

HIRING, ORIENTATION, PROFESSIONAL DEVELOPMENT, AND EVALUATION:
THE ADMINISTRATIVE SUPPORT OF ADJUNCT FACUTLY

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DEDICATION

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TABLE OF CONTENTS

	Page
List of Tables	8
List of Figures	10
Abstract	11
Chapter One: Introduction	14
Significance of Adjunct Faculty	14
History of adjunct faculty	15
Advantages and disadvantages of adjunct faculty	17
Need for Adjunct Faculty Support	19
Theoretical Framework	20
Types of Support for Adjunct Faculty	22
Hiring	23
Orientation	23
Professional development	24
Evaluation of instruction	24
Research Problem	24
Overview of the Study	28
Scope and Delimitations	30
Definitions	31
Chapter Summary	32
Chapter Two: Literature Review	34
History of Adjunct Faculty Employment in Community Colleges	34
Advantages and Challenges of Adjunct Faculty Employment	37
Flexibility	37
Effectiveness	38
Communication	40
Need for Adjunct Faculty Support	41
Theoretical Framework	44
Types of Support for Adjunct Faculty	49
Hiring	50
Orientation	53
Professional development	57
Evaluation of instruction	63
Rewards	66
Perceptions of quality	67
Chapter Summary	68
Chapter Three: Methodology	70
Research Design	71
Population and Sample	71
Instrumentation	73

Survey content	73
Expert review	74
Pilot test	75
Pre-/post-test	77
Pilot test analysis.....	78
Pre-/post-test analysis	79
Data Collection Procedures.....	81
Data Analysis	83
Survey data cleaning	83
Support practices.....	85
Support practices and perception of quality.....	85
Chapter Summary	87
Chapter Four: Results	88
Description of the Sample.....	89
Research Question One: Adjunct Hiring Practices.....	92
Research Question Two: Adjunct Orientation Practices	98
Research Question Three: Adjunct Professional Development Practices.	107
Research Question Four: Adjunct Evaluation Practices	115
Research Question Five: Association of Support Practices with Perceptions of Quality.....	124
Course design/delivery (CDD)	128
Student success (FSS).....	131
Classroom challenges (SCC)	134
Administrative aspects of teaching (ATT).....	137
Supporting institutional mission (SIM)	140
Knowledge of operations (KIO)	143
Chapter Summary	146
Chapter Five: Conclusions and Recommendations	149
Interpretation of Results.....	150
Research question one: Adjunct hiring practices.....	150
Research question two: Adjunct orientation practices.....	154
Research question three: Adjunct professional development practices	158
Research question four: Adjunct evaluation practices	162
Research question five: Adjunct support practices and administrators’ perceptions of the adjunct quality	170
Contribution to the Knowledge Base	177
Strengths and Limitations	178
Recommendations.....	180
Future practice	180
Future study	183
Conclusions.....	185
References.....	187
Appendices.....	219
Appendix A: Adjunct Faculty Survey	219
Appendix B: Expert Panel Checklist and Comment Sheet.....	236

Appendix C: Preliminary Participant Survey Email Notification.....	242
Appendix D: Alignment of Support Program Questions with Adjunct Performance Questions	244

LIST OF TABLES

Table	Page
1. Alignment of HRM Theory with Adjunct Faculty Support Study	22
2. Percent Agreement for Pre-/post-test Responses to Support Questions by Section (N = 4).....	80
3. Percent Agreement in Pre-/post-test Responses to Adjunct Faculty Quality Questions (N = 4).....	81
4. Respondents' Years of Experience (N = 234)	90
5. Percentage Faculty Classified Adjunct by Respondent in 2010-2011 (N = 198)	90
6. Percentage of Administrators' Time Dedicated to Adjunct Faculty Support (N = 198).....	91
7. Responsibility for Hiring	93
8. Process used to Recruiting Adjunct Faculty (N = 174)	94
9. Recruiting Information Provided to Adjunct Faculty (N = 174)	95
10. Methods for Conducting Adjunct Faculty Interviews (N =170).....	96
11. Evidence for Demonstrating Adjunct Faculty Qualifications (N = 170).....	97
12. Percentage Adjunct Faculty Hired within Varying Time Frames (N = 173)...	98
13. Position Responsible for Orientation (N = 179)	99
14. Structure of Orientation Program (N = 178).....	100
15. Institutional Topics Covered During Orientation (N = 176)	101
16. Instructional Topics Covered During Orientation (N = 178).....	102
17. Student Services Topics Covered During Orientation (N = 170).....	103
18. Logistical Support Topics Covered During Orientation (N = 175)	104
19. Method of Delivery of Orientation (N = 175)	105
20. Scheduling of Adjunct Faculty Orientation (N = 176)	105
21. Duration of Adjunct Faculty Orientation (N = 176)	106
22. Adjunct Faculty Incentives for Attending Orientation (N = 174)	107
23. Responsibility for Professional Development (PD, N = 172)	109
24. Types of Professional Development Available (N = 167).....	110
25. Method of Professional Development Delivery (N = 170).....	111
26. Scheduling Professional Development (N = 168)	112
27. Funding Adjunct Faculty Professional Development (N =173)	113
28. When Evaluation of Professional Development Occurred (N = 170)	113
29. Adjunct Faculty Incentives for Attending Professional Development (N = 172).....	114
30. Responsibility for Adjunct Faculty Evaluation.....	116
31. Focus of Adjunct Faculty Evaluation (N = 180).....	117
32. Frequency Adjunct Faculty are Evaluated (N = 181)	118
33. Method of Evaluating Adjunct Faculty.....	119
34. Type of Adjunct Faculty Observations (N = 179)	120

35. When Observations of Adjunct Faculty Occur (N = 155)	121
36. Analysis of Adjunct Faculty Evaluation (N = 179)	121
37. Review of Adjunct Faculty Evaluation (N = 176)	122
38. Use of Adjunct Faculty Evaluation Results (N = 180)	123
39. Adjunct Faculty Rewards for Evaluations (N = 178)	124
40. Dimensions of Quality for Adjunct Faculty (N = 187).....	126
41. Relationship between Orientation Supports and CDD (N = 163)	129
42. Relationship between Professional Development Support and CDD (N = 166).....	130
43. Relationship between Evaluation Support and CDD (N = 173).....	131
44. Relationship between Orientation Support and FSS (N = 171).....	132
45. Relationship between Professional Development Support and FSS (N = 174).....	133
46. Relationship between Evaluation Support and FSS (N = 179).....	134
47. Relationship between Orientation Support and SCC (163).....	135
48. Relationship between Professional Development Support and SCC (N = 165).....	136
49. Relationship between Evaluation Support and SCC (N = 172).....	137
50. Relationship between Orientation Support and ATT (N = 168).....	138
51. Relationship between Professional Development Support and ATT (N = 171).....	139
52. Relationship between Evaluation Support and ATT (N = 177).....	140
53. Relationship between Orientation Support and SIM (N = 166)	141
54. Relationship between Professional Development Support and SIM (N = 169).....	142
55. Relationship between Evaluation Support and SIM (N = 173)	143
56. Relationship between Orientation Support and KIO (N = 166)	144
57. Relationship between Professional Development Support and KIO (N = 169).....	145
58. Relationship between Evaluation Support and KIO (N = 174)	146
59. Relationship between Support Practices and Perception of Quality.....	173

LIST OF FIGURES

Figure	Page
1. Adjunct and Full-time Faculty Employment in North Carolina	17
2. The Human Resource Cycle	46
3. The soft HRM Model.....	47
4. Survey Flow Chart with Skip Logic	76

ABSTRACT

HIRING, ORIENTATION, PROFESSIONAL DEVELOPMENT, AND EVALUATION:
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In North Carolina (NC) there are a total of 58 community colleges, each of which provides a unique approach to handling support for adjunct faculty. The NC Community College System provided a good setting to explore how one state in particular compares to current research on administrative support of adjunct faculty in the areas of hiring, orientation, professional development, and evaluation. This study addressed the following research questions: (1) What adjunct faculty hiring practices have been implemented in North Carolina community colleges? (2) What adjunct faculty orientation practices have been implemented in North Carolina community colleges? (3) What adjunct faculty professional development practices have been implemented in North Carolina community colleges? (4) What adjunct faculty evaluation practices have been implemented in North Carolina community colleges? (5) What is the relationship between adjunct support

practices implemented at community colleges and administrators' perceptions of the quality of their adjunct faculty?

A total of 208 mid-level administrators from curriculum programs in 42 of the 58 NC community colleges participated in this descriptive quantitative study, via a newly developed, web-delivered survey (46.4% response rate). The study was based on a conceptual model associated with a Human Resource Management (HRM) theory in order to better address administrative support when dealing with adjunct faculty. Little research has been done to examine these support areas individually, allowing this study to clarify and expound upon details regarding recruitment during hiring, orientation practices, professional development programs, and evaluation practices.

The outcomes of this study provided insight into the practices of NC community colleges when examining administrative support for adjunct faculty. Practices within the areas of hiring, orientation, professional development and evaluation were examined through frequency analysis. The mid-level administrator most often associated with supporting adjunct faculty was the department chair. Hiring practices were less formal and orientation programs often had a narrow focus. Professional development programs predominately addressed administrative duties and evaluations most often examined course development and delivery. The final question examined the relationship between administrators' perception of adjunct faculty quality and support practices. Orientation program support practices with a focus on the institutional mission had a significant relationship to the administrators' perception of adjunct faculty quality. Overall orientation, professional development and evaluation support practices with a focus on fostering student success had no relationship to administrators' perception of adjunct

faculty quality. The findings of this study suggest support for adjunct faculty exists but more should be done to develop a systematic and cyclic approach of support. The next steps in this area of research would be to take these descriptive findings and explore why and how these support practices are in the shape they are in, as well as to better understand how current support practices influence administrator's perceptions of their programs.

CHAPTER ONE: INTRODUCTION

The employment of adjunct faculty is inextricably woven into the fabric of the American community college. Often referred to in the literature as part-time faculty, contingent faculty, portable faculty, adjunct faculty, or simply adjuncts (Lyons, 2007), this segment of faculty, while an integral part of all higher education, has had a long standing association with public community colleges. This cadre of faculty is hired to teach a wide array of subjects from remedial to specialized and advanced topics (Gappa & Leslie, 1993). While the scope of instruction covered by adjunct faculty is diverse, it is the increasing reliance by public community colleges on adjunct faculty that raises questions of their effectiveness (Haeger, 1998). In order to understand the impact adjunct faculty members have on adult education, institutions should first develop a deeper understanding of their dependency on these faculty members.

Significance of Adjunct Faculty

Adjunct faculty play a key role in all facets of post-secondary education (American Federation of Teachers, 2008). However, the prevalence of adjunct faculty in community colleges is much higher than in other post-secondary institutions (Cataldi, Fahimi, Bradburn, & Zimble, 2005; Smith, 2007). A number of factors contribute to community colleges' employment of adjunct faculty. Through the years adjunct faculty employment has followed a waxing and waning pattern, fluctuating in association with external pressures such as changes in accreditation, curriculum and the economy (Ellison, 2002). In 1998, adjunct faculty comprised 64% of the teaching staff on community

college campuses (Parsons, 1998). Green (2007) indicated that in 2003 there were half a million adjunct faculty in higher education classrooms in America with 66% of that number found in the public community college system. By 2008, adjunct faculty constituted the largest percentage 68% (Pope, 2008) or 69% (AFT, 2009) of all faculty working on community college campuses. With adjunct faculty now a relatively large percentage of the instructional faculty at community colleges, they play an important role in success of community college education where integrating them into the institutional culture to create a homogeneous faculty will help support student success (Bogert, 2004). Historically, adjunct faculty have always had a visible presence on community college campuses.

History of adjunct faculty. Adjunct employment in public community colleges, whether examined from an historic perspective or viewed as part of future trends, is tied to a specific focus or demand at the institution. By looking at the history of adjunct faculty in community colleges, one can begin to understand how this distinct yet diverse group has impacted the American community college movement. Throughout its history, American community colleges have often tied employment of adjunct faculty to K-12 education changes, four-year institutional initiatives, or national and global events.

Employing post-secondary instructors as adjunct faculty was often tied to the community college location (Eells, 1931). Institutions located at or near high schools would often draw from existing secondary education teachers while community colleges located near four-year institutions would draw upon college faculty for part-time teaching assignments. As institutions sprang up across the country, both national and global events created the need for vocational and technical adjunct instructors.

From World War I through the Great Depression and into World War II, demand for technical expertise was growing across the United States. Junior colleges were being called upon to develop a skilled workforce for the automotive, agricultural and medical fields (Starrak & Hughes, 1954). By the end of World War II and into the late 1950s, expansion of community colleges surpassed that of private institutions (Medsker, 1960).

By the 1960s, demand for adjunct faculty had not diminished but actually increased even more dramatically than in previous decades in response to the “Baby Boom” generation entering college. The open-door philosophy was enacted, allowing more Americans access to higher education (Cohen & Brawer, 2003). As the 1960s gave way to the 1970s and 1980s, an aging American population, an influx of immigrants, global economic competition, and a national shift in funding led to the unprecedented growth of adjunct faculty employment in the 1990s.

Palmer (1999) found the growing presence of adjunct faculty in higher education as an increasing trend, “...from 38% in 1962, to 40% in 1971, 50% in 1974, and 64% in 1995” (p. 45). Shrinking federal and state funding combined with shifting global markets were all factors contributing to adjunct faculty growth trends in the 1990s and beyond (Cohen & Brawer, 2003). This has resulted in adjunct faculty becoming the largest segment of faculty in community colleges (Roueche, Roueche, & Milliron, 1995). North Carolina community colleges are visibly part of that national trend, where adjunct faculty numbers have continued to climb (see Figure 1).

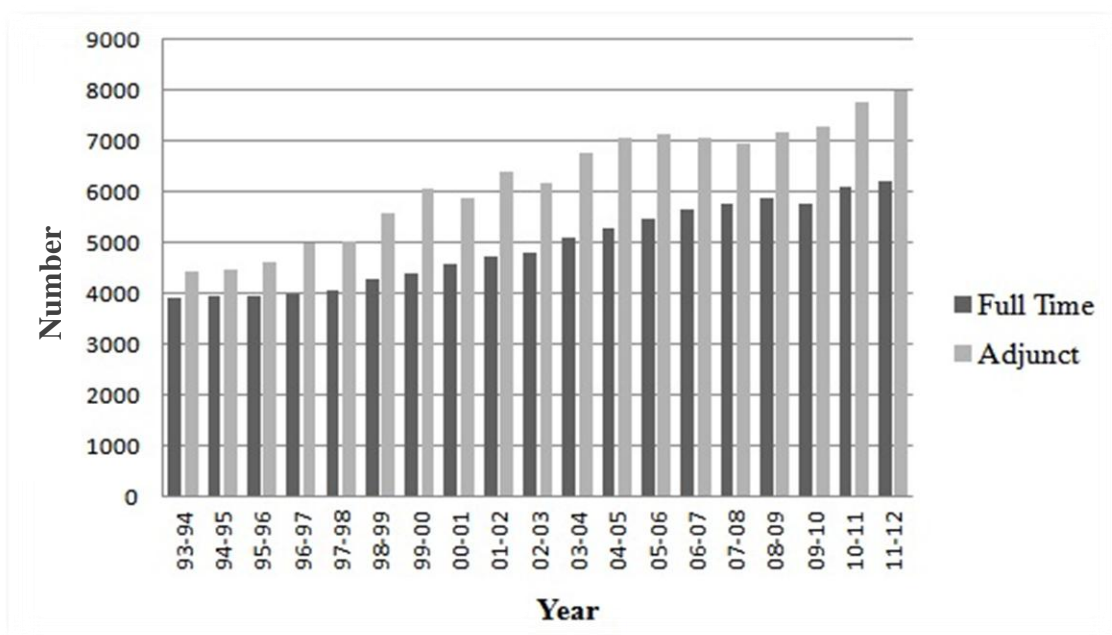


Figure 1. Adjunct and Full-time Faculty Employment in North Carolina. Adapted from data collected from the North Carolina Community College System Annual Statistical Reports: Table 80 Staff Information Curriculum Faculty by Instructional Category, by Employment Classification.

Advantages and disadvantages of adjunct faculty. Adjunct faculty have developed an increasing presence in the community college workforce. The reason for the expanded presence of adjunct faculty on community college campuses is often tied to several key factors: reduced labor costs, expansion of course offerings, diversity in course offerings, workplace experience, and classroom effectiveness.

As the cost associated with delivering higher education courses continues to climb and public community colleges have less financial support from state and federal funds, institutions are taking steps to meet educational demands through portable labor sources. One institutional advantage for hiring adjunct faculty is that they earn about one-third less than full-time faculty and rarely earn benefits (Avakian, 1995; Banachowski, 1997; Wilkinson, 2003).

Adjunct faculty allow institutions to control the number and types of course offerings. This flexibility also extends to when courses can be offered. Institutions are able to support courses and entire programs by employing adjunct faculty when enrollment numbers are too low to support a full-time faculty position (McGuire, 1993; Osborn, 1990).

Hiring adjunct faculty benefits the institution by supporting increased enrollment, too. The versatility of course offerings often comes from the diverse background of the adjunct faculty (Gappa & Leslie, 1993; Wilkinson, 2003). Collectively, adjunct faculty also bring their experience, expertise, and flexibility to the classroom. Adjunct faculty can offer flexibility to course scheduling with their availability for evening, weekend, online, and emergency needs (Lyons & Burnstad, 2007).

Adjunct faculty provide portability, diversity, and workplace expertise and have been valued for their effectiveness in the classroom. Some studies have suggested that adjunct faculty provide effective instruction and have a positive impact on student success (Bolt & Charlier, 2010; Leslie & Gappa, 2002).

In contrast, the literature has also identified the ineffectiveness of adjunct faculty in the classroom as a disadvantage. Other studies found that adjunct faculty were ineffective instructors (Hagedorn, Perrakis, & Maxwell, 2002; Jacoby, 2006; Richardson, 1992; Umbach, 2006). Richardson (1992) suggested the lack of formal classroom training has translated into lower student success rates. Most adjunct faculty are hired for their professional knowledge rather than their pedagogical preparation (Galbraith & Shedd, 1990; Pedras, 1985).

Educational research has also identified communication problems as a potential drawback associated with the employment of adjunct faculty. Adjunct faculty are often given teaching assignments at remote locations, in the evenings and on weekends as well as through distance education (Jacobs, 1998). While scheduling affects communication, exclusion from other institutional activities reduces informational exchange. Many of these disadvantages are associated with the exclusion of adjunct faculty from duties like book selection, committee membership, and department meetings (Wyles, 1998).

Need for Adjunct Faculty Support

Supporting adjunct faculty is a critical factor for institutions as the number of adjunct faculty continues to grow, yet supporting adjunct faculty is also one of the most challenging aspects of management (Yackee, 2000). Administrators must first examine where adjunct faculty have the most impact on their institution before implementing support (Yantz & Bechtold, 1994). Two areas frequently identified by research have been the quality of instruction and support for student diversity.

Quality of instruction impacts every aspect of an institution. When adjunct faculty are not given institutional support, they are often estranged and detached from their students, other instructors, and institutional personnel, reducing their effectiveness (Schuetz, 2002). Using data from the Higher Education Research Institute faculty survey, Umbach (2008) found that part-time faculty's commitment to student success was directly related to the level of support these faculty members received. Adjunct faculty who engaged in institutional support programs were more likely to participate in additional course preparation and provide student support outside of the classroom (Umbach, 2008).

Adjunct faculty support is also important because of the student population adjunct faculty serve. Community colleges have one of the most diverse student populations among all post-secondary institutions (Cohen & Brawer, 2003; Grubb, Badway, & Bell, 2003). Both the comprehensive curriculum and open door policy have contributed to that diversity by promoting lower tuition, convenient access, flexible scheduling, and diverse programs (Phillippe & Patton, 2000). The open door policy has resulted in pathways to higher education for a diverse group of individuals including single parents, full-time workers, and the educationally and/or economically disadvantaged (Choy 2002).

Further, communicating course materials to diverse student populations often requires additional training in educational pedagogy and instructional delivery which adjunct faculty often lack (Freeland, 1998; Miller, 2001). Effective classroom management can include the use of technology, which Twombly (2005) found adjunct faculty often ill prepared to use. With online course delivery, this lack of preparation was quite prevalent among adjunct faculty (Boggett, 2008; Orlando & Poitrus, 2005).

Theoretical Framework

The Human Resource Management (HRM) theory provides the framework for understanding adjunct faculty support. The theory was selected as the framework for this study for two reasons. First, HRM focuses on workforce management which McLean & McLean (2001) defined as the process or activities designed to support adult growth for personal or organization outcomes. The employees are further defined as “human capital” and as a resource that the organizations consider nurturing and supporting (Bratton & Gold, 1999, p.71). Second, the largest group of faculty employed by community colleges

nationwide is adjunct faculty (Green, 2007) and, as Pynes (2009) has indicated, public organizations are labor-intensive agencies that depend on competent and professional employees to provide a service.

For institutions, the rationale for supporting adjunct faculty will be recognized when administrators understand how they impact institutional operations and educational outcomes. From an educational perspective, the need to implement the HRM theory to support them is driven by shrinking budgets, increased demand for more programs, student retention goals and success rates, instructional delivery, and the growth of the adjunct faculty workforce.

Framed within the “soft” HRM model, there are five functional areas of HRM identified in the Bratton and Gold (1999) model: staffing, employee relations, employee development, employee maintenance, and rewards. Each of the five areas identified by Bratton and Gold were aligned with the areas of support identified in this study (see Table 1). An in-depth examination of hiring, orientation, professional development, and evaluation practices was conducted in North Carolina community colleges. Rewards were investigated in the context of three of the four areas of support: orientation, professional development, and evaluation.

Table 1

Alignment of HRM Theory with Adjunct Faculty Support Study

Bratton and Gold Model	This Study
Staffing	Hiring
Employee relations	Orientation
Employee development	Professional development
Employee maintenance	Evaluation
Rewards	Rewards

With public institutions using business models and employing part-time personnel to address a competitive, global economy (Levin, 2001, 2007; Wagoner, 2007), institutional management might consider how HRM theory and models now apply to public institutions and their need to support adjunct faculty through all phases of employment. The work done by Bratton and Gold (1999) has addressed the theoretical constructs of HRM from both the business and academic perspectives. Adjunct faculty are human capital that needs support that will allow them to develop a sense of commitment not only to their students but to the institution that they serve.

Types of Support for Adjunct Faculty

The key to creating “one” faculty requires institutions to take steps to integrate adjunct faculty into the institution, which can be accomplished through support that is consistent for both full-time and adjunct faculty (Bogert, 2004; Gadberry & Burnstad, 2005; Gappa & Leslie, 1993). From hiring and orientation, to professional development and evaluation, adjunct faculty who are given support can be assimilated into institutional culture (Ridley, 2010).

Hiring. Finding an effective adjunct instructor begins with proper hiring techniques, yet many institutions take very little time to properly recruit adjunct faculty (Grieve, 2000; Smith, & Wright, 2000). Identified as the first area of support for adjunct faculty, hiring requires planning and preparation (Gadberry & Burnstad, 2005; Green, 2007). Recruiting is the initial step in the hiring process. Succinct information describing job duties, expectations, and required competencies when provided to potential adjunct faculty leads to informed decisions about employment, which Ridley (2010) suggests could lead to an improved work experience. Screening and interviews during the hiring process also support adjunct faculty. These provide instructional expectations and subject knowledge as well as help the institution identify potential training topics for the subsequent orientation (Gadberry & Burnstad, 2005).

Orientation. Once adjunct faculty are hired and placed in the classroom, how much they know, or do not know, about the institution's policies and procedures may affect how well they can support the institutional vision and mission. An orientation supports adjunct faculty by giving them an opportunity to become familiar with the culture of the institution and its students. The orientation also provides newly hired adjunct faculty with information specific to job expectations: course content, delivery of content, and procedures associated with classroom management.

For example, Smith and Wright (2000) posited that adjunct faculty orientation programs affect the success of the institution as students become consumer-oriented, expecting both institutional information and specific course content knowledge from adjunct instructors. As a result of an adjunct faculty satisfaction study, Tomanek (2010) suggested implementing orientation programs to improve communication and support.

Professional development. Professional development can support the building of educational skills once the adjunct faculty member is employed (Carreiro, Guffey, & Rampp, 1999). Fugate and Amey (2000) recommended that all adjuncts have professional development in instructional delivery prior to entering the classroom due to the extremely diverse student populations that community college faculty encounter. Banachowski (1997) found those adjunct faculty members who attended professional development programs were more likely to incorporate effective teaching techniques in the classroom. Classroom technology use, teaching strategies, and distance learning were professional development programs adjunct faculty were most interested in attending (Boord, 2010).

Evaluation of instruction. Licata and Andrews (1990, 1992) found in three separate studies, each covering both full-time and adjunct faculty, that evaluation results provided a focus for professional development and incentives for improvement. The importance of evaluating adjunct faculty instructional performance has even been recognized at state levels. For example, in 1979 the state of California recognized the need for qualified instructors in the community college classroom and passed California Assembly Bill 1550 (Academic Senate for California Community Colleges, 2002). The bill required reporting of adjunct faculty evaluation procedures used by the community colleges in California to the state legislature.

Research Problem

The number of adjunct faculty hired and the way community colleges employ them contributes to the need for a better understanding of adjunct faculty support. The employment trends associated with adjunct faculty have shown steadily increasing

numbers in all post-secondary institutions since the 1970s (Tipple, 2010), with the largest growth in community colleges (Cohen & Brawer, 2003). As a result of national faculty studies, such as those conducted by Snyder and Dillow (2011) and Cataldi et al. (2005), adjunct faculty collectively have been identified as the largest group of faculty employed by community colleges. While research has identified the heavy reliance on adjunct faculty, studies focused on administrative support for adjunct faculty are limited in number (Colwell, 2011; Hinkel, 2007; Meixner, Kruck, & Madden, 2010).

Even with limited information addressing the administrative perspective on adjunct faculty support, research has often consisted of small-scale studies conducted at single institutions (Hoerner, Clowes, & Impara, 1991; Twombly & Townsend, 2008) or state-level studies (Cashwell, 2009; Colwell, 2011). Few national or large-scale studies addressing adjunct faculty support have focused specifically on community colleges (Roueche et al., 1995). More common are the national studies comparing adjunct faculty at two-year institutions with adjunct faculty at four-year institutions (Gappa & Leslie, 1993; Keim, 1989; Twombly & Townsend, 2008).

The literature has provided information about adjunct faculty employment characteristics, demographics, and employment satisfaction (Eagen, 2007; Mangan, 1991; Wallin, 2007), but fails to focus on administrators and their adjunct faculty support efforts. More information is needed about current administrative support practices for adjunct faculty to help solidify and improve support practices.

Adjunct faculty have an established employment relationship with community colleges, which spans the entire history of public community colleges. Through the years, research has examined different aspects of employment of this group of faculty:

community college employment trends (Backhaus, 2009; Benjamin, 1998; Christensen, 2008; Jacobs, 1998; Mattson, 2000); adjunct faculty effectiveness in the classroom (Bolt & Charlier, 2010; Fulton, 2000; Landrum, 2009); reasons adjunct faculty seek employment (Eagen, 2007; Monks, 2009); and the level of job satisfaction among adjunct faculty (Bosley, 2004; Gappa, 2000; Lee, 2001; Satterlee, 2008; Schuetz, 2002; Weglarz, 2000). There are also a number of studies addressing the increased employment of adjunct faculty (Eagan, 2007; Eagan & Jaeger, 2009; Heuer, et al., 2004; Jacoby, 2006; Leslie, 1998; Schuster & Finkelstein, 2007).

The growing dependence of community colleges on adjunct faculty is a trend that has been examined for a number of years (Boggs, 1984; Leslie, 1998; Phillippe & Patton, 2000) along with studies that suggest that this dependence is becoming permanent (Jacoby, 2006; Wagoner, Metcalfe, & Olaore, 2005). Missing from the literature is information about the role that support will play in this sustained reliance on adjunct faculty. Administrators may need to consider the best ways to implement support if relying on adjunct faculty is to be successful. The research suggests that institutions are implementing support programs targeting adjunct faculty (Emerson & Fisher, 2003; Ryesky, 2004; Schuetz, 2002; Wallin, 2007), yet questions arise about the type, quality, and focus of the support.

Hiring practices for adjunct faculty have been identified as haphazard and lacking structure. Studies suggest the need for research focused on the development of a standard hiring program (Flannigan, Jones, & Moore, 2004; Jacobs, 1998). Of the hiring programs that have been studied, the research has typically focused on unique hiring programs having specific applications rather than programs with broader based applications that

would apply to common practices (Fagan-Wilen, Springer, Ambrosino, & White, 2006; Gadberry & Burnstad, 2005; Granville, 2001).

The need to develop a standard orientation program for adjunct faculty has been suggested in several studies (Bogert, 2004; Flannigan et al., 2004; Mujtaba & Gibson, 2007; Pearch & Marutz, 2005). Determining the program focus, responsible parties, program timing, delivery methods, and incentives have all been themes of adjunct faculty orientation studies (Charlier & Duggan, 2010; Hutti, Rhodes, Allison, & Lauterbach, 2007).

A number of studies have also examined adjunct faculty professional development (Backhaus, 2009; Barker & Mercier, 2007; Baxter, 2011; Messina 2011; Velez, 2010). Based on past studies, additional information is needed in the following areas: determining what administrative position is responsible for adjunct faculty professional development, what planning process is used for professional development activities, what process is used to determine the types of professional development, and finally what evaluation procedures are used to review the activity (Buyok, 2008; Gappa & Leslie, 1993; Grant & Keim, 2002; Hoerner et al., 1991; Murray, 1999a; Roueche et al., 1995). These identified gaps surrounding professional development activities suggest additional research is warranted.

Studies have examined various aspects of evaluation: what to evaluate, when to evaluate, who should participate, delivery methods, how the information is collected, and what the information is used for (Langen, 2011; Roueche et al., 1995; Webb, 2007). Some gaps found in the literature deal with the lack of multiple forms of evaluating instruction (Campbell, 2005; Hightower, 2010). Also, very few studies have examined

classroom observations of adjunct faculty (Bogert, 2004, Langen, 2011). Based on the available information, gaps in the area of evaluation still exist. Yet the outcomes from these studies continue to suggest additional information is needed in the areas of hiring, orientation, professional development, and evaluation.

Administrative perceptions of adjunct faculty support have been studied (Coffey, 1992; Davis, 2004; Stout, 2008; Yackee, 2000), but compared to other studies that look at perceptions, those focused strictly on the administrators' view have been very limited in number. One of the few studies found differing opinions between the senior and junior administrators about what support adjunct faculty needed (Stout, 2008). Comparative studies have examined adjunct faculty support from both administrators and adjunct faculty (Colwell, 2011; Diegel, 2010; Hinkel, 2007) again finding different opinions. One of the few studies that looked at adjunct quality, Wagoner et al. (2005) examined the administrators' perceptions of adjunct quality based on the culture of the institution. There is an absence of studies in the literature that have examined the mid-level administrators' perception of adjunct faculty quality in relation to what support is provided.

Overview of the Study

When looking at the largest cohort of faculty in community colleges, adjunct faculty, little is known about their support, particularly from an administrative perspective (Hinkel, 2007; Meixner et al., 2010). As reliance on adjunct faculty grows, so should institutional support. The success of community college programs is dependent on many variables including adjunct faculty support. Hiring, orientation, professional development, and evaluation all impact adjunct faculty. Therefore, it is important to

explore the gap in knowledge about current adjunct faculty support. Also, it is important to understand the perceptions of mid-level administrators about current support practices.

The purposes of this study are to describe adjunct faculty support programs in North Carolina community colleges and to assess the relationships between administrative support of adjunct faculty and the administrators' perception of adjunct faculty quality. Support is generally defined as hiring, orientation, professional development, and faculty evaluation. The specific research questions addressing the purpose of this study are as follows:

1. What adjunct faculty hiring practices have been implemented in North Carolina community colleges?
2. What adjunct faculty orientation practices have been implemented in North Carolina community colleges?
3. What adjunct faculty professional development practices have been implemented in North Carolina community colleges?
4. What adjunct faculty evaluation practices have been implemented in North Carolina community colleges?
5. What is the relationship between adjunct support practices implemented at community colleges and administrators' perceptions of the quality of their adjunct faculty?

A quantitative study using a web-delivered survey was used to collect information from mid-level administrators about the types of hiring, orientation, professional development, and evaluation activities used to support adjunct faculty. The study also

examined mid-level administrators' perceptions of adjunct faculty quality associated with areas of administrative support.

Support of adjunct faculty is one aspect of instructional commitment that institutions will want to incorporate into institutional planning. By identifying current support for adjunct faculty that is implemented within the North Carolina Community College System (NCCCS), the information gathered from this study can be shared with all institutions in the NCCCS. The knowledge gained from the study can also be shared with other community colleges nationwide. The knowledge gained from this study may also provide information for state, national, and private organizations that study and/or design adjunct faculty support programs.

Scope and Delimitations

Identifying support for adjunct faculty at North Carolina community colleges and how the relationship between this support and the administrators' perception of adjunct faculty quality are related are the scope of this study, with perceived quality being an indicator of teaching effectiveness. The study is limited to describing adjunct faculty support for curriculum programs. Support is defined as hiring, orientation, professional development, and evaluation. The study is tied to the soft HRM model and is limited to examining the relationship between support practices and the administrators' perception of adjunct quality with student success being the ultimate purpose of the study. The population is limited to mid-level administrators identified as Dean, Division Director, or Department Chair. The assumption is that the mid-level administrator is the individual most knowledgeable about adjunct faculty support at his or her community college. There may or may not be an association that exists between the mid-level administrators'

perception of the quality of their adjunct faculty and adjunct support practices implemented at the institution.

Definitions

The following terms are used throughout this dissertation. The accompanying definitions reflect the meanings of these terms.

- *Adjunct faculty*—Faculty who usually work with contracts for one academic term and who hold the rank of instructor or lecturer and rarely have tenure (Berger, Kirshstein, Zhang, & Carter, 2002).
- *Community College*—“accredited two-year institutions of higher education dedicated to serving the educational and workforce needs of their local communities” (Stafford, 2006, p. 3).
- *Department Chair, Dean or Director*—Positions identified by four specific job duties: faculty development, manager, leader, and scholar. These mid-level administrators handle recruitment, selection, evaluation and professional development (Gmelch & Miskin, 1993).
- *Evaluation*—The process used by students, administrators, and colleagues to review classroom teaching as well as other aspects of the instructor’s professional performance (Miller, Finley, & Vancko, 2000).
- *Hiring*—An employment process involving activities such as originating a position, developing a job description, establishing a process for recruiting and screening applicants, and selection (Twombly, 2005).
- *Human Resource Management (HRM)*—The process or activity either initially or in the long term that develops the adults’ knowledge, expertise, productivity, and

satisfaction whether for personal or organizational gains (McLean & McLean, 2001).

- *North Carolina community college*—A two-year degree granting institution, single or multi-campus headed by a president or chancellor as established and operated in North Carolina under North Carolina General Statute 115D (State Board of Community Colleges, 2005).
- *Orientation*—The way adjunct faculty are “socialized” to their roles, their job, and the culture of the institution (Gappa & Leslie, 1993). Orientation is identified as occurring from a period of time prior to employment up through the first month of employment.
- *Professional Development*—“...those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students” (Guskey, 2000, p.16).
Professional development is defined as any process or activity occurring after the first month of employment.
- *Support*—“Any services, programs, or activities provided by the college in an attempt to facilitate or improve the faculty execution of his/her task” (Hinkle, 2007, p.7).

Chapter Summary

Adjunct faculty have played and continue to play an important role in community colleges’ supporting courses and programs. Chapter one explained how this group of faculty has developed a growing presence on community college campuses, explored the reasons they have been both praised and maligned for their instructional abilities, and

examined the need for supporting them. Identified gaps in the literature led to the development of research questions that explored adjunct faculty support with human resources management used as the theoretical framework to support the research. The remaining chapters will review the literature, present the methods and results for the study, and conclude with interpretations, conclusions, and recommendations.

CHAPTER TWO: LITERATURE REVIEW

Adjunct faculty continue to play a key role in post-secondary education. There are half a million adjuncts in higher education classrooms in America with 66% of that number found in the community college system (Green, 2007). The prevalence of adjunct faculty is but one factor that lends credence to the need for developing adjunct faculty support.

With adjunct faculty playing a vital role on the community college campus, the institutional management of this group of faculty has been seen as an area of concern (Grubb, 1991). In today's community college classrooms, the major role of adjunct faculty is providing instruction to vocational students and freshman and sophomore level college students (Carreiro, et al., 1999). This cadre of faculty faces the most diverse student population, many of whom are entering higher education for the first time (Quigley & Bailey, 2003). The literature in chapter two has been organized to provide a conceptual understanding of the impact adjunct faculty play on community college success: the historical employment of adjunct faculty, advantages and challenges of employing adjunct faculty, the need to support adjunct faculty, the theoretical foundation for supporting adjunct faculty, and existing types of adjunct faculty support.

History of Adjunct Faculty Employment in Community Colleges

Community colleges and adjunct faculty have been joined from the beginning of the community college movement. The intent of early junior colleges was to function as an extension of the high school experience (Ratcliff, 1994). These early junior colleges

were established to remove the burden of providing the general educational requirements of a four-year degree, thus giving four year institutions the ability to focus on more specific research within identified disciplines (Diener, 1986). Community colleges came about as part of a tiered system of education where changes in the junior colleges somewhat mirrored the changes that occurred in K-12 education (Levin, 2007). Just as junior high schools were added to the K-12 educational system, junior colleges bridged the gap between secondary and higher education. As a part of this tiered educational system, community colleges grew in number and popularity. To meet this growing demand for community colleges, the employment of adjunct faculty began to flourish.

The early growth in adjunct numbers coincided with the growing diversity in programs offered by public community colleges (Medsker, 1960). This period of growth and diversification could be considered the beginning of comprehensive education at community colleges since both transfer and vocational education were available. Medsker (1960) found, "... public junior colleges by the late 1950s were accounting for 17% of all higher education enrollment while supporting a diverse range of educational opportunities for students" (p. 12).

Between 1960 and 1970, the number of community colleges grew tremendously. More than 457 community colleges were opened during the 1960s, more than existed during the previous decade (Phillippe & Patton, 2000). During this period, community colleges needed qualified faculty to teach, and, in many cases, full-time faculty were not available; hence, adjuncts were hired (Lombardi, 1992). During this same time, community colleges were pressured to meet the demands for industrial growth in communities (Doyle & Gorbunov, 2007).

With the transition to the 1980s came a slowing trend in the expansion of community colleges, yet the need for adjunct faculty continued to be an important factor (Floyd, Haley, Eddy, & Antczak, 2009; Kuchera & Miller, 1988). The changes in the labor market required curriculum adaptations to meet advances in technology (Floyd et al., 2009). The growth of adjunct faculty during this period has also been tied to the growing number of part-time students (Cohen, 1998).

By the 1990s, community colleges' use of adjunct faculty addressed shrinking budgets and expanding distance education (Tipple, 2010). Also during this same period the focus on student success rates was shifting from secondary education to post-secondary education (Murray, 2010). The reliance on adjunct faculty has been associated with budget cuts and the shifting of funding sources to support social programs (Cohen & Brawer, 2003; Schuster & Finkelstein, 2007). By the mid-1990s, adjunct faculty comprised 53% of all American community college faculty (Phillippe & Patton, 2000) and by the early 2000s, 67% of all community college faculty were identified as adjunct faculty (Cataldi et al., 2005). During the 1990s, the expansion of distance education was supported through the employment of adjunct faculty (Tipple, 2010). Accountability became a key focus in community colleges during the late 1990s, as student success rates and learning outcomes reflected the effectiveness of both full-time and adjunct faculty (Murray, 2010).

The extended reliance on adjunct faculty is not limited to community colleges. The financial pressures of the 1990s have plagued all post-secondary institutions, contributing to the elevated employment levels of adjunct faculty (Ehrenberg & Zhang, 2005). As a result of the increased dependence on adjunct faculty by all post-secondary

institutions, adjunct faculty are collectively the largest cohort of faculty employed in higher education (Wagoner, 2007).

Through the years, adjunct faculty have supported the community college mission. Historical events, which have impacted that mission, have led to the increased employment of adjunct faculty. Today, adjunct faculty are the largest group of faculty employed in higher education.

Advantages and Challenges of Adjunct Faculty Employment

The hiring of adjunct faculty today continues to be a common practice with multiple reasons cited for the unprecedented dependence on this group of faculty. Factors such as costs, enrollment, course and program expansion, and instructional proficiency have all been viewed as advantages and challenges associated with adjunct faculty. These factors can be associated with flexibility, effectiveness, and communication.

Flexibility. Balancing budgets has become a bigger challenge for community colleges as enrollment numbers have continued to climb. As funding from federal and state budgets is being diverted into social programs, monetary strains have been placed on community college management to support more demand with fewer funds. To address this shortage of funds, community colleges have turned to the use of adjunct faculty to help deflect budget shortfalls (Barker, 1998; Benjamin, 2002; Bettinger & Long, 2006; Conley, Leslie, & Zimbler, 2002; Haeger, 1998; Johnson, 2006; Liu & Zhang, 2007; Mangan, 1991; Slaughter & Leslie, 1997). Adjunct faculty provide this flexibility because they are portable labor that can be hired to meet demand or released if there are not sufficient student numbers to run a course (Banachowski, 1997; Wilkinson,

2003), and their employment can be directly tied to cost savings for the institutions (Spalter-Roth & Hartmann, 1998).

As student numbers increase (Provasnik & Planty, 2008), added pressure is placed on administrators to provide access through the addition of more courses (Wallin, 2004). The resulting increase in enrollment has contributed to an increase in adjunct faculty numbers (Jacobs, 1998). However, when student numbers are down, adjunct faculty are also employed to support low enrollment programs that are not cost effective to run by employing full-time faculty (Kuchera & Miller, 1988).

Support, expansion, and retention of programs are also achieved by the flexibility of adjunct faculty employment. In competitive labor markets, hiring qualified full-time faculty in some disciplines can be difficult; institutions hire adjunct faculty to support programs when full-time faculty are not available (Boggs, 1984). To meet the expanding needs of the comprehensive role of community colleges, adjunct faculty are also hired for their expertise and work experience (Beckford-Yanes, 2005; Osborn, 1990). Also, meeting the demands of fluctuating enrollment numbers in classes and support for low enrollment programs could be accomplished by employing an adjunct faculty workforce (Leslie, 1998).

Effectiveness. Adjunct faculty have been recognized for the versatility they give institutional leaders through course and program expansion and the real-world experience they bring to the classroom (Leslie & Gappa, 1995). However, their effectiveness in the classroom has been both praised and questioned. Results from multiple studies have identified student success associated with adjunct faculty instruction (Bolt & Charlier, 2010; Ghaffari-Samai, Davis, & DeFilippis, 1994; Iadevaia, 1991; Landrum, 2009); other

studies suggest the opposite. The lack of pedagogical preparation by adjunct faculty has had a profoundly negative impact on student success rates (Burgess & Samuels, 1999; Jacoby, 2006; Preuss, 2008; Schibik & Harrington, 2004; Schuetz, 2002; Umbach, 2006). The effectiveness of adjunct faculty has been examined from a number of different perspectives: instructional outcomes, retention rates, and student satisfaction.

In comparative studies of adjunct faculty and full-time faculty, findings suggested the quality of education provided by adjunct faculty was equal or higher to that of full-time faculty (Bolt & Charlier, 2010; Landrum, 2009; Wollert & West, 2000). Landrum (2009) found similar grade distributions and comparable student evaluations between full-time and adjunct faculty teaching the same courses. Wollert and West (2000) reviewed student evaluations and found student perceptions of educational quality to be similar.

The use of improper testing methods to examine student knowledge and a lack of compensation for adjunct faculty for duties outside of the classroom contributes to a reduction in student learning in courses taught by adjunct faculty (Benjamin, 1998). The lack of compensation for adjunct faculty to conduct other academic duties, Benjamin found, contributes to limited student access to faculty outside the classroom and limited grading time that leads to improper testing methods for measuring student knowledge. For example, writing-intensive courses might be reduced to less rigorous multiple choice and short answer tests.

Retention rates studies have focused in two main areas: retention within courses or programs, and persistence rates of students between semesters and years. A recent longitudinal study suggested adjunct instructors have had a positive impact on student

retention in both courses and programs (Bettinger & Long, 2010). Adjunct faculty with workplace experience and knowledge exhibited the highest impact on students' retention rates, and there was no significant impact on program retention rates where adjunct faculty were hired.

However, in a two-year study that compared grade inflation between adjunct faculty and full-time instructors, higher levels of grade inflation were found within the adjunct faculty cohort (Sonner, 2000). Sonner surmised that higher grades awarded by adjunct faculty were due to the contractual work arrangement between the adjunct faculty and the institution. Inflating grades created higher student satisfaction and retention rates which led to adjunct faculty receiving new contracts. Kezim, Pariseau and Quinn (2005) also found a direct correlation between inflated grades and adjunct faculty employment.

Communication. While adjunct faculty provide institutions with more flexibility in budgeting, course planning, and implementation, they can also present unique challenges for institutions (Bethke & Nelson, 1994). Communication issues were identified as creating the most problems for adjunct faculty (Bethke & Nelson, 1994; Marti, 2005). Bethke and Nelson found four elements necessary to improve communication: joint instructional focused meetings between full-time and adjunct faculty, joint school-sanctioned social events with full-time and adjunct faculty, collaborative training between the two faculty groups, and inclusion of adjunct faculty in planning and policy development.

The lack of communication that often exists is directly related to institutional and instructional support for adjunct faculty. Lack of institutional support is visible when institutions do not provide dedicated office space and communication tools like email and

telephones, or do not compensate adjunct faculty for any work outside of classroom teaching (Benjamin, 2002). Exclusion from book selection, syllabi development, and professional development associated with teaching and learning styles all contribute to limitations in communication which effectively create challenges associated with the employment of adjunct faculty (Wyles, 1998).

The employment of adjunct faculty has created both advantages and challenges for community colleges. Adjunct faculty have provided institutions with the flexibility to support increases and decreases in enrollment, and reductions in budgets. They have demonstrated their effectiveness in the classroom. Yet, student success and retention rates associated with adjunct faculty instruction have been questioned, and communication continues to be an ongoing challenge.

Need for Adjunct Faculty Support

The need for adjunct faculty support can be tied to the particular motivation of each adjunct faculty member to teach, the diverse reasons institutions hire adjunct faculty, and the unique work setting in academe when compared with other employment settings (Sandford & McCaslin, 2003). While support for adjunct faculty may be found at most post-secondary institutions, support often depends on the administrative structure of the institution and the management philosophy of the institutional leadership (Greive, 2000). Regardless of the managerial arrangements of the institution, there are three specific areas where adjunct faculty support can have a direct impact on institutional operations: the quality of instruction, student success, and the institutional mission.

In recognizing the areas that adjunct faculty impact, institutional administrators have an opportunity to focus support efforts. Today, student success and accountability in

higher education have become a major focus of accreditation agencies, state agencies, and federal agencies (Harbour, Davies, & Gonzales-Walker, 2010; Zusman, 2005). Both Lei (2007) and O'Banion (2010) recommended institutions evaluate the instructional quality of adjunct faculty with a focus on student success rates and instructional outcomes to meet accreditation standards. In a comparative study of instructional quality between full-time and adjunct faculty, results indicated adjunct faculty were more likely to use lower levels of cognitive assessment than their full-time counterparts. Adjunct faculty were also less likely to employ instructional techniques to address multiple learning styles (Lei, 2007). Adjunct instructors who were given support were more likely to incorporate advanced teaching techniques and to address critical thinking than adjunct faculty who were not given instructional support programs (Keim & Biletzky, 1999; Lei, 2007).

Not only is instructional content being scrutinized, but so is the method of delivery. As distance education has grown in popularity, the use of adjunct faculty has also grown (Schnitzer & Crosby, 2003). The need for institutional support has become particularly prevalent in studies addressing adjunct faculty instruction in the online environment (Floyd, 2003; Lei, 2007; Maguire, 2005; Shulman, Cox, & Richlin, 2004). In a review of the literature on instructional quality, Maguire (2005) found quality instruction was an extension of the support provided to online instructors, yet administrators often misidentified the type of support faculty needed to create and support quality instruction.

The effectiveness of adjuncts in the classroom continues to be scrutinized as a dichotomy exists within the literature. Through the years, studies surrounding the

employment of adjunct faculty either show their ability to teach (Iadevaia, 1991; Johnson, 2006) or point to their lack of success in the classroom (Jaeger & Hinz, 2008). To provide effective instruction, administrators could work one-on-one with adjunct faculty to ensure college standards are maintained; however, most academic administrators do not have the time to work with individual faculty members (Marti, 2005).

The success rate of students taking classes from adjunct faculty has been examined by several studies (Harrington & Schibik, 2001; Preuss, 2008; Smith, 2010). Harrington and Schibik (2001) recommended additional adjunct faculty support was needed to improve student success rates. Examining student success rates in a math courses and instructor characteristics and traits, Preuss (2008) found adjunct and full-time faculty needed professional development activities specifically associated with advanced and developmental math. In a case study of the impact of part-time faculty on student retention conducted by Smith (2010), the outcomes were similar. Exposure to more adjunct faculty than full-time faculty led to lower retention rates among full-time students in their first year of classes. Recommendations from Smith included professional development programs for adjunct faculty focused on instructional delivery.

Gappa and Leslie (1993) recognized the heterogeneous characteristics of adjunct faculty and the importance of locating programs that would best support this diverse group of faculty. Finley, Miller, and Vancko (2000) found most adjunct instructors were not prepared to deal with the diverse backgrounds and interests of students entering community colleges. How institutions focus their management efforts to address support for adjunct faculty becomes an important part of institutional operations. The process of tying adjunct faculty to the institution through its mission will help to provide the

necessary focus on adjunct faculty support. The institutional mission provides a focus for the operations of the college and ties the vision and values to students, faculty and staff. Within the institutional mission, colleges develop and manage curriculum programs and faculty. Institutions that support adjunct faculty often include adjunct faculty in the operations of the institution, utilizing the orientation process to emphasize the values and mission of the institution along with expectations in the classroom (Green, 2007).

Institutions that have embraced the support of adjunct faculty often look upon adjunct faculty as a valuable asset (Bird, 2006). Bird recommended that institutions create a supportive atmosphere for all faculty, staff, and students where learning is a collaborative process. This collaborative process is achieved through a shared vision that has included support for adjunct faculty (Bird, 2006).

Theoretical Framework

The theoretical framework for this study is based on the fundamental Human Resource Management (HRM) constructs: workforce management focused on selection, training, assessment, and rewards (Bratton & Gold, 1999; Fombrun, Tichy & Devanna, 1984; Storey, 1989). The initial development of HRM was driven by business and, "...a need to respond to an external threat from increasing competition" (Guest, 1999, p. 5). While HRM has ties to business, the fundamental constructs can be applied to other operational models such as education. Public organizations are "labor-intensive enterprises depending on the knowledge, skills and abilities, and other characteristics of their employees" (Pynes, 2009, p. 23). Based on the skill set needed for the educational labor force, Pynes viewed HRM as a tool to help achieve the required characteristics of

an education labor force. In this study the educational labor force consists of community college adjunct faculty and support is defined by elements of the HRM model.

The HRM theory is divided into two fundamental managerial philosophies based on the recognition of the human resources (Bratton & Gold, 1999). Those two philosophies could be viewed as “hard “or “soft” (Storey, 1989). The hard HRM and soft HRM address two different views of achieving organizational outcomes through management of the workforce.

The hard HRM model of management focuses on the value the human resource added to production and the organizational outcomes that resulted from training that resource (Fombrun et al., 1984; Guest, 1990, Storey, 1989). Fombrun et al. (1984) developed a concept map depicting the hard HRM philosophy of utilization of the human resource through a cycle (see Figure 2). The cycle represents the organizational process used to increase productivity from the resource. The cycle focuses on optimizing productivity, through each phase of the cycle, from selection to performance, performance to appraisal and appraisal to either development or reward.

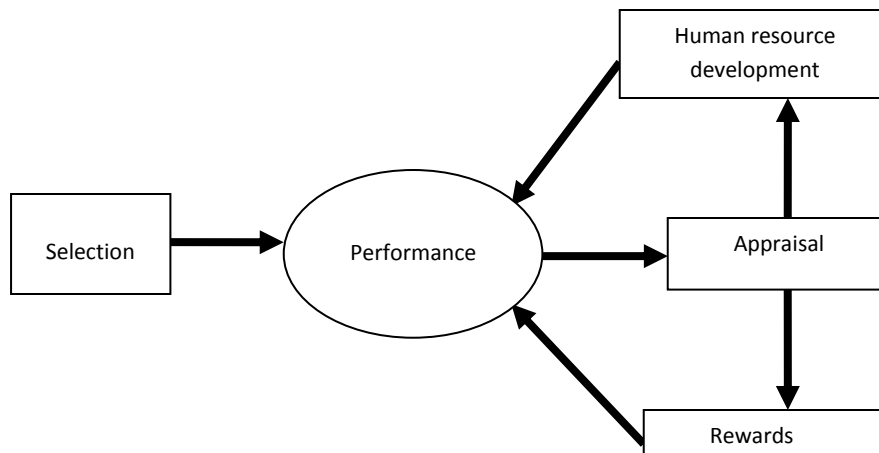


Figure 2. The Human Resource Cycle. From “The Human Resource Cycle.” by C. J. Fombrun, N. M. Tichy, and M. A. Devanna, 1984, *Strategic Human Resource Management*, p. 41. Copyright 1984 by John Wiley & Sons. Reprinted with permission.

In contrast to the hard HRM model, the soft HRM model focuses on support of the human resource through a nurturing process (Beer, Spector, Lawrence, Mills, & Walton, 1984; Guest, 1999). The nurturing process according to Storey (1989) leads to organizational commitment and increased productivity. Where the *Human Resource Cycle* of Fombrun et al. (1984) was a simplistic representation of the hard HRM model, soft HRM models (Beer et al., 1984; Guest, 1987; Storey, 1992) were complicated and difficult to understand. Several years later, Guest (1990) identified flaws in his own model caused by the complexity.

Bratton and Gold (1999) characterized the soft HRM model using the functional areas of HRM: staffing, employee development, employee maintenance, employee relations, and rewards. These five functional areas of soft HRM align with Fombrun et al. (1984) human resource cycle: selection, performance, appraisal, rewards, and development. Bratton and Gold indicated, “The Human Resource Cycle (HRM cycle) is a

simple model that serves as a pedagogical framework for explaining the nature and significance of key HR factors making up the complex fields of human resource management” (p. 18).

From Fombrun et al.’s (1984) HRM cycle and the functional areas of HRM of Bratton and Gold (1999), Figure 3 depicts the combination of these two different constructs. The outcome provides a foundation for the implementation of a simplistic soft HRM model.

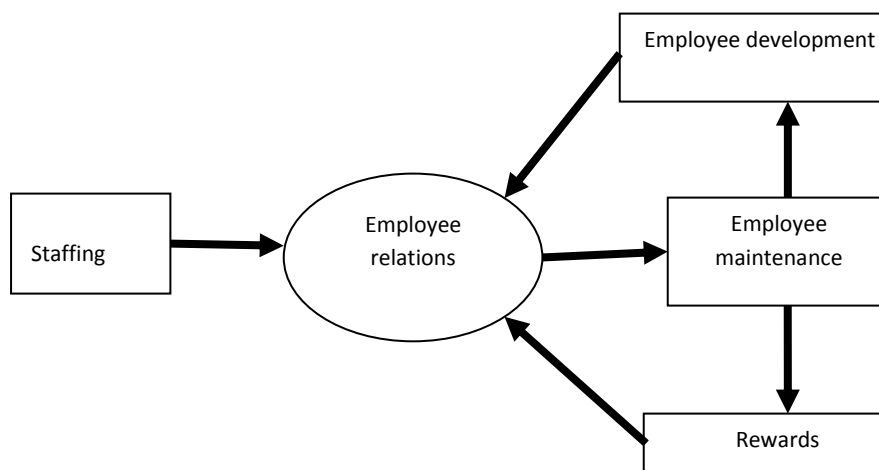


Figure 3. The soft HRM Model. My adaption of the Human Resource Management Model (Bratton & Gold, 1999) applied to the Human Resource Cycle (Fombrun et al., 1984). *Note.* Figure Adapted from “The Human Resource Cycle.” by Fombrun et al., (1984), *Strategic Human Resource Management*, p. 41. Copyright 1984 by John Wiley & Sons. Content Adapted from J. Bratton, & J. Gold, 1999, *Human Resource Management: Theory and Practice*, (2nd ed.), p. 3. Copyright 1999 by Lawrence Erlbaum Associates Inc. Adapted and reprinted with permission.

Within the literature are studies that have examined HRM, the impact on the organization and the impact on workers, (Becker & Gerhart, 1996; Carmeli, 2004; Crook, Todd, Combs, Woehr, & Ketchen, 2011; Guest, 1999; Murphy & Zandvakili, 2000; Smith, 2006; Storey, 1989). Carmeli (2004) surveyed 264 local government managers to determine the financial outcomes after implementing an HRM program and found that public organizations generally experienced financial gains when HRM programs were implemented. The results from a pilot test of an HRM program focused on selection, enrollment (orientation), training, and evaluation of employees at 20 retail locations for a major grocery chain found increased sales and profits for the company (Murphy & Zandvakili, 2000). The Murphy and Zandvakili findings suggested that the costs associated with the implementation of HRM programs support a financial return for the company. Becker and Gerhart (1996) conducted a meta-analysis and found a positive impact on organizational performance when HRM models were implemented. The ability of managers to increase and maintain performance greatly improved as workers participated in HRM programs (Becker & Gerhart, 1996). In a study of 26 public vocational schools and 113 private schools, the implementation of HRM programs helped to establish or re-enforce the organizational culture of the institution (Smith, 2006).

In a meta-analysis of 66 studies that explored human capital and performance, Crook et al. (2011) found hiring and sustained development of employees produced a higher level of job performance. Murphy and Zandvakili (2000) also found the HRM program created a support system among employees. Guest (1999) examined the impact of HRM practices from the workers' view and found high levels of commitment to the organization that had implemented soft HRM functions. The level of impact from HRM

practices on both the organization and workers was found to be proportional to the level of program implementation and how long the program had been actualized (Becker & Gerhart, 1996; Guest, 1999).

Community colleges have the ability to impact the organizational culture and their human capital, adjunct faculty, through the implementation of HRM practices. While the implementation of HRM practices could potentially impact all faculty, studies have suggested adjunct faculty are often marginalized from the organization (Gadberry & Burnstad, 2005; Gappa, Austin, & Trice, 2007). Support for adjunct faculty can be achieved through HRM practices that address marginalization. The HRM practice might include hiring orientation, professional development, and evaluation through the establishment of a cyclic support system (see Figure 3).

Types of Support for Adjunct Faculty

The importance of supporting adjunct faculty has been recommended in numerous studies (Ostertag, 1991; Roueche et al, 1995; Smith, 2010; Williams-Chehmani, 2009). Many of these studies have focused on specific characteristics: adjunct faculty experiences (Bogglett, 2008; Cashwell, 2009; Hammons, Smith-Wallace, & Watts, 1978; Lepper, 2010; Valadez & Anthony, 2001; Washington, 2011), administrator experiences (Davis, 2004; Stout, 2008), institutional studies focused on retention rates (Bolt & Charlier, 2010; Smith, 2010), state-level studies focused on support practices (Coffey, 1992; Colwell, 2011; French, 2000), and national studies associated with instructional effectiveness (Sandford & McCaslin, 2003; Schuetz, 2002). The unique nature of community colleges has also created a plethora of studies that examine the individual

aspects of hiring, orientation, professional development, and evaluation associated with adjunct faculty.

Hiring. Identified as the most important step in supporting adjunct faculty (Flannigan et al., 2004; Gadberry & Burnstad, 2005; Gillett-Karam, 1994; Green, 2007; Murray, 1999b, Wallin, 2005), hiring requires planning and preparation. “To ensure a good fit between part-time faculty and the institution, the academic vice president or dean must have hiring and training procedures in place” (Green, 2007, p. 32). Green also indicated that it is important to be very clear in advertising the position and identifying the required credentials and job expectations. Within the literature, several different topics focused on hiring; they range from the importance of hiring practices and the recruiting process to screening and demonstrations.

The importance of good adjunct faculty hiring practices is exemplified by the actions taken by the California Community College System (CCCS), the largest system in the United States. System level administrators recognized that the volume and demand for adjunct faculty could create problems if hiring practices were not solidified. The California state government implemented specific hiring guidelines for adjunct faculty under Assembly Bill 1725 which included a cap on the number of adjunct faculty that could be hired (Academic Senate for California Community Colleges, 2002). The Assembly Bill also included a sample procedure manual, *Contract Faculty Hiring Procedures*, which provided specific directions for hiring adjunct faculty. Part of these procedures included committee review of qualifications, interviews with hiring committees, and discipline-focused demonstrations.

Other states including Washington and Michigan have also passed state legislation associated with adjunct faculty hiring practices. The Engrossed Senate Bill 5087 addressed best practices associated with the employment of adjunct faculty (Washington State Legislators, 2005), and the Community College MI FACE Legislation addressed hiring, pay equity, and workload considerations of adjunct faculty (Michigan State Legislators, 2007).

Besides state level reform efforts, the literature provided guidance on the elements in the hiring process necessary to successfully support adjunct faculty. The first element of importance requires institutions to implement the same guidelines for hiring adjunct faculty as used in hiring full-time faculty (Baron-Nixon, 2007; Gadberry & Burnstad, 2005; Ridley, 2010). This process begins with identifying and posting explicit recruiting needs that help locate qualified applicants. Supporting adjunct faculty through the recruitment phase comes in the form of job postings and application materials. Posting is the initial step institutions take to communicate the expectations of the instructional position (Flannigan et al., 2004). The first step in the hiring process, recruiting, has been relatively unchanged since the 1950s except for the medium used for posting, from paper to Internet (Flannigan et al., 2004). The manner in which adjunct faculty job postings are handled sends a signal to the faculty, staff, and students about the level of regard the institution has for adjunct faculty (Gadberry & Burnstad, 2005). Gadberry and Burnstad also suggested institutions take multiple steps to increase the pool of applicants by posting on websites, using other local media sources, and networking with area high schools and graduate programs. While posting a job opening conveys the need for

instructors, the content of the posting communicates specific information to help discern the expectations of the position.

Posting specific information is the crucial hiring step that communicates the specific needs of the institution. Gadberry and Burnstad (2005) recommended the information in a job posting articulate the rigors of the position and mirror in complexity the information provided when hiring full-time faculty. During the hiring process potential applicants should also be made aware of crucial information such as the pay scale, workload, benefits, instructional expectations, accreditation requirements, and specific policies associated with adjunct faculty employment (Ridley, 2010). Ridley also indicated that the initial hiring process often sets the tone for subsequent support of the adjunct faculty by the institution, especially in the area of communication. The posting should explicitly describe the expectations of the job from which applicants should be able to provide documentation that demonstrates their qualifications.

The application material used to identify qualified adjunct faculty needs to include a number of different documents, for example, a cover letter, certifications, educational transcripts, and samples of instructional material (Baron-Nixon, 2007; Gadberry & Burnstad, 2005; Ridley, 2010; Todd, 1996). The material provided not only presents information about the qualifications of an applicant; it should also provide information that addresses accreditation requirements. The application needs to include some standard elements that address the qualifications of the applicant, previous work experiences, previous teaching experience, and the necessary credentials for employment (Baron-Nixon, 2007).

While the recruiting process identifies qualified adjunct faculty, it is the screening and interview process that helps validate the credentials provided by applicants. Gadberry and Burnstad (2005) recommended the use of an evaluation grid containing elements of the job posting and specific job criteria during the screening process. Todd (1996) recommended the development of a ranking system to help identify the best candidate. While not often implemented for hiring adjunct faculty, a hiring team to review applications and conduct interviews was also suggested by both Gadberry and Burnstad and Todd.

The incorporation of demonstrations was also recommended as part of the hiring process (Bogert, 2004; Schnitzer & Crosby, 2003; Todd, 1996). During the initial semester of employment, Todd (1996) proposed that a newly hired adjunct submit a portfolio of instructional material to a faculty committee for review. Bogert (2004) suggested candidates demonstrate teaching techniques incorporating knowledge of subject matter. The use of scenario type questions focused on the nontraditional learner, whether in face-to-face or telephone interviews, was suggested by Schnitzer and Crosby (2003) to help identify a candidate's ability to support student diversity.

It is apparent that the hiring process differs among institutions (Bogert, 2004). However, hiring qualified adjunct faculty is a continuous process for which Bogert recommends that institutions plan ahead to fill vacancies. Gadberry and Burnstad (2005) recommended institutions develop and consistently use the same hiring process, even when last minute hires are required. Understanding the importance of hiring, institutional leadership must recognize the need for implementing a recruiting process, carefully

screening applicants, and conducting demonstrations in an effort to find the most qualified adjunct faculty.

Orientation. While a plethora of information is often presented during an orientation, it is at this point when new adjunct faculty members develops a sense of belonging to the institutional culture (Feldman & Turnley, 2001; Fugate & Amey, 2000; Harber & Lyons, 2007; Schnitzer & Crosby, 2003), and the mission, value, goals, and policies of the institution are conveyed (Charlier & Duggan, 2010; Fugate & Amey, 2000; Wagoner et al., 2005; Velez (2010)). The lines of communication are initially established with full-time faculty, administrators, and support staff (Charlier & Duggan, 2010; Gadberry & Burnstad, 2005; Greive & Worden, 2000; Smith & Wright, 2000; Wallin, 2004) and the introduction of instructional expectations (Boggs, 1984; Gadberry & Burnstad, 2005; Smith & Wright, 2000). Numerous studies have explored the orientation of adjunct faculty. Several themes have emerged from these studies: requirements for participation, orientation focus, format of materials, delivery of information, program duration, and incentives for participation.

The literature frequently suggested that long-time and newly hired adjunct faculty participate in yearly orientation programs (Gadberry & Burnstad, 2005; Smith & Wright, 2000; Wyles, 1998). Justification for the continued attendance of veteran adjunct faculty, the orientation enabled institutional leaders to communicate changes in policies and procedures, and such a program provides an avenue of inclusion for adjunct faculty in the culture of the institution (Fugate & Amey, 2000; Gadberry & Burnstad, 2005; Smith & Wright, 2000). The inclusion of full-time faculty in the orientation was recommended to reduce the marginalization of adjunct faculty (Gadberry & Burnstad, 2005; Wyles, 1998).

Some authors (Bergmann, 2011; Charlier & Duggan, 2010; Hutti et al., 2007) suggested orientation programs be adjunct faculty-specific to better meet the needs of adjunct faculty. Hutti et al. found program-specific orientations made adjunct faculty feel more valued and respected by the institution. Adjunct orientation programs also gave adjunct faculty a better understanding of management's expectations of job functions related to instruction (Feldman & Turnley, 2001).

To help establish the focus of orientation programs, Gadberry and Burnstad (2005), Hutti et al., (2007), and Velez (2010) all recommended the implementation of a needs assessment process. Data gathered from veteran adjunct faculty, by Velez, identified the following items that new adjunct instructors need to have knowledge of before beginning online instruction: the institutional mission, policies and procedures, specific online pedagogy, online communication, familiarity with the learning management system, evaluation procedures, faculty expectations and performance, course management, grading rubrics, and mentoring opportunities. Gadberry and Burnstad recommended the orientation included examining instruction-related materials, student service information, and logistical support materials. Once the orientation is developed, Hutti et al. suggested the focus of the orientation not remain stagnant but change to meet institutional changes. Assessments of orientation programs are key to designing orientation programs that support and acclimate adjunct faculty to their educational environment (Charlier & Duggan, 2010; Howard & Hinz, 2002; Hutti et al., 2007).

Once an orientation focus has been established, a plan for disseminating materials needs to be developed. Multiple studies have identified developing orientation materials

in the form of a handbook specifically focused on adjunct faculty needs (Craig, 1988; Leslie, Kellams, & Gunne, 1982; Parsons, 2000; Thomas, 1986). The Velez (2010) study suggested the adjunct faculty handbook be maintained in an electronic format to address continual changes that occur at institutions. Other studies suggested a general handbook be provided to all full-time and adjunct faculty containing current policy and procedural changes along with a review of important information (Smith & Wright, 2000; Wyles, 1998).

Multiple studies have focused on the delivery of orientation programs from face-to-face and mentoring, team and group, to online self-directed formats (Bogert, 2004; Bogglett, 2008; Howard & Hinz, 2002; Lepper, 2010; Silliman, 2007; Smith & Wright, 2000; Yee, 2007). Diversity in program delivery increased the ability of institutions to provide orientation programs to a larger portion of the adjunct faculty population (Bogert, 2004; Silliman, 2007; Yee, 2007). If the institution has limited funding to create multiple forms of delivery, Howard and Hinz (2002) recommended starting with a single program while planning for future changes. The establishment of a mentoring program for adjunct faculty where full-time faculty mentors use the same medium of delivery was recommended by Smith and Wright (2000); they also suggested the mentoring process worked in the online environment and gave the new adjunct faculty a feeling of connection with the institution.

The diverse nature of adjunct faculty employment requires orientation programs that will address this diversity (Yee, 2007). Yee found it difficult to use one specific orientation model that would support adjunct instructors who often have other obligations besides instruction. Yee recommended institutions provide several different opportunities

for adjunct faculty to attend an orientation. These orientation programs could include several hour long workshops, a daylong retreat, or even totally online delivery. Coffey (1992) recommended having orientations sporadically dispersed throughout the year on Saturday mornings to maximize attendance by adjunct faculty. Bogert (2004) found the length of the orientations varied from one to two hours to day long programs and suggested orientations be conducted to maximize the attendance by adjunct faculty. Bogert also recommended using a full day orientation on a Saturday just prior to the start of the fall and spring semester.

Several studies have identified incentives for adjunct faculty participation in orientation programs (Bogert, 2004; Coffey, 1992; Gadberry & Burnstad, 2005; Howard & Hinz, 2002; Silliman, 2007; Wallin, 2004). Providing a stipend increased attendance at orientation programs (Bogert, 2004; Coffey, 1992; Silliman, 2007). Gadberry and Burnstad (2005) recommended providing meals along with paying the attendees substitute pay. When funding is limited, institutions might develop creative ways to reward attendance (Howard & Hinz, 2002). Once identified and employed by an institution through a contractual agreement, adjunct faculty need a mandatory orientation that covers a number of topics such as institutional materials, instructional procedures, educational delivery, student support information, communication, and technology use (Blodgett, 2008; Smith & Wright, 2000; Thomas, 1986).

Professional development. Professional development has been identified in multiple studies as a critical element in the support of adjunct faculty (Bramhall & Buyok, 2009; Buyok, 2008; Cohen & Brawer, 2003; Goldberg, 2007; French, 2000; Hinkel, 2007; Messina, 2011; Sandford & McCaslin, 2003; Thompson, 2008; Wallin &

Smith, 2005). The opportunity for adjunct faculty to participate in professional development is often limited by their “time-challenged” schedules (French, 2000, p. 57). The availability and focus of professional development also contributes to a lack of participation in professional development activities by adjunct faculty (Impara, Hoerner, Clowes, & Alkins, 1991; Murray, 1999a, Nutting, 2003; Townsend & Hauss, 2002). Impara et al. (1991) also found 41% of the institutions had designated budgets for faculty professional development, but 74% indicated funds were not specifically designated for adjunct faculty support. Little evidence of institution-wide planning for adjunct faculty support was also identified by Impara et al. Within the literature, themes associated with professional development explored availability and participation, focus, types of program, funding, program, and frequency.

One aspect of supporting adjunct faculty can be achieved by increasing access to professional development programs and encouraging participation (Nutting, 2003). Department deans and adjunct faculty indicated that professional development was the most crucial element of support followed by orientation (Hinkel, 2007). Both French (2000) and Baxter (2011) found adjunct faculty participation in professional development improved when programs addressed specific interests of the adjunct faculty. French also found the length of the professional development activity did not influence participation. Baxter found the delivery method was not a factor contributing to participation. To improve participation, Baxter, (2011) recommended institutions develop a needs assessment process that will identify professional development theme of importance to adjunct faculty.

Researchers have also examined the availability of professional development programs for adjunct faculty (Baxter, 2011; Carreiro et al., 1999; French, 2000; Sandford & McCaslin, 2003). Only 56% of institutions in the Carreiro et al. (1999) study considered how the time of delivery impacted adjunct faculty attendance of professional development programs. An additional 27% of the responding institutions in the same study gave no consideration to the impact scheduling would have on adjunct faculty availability for professional development programs.

To improve availability, Sandford and McCaslin (2003) suggested face-to-face programs be delivered in multiple locations to accommodate adjunct faculty working at satellite locations. They also suggested programs be delivered at a variety of times to include both evenings and weekends to maximize availability. Face-to-face delivery on weekday evenings was found to be the optimal time for program delivery followed by Saturday mornings (French, 2000). Sandford and McCaslin (2003) recommended both face-to-face and online professional development program offerings to meet the needs of a diverse pool of adjunct faculty. While online delivery of professional development provided 24/7 availability, this form of delivery was often viewed as the least favored by adjunct faculty (Baxter, 2011; French, 2000).

Reoccurring within the literature were specific professional development themes associated with adjunct faculty: teaching strategies, learning styles, technology use, and classroom management. A number of studies recommended programs focus on teaching strategies (Bramhall & Buyok, 2009, French, 2000; Lepper, 2010; Murray, 1999a; Sandford & McCaslin, 2003; Yantz & Bechtold, 1994).

Professional development activities geared toward teaching fundamentals and reducing marginalization were topics of interest suggested by adjunct faculty (Bramhall & Buyok, 2009). Bramhall and Buyok also found student success rates increased when adjunct faculty were exposed to teaching fundamentals and institutional focused professional development activities. The focus of institutional missions could include a focus on sound teaching strategies (Murray, 1999a). An additional recommendation was for the chief academic officer to take an active role in the establishment and support of professional development programs.

A national study of community college occupational education officers identified teaching methods and student learning styles as the main focus of adjunct faculty professional development programs (Sandford & McCaslin, 2003). Sandford and McCaslin also recommended programs that focused on course planning, classroom management, technology use, and communication skills. Technology-based training should have a specific focus that supports hybrid and online instructional formats (Sandford & McCaslin, 2003). One state level program gave participants training in pedagogy, instructional resources, and instructional design and development (Barker & Mercier, 2007). Adjunct instructors who participated in professional development programs focused on instructional delivery implemented higher level thinking skills activities (Keim & Biletzky, 1999; Lyons, 2005). Recommendations from the French (2000) study ranked programs by level of importance. Teaching methods, learning styles, and course development were the top three topics of interest. Managing groups, grading and assessment, developing learning objectives, conflict resolution, and technology use were also identified by the respondents as important topics.

A significant body of literature (Baxter, 2011; Carreiro et al., 1999; Edenfield, 2010; French, 2000; Lepper, 2010; Messina, 2011; Murray 1999a; Richards, 2007; Sanford & McCaslin, 2003; Silliman, 2007; Yantz & Bechtold, 1994) examined types of adjunct professional development programs. For example, Murray (1999a) recommended institutions incorporate different types of programs to meet the needs of adjunct faculty such as conferences, mentoring, paid sabbaticals, and dedicated resource centers.

While a variety of program types were available to adjunct faculty, face-to-face meetings using a group format were favored over individual mentoring (French, 2000). However, mentoring programs were considered effective programs types for supporting adjunct faculty (Diegel, 2010; Lepper, 2010; Silliman, 2007). In institutions where professional development programs were designed for both full-time and adjunct faculty, the development of teaching centers was very successful (Yantz & Bechtold, 1994). Yantz and Bechtold also found that the dedicated center could provide numerous professional development activities including specialized programs for adjunct faculty. On a much larger scale, a professional development consortium allowed multiple institutions to pool resources, reduce costs, and expand professional development opportunities for both full-time and adjunct faculty (Burnstad, Hayes, Hoss, & West, 2007).

While not as prevalent in the literature, studies have addressed funding adjunct faculty professional development (Barker & Mercier, 2007; Burnstad, 2002; Gappa & Leslie, 1993; Hutchison, 2001; Lepper, 2010; Wagoner, 2005). State and institutional level funding sources associated with adjunct faculty professional development were not typically available (Gappa & Leslie, 1993). Institutions often pooled both internal and

external funding sources to provide professional development activities (Gappa & Leslie, 1993; Hutchison, 2001). Budget lines to support professional development are mandated in some states with a percentage of annual budgets designated for programs (Gappa & Leslie, 1993). In some cases, Gappa and Leslie found department and program administrators had developed programs with no financial support.

Grants have provided adjunct faculty, institutions, and community college systems with funds to support professional development activities and programs (Barker & Mercier, 2007; Burnstad, 2002; Gappa & Leslie, 1993; Lepper, 2010; Wagoner, 2005). Grants from the Lilly Endowment provided multiple institutions with the opportunity to develop professional activities with a focus on adjunct faculty (Lepper, 2010). A multi-year grant was used to support online professional development activities for adjunct faculty (Wagoner, 2005). The multi-year grant did provide startup funding but once the external funding ended, Wagoner found the institution had a difficult time sustaining the program using state funding sources. One drawback to external incentives was that these programs were often temporary and were not supported beyond the life of the grant (Gappa & Leslie, 1993). Grants awarded to individual adjunct faculty for professional development activities were funded by department and division budget lines (Burnstad, 2002).

Professional development programs should be provided at a minimum of once a year, but ideally programs would be conducted at least once per semester (Sandford & McCaslin, 2003). Sandford and McCaslin also suggested repeating programs several times throughout the semester, giving adjunct faculty more opportunities to attend with more programs offered during the fall semester when more adjunct faculty are

traditionally hired. Adjunct faculty were in favor of attending two professional development activities a year when given the options of one to four times a year (French, 2000). French recommended institutions hold one professional development activity each fall and spring semester.

Adjunct faculty job satisfaction greatly improved when adjunct faculty were included in professional development activities (Cashwell, 2009; Kim, Twombly & Wolf-Wendel, 2008). Adjunct faculty professional development programs create both intrinsic and extrinsic rewards which institutions can identify and nurture (Sandford & McCaslin, 2003). Sandford and McCaslin also recommended institutions find ways to eliminate out-of-pocket expenses of adjunct faculty that attend institutionally sponsored professional development programs. French (2000) found the subject matter of the professional development activity had the biggest impact on participation rate, followed by mandatory participation for future employment. Gappa and Leslie (1993) found a monetary stipend was the least favorite incentive for participating in professional development activities, and institutions rarely gave stipends to adjunct faculty. Gappa and Leslie also found participants often attended for intrinsic reasons. Meals were also considered an incentive (Gappa & Leslie, 1993).

Evaluation of instruction. Evaluation is the one element of support that can provide both the instructor and the administrator with feedback associated with the educational process. There have been numerous studies associated with adjunct faculty evaluation (Andrews & Licata, 1991; Biles & Tuckman, 1986; Bogert, 2004; Diegel, 2010; Keim & Biletzky, 1999; Nolan, Siegrist, & Richard, 2007; Onwuegbuzie et al., 2007; Smith, 2010; Webb, 2007; Williams, 1994). As defined for the purpose of this

study, evaluation is a review of instruction and other aspects of an adjunct's performance by students, administrators, and colleagues. Within the scope of evaluation literature, key areas have been examined: types, schedules, observations, reviews, and rewards.

Two types of evaluation need to occur in education: formative--data gathered to improve quality of instruction, and summative--gathering data that shows effectiveness (Berk, 2005; Stoops, 2000; Williams, 1994; Yantz & Bechtold, 1994). Stoops found adjunct faculty were frequently not held to both types of evaluation, and adjunct faculty were often only evaluated by students. Stoops also recommended that information from both formative and summative evaluations lead to professional development focused on improving educational outcomes.

A survey of chief academic officers at 333 community colleges nationwide found department chair evaluations, classroom visits, and student ratings were the most common type of adjunct faculty evaluations (Zitlow, 1988). The focus of these evaluations was on teaching performance. Review of content material and self-evaluation were somewhat common practices, and the least identified type of evaluation was scholarly work (Zitlow, 1988).

Roueche et al. (1995) found multiple examples of institutions using a combination of approaches to evaluate adjunct faculty. The variety of evaluation techniques used by the institutions was as unique as the institutions: observations, student evaluations, self-evaluation, peer-review, portfolios review, assignments review and a review of assessments (Roueche et al., 1995).

In addition to an examination of evaluation techniques, Keutzer (1993) and Williams (1994) both found that frequency and timing are important. Williams

recommended adjunct faculty evaluations be scheduled toward the middle of the semester, leaving time to review results and implement improvements before the end of the term. Yantz and Bechtold (1994) found evaluations being conducted multiple times within the first year of employment. During the initial semester of employment, student evaluations were conducted three different times, and during the second semester, three separate observations were conducted by administrators or a designee (Yantz & Bechtold, 1994). Yantz and Bechtold also found after the first year of employment, scheduled evaluations were reduced to once a semester.

A variety of schedules for conducting evaluations from early in the semester, end of the semester, annually, and biannually were found by Roueche et al., (1995). In many cases, the scheduling procedures were based on the employment history of the adjunct faculty (Roueche et al., 1995). Many smaller institutions do not have adequate administrative personnel to handle evaluations (Parsons, 2000). Parsons recommended smaller institutions develop a sampling system combining student and administrator evaluations to collect sufficient information to evaluate the adjunct population.

The literature also provided a number of studies that focused on observations and other tools used to evaluate adjunct instructor (Crumbley, Henry, & Kratchman, 2001; Eggers, 1990; Keig & Waggoner, 1995; Miller, 1974; Stoops, 2000; Villadsen & Anderson, 2005). Keig and Waggoner (1995) suggested that video, direct observation and assessment of instructional material were creative ways to evaluate adjunct instructors. Miller (1974) recommended that observations be conducted by a team of two individuals, one having discipline background and the other a respected faculty member. Roueche et al. (1995) found examples of multiple institutions that implemented observations as part

of the evaluation process. Observations were conducted at a variety of times over the course of a semester (Roueche et al., 1995), and the observations were conducted by administrators, lead instructors and other faculty members.

As part of the evaluation process mid-level administrators or lead instructors conducted formal meetings with adjunct faculty to review evaluation results (Villadsen & Anderson, 2005), where a summary of the adjunct faculty performance was drafted. A number of different techniques were identified by Roueche et al., (1995) to review evaluation results from self-evaluation to reviews by committees, lead instructors or administrators. A collaborative peer review to strengthen instruction was recommended by Keig and Waggoner (1995). Coffey (1993) found the evaluation procedures of adjunct faculty did not follow a specific standard between institutions within the same community college system. Coffey also found evaluation of adjunct faculty occurred more frequently when full-time faculty were included in the review process.

Rewards. Within the literature, adjunct faculty rewards associated with evaluation (Roueche et al., 1996) and those with professional development have been considered independently (Richardson, 2007; Smith, Butner, Cejda & Murray, 2000). There is also a body of literature that examined adjunct faculty reward programs tied to both evaluation and professional development (Parsons, 1998; Wallin, 2004; Yantz & Bechtold, 1994). Developing quality among adjunct faculty requires not only sound hiring, orientation, and professional development but some form of recognition (Smith, et al., 2000). A reward-based system connected to professional development and/or evaluations includes reason for, and type of, reward.

To improve participation in professional development programs, rewards were given to adjunct faculty (Jacobs, 1998; Richards, 2007; Smith et al., 2000). An increase in participation in professional development programs occurred, according to Smith et al., when a modest reward was given to adjunct faculty. From a faculty committee that identified integration problems associated with adjunct faculty, a program of support was added that included rewards (Richards, 2007). As part of the socialization process, institutions need to develop both formal and informal means of recognition to integrate adjunct faculty into the institution (Roueche et al., 1996). To improve instructional performance, rewards were given to adjunct faculty for superior evaluations (Villadsen & Anderson, 2005).

Multi-year contracts, coverage of short and long term emergencies, incremental pay increases, and elevation to supervisory positions at offsite locations are four strategies for rewarding adjunct faculty (Jacobs, 1998). Adjunct faculty were recognized for quality instruction through an excellence in teaching award, recognition at commencement ceremonies, and paid trips to national conferences (Villadsen & Anderson, 2005). Having reached distinct levels of longevity, adjunct faculty were acknowledged at commencement activities and given mementos of appreciation (Villadsen & Anderson, 2005). Adjunct faculty who participated in an integration program were rewarded by an increase in pay for all courses taught after completion of the program (Richardson, 2007). Richardson also found that participants were rewarded with a recognized status of associate adjunct.

Perceptions of quality. The perception of quality of adjunct faculty can be influenced by a number of things from classroom management to instructional delivery.

When supports for adjunct faculty are properly developed and implemented, adjunct faculty are more effective in the classroom and in turn their students are more successful. This improvement would impact the administrators' perceptions of adjunct quality which can be measured. Within the literature there were very few studies that examined the administrator's perceptions of quality with a focus on adjunct faculty (Green, 2007, Wagoner et al., 2005). Wagoner et al. examined administrators' perceptions of adjunct faculty quality with a focus on the institutional culture. Green (2007) suggested that the perceptions of quality were often influenced by how much the adjunct faculty were included within the culture of the institution. The administrator's perception of adjunct quality when influenced by the culture of the institution were found to be mixed (Wagoner et al, 2005). Wagoner et al. recommended institutional leaders use these mixed perceptions to identify ways to support adjunct faculty and help achieve the mission and goals of their institution.

Chapter Summary

Chapter two provided a review of the literature with a focus on adjunct faculty working in higher education, particularly community colleges. From the historical perspective to types of support, the literature has examined both advantages and challenges associated with the employment of adjunct faculty. This literature has helped to identify successful programs and practices, and has also provided recommendations to address the support of adjunct faculty. Tied to the need for adjunct faculty support was the theoretical framework of this study, HRM. Based on the HRM theory the types of adjunct faculty support are hiring, orientation, professional development, evaluation, and rewards.

Based on the literature reviewed, researchers know that adjunct faculty are the largest group of faculty in higher education. This group of faculty, with diverse backgrounds, provides institutions with flexibility to support classes and programs. Researchers have also viewed adjunct faculty as both effective and ineffective in the classroom, and have indicated that communication between the institutions and adjunct faculty continues to be an issue. Researchers have also conducted studies associated with hiring, orientation, professional development, evaluation, and rewards but not necessary collectively. What researchers have not examined is whether a cyclic support program would improve the support of adjunct faculty. Researchers also have not extensively examined support by mid-level administrators of adjunct faculty. Finally, no research has been done that has determined if there is any relationship between adjunct faculty support and the mid-level administrators' perception of adjunct faculty quality.

CHAPTER THREE: METHODOLOGY

This study was designed to describe practices associated with hiring, orientation, professional development, and evaluation of adjunct faculty. The study specifically captured mid-level administrators' descriptions of current adjunct faculty support implemented by North Carolina community colleges and the relationship between support and the perceived quality of adjunct faculty performance related to specific duties. Central to this purpose was the need to understand what adjunct faculty support was provided by community colleges during the 2010-2011 academic year. The scope of this study was based on the following five questions:

1. What adjunct faculty hiring practices have been implemented in North Carolina community colleges?
2. What adjunct faculty orientation practices have been implemented in North Carolina community colleges?
3. What adjunct faculty professional development practices have been implemented in North Carolina community colleges?
4. What adjunct faculty evaluation practices have been implemented in North Carolina community colleges?
5. What is the relationship between adjunct support practices implemented at community colleges and administrators' perceptions of the quality of their adjunct faculty?

This chapter will examine the research design, population and sample, the development and validation of the survey instrument, data collection procedures, and data analysis.

Research Design

A quantitative, cross-sectional survey study approach was used for gathering information specifically about adjunct faculty support. Due to the lack of information about adjunct faculty support at North Carolina community colleges, the research design was developed to focus on identifying adjunct faculty support implemented by institutions that were part of the North Carolina Community College System (NCCCS). According to Creswell (2005) and Fink (2003), studies that examine trends and behaviors are best accomplished using a survey. Therefore, a web-based survey instrument was designed to capture data related to hiring, orientation, professional development, evaluation, and perceptions about the quality of adjunct faculty performance related to several specific topics.

Population and Sample

The study solicited input from mid-level administrators of curriculum programs from each of the 58 North Carolina community colleges. According to Wild, Ebbers, Shelley, and Gmelch (2003), the dean or director is the most knowledgeable administrator handling adjunct faculty employment. The mid-level administrator would also know the types of support provided to adjunct faculty at the employing institution. The target population of this study consisted of the mid-level administrators including deans, directors, department chairs, program directors, or lead instructors, where the nomenclature of the mid-level administrator depended on the hierarchical structure at each institution.

The sampling frame was identified through college websites, organizational charts, and the Novell directory services found in the North Carolina Community College Groupwise® email system. An attempt was made to gain permission to survey the entire target population. However, only 42 of the 58 institutions accepted the invitation to participate in the study. The sampling frame was then verified as mid-level administrators, who were responsible for supporting adjunct faculty, in curriculum programs at the 42 participating colleges. The verification was provided through email or telephone contact with the chief academic officer and/or institutional researcher at each institution. In some cases, participants were added to or removed from the sampling frame due to changes in their employment status at the participating institutions. This study used a single-stage sampling design (Creswell, 2003) which gives the researcher access to names in the population in order to select the people directly.

Fowler's table, addressing sampling error, was used to identify the minimum sample size; in this study, 100 individuals were needed in the sampling frame from the web-delivered survey (Creswell, 2005, p. 583). This minimum sample size was based on a 30/70 chance that participants in the survey provided some level of support for adjunct faculty at their institution with a sampling error of 9%. A total of 448 individuals were invited to take the survey. A total of 235 selected the survey link giving access to the survey. Eleven of those participants elected to view the survey and provide no responses. There were 224 who completed one or more questions of the survey. Of the 224 who provided responses to the survey, 16 did not meet the qualifications for participation, not having worked with adjunct faculty during the specified 2010-2011 academic year. This left 208 participants qualified to respond to the various sections of the survey which

provided a 46.4% response rate. This rate exceeded the 22% response rate needed to address the sampling error of 9% identified by Creswell, (2005). Additional demographic information about the participants is provided in chapter four.

Instrumentation

The nature of this study and the nonexistence of a suitable instrument required the construction of a new survey instrument. The instrument's six sections included (1) institutional and administrative demographics; (2) institutional adjunct faculty hiring practices; (3) institutional adjunct faculty orientation practices; (4) institutional adjunct faculty professional development practices; (5) institutional adjunct faculty evaluation practices; and (6) Likert-type questions regarding quality of adjunct faculty performance.

Survey content. The self-designed survey instrument contained 52 questions. The first part of the survey gathered demographic data with five questions regarding the employment history of the participant and the participant's experience with support for adjunct faculty. Parts two through five of the survey instrument addressed hiring, orientation, professional development, and evaluation. Each section had selected response options with some additional fill-in-the-blank options.

The institutional hiring practices section consisted of nine questions. These questions were associated with recruiting, screening, interviewing, and using demonstrations to determine adjunct faculty qualifications. A total of 12 questions made up the orientation portion of the survey. These questions addressed the following: the parties responsible for conducting orientation, the type of orientation conducted, materials covered, delivery method, when orientation occurs, and the duration of the

orientation. The final question for this section explored the use of incentives to encourage participation in the orientation activities.

The professional development portion consisted of ten questions about the following: who determines what professional development is needed, professional development topics, availability, how and when the programs are delivered, program funding, and program evaluation. As in the orientation portion of the survey, a question exploring incentives to encourage participation was included.

There were 15 questions that addressed evaluation. This section addressed the following: who determines the criteria for evaluation, the types of criteria, who evaluates adjunct faculty, the frequency of evaluations, how evaluations are conducted, whether observations are used, when evaluations are conducted, who reviews the results, and how the results are used. The final question in the evaluation section examined possible rewards based on evaluation performance.

Six Likert-type questions, based on a four-point scale with 4 = excellent to 1 = poor, addressed the administrator's perception of adjunct faculty quality associated with specific support topics. These questions covered the following: course design and delivery, fostering student success, student challenges in the classroom, handling administrative aspects of teaching, supporting the institutional mission, and knowledge of institutional operations.

Expert review. The survey instrument was initially developed from a review of research literature focused on each of the four areas identified as support. The survey instrument was then validated by a panel of experts chosen for their experience and knowledge associated with adjunct faculty support. The four experts included a nationally

recognized researcher in adjunct faculty studies, a community college dean with research background and experience working with adjunct faculty, a retired North Carolina community college dean who handled curriculum programs at a satellite campus, and an education department professor from a four-year institution with experience in hiring and supporting adjunct faculty.

Validity evidence was collected through the expert review. Comments and recommendations from panel members were reviewed and changes were incorporated into the survey instrument (see Appendix B). Areas of repetition, identified by the experts, were removed. Additional topics suggested by the experts were added to several categorical questions. Other recommendations, condensing several questions into a single question, were also acted upon. The revised questions were then uploaded into the web-delivered software program in preparation for the pilot test.

Pilot test. The pilot test was conducted at three South Carolina technical colleges. At the request of the participating institutions, the pilot study participants ($N = 121$) far exceeded the projected number of 30 participants needed for a pilot test. Of the 121 potential participants, 79 selected the survey link giving access to the survey. Sixteen individuals only viewed the survey and did not provide any responses while 63 participants completed portions of the survey for a 52.1% response rate.

The pilot test ran for two weeks. A comment section was included at the end of the survey which according to Fink (2003) helps address comprehension, clarity of instructions, and provides suggestions for improving the survey. Review of the pilot test and comments were conducted, and information gathered from the pilot test was used to adjust survey questions. Skip logic was added to several questions (See Figure 4).

Comment blocks and “not sure” options were also added to several questions, expanding the selection options for questions that were frequently skipped by the pilot test.

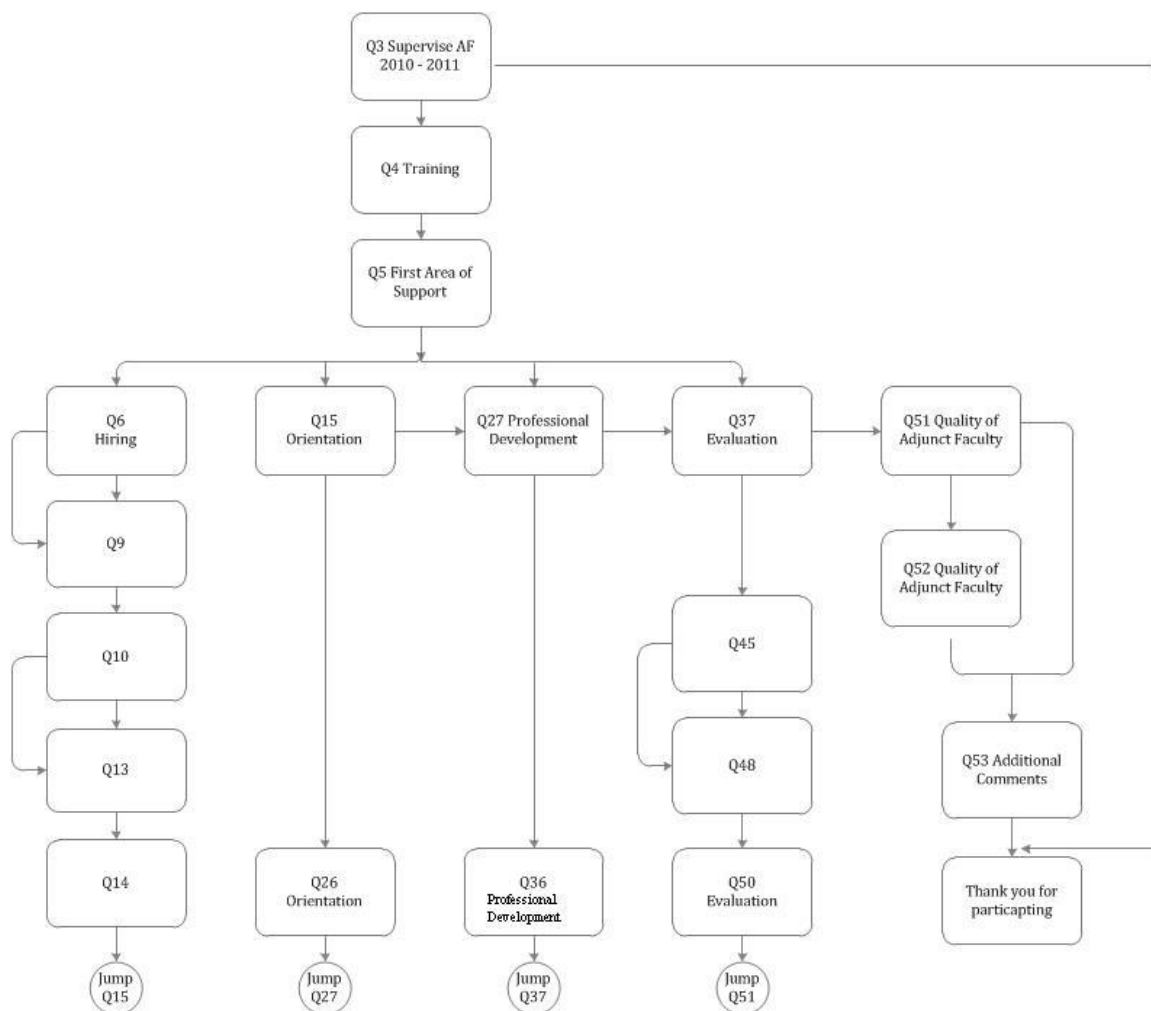


Figure 4. Survey Flow Chart with Skip Logic

Specific questions from the pilot test with a 10% non-response rate or higher ($n = 6$ items) were changed to include a “N/A not applicable” or “Other” as options. The “Other” response included an open-ended comment block to capture additional information. Two additional questions with more than ten responses found marked

“other” with comments were reviewed. Based on the information provided in the open-ended comment block, additional categories were added to these questions. Four questions were identified as repetitive by multiple pilot test participants. After additional discussion with the chair, it was determined these four questions were essentially addressed by one of the demographic questions and the four questions were removed prior to the pre-test. One question in the orientation section, which had 29 categories, was also discussed with the chair. This question was subdivided into three questions based on specific themes, institutional, instructional, and student support to improve the focus of future participants. The pilot test concluded four weeks prior to sending the link out to the pre-/post-test participants.

Pre-/post-test. After the pilot test, a pre-test of the improved survey instrument was conducted. Four members of the sampling frame participated in the pre-/post-test. Three of four individuals were mid-level administrators from the researcher’s home institution. The fourth was a mid-level administrator from a neighboring community college.

The pre-test was administered and completed seven days before the survey was released to the sampling frame. The post-test was administered at the same time as the standard administration to the entire sampling frame. All four mid-level administrators completed the post-test within nine days of completing the pre-test. No additional comments were made by the pre-/post-test participants.

With the post-test portion of the pre-/post-test occurring at the same time as the study, it was important to review the impact of the changes to the instrument. This was handled by analyzing the results of both the pre-test and the pilot test. From the analysis,

some minor changes were made to the survey instrument just before deploying the survey to the sampling frame which included the post-test group. Three additional questions were revised. The third question of the instrument was changed to a qualifying question that would remove individuals from the study who did not work with adjunct faculty during the 2010-2011 year using skip logic (see Figure 4). The last question of the demographic section was further refined and incorporated skip logic directing participants to the specific section where they initially supported adjunct faculty (see Figure 4). The third and fifth questions of the demographic section were reworded to emphasize the type of information being collected.

Pilot test analysis. The pilot test results were analyzed using two distinct types of analysis. Analysis of pilot test data included a wave analysis on the categorical questions and a Cronbach's Alpha analysis on the Likert-type questions.

A wave analysis was conducted on the pilot test results to examine response bias. A random number generator was used to select participants and questions for the wave analysis. The wave analysis provided an 81% rate of consistency in responses between week one and week two for eight randomly selected participants ($n = 8$) and six randomly selected questions, one from each section of the survey instrument.

The data were then imported into SPSS, version 17, where screening for outliers, data cleaning, and preparation for analysis occurred. Using SPSS, a frequency distribution and histogram were generated for each question. No outliers or response errors were noted from the resulting output.

A frequency distribution was generated using SPSS for the categorical and single selection questions found in the first five sections of the survey instrument. The results

were arranged from highest to lowest, allowing for a review of the results. Descriptive statistics, mean and standard deviation, were generated for one orientation question that estimated the time frame for when hiring occurred.

A final analysis of the pilot test data was conducted using SPSS to generate a Cronbach's Alpha coefficient on the quality rating questions. The standardized Cronbach's Alpha coefficient for the questions in the pilot test group was $\alpha = 0.86$. The resulting α coefficient indicates that the quality rating items had acceptable internal consistency.

Pre-/post-test analysis. The data collected from the pre-/post-test participants was analyzed by comparing the level of agreement between each pre-test and post-test response of each participant. The comparisons were coded as exact agreement, partial agreement, or no agreement. If the responses for a question were the same, the information was identified as exact agreement. If the comparison of responses for a question had only some items the same (e.g., a respondent chose 3 of the selected response options at the pre-test and 5 at the post-test including the original 3), then the question was identified as partial agreement. When the response between the two survey administrations differed completely, the information was identified as no agreement. These results were then totaled for all participants for each section of the survey to determine the level of agreement among participant by section. Table 2 shows the level of agreement between the pre-test and post-test responses.

Table 2

Percent Agreement for Pre-/post-test Responses to Support Questions by Section (N = 4)

Section	% Exact	% Partial	% No
Demographic	40	55	5
Hiring	39	61	0
Orientation	62	17	21
Professional Development	45	25	30
Evaluation	67	18	15

The five questions in the demographic section had a 95% exact or partial response agreement. Overall there was 100% exact or partial agreement between the pre-/post-test results for the nine questions of the hiring section and a 79% exact or partial agreement for the orientation section. The ten questions from the professional development section had the lowest level of exact or partial agreement with 70%. The evaluation section had an 85% exact or partial response agreement. The average for all five sections was an 86% exact or partial agreement between the pre-test and post-test responses.

Adjunct faculty support questions, rated using a Likert-scale, were reviewed to determine the level of agreement for each of the six question between the pre-test and post-test. Table 3 provides the percentage of agreement (exact, adjacent, or no agreement) for each of the six adjunct faculty support questions. Only the student challenges question had a response with no agreement. See Table 3 for results.

Table 3

Percent Agreement in Pre-/post-test Responses to Adjunct Faculty Quality Questions (N =4)

Tasks	% Exact	% Adjacent	% No
Course work	100	0	0
Student success	75	25	0
Student challenges	75	0	25
Administrative duties	50	50	0
Support college mission	75	25	0
Knowledge operations	50	50	0

Analysis of the pilot test and the pre-/post-test results was conducted to determine if the survey instrument was reliable. Various techniques were used to analyze the data. The results of the analysis for both tests suggested the instrument was reliable.

Data Collection Procedures

There was a defined set of procedures used in the data collection process. The procedures followed three distinct steps. The three distinct steps included the introduction of the study, conducting the study, and ending the study.

The first step included gaining permission to survey and loading participant information into the web-based survey program, Qualtrics®. Communicating with the institutional researcher and senior administrator from the 58 institutions from the North Carolina community colleges to gain permission to conduct the study was achieved through email and/or telephone. From the 42 institutions that accepted the invitation,

participant information including email addresses and first and last names was verified by the administrative contact. This information was then entered into Qualtrics®.

The second step included: sending out an introductory email to participants, emailing the survey link giving participants access to the survey, and sending out reminders to non-responders. This second step occurred once all members of the sampling frame were loaded into the web-based survey software. The second step of data collection lasted exactly three weeks. Due to time constraints in gaining institutional permission, a staggered start was used to begin the second step. This created two waves of data collection. In wave one a total of 34 institutions started the survey the initial week of the second step. The second wave of eight additional institutions started the second step exactly two weeks after wave one. Both waves were given the same amount of time to complete the survey, three weeks, and followed the same procedures during the three week period of the second step. An introductory email was sent to all survey participants at the beginning of the second step, which according to Cook (2000) increases survey response rates. Several bounce back issues were identified and resolved prior to sending the second email to participants.

The second email was sent exactly three days after the introductory email, which included a unique web link for each participant of the sampling frame (see Appendix C). During the second step of data collection, the web-based survey software identified non-responders. The non-responders were sent email reminders seven days after the introductory email. A second list of non-responders was generated on day 13, and on day 14 a second reminder to complete the survey was sent. Archer (2007) indicated that online survey responses increased when access was made available for three weeks and

when two additional reminders, once a week during week two and week three to reach non-responders, improved the response rates.

The third step marked the end of data collection. The third step included an acknowledgement indicating receipt of the survey data and a note thanking participants. The email was generated through the web-based software once the survey was closed. Both waves had access to the survey for exactly 21 days from the introductory email. This acknowledgement indicated results from of the study would be shared with participants who requested a copy of the results.

Data Analysis

Survey data cleaning. Preparing survey results for analysis began once the survey was closed to all participants. The same procedures used to clean and inspect the pilot test data were applied to the survey data. A frequency distribution and histogram were generated using SPSS for each question to help identify outliers, data input errors, and missing data. One response in the demographic section was identified as a data input error. Since the respondent's intent was clear, the error was corrected manually.

Throughout the hiring, orientation, professional development and evaluation sections of the survey the "other" responses were first reviewed and then either moved to existing categories or retained in the "other" category. For example, some responses in the "Other" category were based on the institutions' nomenclature, which differed from available options on the survey. Upon further review of the institutional hierarchy and specific job duties of the participant's institution, a number of responses were moved to the department chair category. This was particularly prevalent when the participant identified "program chair," "director," or "coordinator" in a comment box.

There were seven categorical questions in the hiring section. Three of those questions addressed personnel and four questions addressed other aspects of hiring. A total of 26 responses from the four hiring related questions were found in the “Other” category. Ten of those responses were moved to existing categories. Fourteen comments were considered unique and retained in the “Other” category. One response was considered a general comment not related to the question. The general comment was removed from the question.

Eight questions in the orientation section included the category, “Other.” One of the orientation questions focused on personnel. The remaining seven questions addressed areas of support focused on orientation. There were 102 responses identified in the “Other” category. Sixty-eight of those responses (66.7%) were moved to existing categories. Twenty-four responses were general comments not considered unique or similar to existing categories. These responses were removed from the data. Ten responses were identified as unique and retained in the “Other” categories.

There were two questions that addressed professional development support for adjunct faculty that were not personnel related. Sixteen comments were reviewed from the “Other” category. Three of those responses were placed into existing categories, three were identified as general comments not considered unique or fitting the category list. Ten responses were retained in the “Other” category.

Eleven questions contained the “Other” category in the evaluation section of the survey. Four of those questions were personnel related. Nine of the responses within the personnel related questions were considered unique and retained in the “Other” category. There were three general comments that were removed from this group of questions. Six

evaluation questions focused on support. Twenty comments were placed in “Other.” Ten of those comments (50.0%) were moved to existing categories and five were identified as general comments and removed from the data. Five comments were retained in the “Other” category.

Support practices. There were several different types of questions used throughout the hiring, orientation, professional development, and evaluation sections of the survey that were used to address the first four research questions. A frequency analysis was conducted on all of these questions. Most of the survey questions were a multiple selection response or a single selection type that included a comment section. Additional questions types used included single selection responses without a comment section, and estimation.

Support practices and perception of quality. To address the fifth research question, six questions were used to define the variable adjunct faculty quality. There were 188 participants who had access to the quality of adjunct faculty quality questions. Five of the questions in this section had missing data. For the 926 Likert-type responses (188 responses to 6 questions), there were 13 mean substitutions (0.3%). Survey results were reverse coded so larger values would be associated with more agreement. The “Cannot evaluate” responses were removed and the 2 = fair and 1= poor responses were combined into one value prior to performing the inferential analysis because there were very few poor ratings.

The adjunct faculty support variables were identified from specific categorical questions from the orientation, professional development, and evaluation sections of the survey. Four different categorical questions were the bases of the orientation support

variables. This differed for professional development and evaluation where only one categorical question was used to address the support variables. Each categorical question was reviewed for items relevant to the six adjunct faculty quality questions. Either all of the support items within the categorical question were used, with the exception of “Not sure” and “None”, or specific support items from the categorical question were used. The selection of specific items was based on a review of the literature where categorical items were consistently associated with particular areas of support. See Appendix D for the specific support variables and the corresponding adjunct faculty quality questions.

Bivariate frequency distributions (cross-tabulations) were used to examine the association between the six Likert questions on adjunct faculty quality and three areas of support, hiring, orientation, and professional development. There were 18 analyses (6 areas of adjunct faculty quality x 3 types of support). The resulting data did not meet the assumptions for the more typical statistics. Two main statistical analyses were used: the Kruskal-Wallis test and Cramer’s V statistic. The Kruskal-Wallis test was conducted on the relationship between the categorical items associated with the support variable orientation and the six questions on adjunct faculty quality. For the Kruskal Wallis test a $\alpha < 0.5$ was used to determine significance (Creswell, 2005). The Cramer’s V statistic was used to measure the relationships between the support variables professional development and evaluation and the adjunct faculty quality variable. The range for interpreting the Cramer’s V relationships was: 0.0-0.1 = little if any relationship, 0.1-0.3 = low, 0.3-0.5 = moderate, and $>.5$ = high (“Applied Statistics Handbook”, 2012).

Chapter Summary

Chapter three provided an overview of the entire design of the study. There were 42 institutions (74%) of the 58 institutions from the North Carolina community colleges that participated in this statewide study. From the sampling frame of 448 mid-level administrators, 224 participants completed all or portions of the survey. Due to the lack of an existing instrument, a new survey instrument was constructed. The instrument was validated through a review, pilot test, and pre-/post-test. Crosstabulation analysis was used to examine the association between the adjunct faculty quality variable and the adjunct faculty support variables. The Kruskal-Wallis test and the Cramer's V analysis further examined if the distribution of quality values was the same for both groups based on the support variable. Data analysis will be presented in Chapter Four.

CHAPTER FOUR: RESULTS

The purpose of this quantitative study was to describe adjunct faculty support programs in North Carolina community colleges for the 2010-2011 academic year and to examine the relationship between mid-level administrative support of adjunct faculty and the administrators' perception of adjunct quality. Hiring, orientation, professional development, and evaluation were considered the major areas of administrative support. The study further examined mid-level administrators' perceptions of adjunct faculty quality associated with institutional knowledge, instructional knowledge, student support, and logistical operations. Once the respondent demographics were summarized, the remainder of this chapter was organized to address the following research questions:

1. What adjunct faculty hiring practices have been implemented in North Carolina community colleges?
2. What adjunct faculty orientation practices have been implemented in North Carolina community colleges?
3. What adjunct faculty professional development practices have been implemented in North Carolina community colleges?
4. What adjunct faculty evaluation practices have been implemented in North Carolina community colleges?
5. What is the relationship between adjunct support practices implemented at community colleges and administrators' perceptions of the quality of their adjunct faculty?

An online survey format was used to gather information. The survey instrument was divided into six major categories. Of the 448 individuals given access to the survey, 208 participants completed all or portions of the survey (46.4% response rate). With the implementation of skip logic in key areas of the survey, the number of respondents differed between the major categories. The final question of the survey was an open-ended question used to solicit additional comments from participants. Responses to that question were matched to the different types of support and presented with the corresponding research question.

Description of the Sample

Five demographic questions were used to identify general characteristics of the sample population. Of the respondents, 61.1% had been employed at their current institution for 11 or more years, but many of these mid-level administrators were relatively new to their current administrative positions. Over half of the participants (57.3%) had worked in their current position five years or less. Table 4 provides additional information on experience.

Table 4

Respondents' Years of Experience (N = 234)

Years	At institution		In position	
	<i>n</i>	%	<i>n</i>	%
<1	8	3.4	21	9.0
1-5	35	15.0	113	48.3
6-10	48	20.5	58	24.8
11+	143	61.1	42	17.9

Another demographic question examined the percentage of faculty classified as adjuncts within the respondent's department with respect to supervision, courses taught, and online courses taught during the 2010-2011 academic year. Results from this three part question were skewed towards <50% with the range from zero to one hundred. The Interquartile Range (IQR) value in Table 5 provides the best interpretation of the variability within the data set. Table 5 provides information on the percentage of faculty classified as adjunct faculty under the supervision of the mid-level administrator.

Table 5

Percentage Faculty Classified Adjunct by Respondent in 2010-2011 (N = 198)

Percentage	<i>Mdn</i>	IQR
Supervised	50	33.0
Courses taught	35	34.3
Online courses taught	5	30.8

Respondents were then asked to estimate the amount of time they spent working in the areas of hiring, orientation, professional development, and evaluation. Table 6 shows the percentage of time participants spent working in each area of support. Most administrators identified “Other duties unrelated to adjunct faculty” as the most common response ($M = 30.29\%$). However, when all of the support duties are summed, support of adjunct faculty consumed on average 30.6% of a mid-level administrator’s time (see Table 6). In a typical month with 160 hours of work, 48.5 hours would be spent on other duties, while collectively 48.9 hours would be spent supporting adjunct faculty.

Table 6

Percentage of Administrators’ Time Dedicated to Adjunct Faculty Support (N = 198)

Job Duties	<i>M</i>	<i>SD</i>	Min	Max
Hiring	9.10	11.13	0.00	70.00
Orientation	7.34	10.26	0.00	80.00
Professional development	5.42	10.02	0.00	75.00
Evaluation	8.73	10.50	0.00	54.00
Other duties unrelated to adjunct faculty	30.29	33.97	0.00	98.00

Information was also collected on the administrative training received in the last five years in the areas of hiring, orientation, professional development, and evaluation. Professional development and evaluation were the most frequently selected responses by 41.6% of the respondents and 41.1% of the respondents. Orientation ($n = 72, 36.5\%$) and hiring ($n = 71, 36.0\%$) followed, respectively. Nearly one third ($n = 60, 30.5\%$) of the

197 participants indicated that they had not received administrative training focused on supporting adjunct faculty.

The demographic section of the survey provided information about the mid-level administrators who responded to the survey. Many were relatively new to their administrative role; 57% had been in their current position five years or less, collectively. Nearly half of the employees these mid-level administrators supervise were adjunct faculty and 31% of these administrators had no training focused on the support of adjunct faculty.

Research Question One: Adjunct Hiring Practices

The hiring portion of the survey instrument had nine questions that covered recruiting, screening, interviews, and demonstrations. Participants had the option of selecting more than one response in seven of the nine questions within this section of the survey. Within this section participants were asked to identify the individual responsible for recruiting, reviewing applications, and conducting interviews. The overwhelming majority of participants identified the department chair as the administrative position responsible for recruiting ($n = 146$, 82.5%), reviewing applications ($n = 153$, 88%), and interviewing prospective adjunct faculty ($n = 151$, 86.8%). Table 7 provides the frequency analysis for this question.

Table 7

Responsibility for Hiring

Position	Recruitment		Review app.		Interviews	
	(N = 177)		(N= 174)		(N= 174)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department chair	146	82.5	153	88.0	151	86.8
HR department	51	28.9	52	29.9	—	—
Department faculty	43	24.3	—	—	31	17.8
Dean	42	23.7	51	29.3	28	16.1
Division director/chair	35	19.8	39	22.4	32	18.4
Vice president	11	6.2	13	7.5	3	1.7
Adjunct faculty department	10	5.6	8	4.6	9	5.2
Hiring committee	—	—	7	4.0	7	4.0
N/A – Not conducted	—	—	—	—	4	2.3
Other	1	0.5	4	2.3	0	0.0
Not sure	1	0.5	—	—	—	—

Note. Responses identified with (—) were options not available for that specific survey question.

Questions on the recruitment and review of applications had several responses identified in the “Other” category. One response was identified as unique for recruitment: “Adjunct faculty may encourage others to apply” did not match the existing categories. The lead instructor of a program was identified most frequently as a unique response for individuals who reviewed adjunct faculty applications.

Looking at the adjunct faculty recruiting process, 56.9% of the participants identified the use of newspaper advertisements. Mid-level administrators located adjunct faculty most often by word-of-mouth (74.7%), website posting (73.0%), and contacting colleagues (71.8%). The average number of methods participants identified was 3.7 and the range of responses selected was from 1 to 7. Table 8 provides an overview of responses.

Table 8

Process used to Recruiting Adjunct Faculty (N = 174)

Process	<i>n</i>	%
Word-of-mouth	130	74.7
Website postings	127	73.0
Contract colleagues	125	71.8
Contact friends/acquaintances	115	66.1
Newspaper advertisements	99	56.9
Professional journal advertisements	16	9.2
Job fairs	16	9.2
Recruiting organization/company	9	5.2
Other	5	2.9
Not sure	2	1.1

When looking at recruiting information given to potential adjunct faculty, most respondents identified minimum qualifications (93.7%) and job expectations (85.1%).

More than half of the respondents (51.1%) identified instructional material. “Course outline” was the unique response identified as “Other.” Table 9 provides information on the frequency of responses to this question.

Table 9

Recruiting Information Provided to Adjunct Faculty (N = 174)

Information	<i>n</i>	%
Minimum qualifications	163	93.7
Job expectations	148	85.1
Location(s) of employment	136	78.2
Teaching obligations	135	77.6
Terms of employment	130	74.7
Wage range	120	69.0
Length of employment	112	64.4
Course schedule	104	59.8
Instructional delivery method	97	55.7
Syllabus	97	55.7
Instructional materials	89	51.1
Not sure	1	0.6
Other	1	0.6

The follow-up question focused on how mid-level administrators conducted interviews. With the exception of one participant, face-to-face interviews ($n = 169$,

99.4%) were the most frequently reported form of interviewing prospective adjunct faculty (see Table 10).

Table 10

Methods for Conducting Adjunct Faculty Interviews (N = 170)

Method	<i>n</i>	%
Face-to-face	169	99.4
Telephone	58	34.1
Email	24	14.1
Internet/video conference	12	7.1

In addition to identifying the method used for conducting interviews, a separate question focused on the structure of those interviews. There were 146 participants who selected one of the two possible responses. Most participants ($n = 117$, 80.1%) indicated that adjunct faculty interviews were casual. The remaining respondents ($n = 29$, 19.8%) used a highly structured interview process.

Demonstration of qualifications, another focus of the hiring process, had 11 possible responses. The three top selections were: educational transcripts ($n = 163$, 95.9%), vitae ($n = 114$, 67.1%), and licensure ($n = 100$, 58.8%). Four additional responses were identified in the “Other” category: references, application, letters of recommendations, and completion of online management system training. Table 11 shows information on the frequency of responses.

Table 11

Evidence for Demonstrating Adjunct Faculty Qualifications (N = 170)

Evidence	<i>n</i>	%
Educational transcripts	163	95.9
Vitae	114	67.1
Licensure/certification	100	58.8
Cover letter	55	32.4
On-site demonstration	48	28.2
Previous course evaluations	18	10.6
Other	8	4.7
Develop lesson plans	7	4.1
Develop syllabus	4	2.4
Audio demonstrating skills	4	2.4
Video demonstrating skills	4	2.4
Published manuscripts	3	1.8

The final question of the hiring section solicited information associated with the percentage of adjunct faculty hired in relation to the start of a semester. Participants were asked to estimate the percentage of adjuncts hired within each time frame. The range of responses for each category was 0-100 percent. While most adjunct faculty ($M = 41.60\%$) were hired an average of 1-2 months before the semester, some adjunct faculty were still being hired fifteen days or less before the semester began (see Table 12).

Table 12

Percentage Adjunct Faculty Hired within Varying Time Frames (N = 173)

Time Frame	<i>M</i>	<i>SD</i>	Range
Hours before semester	2.31	11.09	0-100
1-7 days before semester	6.99	15.00	0-100
2-3 weeks before semester	17.87	26.24	0-100
1-2 months before semester	41.60	36.58	0-100
3 or more months before semester	24.59	33.87	0-100

Open-ended responses that pertained to the hiring portion of the survey were noted. One comment suggested adjunct faculty were a stable part of the department. The other comment identified high turnover rates among adjunct faculty.

Results from the hiring portion of the survey indicated that most adjunct faculty were hired by the department chair. The department chairs most frequently used informal methods of hiring, word-of-mouth, and contacting colleagues. While institutions were planning and hiring adjunct faculty two months or more before classes begin, there were still a number of adjunct faculty hired less than three weeks before the semester began.

Research Question Two: Adjunct Orientation Practices

The second research question was addressed through twelve questions which made up the Orientation section of the survey. Ninety-one participants (48.4%) indicated orientation was mandatory for adjunct faculty, and 46.8% of the participants indicated orientation was available for adjunct faculty but not mandatory. The remaining participants ($n = 9$, 4.8%) indicated orientations were not conducted.

The subsequent question examined who was responsible for orientation programs at the participants' institutions. Orientation programs were most frequently the responsibility of the department chair ($n = 117, 65.4\%$). In addition to the highest ranked responses, 24 of the responses were identified in the "Other" category. The "Other" category mainly contained two responses, "Faculty" and "lead instructor," which were the most frequently occurring responses appearing 21 times. There were also three unique responses listed in the "Other" category, "Evening office," "self-directed online learning," and "clinical coordinator". Table 13 provides information on the frequency of responses.

Table 13

Position Responsible for Orientation (N = 179)

Position	<i>n</i>	%
Department chair	117	65.4
Dean	51	28.5
Human resource department	42	23.5
Academic support department	35	19.6
Division director	33	18.4
Vice president	33	18.4
Other	24	13.4
Adjunct faculty department	4	2.2

The structure of the orientation program that adjunct faculty attend at the employing institution was then identified in another question. Among the identified choices in the question, mentoring ($n = 68$, 38.2%) and adjunct-only group ($n = 60$, 33.7%) were identified as the most common structures for orientation programs (see Table 14).

Table 14

Structure of Orientation Program (N = 178)

Structure	<i>n</i>	%
Individualized (one-on-one mentoring)	68	38.2
Group-adjunct only	60	33.7
Mixed group-full-time and adjunct	34	19.1
Self-directed	9	5.1
Not sure	7	3.9

Topics covered during an orientation program were addressed through a series of four questions. The first of these questions focused on institutional information. Only three of the possible institutional topics policies and procedures (90.3%); emergency procedures (61.9%); and institutional mission, vision, and goals (59.7%) were selected by more than half of the participant. “General college information” and “sexual harassment” were “other” responses. Table 15 provides the responses.

Table 15

Institutional Topics Covered During Orientation (N = 176)

Topic	<i>n</i>	%
Policies and procedures	159	90.3
Emergency procedures	109	61.9
Institutional mission, vision, and goals	105	59.7
Pay schedule	83	47.2
Workload	78	44.3
Pay scale	63	35.8
Benefits	29	16.5
Sick leave	22	12.5
Purchasing	15	8.5
Not sure	12	6.8
Other	2	1.1

This second question focused on instructional orientation topics. Classroom management was most frequently covered ($n = 137, 77.0\%$) while pedagogical strategies ($n = 43, 24.2\%$) and learning styles ($n = 33, 18.5\%$) were the least covered. Results for the instructional topics question are in Table 16.

Table 16

Instructional Topics Covered During Orientation (N = 178)

Topic	<i>n</i>	%
Classroom management	137	77.0
Academic calendar	131	73.6
Course syllabus	125	70.2
Course management software	120	67.4
Instructional materials	117	65.7
Training opportunities	62	34.8
Scheduling procedures	46	25.8
Pedagogical strategies	43	24.2
Learning styles	33	18.5
Not sure	12	6.7
None	2	1.1

Seven possible topics were identified with the student services material coverage during the orientation. Student support services ($n = 124$, 72.9%) was nearly three times as common as the next most frequent response student diversity ($n = 43$, 25.3%). The other responses were evenly dispersed among the remaining student support topics. There were four unique responses that were retained in the “Other” category: “Website information,” “orientation to building,” “specific department rules,” and “student support contact.” See a summary of all responses in Table 17.

Table 17

Student Services Topics Covered During Orientation (N = 170)

Topic	<i>n</i>	%
Student support services	124	72.9
Student diversity	43	25.3
Campus map	40	23.5
Campus tour	37	21.8
Campus events	36	21.2
Advising	32	18.8
Club information	21	12.3
Not sure	21	12.3
None	19	11.2
Other	4	2.4

There were ten possible topics that comprised the logistical support orientation question. The two most frequently selected topics were email access ($n = 135, 77.1\%$), and printer/copier use ($n = 129, 73.7\%$). “Departmental handbook” was a unique response. Additional comments suggested online adjunct faculty did not require logistical support. The frequency of responses for this question can be seen in Table 18.

Table 18

Logistical Support Topics Covered During Orientation (N = 175)

Topic	<i>n</i>	%
Email access	135	77.1
Printer/copier use	129	73.7
Technology use	105	60.0
Telephone access	99	56.6
Office supplies	93	53.1
Office space	80	45.7
Library support	72	41.1
Mailroom access	72	41.1
Telephone directory	44	25.1
Voice mail	44	25.1
Not sure	17	9.7
None	4	2.3
Other	1	0.6

One additional question explored the use of handbooks ($N = 149$). Most of the participants ($n = 87, 58.4\%$) indicated that their institution provided an adjunct-specific handbook. A general handbook ($n = 34, 22.8\%$) was provided to all full-time and adjunct faculty, and 18.8% of the participants indicated their institution did not provide a handbook.

Three questions were used to identify the method, scheduling, and duration of orientation programs at participating institutions. Nearly every participant ($n = 173,$

98.9%) indicated that orientations were conducted face-to-face. Table 19 provides information addressing the method of delivery.

Table 19

Method of Delivery of Orientation (N = 175)

Method	<i>n</i>	%
Face-to-face	173	98.9
Online—content/learning management program	39	22.3
Institutional website no interactivity	12	6.9
Video/CD/DVD	11	6.3

Scheduling of orientation programs for adjunct faculty was the focus of another question. The vast majority of participants ($n = 152$, 86.4%) indicated that adjunct faculty were given an orientation once they were hired but before entering the classroom. See Table 20 for information on the frequency of responses.

Table 20

Scheduling of Adjunct Faculty Orientation (N = 176)

Schedule	<i>n</i>	%
After the hiring process and before classes begin	152	86.4
During the hiring process	31	17.6
After classes begin	24	13.6
Flexible delivery (e.g., online)	20	11.4

The duration of orientation programs was the last orientation-focused question. The majority ($n = 126, 71.6\%$) had programs that last one half-day or less. Ten responses were moved from the “Other” category to “One half-day or less”; these responses identified a specific number of hours equal to one half-day or less. Mentoring and a combination of online and face-to-face were also mentioned. One unique response was, “The orientation process continues with the coordinator prior to and during the first couple of weeks of classes.” The frequency of responses can be found in Table 21.

Table 21

Duration of Adjunct Faculty Orientation (N = 176)

Duration	<i>n</i>	%
One half-day or less	126	71.6
Multiple days	24	13.6
Variable time frame (self-paced orientation)	15	8.5
One full day	7	4.0
Other (explain)	3	1.7

One question addressed incentives for adjunct faculty for attending an orientation program. Over a third of the participants indicated adjunct faculty did not receive incentives for attending an orientation program ($n = 61, 35.1\%$). The frequency of responses for orientation incentives can be seen in Table 22.

Table 22

Adjunct Faculty Incentives for Attending Orientation (N = 174)

Type of Incentives	<i>n</i>	%
Requiring condition of hiring	70	40.2
No incentives	61	35.1
Additional pay/stipend	54	31.0
Meal (during program)	20	11.5
Gifts (e. g., pen set)	8	4.6
Recognition dinner/banquet	3	1.7
Recognition certificate	2	1.1
Release time	1	0.5

In summary, most adjuncts receive one half-day or less of orientation, most often using a face-to-face format. The orientations usually occurred before the beginning of the semester. A general comment about the scheduling of the orientation was the event often occurred a few days before classes and did not effectively help the adjunct faculty. Of the materials covered during an orientation, student support services had the least number of items selected. About three-fourths of the adjunct faculty were required to attend as a condition of hiring or did not receive any incentive at all.

Research Question Three: Adjunct Professional Development Practices

Ten questions addressed the Professional Development section of the survey. Over three-fourths of the participants (77.9%) who completed question one ($N = 190$) indicated professional development was voluntary for adjunct faculty. A total of 15.3% of

the participants indicated professional development was mandatory for adjunct faculty at their institution, and 6.8% of the participants responded that professional development was not available for adjunct faculty.

The next question addressed professional development availability for adjunct faculty. Ninety-one respondents (55.2%) indicated adjuncts could attend programs anytime the programs were offered. There were 39.4% who indicated adjunct faculty could occasionally attend professional development activities, and 5.5% who indicated adjuncts could attend one professional development activity, which often occurred during the orientation.

There were two questions designed to identify the parties responsible for determining professional development (PD) needs and conducting professional development for adjunct faculty. As with the results for hiring and orientation, department chairs determined the professional development program focus ($n = 107$, 62.2%) and conducted the program ($n = 84$, 48.8%; see Table 23). Both questions contained unique comments in the “Other” category. For the question that focused on the party responsible for determining the professional development program, “adjunct faculty determined their own needs,” “a licensed professional,” and “Center for teaching and learning committee” were unique. For coordinating professional development activities, there were several responses retained in the “Other” category: “lead instructor,” “a consultant,” and “varied depending on the activity.” Nine additional responses were placed into existing categories.

Table 23

Responsibility for Professional Development (PD, N = 172)

Position	Determined PD Needs		Coordinated PD	
	<i>n</i>	%	<i>n</i>	%
Department chair	107	62.2	84	48.8
Professional development committee	—	—	42	24.4
Dean	55	32.0	40	23.3
Vice president	43	25.0	35	20.3
Division director/chair	37	21.5	26	15.1
Department faculty	28	16.3	—	—
Not sure	25	14.5	—	—
HR department	21	12.2	17	9.9
Adjunct faculty department	15	8.7	8	4.7
Other	8	4.7	11	6.4
Lead instructor	—	—	29	16.9
Adjunct faculty (self)	—	—	24	14.0
Academic support department	—	—	23	13.4
Center for teaching excellence	—	—	16	9.3

Note. Responses identified with (—) were options not available for that survey question.

One question addressed professional development activities that were available to adjunct faculty. Use of technology ($n = 136, 81.4\%$) and instructional delivery ($n = 113, 67.7\%$) were the top two activities identified by the participants. Eight responses were

identified in the “Other” category. Unique responses included: “learning circles,” “legal issues,” and “HIPAA and OSHA training.” Responses for this question are summarized in Table 24.

Table 24

Types of Professional Development Available (N = 167)

Activities	<i>n</i>	%
Use of technology	136	81.4
Instructional delivery	113	67.7
Classroom management	94	56.3
Instructional resources–library access	91	54.5
Institutional resources	88	52.7
Classroom policies	81	48.5
Communication tools and techniques	81	48.5
Student support programs	76	45.5
Use of equipment	71	42.5
Pedagogical strategies	71	42.5
Safety	69	41.3
Education learning theory	68	40.7
Student diversity	59	35.3
Education enrichment in discipline	36	21.6
Other	8	4.8

One question focused on method of delivery. Very few participants (5.3%) indicated that adjunct faculty were invited to institutional retreats. See Table 25 for other methods of delivery.

Table 25

Method of Professional Development Delivery (N = 170)

Method	<i>n</i>	%
Face-to-face	160	94.1
Mentoring	87	51.2
Online courses or training	68	40.0
Conferences/seminars	66	38.8
Webinars	65	38.2
Self-directed learning	63	37.1
Peer tutoring	27	15.9
Team teaching	24	14.1
Hybrid format	20	11.8
Institutional retreats	9	5.3

Scheduling professional development activities for adjunct faculty was addressed by a single question. Of the responses, weekdays was the most often identified time scheduled for adjunct faculty professional development ($n = 112, 66.7\%$). Responses can be found in Table 26.

Table 26

Scheduling Professional Development (N = 168)

Schedule	<i>n</i>	%
Weekdays	112	66.7
Variable time frame (self-paced online PD)	83	49.4
Evenings	60	35.7
Weekends	15	8.9

Funding for professional development was another focus explored through a single question. Most participants did not know how adjunct faculty professional development activities were funded ($n = 69, 39.9\%$) and 23.7% indicated funding was not provided for adjunct faculty professional development. See Table 27 for additional results.

Table 27

Funding Adjunct Faculty Professional Development (N = 173)

Funding	<i>n</i>	%
Not sure	69	39.9
Institutional budget line	53	30.6
No funding	41	23.7
Discretionary funds	23	13.3
Institutional foundation fund	13	7.5
Grants	13	7.5
Professional organization	3	1.7

The focus of the next question was on the evaluation of the professional development activity. Approximately one-fourth of respondents ($n = 45$, 26.5%) indicated evaluations of professional development activities did not occur. Results can be seen in Table 28.

Table 28

When Evaluation of Professional Development Occurred (N = 170)

When	<i>n</i>	%
Evaluation varies	62	36.5
Evaluation after completing activities	53	31.2
No evaluation of professional development	45	26.5
Evaluation during professional development activities	28	16.5

One question addressed incentives for adjunct faculty participation in professional development activities. Over half of the participants (52.3%) indicated there were no incentives for adjunct faculty to participate in professional development. There were two responses considered unique: “reimbursement” and “the incentives depended on the activity.” See Table 29 for results.

Table 29

Adjunct Faculty Incentives for Attending Professional Development (N = 172)

Type of Incentives	<i>n</i>	%
No incentives	90	52.3
Requiring condition of hiring	37	22.5
Additional pay/stipend	57	33.1
Meal (during program)	—	—
Gifts (e. g., pen set)	4	2.3
Recognition dinner/banquet	4	2.3
Recognition certificate	19	11.0
Release time	—	—
Other	2	1.1

Over three-fourths of the participants indicated professional development was not mandatory for adjunct faculty. Approximately two-thirds of the time the department chair determined the professional development needs. Professional development for adjunct faculty was predominately delivered using a face-to-face format and two-thirds of the time activities were scheduled on weekdays. Approximately three-fourths of the adjunct

faculty were required to attend as a condition of employment or did not receive any incentive for attending a professional development program. Evaluation of activities only occurred one-fourth of the time. One general comment of interest was “It is imperative that adjunct faculty receive training and opportunities to collaborate with full-time faculty in order to achieve parity in instruction.”

Research Question Four: Adjunct Evaluation Practices

Fourteen questions addressed the evaluation portion of the survey. The first of these questions checked to see if evaluations were conducted. Of the 189 participants who answered this question, 86.2% indicated evaluations were mandatory. There were 9.5% of the participants who disclosed that evaluations of adjunct faculty were voluntary and 4.2% who did not conduct evaluations of adjunct faculty.

Three of the questions identified the individual who determined the criteria used for evaluation, conducted the evaluation, and conducted the observations (see Table 30). For each of the three questions, there were unique responses that were retained in the “Other” category. There were two responses addressing the criteria question “institutional effectiveness department” and “committee format,” which were unique responses. Responsibility for conducting evaluations had two unique responses: “a designee” and “research and evaluation department.” A full-time faculty member with subject matter background was the one unique response for the conducting observations question.

Table 30

Responsibility for Adjunct Faculty Evaluation

Position	Criteria		Evaluating		Observation	
	(N = 181)		(N = 180)		(N = 158)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department Chair	76	42.0	134	74.4	133	84.2
Vice President	67	37.0	11	6.1	2	1.3
Dean	50	27.6	35	19.4	24	15.2
Committee	41	22.7	2	1.1	0	0.0
Division director/chair	28	15.5	22	12.2	27	17.1
Lead Instructor	17	9.4	29	16.1	39	24.7
Faculty (full-time)	13	7.2	14	7.8	19	12.0
Not sure	10	5.5	—	—	—	—
Adjunct faculty department	7	3.9	9	5.0	10	6.3
Self-evaluation	—	—	5	2.8	—	—
Students	—	—	31	17.2	—	—
Other	5	2.8	2	1.1	1	0.6

Note. Responses identified with (—) were options not available for that survey question.

The primary focus of the adjunct faculty evaluation was another question asked of the participants. Instructional delivery was the most popular response ($n = 166$, 92.2%). Additional results can be seen in Table 31.

Table 31

Focus of Adjunct Faculty Evaluation (N = 180)

Topic	<i>n</i>	%
Instructional delivery	166	92.2
Knowledge of course content	148	82.2
Classroom management	140	77.8
Communication skills with students	133	73.9
Student educational growth	83	46.1
Instructional material development	77	42.8
Professional appearance	67	37.2
Communication skills with institutional personnel	56	31.1
Student attrition rates	39	21.7
Knowledge of institutional policies and procedures	35	19.4

The frequency of adjunct faculty evaluations within a semester was another focus of the evaluation section of the survey. Most of the participants ($n = 140, 77.3\%$) indicated that adjunct faculty were evaluated once a semester. Participants (12.7%) indicated evaluations were not conducted every semester (see Table 32).

Table 32

Frequency Adjunct Faculty are Evaluated (N = 181)

Frequency	<i>n</i>	%
Once a semester	140	77.3
Not conducted every semester	23	12.7
Twice a semester	16	8.8
Three times a semester	1	0.5
Four or more times a semester	1	0.5

Two questions addressed the method used to conduct evaluations. One focused on a traditional classroom setting, and the other focused on online course delivery. In the face-to-face setting, most participants ($n = 114$, 63%) indicated that classroom observations were conducted. Online instructional settings were more frequently evaluated by online students ($n = 135$, 75.8%). One unique response for the face-to-face method of evaluation question indicated full-time faculty conducted observations and provided feedback to the department head. There were three responses left in the “Other” category for the online method of evaluation: “review by committee,” “a distance education coordinator,” and “full-time faculty” (see Table 33).

Table 33

Method of Evaluating Adjunct Faculty

Method	Face-to-face		Online	
	(N = 181)		(N = 178)	
	<i>n</i>	%	<i>n</i>	%
Student survey paper	105	58.0	—	—
Student survey web delivery	103	56.9	135	75.8
Review instructional materials	48	26.5	—	—
Review online instructional content	—	—	70	39.3
Course observation/visitation by supervisor	114	63.0	46	25.8
N/A-adjunct faculty do not teach face-to-face	4	2.2	—	—
N/A-adjunct faculty do not teach online	—	—	28	15.7
Not sure	0	0.0	12	6.7
Other (explain)	1	0.6	3	1.7

Note. Responses identified with (—) were options not available for that survey question.

Two additional questions gathered information about observations of adjunct faculty. The first question examined the types of observations used (see Table 34). Most participants ($n = 114$, 63.7%) identified announced classroom visits. There were two unique responses: “when the instructor requested the observation” and “if there was a concern.”

Table 34

Type of Adjunct Faculty Observations (N = 179)

Type	<i>n</i>	%
Announced classroom visit	114	63.7
Unannounced classroom visit	92	51.4
Online visitation of course content	82	45.8
None-observation not used to evaluate adjunct faculty	19	10.6
Not sure	5	2.8
Audio recording	1	0.5
Video recording	1	0.5
Other	1	0.5

The last of the observation questions assessed when observations were conducted within a given semester. Over half of the participants (53.5%) indicated there was no specific timeframe. Results for this question are in Table 35.

Table 35

When Observations of Adjunct Faculty Occur (N = 155)

Time frame	<i>n</i>	%
No specific time established	83	53.5
When needed	39	25.2
Midpoint (week eight) of the semester	35	22.6
Last two or three weeks of the semester	23	14.8
First two or three weeks of the semester	13	8.4

Four questions focused on what was done with the evaluation results. The first of these questions addressed the type of analysis used on adjunct faculty evaluations.

Overall, 75.4% of the participants used an informal approach to analysis (see Table 36).

Table 36

Analysis of Adjunct Faculty Evaluation (N = 179)

Type	<i>n</i>	%
Informal analysis	135	75.4
Results determine strengths and weaknesses	44	25.6
Results statistically analyzed compared with entire faculty	34	19.0
Results statistically analyzed compared to entire adjunct population	16	8.9
No analysis	7	3.9

The second question examined the procedures used in the review of the evaluation. One unique response from the “Other” category indicated the dean delivered evaluations as needed. Approximately one-third of the participants (35.8%) indicated adjunct faculty reviewed their own evaluations (see Table 37).

Table 37

Review of Adjunct Faculty Evaluation (N = 176)

Review Type	<i>n</i>	%
Supervisor reviews with adjunct faculty	148	84.1
Adjunct self-evaluation	63	35.8
Supervisor reviews not shared with adjunct faculty	13	7.4
Faculty committee reviews with adjunct faculty	3	1.7
Faculty committee review without adjunct faculty present	3	1.7
Other	1	0.5

The third question explored how evaluation information was used by the institution. Most participants ($n = 157$, 87.2%) indicated that the evaluation information was used to improve instruction. The frequencies can be found in Table 38.

Table 38

Use of Adjunct Faculty Evaluation Results (N = 180)

Use of Results	<i>n</i>	%
Improve instruction	157	87.2
Identify reemployment options	115	63.9
Identify professional development	97	53.9
Identify instructional support material	94	52.2
Not sure	6	3.3

The topic “Rewards” was explored through the final question of the evaluation section. While nearly half of the participants (45.5%) indicated that a good evaluation led to priority consideration for future employment, one-third of the participants ($n = 60$, 33.7%) indicated no rewards were provided for adjunct faculty based on evaluation of work performance (see Table 39).

Table 39

Adjunct Faculty Rewards for Evaluations (N = 178)

Type of Reward	<i>n</i>	%
Priority consideration for future employment	81	45.5
Pool of potential candidates	72	40.4
New contract offered	66	37.1
No reward	60	33.7
Recognition by supervisor	45	25.3
Professional development opportunity	10	5.6
Gift or certificate	3	1.7
Extended contract	2	0.7
Pay raise	0	0.0
Cash bonus	0	0.0

The evaluation section of the survey addressed the institutional review of adjunct faculty performance. Most participants (46%) indicated their evaluations focused on student growth. A total of 54% of the participants indicated that evaluations were used to identify potential professional development programs. There was one general comment from the end of the survey that addressed evaluation: “Just like full-time faculty, there is variation among the quality of adjunct faculty.”

Research Question Five: Association of Support Practices with Perceptions of Quality

The final research question, unlike the others, examined the relationship between the adjunct faculty support practices and the administrators’ perception of the quality of

their adjunct faculty. Leading up to the Likert-type questions was a qualifying question to determine the familiarity of participants with adjunct faculty quality within their department. All respondents indicated they had some level of familiarity of adjunct faculty quality. A total of 50.3% of the respondents indicated they were extremely familiar with the quality of adjunct faculty in their department. An additional 42.3% indicated they were familiar with adjunct faculty quality and 7.4% indicated they were somewhat familiar.

There were six Likert-type questions used to measure adjunct faculty quality for the fifth research question. These six questions helped to establish elements of quality that might theoretically be impacted by support practices (see Table 40). The mean scores for all six Likert-type questions suggested that mid-level administrators' perceptions of the quality of adjunct faculty in relation to support practices were considered good based on a four-point scale where 4 = excellent and 1 = poor. The lowest mean scores dealt with administrative duties ($M = 3.03$) and classroom challenges ($M = 3.08$) and the highest mean scores were student success ($M = 3.29$) and course design/delivery ($M = 3.24$). The operational knowledge question had the largest deviation ($SD = 0.73$) among the responses in the area of operational knowledge when compared to the SD for the other support practices (see Table 40).

Table 40

Dimensions of Quality for Adjunct Faculty (N = 187)

Dimensions of Quality	<i>M</i>	<i>Mdn</i>	<i>SD</i>
Course design/delivery (CDD)	3.24	3.00	0.57
Student success (FSS)	3.29	3.00	0.57
Classroom challenges (SCC)	3.08	3.00	0.53
Administration duties (ATT)	3.03	3.00	0.63
Support mission (SIM)	3.10	3.00	0.68
Operational knowledge (KIO)	3.15	3.00	0.73

Within the six dimensions of quality (see Table 40) an understanding of adjunct faculty quality could be identified with specific behaviors. For example, in the area of CDD, characteristics that an adjunct might exhibit that could be perceived by a midlevel administrator as excellent would include having well-developed syllabi identifying the grading scale along with measurable learning objectives, sample grading rubrics, course related policies, identified locations for student support and multiple ways to contact the instructor. The same adjunct would also implement sound classroom management procedures, and addressing multiple learning styles through a variety of instructional techniques. An adjunct might be perceived by the midlevel administrator as a good instructor within the area of CDD for having a current syllabus containing a grading scale and learning objectives but the objectives may not be considered measurable. The syllabus may not contain sample grading rubrics and only one form of instructor contact

would be provided. The adjunct may use sound classroom management procedures but implement only one instructional delivery method.

To determine if there was any relationship between adjunct faculty support practices implemented at community colleges and the administrators' perceptions of quality of adjunct faculty, a bivariate analysis was conducted between select categorical data collected from the orientation, professional development, and evaluation sections of the survey with the six Likert-type questions that measured perceptions. Crosstabulation tables were generated between perceptions of adjunct faculty quality questions and select items from the categorical questions associated with three of the four types of support: orientation, professional development, and evaluation.

Within the six support practices (see Table 40) an understanding of adjunct faculty quality could be identified with specific actions. For example, in the area of CDD, characteristics that an adjunct might exhibit which could be perceived by a midlevel administrator as excellent would include: having well-developed syllabi identifying the grading scale along with measurable learning objectives, sample grading rubrics, course related policies, identified locations for student support, and multiple ways of contacting the instructor. The same adjunct would also implement sound classroom management procedures and address multiple learning styles through a variety of instructional techniques. An adjunct might be perceived by the midlevel administrator as a good instructor within the area of CDD for having a current syllabus containing a grading scale and learning objectives but, the objectives may not be considered measurable. The syllabus may not contain sample grading rubrics and only one form of instructor contact

would be provided. The adjunct may use sound classroom management procedures but implement only one instructional delivery method.

In addition to the descriptive analysis, two additional statistical tests, the Kruskal-Wallis test or Cramer's V statistic, were conducted based on the definition of the variables to further explore any possible relationship between quality perceptions and the selected support items. Relationships were evaluated in each of six areas of adjunct faculty work: course design/delivery, student success, classroom challenges, administrative aspects of teaching, support of institutional mission, and operational knowledge. Within each type of work, results were organized according to the types of support.

Course design/delivery (CDD). Adjunct faculty work in the area of CDD was paired with instructional related support items from the questions for orientation, professional development, and evaluation. From survey question 19, there were 10 possible orientation support items from which participants could have selected (see Appendix D). The total number of support items selected served as the independent variable for orientation support (see Table 41). See Table 16 for the descriptive statistics for the options that led to the analysis. The largest number of participants ($n = 12$, 30.8%) with an "Excellent" perception of quality selected only five of nine orientation support topics associated with CDD (see Table 41). The Kruskal-Wallis test $H(2, N = 163) = .047$, $p = .997$ suggested orientation support practices for adjunct faculty were not statistically significant related to perception of adjunct faculty quality in CDD. The Kruskal-Wallis test results suggested that orientation support practices provided to

adjunct faculty had no relationship to the administrators' perception of quality in the area of course design/delivery.

Table 41

Relationship between Orientation Supports and CDD (N = 163)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	0	0.0	6	54.4	5	45.5
1	0	0.0	4	100.0	0	0.0
2	0	0.0	1	50.0	1	50.0
3	0	0.0	13	76.5	4	23.5
4	3	8.1	22	59.5	12	32.4
5	3	7.7	24	61.5	12	30.8
6	0	0.0	23	76.7	7	23.3
7	0	0.0	8	72.7	3	27.3
8	1	12.5	4	50.0	3	37.5
9	0	0.0	1	25.0	3	75.0

A crosstabulation was then run to explore the relationship between professional development support practices and administrators' perceptions of adjunct quality in CDD. There were five items from the professional development question associated with CDD (see Appendix D). A large number of participants ($n = 28$, 65.1%) who had a "Good" perception of adjunct quality did not select any of the professional development support practices associated with CDD (see Table 42).

The Cramer's V statistic was then run to further explore the association between professional development support and adjunct faculty quality in CDD. There was a moderately strong association between the professional development support practices and administrators' perceptions of adjunct quality in course development/delivery ($V = .685$) suggesting there was a relationship between the administrators' perception of adjunct quality and support provided to adjunct faculty in the area of professional development.

Table 42

Relationship between Professional Development Support and CDD (N = 166)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	5	11.6	28	65.1	10	23.3
1	1	4.3	15	65.2	7	30.4
2	2	4.9	26	63.4	13	31.7
3	1	5.0	13	65.0	6	30.0
4	1	2.6	22	56.4	16	41.0

The crosstabulation of the relationship between evaluation support items (see Table 31) and perception of CDD quality showed participants ($n = 107$), collectively, who had an "Excellent" or "Good" perception of adjunct faculty quality selected either four or five categories from the evaluation support question (see Table 43). Looking at the comparison with evaluation items ($n = 6$), the results ($V = .854$) suggested there was a

strong association between the evaluation support practices related to CDD and perceptions of adjunct quality. The strong association found from the Cramer's V statistic suggested there is a relationship between evaluation support practices focused on CDD and the administrators' perception of quality.

Table 43

Relationship between Evaluation Support and CDD (N = 173)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	0	0.0	4	100.0	0	0.0
1	0	0.0	7	77.8	2	22.2
2	1	5.9	13	76.5	3	17.6
3	2	6.9	19	65.5	8	27.6
4	4	6.9	34	58.6	20	34.5
5	3	5.4	35	62.5	18	32.1

Student success (FSS). Student success related support items from the questions for orientation (see Table 17), professional development (see Table 24), and evaluation (see Table 31) were paired with adjunct faculty work quality in the area FSS (see Appendix D) to determine if any relationship existed. The eight possible items selected are the independent variable for orientation support in FSS. Examples of items included learning style, pedagogy, and student diversity. In crosstabulation results for orientation support topics associated with FSS, most participants ($n = 30$, 71.4%) with a “Good”

perception of adjunct quality did not select any of the seven items from the orientation question (see Table 44). The Kruskal-Wallis test results $H(2, N = 171) = 1.47, p = .480$ indicated there was no statistically significant relationship between the perception of adjunct faculty quality in FSS and orientation support practices for adjunct faculty.

Table 44

Relationship between Orientation Support and FSS (N = 171)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	2	4.8	30	71.4	10	23.8
1	4	10.0	18	45.0	18	45.0
2	3	8.6	23	65.7	9	25.7
3	1	4.2	12	50.0	4	45.8
4	0	0.0	7	53.8	6	46.2
5	0	0.0	5	55.6	4	44.4
6	1	20.0	3	60.0	1	20.0
7	0	0.0	2	66.7	1	33.3

A crosstabulation was run that explored the relationship between professional development practices and perceptions of adjunct quality in FSS. Five items (see Appendix D) from the professional development question had an association with FSS. Most participants ($n = 30, 69.8\%$) with a “Good” perception of adjunct faculty quality did not select any of the support items for professional development associated with FSS. There were 24 participants with an “Excellent” perception that selected all four items (see

Table 45). The Cramer's V statistic ($V = .096$) suggested there was little to no association between administrators' perceptions of adjunct quality in fostering student success and the professional development support practices. In the area of FSS, the Cramer's V results suggested there is no relationship between professional development support practices and the administrators' perception of quality.

Table 45

Relationship between Professional Development Support and FSS (N = 174)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	3	7.0	30	69.8	10	23.3
1	1	3.2	19	61.3	11	35.5
2	2	6.5	23	74.2	6	19.4
3	1	4.3	12	74.2	10	43.5
4	3	6.5	19	41.3	24	52.2

The crosstabulation of the relationship between the three evaluation support items and perception of FSS quality shows participants ($n = 68, 67.4\%$) who identified adjunct faculty quality as "Good" did not select any of the evaluation support items associated with FSS (see Table 46). The results of the Cramer's V for evaluation ($V = .078$) suggested there was little to no association between administrators' perception of adjunct quality in fostering student success and the evaluation support practices. The lack of association identified by the Cramer's V analysis suggested there is no relationship

between the evaluation support practices in the area of FSS and the administrators' perception of adjunct faculty quality.

Table 46

Relationship between Evaluation Support and FSS (N = 179)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	8	9.3	68	67.4	20	23.3
1	2	3.1	35	53.8	28	43.1
2	1	3.6	17	60.7	10	35.7

Classroom challenges (SCC). Four items from the orientation question, four items from the professional development question, and three items from the evaluation question were paired with adjunct faculty work in the area of SCC (see Appendix D) to identify any possible relationships. Crosstabulation results between orientation items (see Table 15) and perceptions of adjunct quality showed participants ($n = 50$, 69.4%) with a “Good” perception of adjunct faculty quality also identified using all three support items from the orientation question. Participants ($n = 37$, 68.5%) with the same “Good” perception selected two of the three items of support (see Table 47). The Kruskal-Wallis test $H(2, N = 163) = 3.74$, $p = .154$ indicated the relationship between orientation support practices for adjunct faculty were not statistically significantly related to the administrators' perception of adjunct faculty quality in the areas of classroom challenges.

Table 47

Relationship between Orientation Support and SCC (N = 163)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	2	15.4	10	76.9	1	7.7
1	2	8.3	18	75.0	4	16.7
2	8	14.8	37	68.5	9	16.7
3	4	5.6	50	69.4	18	25.0

Between professional development support items (see Appendix D) and perceptions of adjunct quality, the crosstabulation results show collectively participants with a “Good” perception selected one ($n = 38$, 76.0%), two ($n = 20$, 62.5%) or three ($n = 21$, 65.5%) of the four professional development support items associated with SCC (see Table 48).

From the distributions calculated between the perceived quality question and the summed SCC support variable for the professional development question, the Cramer’s V analysis ($V = .713$) suggested a moderately strong association existed between the professional development support practices (see Table 24) and administrators’ perception of adjunct quality dealing with SCC. The resulting Cramer’s V analysis suggested a possible relationship existed between professional development support in the area of SCC and the administrators’ perception of quality.

Table 48

Relationship between Professional Development Support and SCC (N = 165)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	5	9.8	39	76.5	7	13.7
1	3	6.0	38	76.0	9	18.0
2	4	12.5	20	62.5	8	25.0
3	3	9.4	21	65.6	8	25.0

Most participants ($n = 84$, 73.0%) with a “Good” perception of adjunct quality selected three evaluation items related to SCC (see Appendix D) from the evaluation support question (see Table 49). The Cramer’s V results ($V = .318$) also suggested there was moderate association between the evaluation support practices and administrators’ perception of adjunct quality in the area of classroom challenges. The Cramer’s V results suggested a limited relationship existed between the administrators’ perception of adjunct quality in the area of classroom challenges and evaluation support practices.

Table 49

Relationship between Evaluation Support and SCC (N = 172)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	1	5.0	15	75.0	4	20.0
1	7	18.9	25	67.6	5	13.5
2	9	7.8	84	73.0	22	19.1

Administrative aspects of teaching (ATT). Administrative aspects of teaching support items from the categorical questions for orientation (see Table 16), professional development (see Table 24), and evaluation (see Table 31) were paired with adjunct faculty work quality. Five items were associated with orientation support (see Appendix D). The crosstabulation analysis between adjunct faculty quality with ATT items from the orientation support question suggested participants ($n = 11$, 73.3%) with a “Good” perception of adjunct faculty work did not select any of the ATT support items (see Table 50). For the orientation support practices in the area of administrative duties, the Kruskal-Wallis test $H(2, N = 168) = .978, p = .613$ suggested that in the area of orientation there was no statistically significant relationship between the administrators’ perception of adjunct faculty quality and the administrative aspects of teaching.

Table 50

Relationship between Orientation Support and ATT (N = 168)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	1	6.7	11	73.3	3	20.0
1	2	16.7	7	58.3	3	25.0
2	6	14.0	29	67.4	8	18.6
3	11	16.4	41	61.2	15	22.4
4	6	19.4	19	61.3	6	19.4

Three professional development support items (see Appendix D) were paired with the perception of adjunct faculty quality with a focus on ATT in the crosstabulation. Participants ($n = 95$) with a “Good” or “Excellent” perception collectively selected either one or both of the professional development items related to the administrative aspects of teaching (see Table 51). The Cramer’s V results for professional development ($V = .997$) suggested there was a very strong association between the professional development support practices in the area of administrative duties and administrators’ perceptions of adjunct quality. The Cramer’s V results suggested a possible relationship existed between the administrators’ perceptions of adjunct quality and support practices in the area of ATT.

Table 51

Relationship between Professional Development Support and ATT (N = 171)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	9	15.0	38	63.3	13	21.7
1	7	14.9	31	66.0	9	19.1
2	13	14.1	9	64.1	14	21.9

The perceptions of adjunct quality was paired with evaluation support items ($n = 4$) related to the administrative aspects of teaching (see Appendix D). The crosstabulation results showed participants ($n = 60, 67.4\%$) who had a “Good” perception of adjunct quality selected only one of the three possible items (see Table 31) associated with ATT (see Table 52). The results for evaluation ($V = .233$) suggested there was low association between the evaluation support practices and administrators’ perception of adjunct quality in the area of ATT. The Cramer’s V results suggested a very limited relationship existed between the perceptions of adjunct quality and evaluation support practices in the area of ATT.

Table 52

Relationship between Evaluation Support and ATT (N = 177)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	4	14.3	18	64.3	6	21.4
1	17	19.1	60	67.4	12	13.5
2	3	7.7	25	64.1	11	28.2
3	5	23.8	10	47.6	6	28.6

Supporting institutional mission (SIM). Perceptions of adjunct faculty work quality was paired with the institutional mission support categorical questions: orientation ($n = 10$), professional development ($n = 4$), and evaluation ($n = 4$) (see Appendix D). Crosstabulation results suggest most participants with a “Good” perception of adjunct quality selected three ($n = 23, 59.0\%$), four ($n = 20, 58.8\%$) or five ($n = 16, 72.7\%$) of the possible orientation support items (see Table 15) with a focus on SIM (see Table 53). The Kruskal-Wallis test $H(2, N = 166) = 6.79, p = .034$ indicated orientation support practices for adjunct faculty in the area of supporting the institutional mission were statistically significantly ($p < .05$) related to the administrators’ perception of adjunct faculty quality. The Kruskal-Wallis test results suggested that a relationship existed between the perceptions of adjunct faculty quality and the support practices in the area of SIM focused on orientation.

Table 53

Relationship between Orientation Support and SIM (N = 166)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	2	18.2	6	54.5	3	27.3
1	2	28.6	5	71.4	0	0.0
2	5	25.0	10	50.0	5	25.0
3	6	15.4	23	59.0	10	25.6
4	5	14.7	20	58.8	9	26.5
5	2	9.1	16	72.7	4	18.2
6	1	5.3	10	52.6	8	42.1
7	0	0.0	7	70.0	3	30.0
8	0	0.0	2	66.7	1	33.3
9	0	0.0	0	0.0	1	100.0

A crosstabulation was calculated between the professional development support items (see Table 24) and the perceived quality of adjunct faculty for SIM. The largest number of participants ($n = 39$, 63.9%) with a “Good” perception of adjunct performance did not select any of the professional development topics associated with SIM (see Table 54). The Cramer’s V analysis ($V = .092$) suggested there was little to no association between administrators’ perceptions of adjunct quality in supporting the institutional mission and professional development support practices. The Cramer’s V results suggested that no relationship exists between the administrators’ perceptions of adjunct quality and professional development support practices in the area of SIM.

Table 54

Relationship between Professional Development Support and SIM (N = 169)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	9	14.8	39	63.9	13	21.3
1	11	24.4	20	44.4	14	31.1
2	3	7.5	27	67.5	10	25.0
3	1	4.3	13	56.5	9	39.1

Distributions were calculated between the summed support variable for evaluation focused on supporting the institutional mission and the perceived quality of adjunct faculty. Crosstabulation results showed participants ($n = 50, 57.5\%$) with a “Good” perception of quality did not select any of the identified evaluation support items (see Table 31) associated with supporting the institutional mission (see Table 55). The Cramer’s V results for evaluation ($V = .315$) suggested there was a moderate association between the evaluation support practices and the perception of adjunct quality in the area of supporting the institutional mission. This moderate association suggested there was some relationship between perceptions of adjunct faculty quality and evaluation support practices in the area of SIM.

Table 55

Relationship between Evaluation Support and SIM (N =173)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	18	18.4	50	57.5	21	24.1
1	5	14.3	19	54.3	11	31.4
2	3	9.1	25	75.8	5	15.2
3	1	5.6	9	50.0	8	44.4

Knowledge of operations (KIO). The knowledge of operations aspects of teaching support items from the categorical questions for orientation (see Table 18), professional development (see Table 24), and evaluation (see Table 31) were paired with adjunct faculty work quality. Eleven items from the orientation question (see Appendix D) that were identified as types of support in the area of KIO were paired with perceptions of adjunct faculty work quality. The Kruskal-Wallis test results $H(2, N = 166) = 4.02, p = .134$ indicated there was no statistically significant relationship between orientation support practices for adjunct faculty and the administrators' perception of adjunct faculty quality in the area of knowledge of operations. The crosstabulation results showed the level of association between the orientation support items associated with knowledge of operations and perceptions of adjunct faculty quality of work spread across 28 of the 30 possible pairings (see Table 56).

Table 56

Relationship between Orientation Support and KIO (N = 166)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	2	12.5	10	62.5	4	25.0
1	1	16.7	3	50.0	2	33.3
2	1	9.1	5	45.5	5	45.5
3	4	26.7	5	33.3	6	40.0
4	6	27.3	11	50.0	5	22.7
5	2	11.8	7	41.2	8	47.1
6	4	18.2	14	63.6	4	18.2
7	1	4.8	12	57.1	8	38.1
8	0	0.0	7	50.0	7	50.0
9	0	0.0	9	75.0	3	25.0
10	1	10.0	5	50.0	4	40.0

Four support items for knowledge of operations from the professional development question (see Table 24), were paired with perceptions of adjunct faculty quality (see Appendix D). Crosstabulation analysis was run between the professional development items with a focus on knowledge of operations and the perceptions of quality. Results showed participants who selected three items ($n = 30, 53.6\%$), two items ($n = 27, 57.4\%$) and one item ($n = 21, 56.8\%$) also had a “Good” perception of adjunct quality focused on KIO (see Table 57). The Cramer’s V results for professional development ($V = .614$) suggested there was a moderately strong association between

professional development support practices and administrators' perceptions of adjunct quality in knowledge of operations. The moderately strong association from the Cramer's V results suggested there was a relationship between professional development support in the area of KIO and perceptions of adjunct faculty quality.

Table 57

Relationship between Professional Development Support and KIO (N = 169)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	5	17.2	14	48.3	10	34.5
1	7	18.9	21	56.8	9	24.3
2	4	8.5	27	57.4	16	34.0
3	5	8.9	30	53.6	21	37.5

There were two items selected from the evaluation support question (see Table 31) related to knowledge of operations (see Appendix D). The Cramer's V result for evaluation ($V = .258$) suggested there was a low association between the evaluation support practices and administrators' perceptions of adjunct quality in the area of KIO. Crosstabulation results suggested participants ($n = 68, 55.7\%$) with a "Good" perception of quality did not select the categorical item associated with evaluation support with a focus on knowledge of operations (see Table 58). The Cramer's V results suggested no relationship existed between the administrators' perceptions of quality and evaluation support practices in the area KIO.

Table 58

Relationship between Evaluation Support and KIO (N = 174)

Number of Support Categories	Fair/Poor		Good		Excellent	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
0	19	15.6	68	55.7	35	28.7
1	5	9.6	26	50.0	21	40.4

Chapter Summary

The analysis of the data from the web-based survey provided information about the support of adjunct faculty by mid-level administrators from North Carolina community colleges for the 2010-2011 academic year. The survey gathered predominately categorical data describing what was being done to support adjunct faculty within the areas of hiring, orientation, professional development, and evaluation. In all areas of support the department chair was identified by participants as the administrative position most often engaged with adjunct faculty at their institution.

Most participants (61%) had worked at their institutions 11 or more years, but over half (57%) worked in an administrative capacity five years or less. On average, participants spend collectively 31% of their time working in some capacity supporting adjunct faculty. Nearly one-third of those participants had never received training focused on supporting adjunct faculty.

Participants (78%) used informal means to recruited adjunct faculty, and 96% of the participants used educational transcripts as evidence of qualifications. A half-day orientation was the most frequent length and a face-to-face format was the most common

type of delivery. Tutoring, which was identified by 73% of the participants, was the most covered topic from possible student support programs listed, and student support programs also had the least amount of diversity among choices.

Professional development was identified as the most frequent type of training received by 42% of the participants. The department chair was identified by 49% of the participants as the individual who coordinated professional development for adjunct faculty and determined the professional development needs of adjunct faculty (62%).

Participants (81%) identified technology use as the top professional development topic available to adjunct faculty. Most (94%) indicated training was delivered in a face-to-face format. Two-thirds of the participants indicated training usually occurred on weekdays, and half of the participants indicated no incentives were given to adjunct faculty for attending training.

Three-fourths of the participants suggested evaluation of online courses taught by adjunct faculty was by student surveys. Rewards based on evaluations for adjunct faculty was often consideration for future employment (46%), but participants (34%) indicated no rewards were given.

The final series of questions addressed perceptions of mid-level administrators on the quality of the adjunct faculty work with a focus on key job functions. The Kruskal-Wallis test showed only one significant finding. A relationship existed between the orientation support items and the perception of adjunct faculty quality in SIM. Cramer's V statistic showed a strong association between professional development support practices and perceptions of adjunct quality in three areas ATT, SCC and KIO. In CDD there was also a strong association found between evaluation support practices and

perceptions of adjunct quality. With a focus on FSS, no relationships were found between the administrators' perception of adjunct faculty quality and support practices in orientation, professional development, or evaluation activities. Chapter Five will compare the findings of this study with the literature and provide recommendations for future studies.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify the types of support provided to adjunct faculty in North Carolina community colleges where support was identified as hiring, orientation, professional development, and evaluation. The foundation of the study was built upon the soft HRM model in which nurturing and support would lead to commitment and improved outcomes. Five research questions were used to examine administrative support for adjunct faculty:

1. What adjunct faculty hiring practices have been implemented in North Carolina community colleges?
2. What adjunct faculty orientation practices have been implemented in North Carolina community colleges?
3. What adjunct faculty professional development practices have been implemented in North Carolina community colleges?
4. What adjunct faculty evaluation practices have been implemented in North Carolina community colleges?
5. What is the relationship between adjunct support practices implemented at community colleges and administrators' perceptions of the quality of their adjunct faculty?

An electronic survey was sent to mid-level administrators who worked at public community colleges in North Carolina (NC). A total of 448 mid-level administrators, from 42 of the 58 institutions which gave permission to conduct the survey, were given

access to the web-delivered survey. A total of 208 participants, a 46.4% response rate, met the criterion of providing support to adjunct faculty during the 2011-2012 academic year. The 58-question survey instrument, designed for the study, was derived from strategies and best practices identified in the literature by researchers and practitioners who focused on hiring, orientation, professional development, and the evaluation of adjunct faculty. The instrument was divided into six categories. The first category gathered demographic information. The next four categories were associated with the areas identified with hiring, orientation, professional development, and evaluation. The final category focused on mid-level administrators' perceptions of the quality of their adjunct faculty.

The remainder of this chapter highlights the significant findings from the survey data collected and discusses the association with previous studies. Conclusions drawn from the data will be used to examine potential implications, future practices, and recommendations for future studies.

Interpretation of Results

Research question one: Adjunct hiring practices. The literature has provided both a snapshot of adjunct faculty hiring practices and recommendations focused on improving the process. Hiring has been viewed as the most important step related to the employment of adjunct faculty (Baron-Nixon, 2007; Gadberry & Burnstad, 2005; Ridley, 2010; Smith & Wright, 2000). Yet hiring has been the one area where limited research has occurred (Flannigan et al., 2004; Ridley, 2010). The rigors of hiring adjunct faculty should rival those of hiring full-time faculty (ASCC, 2002; Baron-Nixon, 2007), and the individual(s) responsible, often the department chair, should be trained (Green, 2007).

There were three functional areas associated with hiring—recruiting, screening, and interviewing—which were examined in both the literature and the current study.

Recruiting was the crucial step where the institution sets the standard of expectations for employment (Green 2007; Smith & Wright, 2000). When recruiting efforts were limited in scope through minimal advertising and poorly developed job descriptions, the institution potentially loses out on finding the best instructors (Baron-Nixon, 2007, Flannigan et al., 2004; Green, 2007; Smith & Wright, 2000). Not making an effort to find the most qualified adjunct applicants, according to Smith and Wright, could potentially impact student retention when unhappy students leave the school without informing administration of poor instructor performance. This type of student response could be tied to informal and haphazard recruiting methods (Smith & Wright, 2000).

Screening applicants was the next critical step in hiring. Often this process was conducted by one individual, a department chair (Ridley, 2010). Both Todd (1996) and Gadberry and Burnstad (2005) recommended a team be used to screen application material. A review of credentials and subject knowledge were commonly done, but screening should also include identification of instructional effectiveness, and an understanding of pedagogy (Gillett-Karam, 1994; Murray, 1999b). The same instructional elements, pedagogy, and effectiveness, were often not incorporated into the screening process and have been cited as weaknesses associated with adjunct employment (Umbach, 2008). One recommendation was to use a list of important instructional characteristics to help identify qualified applicants (Schnitzer & Crosby, 2003).

Interviewing was the final step of the hiring process. This process has been considered brief and unrefined, gathering limited information to identify future support needs (Flannigan et al., 2004, Wallin, 2005). Interview questions were often standardized, not job specific, and demonstrations were frequently missing from the interview process (Flannigan et al., 2004). Even when administrators are hiring remote instructors for online instruction, demonstrations should be conducted (Schnitzer & Crosby, 2003). The use of scenario-based questions during the interview process was a recommendation of Schnitzer and Crosby to help identify the best candidate.

In the current study of NC community colleges, the department chair was identified (83%) as the individual most often responsible for recruiting, screening (88%) and interviewing (87%) adjunct faculty. During the recruiting process, four methods were most frequently identified: word-of-mouth (75%), website posting (73%), contacting colleagues (72%) and contacting friends (66%). The most common types of information provided to potential adjunct faculty during recruiting efforts were as follows: list of qualifications (94%), job duties (85%), locations (78%), and employment terms (77%). Information less frequently identified as provided during recruiting efforts included method of delivery (56%), course schedules (60%), and instructional materials (51%).

The following elements were reportedly reviewed during the screening process: educational transcripts (96%), vitae (67%), and licensure/certification (59%). All participants identified the use of face-to-face interviews. Only 28% identified the use of demonstrations during the interviews.

Based on the results of the current study, NC community colleges primarily relied on the department chair as the individual responsible for all aspects of the hiring process.

While this finding aligns with the literature (Baron-Nixon, 2007), future consideration should be given to the inclusion of a team or committee to help in some aspects of the hiring process (Gadberry & Burnstad, 2005; Todd, 1996). If institutions are going to continue to rely on the department chair as the key individual in hiring adjunct faculty, then training programs should be provided that would support all three areas of the hiring process (Green, 2007).

According to the findings of the current study, NC community colleges were using informal recruiting methods and providing limited job-specific information to potential adjunct faculty. Job descriptions should include more detailed information about duties and expectations. Future consideration should be given to developing a recruiting program using more rigorous recruiting methods as suggested in the literature (Baron-Nixon, 2007).

The data also showed that NC community colleges fell short in covering instructional experience during the screening process, a noted weakness listed in the literature (Umbach, 2008). Additional steps, during the screening process, should be taken to examine not only credentialing but instructional experience according to the literature (Gillett-Karam, 1994). Applications should also be screened by a team of individuals who have a well-developed list of job expectations as Gadberry and Burnstad (2005) specifically recommended. All NC community colleges in this study used face-to-face interviews, giving institutions the opportunity to incorporate brief demonstrations; however, as the data indicated, demonstrations were not highly used. As this finding aligns with a noted weakness listed in the literature (Flannigan et al., 2004), interviews should include a demonstration of experience in instructional delivery. Demonstrations

should be included when hiring remote adjunct faculty for online positions also, as suggested by Schnitzer and Crosby (2003).

The screening and interview process in particular should help identify potential weaknesses in perspective employees, such as limited or no instructional background or limited use of technology. These weaknesses should be addressed prior to the beginning of the semester. Based on the results of this study, NC institutions are doing a great job of hiring adjunct faculty one or more months prior to the beginning of a semester, on average 67% of the time, allowing ample opportunity to address instructional, technology related, or other weaknesses through orientation and training programs before classes begin.

Research question two: Adjunct orientation practices. Compared to hiring, the amount of literature focused on orientation for adjunct faculty was more extensive (Fugate & Amey, 2000; Schnitzer & Crosby, 2003; Wagoner et al., 2005; Velez, 2010). The structure of orientation programs was identified in the literature as one-on-one (Ridley, 2010; Yee, 2007), group (Yee, 2007), team (Silliman, 2007), and online (Yee, 2007). Several key orientation themes were addressed in the literature and in this study including access and attendance, scheduling and delivery, focus, and support materials.

National studies found institutions provided limited opportunities for adjunct faculty orientation (Gappa & Leslie, 1993; Roueche et al., 1995). Based on results from Gappa and Leslie, Roueche et al., and more recently Bogert (2004), orientations should have mandatory attendance for all adjunct faculty. Concerns were raised about adjunct faculty participation at orientation programs (Coffey, 1992; French, 2000). Reasons cited

for poor attendance by adjunct faculty have included a lack of continuity and focus (Bergmann, 2011; Bogert, 2004; Coffey, 1992; French, 2000).

Yee (2007) suggested a variety of options be made available for adjunct faculty to attend orientation programs from several hour-long workshops, a day-long retreat, or even a totally online delivery. Howard and Hinz (2002) recommended programs be offered weekday evenings or on Saturdays for a duration of two hours a session for several sessions. Coffey (1992) also recommended scheduling programs on a Saturday in multiple sessions run sporadically throughout the year.

The focus of an orientation is to open the lines of communication with full-time faculty, administrators, and support staff (Charlier & Duggan, 2010; Coffey, 1992; Gadberry & Burnstad, 2005; Smith & Wright, 2000; Wallin, 2004). The Ridley (2010) study identified the need to incorporate a pedagogical focus in the orientation program. Ridley also found the need for information dealing with administrative support, student support information, and communication with other faculty and staff. To address student diversity, adjunct instructors need more information on student support service topics (Coffey, 1992; Gappa et al, 2007).

Several studies identified not only the need for an orientation, but also for ongoing support through the development of a handbook specifically focused on adjunct faculty needs (Coffey, 1992; Leslie et al., 1982). An adjunct-specific handbook should include college information, student diversity statistics, types of support services, and contractual information (Coffey, 1992). Silliman (2007) identified the use of a website addressing daily operational questions in addition to a handbook.

In the area of access and attendance, NC community colleges were identified as having: mandatory orientation programs (48%), voluntary programs (47%), and no orientation (5%) for adjunct faculty and 35% indicated there was no incentive to attend. The most common structures of orientation programs were one-on-one (38%), group (34%), and least, online (5%).

Looking at scheduling and delivery, results from this study showed institutions delivered orientation programs using predominately face-to-face methods (99%), occasionally using an interactive delivery platform online (22%) and on rare occasions an informational website (7%). Approximately 86% indicated orientation programs occurred after being hired and before classes started with an additional 18% also providing the orientation during the hiring process. Nearly three-fourths of the participants indicated the duration of the program in NC institutions was one half-day or less and multiple day programs were identified by only 14% of participants.

The focus of orientation was on: policies and procedures (90%), email access (77%), classroom management (77%), academic calendar (74%), printer/copier use (74%) and student support services (73%). Least frequently covered topics were pedagogical strategies (24%) and learning styles (18%). Handbook use was also identified, including an adjunct-specific handbook (58%) and a general handbook (23%). Nearly one-fifth reported having no handbook at all.

Based on recommendations from the literature, NC institutions should consider mandatory orientation program as opposed to the somewhat common voluntary programs (Bogert, 2004). In the current study, mandatory attendance at an orientation program was considered a condition of hiring but the newly hired adjunct faculty may not have viewed

mandatory attendance as an incentive of employment. Orientation programs were delivered using a face-to-face format almost exclusively with only a minimal effort to utilize other methods. Suggestions from the literature included online delivery using both an interactive platform and an informational web sources to meet the needs of adjunct faculty with diverse schedules and other obligations (Yee, 2007).

At the time of the study, the duration of orientation was predominately single programs lasting one half-day or less. Conversely, Coffey (1992) suggested the prevalence of single day-long programs or programs having multiple meetings durations – a model reportedly used by only 14% of participants in N C. Institutional leaders should consider offering programs lasting one full day, or shorter sessions spanning several days, either during evenings or on weekends (Howard & Hinz, 2002). Additional consideration should be given to yearly orientation programs required for all new and returning adjunct faculty (Coffey, 1992).

The focus of the orientation programs in NC only partially addressed topics found in the literature to be important to adjunct faculty: pedagogy, administrative support, student support, or establishing communication with pertinent institutional staff (Ridley, 2010). Institutional leaders should consider covering important instructional topics and using the orientation as a springboard for establishing lines of communication with faculty, staff and administration (Charlier & Duggan, 2010).

In North Carolina, handbooks were being used by most institutions but slightly fewer than half of the institutions had adjunct-specific handbooks. Coffey (1992) suggested developing adjunct-specific handbooks that include information with a focus on adjunct faculty needs. Handbooks should also be made accessible anytime, which can

be achieved in an online format where operational questions can easily be addressed (Silliman, 2007).

Research question three: Adjunct professional development practices.

Studies have pointed out issues associated with adjunct faculty employment from student success and student retention, to lack of instructional experience (Hagedorn et al., 2002; Jacoby, 2006; Nutting, 2003; Richardson, 1992). Additional studies focused on the inclusion of adjunct faculty in professional development programs (Boord, 2010; Bosley, 2004; Colwell, 2011; Gappa & Leslie, 1993; Lyons, 2007; Ridley, 2010; Roueche et al., 1995). From a national study, individuals most often responsible for assessing professional development needs for adjunct faculty were vice presidents and department deans (Grant & Keim, 2002). Both the literature and this study examined these specific areas of adjunct faculty professional development: availability and scheduling, participation, method of delivery, types of PD, funding, evaluation, and incentives.

Availability and scheduling of professional development for adjunct faculty has been examined fairly extensively in the literature (Bosley, 2004; Buyok, 2008; Meixner et al., 2010; Townsend & Hauss, 2002). In the Townsend and Hauss (2002) study, part-time history instructors indicated they were not given access to professional development programs. Scheduling professional development programs was an issue that contributed to low turnout by adjunct faculty due to conflicts (Buyok, 2008; French, 2000; Goldberg, 2007; Meixner et al., 2010; Wallin, 2007). Evenings and weekends were the most frequently requested times by adjunct faculty to schedule professional development (Goldberg, 2007).

Delivering professional development for adjunct faculty has also been addressed in the literature (Baxter, 2011; Bosley, 2004; Goldberg, 2007; Messina, 2011; Sandford & McCaslin, 2003). Several methods of delivery were recommended for supporting adjunct faculty: mentoring and learning communities (Thompson, 2008), online professional development activities (Baxter 2011; Goldberg, 2007), and face-to-face programs (Messina, 2011). Similarly, Bosley (2004) and Sandford and McCaslin (2003) recommended providing a variety of different delivery formats from face-to-face, small groups, multimedia presentations and online to improve availability of access for adjunct faculty.

There were a number of different types of programs identified in the literature (Boggett, 2008; Boord, 2010; Bosley, 2004; Meixner et al., 2010; Thompson, 2008). Professional development programs deemed important to adjunct faculty included teaching strategies, technology use, planning and evaluating classes, motivating students, promoting diversity, distance learning, and policies and procedures (Boord, 2010; Meixner et al., 2010). Adjunct faculty also requested faculty development related to pedagogical or teaching related issues (Boggett, 2008). Conversely, the Anderson (2002) study found that very few adjunct faculty reported having access to training to improve teaching; instead programs often focused on administrative concerns including proper recordkeeping or inappropriate behavior of instructors (Washington, 2011).

Within the literature, several different sources for funding of professional development activities for adjunct faculty were examined (Burnstad, 2002; Lepper, 2010, Thompson, 2008; Yantz & Bechtold, 1994). External funding sources such as institutional foundation programs and external granting sources can support adjunct

faculty professional development (Burnstad, 2002; Hoerner et al., 1991; Lepper, 2010; Yantz & Bechtold, 1994). When funding was not available, Thompson (2008) suggested programs still needed to be crafted to support professional development.

To improve the quality of professional development programs offered and broaden the range of topics covered, evaluations of activities should be regularly conducted (Buyok, 2008; Edenfield, 2010; Pedras, 1985). In the Grant and Keim (2002) study, evaluation of the effectiveness of professional development programs was not commonly conducted. Evaluation of professional development programs required gathering information that was both formative and summative (Guskey, 2000). Also to improve the quality of programs offered, Bosley (2004) suggested high rates of participation by adjunct faculty could be in part due to stipends, good communication, and encouragement from administration. Incremental pay increases over time, gifts, and certificates of completion were suggested as motivation to improve attendance at professional development (Goldberg, 2007).

In North Carolina community colleges, the survey identified the department chair as the individual who determined professional development needs for adjunct faculty (62%) and the chair was also identified as the position that coordinated professional development (49%). Professional development programs were available for adjunct faculty, but only a small number (15%) indicated professional development activities were mandatory for adjunct faculty. In most cases professional development activities for adjunct faculty were voluntary (78%). Some participants (7%) indicated professional development was not available for adjunct faculty.

According to the survey, 67% indicated that institutions scheduled professional development programs most frequently on weekdays; half indicated programs were available online, 35% identified weekend programs, and 9% had evening programs. The preferred methods of delivery identified were face-to-face groups and mentoring. When looking at the types of activities provided during professional development, technology was the most frequent followed by instructional delivery, classroom management, library access, and institutional resources. Less frequently identified activities included pedagogy, safety, learning theory, and discipline related enrichment.

When professional development programs were offered, a quarter of the participants said evaluations of the programs were not being conducted. Incentives were often not offered to adjunct faculty according to half of the participants and 22% indicated participation was a condition of employment. Based on the results of this study and the supporting literature, North Carolina has done a better job of including department chairs in determining professional development needs for adjunct faculty (Grant & Keim, 2002).

North Carolina institutions should consider developing mandatory professional development programs to ensure participation. NC institutions tended to schedule programs that did not accommodate the diverse working schedules of adjunct faculty. Instead, weekends and evenings, as suggested by Goldberg (2007), would be the most effective times for adjunct faculty to attend professional development activities.

Most programs in NC were group or mentoring type programs with some institutions less frequently offering online alternatives. Again, to reach as many of the adjunct faculty as possible, institutions should consider a range of options for adjuncts to

select from (Bosley, 2004; Sandford & McCaslin, 2003). North Carolina institutions offered a wide range of topics; however, programs focused on pedagogy, learning theory, and discipline enrichment, as suggested in the literature, were not as frequently available (Bogglett, 2008).

In the area of funding, participants knew little about funding sources for adjunct professional development, and of those that had knowledge of funding, one quarter of the participants indicated no funding was available. Committing to professional development requires some monetary expenditure; North Carolina institutions should focus on developing funding sources to sustain professional development including exploration of grants and foundation resources (Burnstad, 2002; Lepper, 2010).

In North Carolina, over a quarter of the respondents indicated their institutions were not evaluating professional development activities. To improve the quality of programs and to identify the focus of future programs, institutions should evaluate professional development activities on a regular basis (Buyok, 2008).

Over half of the institutions in NC did not offer any incentive to participate in professional development and nearly a quarter indicated the activities were a condition of hiring. If institutions are not making professional development mandatory for adjunct faculty, then to improve participation, institutions should consider providing a stipend or other forms of incentives (Bosley, 2004).

Research question four: Adjunct evaluation practices. Evaluation of adjunct faculty was another focus found within the literature (Buyok, 2008; Finley et al., 2000; Roueche et al., 1995; Stoops, 2000; Webb, 2007). Langen (2011) found, institutions were not regularly evaluating adjuncts, and a small percentage did not evaluate adjuncts at all.

Within the literature and this study, distinct areas of evaluation were explored: determining the focus of evaluations, evaluation types, collecting information, timing and planning, review and analysis of results, and use of results.

The focus of adjunct faculty evaluations has been quite diverse (Berk, 2005; Landrum, 2009; Langen, 2011; Lewis, 2007; Onwuegbuzie et al., 2007; Tang 1997). To help determine the focus of an evaluation and evaluative instruments, the formation of an evaluation committee was recommended (Nolan et al., 2007; Stoops, 2000). Nolan et al. suggested including several levels of administration, adjunct and full-time faculty, institutional researchers, and students in the makeup of the committee.

Several types of evaluation were listed in the literature including student and administrative evaluations, observations, and review of instructional materials (Crumbley et al., 2001; Langen, 2011; Nolan et al., 2007; Onwuegbuzie et al., 2007). Adjunct faculty were most frequently evaluated by students (Campbell, 2005; Hightower, 2010; Langen, 2011; Lewis, 2007; Onwuegbuzie et al., 2007; Sledin, 1998). Keim and Biletzky (1999) and Langen (2011) both found adjunct faculty predominately evaluated only by students followed by observations and syllabus review. Other studies identified administrative evaluations (Campbell, 2005; Langen, 2011; Webb 2007; Williams, 1994). Four different individuals or groups can potentially be involved in the evaluation process: administration, students, peers, and self (Hightower, 2010). New adjunct faculty received multiple administrative observations in the first year of employment (Bogert, 2004; Eggers, 1990; Gappa & Leslie, 1993). Administrators felt observations provided the most reliable information on adjunct faculty performance but were used less frequently than student evaluations (Langen, 2011). The department chair was most frequently identified

as the administrator who conducted observations (Langen, 2011). However, literature covering observation of adjunct faculty was scant (Bogert, 2004; Eggers, 1990; Langen, 2011; Nolan et al., 2007).

Several different methods of collecting evaluation information were identified in the literature (Keig & Waggoner, 1995; Langen, 2011; Lewis, 2007; Nolan et al., 2007). Berk (2005) identified multiple elements used to conduct evaluation of instructor effectiveness: surveys, students, peers, self, alumni, administrator evaluations, videos, student interviews, teaching awards, and portfolios. Keig and Waggoner (1995) identified a number of tools in the evaluation process including observations, videos of instruction, portfolios, peer evaluations, review of instructor evaluation of student work, and faculty portfolios. While the delivery method may be unique, institutions need to consider developing some standards for evaluations across the different platforms of delivery (Langen, 2011). Without these standards, the results will not provide an accurate picture of student success across various platforms of delivery.

Two other aspects of the evaluation process examined in the literature were the time of the evaluation and planning. Keutzer (1993) and Lewis (2007) found mid-semester evaluations not only improved instruction but allowed for changes in current courses. Lewis (2007) recommended using informal student evaluations at various times throughout the semester to gauge the needs of the students during the semester. Nolan et al. (2007) recommended institutions have a formal planned observation each semester and a number of unplanned observations during the first year the adjunct was employed. Subsequent years, Nolan et al. suggested one observation and evaluation at various times.

The literature also provided information on the review and analysis of evaluations (Berk, 2005; Bogert, 2004; Diegel, 2010; Langen, 2011, Stoops, 2000). In developing a standard of evaluation, it was important to gather both summative and formative information from multiple sources that fit the institutional culture (Berk, 2005; Langen, 2011; Stoops, 2000; Yantz & Bechtold, 1994). Stoops found many institutions using formative information to make summative decisions with an instrument designed to gather formative data. Stoops also found instruments were infrequently reviewed and updated. In the case of adjunct faculty evaluations, the instrument should focus on instruction (Stoops, 2000). Licata and Andrews (1990) found that administrators reviewed evaluations with faculty but faculty had to develop their own plans to address weaknesses. Bogert (2004) recommended department chairs meet every semester with adjuncts to go over observations and student evaluations.

Several studies provided insight into the use of adjunct evaluations (Bogert, 2004; Campbell, 2005; Langen, 2011; Stoops, 2000; Stout, 2008). Elements that most often impacted adjunct faculty reappointment were student evaluations, instructional performance, and availability (Langen, 2011). However, Langen also found availability often had the most impact on reappointment. Campbell (2005) found student evaluations had a greater impact on adjunct faculty reappointment than on full-time faculty. Departmental evaluation results were the bases for future adjunct faculty professional development programs (Stout, 2008). Andrews and Licata (1991) recommend tying faculty evaluation to both faculty development programs and incentive for performance and less on student evaluations. Three outcomes often resulted from the evaluation

process: reappointment options, focus for instructional improvements, and future course consideration for students (Onwuegbuzie et al., 2007).

From the current study, mandatory evaluations (86%), voluntary evaluations (10%), and no evaluations (4%) of adjunct faculty were identified. The department chair (42%), vice president (37%), dean (28%), and a committee (23%) reportedly determined the criteria of the evaluation. Less frequently identified as the individual that determined the criteria of the evaluation were division director (15%), lead instructor (9%), full-time faculty (7%), and an adjunct faculty department (4%). The major focus of the evaluations was identified as instructional delivery, knowledge of course content, classroom management, and student communication. Less frequently evaluated were student educational growth, professional appearance, and student attrition rates.

Similar to findings from the literature, NC institutions are relying heavily on student evaluations of adjunct faculty. Participants identified the use of several formats during face-to-face instruction, paper based survey (58%) and web delivered survey (57%) and, during online courses 76% of participants used web delivered student surveys. Besides student evaluations, classroom observations, conducted by supervisors, were identified by two-thirds of the participants, and for online courses supervisor observations were identified by a quarter of the participants. The department chair was identified by the participants as the individual who most frequently conducted observations followed by the lead instructor.

In North Carolina institutions adjunct faculty evaluations were conducted once a semester (77%), or not conducted every semester (13%). Evaluations followed no specific time frame (53%), when needed (25%), with 23% conducting evaluations around

the midpoint of the semester. Announced classroom visits (64%), unannounced classroom visits (51%), and online visitations of course content (46%) were the most frequent types of observations identified by the participants.

For institutions in NC, evaluation reviews were conducted by supervising administrators (84%) with the adjunct faculty member, adjuncts conducted a self-evaluation (36%), or the supervisors reviewed the evaluation without the adjunct faculty member (7%). Looking at how the data collected was analyzed, participants from this study most frequently selected informal analysis. According to the participants the department chair, dean, and lead instructor were the administrators that most frequently reviewed and analyzed adjunct faculty evaluations.

In North Carolina evaluation results were most frequently used to improve instruction, identify reemployment options, identify professional development, and identify instructional support material. One final question focused on rewards associated with evaluations, and in NC the participants indicated adjuncts were given priority consideration for future employment (45%), were considered for future employment with a pool of other candidates (40%), and were offered new contracts (37%). A quarter of the participants indicated that adjuncts were recognized by the supervisor for having a good evaluation. Approximately, one-third of the participants indicated there were no rewards given to adjunct faculty for good evaluation.

Based on the results presented in the literature and current practices identified in this study, NC community colleges were for the most part conducting mandatory evaluations of adjunct faculty. North Carolina institutions should include the department chair, as identified in the literature, for determining the criteria of the evaluation

instrument but with a committee of others, and the instrument should be evaluated frequently (Nolan et al., 2007). Less than a quarter of the participants in the current study identified the use of a committee for determining the criteria for the evaluation.

When looking at the focus of the evaluation, NC institutions identified several of the top areas also identified in the literature. A quarter of the participants did not identify areas related to course management which was frequently identified in the literature. Institutions in NC should also take a closer look at student attrition rates and educational growth of students; both impact student success and were selected by less than 50% of the participants (Onwuegbuzie et al., 2007).

What appeared to be a gap in evaluation was in the area of online courses. Nearly a quarter of the participants did not identify online course evaluations by students. Due to the limited amount of statistical information on observations found in the literature, institutions should consider including more classroom and online observations. Nearly one-third of participants indicated that classroom observations were not conducted and an additional 11% of participants indicated observations of adjunct faculty were specifically not conducted. Nearly three-fourths of the participants indicated online observations were not being done.

North Carolina institutions appeared to be relying more on department chairs to conduct observations than what was found in the literature. Recommendations found in the literature and this study indicated institutions should include training for individuals that conduct observations. North Carolina did appear to be using multiple forms of evaluation between student evaluations, some observations, and some examination of instructional materials. More instructional information was reviewed in online courses

than in face-to-face classes. Based on the literature, NC institutions should use multiple forms of evaluation for adjunct faculty.

In North Carolina, institutions appeared to be conducting adjunct faculty evaluations once a semester. Within the literature new adjunct faculty were evaluated more frequently, but beyond the first year most were evaluated only once a year (Eggers, 1990). Based on the results, over half of the participants suggested NC institutions do not use specific evaluation schedules. Several studies stressed the importance of mid-term evaluations which were identified by less than one-fourth of the NC participants (Lewis, 2007). Most institutions in North Carolina used both formal and informal evaluations. Based on the literature and the results of this study, institutions should consider doing one formal evaluation each semester along with informal evaluations (Nolan et al., 2007). One evaluation should be conducted around the mid-point of the term so the information can be used to make improvements during the same term (Lewis, 2007).

In North Carolina, administrators were doing a much better job of reviewing evaluations when compared to the results found in the literature. About one-third of the participants identified the use of self- evaluations by adjunct faculty. Based on these results, institutional leaders should consider reviewing evaluation results with adjunct faculty (Bogert, 2004). The type of analysis most frequently identified was informal, suggesting institutions were using a more formative approach to analyzing evaluation results. Formal analysis was identified by only a quarter of the participants from the current study. Based on current literature, North Carolina institutions should consider gathering both formative and summative information (Langen, 2011; Stoops, 2000).

North Carolina institutions appeared to be using evaluation results to improve instruction as suggested by Langen (2011). About half of the participants identified professional development and increasing support materials as a result of evaluations again tying evaluation to professional development as recommended by Langen. Based on the current literature, institutions in NC were more than half the time following the recommendations found in the literature. Possible improvements should include increasing adjunct faculty access to professional development to address needed improvements identified through the evaluation process (Stout, 2008). This would be accomplished if professional development were required and available at times convenient for adjunct faculty.

Research question five: Adjunct support practices and administrators' perceptions of the adjunct quality. This study examined the relationship between support practices and the perceptions of adjunct faculty quality, where support practices if enacted would improve adjunct faculty performance. The improved adjunct performance would then impact the administrators' perception of quality. The administrators' perception of quality was often based on a number of different factors including understanding the culture of the institution and the part adjunct faculty play in that culture (Wagoner et al., 2005). Wagoner et al. suggested administrators can best determine how adjunct faculty fit into the culture of the institution by examining their own perceptions of the role adjunct faculty play. To better define needed improvements in the area of adjunct faculty support, research must explore the relationship between adjunct faculty support and perceptions of adjunct quality. The literature provided only a few studies that focused on perceptions of support needs for adjunct faculty. These

studies either looked solely at an administrative view (Coffey, 1992; Green, 2007; Rogers, 2011), compared administrative views between senior and mid-level administrators (Stout, 2008), or compared administrator and adjunct faculty views (Colwell, 2011; Diegel, 2010; Gappa & Leslie, 1993; Hinkel, 2007). The rationale behind this line of inquiry is that with improved support, adjunct faculty could improve their overall performance and, thus, student success. The improved performance would then influence the administrators' perceptions of adjunct quality. This rationale is supported in part by only one study which evaluated perceptions of quality while suggesting institutions address quality by defining how adjuncts support the mission of the institution (Wagoner et al., 2005). Both the literature and the current study gathered information on adjunct faculty support where the relationships between supports and quality were examined. This study included a focus on orientation, professional development, and evaluation.

Previous research on perceived quality of adjunct faculty and orientation programs is nonexistent. Green (2007) pointed out the importance of orientation for adjunct faculty as one step in meeting the expectation of quality. For instance, the inclusion of job-related duties over procedures and policies in orientation programs were perceived to help better acclimate adjunct to the workplace (Colwell, 2011; Hinkel, 2007; Ridley, 2010; Rogers, 2011); however, these studies did not address any aspect of perceived adjunct faculty quality.

In North Carolina, only one of the ten identified items (see Appendix D) in the area of orientation, supporting the institutional mission, showed a relationship between the current institutional practices and administrators' perceptions of adjunct faculty

quality (see Table 59). North Carolina community colleges appear to have provided enough institutional mission information during orientations to create a relationship where perceptions of quality from mid-level administrators were directly tied to the level of support provided. No other relationships between perceptions of quality and orientation support practices could be found. This suggests the mid-level administrators' perceptions of adjunct quality were not supported by the level of coverage of other materials during orientation programs specifically within the areas of course design/delivery, fostering student success, administrative duties, addressing classroom challenges, or knowledge of operations. These results indicate NC community colleges are not providing comprehensive orientation programs based on the recommendations from the literature (Coffey, 1992; Silliman, 2007) and the results of this study. Recommendations would include developing comprehensive orientation programs with a broader focus. With a broader focused orientation, the outcome may elicit more relationships between orientation support practices and administrators' perceptions of adjunct faculty quality.

Table 59

Relationship between Support Practices and Perceptions of Quality

Areas of quality	Areas of support		
	Orientation	Professional development	Evaluation
Course design/delivery (CDD)	N	H	H
Student success (FSS)	N	N	N
Classroom challenges (SCC)	N	H	M
Administration duties (ATT)	N	VH	N
Support mission (SIM)	VH	N	M
Operational knowledge (KIO)	N	H	L

Note. Perception of quality: (N) = no relationship, (L) = low, (M) = moderate, (H) = high & (VH) = very high

Professional development, while covered in the literature, also had a limited amount of information from an administrative perspective (Coffey, 1992; Colwell, 2011; Green, 2007 Hinkel, 2007). Beyond the benefits derived from professional development for adjunct faculty, the literature also cited differences between adjunct faculty and administrators about the perception of what programs should cover (Colwell, 2011). While differing opinions could influence perceptions of adjunct quality, the lack of research in this area could only lead to speculation. The literature suggested adjunct faculty believed professional development should cover daily activities while administrators believed broader topics such as instructional related activities should be covered (Hinkel, 2007). This apparent difference could be an indication of how professional development support may play a role in perceptions of adjunct quality where

speculation of program needs impacted possible quality; however, no research substantiates this claim.

The majority of the professional development support activities in NC institutions were found to have varying degrees of association with adjunct faculty quality. Three areas were found to have high levels of association: knowledge of operations, administrative aspects of teaching, and handling classroom challenges. SCC and ATT were not highly supported across NC despite the strong association with quality (see Table 59). Conversely, KIO was both highly supported and had a strong association suggesting institutions were providing support through professional development with a focus on KIO creating a relationship between the mid-level administrators' perception of quality. Also notable was the marginal association between CDD support and perception of quality, but similar to SCC and ATT, CDD also received minimal support coverage in North Carolina institutions.

Based on the results of this study and the literature, North Carolina institutions should consider incorporating a broader scope of topics for professional development programs using instructional evaluations to help identify specific adjunct faculty needs (Buyok, 2008). North Carolina was providing support that addressed knowledge of operations which was also found by Colwell (2011). However, in the areas of SCC, ATT, and CDD, the lack of topics addressed in NC institutions did not necessarily align with the associated perceptions of adjunct quality. Based on the literature and the results of this study, institutions needed to assess what was covered through professional development programs (Buyok, 2008) and develop future programs that would meet adjunct faculty needs. Lastly, NC institutions should continue to provide professional

development activities focused on the knowledge of operations, in part because all adjunct faculty need to know how to use technology, copier, and other aspects of operations also a recommendation of Colwell (2011).

Like orientation and professional development, there was no literature focused on adjunct faculty support connections to perceptions of adjunct quality. In one aspect, evaluations were considered a tool for measuring the quality of adjunct faculty which was specifically identified by a department chair in the Diegel (2010) study. With this mindset, studies on evaluation looked at the best way to improve the outcomes of adjunct faculty intervention (Langen, 2011; Stoops, 2000), which in turn could be considered a factor in the quality of adjunct faculty.

In North Carolina participants identified only one strong association between adjunct faculty support practices with an evaluation focus. Support practices associated with evaluation within the area of course design/delivery had a strong relationship to the administrators' perceptions of adjunct faculty quality. Two moderate associations were found with SCC and SIM. Two weak associations were found between support practices and ATT and KIO. There was no association found between support practices in the area of fostering student success and the perceptions of quality (see Table 59). This result suggesting in North Carolina within the area of evaluations little support is being provide to adjunct faculty with a focus on fostering student success that is impacting the mid-level administrators perception of adjunct quality.

Overall, there were no associations found between support practices with a focus on fostering student success within evaluation, professional development, or orientation and the administrators' perception of quality (see Table 59). Fostering student success

was the only area of support where no relationship was found between perceptions of quality and adjunct faculty support practices. Based on these findings from this study plus the absence of literature focused on the relationship between supports and perceived quality, North Carolina institutions should evaluate what types of support activities are provided for adjunct faculty that foster student success. Orientation and professional development programs should incorporate materials focused on student success and retention rates, a recommendation of Buyok (2008) and the effectiveness of these programs should directly tie evaluation results as Andrews and Licata (1991) recommend to include rewards, creating a cycle of support.

Also, the lack of association between the administrators' perception of quality and adjunct faculty support in the area of FSS also suggests a state of ambiguity exists among those perceptions. Wagoner et al. (2005) suggested when the perceptions of the administrators were ambiguous, leadership needed to question if the employment of adjunct faculty aligned with the mission and goals of the institution and take steps to clearly align the employment of adjunct faculty to meet those goals and mission.

Adjunct faculty should enter an institution through a well-developed hiring process (Gadberry & Burnstad, 2005), proceed through a focused orientation (Silliman, 2007) and be supported by continued professional development (Buyok, 2008). Use of evaluation results (Langen, 2011) should tie directly to the nurturing characteristics of the soft HRM theory, the theoretical framework of this study. Using the soft HRM theory to align a systematic and cyclic approach to support adjunct faculty with the goals and mission of the institution will then impact the mid-level administrators' perception of quality.

Contribution to the Knowledge Base

Adjunct faculty will continue to impact the operations of community colleges. As the largest cohort of faculty across the nation, this group of faculty plays an important role in the delivery of courses, student success, and retention. If institutions are going to support adjunct faculty, they need to consider all aspects of support from hiring and orientation to professional development and evaluation. This study examined these elements of support across one state. The results suggest elements of support exist within institutions, but the level of support within each area needed a more refined focus and, more importantly, a systematic approach put in place that connects these elements of support.

Chapter two focused on scholarly literature devoted to adjunct faculty. These studies focused on specific areas of support and provided relevant information in the design of the survey instrument developed for this study. What was lacking across the literature was a study that examined the administrative support of adjunct faculty through all four areas: hiring, orientation, professional development and evaluation.

When compared to other studies, the results from this study have provided information which could lead one to speculate about possible changes occurring in the area of adjunct faculty support. Based on the results concerning hiring, more institutions appeared to be attempting to plan for and hire adjunct faculty one to two months before the semester began. Similarly, changes from findings in the literature in orientation and evaluation were also seen. While the results from this study suggest improvements may be occurring, this is only conjecture needing further investigation. The results also reiterated some of the findings from other studies focused on adjunct faculty support

efforts. This study has both confirmed prior findings and added to the knowledge base in adjunct faculty support where support was defined as hiring, orientation, professional development, and evaluation. This study has provided statistical information about the relationship between the mid-level administrators' perceptions of adjunct faculty quality and support practices for adjunct faculty. The statistical results may have suggested in the areas of orientation, professional development and evaluations, the mid-level administrators' perceptions of quality were not based on support practices provided to adjunct faculty specifically in the area of fostering student success.

Strengths and Limitations

The current study provided useful information which related to the existing literature on adjunct faculty in community colleges, lending to the overall strengths of the study, but also incurred several limitations. Several factors contributed to the strengths of this study in relation to the timing, focus and approach. The study came at a time when adjunct faculty had become an important and growing force in the community college system. As the use of adjunct faculty had been fairly well established and continuing to grow, the contribution of the current study became one of the strengths. Similar to the contributions of the timing of the current study, the focus of this study on support for adjunct faculty provided information crucial to understanding how the interplay between the current support and findings in the existing literature relate. Unlike many of the studies found in the literature, the current study took a more holistic approach by looking at multiple facets of supporting adjunct faculty instead of conducting an in-depth examination of just one specific aspect of adjunct faculty support. This provided a better idea of how the existing research on each area of support fit together with other areas of

support. The sampling frame for this study could also be considered a strength of the study. Participants provided a good representation of the North Carolina community colleges. The study included representation from a variety of institutions that differed in size, geographic location, and resources. Of the institutions that did decline to participate, often the reasons for declining were the result of leadership changes or the reaffirmation cycle of the institution with the Southern Association of Colleges and Schools.

Just as the study maintained several strengths, there also were several limitations to be noted. A number of factors could be considered limitations for this study: the validation of the instrument, length of the survey, analysis of the data, and the generalizability of the results. The survey instrument was a newly development instrument reviewed by a panel of experts, pilot tested, and pre-/post-tested. The pre-/post-test process, though, was not totally completed prior to deployment of the survey, and the sample size was small, limiting testing of instrument reliability, a factor of internal validity. Skip logic was built into the survey to reduce the length of the survey but it still averaged between 15 to 20 minutes, likely contributing to a rise in non-completers. The overall limitation of survey length was the target sample of mid-level administrators not being capable of volunteering extra time for a survey not related to their work. While much of the data was useful and informative, it did not provide much in terms of causation and explanation. The current study focused on exploring what existed but did not provide insight into why. Lastly, the results from were taken only from North Carolina community colleges, making it difficult to generalize the results to another system as each state system tends to have a unique structure, an issue of external

validity. North Carolina was a non-union state which may produce different results than unionized institutions governed by contract laws.

Recommendations

Future practice. Based on the results of this study and the existing literature, there are future practices that would greatly improve adjunct faculty support. These areas would include the following: mid-level administrator support, system level support, improved communication, inclusion of adjunct faculty in the decision making process, development of a support cycle for adjunct faculty based on soft HRM theory and implementing more support programs focused on fostering student success.

Institutions need to look not only at the support of adjunct faculty but training for mid-level administrators who work with adjunct faculty. This is especially true of the department chair position, which was most often identified as the position listed as handling the duties of supporting adjunct faculty. There must be well-defined duties for the mid-level administrators related to adjunct faculty support, especially if there are several levels of administration involved in support. Senior administration should help define these duties so continuity exists throughout the institution. Comments from this study alluded to the development of support activities by mid-level administrators in all four areas of support. While there may be very specific aspects of support for adjunct faculty that must be covered only within a department, there are other aspects of support processes that should be consistent for all curriculum divisions. Again, senior administrators must help define support processes that impact all areas.

The importance of adjunct faculty support should be considered a priority at the statewide system level. Often community college systems collect and report statistical

and demographic data (Harber, 2006). System level support should include collecting and disseminating information related to adjunct faculty support. Types of information that can be collected at the system level could include information focused on hiring practices, adjunct faculty handbooks, orientation and professional development program, and evaluation practices. The state level information collected could then be used to examine current supports and help community colleges make improvements towards supporting adjunct faculty better. System level personnel should reiterate the importance of adjunct faculty support at state level meetings and events.

Communication is pivotal to the entire support cycle. Communication between levels of administration and between administration and adjunct faculty must also be well established. Both communications and defining the role of mid-level administrators in the area of adjunct faculty support should be part of the training process. Another aspect of communication is gathering input from adjunct faculty. This was apparent in the area of professional development where the determination of needs differed between the adjuncts and the administrators.

Support of adjunct faculty begins with the hiring phase and carries through to evaluation. To properly support adjunct faculty, institutions need to develop a system of support that is cyclic. Evaluation of each step in the process is critical if institutions are going to develop a cohesive program of support. While it is important to look at best practices and successful programs implemented by other institutions, the program that an institution develops must also fit the unique character of that institution and must be resilient and fluid enough to change.

Based on this information, institutions should consider providing training for mid-level administrators with a focus on all the sections of the support cycle, as mid-level administrators would benefit from developing hiring strategies for adjunct faculty. One of those strategies should include providing enough information so prospective adjunct faculty can make informed decisions surrounding employment. A packet of information that includes not only general information but specific information focused on discipline-related topics should be made available to prospective adjunct faculty.

Mid-level administrators also need to understand the soft HRM theory and how nurturing and support will impact quality. Institutions tend to align the employment of adjunct faculty with the hard HRM characteristics that benefit the bottom line of the institution like adding more classes and scheduling adjunct at the last minute, limiting professional development opportunities for adjuncts, and limited incentives for adjunct participating at institutional functions.

Even within the context of the hard HRM characteristics, administrators have the ability to develop and implement soft HRM practices. For example, when scheduling adjuncts at the last minute administrators should provide the adjunct with a well-developed syllabus, all the necessary instructional materials, and identify support staff and lead instructors the adjunct could contact with questions. When limited professional development opportunities exist for adjunct faculty, use instructor evaluations to identify the most critical issues and provide mentoring opportunities with full-time faculty or team teaching options with full-time faculty.

When applying the soft HRM theory to the employment of adjunct faculty, institutions can connect the organizational culture of the institution to specific support

practices. When incorporating these elements of support through the soft HRM theory and framing those elements within the “The Human Resource Cycle,” laid out by Fombrun et al., (1984), a systematic cycle of support for adjunct faculty will be developed (see Figure 3). The impact of the soft HRM theory through nurturing and support will impact the institution by fostering student success, addressing instructional challenges, and improving adjunct faculty instructional delivery.

Institutions need to establish a system of support which connects them with their adjunct faculty. To sustain this connection there must be a continuous flow through the support cycle that ties directly to the mission and goals of the institution. To establish and sustain this system of support, institutions need to provide mid-level administrators with training focused on the soft HRM theory.

The resulting lack of relationship between adjunct faculty support practices for orientation, professional development, and evaluations with the mid-level administrators’ perceptions of quality in the area of fostering student success identified from this study suggests institutions need to evaluate what adjunct support practices are currently provided that address student success. With possible performance based funding legislation and measures of student success being considered for higher education, institutions need to consider how adjunct faculty are impacting student success. Once adjunct faculty impact is evaluated, institutions need to develop and incorporate support practices throughout the systematic support cycle that focuses on fostering student success.

Future study. Results from the current study have helped to identify areas where additional research can continue this line of inquiry. Four areas where future studies

would improve upon the knowledge gained from this study include examining the adjunct faculty hiring process, examining the observation portion of the evaluation process, exploring rewards and incentives, and replicating the current study.

Future studies might include looking at all aspects of the adjunct faculty hiring process. Limited research existed in this area of support and results from the current study suggested parts of the hiring process in current use may not support the location of the best candidates for the positions. Specific areas of the hiring process should include selection and demonstrations of instructional abilities.

Observation as part of the evaluation process was another area where the existing literature was very sparse. The current study showed observations were used but not as often as student evaluations. This finding was supported by the literature which suggested the use of more observations in the evaluation process. From this standpoint, the current study could be used a starting point for exploring the benefits of observations versus relying only on student evaluations.

Only three questions addressed rewards and incentives but rewards in general were not considered a major focus of the study or part of the support for adjunct faculty. The results suggest institutions continue to see adjunct faculty as a solution to their problems: budget shortfalls, increased enrollment, and increased diversity of program offerings. Future studies should include a more in-depth examination of rewards and incentives as part of the support cycle of adjunct faculty.

Replication of this study should be conducted by other community college systems to help those systems evaluate their current adjunct faculty support efforts. The addition of a survey section dedicated to rewards and incentives would provide more

information and a clearer understanding of the support cycle. While this study examined one year, future studies could take a longitudinal examination of support to determine what changes in adjunct faculty support have occurred over time. Replication of this study by the institutions from North Carolina in the future would help institutional leaders determine if support for adjunct faculty has advanced or remained stagnant through a comparison of results over time.

Conclusions

In the end, the support adjunct faculty received through hiring, orientation, professional development, and evaluation was really a process that should be unique to the institution it served. That process must have been designed and implemented to best serve the characteristics of the institution. There were numerous studies, including this one, which provided information and resources to help identify adjunct faculty support, but showed the responsibility fell upon the leadership of the institution to recognize the important role adjunct faculty play in enrollment, retention, and institutional growth. As senior administrators questioned the ability of the institution to provide adjunct faculty support based on shrinking budgets and growing institutional demands for their limited funds, it was Jacobs (1998), 12 years ago, who put the support of adjunct faculty into perspective, "...the stark reality that those restraining issues are not transient: they are permanent and there will never be enough money, time, or personnel to eliminate the problems caused by scarce resources."(p. 10)

Adjunct faculty have the potential to contribute to the bottom line of the institution through course and program expansion, and they have the ability to contribute to the quality of the institution through retention and graduation rates. If institutions

wanted to address support of adjunct faculty, then the leadership must take an active role in planning and implementing a process of support. Ultimately, for institutions to move forward in supporting adjunct faculty, institutional administrators needed to recognize that adjunct faculty were an asset of the institution and not just a solution to their problems.

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APPENDIX A

Adjunct Faculty Survey

Throughout this survey, think about “adjunct faculty” as faculty who usually work with contracts for one academic term. They may be employed for one course or multiple courses. They may teach intermittently or routinely for an institution. Their official titles may vary (instructor, lecturer, etc.), but they are typically paid per course and are contracted for a single term.

Part 1: Demographic Information

Employment History:

1). How many years have you been employed at your present institution? (Select one.)

- Less than one year
- 1–5 years
- 6–10 years
- 11 or more years

2). How many years have you worked in your current position? (Select one.)

- Less than one year
- 1–5 years
- 6–10 years
- 11 or more years

3). Regarding adjunct faculty employed **under your supervision** during the 2010–2011 year.

___ % Estimate the percent of faculty who had **adjunct faculty status** during the 2010–2011 year.

___ % Estimate the percent of all **courses taught by adjunct faculty** under your supervision during the 2010–2011 year.

___ % Estimate the percent of **fully online courses taught by adjunct faculty** under your supervision during the 2010–2011 year.

Definitions—For the purpose of this study, “support” will be defined as the following:

1. **Hiring**—The process of recruiting, screening, and selecting adjunct faculty.
2. **Orientation**—The process used when new adjunct faculty are introduced to their role at the institution. Orientation will be identified as occurring from a period of time **prior to employment through the first month if employment.**
3. **Professional Development**—the activities that support the role of adjunct faculty in their work at the institution.
4. **Evaluation**—The process used by students, administrators, and colleagues to review the work and performance of your adjunct faculty.

4). Over the course of the **last five years**, which area(s) have you received administrative training (instructional, seminar, or conference-related) focused on adjunct faculty support? (Check all that apply.)

- Hiring
- Orientation
- Professional development
- Evaluation
- No training received

5). Thinking about the 2010–2011 academic year, estimate the **percentage** of your time that was focused in adjunct faculty support in the following areas? (Apply a numeric value.)

Hiring	_____
Orientation	_____
Professional Development	_____
Evaluation	_____
All other duties unrelated to adjunct faculty	_____
Total	_____

Part II: Adjunct Faculty Hiring Practices

In this section, think of hiring as the process of recruiting, screening, and selection of adjunct faculty. Your responses should be based on 2010–2011 practices for adjunct faculty under your supervision.

Definition – **Hiring** – The process of recruiting, screening, and selecting adjunct faculty.

6). Which position(s) are responsible for recruiting adjunct faculty in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Human resource department
- Adjunct faculty department/coordinator
- Department faculty
- Not sure
- Other (explain):

7). Which of the following describe the recruiting process for the adjunct faculty in your program area? (Check all that apply.)

- Word of mouth
- Contact friends/acquaintances
- Contact colleagues
- Recruiting organization/company
- Newspaper advertisements
- Professional journal advertisements
- Job fairs
- Website postings
- Not sure
- Other (explain):

8). What information is provided to potential adjunct faculty during recruitment? (Check all that apply.)

- Terms of employment
- Job expectations
- Teaching obligations
- Minimum qualifications
- Location(s) of employment
- Length of employment
- Wage range
- Instructional delivery method
- Course schedule
- Instructional materials
- Syllabus
- Not sure
- Other (explain):

9). Typically, who reviews applications for adjunct faculty positions in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Human resource department
- Adjunct faculty department/coordinator
- Hiring committee
- Other (explain):

10). Typically, who is responsible for conducting adjunct faculty interviews in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Human resource department
- Adjunct faculty department/coordinator
- Department faculty
- Hiring committee
- N/A—interview not conducted
- Other (explain):

11). Which methods are used to conduct interviews? (Check all that apply.)

- Face-to-face
- Email
- Telephone
- Internet video conference
- Other (explain):

12). Which is the most common format of conducting interviews? (Select one.)

- Interviews are highly structured using preexisting interview questions.
- Interviews are casual, questions may not be scripted, interview is like a conversation.

13). Typically, what types of evidence demonstrating the candidates' qualifications are required during the hiring process for your program area? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Vita | <input type="checkbox"/> Developed lesson plans |
| <input type="checkbox"/> Educational transcripts | <input type="checkbox"/> Developed syllabus |
| <input type="checkbox"/> Licensure/certification | <input type="checkbox"/> Audio demonstrating skills |
| <input type="checkbox"/> Cover letter | <input type="checkbox"/> Video demonstrating skills |
| <input type="checkbox"/> Published manuscripts | <input type="checkbox"/> On-site demonstration of skills |
| <input type="checkbox"/> Unpublished manuscripts | <input type="checkbox"/> None required |
| <input type="checkbox"/> Previous course evaluations | <input type="checkbox"/> Other (explain): |

14). Estimate the **percentage of your** adjunct faculty that are typically hired within each time frame? (Apply a numeric value.)

- | | |
|--------|---|
| _____% | Hours before semester begins |
| _____% | 1–7 days before semester begins |
| _____% | 2–3 weeks before semester begins |
| _____% | 1–2 months before semester begins |
| _____% | 3 or more months before semester begins |

Part III: Adjunct Faculty Orientation Practices

In this section think of orientation as how new adjunct faculty are introduced to their role at the institution. Your responses should be based on 2010–2011 practices for adjunct faculty under your supervision.

Definition–**Orientation**–The process used when new adjunct faculty are introduced to their role at the institution. Orientation will be identified as occurring from a period of time **prior to employment through the first month of employment.**

15). For adjunct faculty in my division/department, participation in orientation is ... (Select one.)

- Available but not mandatory
- Mandatory
- Not available

16). Who is responsible for providing orientation for adjunct faculty in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Human resource department
- Academic support department for faculty
- Adjunct faculty department
- Other (explain):

17). Which of the following best describes the structure of the orientation program that adjunct faculty attend? (Select one.)

- Self-directed
- Individualized (one-on-one mentoring)
- Group–adjunct only
- Mixed group–all new employees both permanent and part-time
- Not sure

18). Which of the following **institutional** material(s) are covered during the orientation? (Check all that apply.)

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Intuitional mission, vision, and goals | <input type="checkbox"/> Pay schedule | <input type="checkbox"/> Sick leave |
| <input type="checkbox"/> Policies and Procedures | <input type="checkbox"/> Pay scale | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Emergency procedures | <input type="checkbox"/> Benefits | <input type="checkbox"/> None |
| <input type="checkbox"/> Purchasing | <input type="checkbox"/> Workload | <input type="checkbox"/> Other (explain): |

19). Which of the following **instructional** materials(s) are covered during the orientation? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Instructional material–books, supplemental, and testing material | <input type="checkbox"/> Academic calendar |
| <input type="checkbox"/> Classroom management–attendance, behavior, grade posting | <input type="checkbox"/> Training opportunities |
| <input type="checkbox"/> Course management software (Blackboard, Moodle, publisher specific, ...) | <input type="checkbox"/> Scheduling procedures |
| <input type="checkbox"/> Course syllabus | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Pedagogical strategies | <input type="checkbox"/> None |
| <input type="checkbox"/> Learning styles | <input type="checkbox"/> Other (explain): |

20). Which of the following **student support** materials(s) are covered during the orientation? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Student support services (tutoring, labs...) | <input type="checkbox"/> Campus map |
| <input type="checkbox"/> Student diversity | <input type="checkbox"/> Campus tour |
| <input type="checkbox"/> Advising | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Club information | <input type="checkbox"/> None |
| <input type="checkbox"/> Campus events | <input type="checkbox"/> Other (explain): |

21). Which of the following **logistical support** features are covered during the orientation? (Check all that apply.)

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Printer/copier use | <input type="checkbox"/> Library support | <input type="checkbox"/> Office space |
| <input type="checkbox"/> Telephone access | <input type="checkbox"/> Mailroom access | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Telephone directory | <input type="checkbox"/> Email access | <input type="checkbox"/> None |
| <input type="checkbox"/> Voice mail | <input type="checkbox"/> Office supplies | <input type="checkbox"/> Other |
| <input type="checkbox"/> Technology use | | (explain): |

22). Is a handbook provided to the adjunct faculty? (Select one.)

- Yes, an adjunct faculty specific handbook
 Yes, the same handbook received by full time faculty
 No, a handbook is not provided

23). Which materials are used to deliver the orientation program? (Check all that apply.)

- Face-to-face
 Video/CD/DVD
 Online–using content/learning management program (examples: Moodle, Blackboard) with interactivity
 Institutional website–no interactivity
 Other (explain):

24). When is the orientation program provided? (Check all that apply.)

- During the hiring process
- After the hiring process and before classes begin
- After classes begin
- Flexible delivery (example: online)

25). How much time is required to complete the orientation program? (Select one.)

- One half a day or less
- One full day
- Multiple days
- Variable time frame (self-paced online orientation)
- Other (explain):

26). What incentives are provided to adjunct faculty for attending the orientation program? (Check all that apply.)

- Required as a condition for hiring
- Additional pay/stipend
- Gifts (example: pen sets, briefcase, college logo clothing)
- Recognition (certificate or other form of documentation)
- Release time
- Meal
- No incentives
- Other (explain):

Part IV: Adjunct Faculty Professional Development Practices

In this section think of professional development as the activities that support the role of adjunct faculty in their work at the institution. Your responses should be based on 2010–2011 practices for adjunct faculty under your supervision.

Definition–Professional Development–The activities that support the role of adjunct faculty in their work at the institution.

27). For adjunct faculty in my division/department, participation in professional development is ... (Select one only.)

- Voluntary participation
- Mandatory participation
- Not available

28). Who is responsible for coordinating professional development activities for adjunct faculty in your program area? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Vice-president of instruction
(academic affairs) | <input type="checkbox"/> Academic support department
for faculty |
| <input type="checkbox"/> Dean | <input type="checkbox"/> Adjunct faculty department/
coordinator |
| <input type="checkbox"/> Division chair | <input type="checkbox"/> Center for teaching excellence |
| <input type="checkbox"/> Department chair | <input type="checkbox"/> Adjunct faculty member (self) |
| <input type="checkbox"/> Lead instructor | <input type="checkbox"/> Professional development committee |
| <input type="checkbox"/> Human resource department | <input type="checkbox"/> Other (explain): |

29). When is professional development available for adjunct faculty in your program area? (Select one.)

- Once, could be part of orientation
- Occasionally, when programs are offered
- Any time programs are offered

30). Which position(s) are responsible for determining the professional development needs of adjunct faculty in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Human resource department
- Adjunct faculty department/coordinator
- Department faculty
- Not sure
- Other (explain):

31). Which of the following professional development topics are available to adjunct faculty? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Institutional resources | <input type="checkbox"/> Student support programs |
| <input type="checkbox"/> Education learning theory | <input type="checkbox"/> Communication tools and techniques – email, telephone |
| <input type="checkbox"/> Pedagogical strategies | <input type="checkbox"/> Use of technology–computers, software programs |
| <input type="checkbox"/> Instructional delivery | <input type="checkbox"/> Use of equipment–copy machines, projectors |
| <input type="checkbox"/> Instructional resources–library access | <input type="checkbox"/> Education enrichment in discipline–CEU, maintain licensure |
| <input type="checkbox"/> Classroom management | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Classroom policies | <input type="checkbox"/> Other (explain): |
| <input type="checkbox"/> Student diversity | |

32). What formats have been used to deliver professional development activities to adjunct faculty in your programs area? (Check all that apply.)

- Face-to-face courses or training workshops
- Conference/seminars–professional organizations
- Institutional retreats
- Mentoring
- Peer tutoring
- Team tutoring
- Self-directed learning–CD/DVD, video, audio, online, printed material
- Webinars
- Online courses or training–with instructor
- Hybrid format combining online with face-to-face training
- Other (explain):

33). When are professional development activities scheduled for adjunct faculty in your program area? (Check all that apply.)

- Week days
- Evenings
- Weekends (Friday evening included)
- Variable times (self-paced online professional development)

34). What funding sources are used for adjunct faculty professional development in your program area? (Check all that apply.)

- Institutional budget line
- Discretionary funds
- Institutional foundation fund
- Grants
- Professional organization
- Not sure
- No funding

35). How are adjunct faculty professional development activities evaluated in your program area? (Check all that apply.)

- Evaluation occurs during professional development activities
- Evaluation occurs after completing activities
- Evaluation varies depending on the activities
- No evaluation of professional development

36). What incentives do adjunct faculty receive from the institution for participating in professional development activities in your program area? (Check all that apply.)

- Required as a condition for continued employment
- Additional pay/stipend
- Gifts (example: pen sets, briefcase, college logo clothing)
- Recognition (certificate)
- Recognition dinner/banquet
- No incentives
- Other (explain):

Part V: Adjunct Faculty Evaluation Practices

In this section think of evaluation as a review of the work and performance of your adjunct faculty. Your responses should be based on 2010–2011 practices for adjunct faculty under your supervision.

Definition–Evaluation–The process used by students, administrators, and colleagues to review the work and performance of your adjunct faculty.

37). For adjunct faculty in my division/department, evaluations are ... (Select one.)

- Voluntary
- Mandatory
- Not conducted

38). Who is responsible for determining the criteria for evaluating adjunct faculty in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Lead instructor
- Faculty (full-time)
- Committee–faculty and/or administration
- Adjunct faculty department/coordinator
- Not sure
- Other (explain):

39). What are the primary foci of the evaluation(s) of adjunct faculty in your program area? (Check all that apply.)

- Student educational growth
- Student attrition rates
- Communication skills with students
- Classroom management
- Instructional material development
- Instructional delivery
- Knowledge of course content
- Professional appearance
- Communication skills with institutional; personnel
- Knowledge of institutional policies and procedures
- Other (explain):

40). Who is responsible for conducting the evaluating of adjunct faculty in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Lead instructor
- Faculty (full-time)
- Committee–faculty and/or administration
- Adjunct faculty department/coordinator
- Self-evaluation (adjunct faculty)
- Students
- Other (explain):

41). Typically, how often are adjunct faculty evaluated in your program area in one semester? (Select one.)

- Once a semester
- Twice a semester
- Three times a semester
- Four or more times a semester
- Not conducted every semester

42). What method(s) are used to conduct evaluations of adjunct faculty in a **traditional face-to-face class** in your program area? (Check all that apply.)

- Student survey instrument delivered by paper
- Student survey instrument–web delivery
- Review of instructional materials by supervisor
- Course observation/visitation by supervisor
- N/A–adjunct faculty do not teach face-to-face
- Not sure
- Other (explain):

43). What method(s) are used to conduct evaluation of adjunct faculty in an **online class** in your program area? (Check all that apply.)

- Student survey instrument–web delivery
- Review of online instructional content by supervisor
- Course observation/visitation by supervisor
- N/A–adjunct faculty do not teach online
- Not sure
- Other (explain):

44). What types of observation are used to evaluate adjunct faculty in your program area? (Check all that apply.)

- Audio recording
- Video recording
- Announced classroom visit
- Unannounced classroom visit
- Online visitation of course content
- None–observation not used to evaluate adjunct faculty
- Not sure
- Other (explain):

45). Who is responsible for conducting observations of adjunct faculty in your program area? (Check all that apply.)

- Vice-president of instruction (academic affairs)
- Dean
- Division chair
- Department chair
- Lead instructor
- Faculty (full-time)
- Committee—faculty and/or administration
- Adjunct faculty department/coordinator
- Other (explain):

46). During a given semester, when are observations of adjunct faculty conducted in your program area? (Check all that apply.)

- No specific time frame established
- When needed
- Observation is conducted within the first two or three weeks of the semester
- Observation is conducted around the midpoint (week eight) of the semester
- Observation is conducted around the last two or three weeks of the semester

47). How do you analyze the evaluation results for adjunct faculty in your program area? (Check all that apply.)

- Informal analysis—general review of evaluation results
- Results categorized into job related duties to determine strengths and weaknesses
- Results statistically analyzed for comparison to entire adjunct population
- Results statistically analyzed for comparison with entire faculty
- Not sure
- Other (explain):

48). What procedures are used to review the evaluations(s) of the adjunct faculty in your program area? (Check all that apply.)

- Supervisor reviews the evaluation with adjunct faculty
- A committee of peers (faculty) reviews the evaluation with the adjunct faculty present
- Supervisor reviews of evaluation is not shared with adjunct faculty
- A committee of peers (faculty) reviews the evaluation without the adjunct faculty present
- Adjunct faculty are given results for self-evaluation
- Other (explain):

49). How is the information from the evaluation of adjunct faculty used? (Check all that apply.)

- Improve instruction
- Identify additional instructional support material needs
- Identify reemployment options
- Not sure
- Identify professional development needs
- Other (explain):

50). How does your institution reward adjunct faculty who had a positive evaluation? (Check all that apply.)

- New contract is offered for one semester
- An extended contract of several semesters is offered
- Priority consideration is given for future employment opportunities
- Remain in the pool of potential candidates for future employment opportunities
- Professional development opportunity – training, seminar, or conference
- Recognition by supervisor
- Gift or certificate to acknowledge performance
- Cash bonus
- Pay raise
- No reward given
- Other (explain):

51). What is your overall familiarity with the performance of adjunct faculty working under your supervision in 2010–2011 year? (Select one.)

- Extremely familiar
- Familiar
- Somewhat familiar
- Unfamiliar

Part VI: Quality of Adjunct Faculty

Your responses should be based on 2010 – 2011 practices for adjunct faculty under your supervision.

52). In general, please rate the overall quality of the adjunct faculty working under your supervision in the 2010 – 2011 year in each of the following areas ...

	Excellent	Good	Fair	Poor	Cannot Evaluate
Course design and delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling student challenges in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative aspects of teaching (e.g., attendance, paperwork)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support of the institutional mission, which includes the vision and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of operations (e.g., how to get doors unlocked, how to have copies made, how to use technology in the classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you want to share about your experience associated with adjunct faculty support that occurred in 2010–2011?

APPENDIX B

Expert Panel Checklist and Comment Sheet

Thank you for agreeing to be a member of the expert review panel. As a member of this panel your review and comments will help solidify the survey instrument that will be used to collect data for my doctoral research.

The survey instrument is designed to collect descriptive information from mid-level administrators addressing support of adjunct faculty at their respective institutions. The focus of the instrument is to identify the current hiring, orientation, professional development, and evaluation of adjunct faculty.

The structure of this form identifies the major categories at the left, followed by identification of the specific question. For each question determine if the **responses are mutually exclusive, the clarity of the wording, possible answers are missing, and additional comments can be made.**

Please use this form to record your thoughts, observations and suggestions:

Name of Reviewer:		Date:
Focus:		Comments:
General	How long did it take you to complete the survey?	
	Are the instructions for completing the survey clearly written?	
	Is the wording of titles and subtitles understandable?	
	Is the wording of the questions understandable?	
	Is the layout of survey logical?	

	Could you follow the directions for changing answers?				
	Did the survey provide assurance of confidentiality?				
Demographics	Question #	Response choices mutually exclusive	Wording not clear	Answer wanted not given as an option	Comments:
	Q1				
	Q2				
	Q3				
	Q4				
	Q5				
	Q6				
Hiring	Question #	Response choices mutually exclusive	Wording not clear	Answer wanted not given as an option	Comments:
	Q7				
	Q8				
	Q9				
	Q10				
	Q11				
	Q12				

	Q 13				
	Q 14				
	Q15				
	Q 16				
	Q 17				
	Q 18				
Orientation	Question #	Response choices mutually exclusive	Wording not clear	Answer wanted not given as an option	Comments:
	Q19				
	Q20				
	Q21				
	Q22				
	Q23				
	Q24				
	Q 25				
	Q 26				
	Q27				
	Q 28				
	Q 29				
	Question #	Response choices mutually exclusive	Wording not clear	Answer wanted not given as an option	Comments:

Professional Development	Q30				
	Q31				
	Q32				
	Q33				
	Q34				
	Q35				
	Q36				
	Q37				
	Q39				
	Q40				
	Q41				
Evaluation	Question #	Response choices mutually exclusive	Wording not clear	Answer wanted not given as an option	Comments:
	Q42				
	Q43				
	Q44				
	Q45				
	Q46				
	Q47				
	Q48				
	Q49				

	Q50				
	Q51				
	Q52				
	Q53				
	Q54				
	Q55				
	Q56				
	Q57				
Likert-Type Questions	Q58				
	Q59				
	Q60				
	Q61				
	Q62				
	Q63				

Overall	Survey addresses the purpose of the study	Comments:

(Adapted from: Fink, A. (2003). *The survey handbook* (2nd ed.). Thousand Oaks, CA: Sage, (pp. 109-110).

APPENDIX C

Preliminary Participant Survey Email Notification

From: celesteo@webmail.blueridge.edu

To: Email Address of Participant

Subject: Adjunct Faculty Support

As part of a study describing support for adjunct faculty, you have been selected to complete a brief web-delivered survey. Contact has been established with the Institutional Researcher (IR) and a senior administrator from your institution to gain permission to conduct this study. The study will fulfill the Western Carolina University, EdD dissertation requirements for Celeste Pramik Oprean, Dean of Business and Service Careers at Blue Ridge Community College in Flat Rock, NC.

Next week you will receive an email with a unique link to a web-delivered survey. Please complete the survey as soon as possible. The survey will take about 20 minutes of your time. The input you provide will help describe support for adjunct faculty and identify mid-level administrator's perceptions of the quality of adjunct faculty within specific topics. Your identity will be kept confidential. Institution-specific results will not be shared. Participation is entirely voluntary, and you may decline to answer any questions. There are no foreseeable risks to individuals participating in the study, and there is no direct benefit to you for participating in the study.

Institutions will not be specifically identified in the study. General results from the study will be shared with the senior administrators and IR offices of North Carolina community colleges. A copy of the results will be made available to you upon request. Requests can be made to celesteo@webmail.blueridge.edu

If you have any questions please contact me, Celeste, at celesteo@webmail.blueridge.edu or call me at 828-694-1773. You may also contact my dissertation chair Dr. Meagan Karvonen at karvonen@email.wcu.edu (828-227-3323) or contact the Chair of the Western Carolina University Institution Review Board at 828-227-7212.

Thank you for your cooperation in gathering valuable data addressing adjunct faculty support.

Celeste P Oprean

Celeste P. Oprean

Doctoral Candidate, Western Carolina University

Email: celesteo@webmail.blueridge.edu

Participant Survey Email Notification

From: celesteo@webmail.blueridge.edu

To: Email Address of Participant

Subject: Adjunct Faculty Survey

Dear Participant

Last week an introductory email notification was sent to you identifying you as a participant in an upcoming adjunct faculty survey. Contact was made and permission given from your institutional leadership to participate in an adjunct faculty survey. The study will fulfill the Western Carolina University, EdD dissertation requirements for Celeste Pramik Oprean, Dean of Business and Service Careers at Blue Ridge Community College in Flat Rock, NC.

Please use the following link to gain access to the survey https://www._____. If the link is not working, please copy and paste the link into a web browser. The survey should take approximately 20 minutes of your time. Your identity will be kept confidential. Participation is entirely voluntary, and you may decline to answer any questions. Your participation in completing the survey will acknowledge your consent to participate in the study. There are no foreseeable risks to individuals participating in the study and there is no direct benefit to you for participating in the study.

The results of this survey instrument will produce information describing support for adjunct faculty and the perception of mid-level administrators as to the quality of adjunct faculty related to specific areas of the college.

If you have any questions please contact me, Celeste, at celesteo@webmail.blueridge.edu or call me at 828-694-1773. You may also contact my dissertation chair Dr. Meagan Karvonen at karvonen@email.wcu.edu (828-227-3323) or contact the Chair of the Western Carolina University Institution Review Board at 828-227-7212.

Thank you for your cooperation in gathering valuable data addressing adjunct faculty support.

Celeste P Oprean

Celeste P. Oprean
Doctoral Candidate, Western Carolina University
Email: celesteo@webmail.blueridge.edu

APPENDIX D

Alignment of Support Program Questions with Adjunct Performance Questions

Perception of Work Quality	Orientation		Professional		Evaluation	
	(Questions 18, 19, 20 & 21)		(Question 31/categories)		(Question 39/categories)	
Q 62–1R CDD		Question (19)				
	1	Instructional material	1	Education learning theory	1	Communication skills with students
	2	Classroom management	2	Pedagogical strategies	2	Classroom management
	3	Course management software	3	Instructional delivery	3	Instructional material development
	4	Course syllabus	4	Instructional resources—library access	4	Instructional delivery
	5	Pedagogical strategies	5	Other	5	Knowledge of course content
	6	Learning styles			6	Other
	7	Academic calendar				
	8	Training opportunities				
9	Scheduling					

		procedures				
	10	Other				
		Question (19) & Question (20)				
Q 62-2R FSS	1	Instructional material	1	Pedagogical strategies	1	Student educational growth
	2	Classroom management	2	Instructional resources	2	Instructional material development
	3	Pedagogical strategies	3	Student support programs	3	Other
	4	Learning styles	4	Instructional delivery		
	5	Student diversity	5	Other		
	6	Scheduling procedures				
	7	Student support services				
	8	Other				

Q 62–3R SCC	(Question 18)									
	1	Institutional mission					1	Classroom management	1	Communication skills with students
	2	Policies and procedures					2	Student diversity	2	Classroom management
	3	Emergency procedures					3	Safety	3	Other
	4	Other	4	Other						
Q 62–4R AAT	(Question 19)									
	1	Classroom management					1	Classroom management	1	Classroom management
	2	Academic calendar					2	Classroom policies	2	Communication staff
	3	Course syllabus					3	Other	3	Knowledge of institutional policies and procedures
	4	Scheduling procedures							4	Other
5	Instructional materials									

Q 62-5R SIM		(Question 18)			
	1	Institutional mission	1	Institutional resources	1 Professional appearance
	2	Policies and procedures	2	Student support programs	2 Communication staff
	3	Emergency procedures	3	Education enrichment for teachers	3 Knowledge of institutional policies and procedures
	4	Purchasing	4	Other	4 Other
	5	Pay schedule			
	6	Pay scale			
	7	Benefits			
	8	Workload			
	9	Sick leave			
10	Other				

Q 62–6R KIO	(Question 21)			
	1 Printer/ copier use	1	Instructional resources— library access	1 Communication staff
	2 Telephone access	2	Communication tools and techniques— email, telephone	2 Other
	3 Telephone directory	3	Use of technology— computers, software programs	
	4 Voice mail	4	Other	
	5 Technology use			
	6 Library support			
	7 Mailroom access			
	8 Email access			
	9 Office supplies			
	10 Office space			
11 Other				

Note. Course design/delivery (CDD), Student success (FSS), Support Institutional Mission (SIM), Classroom challenges (SCC), Administrative aspect teaching (AAT), Operational knowledge (KIO)