participants to focus on their present experiences in detail and within the context in which it occurred (Gomes, 2015; Miles et al., 2014; Vygotsky, 1987; Williamson, 2014).

The process of putting experience into language was a meaning making process (Vygotsky, 1987). When participants were requested to reconstruct details of their experiences, they chose events from their contextual experiences and, by doing so, imparted meaning from them (Gomes, 2014; Miles et al., 2014; Williamson, 2014). This interview technique created the aspect of a beginning, a middle, and an end, thus, making it meaningful in regard to context.

Data Analysis

After the interviews were conducted, the material was transcribed verbatim by the researcher. The transcriptions included both the participant's and researcher's words (Miles et al., 2014). Nonverbal behaviors were noted during the transcription along with any pauses, laughter, or other significant sounds that assisted in the interpretation of the data. The researcher ensured participants that confidentiality was of utmost importance and that all transcripts would use pseudonyms or numeric values for participant identities and organizations mentioned (Miles et al., 2014). There was no outside transcription service used, so the agreement of confidentiality was between the researcher and participants. Once the data was collected, an analysis assisted the researcher in measuring and grouping

cohesive themes (Miles et al, 2014). This allowed the researcher to capture the essence of how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014).

Fundamental methods for qualitative data analysis helped the researcher to organize the data for later deeper analyses. Participant transcripts were listened to and transcribed into text. No outside agency was used to transcribe the audio tapes. Raw field notes were converted into expanded write-ups for clarity. This was done because write-ups added back missing details from the interviews to assist with analysis. Transcripts and field notes were read and re-read, edited for accuracy, checked by participants, commented on, coded, and analyzed, using several of the methods of analysis. The researcher focused on words as the basic medium of analysis and refined raw notes or recordings into text. Typed transcripts were sent back to participants for review and member checking. This was part of ensuring the accuracy and validity of the data. Once this was completed the next steps of analysis began.

According to Miles et al. (2014) coding is heuristic, a method of discovery. Codes were determined based on gathering chunks of data to detect recurring patterns. Saldana (2013) divided codes into two major stages, First Cycle and Second Cycle coding. First Cycle coding methods are codes initially assigned to large chunks of data. First Cycle codes themselves are later pared down into smaller bytes of data with more accurately descript details uncovered by the Second Cycle coding process.

In this study codes were labeled to assign a meaning to the descriptive information compiled during the study. Codes were then attached to data "chunks" and were used to retrieve and categorize similar data so the researcher could find, pull out, and cluster like

segments to a particular research question or theme (Miles et al., 2014, p. 72). Clustering and the display of condensed chunks set the tone for further analysis from which conclusions were drawn.

In Vivo coding. The researcher used In Vivo coding to elicit words or short phrases from the participant's own language in the data record as codes. This is a frequently used method when capturing indigenous terms of a particular culture, subculture, or micro-culture. In a sense it was used to capture adjunct faculty teaching experiences. A sub-code was applied, if needed, to clarify a primary code with more detail or to enrich the entry (Miles et al., 2014, p. 80).

Codes that emerged progressively during data collection were considered inductive coding. The researcher reviewed each transcript after an interview to evaluate and see if any additional questions or changes should be made to the interview protocol to more accurately reflect the data the researcher sought to obtain. This allowed the study to be better grounded empirically and to satisfy that the researcher had uncovered important local factors (Miles et al., 2014, p. 80). This was a good process to follow as it allowed for other outside readers or researchers looking to understand what this study was about and what the participants had to say, rather than the researcher trying to force-fit data into preexisting codes (Miles et al., 2014, p. 81). Whether codes are created or revised early or late is less important than if they have had some conceptual and structural unity. Codes must be related to one another in coherent study-important ways to ensure there is a unified structure (Miles et al., 2014, p. 82).

Coding process. First Cycle coding methods were utilized to initially code and assign a label to larger data chunks. The researcher used these First Cycle codes to later pare

down data into smaller, more accurate details. Second Cycle coding created patterns to group First Cycle codes into a summary of smaller categories, themes, or constructs. Pattern codes were explanatory or inferential codes used to identify emergent super-ordinate themes. The Second Cycle codes pulled together the information from the First Cycle coding and created more meaningful and parsimonious units of analysis and subordinate themes under each super-ordinate theme (Miles et al., 2014, p. 86). Miles et al., (2014) noted that pattern coding has four important functions:

1. It condenses large amounts of data into a smaller number of analytic units.

2. It gets the researcher into analysis during data collection, so that later field work can be more focused.

3. It helps the researcher elaborate a cognitive map - an evolving, more integrated schema for understanding local incidents and interactions.

4. For multi-case studies, it lays the groundwork for cross-case analysis by surfacing common themes and directional processes (Miles et al., 2014, p. 86).

Patterning happened quickly due to the way the researcher habitually processed the information. In a basic inductive study, it helped that the researcher looked for recurring phrases (i.e., In Vivo codes) or common threads in participant accounts for internal differences participants had noted. It was noted that differences have the potential to bring about a higher level of commonality in some instances (Miles et al., 2014, p. 87).

Vignettes were used as focused descriptors for the data gathered and represented the findings in this study. By using a focused description of a series of events appropriated as representative, typical, or emblematic in these cases, the researcher was able to describe the

findings in a narrative, story-like structure that preserved flow that is normally limited to a brief time span, to one or a few key actors, to a bounded space, or to all three. Vignettes were written by the researcher in short single paragraphs to support the findings under each super-ordinate and subordinate themes. The participants' were quoted using pseudonyms to protect their identities and any affiliated organizations' mentioned.

Organizing data. A matrix display was used to assist the researcher to organize data, codes, and patterns into a table or chart for analytic purposes. This method organized the vast array of condensed material into an "at-a-glance" format for reflection, verification, conclusion drawing, and other analytic acts (Miles et al., 2014, p. 91).

This study categorized each participant interview as a single case. Each case was built upon the previous case and so forth. After each participant was interviewed, the tape was transcribed by the researcher and notes were reviewed for write-ups. Participants were sent a copy of the transcripts for review of accuracy and as a means of member checking to ensure the validity of the study. Each interview was considered one case. The next step was for the researcher to do a cross case analysis of all nine transcripts. This was done to organize and categorize the data from each case into a visual matrix display. This researcher utilized this method because it allowed her to visualize across cases and to enhance findings and see if patterns or themes that emerged.

Another reason the researcher did this was to deepen her understanding and explanation of the findings. According to Miles et al. (2014), multiple cases helped the researcher find cases to strengthen a theory built through examination of similarities or differences across cases. This aided the research because this process was quicker and easier to search across multiple cases (Miles, et al., 2014, p. 91). Multiple cases not only pinned

down the specific conditions under which findings occurred, it also helped inform the more general themes that emerged.

Meaning making. The researcher worked with the text and initial displays noting recurring patterns. Noting patterns, seeing plausibility, and clustering helped the researcher to create metaphors or themes from the existing data. The researcher then compared and contrasted scenarios and data, subsuming particulars into grouped themes. This was done as a means to build a chain of evidence to support the researchers' findings.

Ethical Considerations

Several ethical concerns result from research that includes human participants. The researcher ensured that the research study's design benefitted both the researcher and participants. A primary goal was to avoid any harm to the participants. Possible risks could have included emotional discomfort, breach of anonymity, or inaccurate representation (Miles et al., 2014). To ensure ethics in the research of human subjects, the researcher obtained a signed consent form from each participant, prior to the interview, indicating the protection of anonymity of participants and organizations. It further stated that the researcher would use assigned numbers or pseudonyms to identify data that was specific to each participant (Miles et al., 2014). No compensation was offered to participants of the study. Instead, the researcher mentioned the added benefit for participants would be in their opportunity to contribute to, and learn more, about adjunct faculty motivations to teach, based on this collegial exchange. The interviews benefitted the researcher in that she was able to gather data for the study to analyze and summarize results (Miles et al., 2014).

An audio recorder was used to record meetings and interviews. The researcher transcribed all of the documentation and held all information confidentially in a locked

cabinet. Materials that were written, taped, or contained in other forms, such as flash drives, were stored in a locked secured cabinet. All transcribed notes were copied to a flash drive and stored in the same file cabinet.

Digital recordings and the researcher's notes were destroyed following the review and approval by participants and peer reviewers to verify results. The data was collected from a number of sources. Effective verification and member checking insured accuracy and other explanations and met the ethical obligation to the validity of the process (Miles et al., 2014).

Trustworthiness

The researcher's role was to present the research questions clearly and to describe any factors in the research environment that may have affected the approach to the study (Trochim, 2006). After the interviews, note taking and transcriptions were completed, the researcher ensured the reliability and validity of the study by having member checking reviews to validate the results. Moreover, the interviews and coding were reviewed by peers as a way to measure quality control and to assess the accuracy and validity of themes, codes, and findings (Miles et al., 2014). Peers were approved by Northeastern University's Institutional Review Board prior to any peers receiving documentation or recordings and agreed to uphold the confidentiality of the participants or organizations mentioned in the study. The research clearly described any limitations or areas of uncertainty within the study. The data was linked to theory as described by Miles et al. (2014). This allowed for the transfer of findings into similar studies to build on future research.

Throughout this stage the researcher was concerned with accurately decoding the themes into a narrative account. At this point, the analysis became sizeable because the

themes needed to be explained, illustrated, and nuanced (Miles et al., 2014). To support the case, a table of themes was formed to account for the participants' responses and took the form of a narrative argument that was commingled with verbatim extracts from the transcripts. The researcher had to be careful to clearly distinguish between what the participant had said and what the researcher's own interpretation or understanding of what was said (Miles et al., 2014).

Miles et al. (2014) argued that there are two possible strategies to write up results. In the first scenario, the results section delineates the emergent thematic analysis and a separate discussion section links that analysis to the extant literature. Another approach to the strategy is to discuss the links to the literature as the researcher presents each superordinate theme in a single results and discussion section.

Validity and Credibility

Four principles for assessing qualitative research were designed by Yardley (2000) to ensure a high degree of certainty that the study is both valid and credible. The four principles included: (1) sensitivity to context; (2) commitment to rigor; (3) transparency and coherence; and (4) impact and importance (Miles et al., 2014).

Sensitivity to context. Sensitivity to context begins early in the study and follows throughout the process (Miles et al., 2014). In this study, the researcher established a contextual sensitivity during the study by showing an appreciation for the interview process and the collaborative quality of the data collected (Miles et al., 2014). By acquiring an in-depth understanding of the accounts of the participants, and the information gleaned from those accounts, the researcher further demonstrated a sensitivity to context (Miles et al., 2014). Moreover, the researcher merged verbatim extracts from the transcripts in the final

write-up to safeguard that participants' voices were heard in the study and to assist the reader in checking interpretations (Miles et al., 2014; Yardley, 2000).

Commitment and rigor. In research the researcher must be committed to the degree of attentiveness given to the participant throughout data collection. Moreover, he or she must be careful with how the analysis of each case is carried out. studies require a significant personal commitment and investment from the researcher conducting the study, to ensure that the participant will be comfortable and that close attention is being paid to what the participant is saying. "For some elements of the research process, a demonstration of commitment can be synonymous with a demonstration of sensitivity to context" (Miles et al., 2014, p. 181; Yardley, 2000). By ensuring the interviews were thorough and collaborative, the interview questions became valuable and directly related to the research question. Further, the researcher had to be careful when carrying out the analysis (Miles et al., 2014; Yardley, 2000).

Transparency and coherence. To ensure transparency and coherence, the researcher's write-up of the stages of the research process in the final document contained how participants were selected, in what manner the interviews were scheduled and constructed, by what method the interviews were conducted, and how phases were used to analyze the data (Miles et al., 2014). Transparency in this case referred to how clearly the stages of the research process were described when writing up the study. Coherence referred to the degree of fit between the research that had been completed with respect to the theoretical lens employed to frame the study (Miles et al., 2014; Yardley, 2000).

When writing up the analysis in a study, the researcher should be able to demonstrate his or her commitment to attending closely to its central topic. is an inherently interpretive

activity where the participant accounts are positioned to make sense as the researcher makes sense of the participant's experience (Miles et al., 2014; Yardley, 2000).

Impact and importance. Impact and importance was addressed through the final write-up by providing the readers with interesting and important data regarding the lived experiences of adjunct faculty, as documented in studies (Miles et al., 2014; Yardley, 2000). This study was documented within the framework of Herzberg et al.'s (1959) hygiene-motivation theory to guide the study.

Miles et al. (2014) stated that the best way to think about the validity of one's qualitative research report was to conduct an independent audit once it was completed. Saldaña (2013) suggested that one way to check validity was to file all the data in a way that somebody could follow the chain of evidence that led from initial documentation through to the final report. If one thinks of an interview project, the trail might consist of initial notes on the research question, the research proposal, an interview schedule, audio tapes, annotated transcripts, tables of themes, and other devices, draft reports, and the final report (Miles et al., 2014; Yardley, 2000). has a theoretical commitment to the person as a cognitive, linguistic, affective, and physical being and assumes a chain of connection between people's speech and thinking as well as their emotional state (Miles, et al., 2014).

Potential Researcher Bias

According to Briscoe (2005) a researcher's identity in relation to their positioning in society influences how their research is developed, approached, and perceived. Keeping this in mind, this researcher considered what personal s she brought to the study prior to engaging with participants (Miles et al., 2014). Many researchers utilizing phenomenology bring personal preconceptions to the study whether they are aware of it or not (van Maanen,

1990). The main concern centers on the possibility of misinterpretation of the research results, if the researcher did not filter personal s or preconceptions (Machi & McEvoy, 2012).

Phenomenological research seeks to understand the phenomenon of participants (Miles et al., 2014). An approach was combined with the knowledge that the researcher also interpreted results from a positional viewpoint. van Maanen (1990) contended that ignoring the personal s a researcher brings to a study may not serve the study well and that bracketing out a researcher's s is rarely fully realized. Miles et al. (2014) and van Maanen (1990) argued that preconceptions and beliefs can manifest themselves into the researcher's reflections when interpreting the results of conversations.

Taking into consideration ethnicity, wealth, age, and years of experience, I considered my own preconceived notions of the world based on personal knowledge. I am a first generation college graduate, which impacts my view on education and completion. Having completed my bachelors and masters' degrees later in life, I started to view the world from a different perspective. Moving from the role of student to teacher's assistant, and then to an adjunct faculty member, changed my perspective of the classroom and what should be expected from other adjunct faculty teaching in higher education.

This knowledge has served to broaden my concept and perception of the world. Coexistence with mentors, teachers, fellow employees, supervisors, and subordinates, as well as with my own educated children, has also altered my beliefs. I am more open and accepting to other perspectives and possibilities and allow for new ideas and options prior to making concrete decisions about information received. I am also more careful when reading

another author's words as I have come to realize that it may simply be an argument from their positionality and not necessarily the only outcome, belief, or position on the subject.

I believed the best area of research considering my age, gender, past professional experience, and geographic position would be at northeast U.S. two- and four-year colleges (Machi & McEvoy, 2012). This was due to the fact that I had networked and worked at two- and four-year colleges in the capacity of student, TA, director, and adjunct faculty member. As the Director of Adjunct Support and Development at two colleges successively, I managed large groups of adjunct faculty and supported their efforts to provide quality instruction to students in the classroom. This maintained a focus on student completion. As a non-traditional aged student, I experienced first-hand what I would expect from a quality instructor. And as a current adjunct faculty member at two universities and one community college, I have personally experienced some of the trends that are discussed within the framework of this study.

My goal for this study was to gain valuable insight into, and to investigate how, adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach (Miles et al., 2014). As a graduate and adjunct faculty of both two- and four-year colleges, I have a personal interest in continued opportunities for successful student outcomes in post-secondary classrooms. As such, I believe certain motivations to teach may influence how adjunct faculty make sense of their role as teachers. This may invariably change the quality of instruction delivered in the classroom and either help or hurt the institution and students they serve.

I managed my s by keeping an open mind and interpreted the data collected in a professional and accurate manner. Plans were made for peer review as well as for member

checking, to ensure accuracy of what was recorded and reported. All information was held in the strictest confidence to protect participant identities and any organizations mentioned.

Limitations to the Study

Limitations for this study existed and would need to be addressed. One limitation of this study was that adjunct faculty from other two-year colleges outside the tri-state area of Delaware, New Jersey, and Pennsylvania were not included. This narrowed the scope of the results to a limited population and to the limited experiences of nine adjunct faculty (Miles et al., 2014). This study also failed to include adjunct faculty from four-year colleges. The results of this study would have applied to a broader audience if the researcher had included participants from other four-year institutions within the northeast U.S. or from other geographic locations throughout the United States.

The second limitation of this study was the composition of the adjunct faculty interviewed. This is something that readers may criticize, since there might have been adjunct faculty within specific academic departments, who maintain different perspectives that were not represented. Consequently, ensuring selection from both humanities, social sciences, business technologies and lab sciences was important to capture all the voices of adjunct faculty to more accurately reflect the findings in this study (Miles et al., 2014; Williamson, 2014).

Conclusion

The use of a qualitative methodology in studying motivation provided the opportunity to delve deeper into the subject matter and provided depth beyond that of a simple list of what sustained motivation of adjunct faculty with 5 to 25 years of adjunct teaching. Rather, conducting in-depth interviews through a process with nine adjunct faculty

from northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching yielded rich, substantive, empirical data about how adjunct faculty described their sustained motivations to teach. By gathering data through a collection of thick descriptions about how adjunct faculty described their unique lived experiences, this qualitative study added another level of depth to the extant literature about the growing adjunct faculty population.

Chapter four detailed and described the findings and analysis culled from the rich data collected as a result of in-depth interviews with nine adjunct faculty. It then analyzed and reflected on how adjunct faculty in northeast two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach.

Chapter Four: Findings and Analysis

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach. The study was designed to capture and identify emergent themes extracted from participant accounts of how they experienced and made sense of those personal experiences. Data collection for the purpose of this study was guided by the following research question: How do adjunct faculty with 5 to 25 years of adjunct teaching explain and make sense of their sustained motivations to teach?

Nine participants varying in age, gender, and number of years teaching as adjunct faculty were interviewed. Participants had between five and twenty-five years of teaching experience at northeast two-year colleges. The institutions profiled were specifically, in Delaware, New Jersey, and Pennsylvania. This study on adjunct faculty noted that some adjuncts taught at a single institution while others were educators at several concurrently. The study showed that a percentage of adjunct faculty held other full-time or part-time jobs, while a few taught as adjuncts as a primary career. Six of the nine participants taught in humanities, two taught in the social sciences, and one taught in a technology-based discipline. Participant characteristics as they related to this study are presented in Table 4.1. Random initials have been assigned to maintain participant confidentiality.

Table 4.1.

Participant Characteristics

Participant	Gender	Years teaching as adjunct or part-time	Teaching adjunct or part-time at more than one institution	Teaching adjunct or part-time as primary job
BC	Male	5	No	No
CGH	Female	9	No	No
DL	Male	13	Yes	Yes
KP	Female	25	Yes	No
KS	Female	11	Yes	Yes
MB	Male	5	No	No
PA	Female	18	Yes	No
SBM	Female	6	No	Yes
SF	Female	8	No	Yes

An analysis of data collected yielded 3 super-ordinate and 6 subordinate themes. All three super-ordinate themes developed from equivalent or similar statements iterated by at least seven of the nine participants. According to Miles et al. (2014) this is an acceptable number. The super-ordinate and subordinate themes that emerged during a cross-case analysis were discussed and described in this chapter. Descriptions of participant perceptions and reflections, along with verbatim quotations, were incorporated as supporting evidence. Each themed section concluded with a summative analysis.

Combined super-ordinate and their subordinate themes, which emerged from analysis of the data were: 1) Awareness of individual reasons to teach (1.1 the love for teaching, 1.2 giving back to the college); 2) Reinforcement (2.1 sense of purpose, 2.2 feelings about the financial benefit of teaching) and; 3) Relationships (3.1 awareness of

institutional support and barriers, 3.2 feelings of success from student feedback). Themes are

additionally displayed and characterized in Table 4.2.

Table 4.2.

Super-ordinate and Subordinate Themes

Super-ordinate themes	Subordinate themes
1. Awareness of individual reasons to teach	1.1 The love for teaching. Awareness of the intrinsic value gained from the act of teaching produced feelings such as, joy, satisfaction, excitement, fulfillment, and need. These emotions generated a love for teaching. 1.2 Giving something of value back to the college. The influence of participants' experiences of having received a personal benefit and improved career path from their own education. This led to a desire to encourage others to do the same to develop career opportunities. Feelings of gratefulness towards post-secondary institutions that generated a strong desire to teach and to perpetuate a similar boost in career and confidence in students. Participants were mindful of helping students graduate, which satisfied an intrinsic need to prepare a better developed future workforce.
2. Reinforcement	2.1 Sense of purpose. A specific type of reinforcement that sustains motivation over time due to the unique feeling of having a continuous and committed sense of purpose. This promotes positive experiences that internally benefit an individual's psyche and provides them with the added benefit of knowing the importance of positively impacting and expanding the minds of the students they serve in post-secondary institutions. 2.2 Feelings about the financial benefit of teaching. The levels of satisfaction, happiness, or despair the financial aspects of teaching

Super-ordinate themes	Subordinate themes
	affected adjunct faculty. Experiences differed based on primary motivation to teach, whether a voluntary or involuntary experience. Mixed emotions that were identified were feelings of joy, satisfaction, stress, relief, and disappointment.
3. Relationships	3.1 Awareness of institutional support and barriers. Frustration developing professional and social networks. Feelings of disconnection from the institution and colleagues creating a need to seek support to overcome barriers and challenges associated with adjunct teaching. Adjunct faculty experienced feelings of isolation, abandonment, and a perceived lack of access to professional development. 3.2 Feelings of success from student feedback. The positive or negative feelings experienced when assessing student feedback. Evaluation and reflection on student feedback evoked feelings of joy, contentment, satisfaction, and happiness if positive. Whereas, feelings of stress, anxiety, frustration and disappointment were present if feedback was negative or students failed the course. Additional analysis revealed, if students were struggling during the semester, it evoked concern and contemplation to adjust teaching methodologies in order to adapt teaching styles that support struggling or failing students.

The open nature of the semi-structured interview process allowed for the free flow of ideas between participants and the researcher and provided the study with thick descriptions to support the data acquired. Open-ended questions allowed participants to explicitly describe and relate their personal experiences as adjunct faculty in two-year post-secondary institutions. As a next step, this study on adjunct faculty transposed and analyzed participant

responses to compare if any distinguishable variables existed between these experiences and

the types of motivations associated with them. Analysis revealed that positive motivations

came from adjunct faculty experiences that produced joy, satisfaction, excitement,

fulfillment, and, in some cases, need. The study also revealed that adjunct faculty

experienced negative feelings too, such as frustration, disappointment, isolation, and

abandonment, among others, in varying instances.

Awareness of Individual Reasons to Teach

The first super-ordinate theme awareness of individual reasons to teach related to the

consciousness of the intrinsic value gained from the act of teaching in the classroom. Value,

defined as the consideration of worth, excellence, usefulness, or importance was described

by all nine participants while sharing their feelings about why they became educators in

post-secondary institutions. Descriptions of participant reflections and sense making, along

with verbatim quotations, were incorporated as supporting evidence. This super-ordinate

section concluded with a summative analysis following discussion of the two subordinate

themes. When reflecting upon why they specifically chose to teach in post-secondary

classrooms, participants explained how their common experiences helped forge feelings of

joy, satisfaction, excitement, fulfillment, and need. Participants described these feelings as

giving them a sense of value about education, in general, and a love for teaching as adjunct

faculty, specifically.

These experiences were described and shared as depicted and made sense of their

role as adjunct faculty in relation to their motivations to teach. In fact, having a high regard

for the benefits they received from past educational experiences led to personal insights and

sense-making for why participants accepted a teaching position as adjunct faculty in post-

secondary institutions. The study found this to be true of all nine participants, who mentioned a love for teaching to some degree.

Additionally, the value participants placed on the benefit that the pursuit of their own education commonly yielded compelled them to give back and share similar experiences with others in their role as adjunct faculty. Participants specifically detailed that acquiring an education had been worthwhile to most and participants claimed that by receiving their education, they were able to establish successful careers, which reflected an increased level of self-esteem and joy.

Expressing gratefulness towards post-secondary education led participants to a common desire to teach as adjunct faculty. Participants related to and made sense of their need to promote similar experiences for others in the areas of career growth and confidence building. Participants elaborated on this thought through mindful contemplation about helping students graduate. This was expressed as satisfying their common fulfillment of the intrinsic value garnered from the act of teaching.

The first example of supporting data for this section came from SF, who explained that her motivation to teach came from the importance she placed on the intrinsic value gained from teaching. She described that her desire to teach as adjunct faculty came from a life-long motivation generated by her positive experiences as a student, a teacher, and trainer in the government sector. "I always loved education. In fact, my friends say that I just light up when I speak about my students. I just find it so rewarding." (SF, personal communication, January 15, 2016)

Positive experiences and outcomes supported KS's description of her reactions to the value of education. She indicated that she always felt excited about her own educational

experience as a post-secondary student and that it was a strong motivator compelling her to teach. She went on and expressed that the core value of education and life-long learning was vital in shaping her own positive experiences and interpretation of learning. This fueled her desire to teach. KS discussed that her educational experiences were significant because, prior to earning her degree, most hurdles placed before her in regard to career advancement were impossible to overcome. Instead, she explained that her lack of a college degree had prevented her from taking advantage of many career opportunities for advancement over the years. She explained:

> For years I could not apply to jobs I really wanted because I did not have a college degree. It wasn't until afterwards that I saw the immense value in earning one. After I completed my degree and experienced success, I wanted to share that with others. There's an important and intrinsic reward in doing that. (KS, personal communication, January 24, 2016)

Throughout the interview process, participants' reflected upon and explained how they felt about education based on their own unique experiences. This proclivity towards the value of teaching gave participants the motivation to become adjunct faculty at post-secondary institutions. Throughout the interviews, participants shared their own positive experiences and outcomes from those experiences, and stated they were the driving force behind their willingness to teach. All nine participants agreed that, to some degree, there was an intrinsic reward and value associated with post-secondary education.

Analysis of this first super-ordinate theme of awareness of individual reasons to teach revealed two subordinate themes of the love for teaching and giving back to the

college. Descriptions of participant perceptions and reflections, along with verbatim quotations, will be incorporated as supporting evidence.

The love for teaching. The subordinate theme of the love for teaching expressed how participants explained why a strong motivation to teach emerged as a result of their perceptions of the intrinsic rewards and joy they experienced from adjunct teaching. Analysis of their transcripts revealed that, while there were many competing motivators, all nine participants mentioned a love for teaching to some degree. This study on adjunct faculty noted that participants genuinely enjoyed teaching both in the classroom and online.

Participants were unanimous in their opinions that teaching was important. All nine participants were steadfast in their beliefs that there was an intrinsic value gained from teaching as adjunct faculty members. It was this perceived value regarding education that fostered a love for teaching. Participants explained that their experiences teaching as adjunct faculty evoked feelings of joy, satisfaction, and excitement mixed, at times, with a little frustration and anxiety. The majority of participants experienced positive motivations regularly, which promoted their sense of well-being and commitment to teaching. This study on adjunct faculty noted that it was only the participants who taught involuntarily as a result of financial obligations that experienced most of the negative emotions. Both positive and negative experiences were articulated in multiple ways.

For example, when questioned why MB decided to become adjunct faculty at a two-year college, he said, " I just love to be around the education environment - whether it's as a student, which, I had been for many years, or to bridge over now to the teaching component." (personal communication, January 4, 2016)

On a similar note, SF explained that she experienced feelings of joy from working as adjunct faculty and that it consistently satisfied an intrinsic value she gained as a result of experiencing success in her role as an adjunct faculty member. She went on to describe that she found education to be very important and that she was more than happy to share her love for teaching with others. Moreover, when describing her personal experiences of teaching as an adjunct faculty member. SF stated, "I did, I've always loved education. That's always been my main thing. I felt it was exciting. I loved going to school myself. I loved teaching in my career in government. I got to a point where I was able to retire and decided that's what I wanted to do. I feel it's so valuable" (SF, personal communication, January 15, 2016)

When asked specifically what motivated him to teach, BC reflected back on his experience and shared, "I think you get a certain sense of satisfaction from teaching itself. From passing on knowledge, answering questions, and seeing the students' accomplishments. I love teaching students and seeing them light up." (personal communication, February 16, 2016)

CGH revealed that, while she started working as adjunct faculty as a way to improve her financial condition, it quickly morphed into a true passion for teaching. She mentioned that it was rewarding and expressed a love for teaching in this way, "my protégés' have been successful and I'm just so happy to see that. One was a statewide science teacher of the year. You know, when they talk about intrinsic rewards, that is certainly one of them." (CGH, personal communication, February 21, 2016) CGH went on to detail that her love for teaching stemmed from the happiness and sense of satisfaction it generated. "It's something I enjoy. How lucky is it that you can have a part-time job that pays well, is very professionally

satisfying, and you actually look forward to it? I like doing it." (personal communication, February 21, 2016)

PA mentioned that she always loved her role as adjunct faculty because she felt it somehow encouraged others to do the same. "I did, I did at times love to go in and teach my instructors about how important it was to relate to students. They, in turn, shared this proclivity with their students." (personal communication, January 4, 2016)

Data retrieved and analyzed from participant interviews yielded descriptions of how participants developed and sustained a love for teaching. This study on adjunct faculty discerned that it was from the positive experiences associated with their roles as adjunct faculty that fostered a sense of commitment and love for their role as adjunct faculty. Positive experiences promoted a love for teaching because they evoked feelings of joy, excitement, satisfaction, and pleasure, among others. It was only a few participants whose experiences did not always produce positive outcomes, but these were in the minority. Most participants associated adjunct teaching as a positive experience and all nine participants identified a love for teaching to some degree. These positive experiences fueled their motivations and created a passion and willingness to teach as adjunct faculty at post-secondary institutions.

Giving Back to the College. The subordinate theme of giving back to the college explained how participants chose to give something back to the post-secondary institutions they served. Giving back to the college, in most cases, entailed participants exerting time and energy into their role as adjunct faculty. Six of the nine participants mentioned being positively impacted by their own personal experiences in higher education and held a strong belief that they should do something to encourage others to pursue the same. The other three

did not discuss their motivations to teach as stemming from a need to give back to the post-secondary institutions they worked at. By assuming a role as adjunct faculty at post-secondary institutions, participants felt they could express their gratitude and appreciation for their post-secondary education while, at the same time, making a positive impact on the students they served.

Analysis revealed that those participants who felt a strong desire to give something back to the colleges they worked for enjoyed their roles as adjunct faculty. Moreover, participants expressed a sense of satisfaction in giving back to the post-secondary institutions they worked for even if they were not their alma mater. Rather, participants indicated that they chose a post-secondary institution geographically convenient to them as a way to pursue their passion without sacrificing the time and energy lost in commuting long distances. Further, this study on adjunct faculty also found that some participants chose to teach solely online because it was more convenient for their schedules while allowing them a way to give something back to the college community.

Discussing his experiences teaching at his local community college, DL expressed that he had a sincere belief in the value of education and felt it was important to give something back to the institution that gave him so much earlier on. He articulated that this feeling stemmed from his own positive experiences as a student while attending his own alma mater. He described his experience in this way:

> I felt I was giving back to my community college. They had done so much for me. I still feel that way and loved my experiences there. I enjoy giving something back to them and to the students who choose to go there. (personal communication, January 22, 2016)

Expressing a similar feeling, CGH noted that she loved giving something back to the college because she felt a great sense of accomplishment when her students completed their program of study. She indicated that as a post-secondary adjunct faculty member preparing future teachers, she was not only gaining value from teaching them but noted that these future teachers would find themselves also giving back to, and serving, their own communities. She articulated her thoughts in this way:

> I enjoy the interaction with the students and with assisting others to achieve their goals. I like giving something back to the college community. It's important. As I see my students succeed, I know they are going to do good things in their neighborhoods too. (personal communication, February 21, 2016)

Throughout the one-on-one interviews with participants, this discussion of giving back to the college came up multiple times. When asked to reflect on what motivated her to teach, SBM shared that positive motivators that came from feelings of joy, satisfaction, and a need to give something back to her college community were mentally internalized and that these feelings encouraged her desire to become adjunct faculty at a two-year post-secondary institution. She expressed this when detailing her experience:

> As an alum I always thought it was important to give something back to your college. I couldn't get a job at my own college, so I felt that by teaching at College 1, I was doing just that. Giving back to my community as a part-time instructor. It made me feel good. (personal communication, January 16, 2016)

KS explained that her experience with post-secondary education had dramatically changed how she looked at the value of education. She explained that because a senior professor at her alma mater advocated and guided her from being a student to becoming

adjunct faculty, she felt she needed to express her gratitude by giving something back to other students in post-secondary institutions. Because her experience was so personally rewarding, it inspired her to do the same for others and gave her a sense of fulfillment in giving something back to other post-secondary students.

> I thought my story could be inspirational for other students. One of my students went on to complete a Masters' program and also grew from a role as a secretary to becoming an adjunct instructor. That's exciting and personally rewarding to me. (KS, personal communication, January 24, 2016)

Contemplating various ideas that were discussed during the one-on-one interviews, this study on adjunct faculty noted that the subordinate theme of giving back to the college demonstrated how participants explained why they allotted personal time and energy into teaching as adjunct faculty. Many indicated they saw value in the experience of becoming adjunct faculty and shared that it was personally rewarding to give something back to their communities as well. It was important to them as they indicated it created a sense of personal achievement and satisfaction to give something back to others.

Summary

This study revealed that most participants became adjunct faculty because it gave them a sense of joy, satisfaction, and fulfillment and allowed them the opportunity to put some personal time and effort back into the college community. The super-ordinate theme of awareness of individual reasons to teach and the subordinate themes of the love for teaching and giving back to the college portrayed why participants were motivated to teach as adjunct faculty at two-year post-secondary institutions. This study discerned that participants associated positive feelings with their own education and that these feelings fostered a

willingness to become adjunct faculty as a career choice, albeit supplemental. The study found that a strong interest in teaching was expressed when all nine participants indicated a love for teaching to some degree.

Participants' personal understanding regarding the value of their own education inspired them to develop feelings of joy, satisfaction, and pride from participating in the practice of teaching. Participants shared common experiences that created mixed emotions of joy, satisfaction, fulfillment, and need; and related how important it was to give their time and expertise to others in the same way. Participants described their motivations to teach as generated from a mindfulness to foster similar experiences for other individuals enrolled as students in post-secondary institutions. Moreover, participants expressed the need to give something back to the college and community regarding the positive impact that their own education had had on their primary careers and subsequent success. It was the need for, and satisfaction they received from, teaching as adjunct faculty that inspired them to develop the next generation of workers. The common experiences these subject matter experts claimed as a group was to foster student growth through teaching and outreach that could enhance the workplace.

Reinforcement

The second super-ordinate theme of reinforcement captured the process of encouraging or establishing a belief or pattern of behaviors, through encouragement or rewards, that fostered ongoing positive experiences for participants. The study sought to uncover how adjunct faculty explained how incentives or reinforcements created and sustained their motivation to teach. A review and analysis of the data on reinforcement yielded two emerging subordinate themes: 1) having a sense of purpose; and 2) feelings about the financial benefit of teaching.

The study indicated that, in order to reinforce and sustain motivations to teach over time, adjunct faculty required positive experiences that promoted feelings of joy, excitement, satisfaction, and accomplishment. Seven of the nine participants found that having a sense of purpose intentionally impacted student progress in a positive way and that it was an important aspect of effective teaching. Participants shared that maintaining a sense of purpose not only motivated them to teach, but also, helped them sustain their motivation. Participants felt that by incorporating a sense of purpose in their approach with students, it would encourage and affirm a positive teaching experience.

While having a sense of purpose created positive reinforcement for most participants, there were mixed reactions to how well adjunct faculty felt about the financial benefit gained from teaching. It was noted that participants' indicated that the financial benefit from teaching could be measured with the time and effort it took to prepare and deliver course materials versus how much they were paid. A close examination of participant statements produced two results: 1) that participants felt that volunteering to work as adjunct faculty was a good way to earn extra income while concurrently enjoying

their work; and 2) participants who taught because they had to improve their own financial condition were more likely to experience negative feelings produced by stress, anxiety, and dissatisfaction. The primary differences in whether or not the work was voluntary changed how participants perceived their experiences as positive or negative.

For example, five of the nine participants asserted they taught as adjunct faculty for the joy and satisfaction it provided and considered teaching as a way to earn extra spending money while. And at the same time they enjoyed the experience. The other four participants taught primarily out of financial obligation and were more likely to perceive their experience as adjunct faculty negatively. In this circumstance, they were more likely to consider teaching as a way to solve their financial issues while robbing them of precious time and energy from their daily lives. This situation produced feelings of discontent, resentment, and anxiety from adjunct teaching.

In a discussion regarding motivators and whether or not they affected perceptions over time, BC responded by saying:

> I think in the beginning it was a good experience. It was the opportunity to teach something that I went to school for. I think it was kind of a motivator to be able to use what I learned and apply it to teaching. That was cool; and teaching itself can be kind of exciting. (personal communication, February 16, 2016)

Ongoing reinforcements that appeared to sustain motivation over time were paramount in helping participants perceive their experiences as positive and give them a sense of personal gratification in their role as adjunct faculty. When asked about ongoing motivations to teach, CGH stated:

Well I mentioned the financial benefit. That has been very rewarding. It made a

difference in some personal goals I could achieve. Also, there's a satisfaction of

being part of the educational community that keeps you teaching. (personal

communication, February 21, 2016)

The super-ordinate theme of reinforcement and the subordinate themes of sense of

purpose and feelings about the financial benefit of teaching detailed specific instances where

adjunct faculty felt either inspired or challenged by their role as adjunct faculty in post-

secondary institutions. These super- and subordinate themes also demonstrated that

reinforcing motivators were vital to the impact and sustainability of an individual's desire to

teach.

Sense of purpose. The subordinate theme of sense of purpose drew from the

participant's dedication and feelings of the importance and value of teaching. It showed that

participants were continually motivated to prepare students for future careers and that a

sense of purpose helped give them a sense of satisfaction and encourage them to continue

teaching. Similar descriptors were used to express the personal satisfaction participants felt

from teaching, yet, this study on adjunct faculty noted there were slight differences in the

tone and tenor of their responses when describing these occurrences. Participants felt

varying levels of satisfaction or dissatisfaction when they discussed their personal reactions

to the emotions evoked from their experiences as adjunct faculty. Most mentioned that

having a sense of purpose was a positive reinforcement in their mission to teach.

KS explained that having a sense of purpose was an important factor influencing her

decision to become adjunct faculty. She shared with this study on adjunct faculty that having

a sense of purpose was a vital component in viewing teaching in a positive way, "Even little

things like a compliment on your teaching ability or your impact on students provides you with fulfillment. And it makes it worthwhile that you taught the course." (KS, personal communication, January 24, 2016)

While fulfillment was a descriptive term used to quantify SBM's motivation to teach, her sense of purpose was a driving force that sustained her motivation over time. She expressed that, while personal gratification and a strong desire to teach gave her a sense of purpose, she noticed how good it felt when her students succeeded. This drove her to become even more dedicated to teaching. She described her experience by saying:

My sense of commitment is to the students. You want to do a good job and offer a quality course. You have students serving their country or working full-time too. It's satisfying to know what you're doing really matters. (SBM, personal communication, January 16, 2016)

MB shared that his experiences as adjunct faculty provided him with a sense of satisfaction that evoked joy from teaching. He indicated that it was personally gratifying to teach because he had always loved to learn new things himself. Continuing to search for a way to meet his goal of life-long learning, he indicated that:

I looked at teaching as something that might quench my thirst for knowledge and, at the same time, foster a sense of support for the world of education. Maybe even inspire a student to continue on in a similar manner. I just feel that education is really important and I'm hoping to share that perspective with my students. (MB, personal communication, January 3, 2016)

Similarly, DL described that his experience with teaching was more involved than simply going through the motions. He shared that he enjoyed having a sense of purpose in the way he shared his knowledge with students. He made his point by saying:

Over time it's become more of my actual job and I still really do enjoy doing it. I guess the major motivation to teach is to pass on knowledge to the students in the hopes that you are having a positive impact on the next generation. (DL, personal communication, January 22, 2016)

The subordinate theme of sense of purpose drew from the participant's dedication and feelings regarding the importance of teaching and from the students they served. It showcased an awareness that participants need positive reinforcement to sustain their motivation over time. Having a sense of purpose gave participants the satisfaction of knowing they were preparing the next generation of students for careers. This led to feelings of satisfaction, joy, and fulfillment when describing their motivations to teach.

Feelings about the financial benefit of teaching. The subordinate theme of feelings about the financial benefit of teaching describes how participants experienced and perceived the value and satisfaction derived from working as adjunct faculty. This study on adjunct faculty noted that the levels of satisfaction, happiness, or, disappointment were a result of participants' perception of how much they were paid for their role as adjunct faculty. It was noted that these emotions fluctuated based on whether or not adjunct faculty taught voluntarily or because they had to, due to financial obligations.

The study revealed mixed emotions. Fifty-five percent of participants interviewed described the feelings they perceived from the remuneration received continued to motivate them to work as adjunct faculty. However, most noted that this was not their primary reason

to teach. Rather, their motivation came from the pleasure they derived working with students and by having the free will to do so. Participants felt grateful that they could pay bills without dipping into their primary savings or operating budgets. This allowed them to play a little more and created feelings of joy, satisfaction, and contentment. Their sense of satisfaction was a primary reason that they found working as adjunct faculty so valuable.

The other four participants described experiencing feelings that were mixed in relation to the financial benefits gained from teaching. It was noted by several participants that these part-time teaching positions were a necessity for completing their career trajectories and not necessarily a primary source of joy, success, and satisfaction. Rather, this study on adjunct faculty noted that participants described teaching as a necessary task brought on by a personal obligation to meet financial needs.

Further, this study showed that there was some ambivalence in the way participants perceived the value and benefit gained from remuneration received. On the one hand participants claimed their salaries promoted a sense of security, happiness, and satisfaction and that teaching part-time added value to their life. This was expressed in positive ways. Yet, other participants expressed feelings of stress and frustration from working part-time as adjunct faculty due to the competing obligations of their personal time. When asked what supported her desire to teach long term, CGH replied:

> I believe I mentioned the financial and that has been very rewarding. It made a
> difference in some personal goals that I could achieve. Also the satisfaction I
> derived. I just really like being part of the educational community. And the money
> can bring a certain sense of satisfaction. (personal communication, February 21,
> 2016)

SBM explained that her reasons to teach online changed over time. "I wasn't certain what it would be like to teach online or how I would feel, in general. But it was extra income from teaching that changed my opinion over time. Now I do it for the money" (personal communication, January 22, 2016).

Repeatedly the topic of financial remuneration came up when participants questioned their motivations to teach. SF mentioned that she enjoyed teaching and that the additional income was not really necessary for her to remain comfortable in her retirement. She said, instead, that she enjoyed teaching in a pure form and found that the extra income was a good way to earn money. She explained this by saying:

> I don't have to have the money. I have a good retirement. I enjoy having it but that's not the motivation. I really feel good when I'm teaching. But I do like that I can go on vacations between semester breaks and the additional income helps. (personal communication, January 15, 2016)

Financial remuneration was identified by some participants as imperative to their ability to earn a living and meet financial responsibilities. For some, earning extra income was not only desirable, but essential in supporting their financial goals. KP explained that various changes in her life altered her reasons to teach. Instead of teaching for fun and extra cash, the additional money she earned from teaching became necessary to meet the base obligations of her family's budget. She explained:

> I was a single parent of three children. So my reason to teach part-time changed from earning discretionary income to a needing supplemental income. I had to pay my bills. Teaching saved my budget and made me feel relieved because I could meet my expenses. (personal communication, January 22, 2016)

PA shared a similar experience that her adjunct teaching supported her budget. As she mused about the circumstances that shaped her teaching career she articulated:

I did that because I needed the cash flow. I needed the additional money. I was a single mother at that time and I was stressed with supporting two kids. I felt pressure that I had to work an additional part-time job. It was essential to my sense of well-being to be able to feed my children. (personal communication, January 4, 2016)

The subordinate theme of feelings about the financial benefit of teaching described how participants experienced and felt about the financial benefit gleaned from teaching as adjunct faculty. Participants expressed a sense of relief to some degree, a sense of joy for other reasons, and shared that there were stressors present in needing to teach as a supplemental means to support their families. It was observed that those who taught voluntarily and solely for the enjoyment of teaching experienced joy, happiness, and satisfaction. Whereas, those participants whose goal of teaching was to gain additional income in order to meet their financial obligations felt stress, anxiety, and disappointment.

Summary

The super-ordinate theme of reinforcement and the subordinate themes of sense of purpose and feelings about the financial benefit of teaching, portrayed the manner in which participants established a belief or pattern of behaviors, through encouragement or rewards, to foster positive reinforcement to teach. The study found that results were mixed. Participant experienced both positive and negative feeling from teaching as adjunct faculty. Those indicating a sense of purpose felt joy, excitement, and satisfaction. Whereas those who taught as a means to increase income involuntarily experienced stress, anxiety, and disappointment, among others. It was shown that the primary reasons to teach altered how

participants perceived and made sense of the benefits they received as a result of teaching as adjunct faculty. This study on adjunct faculty noted these considerations of their primary reasons to teach had a direct relevance on how adjunct faculty perceived personal levels of satisfaction gained as a result of teaching in post-secondary two-year institutions.

Relationships

The third super-ordinate theme of relationships explained how participants perceived and explained their relationships as adjunct faculty within post-secondary hierarchies. Participants noted feelings of frustration and abandonment stemmed from a lack of connections to professional and social networks within the organization. This led to negative experiences in terms of how satisfied or dissatisfied participants felt regarding the development and opportunities to connect both professionally and socially.

Participants felt good when students succeeded but perceived their role as adjunct faculty as staying on the periphery of the organizational hierarchy. This left many to feel isolated and disappointed. Two subordinate themes emerged from the super-ordinate theme of relationships: 1) awareness of institutional support and barriers; and 2) feelings of success from student feedback. Descriptions of participant perceptions and reflections, along with verbatim quotations, will be incorporated as supporting evidence. Each themed section will conclude with a summative analysis.

For example, BC mentioned that he saw gaps in the ability of adjunct faculty to spend any length of time connecting with other adjunct faculty within the institution. Instead, he noted that lack of institutional support prevented adjunct faculty from forming close relationships with colleagues or students.

I observed my colleagues' attempts to get their points across to students. However, a

student who doesn't have enough time to make a real connection will not be ready to

receive education very well. This leaves the instructor feeling alone in their struggle

to connect. (BC, personal communication, February 16, 2016)

Conversely, DL perceived his experience as adjunct faculty in a two-year post-

secondary institution as a positive and rewarding experience. He described this in detail by

saying:

I choose to teach at Anonymous2 because it's my alma mater and I feel connected to

it. It's comfortable there. The branch campus where I am assigned is intimate and

everyone there treats me like I am one of the kids. So, I received a lot of support."

(DL, personal communication, January 22, 2016)

The super-ordinate theme of relationships and the subordinate themes of awareness

of institutional support and barriers and feelings of success from student feedback emerged

from the data analyzed regarding how adjunct faculty experienced their relationships in a

post-secondary hierarchical institution. Participants frequently felt isolated and unable to

fully engage with colleagues or professional development activities. In some cases,

participants little or no training in preparing syllabi or course materials. The barriers that a

lack of inclusion created provoked a sense of isolation and abandonment for many, creating

an overall negative experience for study participants.

Awareness of institutional support and barriers. The subordinate theme of

awareness of institutional support and barriers described the participants' specific reactions

to experiences that created feelings of disconnection with institutional partners, colleagues,

and students. Participants detailed feelings of frustration and angst as they struggled to make

sense of their experiences. Participants initially lacked the ability to connect with professional networks to help overcome the perceived barriers and challenges they faced in their roles as adjunct faculty.

Complaints of poor planning permeated participant narratives that described the nightmare associated with last minute hiring practices. This last minute hiring system left adjunct faculty in the precarious position of developing course materials on short notice and without any experience to draw from. While some veteran adjuncts coped well with the additional pressure of being hired at the last minute, newer faculty had trouble explaining what a syllabus was let alone knowing how to create one. This created a challenge for subject matter experts' who had no prior experience in preparing in robust lesson plans or to incorporate active learning strategies into the student experience.

When discussing the trials and tribulations she experienced as a contemporary adjunct faculty member, KP described feeling abandoned and lost, especially in the beginning of the semester. "The lack of support from the administration creates a sense of isolation for most adjuncts. This makes the necessary barriers they have to climb over harder to reach and makes it harder for them to do a good job." (KP, personal communication, January 16, 2016)

CGH commented on several observations she made regarding her colleagues' struggle to form relationships or receive institutional support. She observed that many became very frustrated in the process. "I'm an autonomous person. It didn't bother me to create course materials. I saw it was frustrating for some adjuncts because they didn't have the knowledge, resources, or network that I did. (personal communication, February 21, 2016)

When describing his experience in receiving institutional support, MB indicated that he was pleased with the assistance he received from his division and disclosed that he was assigned a mentor. He described his experience in this way:

> I got support from the department. It made me feel good and eased my worry. There was a gentleman that was assigned to help me. The textbooks and the online materials that they provided also helped me to create the curriculum and tests. It was a tremendous support and made me feel more at ease. (personal communication, January 3, 2016)

Contrary to what MB experienced, other' adjunct faculty did not fare as well. One example of this came from an interview with SF, who indicated that the college called her at the last minute to teach a class. She took the initiative to set up the course, but claimed there was little time or support for to develop a syllabus or course materials. This made her feel uneasy about the clear lack of planning that the division demonstrated.

> The administration is non-existent as far as my work or my wealth is concerned. It is really annoying, but I like staying under their radar. I believe they probably don't even realize I exist. But that's okay, because I can remain anonymous. (SF, personal communication, January 15, 2016)

When asked about her perception as an active member of the college community, PA indicated that she did not feel she was provided the requisite institutional help needed to gain access to support networks. Although she did not feel like this was a liability or impede her ability to perform the work, she noted that it was a barrier and source of stress for many newly hired adjunct faculty.

I felt somewhat embarrassed by the lack of support given to new adjuncts. Some had no idea what a syllabus was, never mind having to create one. Someone from the administration or a full-time faculty member should have provided them with some sort of support in the process. (PA, personal communication, January 4, 2016)

Discussing her overall experience in terms of feeling included within the institution's hierarchy, SBM responded by saying:

I think the college could do a better job to include adjunct faculty. There was minimum effort from the administration to make sure all the adjuncts had proper training. More could be done to make sure adjuncts know how to write a syllabus, create a lesson plan, or manage a classroom. (personal communication, January 24, 2016)

The subordinate theme of awareness of institutional support and barriers emerged from the data analyzed regarding how adjunct faculty experienced a sense of inclusion in their role. Participants frequently encountered stumbling blocks that diminished or thwarted their efforts to fully engage with colleagues or to allow them to participate in professional development opportunities that could enhance their ability to create successful lessons and syllabi. In some instances, participants reported having limited or no training in preparing course materials. This perception of exclusion provoked a sense of isolation and abandonment for many participants and created an overall negative experience with respect to institutional support.

Feelings of success from student feedback. The subordinate theme of feelings of success from student feedback specifically described the influence that learner feedback had on participants' satisfaction or dissatisfaction at work. Most adjunct faculty reflected upon

and measured their own levels of success based on their perceptions of how well' students performed throughout the semester and from an evaluation of their final grades.

The study revealed that participants maintained an awareness of the progress of learners in their courses throughout the semester and, at some point, evaluated the effectiveness of their teaching methods and course delivery in response to the progress of the class. Adjustments were made if adjunct faculty determined that specific individuals or groups of students were struggling to succeed with the course materials.

Through periods of self-reflection, adjunct faculty evaluated how they experienced and made sense of their progress as teachers, based on receiving either positive or negative feedback from students. This study on adjunct faculty observed that the end of semester student feedback forms and written comments had a strong impact on the overall satisfaction adjunct faculty experienced in their role as teachers. Participants relied, in part, on student feedback as a way to measure their ability and effectiveness. Results of this study indicated that participants displayed mixed reactions and levels of satisfaction based on how good students performed in their courses. As a group participants experienced the entire spectrum of emotions, from joy and fulfillment to anxiety and despair, when comparing student outcomes as a measure of personal performance.

KP shared that what kept her motivated to teach, semester to semester, were the feelings produced by having positive student feedback. "When I get the evaluations back, I have high marks on the surveys. Students seem to like me. I respond quickly to them and that benefits the students too. So that's why I keep teaching. It's a sense of accomplishment." (personal communication, January 22, 2016)

CGH expressed that one sense of joy she experienced came from when students
advanced their careers because of their course completion and the end product produced.
When asked how she felt when her students succeeded, she explained:

I like to look at the student achievement. I like to see professionally developed

portfolios evolve from the course structure and I love it when students are nominated

for teacher of the year! (personal communication, February 21, 2016)

This study on adjunct faculty noted that MB reacted to both negative and positive
student attitudes and feedback he received throughout the semester, "I have low tolerance
for low performers. No matter what I did to help them, they didn't show up. And then at the
end of the semester, they wanted to know what they could do to change their grade. It was
so annoying." While MB's experience with students in his course aggravated him to a certain
degree, he also recognized that there were positive indicators of student performance when
students exceled in the class. He went on to describe this, "I had students on the other side of
that coin who were showing up, sitting in the front row, and answering all the questions.
They even turned their assignments in early! They gave me such joy. (personal
communication, January 3, 2016)

Another example of adjunct faculty reactions to student feedback was detailed in
SBM statement about how she appreciated and valued the student feedback she received.
She reviewed and made a mental note to any adjustments she thought might improve her
teaching in future classes too.

You want to keep the students motivated in class even though they are struggling.

You don't want them to drop the course or drop their studies because of failing one

exam. I feel I need to try and work with them so they are successful. It's really

important. (SBM, personal communication, January 16, 2016)

Similar to MB and SBM, who both described their experiences as a mixed bag of

emotions, DL explained that his motivation to teach meant shifting gears throughout the

semester to adjust to student's needs. He explained:

At the beginning of the semester you're excited and ready to dive into the subject

matter. Then all of a sudden students disappear. It's just aggravating because you try

to reach out and contact them and never hear anything back. By the end of the

semester you're completely frustrated. (DL, personal communication, January 22,

2016)

This study found that when adjunct faculty measured their teaching effectiveness to

the overall success of student outcomes and their perceptions of positive or negative

evaluations, their overall motivation to teach either increased or diminished. Most

participants noted they were personally motivated from the feelings of accomplishment and

satisfaction associated with student success. However, they also described feeling

discouraged when they received negative student feedback. Some participants claimed that

continuous negative feedback would likely discourage them from remaining in their role as

adjunct faculty in post-secondary institutions.

All nine participants indicated they felt it was important to evaluate and adjust their

teaching methodologies throughout the semester to some degree. They shared a belief that

incorporating more innovative practices into the classroom was a way to reach more student

learners and increase course completion rates. A majority of participants felt that student

feedback fostered an increased awareness of the importance to cultivate a more cooperative

pedagogical climate within their classrooms. It also helps foster better course design and direction.

Summary

Analysis of the data showed that the quality of relationships created both positive and negative perceptions for participants. Connecting professionally and socially added value to the participant's experience, because it promoted a sense of connection to the organization and the students. The study yielded results showed the levels of satisfaction, happiness, or stress perceived by participants yielded contrasting emotions and motivations in regard to their relationship to teaching. The mixed emotions participants experienced included feelings of joy, satisfaction, stress, relief, and disappointment.

Conclusion

In this chapter, findings from an interpretative phenomenological analysis were presented. Nine semi-structured, in-depth interviews were conducted, transcribed, and analyzed, with the goal of understanding how adjunct faculty in northeast United States two-year colleges described their motivations to teach. Analysis yielded three super-ordinate and six subordinate themes. Participants detailed and described that they felt both positive and negative emotions towards experiences as they described their motivations to teach.

The study described and detailed each super-ordinate and subordinate theme that came from a shared comprehension of their reality as adjunct faculty. Participants described how they made sense of their experience as adjunct teachers and indicated that it was a way for them to individually add value to the field of education. Most participants focused on the positive aspects of the job, but the data results also indicated the existence of overarching

systemic deficiencies and stressors occurring as a result of institutional barriers and challenges.

A discussion of findings will be presented in the chapter that follows. This discussion established connections between the findings and published literature, and explained the relevance of the findings to the theoretical framework of Herzberg et al.'s (1959) hygiene-motivation. Additionally, the significance of these findings to future practice were highlighted, and suggestions for future research was included.

Chapter 5- Discussion of Findings

The purpose of this qualitative basic inductive study was to investigate how adjunct faculty in northeast United States two-year colleges described their sustained motivations to teach. Hygiene-motivation theory provided the lens through which this study was conducted to gather and analyze data regarding this phenomenon. The framework looked at how certain motivations to teach produced a shift in the level of satisfaction or dissatisfaction experienced on the job. This study provided a means to explore individual adjunct faculty experiences and produced thick descriptions from one-on-one semi-structured interviews with participants. Throughout the interview process, participants were asked to describe their experiences as adjunct faculty and explain how they made sense of their role as teachers in northeast U.S. two-year colleges. The study's data was subsequently analyzed to garner and condense the findings.

The super-ordinate themes that emerged through analysis of the data were: 1) awareness of individual reasons to teach; 2) reinforcement; and 3) relationships. The two subordinate themes for awareness of individual reasons to teach included (a) the love for teaching and (b) giving back to the college. Corresponding to the super-ordinate theme of reinforcement were the subordinate themes of (a) sense of purpose and (b) feelings about the financial benefit of teaching. The two subordinate themes that emerged from relationships included (a) awareness of institutional support and barriers and; (b) feelings of success from student feedback.

Qualitative research pertaining to this study and to how adjunct faculty with 5 to 25 years of adjunct teaching experience described their sustained motivations to teach was reflected in this chapter. Moreover, the academic literature regarding these experiences and

motivational factors of adjunct faculty in this study have been documented to enrich the discourse in this field of interest. This study appropriately adds valuable research to other related fields as well, such as *motivation, education, leadership, management,* and *organizational systems, human resources*, as well as the *U.S. workforce* (Christiansen, 2008; Jaschik, 2006; Landrum, 2009; Levine-Sauberman, 2014; Maynard & Thomas, 2008; Morgan, 2006; Williamson, 2014).

This chapter discussed the findings as organized around each super-ordinate theme. The discussion initially focused on how each of the super-ordinate themes connected to the extant literature and subsequently described the significance of the findings. Moreover, the study related how the results connected to the theoretical framework and then moved into a discussion about the study's limitations, proposed recommendations for educational practices, and suggestions for future research.

Connections of Themes to Theoretical Framework

This study focused on how adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach. As defined by Herzberg et al.'s (1959) hygiene-motivation theory, motivation is created by feelings of achievement, career advancement, personal growth, job interest, recognition and responsibility, but mainly comes from within (Herzberg et al., 1959). Hygiene factors consist of company policies, the quality of employee supervision, relationships with others, personal work-life balance, rate of pay, job security, and working conditions. What they have in common is that they are all centered on an individual receiving cues, processing them, and valuing the perceived outcomes (Herzberg, 1959).

Herzberg et al.'s (1959) study suggested that individuals receive tacit cues from their work environments and interpret and make sense of them as either positives (motivating, satisfiers) or as negatives-neutrals (hygiene factors, dissatisfiers). This study on adjunct faculty noted that it was important to pay attention to the motivations of this group of individuals in order to measure and validate how specific sustained motivations that adjunct faculty with 5 to 25 years of adjunct teaching bring with them to two-year colleges influenced how they described their roles at work (Herzberg, et al., 1959; Smith et al., 2014).

Herzberg et al. (1959) described motivational reinforcement as deep-rooted motivators necessary for individual's to experience job satisfaction. The study argued that positive motivators at work may include: 1) feelings of achievement; 2) whether the work is challenging itself and; 3) how an individual perceives the level of responsibility the work incorporates, among others (Herzberg et al., 1959). Participants in this study all displayed the need for reinforcing motivators to sustain their sense of purpose and effort to promote student achievement.

Herzberg et al.'s (1959) study listed rate of pay as a neutral (hygiene) element. A hygiene factor is defined as having little to no effect on the level of satisfaction an individual' experiences at work and that it creates neither a positive nor negative feeling for employees. This research study revealed that participants experienced both positive and negative reactions and that none of the participants experienced neutral feelings when describing the rate of pay. This finding directly contradicted Herzberg et al.'s (1959) assumption that financial benefit or rate of pay has no effect on an individual's motivation at work (Bianco-Mathis & Chalofsky, 2006).

The super-ordinate theme of reinforcement and the subordinate themes of sense of purpose and feelings about the financial benefit from teaching were consistent with the theoretical framework of Herzberg et al. (1959). The flow of Herzberg et al.'s (1959) two-factor, hygiene-motivation theory represented that both on-the-job motivators and de-motivators are predictable in the workplace. Herzberg et al. (1959) argued that a shift in either direction could change the level of employee satisfaction or dissatisfaction and, in this case, reinforcement from feelings of purpose and the benefit from the participants' perception of their rate of pay.

The study found that a strong interest in teaching was expressed when all nine participants indicated a love for teaching to some degree. Their desire to continue to share knowledge was fueled by their own personal experiences and personal success from their own education. Participants' positive feelings aligned with Herzberg et al.'s (1959) argument that individual reactions to work can shift depending upon the level of satisfaction or dissatisfaction experienced by the employee.

This related to Herzberg et al.'s (1959) theory that motivation is created by feelings of achievement and job interest, but mainly come from within. Motivation develops from a personal perception that an individual is positively effecting the work environment and through the enjoyment of their work. What both have in common is that they are all centered on an individual receiving cues, processing them, and valuing the perceived outcomes (Herzberg, 1959).

Awareness of Individual Reasons to Teach

Listed under the super-ordinate theme of awareness of individual reasons to teach were two subordinate themes of: (a) the love for teaching; and (b) giving back to the college.

These themes portrayed why participants were motivated to teach as adjunct faculty with 5 to 25 years of adjunct teaching at northeast U.S. two-year colleges. The study revealed that most participants became adjunct faculty because it gave them a sense of joy, satisfaction, and fulfillment; and that it allowed them the opportunity to put personal time and effort back into the college and their community-at-large. These feelings added to their overall sense of well-being and satisfaction regarding the quality of their work. Though all participants in this study identified some type of connection to the value they placed on education, the majority individually identified with the experiences that created emotions of joy, satisfaction, fulfillment, need, and a love for teaching.

While literature in varying degrees addressed and supported the findings of each theme in this study, this study on adjunct faculty with 5 to 25 years of adjunct teaching added to the existing body of knowledge on how adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching shared the sustained idea that teaching was important and that all felt an intrinsic value was gained from adjunct teaching. This was expressed by participants as feelings of joy, satisfaction, and contentment. The following section discussed how the extant literature further supported this study's findings.

A study completed by Gunther (2015) about the perceived sense of well-being experienced by highly successful online college educators revealed that those who viewed teaching and associated it with themes of positivity were highly successful and demonstrated a good sense of subjective well-being in their jobs (Seligman, 2011). Gunther's (2015) study indicated that faculty who were happiest about their teaching experiences had described their feelings as having higher levels of passion and joy for the subject matter they taught, and that it produced a sense of satisfaction, creativity, motivation, and appreciation for their

work. This study on adjunct faculty found the same to be true. Each participant described their experiences as valuable because of the positive feelings and feedback they sensed as a result from the joy they experienced from teaching.

For the purpose of this study, participants defined value as the consideration of worth, excellence, usefulness, and importance. Many of the participants additionally expressed a need to give something back to the college and community they served. The study also observed that positive feelings adjunct faculty associated to teaching supported a basic sense of satisfaction at work.

Similar conclusions were made in Shiffman's (2009) study, which indicated that adjunct faculty motivations to teach had ranked as the top three factors for *online* instructors. These *online'* adjunct faculty listed their motivations as: 1) the joy of teaching; 2) personal satisfaction; and 3) a flexible work schedule. Shiffman's (2009) study aligned with this study's findings that adjunct faculty were highly motivated individuals who derived satisfaction from the intrinsic rewards received from teaching.

In similar studies, Maguire (2005), Wantanabe (2003), and Williamson (2014) found that intrinsic value and rewards were also motivating factors for adjunct faculty. The studies indicated that feelings of self-gratification and growth from teaching, personal motivation to use technology, and satisfactory working conditions, promoted feelings of well-being and a love for teaching These results confirmed what was uncovered in this study and demonstrated that all nine participants had agreed that a love for teaching was a strong motivator for sustaining their desire to teach as adjunct faculty in northeast U.S. two-year colleges.

Williamson (2014) reported similar results to this study when she evaluated the motivations expressed by adjunct faculty in midwest two-year colleges who primarily taught adult learners. Her study supported the notion that in order for adjunct faculty to remain motivated, they needed to feel some type of value associated with the purpose of their teaching. In this instance, the themes of the love for teaching and giving back to the college mirrored Williamson's (2014) study.

Williamson (2014) argued that participants ranked students and information sharing as the most prominent contributing factors to their motivation, followed by intrinsic value, the environment, and goals. This directly related to this study's findings that participants had a keen interest in feeling a sense of intrinsic value and a need to give something back to the college community.

Connley (2016) noted that executives at a corporation felt it was important to give something back to the work community. They held mentorship in high esteem and felt it provided a sense of satisfaction while concurrently offering community support. In this study, corporate executives indicated that they saw value in giving something personally back to the organization because, by doing so, it supported an intrinsic need in them to contribute to the organization's success. Connley's (2016) research directly allied to this study because it demonstrated that participants had a strong sense of value and respect for the field of education. The success of their individual journeys through the channels of education in post-secondary institutions and the doors that it opened for them served as a gateway to gain access to future growth and career success. This was expressed by participants as creating feelings of gratefulness for their own educational experiences and translated into a motivation to reach out to other rising executives within the company in the

same meaningful way. This perception of gained opportunity and value forged the idea that it was necessary to create successful pathways for others by giving something back in kind.

In an article by Audrey-Williams (2009) it was noted that adjunct faculty's desire for more money was shared by many but for some was overpowered by the desire to teach. The article surveyed 600 adjunct faculty at 90 colleges and found they had a strong desire to teach regardless of the pay. This stemmed from their motivation to teach while concurrently maintaining a better work life balance. These findings were in alignment with this study's results that all of the nine participants interviewed stated that they taught as adjunct faculty due to a love for teaching to some degree.

Summary

The super-ordinate theme of awareness of individual reasons to teach and the subordinate themes of the love for teaching and giving back to the college portrayed why participants were motivated to teach as adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching. The literature expressed many of the same sentiments reflected in this study that most adjunct faculty chose to teach for the intrinsic rewards received from adjunct teaching. As noted by the aforementioned studies conducted, adjunct faculty demonstrated a love for teaching and a satisfaction to give something back to the communities they served (Audrey-Williams, 2009; Connley, 2016; Gunter, 2015; Maguire, 2005; Shiffman, 2009; Wantanabe, 2003; & Williamson, 2014.

This study concurred with these studies' findings and showed that most participants in this study became adjunct faculty because it gave them a continuous sense of joy, satisfaction, and fulfillment. It also allowed for the opportunity to put some personal time and effort back into the college communities that participants had grown to value. This study

on adjunct faculty with 5 to 25 years of adjunct teaching discerned that participants

associated positive feelings with their own education and that these feelings fostered and

sustained a willingness to become adjunct faculty as a career choice, albeit supplemental.

Reinforcement

Listed under the super-ordinate theme of reinforcement were two subordinate themes

of (a) sense of purpose; and (b) feelings about the financial benefit of teaching. These

captured the process of encouraging or establishing a belief or pattern of behaviors, through

encouragement or rewards, to foster ongoing positive experiences for participants. The study

sought to uncover how adjunct faculty explained how incentives or reinforcements created,

sustained, or diminished their individual sustained motivations to teach.

Based on this study, participants maintained that having a sense of purpose not only

motivated them to teach, but also helped them to sustain this motivation over time. The

requisite feelings necessary for adjunct faculty to reinforce and sustain their individual

motivation over time required that participants experienced their role in a way that provided

them with positive experiences associated with feelings of joy, excitement, satisfaction, and

accomplishment. If positive feelings were not present, this study determined that higher

levels of dissatisfaction existed at work. Seven of the nine participants found that having a

sense of purpose positively impacted their ability to teach students and that it was an

important characteristic of an effective teacher. Participants expressed that by incorporating

a sense of purpose in their approach to teaching, students encouraged and affirmed positive

teaching practices and yielded more positive student experiences and outcomes.

While having a sense of purpose created positive reinforcement for most participants

to sustain their motivations, there were mixed results about how adjunct faculty perceived

the financial benefit gained from teaching. This study observed that participants' felt that the financial reward from teaching was equated to how much time and effort was required to prepare and deliver course materials versus how much remuneration participants were actually paid for their time. Although some participants expressed that they felt the rate of pay was below what the value of the position was, most indicated that the rate of pay did not factor into the reasons they taught. Instead, participants claimed that having a love for teaching or a sense of purpose were the driving motivators that sustained their desire to teach. Further, analysis revealed that participants who worked as adjunct faculty because they chose to, had a positive sense of their teaching experiences, while those who felt they had to teach as a means to support their financial obligations experienced lower levels of satisfaction on the job.

Congruent to many of the other studies performed on the perception of the financial benefits of teaching as an adjunct faculty member, McLaughlin (2015) discussed findings that supported a history of lower paying jobs for adjunct faculty who perceived they were viewed as having a lower status within the organization. The study examined how part-time versus full-time faculty achievement shifted in direction based on the perceived opportunities for adjunct faculty to succeed. Most notably, if they were able to secure full-time employment. Their reality was that instead of having adjunct teaching lead to full-time employment and status, most felt discouraged and burnt out when their desire to become full-time faculty members was never realized.

Williamson's (2014) assessment regarding job satisfaction of adjunct faculty who taught part-time demonstrated satisfaction levels that were, for the most part, relatively high. Williamson (2014) observed that most of the research completed across the U.S. revealed

higher levels of satisfaction in adjunct faculty who worked part-time versus full-time. The reason for this appeared to stem from the fact that job satisfaction varied greatly between participants who desired full-time teaching posts and those who preferred to teach part-time. This study confirmed similar results. Interviews revealed that adjunct faculty who taught to gain exposure to networks and connect to full-time teaching positions experienced increased levels of burnout and frustration in contrast to those who taught part-time.

Much like the results from McLaughlin's (2015) and Williamson's (2014) studies, this study supported the idea that participants experienced increased levels of dissatisfaction and stress on the job when their ambitions of becoming full-time faculty members failed. This study suggested instead, that those who taught part-time were more likely to experience satisfaction on the job as adjunct faculty with 5 to 25 years of adjunct teaching. For these reasons, most adjunct faculty who wanted to gain access to full-time faculty positions were less likely to experience positive and sustaining motivations to teach over time. These participants expressed feeling higher levels of burnout accumulated from their perceived stress and frustration.

Washington's (2012) study argued that the salaries paid to adjunct faculty did not necessarily sway the perception of fairness. This supported this study's findings that most participants felt adjunct teaching was a good way to earn extra money for doing something they loved to do. Participants expressed overarching complaints of poor planning when describing last minute adjunct faculty staffing practices. These practices left adjunct faculty feeling stressed, anxious, and dissatisfied, more so than if they had been given ample time to prepare for the semester. Newer faculty indicated they had trouble creating a syllabus with no prior experience or training in classroom management. Instead, these subject matter

experts needed extra guidance and support from administrators and department chairs that they never received. This would have helped them to ensure they were successful in their teaching efforts and to promote quality pedagogy. This study on adjunct faculty found there were differences uncovered among individual participants but all agreed on their love for teaching as a primary motivator to sustain their reasons to teach.

A study done by Maynard and Joseph (2008) examined the job satisfaction and affective commitment of three groups of college faculty. The study included a survey as a way to measure underemployment and job attitudes. Results showed that involuntary part-time faculty were the least satisfied due to dissatisfaction in the areas of advancement, compensation, and job security. The findings in this study substantiated the theme of reinforcement and supported the findings that adjunct faculty who worked simply because they wanted to, rather than having to, reported increased levels of satisfaction from adjunct teaching. Participants who voluntarily taught students reported substantially higher levels of satisfaction on the job.

For example, five of the nine participants asserted they taught as adjunct faculty for the joy and satisfaction it provided and that they considered teaching as a good way to earn extra spending money while enjoying the experience. The other four participants indicated that they taught primarily out of financial need and that they were more likely to have perceived their experiences as negative. In this study, adjunct faculty who taught as a way to solve their financial issues felt that the time needed to complete the task robbed them of precious time and energy. This situation produced feelings of discontent, resentment, and anxiety from these four participants.

In a study done by Bates (2012) adjunct faculty who held part-time teaching positions at multiple institutions and those who aspired to earn full-time faculty status, experienced a surge of motivation when initially engaging with students. However, their feelings of engaging with students gradually devolved when they realized that becoming a full-time faculty member was not likely to happen. This, instead, created increased levels of burnout as the semester progressed. This study reflected Bates' (2012) sentiment with similar findings that adjunct faculty who taught at multiple institutions did so primarily to piece together part-time jobs into a full-time teaching career, albeit at multiple institutions concurrently. It also found that participants who taught in the hopes of gaining access to networks to connect with full-time faculty appointments were less likely to stay satisfied and experienced decreased motivation on the job.

Frederickson (2015) discussed the mistreatment of part-time college teachers who were part of the increasing contingent workforce. The article articulated that adjunct faculty experienced lower job satisfaction when they were paid less per hour or received no fringe benefits. The concern of the author was that as more colleges continued to increase their part-time hiring practices, the workforce will continue to plummet with regard to quality pedagogy, effective teaching, and sustained motivations to teach. This may result in lower levels of job satisfaction for adjunct faculty and diminish student learning.

According to a survey performed by the American Federation of Teachers (2015), part-time adjunct faculty were evenly split into two groups. As indicated by the study, many were motivated to work because they liked to teach. However, there was a split in the desire to remain employed solely as part-timers versus those who sought to achieve the status of full-time faculty. The adjunct faculty who worked solely part-time did so because they

wanted to teach stemming from an intrinsic personal desire. These part-time adjunct faculty stayed longer in one institution and were more satisfied on the job.

The other group of part-timers, who desired full-time teaching jobs, experienced burnout and were unwilling to do what it took, over a sustained period of time, to secure a permanent full-time faculty teaching position. The AAUP (2015) suggested that for individuals who wanted to teach full-time but could not find open full-time faculty teaching positions, there were higher levels of dissatisfaction on the job. This prompted these adjunct faculty to look for work elsewhere. These findings align with this study's conclusions that motivation was more likely sustained for those adjunct faculty who chose to only work part-time due to a love for teaching. This concurred with the AAUP (2015) survey results that maintained adjunct faculty who taught part-time were happier than those choosing to find full-time faculty employment.

Summary

The super-ordinate theme of reinforcement and the subordinate themes of sense of purpose and feelings about the financial benefit of teaching, portrayed the manner in which participants established a belief or pattern of behaviors, through encouragement or rewards, to foster positive reinforcement to teach. This study on adjunct faculty found that results were mixed. Participants experienced both positive and negative feelings of satisfaction or dissatisfaction from teaching as adjunct faculty based on their perceptions of their own personal experiences at work (Herzberg et al., 1959). Those indicating a sense of purpose felt joy, excitement, and satisfaction. Those who taught as a means to increase income voluntarily experienced sustained levels of positive feelings, whereas, those who taught to meet financial obligations experienced more stress, anxiety, and disappointment on the job.

A major factor in this shift from positive to negative was shown to have been influenced by the participants' primary reasons to teach. It was in how they perceived and made sense of their situation at work that either increased or decreased their level of satisfaction on the job. Further, the study noted that participants who taught in order to network for full-time employment experienced decreased levels of satisfaction and increased levels of burnout from the demands placed on them at work. Participants who taught part-time did not have as negative an experience and indicated they taught from a love for teaching. This study on adjunct faculty observed that the primary reason to teach directly impacted whether or not adjunct faculty experienced increased or decreased levels of satisfaction as indicated through the lens of Herzberg et al., (1959). And that they sustained motivation as a result of voluntarily teaching in northeast U.S. two-year colleges.

Relationships

Listed under the super-ordinate theme of relationships were two subordinate themes of awareness of institutional support and barriers and feelings of success from student feedback. The third super-ordinate theme of relationships clarified how participants perceived and explained their relationships as adjunct faculty within post-secondary hierarchies. Participants noted feelings of frustration and abandonment stemming from a lack of connection to professional and social networks within the organization. This led to both positive and negative experiences in terms of how satisfied or dissatisfied participants felt regarding the development and opportunities available to them when trying to connect with others both professionally and socially. This study delved deeper into how participants described their relationships as adjunct faculty with 5 to 25 years of adjunct teaching in northeast U.S. two-year colleges and how their experiences related to their awareness of the

support and challenges of being a member of the institutions they worked for. This study revealed that these relationships were important to sustain adjunct faculty motivations and that participants expressed they chose to teach due to feelings of joy, satisfaction, and connection that teaching evoked within them.

The findings in this study substantiated a study by Koharchik and Redding (2016) who suggested that incorporating successful teaching strategies for students was important because it ensured a positive learning environment. The study found that adjunct faculty who offered students encouragement and feedback created a reciprocal working relationship to the learner and formed closer relationships. This, in turn, bonded the adjunct faculty-student relationship and, in turn, left adjunct faculty with feelings of accomplishment, satisfaction, and success. The positive feedback received from students encouraged and motivated instructors to continue teaching. This validated the findings in this study with regard to how adjunct faculty sustained motivations. This study also disclosed that adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching felt success when they received positive student feedback and through other means of connection with administrators, department chairs, colleagues and students.

In an article by Blevins and Miller (2015), the authors described nursing education as developing a profession of relationships. Conclusions drawn from this study showed that adjunct faculty and students regarded the mentor relationship as important, especially for new students soon to be practitioners in the field. The study found that collaboration and compassion were key ingredients to promote success and that student feedback received demonstrated the importance of this perspective. This supported this study's theme of relationships in its analysis of the adjunct faculty-student relationship. According to this

study, adjunct faculty with 5 to 25 years of adjunct teaching, who connected with the institution, administration, staff, and students, echoed the importance of finding a mentorship, which helped sustain their motivations to teach.

In a congruent study performed by Condon et al. (2016), arguing that building a culture of teaching and learning maximized the ability of faculty and students to learn, the study demonstrated a connection between interactive support from higher education adjunct faculty and subsequent student learning. The findings related directly to this study's analysis that showed institutional support was vital to foster an important bond between adjunct faculty and the institution and students.

Condon et al.'s (2016) study is consistent with Adler-Kassner and Majewski's (2016) study, which suggested that threshold concepts of professional development helped to engage faculty in discussions about their disciplines. This related directly to this study's themes of awareness of institutional support and barriers and feelings generated by student feedback. Both studies suggested that by utilizing a gateway for additional professional development for adjunct faculty it could improve classroom management and the quality of pedagogy of the institution. The reasoning behind this conclusion was that this type of support promoted better student learning. Adler-Kassner and Majewski (2016) supported this study's findings in regard to the importance of the adaptation needed when institutions strive to build strong relationships for success. Adjunct faculty with 5 to 25 years of adjunct teaching that were interviewed in this study expressed a need for real relationship building and connection to the organization as a way to get access to the heart of participant's scholarly identities and to sustain their measured feelings of successes or failures.

A qualitative phenomenological study by Dolan (2011) explored participants' views on whether periodically meeting face-to-face with management and peers had the potential to affect their motivation on the job or to affect the quality of education provided to students. There was a consensus that face-to-face contact among adjunct faculty and others enhanced teaching performance. Dolan's (2011) study confirmed this study's understanding that the cognitive processes experienced by adjunct faculty with 5 to 25 years of adjunct teaching in northeast U.S. two-year colleges effect how adjunct faculty apply meaning to sustain positive concepts like trust and loyalty.

Chaudry and Tekleab (2013) explored the merits of the terms of the exchange agreement between individuals and their companies that measured the amount of influence that failed promises offered to employees by the company affected the employees' perceptions of the real support received from their employer. The study found that having an awareness of support from the organization led to the perception that employees were supported and valued. This was consistent with this study's finding that supports how awareness of institutional support and barriers affects adjunct faculty's perceptions of the support received. The study showed that adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching expressed that awareness of support was essential to their sustained motivations to teach.

Also consistent with this study's findings, Birtch, Chiang, and Van Esch (2016) argued that the employment exchange process created from employee performance for those who did not receive proper job resources, created feelings of inequity between the employee-employer relationship. Birtch et al. (2016) referred to the significant challenges faced by employees and, in this case, by adjunct faculty with 5 to 25 years of adjunct

teaching, to overcome deficiencies caused by a lack of institutional support. This study's participants confirmed that a lack of support from institutional partners created a gap and sense of isolation, which led to higher levels of dissatisfaction at work.

A study conducted by Levine-Sauberman (2014) examined how a teaching and learning center at a community college located in the northeast United States prepared part-time adjunct faculty with the use of professional development programming. The community college's Center for Teaching and Learning (The Center) asserted that there were four functions in scholarly engagement: 1) scholarship of discovery; 2) scholarship of integration; 3) scholarship of application; and 4) scholarship of teaching. According to Levine-Sauberman (2014) colleges continued to establish centers for teaching and learning and noted there were wider ranges of offerings made available to adjunct faculty at The Center that fostered a better connection between adjunct faculty and the institutions they served. This research aligned with Levine-Sauberman's (2014) study in regard to how the perceived awareness of support and barriers understood by adjunct faculty with 5 to 25 years of adjunct teaching provided a perception of a satisfactory or dissatisfactory work experience. This, in turn, either promoted or diminished a sustained motivation to teach.

Goldstene (2015) claimed that adjunct faculty comprised a majority of higher-education teachers across the U.S. The study indicated that adjunct faculty frustrations stemmed from issues such as financial, personal, and professional matters. Goldstene's (2015) study supported this study's conclusions that a sharp decline in the number of tenure-track positions, an increasing number of adjunct faculty seeking to earn a living by teaching have shifted the perceived satisfaction experience by many adjunct faculty aspiring to teach full-time.

According to the American Association of University Professors, "non-tenure track positions now account for 68 percent of all faculty appointments in American higher education" (AAUP, 2014).

Liberty-Becker (2016) argued that post-secondary education has become more like the characteristics of retailers who profited from the manipulation of the lowest rung of employee and, in this case, we were discussing adjunct faculty. The concern became that students were not shopping for retail goods, but rather, for a better education. Adjunct faculty who maintained one semester to one-year contracts did not feel like they had stable employment. This translated the idea to faculty members who taught two-year students, that they were no more empowered as teachers as the contingent workforce. This created feelings of dissatisfaction and provided students with underprepared instructors. This study was important to add to the extant literature because it documented the experiences that might affect how adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach The study's findings showed how important it is to maintain courteous employer-employee relationships to alleviate a shift in the levels of satisfaction or dissatisfaction experienced by employees at work.

Summary

Due to the steady rise in the number of adjunct faculty in colleges, it is important to understand what motivates successful teachers to maintain quality and support the challenges that arise in respect to their role as teachers (Williamson, 2014). It is also important to give particular attention to the lived experiences and motivational factors of how adjunct faculty make sense of their roles at work (Landrum, 2009; Maynard & Joseph, 2008; Rowh, 2014; Wantanabe, 2003; Williamson, 2014). These experiences and

motivations directly contribute to their performance as educators and to the performance and achievements of their students.

Many of the basic values that adjunct faculty appreciate stem from aligning with the mission of the college, building upon relationships on campus, and in leveling departmental and hierarchical boundaries (Christiansen, 2008; Hoeller, 2006; Levine-Sauberman, 2014; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014). The research contended that these facets promote idea sharing that can help adjunct faculty increase their pedagogical, technical and classroom management skills as well as help them connect with colleges and students (Christiansen, 2008; Levine-Sauberman, 2014; Maynard & Joseph, 2008; Washington, 2012; Williamson, 2014).

Analysis of the data of this study showed that the quality of relationships created between adjunct faculty and others within the hierarchy of the institution produced both positive and negative results. Connecting professionally and socially added value to the participant's experience because they felt it promoted a sense of connectedness to the organization and to their students. The study results showed that the levels of satisfaction, happiness, or dissatisfaction and stress perceived by participants were contrasted by emotions and experiences in regard to their relationship to teaching and the organization. The emotions expressed by participants within this study included a cornucopia of feelings, such as joy, satisfaction, relief, stress, and disappointment.

Recommendations for Practice

This qualitative research study was designed as a basic inductive study to explore the lived experiences of adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching. The research focused on the experiences of adjunct faculty as it related to

the research question of this study included in Appendix C. This study analyzed the experiences of adjunct faculty regarding what sustained their motivations to teach in northeast U.S. two-year colleges.

The results of this research can help shed some light on what sustains adjunct faculty motivations to teach, so that those in hiring positions can conduct focused interviews regarding the staffing of potential adjunct faculty. With a keener understanding of those motivations, hiring personnel will be in a better position to offer employment to adjunct faculty who are best suited to stay at the organization and provide a positive student experience. It is of utmost importance to hiring personnel to examine the best practices in securing adjunct faculty. The results of this study will enable those in the position of hiring to screen potential adjunct faculty using the findings of this study.

Recommendation 1. This study indicated that participants experienced an intrinsic value as it related to their part-time teaching assignments. The experiences generated by working as adjunct faculty included feelings of joy, satisfaction, need, and fulfillment. It is therefore recommended that adjunct faculty hiring practices reflect a positive start for adjunct faculty by giving them plenty of notice to prepare for class and a system to allow them to gain access to networks of support in classroom management practices. Giving adjunct faculty the requisite time to prepare syllabi and course materials positively supports and impacts their ability to effectively teach students and sustain their motivations to teach, decreasing the high costs of turnover in human resources. This study showed that adjunct faculty had a willingness to contribute to a positive student experience and would do so if supported with the proper preparation time, tools, and materials that would allow students in their classes have the opportunity to succeed.

Recommendation 2. Through corroborating data collected in the literature review and in this study, it was revealed that adjunct faculty felt disenfranchised from the main stream of the institution where they taught part-time. This was manifested in different ways as expressed by the participants in this study. This included a lack of the ability to connect with other colleagues, administrators, or students or to develop support networks so participants would feel as they were a valued member of the hierarchical organization. By not being able to connect, adjunct faculty admitted feeling mixed emotions of isolation, abandonment, and dissatisfaction. Adjunct faculty who performed their duties for the love of it and wanted to give back to their college community (subthemes 1.1 and 1.2) were less discouraged or disenchanted. Instead, the institution's omission of them from participating in professional development, institutional committees, and other activities, made adjunct faculty feel less valued by the institution but was not a main reason for them to walk away from the institution. Given this information, however, each institution that hires adjunct faculty should consider ways to incorporate adjunct faculty in professional development opportunities and in the life of the college. These efforts may provide a more positive effect on the lived experiences of adjunct faculty overall and, in particular, those who teach part-time for other than financial reasons.

Recommendation 3. It was further noted in the analysis and interpretation of the data collected in this study, that adjunct faculty experienced different levels of satisfaction at work. This was based on how they perceived the return on investment of their time and energy in order to succeed in their role as adjunct faculty when compared with the financial remuneration received. Most participants noted that financial benefit was not the main reason for them to teach. Instead, it was a love for teaching. It was noted that although

Herzberg et al.'s (1959) study indicated that rate of pay was a neutral factor at work, which, according to the framework neither satisfies or dissatisfies employees in one direction or another, this study's results disagreed with Herzberg et al.'s (1959) theory. The results of this study indicated that participants experienced both positive and negative reactions to rates of pay, shifting levels of satisfaction or dissatisfaction regarding the rate of pay in both directions to some degree. College administrators would benefit from a more positive workforce if they conducted thorough research into salary adjustments for the adjunct faculty they employ and ensure that they remain competitive with other similar post-secondary institutions in their geographic area.

Recommendation 4. As noted in the literature review, there have been, and continue to be, a huge reliance on a part-time staffing of adjunct faculty in colleges and universities throughout the U.S. This is no longer a phenomenon or trend, but a fact of financial life of the institutions. The participants in this study relied on their own skills levels, knowledge of content, and sometimes limited experiences with best practices in instructional strategies. Toward the vision of a competent, technologically savvy contingent workforce, there exists a need for institutions to provide leadership in the recruitment, screening, reference checking, and on-going evaluation of adjunct faculty' performance in the classroom. As a best practice, student support in the classroom and a lack of technological savvy can be remedied through small group activities provided to adjunct faculty and conveniently scheduled instructional sessions to deliver the finest instruction on best practices. This would also positively impact retention and benefit students over time. It would be helpful for current and future researchers to identify and compare best practices in adjunct faculty

recruitment, screening, evaluation, professional development opportunities, and support in their use of professional development available to adjunct faculty.

Limitations of the Study

This qualitative basic inductive study examined the lived experiences of adjunct faculty teaching in northeast United States two-year colleges with 5 to 25 years of adjunct teaching. The intent of this study was to reveal the experiences of the participants and not to generalize the findings to broader stakeholders. Nine participants, teaching at a total of 20 institutions limits the study. Given the smaller number of participants and larger number of institutions, as well as the time frames for the adjunct teaching experience, further limits the study. It can also be noted that adjunct faculty from other two-year colleges outside the tri-state area of Delaware, New Jersey, and Pennsylvania were not included. This narrows the scope of the results to a limited population and to the limited experiences of nine adjunct faculty at 20 colleges (Miles et al., 2014). The study also fails to include adjunct faculty from four-year colleges. The results of this study would have applied to a broader audience if the study had included participants from other two- and four-year institutions within the northeast U.S. or from throughout the United States.

It can also be of interest to note, as well as a limitation, that all participants felt they understood their role as adjunct faculty and performed it accordingly. This belief may have influenced their responses regarding their lived experiences as adjunct faculty with 5 to 25 years of adjunct teaching when describing of their sustained motivations to teach.

Recommendations for Future Research

Many types of research were examined to support this study. Those studies focused primarily on the increasing number of adjunct faculty, the content areas where there was

most need, and the salary disparity between full and part time faculty. The need for more

inclusion into the hierarchy of the organization including, but not limited to, more

professional development for the growing adjunct faculty population across the U.S. was

another focus of the research. While case studies were prevalent and included dialog related

to the adjunct experience, few examined the feelings, perceptions, and lived experiences of

adjunct faculty. In this study, all had personal reasons for teaching part-time. All

participants had feelings regarding the experience in the classroom and in the institution.

And all shared ideas for making it a better work environment and experience for themselves

as well as other' adjunct faculty. There continues to be a dearth of studies related to how

adjunct faculty actually feel about their experiences in their role as teachers. This researcher

recommends that future studies focus on the singular aspects of the super-ordinate and

subordinate themes of this study to provide in-depth scholarship on each aspect of the

study's findings using different methodologies.

This study on adjunct faculty also endorses additional investigation into the practices

of institutions as they relate to the adjunct faculty workforce. The identification of best

practices in adjunct faculty management would be of great benefit to institutions redesigning

the management of, or embarking on, the management of an ever-growing and ever-

changing contingent workforce.

Also of interest to those who may wish to use this study as a basis for future

research, is the willingness of the participants to share with the institution their thoughts and

experiences in an attempt to enhance their part-time experience. The inclusion of part-time

faculty in professional development initiatives, curriculum planning, and collaboration with

full-time faculty, while not without its time and space constraints, should be considered.

Conclusion

There is mounting concern over the influence that hiring larger percentages of adjunct faculty has had on the quality of instruction delivered in higher education today. This basic inductive analysis study investigated how adjunct faculty in northeast U.S. two-year colleges with 5 to 25 years of adjunct teaching described their sustained motivations to teach. The existing literature suggests that this trend demonstrates that adjunct faculty are replacing full-time faculty hires because they are viewed as an economic resource or commodity for the college rather than as a contributing influence and support the academic mission of the college. Due to the continued trend and growth in adjunct faculty staffing practices across the U.S., it was important for this study on adjunct faculty in northeast, U.S. two-year colleges with 5 to 25 years of adjunct teaching to occur. This study investigated the effects of how adjunct faculty sustained motivations to teach impacts the quality of education delivered to students in northeast two-year colleges. Through utilization of an approach, the study explored and captured adjunct faculty explanations and sense-making of their experiences at work. Moreover, these findings, combined with a study of their sustained motivations to teach, may predict their job satisfaction. Data was gathered and analyzed through individualized, semi-structured interviews. Analysis of the interviews yielded three super-ordinate themes: 1) awareness of individual reasons to teach; 2) reinforcement and; 3) relationships. Findings revealed that adjunct faculty interpretations of their experiences were affected by how they valued the benefit they personally gained from their individual educational achievement and subsequent career success attributed to those experiences.

Most participants described that giving something back to the college and community was important. Looking at the study through the lens of Herzberg, Mausner, and Snyderman's (1959) hygiene-motivation theory, adjunct faculty experienced increased or decreased levels of satisfaction at work depending upon how they perceived the tacit cues received from their experiences at work and the resulting emotions achieved from those experiences. Delivering quality education or support to the community gave participants a sense of purpose, an acknowledgement of a love for teaching, and feelings of joy and fulfillment. Whereas a lack of institutional support for the teaching process, created feelings of anxiety and stress. Issues regarding inclusion within the hierarchy of the organization were highlighted as a dissatisfier in the workplace in the workplace, which also created barriers.

This study revealed that all nine participants noted a love for teaching as a primary motivation to some degree, while less emphasis was placed on how they felt about the financial benefits received from teaching. This aligns with other research studies that indicated the benefit of financial remuneration was a low priority when measuring specific motivators to teach. These findings are relevant to administrators and full-time faculty coordinators who hire adjunct faculty as they work to advance quality pedagogy. They are also of value to areas of professional development as institutions strive to provide better training and guidance in classroom management. This in turn, will increase the positive benefit received by students. Further, additional research is needed to continue to explore adjunct faculty experiences with regard to their sustained motivations to teach and in the field of improved learning.

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Appendix A - Participant Recruitment Email

Dear name of potential participant,

My name is Maureen Sheridan and I am a doctoral candidate in the College of Professional Studies at Northeastern University working toward my Doctor of Education in Organizational Leadership. As part of my dissertation, I am conducting a study entitled: *How Adjunct Faculty at Community Colleges Describe Their Sustained Motivations to Teach.* My past experience includes working as a Director of Adjunct Recruitment and Support at two-year colleges. I also work as an adjunct faculty member at Rutgers University and Massachusetts College of Pharmacy and Burlington County College in NJ, teaching Labor Management Relations and Human Resources Management.

The purpose of this qualitative basic inductive study is to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching explain and make sense of their motivations to teach (Miles et al., 2014).

If you decide to take part in this study, we will ask you to participate in a 60 to 90-minute audiotaped interview at a location convenient to you or via a Google Hangout session. I anticipate that there will be between eight and ten questions that you will be asked to comment on. The purpose of the research is not to evaluate your performance but to draw lessons from your experiences.

Prior to the interview you will be asked to sign an informed consent form. The interview will be digitally recorded and then transcribed. A pseudonym for your name or any organization mentioned will be used to protect anonymity and all information will be stored in a locked secure cabinet. Please note that your participation in this interview is voluntary and you may opt out of any part of the interview process at any time.

As a final step, I will offer you the opportunity to review the transcript of your interview to determine if the analysis accurately reflects your views and perspectives. It is my goal to conduct the interview during late summer or early fall of 2015. The audiotapes of the interview will be destroyed following analysis defense of the dissertation. I wanted to note that there are no direct benefits to you for participating in the study. However, your answers may help to give adjunct faculty an unprecedented voice and for you to engage in a collegial discussion among peers.

If you agree to participate, please email me back at sheridan.ma@husky.neu.edu with confirmation. Please let me know if you have any questions or concerns about participating in this research. You may contact me at: sheridan.ma@husky.neu.edu or 609-571-7207. You can also contact Dr. Shannon Alpert, Principal Investigator, at s.alpert@neu.edu. If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115 or at 617-373-4588, email: irb@neu.edu. You may call anonymously if you wish.

Sincerely,
Maureen E. Sheridan

Appendix B - Participant Consent Form

| Unsigned Participant Consent Document – Northeastern University |
Northeastern University, College of Professional Studies

| Name of Investigator(s): |
Dr. Shannon Alpert, principal investigator; Maureen Sheridan, student researcher.

| Title of Project: |
How Adjunct Faculty at Community Colleges Describe Their Sustained Motivations to Teach.

| Informed Consent to Participate in a Research Study |
We are inviting you to take part in a research study. This form will tell you about the study, but the researcher will explain it to you first. You may ask this person any questions that you have. When you are ready to make a decision, you may tell the researcher if you want to participate or not. You do not have to participate if you don't want to. If you decide to participate, the researcher will ask you to affirm this statement and give you a copy to keep.

| Why am I being asked to take part in this research study? |
We are asking you to be in this study because as an adjunct faculty member in a northeast United States two-year college in the tri-state area of Delaware, New Jersey, or Pennsylvania, for more than five years and less than twenty-five, you have unique insight regarding the lived experiences of adjunct faculty. It is our belief that you can share your background, motivation to teach, and current experience as an adjunct faculty member.

| Why is this research study being done? |
The purpose of this qualitative basic inductive study is to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching explain and make sense of their sustained motivations to teach (Miles et al., 2014).

| What will I be asked to do? |
If you decide to take part in this study, we will ask you to participate in one 60 to 90-minutes interview session with open-ended, one-on-one interview questions. There will be approximately 8 to 10 questions to discuss. This will occur at a location convenient to you or via a Google Hangout session. The purpose of this qualitative basic inductive study is to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching explain and make sense of their sustained motivations to teach (Miles et al., 2014). Through your unique perspective, it is the hope of this researcher to give a voice to adjunct faculty in two-year colleges in the tri-state area of Delaware, New Jersey and Pennsylvania. Further, you will be asked to sign an informed consent form prior to the interviews. I anticipate that there will be between eight and ten questions that you will be asked to comment on. I will record the interview and the audio recordings will then be

transcribed. I will use a pseudonym for your name or any organization mentioned so that you will retain anonymity.

As a final step, you will be asked to review the transcripts of your interview to determine if your views and perspectives are accurately reflected. This will take place through the use of Google Hangouts or email. It is my goal to conduct these interviews during the late summer or early fall of 2015.

Where will this take place and how much of my time will it take?

We will ask you to participate in one 60 to 90-minute interview sessions with open-ended, one-on-one questions that will occur at a location convenient to you or via a Google Hangout session. As a final step you will be asked to review your transcript to ensure its accuracy. This may take up to one hour and will be at a location convenient to you or via Google Hangouts.

Will there be any risk or discomfort to me?

I do not foresee participation in the project posing any risks for you. Although, I cannot guarantee complete confidentially of your participation, given the number of people who fit within the potential sample size, I will take all reasonable steps to protect your identity. Each participant will be identified with a pseudonym and will not be identified by name in any publication. All files and tapes will be secured in a locked cabinet.

Will I benefit by being in this research?

There will be no direct benefit to you for taking part in the study. There is no compensation offered for participation. However, you may benefit from taking part in a collegial discussion about aspects of adjunct faculty experiences with colleagues and to give a voice to adjuncts in the tri-state area of Delaware, New Jersey and Pennsylvania.

Who will see the information about me?

Your part in the study will be confidential. Only the researchers of this study will see the information about you or any peer reviewers who have been given permission through Northeastern University's Institutional Review Board. No reports or publications will use information that can identify you in any way or any individual as being in this project. You will be given a pseudonym in any reports or publications.

Recordings of the interview will be transcribed by me or by an outside transcription agency. In the instance that transcriptionists are involved, they will be asked to sign a confidentiality agreement prior to receiving the recordings. Only the researchers or any peers approved by Northeastern University's Institutional Review Board will have access to the recordings.

In rare instances, authorized people may request to see research information about you and other people in the study. This is done only to be sure that the research is done properly. We would only permit people who are authorized by organizations such as Northeastern University Institutional Review Board to see this information.

If I do not want to take part in the study, what choices do I have?

You have the option to choose not to participate.

What will happen if I suffer any harm from this research?

No special arrangements will be made for compensation or for payment solely because of your participation in this research.

Can I stop my participation in this study?

Your participation in the research project is entirely voluntary. You can refuse to answer any question and may withdraw at any time.

Who can I contact if I have questions or problems?

Please let me know if you have any questions or concerns about participating in this research. You may contact me at: sheridan.ma@husky.neu.edu or 609-571-7207. You can also contact Dr. Shannon Alpert, Principal Investigator at s.alpert@neu.edu.

Who can I contact about my rights as a participant?

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park, Northeastern University, Boston, MA 02115. Tel: 617-373-4588, Email: irb@neu.edu. You may call anonymously if you wish.

Will I be paid for my participation?

No.

Will it cost me anything to participate?

No.

By signing below, you understand and consent to the researcher audio recording the research sessions. Please either agree or refuse, by checking one of the boxes in the next sentence, as to whether or not the researcher may use direct quotes in her paper.

Please check on of the following: I agree____ I disagree_____ that Maureen Sheridan may quote me in her paper.

I have read the material above, and any questions I asked have been answered to my satisfaction. I understand a copy of this form will be made available to me for the relevant information and phone numbers. I realize that I may withdraw without prejudice at any time.

_____   _____

Signature of person agreeing to take part   Date

_____

Printed name of person above

_____   _____

Signature of person who explained the study   Date to participant above and obtained
consent

_____

Printed name of person above

Appendix C - Primary Interview Questions

Interviewer Background – my name is Maureen Sheridan and I am a doctoral student at Northeastern University. The purpose of this qualitative basic inductive study is to investigate how adjunct faculty in northeast United States two-year colleges with 5 to 25 years of adjunct teaching explain and make sense of their sustained motivations to teach. My past position as Director of Adjunct Recruitment and Development at two NJ community colleges led me to work with adjuncts at two-year colleges. I am currently an adjunct instructor at Rutgers University, Massachusetts College of Pharmacy and Burlington County College in NJ, teaching Labor Management Relations, Human Resources Management and Organizational Systems Thinking.

Questions

1. Can you please provide some background information about your educational

    attainment, academic teaching and professional background?

    Prompts:

    a. Do you have a primary career?

    b. Does that affect your ability to teach on a part-time or adjunct basis?

    c. How do other aspects of your life such as a primary job or other outside interests influence your part-time or adjunct teaching and vice versa?

2. How long have you been teaching part-time or working on an adjunct basis?

3. Can you explain what motivated you to teach on a part-time or adjunct basis?
    Prompts:

    a. Has that changed over time?

    b. Can you describe what continues to motivate you to be a part-time or adjunct teacher?

4. Can you describe why you chose to teach at one institution over another or at multiple institutions?
    Prompts:

    a. Did you set out with that goal in mind when you contacted the college?

    b. How do you make sense of your lived experiences as an adjunct or part-time teacher where you currently teach?

     c. Does this experience vary depending upon what institution you are working at?

     d. Is there anything that makes you feel more or less motivated as an adjunct or part-time instructor at a particular institution?

5. Can you explain any personal and professional goals that you are motivated to

   pursue right now?

6. Can you describe for me how you are offered the opportunity to teach a class?
   Prompts:

     a. Is there any part of that process that you would change if you could?

7. Can you describe how you experience and make sense of your commitment as a part-time or adjunct teacher throughout a semester?
   Prompts:

     a. Does that experience change over time?

     b. How do you feel about those changes?

8. How do you describe and measure your success as a part-time or adjunct instructor?

9. Are there things that you changed about yourself as a result of becoming a part-time or adjunct faculty member?
   Prompts:

     a. I'm primarily looking for "how you describe what motivates you to teach. Can you add anything additional to what you told me as to your experiences and motivation?

     b. Is there anything else that you would like to tell me that I have not asked about but you feel is important for me to know?