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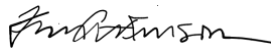
Doctor of Education in Organizational Leadership



Dr. Joey Cope, Dean of the College of
Graduate and Professional Studies

November 6, 2020

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School of Educational Leadership

Center for Teaching and Learning Impact on
Adjunct Job Satisfaction: Examining Their Lived Experiences

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Winsome S. Brooks

November 2020

Dedication

I am a daddy's girl, and all I ever wanted to do is be just like my dad, so I dedicate this research to the one that inspired me since I was a little girl, my father, Dr. Eustace Duffus. Thank you, dad, for setting the bar high for me. You inspired me to reach for the stars and take this academic journey. On the days I would feel discouraged, you would always say, "It's okay, you're young, you can do it." You would always tell me that God will take care of me, and he did just that. I admire your intelligence and compassion you've showed towards God's people as you serve in the ministry and I appreciate the sacrifices you have made to take care of your first ministry, your family.

I would also like to dedicate this research to my mother. You amaze me in your own way. I am inspired by your energy and enthusiasm to travel, see the world, and speak Spanish. You are such a fireball and powerful woman of God. Thank you for praying for me and talking to me every morning on my way to work. Thank you for being one call away when I needed to talk to you late at night. You are a wonderful mother, a best friend, and now a wonderful abuelita. "Te amo por siempre y para siempre."

Additionally, I dedicate this research to my loving and supportive husband. Thank you for encouraging me to pursue my goals. We make a great team!

Lastly, I dedicate this research study to the thousands of adjunct faculties in the higher education system who are sometimes forgotten and overlooked in the community colleges. I am a true believer that adjunct faculty need more support because part-time faculty are a big part of an institution. Hang on adjuncts, don't give up; things will slowly but surely improve, one study at a time.

Acknowledgments

I want to first and foremost, thank God for allowing me to make it through this journey. Even when I doubted myself, God ordered my steps and guided me. He gave me strength, power, and confidence over the last four years, and I am forever grateful. Jeremiah 29:11 states, “For I know the thoughts that I think toward you, saith the Lord, thoughts of peace, and not evil, to give you an expected end.” God chose me and saw greater in me, and I am thankful.

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To my parents, Dr. Eustace Duffus and Teresa Duffus, I love you both so much. When God made you both my parents, he showed out. I appreciate all the sacrifices you both have made for me over the years. Thank you for teaching me about Jesus, Salvation, and, most importantly, thank you for demonstrating those same teachings and loving me unconditionally.

To my brother, Antonious Duffus, thank you for encouraging me when I felt discouraged. Your wisdom and words of encouragement gave me the strength to keep going.

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Lastly, I would like to thank my wonderful husband, Kenneth Darnell Brooks Jr.; thank you for the love and support. And to the new little love in my life, Karter Darnell Brooks, you made the end of this journey special.

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Abstract

Adjunct faculty have become a significant part of the collegiate workforce in times of financial constraints; however, they are not supported like their full-time counterparts and have lower career and job satisfaction. Some institutions have responded to the increase in dependence on adjuncts by developing support systems in the form of teaching and learning centers. This phenomenological case study's purpose was to explore the lived experiences of adjunct faculty using a center for teaching and learning (CTL) and explore the impacts the CTL has on adjunct job satisfaction. A purposive sample of six adjunct faculty, two CTL leaders, and one American Association of Community Colleges leader participated in in-depth interviews recorded through Zoom. The collected data were transcribed and used to construct four major themes and six subthemes through the processes of using in vivo coding, initial coding, and descriptive coding. The major themes included the CTL practices, inclusiveness, confidence, and satisfaction. The findings from this study imply that factors which enhance job satisfaction are totally distinct from those associated with job dissatisfaction; the presence of certain job attributes (motivators) lead to satisfaction, and the presence of hygiene factors, such as working conditions, prevents dissatisfaction. Overall, the results of this study could encourage institutions' administrators to refine certain features within the CTL to manage adjunct faculty's job satisfaction.

Keywords: adjunct faculty, contingent faculty, part-time instructors, centers for teaching and learning, student achievement, job satisfaction

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Chapter 1: Introduction

When universities face budget constraints, hiring part-time faculty is one of the strategies used to increase the institution's financial flexibility (Brennan & Magness, 2018b; Roney & Ulerick, 2013). According to Brennan and Magness (2018b), adjunct faculty are significantly less expensive than tenure-track faculty. As a result, adjunct faculty have become a significant part of the collegiate workforce in times of financial constraints. The contingent faculty workforce makes up between 68% and 75% of the institution's population (Meloncon et al., 2016). Although adjunct faculty comprise the majority of an institution, they are not supported like their full-time counterparts and have lower career and job satisfaction (Dolan et al., 2013; Eagan et al., 2015; Kimmel & Fairchild, 2017; Pyram & Roth, 2018). For this reason, many institutions focus on the impact that low job satisfaction has on teaching and organizational culture because the institutions have a responsibility to provide orientation, oversight, evaluation, professional development, and opportunities for integration into the life of the university (Proper, 2017). Orienting adjuncts to their new jobs increase their involvement with staff and support services and their time on campus (Chun et al., 2019). Given these points, some institutions have responded to this increase in the adjunct population by developing support systems in the form of teaching and learning centers (D'Avanzo, 2009; Forgie et al., 2018). Although the literature is not robust concerning centers for teaching and learning (CTL) and their impact on adjunct faculty job satisfaction, some studies address college administrators, faculty and students, and the best practices used in the CTL as well as the impact they have on increasing adjunct teacher quality and the performance of postsecondary institutions.

Centers for teaching and learning play a part in the development and maintenance of cultural change within an institution (Tassoni, 2015). A CTL leader must be prepared and be

ready to serve faculty in a manner that is meaningful to them and their particular fields (Finney, 2017). Therefore, it is critical to examine the actions taken to effectively operate and manage the CTL and its effects on adjunct faculty job satisfaction.

Statement of the Problem

The growth of adjunct instructors in higher education has exploded, and now, adjuncts account for nearly half of all faculty in degree-granting institutions (Cottom et al., 2017; Eagan et al., 2015; Kimmel & Fairchild, 2017; Hoyt, 2012; West, 2010). Adjunct faculty often carry feelings of disconnect and believe they are exploited, suggesting they are dissatisfied with their jobs (Brennan & Magness, 2018a). In fact, only 41% of adjunct faculty members are very satisfied with their academic careers, compared to 69% of tenure-track faculty (Yakoboski, 2016). Several studies confirm that there is a limited amount of adjunct faculty who are satisfied with their career due to little or no job security, few benefits or opportunities for career advancement, minimal administrative support, and underpayment (Eagan et al., 2015; Kimmel & Fairchild, 2017; Pons et al., 2017). When adjunct faculty members work under these conditions, they are not invested in their job and only give enough effort to meet the minimal expectations (Johnson, 2011; Pons et al., 2017). There is a connection between institutional environments that provide resources and rewards and faculty satisfaction and productivity (Eagan et al., 2015). Adjunct faculty members who have a greater level of satisfaction with their work show more organizational commitment (Eagan et al., 2015).

These facts lead to the following study of how universities support adjunct faculty. Evidence suggests that a supportive environment fosters a greater commitment to the organization and increases part-time faculty skills to promote a quality educational experience (Hoyt, 2012; Waddell et al., 2016). According to Lieberman (2005), when faculty see themselves

as an integral part of the whole institution, they are more committed, which helps the organization become high functioning (Lieberman, 2005). Therefore, focusing on the barriers and challenges experienced by adjunct faculty and major changes to the employment practices is critical because colleges cannot achieve high-quality instruction without the entire commitment of their instructors and increased job satisfaction (Graham, 2017; Hoyt, 2012; Kloet et al., 2017; West, 2010).

Purpose of the Study

This qualitative research study's purpose was to explore the lived experiences of adjunct faculty using a CTL and gather information that will help college administrators manage the job satisfaction of their adjunct faculty. This study's objective was to explore whether the use of CTL affects adjunct faculty degree of job satisfaction. This study investigated adjunct faculty who have taught four consecutive semesters at a community college to uncover the effects CTL has on adjunct faculty job satisfaction and their performances within the workplace. The study also worked to identify the best practices universities should implement in CTLs that promote positive job satisfaction.

Research Questions

This study focused on the following research questions.

RQ1. What are the lived experiences of adjunct faculty who use the center for teaching and learning?

RQ2. How do the lived experiences of adjunct faculty who use the center for teaching and learning affect adjunct faculty job satisfaction?

Definition of Key Terms

Adjunct faculty. Pyram and Roth (2018) define adjunct faculty as part-time faculty members with real-world experience and expertise, flexibility, and availability. Their teaching load consists of one or more classes at an institution of higher education without a full-time contract (Dolan et al., 2013). These short-term contract workers receive a very low salary with a shameful lack of support (Brennan, & Magness, 2018b; Pyram & Roth, 2018).

Center for teaching and learning (CTL). The core mission for the center for teaching and learning is to engage in educational or faculty development; it is a source of improvement for university lecturers' pedagogical thinking and skills (Forgie et al., 2018; Roberts, 2014).

Job satisfaction. Job satisfaction is the emotional response an employee has toward their job and the work environment (Al-Ghareeb & Al-Wateyan, 2019; Stankovska et al., 2017). According to Kohli and Sharma (2018), the emotion pertains to the degree of like and dislike the employee has for his or her job.

Teaching and learning center. The teaching and learning center (TLC) offers various programs that increase pedagogical, teaching, and learning understanding in academic institutions (Ableser & Moore, 2018; Muller & Dangur, 2012). The center houses college staff, a small library of training videos and reference books, and a computer lab (Troller, 2002).

Theoretical Framework

Higher education has evolved where many institutions rely on adjunct faculty to teach courses. In a study conducted by Yakoboski (2016), adjunct faculty teach at multiple institutions throughout an academic school year, piecing together a full-time load. Working a full load is beneficial for the institution yet harmful to the instructor. Many adjunct faculty members work under unsettling conditions that include little to no job security, few benefits and opportunities

for career advancement, as well as low wages (Kimmel & Fairchild, 2017), which affects the faculty's willingness to commit to their organization and leads to dissatisfaction (Johnson, 2011; Kimmel & Fairchild, 2017). Masum et al. (2015) cautioned that adjunct faculty who are dissatisfied show a decrease in their job performance and are incapable of contributing to the education sector; therefore, it is important to provide more support for adjunct faculty in the workplace. Previous studies reveal that when faculty have greater satisfaction levels with their work, they score higher on measures of organizational commitment, which improves the working environment and the experiences of the students they teach (Eagan et al., 2015; Kimmel & Fairchild, 2017). According to Hoffman (2014), positive student-faculty interactions are associated with positive outcomes for students. As a result, many institutions diligently seek ways to support temporary academic workers in the workplace. Studies have noted and recommended that adjunct faculty receive support tailored to their specific teaching development and needs (Linder, 2012). Rogers et al. (2010) suggested that announcements of job postings and more are important forms of communication that help keep adjunct faculty members informed and connected to the school, and many institutions do this through teaching and learning centers.

Centers for teaching and learning purposefully create an opportunity for faculty to engage in professional development (Forgie et al., 2018; Roberts, 2013). It is a source of training and support for college and university teachers to develop their research design, teaching, and curriculum writing capabilities (Roberts, 2013). According to Chun et al. (2019), even an institution's website with resources such as training and information on its everyday operations is useful. In all, instructors need all kinds of information about teaching if they are going to impact students' knowledge; and to accomplish this, the right information must be available for the right person at the right time in its appropriate format (Adeoye & Popoola, 2011; Hoyt,

2012). Altogether, these aids are essential to the school's culture because training and development opportunities invest in adjunct instructors' capabilities and are positively associated with academic workers' job satisfaction (Masum et al., 2015; Packer, 2019). Moreover, meeting the needs of adjunct faculty incites greater job satisfaction, and when workers are satisfied, they are inspired to be loyal to their organizations and help their organizations perform their functions efficiently and smoothly (Chegini et al., 2019; Fareed & Jan, 2016).

A theory relevant to the effects of job satisfaction in the workplace is Herzberg's two-factor theory. Herzberg's two-factor theory expounds on the idea that there are a set of factors related to the feeling of satisfaction called motivators and there are a set of factors related to the feeling of dissatisfaction called hygiene factors (Hur, 2018). The presence of the motivational factors such as achievement, recognition (for achievement), work itself, the possibility for growth, responsibility, and advancement can produce job satisfaction, whereas hygiene factors related to working conditions and environments such as salary, benefits, interpersonal relationships, and company policies, operate primarily to dissatisfy employees when these conditions are absent (Evans & Olumide-Aluko, 2010; Hur, 2018; Kotni & Karumuri, 2018). Altogether, this theory affirms that the presence of certain job attributes (motivators) leads to satisfaction and the presence of hygiene factors prevents dissatisfaction (Habib et al., 2017).

Chapter Summary

This study explored the center for teaching and learning and its effects on adjunct faculty job satisfaction. Although adjunct faculty receive low pay and lack benefits, they provide substantial cost savings for the university (Eagan et al., 2015). Therefore, many institutions rely on adjunct faculty to teach academic courses. Universities need adjuncts to teach academic courses because universities face budget constraints, and hiring an adjunct is much cheaper

(Brennan & Magness, 2018b; Manternach, 2020). In all, the rationale for employing adjunct faculty has shifted over time in higher education (Eagan et al., 2015), and for that reason, more efforts must be made to ensure adjunct faculty receive the support they need to be successful in the classroom. In all, this study's purpose was to explore adjunct faculty perceptions about the center of teaching and learning and its influence on job satisfaction.

Chapter 2: Literature Review

This chapter provides an overview of past research regarding adjunct faculty in higher education and reviews the organizational commitment theory. Key topics discussed in this chapter reveal the current impact and position of adjunct faculty in higher education. The topics are as follows: adjunct faculty growth, adjunct faculty roles in higher education, adjunct faculty working conditions, job satisfaction of adjunct faculty, the effects of institutional support for adjuncts within the workplace, centers for teaching and learning, and the effects of adjunct faculty environment and performance on student achievement. This chapter aims to address centers for teaching and learning effects on adjunct faculty job satisfaction and their workplace performance. The research instruments used to conduct this study include EBSCO and ProQuest Education Journals, and the keywords used to conduct the search include *adjunct faculty*, *contingent faculty*, *part-time instructors*, *centers for teaching and learning*, *student achievement*, and *job satisfaction*. The selected search engines delivered a large number of results, and these resources were reviewed and used to compile an extension study on adjunct faculty job satisfaction associated with the center of teaching and learning.

Growth in Adjunct Faculty

The structure in higher education is constantly changing, and within the last decade, institutions have experienced a shift in the faculty make up. The representation of part-time faculty in the academic labor force has increased in the last 20 years, shifting from mostly full-time faculty to utilizing a significant adjunct faculty pool (Cottom et al., 2017; Eagan et al., 2015). Shulman (2019) found that part-time faculty employment rose from 35% to 49% of total faculty employment over these three decades. In all, adjunct faculty now account for more than half of all faculty in degree-granting institutions (Kimmel & Fairchild, 2017). Part-time faculty

saturate the academic pool and are the frontline of the university. In fact, 70% of all faculty teaching in public community and technical colleges are adjuncts (Rich, 2015), and this number continues to increase. According to Kimmel and Fairchild (2017), the number of part-time or adjunct faculty has increased by 162% between 1991 and 2011. A study conducted by Pons et al. (2017) echoes this notion as well, reporting that 77% of community college faculty consists of adjunct faculty. This change may seem frivolous; however, the move to part-time is necessary. The decrease in funding for higher education and dramatic demands and growth in college student enrollment has resulted in immense dependency on adjunct faculty members (Eagan et al., 2015; García et al., 2017; Pons et al., 2017). Both claims are accurate and justifiable, yet the most prevailing claim is the decrease in funding.

According to Johnson (2011), the most important reason for hiring contingent instructors (adjunct faculty) is budgetary constraints. Institutions continue to receive low funding each year and cannot afford to hire full-time or tenure-track faculty; as a result, universities rely on adjunct faculty to carry the academic mission. Universities consider the dependency on adjunct faculty to be useful because in the era of budget cuts, adjunct faculty are more economical hires than tenure-track faculty (Kimmel & Fairchild, 2017). Adjunct faculty often receive lower salaries, less institutional support, and lack benefits, which is a substantial cost savings for the university (Dolan et al., 2013; Eagan et al., 2015). In fact, colleges “can hire up to two dozen part-time faculty for roughly the same amount it costs to hire a full-time faculty member” (Johnson, 2011, p. 762). Moreover, managing and hiring adjunct faculty members is cheaper and helps meet the demands of budget challenges (Dolan et al., 2013; Rich, 2015).

As higher education continues to expand, adjunct faculty roles amplify. According to Rich (2015), colleges employ increasing numbers of adjunct faculty members to meet the

demands of students. Having faculty that is adaptable within the institution is necessary because it allows universities the flexibility to adjust and manage the changes in student enrollment, course offerings, and instructors who are needed to teach the class (Meixner et al., 2010; Pons et al., 2017). For example, some higher education institutions have increased the number of courses taught in the evenings, weekends, and online (Rich, 2015). In all, with today's budgetary issues, adjunct faculty use is likely to increase, and their roles will advance where they will touch more students in higher education (Meixner et al., 2010).

Role of Adjunct Faculty in Higher Education

The impact of adjunct faculty in higher education is dynamic. In general, adjunct faculty teach most of the undergraduate courses in higher education (Dolan et al., 2013). As of 2017, adjunct faculty teach about 58% of all community college classes (Pons et al., 2017); consequently, it is essential to analyze the position adjunct faculty hold in higher education. Adjunct faculty members are known as part-time or contingent instructors hired to work on a term-by-term basis (Cottom et al., 2017; Rich, 2015). Although adjunct faculty are only contracted on a semester-by-semester term, they continue their employment in higher education for numerous years (Cottom et al., 2017). They often hold more than one position at multiple institutions or work a full-time job to meet their financial obligations (Dolan et al., 2013; Kimmel & Fairchild, 2017; Rich, 2015). Even though adjunct faculty teach one or more classes at a higher education institution without a full-time contract, they continue to primarily teach for enjoyment (Dolan et al., 2013; Kimmel & Fairchild, 2017). Alongside their course load, adjunct faculty have many of the same teaching and grading requirements as full-time faculty, and in theory, have a great impact on higher education (Meixner et al., 2010). However, they are regularly viewed as temporary, low-cost employees hired to address the problems of increasing

student enrollment and decreasing funding (West, 2010). Thus far, research shows that adjunct faculty substantially contribute to higher education, yet further studies will provide evidence that institutions fail to recognize the significance of adjuncts by providing part-time faculty with less institutional support (Meixner et al., 2010). In a study conducted by Pons et al. (2017), nearly one-half of the study participants expressed dissatisfaction with the level of recognition for their contribution to the college. It is critical for the administration to understand the environment the university creates for adjunct faculty because there is a relationship between an institutional environment that provides adjunct with promotion opportunities, professional development, and faculty satisfaction and productivity (Eagan et al., 2015).

Conditions of Adjunct Faculty in Higher Education

The difference in workplace expectations between full-time and adjunct faculty is minimal, yet the variation in working conditions for adjunct faculty is significant. Many studies showed the environments created for adjunct faculty by the institutions were not favorable because their access to development and support was limited (Leigh, 2014). According to several studies, adjunct faculty frequently encounter limited or no office space and little or no job security (Eagan et al., 2015; Kimmel & Fairchild, 2017; Pons et al., 2017). Johnson (2011) reported that “contingent workers hold insecure positions with little control and predictability” (p. 763). Contingent workers are typically compensated poorly, and previous studies explained that staffing depended on student enrollment and budget, which resulted in them working on a term-by-term basis (Kimmel & Fairchild, 2017; Pons et al., 2017). Another unfavorable condition resulted in adjunct faculty teaching courses for a fraction of what full-time instructors command, which is considerably less than full-time faculty per course (Rich, 2015). Proper (2017) noted that subject matter experts (SME) develop courses and universities hire part-time

faculty to “deliver” them. On average, they receive \$2,700 per course. At that rate, an adjunct teaching a 4–4 load would receive only \$21,600 per year without benefits (Brennan & Magness, 2018). In addition to low pay, adjunct faculty receive limited clerical or administrative support and go without having lunch breaks or coffee breaks (Eagan et al., 2015; Kimmel & Fairchild, 2017; Pons et al., 2017; Rich, 2015). Coughlan (2015) also noted that adjunct faculty have less opportunity for progression or promotion and are often hired at the last minute with little or no time to prepare.

Other concerns of adjunct faculty include often being excluded from socialization, curriculum development, promotion opportunities, and faculty governance (Dolan et al., 2013; Kimmel & Fairchild, 2017). In a study conducted by Kimmel and Fairchild (2017), only about half of the faculty reported being assigned a faculty mentor. In a study conducted by Waddell et al. (2016), lack of mentorship is a concern because new faculty expressed their need and desire to connect with colleagues, received help navigating the political structure of the organization, and obtained support for efficient functioning within their first year. This is a need because being a part of a community is a critical part in assisting adjuncts to flourish in their calling as teachers (Morton, 2012). In all, adjunct faculty lack benefits, receive lower earnings, which results in savings for their universities but leads to the adjuncts being less willing to reciprocate with effort (Johnson, 2011; Kimmel & Fairchild, 2017).

At the most undesirable times—weekends and nights—with little to no dispute, adjunct faculty members enter classrooms, whether online or on campus, and accept the teaching leadership role with little to no support to ensure their success, and this likely interferes with their work (Johnson, 2011; Rich, 2015). Therefore, it is vital for institutions to improve the services and policies provided to adjuncts. In a study conducted by Kimmel and Fairchild (2017),

evidence showed that adjuncts preferred and believed that better pay and benefits, professional development, opportunities to serve on committees, and more interaction with the department chair were ways to improve their work environment. Chun et al. (2019) also affirmed that adjuncts preferred to increase their knowledge through workshops, seminars, and other opportunities that will allow them to feel more connected with the community of peers and administrators. Improving the adjunct faculty environment by adopting these practices is critical because support for adjunct faculty development most likely promotes student success (Packer, 2019).

The absence of adjunct support represents the overall departmental and institutional working environment, which tends to be a negative impact (Kezar & Sam, 2013). Overall, the amount of adjunct faculty at college campuses continues to grow, and institutions are unprepared to support these instructors, which contribute to a negative working environment for faculty and lead to dissatisfaction and low effort (Johnson, 2011; Kimmel & Fairchild, 2017).

Adjunct Faculty Behavior in Higher Education

The conduct of adjunct faculty in higher education is not ideal compared to their full-time, tenure-track colleagues. Adjunct faculty are less available to students, interact with students less frequently, and spend less time preparing for courses (Eagan et al., 2015; Johnson, 2011). According to Kimmel and Fairchild (2017), many adjuncts hold jobs outside of higher education across multiple institutions, suggesting less accessibility for students and diminished involvement on campus. A study conducted by Johnson (2011) reported that adjuncts even use collaborative techniques less often and have lower academic expectations for student performance than do their tenured and tenure-track peers. They manage to adapt at the last minute with their teaching schedules, instructing courses in the evenings, on the weekends, and

online, which is valuable for students (Kimmel & Fairchild, 2017); yet the “face-to-face exchanges between students and adjuncts decline because they spend less time on campus and often do not have a designated space to meet with students after class” (Johnson, 2011, p. 762). In general, the behavior adjunct faculty display in higher education is substandard due to a poor institutional setting. Eagan et al. (2015) acknowledged that adjunct faculty who receive inadequate support might decrease their overall sense of workplace job satisfaction. In all, adjunct faculty are the primary contact for students but receive unfair treatment; therefore, it is important to understand better the adjunct faculty conditions and job satisfaction to manage student achievement.

Adjunct Faculty Job Satisfaction

Job satisfaction is critical, especially within an academic setting. According to Stankovska et al. (2017), job satisfaction is one of the fundamental factors that relates to how staff performs on the job and increases their level of commitment in the workplace; and interestingly, many studies report that adjunct faculty experience great job dissatisfaction (Eagan et al., 2015; Masum et al., 2015; Meixner et al., 2010; Rich, 2015). In a study conducted by Kimmel and Fairchild (2017), the majority of the part-time faculty who were interviewed in the study expressed a sense of disconnection from the university. In other research, promotion, pay, supervisory support, and team cohesion were prime factors of job satisfaction, in which adjunct faculty were less satisfied with (Eagan et al., 2015; Masum et al., 2015). Although adjunct faculty are unhappy, they are currently employed in record numbers, still maintaining the feeling of disconnect, both academically and socially, from their institutions (Spaniel & Scott, 2013). Kimmel and Fairchild’s (2017) research supported this notion as well, acknowledging that failing to form relationships with administrators and colleagues dissatisfies adjunct faculty.

Additionally, researchers reported that adjunct faculty might experience dissatisfaction due to reduced opportunities for promotions (Stankovska et al., 2017). According to Meixner et al. (2010), many adjuncts prefer full-time positions but do not get many opportunities to advance, which causes them to suffer from career dissatisfaction.

Though previous studies conceded that adjunct faculty were dissatisfied, faculty were mostly happy with their teaching positions (Cottom et al., 2017). Evidence from a study conducted by Masum et al. (2015) revealed that adjunct faculty had very positive attitudes toward the sense of pride in their job. However, unhappiness with their job conditions remains. Rich (2015) reported that adjunct faculty members are less satisfied in specific areas such as wage differentials, autonomy, coworkers, and rewards. In general, feelings of disconnect from campuses, being left out of opportunities, and feelings of isolation are a central theme that permeates all national studies (Cottom et al., 2017; Rich, 2015). In all, academic staff is critical in determining the success of the university; therefore, it is important to consider the job satisfaction of academic instructors. In general, satisfied adjunct faculty tend to be more creative and committed in the organizations; their overall performance increases because of their supervisor's supportive behavior that enhances their dedication and contribution to attain organizational goals (Masum et al., 2015; Stankovska et al., 2017). Institutions should start to provide small gestures, such as access to office space or personal computers, to increase adjunct faculty workplace satisfaction (Kimmel & Fairchild, 2017). In fact, Stankovska et al. (2017) reported that the existence of satisfaction among the academic staff led to long-term careers at the same university and increased productivity in the workplace. Overall, understanding faculty job satisfaction is important because supporting part-time faculty will help ensure that adjuncts are equipped to support the success of their students, and faculty members who are more

prepared to support their students report higher levels of engagement and learning among students at the colleges (Thirolf & Woods, 2017; Trolan et al., 2016).

Herzberg's Two-Factor Theory

Job satisfaction is a key concern for adjunct faculty and one of the most significant job satisfaction theories in Herzberg's two-factor theory (Alshmemri et al., 2017). Fredrick Herzberg's two-factor theory follows the idea that motivators result in job satisfaction and that the factors, which enhance job satisfaction, are distinct from those associated with job dissatisfaction (Alshmemri et al., 2017; Chu & Kuo, 2015; Evans & Olumide-Aluko, 2010; Hur, 2018). His theory argues that there are a set of factors that are related to the feeling of satisfaction called "motivators," and there are a set of factors called "hygiene factors" related to the feeling of dissatisfaction (Evans & Olumide-Aluko, 2010; Hur, 2018).

Motivators are factors in this theory that promote job satisfaction (Evans & Olumide-Aluko, 2010; Hur, 2018; Kotni, & Karumuri, 2018). They lead to positive job attitudes and motivate an individual to achieve and put in above-average effort or performance (Alshmemri et al., 2017; Chu & Kuo, 2015). According to Alshmemri et al. (2017), motivator factors include achievement, recognition, the work itself, responsibility, advancement, and the possibility for growth. A brief explanation of the motivation factors is provided (Alshmemri et al., 2017).

- **Achievement.** Achievement pertains to seeing positive results of one's work.
- **Recognition.** Positive recognition is when an employee receives praise for achieving a specific goal.
- **Work itself.** The job task and duties an employee has to perform in the workplace correlates to the work itself. Work itself relates to whether the job is too easy-going or too challenging, stimulating or boring.

- Responsibility. Responsibility is having the liberty to make your own decisions.
- Possibility for growth. Possibility for growth is having the opportunity to learn new skills, experience training in new techniques, and gaining new professional knowledge.

The other factor linked to Herzberg's two-factor theory is called the hygiene factor.

Hygiene factors prevent job dissatisfaction and do not upsurge the level of job satisfaction (Alfayad & Arif, 2017). Company policy and administration, financial remuneration (salary or wages), job security, the quality of interpersonal relations, and working conditions are categorized as hygiene factors (Chu & Kuo, 2015; Kotni & Karumuri, 2018). A brief explanation of the hygiene factors is provided (Alshmemri et al., 2017; Fareed & Jan, 2016).

- Company policy and administration. Company policy and administration related to good or poor organizational policies and management that affect the employee.
- Financial remuneration (salary and wages). Compensation received from the workplace.
- Job security. Job security is having consistency in a career, such as insurance and retirement benefits.
- Quality of interpersonal relations. Interpersonal relations include personal and working relationships between the worker as well as job-related interactions and social discussions.
- Working conditions. Working conditions consist of workplace accommodations such as a good or poor facility, amount of work, space, tools, and safety.

Centers for Teaching and Learning (CTL)

Studies noted a lack of institutional and teaching support for adjuncts and recommended some best practices. A study reported that adjunct faculty should receive support tailored to their specific teaching needs and development (Linder, 2012). An approach that institutions have

taken to provide more support is through the center for teaching and learning (CTL) because continuous professional development of adjuncts is a must (Masri, 2018). Centers for teaching and learning have emerged across the country and around the globe in response to pedagogical needs in institutions of higher education (Lieberman, 2005). Universities rely upon the centers because they promote excellence in teaching, and research has shown that centers advance student learning (Forgie et al., 2018). In fact, in a study conducted by Forgie et al. (2018), the core mission of 91 CTLs across Canada was to engage in educational or faculty development, and most institutions are welcoming this structure. According to West (2010), the role of an institutional CTL is a vital partner in elevating the importance of effective teaching on campus. Many studies reported that administrators such as directors and deans agreed and believed that CTLs are critical and necessary (Forgie et al., 2018; West, 2010).

It has been noted previously that the best practices for CTLs are to promote excellence in teaching. These practices include new faculty seminars, teaching and learning curriculum, and peer evaluation of lecture teaching, which are performed to support faculty in developing their teaching skills (Andurkar et al., 2010). Packer (2019) also suggested that the CTL have a staff member present at every professional development event in an effort to nurture the adjuncts. Specifically, communicating in a CTL, individual-to-individual, where established rapport exists is known to be the most effective approach because the work of an adjunct professor is often carried out in isolation (Rogers et al., 2010). In their study, Forgie et al. (2018) recognized that connection with, and support from, administrators is essential to keep teaching as an institutional strategic priority. Other recommendations from a study conducted by Meixner et al. (2010) suggested that biweekly digital newsletters with teaching methods, general resources on campus, and calendar items of interest to part-time faculty be sent out. The researchers further

acknowledged that concrete professional development needs related to technology usage, incorporating active learning strategies, developing grading scales, and dealing with academic integrity is critical.

Additionally, Cottom et al. (2017) explored the disparities in CTL support, and evidence affirmed that faculty development is an essential part of institutional effectiveness. In a study conducted by Nadler et al. (2012), the CTLs obtained impacted teaching at least 75% of the time for events and activities, consults, mentoring, and grants, and a third of those who participated in using CTL services reported a change in learning in terms of how they thought about teaching.

Adjunct Faculty Satisfaction Impact on Student Achievement

There is a connection between adjunct faculty satisfaction and student achievement. According to Kimmel and Fairchild (2017), adjunct faculty exhibited lower levels of commitment to their institutions and lower performance measures, which negatively relates to undergraduate education and threatens academic quality within the institution (Eagan et al., 2015). This condition exists because faculty are unwilling to participate in building relationships with students (Hoffman, 2014). Part-time contingent faculty spend less time preparing for class, less time with students outside of class, and less usage of engaging teaching techniques than tenure-track faculty because of their limited access to resources (Kezar & Sam, 2013; Kimmel & Fairchild, 2017). Pham and Osland Paton (2017) reported that students' scores were 15% lower when taught by part-time instructors than when taught by full-time instructors. Kimmel and Fairchild's (2017) study explained that when students have limited access to resources and disengaged part-time faculty, it results in inadequate support for the student. In response to this claim, Trolan et al. (2016) added that faculty and students' interactions inside and outside of the classroom were shown to enhance students' learning experiences and success in college.

Positive student-faculty interactions are associated with positive outcomes for students (Hoffman, 2014). When faculty have greater levels of satisfaction with their work, faculty score higher on measures of organizational commitment, which improves the working environment and the experiences of the students they teach (Eagan et al., 2015; Kimmel & Fairchild, 2017). Casual conversations outside of the classroom give faculty members opportunities to clarify concepts and ideas from class discussions and readings (Hoffman, 2014). Other studies acknowledged that informal student-faculty relationships accounted for higher academic performance levels and intellectual and personal development, and informal discussions with faculty outside of the classroom were associated with increased motivation and greater academic self-confidence (Hoffman, 2014; Trolian et al., 2016).

Chapter Summary

Overall, previous studies revealed that positive student-faculty interactions were associated with positive outcomes for students (Hoffman, 2014); and when faculty are more pleased with their work, they score higher on organizational commitment measures, which improves the working environment and the experiences of the students they teach (Eagan et al., 2015; Kimmel & Fairchild, 2017). Therefore, “to be successful in today’s academic environment, one must have access to various mentors, perspectives, and insights” (Waddell et al., 2016, p. 62). The system available at higher education institutions that fosters professional development is the CTL. Connecting adjunct faculty to CTLs will improve their job satisfaction, which will lead to an increase in organizational commitment and student achievement.

Chapter 3: Research Method

This study used phenomenological inquiry to examine the lived experiences of adjunct faculty using CTLs. Six adjunct faculty from different locations in the same college system, two centers for teaching and learning leaders, and one former American Association of Community Colleges (AACC) leader were selected to participate in this study to gain insight on whether the use of the center for teaching and learning (CTL) affects adjunct faculty job satisfaction. The information gathered from this study is expected to contribute to the current literature on adjunct faculty job satisfaction in higher education and add insight for university leadership on best practices for using CTLs.

This study's purpose and intent were to allow adjunct faculty to discuss their daily encounters with CTL and their opinions related to job satisfaction. The central research questions used to investigate these queries were, What are the lived experiences of adjunct faculty who use the center for teaching and learning? and, How do the lived experiences of adjunct faculty who use the center for teaching and learning affect adjunct faculty job satisfaction? The following subquestions were used to address the central research questions.

1. What is adjunct faculty perception of the center for teaching and learning?
2. How do center for teaching and learning affect adjunct faculty level of job satisfaction?
3. Which of the identified elements in the CTL is the most useful to an adjunct faculty?
4. Which of the identified elements in the CTL is the least useful to an adjunct faculty?

Qualitative Research Design

The study aimed to examine adjunct faculty experiences with institutional support within the center for teaching and learning, and a phenomenological case study was the ideal method to utilize because it provided detailed insight about adjunct faculty perceptions of resources

provided by the institution. A phenomenological study is known to be rich and focuses on both participants and the world they inhabit and the meaning or essence of the interrelationship between the two (Eddles-Hirsch, 2015). According to Padilla-Díaz (2015), there are three types of phenomenology: descriptive, eidetic, and ecological, and the most appropriate type of phenomenology is descriptive, which originated from the writings of Husserl and was further developed by Merleau-Ponty (Sundler et al., 2019). The descriptive phenomenology used in social sciences aims to explore and describe lived experiences as well as reach true meanings by engaging in-depth into reality (Christensen et al., 2017; Shosha, 2012).

To carry out phenomenological research, first-person accounts of the participants' experiences in their environment are necessary because they are authentic and meet the phenomenological inquiry goal, which is to fully describe a lived experience (Roberts, 2013). Lived experiences capture the experiences independently in the environment and focuses on the insights from the perspectives of those involved (Flynn & Korcuska, 2018; Roberts, 2013). A researcher must be able to analyze the data received in the phenomenological study and group the responses into meaningful units (Padilla-Díaz, 2015; Shosha, 2012).

Another type of qualitative research design is a case study. A "case study is useful for discovery and interpretation, for looking at processes and meanings, and for testing models or interventions in real-world situations" (Brown, 2010, p. 3). Exploring how and why things happen the way they do within CTLs is this study's objective, making the case study design appropriate. Altogether, the most appropriate research design is to combine the phenomenology and case study design approach because a phenomenological case study combines defining and analyzing personal experiences and identifying deep-rooted characteristics and features (Kang & Shin, 2019).

Population

According to the American Association of University Professors (2018), 66% of faculty at an associate college, which includes community colleges, are adjunct faculty. Specifically, in Texas, adjunct faculty make up about 72%. This study's population had specific characteristics that rendered useful information. Six adjunct faculty from different locations in the same community college system were selected for this study, and the criteria for these participants consisted of part-time faculty who (a) have been teaching for three continuous semesters and (b) teach face-to-face or online courses. Other participants were two leaders from different CTLs at different locations within the same community college system as the study's adjunct faculty. The criteria for the leaders of the CTL consisted of the individuals who (a) currently hold a leadership role in a CTL and (b) have worked with a CTL for at least six months. Additionally, a former chairman of the American Association of Community Colleges (AACC) was selected to participate in this study. The AACC is an association that serves as an advocacy organization for "nearly 1,200 two-year associate degree-granting institutions" (American Association of Community Colleges, 2020). The criteria for the AACC former member consisted of an individual who held a leadership role in the association. The purpose of analyzing these leaders is to retrieve a comprehensive viewpoint of practices used in a CTL. Insight from different levels associated with the community college system may agree or disagree with the adjunct faculties' perspective and reveal whether CTL practices are effective. Specifically, examining participants from the community college system's middle management level revealed the relationship between CTL leaders and adjuncts. Studying a past administrator from an advocacy organization, which this study's community college affiliates with, revealed the guidance the community college receives to support its adjunct faculty.

Sampling

A cadre of researchers argued that ideally, data collection should continue until saturation is reached, and the recommended sample size of three to 10 participants for phenomenological research is essential to reach saturation (Creswell & Poth, 2018; Flynn & Korcuska, 2018; Saunders & Townsend, 2016). Purposefully identifying and selecting knowledgeable and experienced individuals with the phenomenon is useful (Palinkas et al., 2015). In this study, the purposeful sampling technique was used to select six adjunct faculty. A community college administrator provided a list of adjunct faculty who met the study requirements, and the qualified faculty members received a preliminary survey via email that requested their participation in the study. Once the participants accepted, they signed a consent form and moved on to part two of the study, which consisted of a face-to-face interview with open-ended questions pertaining to their work environment and the center for teaching and learning.

The purposeful sampling technique was used to recruit two leaders from different CTLs within the same community college system as the adjunct faculty and one former leader from the AACC in addition to the six adjunct faculty. An administrator from the community college system provided a list of managers who work for the community college CTL. Five community college system CTL leaders received a preliminary survey and consent form requesting the leaders to participate in the study, and two CTL leaders accepted. A member of the AACC referred a former AACC leader for the study. The former AACC leader accepted the invitation to participate in the study.

Participants' Profiles

Participants' profiles were developed based on the statements gathered from the interviews, and each participant was assigned a pseudonym as a means to protect their identity.

Table 1 reveals the participants' profiles, which validates how the participant met the criteria.

Table 1

Participants' Profiles

| Participants' Assigned Pseudonym | Role | Years of Adjunct Faculty Teaching |
|----------------------------------|---|-----------------------------------|
| Teresa | Adjunct Faculty | 9 |
| Melanie | Adjunct Faculty | 10 |
| Kenneth | Adjunct Faculty | 5 |
| Amber | Adjunct Faculty | 8 |
| Tony | Adjunct Faculty | 8 |
| Chasity | Adjunct Faculty | 18 |
| John | Facilitator of Adjunct Certification Program | X |
| Mary | Center for Teaching and Learning Manager | X |
| Rob | Retired Community College Chancellor and Former Member of the American Association Community Colleges Executive Committee | X |

Teresa

Teresa is a retired assistant principal and has worked as an adjunct faculty for nine years at a community college.

Melanie

Melanie is a full-time program coordinator and has worked as an adjunct faculty for 10 years at a community college.

Kenneth

Kenneth is a high school teacher and has worked as an adjunct faculty for five years.

Amber

Amber is a middle school athletic coordinator and has worked as an adjunct faculty for eight years.

Tony

Tony is a full-time doctoral student and has worked as an adjunct faculty for eight years.

Chasity

Chasity is an adjunct faculty and has taught for 18 years.

John

John is a psychology professor and a facilitator for the center for teaching and learning adjunct certification program.

Mary

Mary is the center for teaching and learning professional development manager.

Rob

Rob is a retired community college chancellor and a former member of the American Association of Community Colleges commissioner's board.

Data Collection and Analysis

Interviews were the primary method used to collect data and examine the lived experiences of six adjunct faculty from different locations in the same college system, two

centers for teaching and learning leaders, and one former American Association of Community Colleges (AACC) leader. Research questions used to drive this study inquired about the adjunct faculty experiences, perceptions, feelings, and interpretations of institutional support. According to Saldaña and Omasta (2018), the best way to gather information about experiences and perceptions is through interviews, and the ideal type of interview for this study was a participant construct interview. This approach helped set a category system used by the participants (Gall et al., 2007). This study used three different interview protocols. The survey instrument used to capture the adjunct faculty experience consisted of 18 open-ended questions that followed a semistructured interview protocol (see Appendix A). The interview protocol used for the two CTL leaders consisted of 11 open-ended questions (see Appendix B), and seven open-ended questions formed the AACC interview protocol (see Appendix C). Each interview was recorded through Zoom, a video conferencing tool, transcribed, and reviewed to ensure the transcripts represented the audio. For the qualitative analysis, the participants' statements were coded after each interview using in vivo, initial, and descriptive coding. In vivo coding pass was used because it helps the researcher preserve participants' meanings of their views (Saldaña, 2013, p. 94). The second coding pass used was the initial coding pass. This pass was selected because various data forms, such as interviews and documents from the CTL, were used to collect data. According to Saldaña (2013), initial coding is appropriate for studies with several forms of data. The last coding pass used in this study was the descriptive pass. I used this strategy because it is a straightforward method that is useful for various data forms (Saldaña, 2013, p. 101). From these passes, codes were developed into a typology of adjunct faculty experiences within the case of institutional support, using the exact word or phrase from the participants' interview (Saldaña & Omasta, 2018; Theron, 2015). The secondary method of data collection was a

content analysis, which enables researchers to study human behavior in an indirect way through an analysis of communications (Fraenkel & Wallen, 2006, p. 483). Each adjunct faculty had the option to submit one document coming from the CTL office for review. The adjunct faculty participants submitted documents that illustrated the center's communication practices such as announcements, emails, forms, and professional development lessons, and using in vivo, initial, and descriptive coding, data were coded into key categories and compared with participants' interview responses.

Setting

The participants represented several different community college locations while working in the same community college system; therefore, interviews in this study were held virtually at home in a secured location. A passcode protected the data, and a recorded meeting was scheduled on Zoom. Each interview began with a screening to ensure the participant was isolated from others.

Trustworthiness and Credibility

Trustworthiness portrays quality in qualitative research and underpins both rigor in the research process and relevance, and with these points given, the aim is to establish a high level of confidence in this study (Daniel, 2019). To support credibility in a qualitative study, the techniques, such as extensive interaction, continuous observation, triangulation, and member checking, should be considered (Amankwaa, 2016; Cope, 2014). The methods used to establish trustworthiness in this study were triangulation and member checking.

Triangulation is the process of using multiple sources to draw conclusions (Cope, 2014). The multiple sources used to collect data and ensure credibility in this study were participant interviews and a content analysis of material submitted by the adjunct faculty offered through the

CTL. The study also used member checking because it is the most crucial tactic for assessing trustworthiness and is considered a gold standard of quality in qualitative research (Kornbluh, 2015; Madill & Sullivan, 2018). After all, member checks have several advantages for both researchers and participants, such as correcting errors and eliminating the possibility of misrepresentation and misinterpretation (Kornbluh, 2015; Varpio et al., 2017). In this study, participants reviewed the data and the researcher's codebook three weeks after the meeting (Cope, 2014). At that time, the participants examined the codes and verified the accuracy.

Assumptions

A good practice in a qualitative study is to acknowledge the assumptions. Amankwaa (2016) acknowledged that it is valuable and essential to briefly report in manuscripts, as best as possible, how one's preconceptions, beliefs, values, assumptions, and positions may have come into play during the research process. The assumptions presented in this study are associated with the belief and values of the participants. It is assumed that these participants answered the interview questions faithfully because of the confidentiality practices and no affiliation with the researcher. Equally important is the nature that participants did not feel pressured to answer questions in a particular way because they are volunteers for this interview and could choose not to participate at any time. The expected attitude of the participants is they have a sincere interest in partaking in this study and were not motivated by any other elements such as impressing college administrators as they agreed the study is valuable. Additionally, adjunct faculty had the option to submit a document from the CTL to be reviewed. It is assumed they would opt-in and submit content to be analyzed to further communicate their experiences within the CTL.

Limitations

Several uncontrollable elements affected the results of this study. Some elements included the inability to validate the lived experiences and sample population. Since the interview questions were open-ended, participants had more control over the content they shared, and there was no way for the interviewer to check the accuracy of the shared information according to the situation.

Delimitations

The delimitations of this study were associated with population or sample and instrumentation. Taking into account this study focuses on the lived experience of adjunct faculty and their experience with CTL, this study was inclusive to only participants who have taught at a community college on a consistent basis. The instrumentation was also carefully crafted, where open-ended questions were used during the interview rather than multiple-choice questions. This approach was chosen to promote liberation when answering the questions during the interview. This method might also have encouraged participants to be more transparent about their experiences.

Chapter Summary

In this chapter, I explicitly described the study design used to explore the impact CTLs had on adjunct faculty job satisfaction. I discussed the phenomenological research, the population and sampling size, participants' profiles, and where the interviews occurred. I also provided insight into the researcher's role in the study and the measures taken to ensure that all participants were protected. In addition, trustworthiness and credibility, assumptions, limitations, delimitations, and ethical considerations were explained throughout this chapter. This section assuredly justifies all the elections made to ensure the lived experiences of the adjunct faculty

and their encounter with CTLs were accurate and advantageous for future studies. The following chapter (Chapter 4) reports on the descriptive account of statements gathered from the interviews. Chapter 5 will summarize and draws conclusions from those accounts as it relates to previous literature. Chapter 5 also provides recommendations for future studies.

Chapter 4: Results

This phenomenological case study aimed to examine the lived experiences of adjunct faculty who used CTLs. This study's objective was to identify the best practices used to increase adjunct faculty job satisfaction. Purposeful sampling was used to select six adjunct faculty, two centers for teaching and learning leaders, and one former American Association of Community Colleges leader. Participants answered questions about the impact CTLs had on adjunct faculty job satisfaction, center practices, and the American Association of Community Colleges' commitment toward community college leadership development. All interviews were conducted through Zoom, a video conferencing tool, and an 18 open-ended adjunct faculty questionnaire, 11 open-ended CTL leader questionnaire, and six open-ended AACC leader questionnaire were transcribed then coded using in vivo, initial, and descriptive coding. A typology of adjunct faculty experiences with CTLs, CTL leader practices, and universal community college leadership practices emerged from the in-depth interviews. Adjunct faculty participants also submitted one document to illustrate the types of communication sent from the CTL. Six documents were analyzed, and a typology of CTL practices emerged from the in-depth content analysis. Chapter 4 presents the results gathered through the data analysis of CTL documents and adjunct faculty experiences who used CTLs and the CTL and university leader experiences. In this chapter, the results are organized according to two research questions. Several themes and subthemes emerged from the data.

Data Analysis Process

All interviews were coded manually in two phases using in vivo, initial, and descriptive coding. This process consisted of grouping and analyzing all adjuncts together and placing CTL leaders and the AACC leader in their own group, then comparing all participants' responses and

documents collectively. The first coding strategy used during this study was in vivo coding. This coding examined the culture language used by the participants. The following phrases emerged during this coding strategy: “I pretty much use that as a center to kind of get everything together before I have my evening classes,” “they always had something going on,” “you’re a lifelong learner and I truly believe that,” “if you are not willing to learn and be a dynamic participant in making your class better utilizing new technologies, then that is where you need the learning center,” “more innovative campuses have more resources whether it is via mass email (eblast) to the staff as a whole,” “traditional campus is kind of a framework around traditional teaching,” and “I’m very satisfied with just how they make sure that they are available to us. They are very vocal. They’re very visible by e-mail” (see Table 2). The second coding strategy used to analyze the participants’ interviews was initial coding. During this coding pass, participants’ responses were condensed to several codes (see Table 2). The following codes were identified from the statements made by the participants: seek help from the CTL, utilize CTL classes, CTL provided many resources, CTL is accessible, frequent access, CTL is a good resource, small intimate training sessions, clear communication from CTL, CTL prepare professional training, promotes innovation, applies training at work, consistency, reliability, satisfied with help, immediately responds to adjunct faculty, face-to-face support, and 24/7 online support. Assigning responses to one-word topics, otherwise known as descriptive coding, was used to label the participants’ responses. The following codes emerged during this coding strategy: technology, resources, small group, on campus, online, strategies, emails, professional development, internet, course designer, computer, classes, job aids, and office supplies (see Table 2). The last coding strategy used in this study was a content analysis. This strategy was used to examine the documents sent from the CTL. Adjunct faculty submitted emails that included announcements about the

community college professional development training sessions, details about the CTL, such as the operating hours and call for proposals, and an adjunct faculty social event. All documents were manually coded at once using the initial coding pass. Characteristics of the training, proposal, and event descriptions were recorded, and the frequency and pattern of how the information occurred were analyzed. The following codes emerged from this content analysis: topic of training, tool used to provide training, how often training occurred, time training is offered, and professional development email recipients (see Table 2).

Table 2

Coding Strategies and Codes

| Coding Strategies | Codes |
|--------------------|--|
| In Vivo Coding | I pretty much use that as a center to kind of get everything together before I have my evening classes; they always had something going on; you're a lifelong learner and I truly believe that; if you are not willing to learn and be a dynamic participant in making your class better utilizing new technologies, then that is where you need the learning center; more innovative campuses have more resources whether it is via mass email (eblast) to the staff as a whole; traditional campus is kind of a framework around traditional teaching; I'm very satisfied with just how they make sure that they are available to us. They are very vocal. They're very visible by e-mail. |
| Initial Coding | Seek help from CTL, utilize CTL classes, CTL provided many resources, CTL is accessible, frequent access, CTL is a good resource, small intimate training sessions, clear communication from CTL, CTL prepare professional training, promotes innovation, applies training at work, consistency, reliability, satisfied with help, feels included, immediately responds to adjunct faculty, face-to-face support, 24/7 online support. |
| Descriptive Coding | Technology, resources, small group, on campus, online, strategies, emails, professional development, internet, course designer, computer, classes, job aids, office supplies. |
| Content Analysis | Topic of training, tool used to provide training, how often training occurred, time training is offered, professional development email recipients. |

A collection of responses from nine total participants and documents selected by the adjunct faculty participants sent from the CTL were analyzed to reveal the best practices needed to increase adjunct faculty job satisfaction. Six adjunct faculty shared stories of their interaction with the CTLs and their viewpoints about the CTL leaders they encountered and how it affected their job satisfaction. The codes captured from the participants' statements translated into several themes through repetition, indigenous expressions, sorting, and comparison (Ryan & Bernard, 2003). Participants echoed one another's perspective in this study, which demonstrated the importance of that experience. Adjunct faculty also used workplace jargon, such as Smith Tech and D2L, throughout their interview. These expressions emerged naturally and explicitly expressed the participants' workplace setting. Sorting those explicit statements and connecting them to relevant descriptions led to other study themes, which many expressions from the study participants connected, indicating the main idea. Analyzing the similarities and differences between statements revealed the subthemes (Ryan & Bernard, 2003). Differences with participants' lived experiences in degree and type appeared throughout all the data, introducing related elements (Ryan & Bernard, 2003). Altogether, the identified codes translated into themes despite participants being located in different parts of the same community college system with expressions frequently reoccurring, the common use of workplace jargon, and the connection between perspectives.

Research Questions

The following research questions were answered in this study.

RQ1. What are the lived experiences of adjunct faculty who use the center for teaching and learning?

RQ2. How do the lived experiences of adjunct faculty who use the center for teaching and learning affect adjunct faculty job satisfaction?

Research Question 1

What are the lived experiences of adjunct faculty who use the center for teaching and learning? In response to this question, three overarching themes, including six subthemes associated with theme one, emerged (see Table 3). All themes were derived from the participants' statements.

Table 3

Overarching Themes and Subthemes

| Themes | Center for Teaching and Learning Practices | Inclusiveness | Confidence |
|-----------|---|---------------|------------|
| Subthemes | Differentiated Support Adequate Time Availability Practical Support Small Group Instruction, Pedagogical and Technology Support Effective and Regular Communication | | |

Theme 1: Center for Teaching and Learning Practice

The first overarching theme that emerged from participants' responses is the center for teaching and learning practices. Each participant discussed their experiences with the CTL, and they all shared how the center has specific features: (a) differentiated support, (b) adequate time availability, (c) practical support, (d) small group instruction, (e) pedagogical and technology support, and (f) effective and regular communication.

Subtheme 1: Differentiated Support. Accessing support from the CTL in different formats like face-to-face coaching or a system user guide was a common experience for four out of six adjunct faculty (66.67%). Participants communicated how meaningful it was to have options to interact with a representative from the CTL or utilize online job aids. Amber discussed how she had two options to participate in training. She stated:

If I want to use the responder's locked down browser, all I have to do is key that in. And then there are PDF documents along with videos that aid you in how to use that type of feature for your class. That, I will say, is my favorite.

Tony, Chasity, and Teresa agreed that the professional development online modules and face-to-face training were accessible through the CTL. Tony reflected on how he experienced online professional development. He stated:

The online professional development will probably be the most helpful to me. I'm able to take those skills that I'm learning from different professors and different adjuncts and incorporate some of the things that they're using into my classroom.

Another adjunct reflected on how they used both online job aids and face-to-face training to access support. Chasity explained, "Job aids are done well with step-by-step directions and screenshots. You know exactly what is coming, what to expect, and there is no issue like my version does not look like that." She confirmed there are other options. "There are times when you might be overwhelmed and just stuck, and you just do not know what to do. It is nice to have someone sit down and walk through it with you." Teresa recognized the last-minute access to participate in face-to-face coaching. She stated:

If I had a problem that I needed to be solved or needed help with, I'm able to get face-to-face help quickly. The person was right there. And I could pull up my learning

management system, my course, my gradebook, whatever, and I could quickly show them instead of having to, you know, having to explain it.

Center for teaching and learning leader John reinforces the adjuncts' experiences by discussing the different ways support is offered through the center. When talking about the CTL adjunct certification program, John shared how the program uses a mixed-methods approach. He stated, "It is a hybrid program, it is 10 weeks, and we actually meet five times and at the end." John continued to explain how the center pushes to offer more online access. He pointed out, "Right now, and in a pandemic, we are piloting a new online format where we have two pilot groups going on right now where adjuncts can actually complete the certification program online."

Subtheme 2: Adequate Time Availability. All adjunct faculty (100%) expressed that the CTL was available to them often. Some adjuncts shared that availability was contingent upon the time of day and format. Amber explained that the CTL was readily available all the time. Teresa, Melanie, and Kenneth echoed the same view explaining that they could access the center. However, it was not the same on campus. Teresa explicitly shared that the online CTL support offered open access "24/7." However, her experience with the CTL campus availability was different. She expressed this by stating,

Mostly with the online, it is 24/7. I like the fact that with the online classes, I can access them anytime I need to. Now, if I needed to talk to a person, they are mostly available from seven to seven.

Melanie mirrored a similar thought, stating, "It is available every day and all day, and if I go to the school, the campus is open to like 10 o'clock at night." Moreover, Kenneth acknowledged that the center is open during the early part of the evening compared to the later part of the

evening. Although Tony and Chasity were unaware of the CTL operating hours, they both expressed that the CTL was available when they needed it, and it felt as if the center was open all the time. Chasity shared:

It could be 10 o'clock at night and you have this issue come up and you don't want to disturb anyone. And they're not at school anyway, and you don't have to go to school. You're at home in your pajamas and it is late and you can get results and answers right then. So, I like that. It is 24/7 help, so to speak.

Center for teaching and learning leader Mary's statement echoed the adjunct experiences by discussing the CTL availability. She stated:

Right now, we are available to them virtually, and normally, when we were on campus and it was open to them, our office hours went from seven a.m. to seven p.m. We have adjuncts that actually use the center daily. So, we will see them daily, and others, we will see them on the couple of days that they're actually on campus.

Adjunct faculty participants submitted documents that reiterated their stories and the CTL leaders' statements. Kenneth submitted one document that offered a webinar session held on a Friday afternoon from 2:00 p.m. to 3:00 p.m. via WebEx, an online meeting tool. Another session shown on this document was a previously recorded webinar available for adjunct faculty to participate in at any time.

Subtheme 3: Practical Support. A recurrent theme among the adjunct faculty was practical support. Four out of six adjunct faculty participants (66.67%) felt the information received from the CTL was tailored to their needs. Both Teresa and Melanie agreed the CTL met their needs. Melanie went on to explain further by stating:

I utilize the CTL, center for teaching and learning, for like resources that I need since I don't have an office on campus. I'll use the workspace or copy machine supplies that I need because usually, if I'm there on campus, it is after hours and I don't have access to other full-timers for questions about anything. So I just utilize that office for that.

Kenneth echoed a similar experienced.

I pretty much use the center to kind of get everything together before I have my evening classes. I'm able to kind of get copies made. I'm able to utilize the internet, of course, check e-mails and things like that.

Center for teaching and learning leader Mary confirmed these experiences.

We provide them a place to do their work. There are computers available. They have stations where they can quietly sit and grade papers. There's a lunchroom area. There's a locker room. They have a space where they can store their lunch. There's a refrigerator. There are also coffee and Scantron machines. So, it is kind of like a central office for them because they don't necessarily have a specific office.

One adjunct faculty noted how the CTL tailors to her needs by investing in career advancement.

Amber stated:

They have programs that if you have a desire to become full time, they have programs that fit the time frame, and they make themselves available to those seeking full-time employment. And they also have webinars that they create. And like I say, probably every week they give a posting on what's available. So, I think again, the information that they have is very relevant.

Mary confirmed that tailoring to the adjuncts' needs is a priority to the CTL staff. She stated:

I work with our campus teams to make sure that we are meeting the adjunct's needs, and I have a committee for both faculty and staff to develop professional development based on their needs. For example, in recent times, adjuncts interact with the CTL because they are working on their course content and they have a question about how to do something with the learning management system.

Rob, the former leader of the American Association of Community Colleges (AACCC), revealed how tailoring to the staffs' needs is the focus. During his interview, he discussed how the AACCC commission would meet and discuss how to provide relevant support and guide community college leaders. He described his experience.

The committees would come together and begin to look at such things as how we as a national committee or organization or task group could, better, better identify ideas, suggestions that would be helpful to our peers.

Subtheme 4: Small Group Instruction. When speaking about relevant support, Tony and Chasity instead chose to focus on how they receive support. Both adjunct faculty participants pointed out the intimate settings they encounter when they receive help from the CTL. Tony revealed the limits and warned,

The center for teaching and learning is open. But it is limited seating, so, like you only have like five desks there now. And yes, you have computer access and stuff like that. But it is not enough space like it was.

On the other hand, Chasity shed light on the intimate setting by discussing the benefits.

Chasity noted:

There were small classes that had two or three people, four or five people, maybe. But they were so helpful because the class was small. The instructor could come around and help us troubleshoot. So, those kinds of classes were really helpful.

John verified that the CTL purposefully implements small group instruction.

With the certification program, you can see what we offer at different times, some of us offer it in the evenings. Some of us offer it on the weekend. [And so the minimum and the maximum participants are 15.] And, so, in a case where we did get large groups, we were spread out.

Subtheme 5: Pedagogical and Technology Support. Support was a resonating theme among all adjunct faculty participants (100%). Many study participants shared how they received pedagogical and technology support from the CTL. Teresa made it clear that the support she received increased her technology ability. She specifically recalled interacting with the course designers.

I would visit my course designer at the beginning of every semester or term, and we would work together on making sure that my course was integrated successfully into the learning management system, Desire2Learn (D2L). And also, we would work to make sure that my gradebook was weighted correctly. And that was the main concern I had, is just making sure that I could export my publisher's gradebook into my D2L gradebook. So, over the years, I became more proficient at it.

Tony recalled a similar experience with D2L as well and stated:

There was a specific time when I was a new adjunct coming in, and I didn't really know how to navigate through D2L because it was very new to me. And so, I was able to go to the CTL to get actual help from other faculty members that were in there. And to me, that

was a blessing that you could go in there and there are other people there that know what's going on with the college. And so to me, the benefit was any time I did go in there, it was a way for me to network with other faculty members that knew what was going on. Overall, D2L was very new, and I didn't understand it as well, and I didn't know how to navigate it. I didn't have the professional development prior to and going into the CTL area helped me to get better with the program.

Chasity also shared her experience with the CTL and how she received technology support.

I had this gradebook issue. So, first of all, way back when we were shifting from Angel to D2L, and they had lots of workshops for making that conversion, and they had lots of job aids. And so, I was going to maybe a workshop on how to set up the gradebook. And then I'd go to another workshop about how to set up your assignments.

With regard to technology support, Amber chose to highlight VTAC instead. She stated, "I found myself utilizing VTAC, which is just a housing of different resources that you can pull from."

Kenneth and Melanie reflected on the professional development support they received during their interview. Melanie explained:

I believe the adjunct certification is through that office. And I did my adjunct teacher certification there. I think my second year through them. That is probably one of the best things. I got ideas on how to teach in my class when I was face-to-face.

She then went on to confirm and stated, "There's always something, a professional development program going on to help educate employees to do their best at the campus. There's always something great going on."

Leaders John and Mary confirmed that professional development is one of the fundamental focuses of the center. John discusses the CTL certification program in detail, and his point of view mirrored Melanie's experience. He stated:

The program basically works with adjunct professors on being effective teachers. And so some of the models include teaching strategies, using technology assessments, classroom management, different teaching methods, just helping teachers become better teachers. Most requirements for teaching at the community college and university are 18 graduate hours of the content area, but many of them have never gone through the process of being an effective teacher. Many professors, college professors, they come from various fields where they have not been trained to teach, and it is very profound for them to learn about these teaching strategies and [this] method.

Mary defined her role as a CTL leader during the interview and highlighted her commitment to professional development by stating, "I manage activities that we do there with regards to professional development." Rob validates all efforts to provide support by stating, "There is a need for additional skills that all faculty are required to have, especially since we are going into both face-to-face and hybrid online instruction."

Subtheme 6: Effective and Regular Communication. Five adjunct faculty participants (83.33%) mentioned the CTLs' communication practices and, at some point, acknowledged how the center sends out regular and effective communication. Adjunct participants acknowledged the messages sent from the CTL are clear, helpful, and sent often. Teresa spoke on how effective the communication is between her and the CTL.

I worked with one lady in particular, and I just called her. She was highly accessible. I had her phone number and I called her, and I said, “hey, it is time for my semester check-in,” and she said to me, “you can come in.”

Chasity shared a similar experience about communicating with someone from the live chat whenever she has technology problems. Kenneth expressed how prompt the CTL is with communication by sharing how quickly the center is on sending out emails to the adjuncts. Kenneth even shared his encounter with regular communication. He stated, “I have also had opportunities that they will usually post on a message board, on a bulletin board about like different opportunities for professional development or things like that.” Amber echoed a similar experience. “Every week they give a posting on what’s available.” Melanie even recalled being bombarded with emails but expressed that she appreciated it.

John and Mary acknowledged the steady communication practice present within the CTL. When discussing regular communication, Mary reflected on a typical day at work as a manager and stated, “So part of what my day would entail me making sure that both resources are open, that staff are there to help answer questions.” As the interview continued, Mary then explained:

My goal is to try to make sure that I communicate with them, that they feel they are also informed. And if they receive something from the outside, if they have a question, then they’ll feel free to come and ask me, how do I deal with this, what is this? And then I can kind of guide them.

John echoed a similar experience and noted,

We create a very safe environment for adjuncts to be able to ask all the questions. You’d be surprised, there’s a lot of simple administrative stuff like where do I get this and where

do I get that? And what about opportunities for advancement that they're not always comfortable with asking their immediate supervisor.

Theme 2: Inclusiveness

The second overarching theme that emerged from participants' responses is inclusiveness. Each participant discussed their experiences with the CTL. Some shared how the center made them feel included by considering their opinions and addressing their needs. For Melanie, it was evident that she felt included. She stated:

They always have something and make adjuncts feel included. Even though, you know, as adjuncts, we can feel extra excluded. There's always something, a professional development program going on to help educate employees to do their best at the campus.

Amber even shared her feeling of inclusiveness when she discussed how the administration and CTL staff asked for adjunct faculties' opinion when scheduling the professional development.

She explained:

So, when they initially started out, it was pretty much like, this is what we have to offer. Then you know, we have an excellent president who's looking like most of our professors are adjunct professors. And so what that means is the majority of them have full-time jobs. With that being said, when we do offer staff developments, most of them are not able to attend staff development. So they sent out a survey asking what times would be better for us, the evenings or weekends.

Mary and John spoke on their efforts to make adjunct faculty feel included when they mentioned their feedback process. Mary explained how the center receives feedback by stating, "Other ways that we received the feedback is through surveys when we have completed a professional development, getting their feedback as to what was useful." Rob's response during the interview

showed that community colleges' leaders consider adjunct faculty when they are making decisions. He explained:

Faculty are faculty and more. And just as much importance and support have to be given to adjunct faculty because adjunct faculty, as we know it now, as we sit here, is the backbone of our teaching core in community colleges.

He continued to clarify his perspective and stated, "We'll have to agree that adjunct faculty are key to the future success of our community colleges and students."

Theme 3: Confidence

Half of the adjunct participants explained how the CTL made them feel confident about their job. Adjunct faculty shared their experiences on how they were dependent on resources and how those resources would help them improve at their job. When asked how the CTL made her feel about her job, Teresa stated, "Oh, it is really confident. I mean, I was very confident as to what I was doing and that I'm on the right track." Chasity even stated, "It helps me greatly be able to do my job." Amber described her feelings of confidence when she discussed how comfortable she was because a resource was available. She noted:

It made me feel comfortable because there was a resource out there. Now, initially again, when I was asked to teach the online class, it was like "bam" take this certification class and you know that was it. But then learning that you know, there's some, especially the checklist that they provided, that made it very helpful.

Research Question 2

How do the lived experiences of adjunct faculty who use the center for teaching and learning affect adjunct faculty job satisfaction? In response to this question, one overarching theme emerged, and this theme was derived from the participants' statements.

Theme: Satisfied

Satisfaction was the overarching theme that emerged from participants' responses. As each participant discussed their experiences with the CTL, they reported that the center for teaching and learning affect their job satisfaction, causing them to feel satisfied. Teresa discussed how confidence in her job makes her feel satisfied. She stated:

I have one hundred percent confidence and job satisfaction due to the fact that I know the information, the resources, and the instructions I'm giving my students. I can feel very confident that I am knowledgeable about knowing what I'm doing, and therefore, that makes them feel knowledgeable, too.

Teresa continued to describe her satisfaction by acknowledging that the CTL offers her everything she needs to be productive at work. She noted:

It gives me everything I need and then some stuff I didn't even know about. Like I didn't know how to use Smith Tech (a screenshot and screen recording tool), and I didn't use voice thread. I didn't use some of the things that I'm starting to use now. And so I can go online and look and go to a virtual class and just kind of, you know, learn from their whatever. So, it is really good. So, yes, they are teaching us how to you know, have more innovations in our classes.

Teresa confirmed her level of satisfaction and stated:

I would rate it a 10 because they go over and above in providing learning opportunities, and they have it on all different levels. If I wanted to see someone face-to-face, I could see them face-to-face. If I wanted to tune in at two o'clock in the morning to a class, I could do that. If I wanted to chat with someone with tech support or with any type of support, I could do that. So they have a lot of modalities for people who like to access

information in different ways, and it is constantly available. There is not a time or a day when I cannot access information or access a person.

When discussing job satisfaction, Kenneth admitted the CTL played a part in being satisfied with working as an adjunct. He stated, “It does play a part because I don’t just feel like I’m a one-man on an island. I have support. The CTL affects my job satisfaction a lot because, without it, I think I’d be lacking something.” Amber chose to acknowledge her satisfaction by recognizing resource support. She stated:

As far as the resources available, I’m satisfied. Human resources, very satisfied. Some of the faculty fellows, they’ve been excellent mentors. And then, of course, our director of instruction. Anything that I’ve asked for, she’s given it, and anytime I’ve asked for help or have asked for certain data, I’ve been able to get it. I think it is important to make sure you have good people in place.

When asked if the CTL offers everything she needs, Amber confirmed:

To be honest with you, I’ve not ever had to say “I wish they would do this” because I’ve actually learned a whole lot of things that I didn’t even know was possible, especially in the online platform. So, I will say that I’m very satisfied with the tools that they’ve offered to help me be a productive teacher.

Melanie discussed her job satisfaction in the interview and stated, “I’m not dissatisfied. I cannot complain because they always send e-mails.” Furthermore, like Teresa, Tony rated his job satisfaction level and stated, “On a scale of one to 10, I would say about eight point five. It has really helped me with building those relationships.” Chasity talked about her job satisfaction from a different perspective, focusing on the level of engagement. She explained:

I think it comes down to my level of engagement because they're providing what I perceive to be everything I could possibly need. But it comes down to me plugging in to what they're offering. And the semesters where I've had less job satisfaction, I wasn't as plugged in with the semesters where I had more job satisfaction. I am more plugged in.

Chasity then countered her statement and revealed that she was satisfied. She stated:

I would say I'm most satisfied with their willingness to help teachers by providing training opportunities, availability for technical help through chat. And the job aids that they've spent so much time putting together have been amazing for asynchronous help. What I'm least satisfied with, I cannot think of a thing that I'm not satisfied with because I just think they've been amazing.

Both Mary and John perceive the adjunct faculty to be satisfied. When discussing adjunct satisfaction, Mary stated:

I think the general satisfaction is very high. There's always someone to answer questions if they have questions regarding technology or they have questions regarding some processes. If we don't have the answers, we can kind of give them some guidance as to who would be able to answer that question for them.

Mary continued to support her position and acknowledged that the support she provides to adjunct faculty who used CTL is satisfactory. She declared:

I believe that it is satisfactory because I have seen so many new adjuncts that have come through and have grown and are making and building relationships with other adjuncts. And so knowing and seeing that both of those individuals are starting to feel like they belong and that they feel that they have a place at our campus, it has been very rewarding to see that.

John also believes that the support he provides to adjunct faculty is satisfactory. When asked, he stated, “Absolutely, yes, yes, yes. I try hard to create a very safe environment where we can have candid conversations, and they can ask the questions that they want.”

Chapter Summary

In this chapter, I discussed the findings from six adjunct faculty, two CTL leaders, and an AACC leader concerning adjunct faculty who use the center for teaching and learning and their job satisfaction. The qualitative, phenomenological research study utilized an 18 open-ended adjunct faculty questionnaire, an 11 open-ended CTL leader questionnaire, and six open-ended AACC leader questionnaires to discover themes and best practices for the CTL. Three overarching themes emerged from the findings derived from research question 1. These included center for teaching and learning practices, inclusiveness, and confidence, including six subthemes associated with theme one, (a) differentiated support, (b) frequent time availability, (c) practical support, (d) small group instruction, (e) pedagogical and technology support, and (f) effective and prompt communication. Research question 2 revealed one overarching theme of being satisfied. Chapter 5 will present the discussion as it relates to the two research questions, past literature, the theoretical framework, and recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

This qualitative study evaluated the lived experiences of adjunct faculty who use a CTL and the impact the CTL has on their job satisfaction. Adjunct faculty often carry feelings of disconnect and are dissatisfied with their jobs due to few opportunities for career advancement and the minimal administrative support (Brennan & Magness, 2018b; Eagan et al., 2015; Kimmel & Fairchild, 2017; Pons et al., 2017); and institutions have responded by purposefully creating an opportunity for faculty to engage in professional development (Forgie et al., 2018; Roberts, 2013). Since there is a lack of research concerning the impact of CTLs on adjunct faculty, this phenomenological study explored the CTLs' best practices that impact adjunct faculty's job satisfaction.

Data were collected through interviews from six adjunct faculty, two CTL leaders, and one former AACC leader, and four coding strategies were used to analyze the statements by all participants and documents submitted by adjunct faculty. Three themes, including six subthemes, emerged for research question one, and one theme emerged for research question two.

This chapter includes a discussion of major findings related to the center for teaching and learning and best strategies to implement at a CTL to motivate adjunct faculty and improve job satisfaction. This chapter also discusses the connections between findings and Herzberg's two-factor theory as well as limitations, implications for practice, and recommendations for further studies.

This chapter reports the findings that answer the following research questions.

RQ1. What are the lived experiences of adjunct faculty who use the center for teaching and learning?

RQ2. How do the lived experiences of adjunct faculty who use the center for teaching and learning affect adjunct faculty job satisfaction?

Discussion of Findings in Relation to Past Literature

This case study described strategies used by a CTL that impacts adjunct faculty job satisfaction. Both CTLs in this study offered the same services, and an overall conclusion derived from this research is that a CTL impacts adjunct faculty job satisfaction by addressing motivator and hygiene factors. Past literature claimed that training and development opportunities were positively associated with academic workers' job satisfaction (Masum et al., 2015). Literature also affirmed that small gestures, such as access to office space or personal computers, increased adjunct faculty workplace satisfaction (Kimmel & Fairchild, 2017). As previously stated, a CTLs mission is to engage in educational or faculty development and help improve the university lecturers' pedagogical thinking and skills (Forgie et al., 2018; Roberts, 2014). According to Habib et al. (2017), certain job attributes (motivators) lead to satisfaction, and the presence of hygiene factors prevents dissatisfaction. Given these points, this study reveals that a CTL carries out specific tasks to manage factors that are not motivating to adjunct faculty and factors that satisfy them, which results in overall satisfaction in the workplace.

Research Question 1

What are the lived experiences of adjunct faculty who use the center for teaching and learning?

Almost all adjunct faculty participants discussed that they received support from the CTL in the format most beneficial to their needs. Some adjuncts explained how they used job aids to complete their job tasks, and other adjuncts discussed how face-to-face training was the method they utilized. In particular, one adjunct stated, "Job aids are done well with step-by-step

directions and screenshots. You know exactly what is coming, what to expect, and there is no issue.” Another adjunct stated, “The online professional development will probably be the most helpful to me.” These statements support the assertion that an institution’s website with resources such as training and information on its everyday operations is useful (Chun et al., 2019; Hoyt, 2012). Past literature also suggested that a CTL has a staff member present at every professional development event in an effort to nurture the adjunct (Packer, 2019). This supports an adjunct’s experience with face-to-face professional development. The adjunct stated, “If I had a problem that I needed to be solved or need help with, I’m able to get face-to-face help quickly.”

All adjunct participants described their experience with CTL availability and found the CTL is readily available for them to access at different times of the day, which is suitable for their needs. One adjunct stated, “I like the fact that with the online classes, I can access them anytime I need to. Now, if I needed to talk to a person, they are mostly available from seven to seven.” Centers for teaching and learning leaders also acknowledged that the centers provide a sufficient amount of time for adjunct faculty to access the center, and the email announcements sent out to adjunct faculty mirror the same message. Their depiction supported the claim that instructors need all kinds of information, and the right information must be available for the right person at the right time in its appropriate format (Adeoye & Popoola, 2011).

Practical support is an experience most adjunct faculty discussed. Several adjuncts found the support they received was tailored to their needs and applied to their jobs. One adjunct faculty stated, “I utilize the CTL, center for teaching and learning, for like resources that I need since I don’t have an office on campus.” This statement is in agreement with Linder’s (2012) recommendation that adjunct faculty must receive support tailored to their specific teaching development and needs. Center for teaching and learning leader Mary’s response echoed the

experience of the adjunct faculty. She stated, “I work with our campus teams to make sure that we are meeting adjuncts needs, and I have a committee for both faculty and staff to develop professional development based on their needs.” According to past literature, Mary’s action is justifiable. Finney’s (2017) research recommended that a CTL leader must be prepared and be ready to serve faculty in a manner that is meaningful to them and their particular fields. Mary then explained how the CTL provides adjuncts an area to do their work, such as grade papers and use computers, and Kenneth’s statement reiterated this experience as well. Kimmel and Fairchild (2017) supported these findings and asserted that institutions should provide small gestures, such as access to office space or personal computers because it increases adjunct faculty workplace satisfaction. In addition, these provided small gestures are referred to as working conditions, which is identified as a hygiene factor in Herzberg’s two-factor theory. According to Alshmemri et al. (2017) and Fareed and Jan (2016), working conditions consist of workplace accommodations such as space and tools, and when the hygiene factor is present, it prevents job dissatisfaction. This study reveals the CTL works to ultimately satisfy that adjunct faculty because both motivator and hygiene factors are present.

Data findings revealed that receiving support in a small group setting is a practice administered by the CTL. Two adjunct faculty members discussed how they received help using a small group setting. Although one adjunct viewed it as limited, the other adjunct welcomed this approach and viewed it as helpful. The adjunct stated, “There were small classes that had two or three people, four or five people maybe. But they were so helpful because the class was small. The instructor could come around and help us troubleshoot.” A CTL leader also confirmed the small group practice when he discussed the certification program offered through the center. He stated,

With the certification program, you can see what we offer at different times, some of us offer it in the evenings. Some of us offer it on the weekend. And so, the maximum participants are 15. And so, in a case where we did get large groups, we were spread out. These findings agree with Rogers et al.'s (2010) research, which acknowledged that providing individual-to-individual support that focuses on building rapport is an effective communication practice.

Another experience of adjunct faculty who use CTL is pedagogical and technology support. All adjunct faculty shared their unique experiences with the teaching and technology support they receive from the CTL. The majority of adjunct faculty admitted that they specifically receive technology support from the center. One participant stated, "I would visit my course designer at the beginning of every semester or term, and we would work together on making sure that my course was integrated successfully." Another adjunct shared how they utilized the CTL for "gradebook issues." These findings support Meixner et al.'s (2010) study, which affirmed that concrete professional development needs related to technology usage and incorporating developing grading scales were critical. Melanie discussed her pedagogical experience with the CTL. She stated, "I believe the adjunct certification is through that office. And I did my adjunct teacher certification there." She continued on and expressed how that was one of the best professional developments she completed, which supports Chun et al.'s (2019) assertion that adjuncts prefer to increase their knowledge through workshops and seminars. Centers for teaching and learning leader John revealed the center's purpose and how the aim is to work with adjunct professors on being effective teachers. Rob's statement reinforced the views of adjunct participants and the CTL leader. Rob stated, "There is a need for additional skills that all faculty are required to have, especially since we are going into both face-to-face and hybrid

online instruction.” These accounts are supported by Masri’s (2018) study, which asserts that professional development of adjuncts is a must.

The study participants made it clear that effective and regular communication is common within the CTL. The majority of the adjunct faculty admitted they received regular communication that was accurate, clear, and prompt. One adjunct discussed their experience with regular communication and stated, “I have also had opportunities that they will usually post on a message board, on a bulletin board about like different opportunities for professional development or things like that.” Another adjunct shared that “every week they give a posting on what’s available.” These findings are reinforced by the claim that announcements of job postings and more are important forms of communication that help keep adjunct faculty members informed and connected to the school (Rogers et al., 2010). In fact, Meixner et al. (2010) suggested “sending out a biweekly digital newsletter containing pedagogical strategies, teaching and general resources on campus, and calendar items of interest to part-time faculty” (p. 147). Another participant experienced effective communication and stated, “I worked with one lady in particular, and I just called her. She was highly accessible. I had her phone number,” which supports the assertion that reciprocal communication is important as the work of an adjunct professor is often carried out in isolation (Rogers et al., 2010). Statements from the CTL leaders reinforced these assertions as well. One leader discussed their duty as a leader in the center and stated, “My goal is to try to make sure that I communicate with them, that they feel they are also are informed.”

Some participants described their experience with the CTL to be inclusive. Data findings revealed that customized professional development makes the adjunct feel a part of the organization. One participant stated, “They always have something and make adjuncts feel

included. There's always something, a professional development program going on to help educate employees to do their best at the campus." According to Morton (2012), being a part of a community is a critical part in assisting adjuncts to flourish in their calling as teachers. The results and literature also validated the idea that giving adjuncts what they need to be successful makes adjuncts feel a part of their community, which is beneficial because evidence suggests that a supportive environment fosters greater commitment to the organization (Hoyt, 2012; Waddell et al., 2016). Another adjunct shed light on inclusiveness by discussing their experience with modifying the professional development schedule. She reflected on how the college administrator asked for adjunct faculties' opinions about when to offer professional development classes. She stated, "So, they sent out a survey asking what times would be better for us, the evenings or weekends." A CTL leader shared how the center helped make adjunct faculty feel included through the feedback system. With this process, adjunct faculty provided feedback about the professional development. This experience aligns with the research literature that noted that when faculty see themselves as an integral part of the whole institution, they are more committed, which helps the organization become high-functioning (Lieberman, 2005). A response from the former AACC leader illuminated the research literature when he asserted that support has to be given to adjunct faculty.

In addition to inclusiveness, the participants also described how the CTL made them feel confident. Half of the adjunct faculty in this study shared how the CTL reassured them that they could perform at work because the assistance was available. When speaking about the CTL, one participant stated, "It made me feel comfortable because there was a resource out there and learning that you know, there's some, especially the checklist that they provided, that made it very helpful." Another adjunct participant explained that confident feeling the CTL stimulated

and stated, “Oh, it is really confident. I mean, I was very confident as to what I was doing and that I am on the right track.” These findings align with the results from a study conducted by Barbera et al. (2017), which confirmed that supporting adjunct faculty helped them be more fully prepared. Furthermore, from this perspective, the confidence adjunct faculty felt from the CTL support led to their professional performance growth, and this is supported by the research literature that the motivating factor, possibility for growth from Herzberg’s two-factor theory, motivates an individual to achieve and put in above-average effort or performance (Alshmemri et al., 2017; Chu & Kuo, 2015).

Overall, these participants revealed that a CTL carries out specific tasks to influence adjunct faculty. Past literature acknowledged the experiences adjuncts encounter were beneficial and helpful toward minimizing isolation, keeping adjuncts connected, establishing rapport, increasing professional growth, and increasing workplace satisfaction. Data findings and previous studies also revealed best practices that should be implemented by the CTL. These practices consist of tailored resources such as job aids or face-to-face professional development, adequate time availability, which requires that the center be open consistently, and practical support, which calls for the CTL support to be applicable. Other practices include using small groups during professional development training, offering professional development that improves teaching and technology capabilities, and regularly staying in contact with the adjuncts about relevant information.

Research Question 2

How do the lived experiences of adjunct faculty who use the center for teaching and learning affect adjunct faculty job satisfaction?

The majority of the study participants revealed the CTL affected their job satisfaction, causing them to feel satisfied. The participants shared how the CTL provides them with the resources they need to be productive. One adjunct faculty discussed how the CTL satisfied them because it helped them become knowledgeable about the information, resources, and support they provide their students. Another participant spoke about strategies the CTL taught them and how those methods were utilized at work. She stated, ["Like I didn't know] how to use Smith Tech (a screenshot and screen recording tool), and I didn't use voice thread. I didn't use some of the things that I'm starting to use now." Other participants' statements echoed the same experience in which they generally viewed the CTL as a support that brought satisfaction to the work itself. In essence, the CTL pedagogical and teaching resources stimulated adjunct faculty at work and motivated them to implement new strategies, which satisfied them. According to Masum et al. (2015) and Stankovska et al. (2017), satisfied adjunct faculty tend to be more creative and committed in the organization, increasing their overall performance. According to Herzberg's two-factor theory, these experiences are motivators and result in job satisfaction (Alshmemri et al., 2017; Chu & Kuo, 2015; Evans & Olumide-Aluko, 2010; Hur, 2018).

Both CTL leaders from this study perceived the adjuncts to be satisfied as well. When speaking about the support provided, one CTL leader stated, "I think the general satisfaction is very high. There's always someone to answer questions if they have questions regarding technology or they have questions regarding some processes." According to Alfayad and Arif (2017), these are job-related experiences, and interpersonal relations, such as job-related interactions, are hygiene factors that prevent job dissatisfaction and do not upsurge the level of job satisfaction.

Overall, adjunct faculty are satisfied because the CTL has addressed both motivation and hygiene factors. The hygiene factor of interpersonal relations, which the adjunct faculty has with the CTL leaders, does not influence adjunct faculty satisfaction. However, it keeps them from being dissatisfied. However, the motivator factor, the work itself, is fulfilling for adjunct faculty. When it is present, it makes them satisfied. These findings reveal that the hygiene factors, such as the relationship with the CTL leader and workspace for adjuncts to prepare for their courses must, be addressed before the motivator factor (professional development) can satisfy the adjunct faculty.

Limitations

This study's context is unique; therefore, one limitation is the ability to generalize the results. All adjunct faculty worked at the same institution but at different locations within the same college system. Although the CTL is a part of the community college structure, each location within that community college system has the liberty to organize the CTL as they see fit. As a result, there is a variation in applied support toward adjunct faculty participants through the CTL. This caused a problem in the findings related to time. For example, when asked to report the CTL's operating times or the types of support offered through the CTL, many adjunct faculty reported they received the same support. However, a disparity in how the CTL provided support emerged. Some adjuncts reported different operation hours for the center for teaching and learning, some acknowledged the center was available often, and others acknowledged it was not.

Participants providing genuine responses about their experience was another limitation. In this study, adjunct participants spoke on the CTL leadership practices, and the CTL leaders voiced their opinions on the adjuncts who use the CTL; therefore, the fear of appearing offensive

was a potential. For that reason, reassurance the participants' responses would remain confidential was provided throughout this study.

Recommendations for Practice and Future Research

Past literature revealed it is imperative to meet the needs of adjunct faculty to incite greater job satisfaction, and a way to achieve this is by addressing the hygiene factors first, then addressing the motivator factor second (Chegini et al., 2019; Evans & Olumide-Aluko, 2010; Fareed & Jan, 2016; Hoyt, 2012; Waddell et al., 2016). Literature and data from this study also revealed the factors which enhance job satisfaction are totally distinct from those associated with job dissatisfaction, and the presence of certain job attributes (motivators) lead to satisfaction and the presence of hygiene factors prevents dissatisfaction (Alshmemri et al., 2017; Chu & Kuo, 2015; Evans & Olumide-Aluko, 2010; Habib et al., 2017; Hur, 2018).

Implications for Practice

Based on the findings from the current study, it is suggested the CTL leaders and college administrators implement the following practices to increase adjunct faculty job satisfaction:

1. Provide step-by-step job aids on the community college website. An institution's website with resources such as training and information on its everyday operations is useful (Chun et al., 2019; Hoyt, 2012).
2. Offer face-to-face technology training for adjunct faculty because having a staff member present at every professional development event nurtures the adjunct (Packer, 2019).
3. Maintain consistent operation hours. According to Adeoye and Popoola (2011), the right information must be available for the right person at the right time.
4. Offer adjunct faculty resources that will help the instructor perform their job.

5. Offer access to office space or personal computers. Kimmel and Fairchild (2017) asserted that an institution's small gestures affect adjunct faculty workplace satisfaction.
6. Professional development should focus on pedagogical and technology skills. Adjuncts prefer to increase their knowledge through workshops and seminars (Chun et al., 2019). Furthermore, professional development needs related to technology usage are critical (Meixner et al., 2010).
7. Regularly communicate with adjunct faculty through emails about pedagogical strategies, teaching, and general resources on campus. Forms of communication that help keep adjunct faculty members informed and connected to the school are more important (Rogers et al., 2010).
8. Cultivate a responsive communicative environment. It is important that adjunct faculty receive reciprocal communication because a part-time faculty job is often carried out in isolation (Rogers et al., 2010).
9. Give adjunct faculty an opportunity to provide feedback on current college policies. Adjunct faculty are more committed when they see themselves as an integral part of the whole institution (Lieberman, 2005).

Recommendations for Future Research

Institutions will continue to rely on adjunct faculty to teach. Therefore, adjunct job satisfaction will remain a concern. Past literature revealed that as institutions continue to encounter this issue, CTLs emerge across the country and around the globe in response to the needs in institutions of higher education (Lieberman, 2005); therefore, future research recommendations are discussed.

1. Examine the CTL practices across different institutions. The CTLs' impact on adjunct faculty should be further researched since this study observed two CTLs within the same community college system. Studying the practices of other CTLs will help improve CTL leaders' and college administrators' understanding of what best practices positively impact adjunct job satisfaction.
2. Explore the effects confidence has on adjunct faculty satisfaction. Current research about adjunct faculty confidence is limited, and half of the adjunct faculty participants in this study made a connection between their job satisfaction and confidence, acknowledging that there is satisfaction from being confident in their ability to provide quality teaching
3. Focus on the implementation of professional development using small group instruction. As previously mentioned, data findings revealed that customized professional development makes the adjunct feel a part of the organization. In this study, adjunct faculty expressed how they appreciated professional development using a small group form. Thus, it is necessary to examine further how significant it is to carry out professional training in a small group setting. Understanding the effects a small group has on adjunct faculty professional training will add to the literature by expounding on how CTLs and their leaders should carry out professional development to impact adjunct faculty job satisfaction positively.

Conclusions

The purpose of this phenomenological study was to examine the lived experiences of adjunct faculty who use CTL and the impact the CTL has on their job satisfaction. Six adjunct faculties, two CTL leaders, and a former AACC leader shared their perspectives about adjunct faculty support. The six adjunct faculty further expressed their CTL experiences and the impact

it had on their job satisfaction. In all, adjunct faculty received pedagogical and technology support from the CTL that was practical, personal (in the form of a small group), and accessible with effective communication. Adjunct participants, CTL leaders, and an AACC leader identified these features as practices a CTL and its leaders must carry out to impact adjunct workplace satisfaction.

Along with these features, participants expressed the value of attaining confidence to reach job satisfaction. These practices follow Herzberg's two-factor theory acknowledging that motivators such as work itself and the possibility for growth result in job satisfaction (Alshmemri et al., 2017; Chu & Kuo, 2015; Evans & Olumide-Aluko, 2010; Hur, 2018). Altogether, understanding that certain features must be present and refined within the CTL will help institutions' administrators manage adjunct faculty's job satisfaction.

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Appendix A: Interview Protocol (Adjunct Faculty)

Background Information on Voluntary Participant

Name: _____

Date: _____

Review of Participation Rights to this Interview

Initial statement of inquiry: Before the interview begins, I would like to tell you about my study.

The purpose of this qualitative research study is to explore the lived experiences of adjunct faculty using the center for teaching and learning (CTL) and gather information that will help college administrators manage the job satisfaction among their adjunct faculty. The objective of this study is to explore whether the use of CTLs affect an adjunct faculty's degree of job satisfaction and reveal the best practices universities implement in CTLs that promote a positive degree of job satisfaction. Adjuncts account for nearly half of all faculty in degree-granting institutions due to budget constraints (Brennan & Magness, 2018; Cottom et al., 2017; Eagan et al., 2015; Hoyt, 2012; Kimmel & Fairchild, 2017; Levin & Montero Hernandez, 2014; West, 2010). However, they are not supported like their full-time counterparts and have lower career and job satisfaction (Eagan et al., 2015; Dolan et al., 2013; Kimmel & Fairchild, 2017; Pyram & Roth, 2018). When adjunct faculty members work under these conditions, they are not invested in their job and only give enough effort to meet the minimal expectations (Johnson, 2011; Pons et al., 2017). According to Eagan et al. (2015), there is a connection between institutional environments that provide resources and rewards and faculty satisfaction and productivity. Adjunct faculty members who receive resources and rewards have a greater level of satisfaction and show more organizational commitment (Eagan et al., 2015). Centers for teaching

and learning have emerged in response to the needs in institutions of higher education because support is a must for adjuncts (Lieberman, 2005; Masri, 2018).

Guided Protocol Interview Questions

RQ1. What are the lived experiences of adjunct faculty who use the center for teaching and learning?

1. What is your perception of the center for teaching and learning?
2. What resources are available to you at your institution?
3. What resources are available to you at your institution through the CTL?
4. Which of the identified resources at the center for teaching and learning is the most useful to you? Why?
5. Which of the identified resources at the center for teaching and learning is the least useful to you? Why?
6. How often is the CTL available to you?
7. Tell me a story of how you used the center for teaching and learning to perform your duties as an adjunct faculty.
8. How does that experience with the CTL make you feel about your job?
9. Describe the different types of interactions you have had with CTL leaders.
10. How did those different types of interactions with CTL leaders make you feel?
11. And how did it make you feel about your job?
12. Discuss whether or not it is important to build relationships with CTL leaders?

RQ2. How does the center for teaching and learning affect adjunct faculty job satisfaction?

1. How does it make you feel to have the center for teaching and learning available at

- your institution?
2. What impact does the CTL have on your job performance?
 3. Does the center for teaching and learning offer all the tools you need for ideal productivity at work?
 4. What are your thoughts about the center for teaching and learning? What are you satisfied and dissatisfied with?
 - a. What services offered through the center for teaching and learning are you most satisfied with? Why?
 - b. What services offered through the center for teaching and learning are you least satisfied with? Why?
 5. How does the center for teaching and learning affect your level of job satisfaction?

Content Analysis Document

1. Explain why you chose to submit the selected document for review in this study.

Appendix B: Interview Protocol (CTL Leader)

Background Information on Voluntary Participant

Name: _____

Date: _____

Review of Participation Rights to this Interview

Initial statement of inquiry: Before the interview begins, I would like to tell you about my study.

The purpose of this qualitative research study is to explore the lived experiences of adjunct faculty using the center for teaching and learning (CTL) and gather information that will help college administrators manage the job satisfaction among their adjunct faculty. The objective of this study is to explore whether the use of CTLs affect an adjunct faculty's degree of job satisfaction and reveal the best practices universities implement in CTLs that promote a positive degree of job satisfaction. Adjuncts account for nearly half of all faculty in degree-granting institutions due to budget constraints (Brennan & Magness, 2018; Cottom et al., 2017; Eagan et al., 2015; Hoyt, 2012; Kimmel & Fairchild, 2017; Levin & Montero Hernandez, 2014; West, 2010). However, they are not supported like their full-time counterparts and have lower career and job satisfaction (Eagan et al., 2015; Dolan et al., 2013; Kimmel & Fairchild, 2017; Pyram & Roth, 2018). When adjunct faculty members work under these conditions, they are not invested in their job and only give enough effort to meet the minimal expectations (Johnson, 2011; Pons et al., 2017). According to Eagan et al. (2015), there is a connection between institutional environments that provide resources and rewards and faculty satisfaction and productivity. Adjunct faculty members who receive resources and rewards have a greater level of satisfaction and show more organizational commitment (Eagan et al., 2015). Centers for teaching

and learning have emerged in response to the needs in institutions of higher education because support is a must for adjuncts (Lieberman, 2005; Masri, 2018).

1. What is your official job title as a leader of a CTL?
2. What are your duties as a leader of the CTL?
3. Walk me through your typical day as a CTL leader.
4. What is your perception of adjunct faculty who use the CTLs?
5. How often do you interact with adjunct faculty who use CTLs?
6. Think about the times you interact with adjunct faculty, what are the reasons you interact with them?
7. How often is your CTL available to faculty?
8. In your opinion, what is the most beneficial service your CTL offers?
9. In what ways do you receive feedback about your performance as a leader from the adjunct faculty who use your CTL?
10. Think about the mission and aim of the CTL; is the center productive in reaching the objective of the CTL? Why and How?
11. Think about your personal leadership ability, do you consider the support you provide to adjunct faculty who use the CTL to be satisfactory? Why or why not?

Appendix C: Interview Protocol (American Association of CC Leader)

Background Information on Voluntary Participant

Name: _____

Date: _____

Review of Participation Rights to this Interview

Initial statement of inquiry: Before the interview begins, I would like to tell you about my study.

The purpose of this qualitative research study is to explore the lived experiences of adjunct faculty using the center for teaching and learning (CTL) and gather information that will help college administrators manage the job satisfaction among their adjunct faculty. The objective of this study is to explore whether the use of CTLs affect an adjunct faculty's degree of job satisfaction and reveal the best practices universities implement in CTLs that promote a positive degree of job satisfaction. Adjuncts account for nearly half of all faculty in degree-granting institutions due to budget constraints (Brennan & Magness, 2018; Cottom et al., 2017; Eagan et al., 2015; Hoyt, 2012; Kimmel & Fairchild, 2017; Levin & Montero Hernandez, 2014; West, 2010). However, they are not supported like their full-time counterparts and have lower career and job satisfaction (Eagan et al., 2015; Dolan et al., 2013; Kimmel & Fairchild, 2017; Pyram & Roth, 2018). When adjunct faculty members work under these conditions, they are not invested in their job and only give enough effort to meet the minimal expectations (Johnson, 2011; Pons et al., 2017). According to Eagan et al. (2015), there is a connection between institutional environments that provide resources and rewards and faculty satisfaction and productivity. Adjunct faculty members who receive resources and rewards have a greater level of satisfaction and show more organizational commitment (Eagan et al., 2015). Centers for teaching

and learning have emerged in response to the needs in institutions of higher education because support is a must for adjuncts (Lieberman, 2005; Masri, 2018).

1. Tell me about the experience you have with the American Association of Community Colleges.
2. How does the American Association of Community Colleges promote the development of community college leaders?
3. What is your perception of adjunct faculty who teach at community colleges?
4. One of the competencies of the American Association of Community Colleges is to advance life-long learning and support a learner-centered and learning-centered environment. In your opinion, how does the American Association of Community Colleges grow their members to support adjunct faculty and faculty effectiveness?
5. What barriers, challenges, and opportunities do you anticipate happening in the future in relation to community colleges?
6. What recommendations do you have for community college leaders who oversee adjunct faculty and faculty?

Appendix D: Institutional Review Board Approval Letter

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

Office of Research and Sponsored Programs
320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103
325-674-2885



July 22, 2020

Winsome S. Brooks
Department of Educational Leadership
Abilene Christian University

Dear Winsome,

On behalf of the Institutional Review Board, I am pleased to inform you that your project titled "Center for Teaching and Learning Impact on Adjunct Job Satisfaction: Examining Their Lived Experiences",

(IRB# 20-099) is exempt from review under Federal Policy for the Protection of Human Subjects.

If at any time the details of this project change, please resubmit to the IRB so the committee can determine whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

Megan Roth

Megan Roth, Ph.D.
Director of Research and Sponsored Programs