

11-2020

Program Director Support For Adjunct Faculty In The Promotion Of Student Success

Nicholas Anthony DeJosia
University of New England

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PROGRAM DIRECTOR SUPPORT FOR ADJUNCT FACULTY IN THE
PROMOTION OF STUDENT SUCCESS

By

Nicholas Anthony DeJosia

BA (Dowling College) 2004

MA (Lehman College) 2007

A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

Submitted in Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

November, 2020

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Nicholas Anthony DeJosia
November 13, 2020
Educational Leadership

PROGRAM DIRECTOR SUPPORT FOR ADJUNCT FACULTY IN THE
PROMOTION OF STUDENT SUCCESS

ABSTRACT

There is a need for adjunct faculty in community colleges to be supported by administration at the program director level or by those that have experience socializing new adjunct faculty into their departments, to ensure the promotion of student success in the classroom. This qualitative phenomenological study allowed the researcher to interpret the subjective lived experiences of ten educational leaders within a community college to document how they support adjunct faculty members to develop teaching methods to promote student success. The research question posed was, what do program directors and those who have experience socializing new adjunct faculty into their departments at CCVCC do to support adjunct faculty in the promotion of student success? The beliefs and actions of these educational leaders striving to support adjunct faculty were documented and analyzed. The findings of this study show that these educational leaders at CCVCC teach adjunct faculty to support students both socially and academically, to display value for student wellness, and to articulate specific student outcomes. Leaders provide resources to adjunct faculty and communicate cohesively with them. The findings from this study are useful for community college positional leaders and for adjunct faculty seeking to promote student success through the improvement of teaching. It is recommended leaders focus on providing adjunct faculty professional development opportunities which are both practice driven and policy oriented.

Keywords: Adjunct Faculty, Professional Development, Community College, Student Success,
Program Director

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at the University of New England

Michelle Collay, Ph.D., Lead Advisor
University of New England

Bryan Corbin, Ed.D., Secondary Advisor
University of New England

Sam Pacheco, M.A., Affiliated Committee Member
Hartnell College

ACKNOWLEDGEMENTS

Beginning these acknowledgements is a heartfelt undertaking as I would like to make the point that without the guidance of these individuals this would have been a beyond arduous task. Due to the guidance, support, and care that I had received throughout this dissertation process I have grown exponentially and will pay it forward to the next generation of thinkers.

The first acknowledgement is to my advisory committee. Dr. Michelle Collay, Dr. Bryan Corbin, and Professor Sam Pacheco. The unwavering academic guidance and support you gave me were the ingredients needed for this dissertation to come to fruition. Your wisdom, knowledge, and care are unparalleled.

The next acknowledgement is to my brilliant wife, Lisa. We started this journey many years ago. Your support and love became my academic engine's fuel. Our family, Noah and little Jerry, inspire my life. I am eternally grateful and I only wish to give you the inspiration that you have given me. As a family, I forever will, and this dissertation is a symbol of our commitment to our vision. Lisa, my heart, our journey is just getting started.

My third acknowledgement is to my son, Noah. You have inspired this academic journey, and I am so proud of you. You can accomplish whatever you put your mind to. You are magic.

The fourth acknowledgement is directed to my brothers and sister. Dan, Tom, and Jenna we grew up the children of the greatest working class parents in Long Island, N.Y. We know what it is to work hard for what we have, and to be appreciative for what we worked so hard for. So within this dissertation I want you all to feel a sense of accomplishment and appreciation for this momentous academic achievement. The completion of this dissertation is representative of the hard work, belief, and love that we had in our home growing up. I love you three and I couldn't be any more proud of you all. To your beautiful children (Emmy, Joey, Ethan, Evy, and Theo) and wives & husband (Denis, Crystal, and Val) thank you all for the love you have given me.

My final acknowledgement goes out to my mom and dad, Nick and Joanne DeJosia. Words will never define and describe the love, appreciation, and admiration I have for you both. This dissertation is a reflection of the tireless days of hard work you put into us as kids. Coming from the working class streets of the south shore of Long Island, N.Y. you always told me to dream. You always told me that one day I can do whatever I put my mind to as long as I work hard and stay honest. You always told me to go to college when I was a kid while I was roaming those streets of New York. You always told me that you love me. It is the determination that I learned from you both which allowed me to see a path to this academic dream I had. Now I want you to relish in the moment with me. Because this is your dream also, and it is time to celebrate!

With Deepest Gratitude and Love,

Nicholas Anthony DeJosia

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CHAPTER 1

INTRODUCTION

There is a need for adjunct faculty within community colleges to be supported by administration at the program director level, or those that have experience socializing new adjunct faculty into their departments, to ensure the promotion of student success within the classroom. Effective instruction is critical to maximizing the performance of both the student body and adjunct faculty. An adjunct faculty member who is not trained in best methods to promote student success may not have the skills to assist students in maximizing their success within the academic arena. Adjunct faculty who are not prepared to teach within the community college classroom may negatively impact the students, the college culture, and in turn the entire community. For this reason it is critical that administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, support the development of adjunct faculty. Leaders such as program directors and individuals that have experience socializing new adjunct faculty are best positioned to inspire a shared vision (Kouzes and Posner, 2011). This study took place at Central Coast Valley Community College (pseudonym) in California.

Implementing faculty development programs within community colleges leads to learning gains for students (Lancaster & Lundberg, 2019). It is critical that administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, support adjunct faculty members and ensure they develop teaching methods to best promote student success. While there is some research on this topic, more is needed. Creswell (2014) makes the point that research is a series of steps utilized to gather and analyze data on a topic in order to broaden understanding. A series of steps were implemented to yield the most

useful data about program directors, or those that have experience socializing new adjunct faculty into their departments, and their role in supporting adjunct faculty to promote student success. Program directors, or those that have experience socializing new adjunct faculty into their departments, beliefs about and actions to support adjunct faculty were documented and analyzed within this study. These steps brought forth results from the data that gave a greater understanding about how administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, can support adjunct faculty to promote student success.

Adjunct faculty have always had a strong presence at community colleges. Adjunct faculty share real-world perspectives with students, allow department heads scheduling flexibility, and reduce costs for colleges and universities (Caruth & Caruth, 2013). The increased use of adjunct faculty has assisted institutions of higher learning economically (Jaeger & Eagan, 2011). Adjunct faculty are utilized to provide face-to-face instruction and are no longer used at a few institutions, only on an occasional basis (Langen, 2011). Rather, institutions of higher education such as community colleges use a large number of adjunct faculty to meet their educational goals (Dolan, Hall, Karlsson, & Martinak, 2013). During the last several decades the higher education academic workforce has shifted from mostly full-time, tenure-track faculty to predominantly contingent, non-tenure track faculty (Eagan, Jaeger, & Grantham, 2015). Adjunct faculty constitute three quarters of non-tenure track faculty in the U.S. (Nica, 2018).

Additionally, there are more than 1.3 million adjunct faculty in American colleges and universities, which equates to an estimated 75 percent of all college teachers (Greenberg, 2014). It is now commonplace for universities to hire part-time faculty to reduce costs (Price, Braun, McKinney, & Thompson, 2011). The growing number of adjunct faculty within face-to-face

instruction on community college campuses gives credence to the necessity to document how program directors can assist in developing this rising demographic of college faculty to promote student success.

The goal and roles of adjunct faculty within the face-to-face format, and either administrators at the program director level or those that have experience socializing new adjunct faculty into their departments, should work together to promote student success. Program directors working towards cultivating adjunct faculty need to provide support measures that are innovative and which go beyond simple orientation (Santisteban & Egues, 2014). Administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, can play an integral role in the promotion of student success by understanding the various backgrounds, experiences, and attitudes of adjunct faculty. Such knowledge may help college administrators design policies and programs which are more specific to better meet the needs of their increasingly diverse student body (Ott & Dippold, 2018).

The study focuses on documenting the actions taken by administrators, or those that have experience socializing new adjunct faculty into their departments, to assist adjunct faculty in the promotion of student success and findings are detailed through a critical analysis of the data within this study. Adjunct faculty need opportunities available to them to feel like an important part of the academic culture, as well as opportunities that will prepare them to teach (Diegel, 2013). Various aspects of effective teaching are related to the teacher's belief in their capability to perform (Mahler, Großschedl, & Harms, 2018). The analysis of data within this study presents insights into how student success in the classroom is promoted by adjunct faculty who are developed to maximize their teaching potential through appropriate steps taken by administrators

at the program director level, or those that have experience socializing new adjunct faculty into their departments.

The role of adjunct faculty as instructors is to positively influence their students through quality classroom instruction. They can also influence their institution of higher education by learning innovative teaching methods through attending professional development offerings. Community colleges depend greatly on part-time faculty (Xu, 2019). An estimated 70 percent of adjunct professors constitute the instructional staff in community colleges (Jolley, Cross, & Bryant, 2014). Adjunct faculty are sometimes not given the resources they need to get their job done, ranging from technological needs, access to copiers, school e-mail, and administrative support (Kezar & Maxey, 2014). Providing such support is the role of the administrator at the program director level or those responsible for socializing new adjunct faculty into their departments. Research and assistance from leaders within academic institutions of higher education can address dissatisfaction some educators may have with the status quo (Bidabadi, Isfahani, Rouhollahi, & Khalili, 2016). There is vast agreement within the literature that student performance is impacted by teacher self-efficacy (Mahler, Großschedl & Harms, 2018). Therefore, it is essential that adjunct faculty have agency and efficacy. As instructors in academia, the role of adjunct faculty is to actively work with students in order to produce successful results for the students and contribute to the success of the overall institution.

There are employment challenges that adjunct faculty face. Some adjunct faculty may leave their position due to high stress levels based upon the factors addressed here. In the future, faculty attrition may become even more problematic than it is currently (Bucklin, Valley, Welch, Tran, & Lowenstein, 2014). A pervasive feature of the community college employment market is faculty turnover (Hailu, Mariam, Fekade, Derbew, & Mekasha, 2013). The lack of job security,

the need to work at more than one institution, and the lack of medical benefits are factors which bring about dissatisfaction to the adjunct faculty member (Curtis, Mahabir, & Vitullo, 2016). It is important to note, however, that dissatisfaction within the position may not correlate with low commitment to the job. Many adjunct faculty members at community colleges are committed to the institutions where they work part-time (Antony & Hayden, 2011). The retention and high performance of educators in an organization occurs when they are valued and satisfied with their professional status and jobs (Khawary & Ali, 2015).

Inconsistent outreach by the administration may be experienced by some adjunct faculty (Meixner, Kruck, & Madden, 2010). Inadequate communication with management is a major concern for adjunct faculty (Dolan, 2011). Inadequate resources to support teaching also contribute to high rates of stress in the education field (Lever, Mathis, & Mayworm, 2017). Although adjunct faculty perform important functions, little is understood regarding their teaching practices, as well as their impact on the educational environment of colleges and universities (Baldwin, & Wawrzynski, 2011). To promote student success, it may be beneficial for program directors at the administrative level, or those responsible for socializing new adjunct faculty into their departments, to understand the needs of adjunct faculty and develop their skills through training.

The promotion of student success may rely on a symbiotic relationship between adjunct faculty, students, and the program director at the administrative level or those responsible for socializing new adjunct faculty into their departments. Interaction between students and faculty are a strong predictor for learning and benefits students within the community college environment (Lundberg, 2014). An educator's sense of job satisfaction and overall student engagement are impacted by stress (Shernoff, Mehta, Atkins, Torf, & Spencer, 2011). Modern

schools can be a source of stress instead of providing a space for personal growth, creativity, learning and curiosity (Gouda, Luong, Schmidt, & Bauer, 2016). Teachers who have difficulty coping with high stress and high burnout are associated with poor student outcomes (Herman, Hickmon-Rosa, & Reinke, 2018). Non-tenured track faculty hired through temporary appointments (adjuncts) may experience some of that stress and may have a negative impact on course outcomes (Ran & Xu, 2018).

There is a need for adjunct faculty to receive professional development provided by the program director, or those that have experience socializing new adjunct faculty into their departments, as it is shown to have a beneficial impact on the overall promotion of student success. New academics need instructional support when they begin a university career if they are to adapt quickly to the institutional goals and expectations (Kensington-Miller, 2019). Becoming acclimated to the college environment in a planful fashion will allow the adjunct to focus on ensuring the success of the students rather than having to allocate energies towards aspects of institutional expectations as they are made clear through early support. How long productive professional development sessions may last would be up to the program director and the team implementing them. Research shows that short, day course, continuing professional development can affect teacher's self efficacy in a positive way (Makopoulou, Neville, Ntoumanis, & Thomas, 2019).

Designing professional development programs which meet the specific needs and circumstances of adjunct faculty has the potential to enhance scholarly approaches to university teaching, as well as learning practices (Webb, Wong, and Hubball, 2013). Gaining an understanding of what drives a teacher to maximize their teaching potential allows the administrator to make decisions regarding professional development, personnel, and curriculum

that will nourish the educator's drive to teach (Daniels, 2016). Professional development is focused on supporting faculty in the development of knowledge, beliefs, skills, and practices (Edwards, Sandoval, & McNamara, 2015). The responsibility to provide training, resources, and development for adjuncts rests with the institution (Morton, 2012). The leader of the team plays a central role in establishing the performance of the group (Chou, Lin, Chang, & Chuang, 2013). Policy making has tended to exclude the voice of the educator (Harris & Jones, 2019). The responsibility of the program director, or those that have experience socializing new adjunct faculty into their departments, is to elicit high performance from adjunct faculty, as well as assist in creating professional development policy and implementing such learning opportunities. This provision of support has an integral influence on student success. Every year, with the aim of improving teaching quality, teacher professional development programs for schools throughout America, from community colleges to primary schools, receive millions of dollars of investment (Gore, Lloyd, Smith, Bowe, Ellis, & Lubans, 2017). Professional development opportunities have the potential to cultivate strong teaching skills within adjunct faculty in order to promote student success. Preparation programs promote and cultivate elements of transformative leadership (Hewitt, Davis, & Lashley, 2014). Adjunct faculty are not only leaders within the classroom, their instruction may influence the student body more widely, thus developing transformative leadership qualities within adjunct faculty may in turn be beneficial to the overall promotion of student success beyond the classroom.

Leaders within education who intentionally include students to shape practice are valued by those who follow within the institution (Lac, Cumings, & Mansfield, 2018). This means that leaders who take into account student views regarding their learning experience will be well

received and may have better outcomes in the promotion of student success. There is not a single definition of teacher quality or teaching quality due to the fact that it is complex and may change over time (Andere, 2015). Students may be negatively impacted by the mediocrity that could have been excellence in regard to instruction, which is why it is important to develop adjunct faculty. Teachers' enthusiasm for the content being administered in the classroom is related to students' performance (Mahler, Großschedl, & Harms, 2018).

Teacher morale is an important aspect of maximizing teaching potential. There is not a definition of teacher morale that is accepted universally (Sabin, 2015), though it is clear through reviewing past literature that strong educator recognition of and responses to students' needs within the classroom promote student success.

Programs within professional development are centered around various theories regarding how teachers learn (Kennedy, 2016). Recent developments within higher education require teachers to work together in teams which is creating a growing need for professional development activities to have a team focus (Gast, Schildkamp, & van der Veen, 2017). Thus, bringing forth professional development opportunities where adjunct faculty can learn best andragogical practices has the potential to promote student success. Adjunct faculty may be much more productive, and students may be better educated, if adjunct faculty preparation is addressed (Goldman & Schmalz, 2012). Faculty developers may benefit adjunct faculty by thinking differently about the frequency and types of faculty development programs being implemented (Lowenthal, Wray, Bates, Switzer, & Stevens, 2013). Steps taken by administrators, or those that have experience socializing new adjunct faculty into their departments to develop adjunct faculty within face-to-face instruction on community college

campuses have the potential to resolve the problem of poor academic results and promote student success.

Employing adjunct faculty has become a widely accepted practice within higher education (Adiningrum, Sturm, & Kensington-Miller, 2019). The National Center for Education Statistics (NCES, 2019) data show that, during fall 2017 47 percent of faculty were adjunct and 53 percent were fulltime. Holding planned professional development opportunities for adjunct faculty may improve faculty retention which can bring about positive results throughout the institution, not just in the classroom. Higher retention of adjunct faculty leads to consistency of instruction for students, strong class planning due to continuity of ideas over terms, higher work morale due consistency among the faculty, and more cohesion among faculty ideas for instruction due to improved teamwork (Jacobson, 2013). Extrinsic factors such as professional inclusion, work schedule, and adequate resources influence the adjunct faculty's work experience (Rich, 2016). Inclusive faculty engagement models will benefit adjunct faculty (Thiolf, 2017). These extrinsic factors have the potential to be shaped by the administrator within the role of program director or those that have experience socializing new adjunct faculty into their departments. Community college leaders may want to consider using funds to develop and compensate adjunct faculty rather than hiring new full-time faculty (Rogers, 2015). Educators of the 21st century have to educate with passion, be both knowledgeable and enthusiastic about the content administered, and find ways to make academic content engaging for all in order to ensure academic success (Barrett & Breyer, 2014).

Adjunct faculty are in a position of leadership as they formulate classroom lectures and assess student work. Leaders inspire a shared vision (Kouzes and Posner, 2011). Adjuncts have just as much opportunity as full-time faculty to influence the institution and students positively

(Vicente, 2017). With the current status of adjunct faculty being in a position of leadership it is important to understand how they can be supported by program directors, or those that have experience socializing new adjunct faculty into their departments, in order to promote student success.

This study focuses on the actions taken by program directors, or those that have experience socializing new adjunct faculty into their departments, to develop adjunct faculty who have face-to-face interaction at Central Coast Valley Community College in the Central Valley of California, to promote student success. This study does not focus on faculty who do not generally teach through online instruction. Instruction by adjunct faculty within higher education has the potential to be empowering, and can enable students to challenge themselves, choose their personal life and career paths, and influence decisions made for and by them (Derounian, 2017). While adjunct faculty face challenges, they play a key role for institutions of higher learning striving to meet students educational goals (Dolan, Hall, Karlsson, & Martinak, 2013).

Statement of Problem

College teaching is a complex endeavor which requires both the mastery of disciplinary knowledge and the teaching skills needed to serve a diverse student population (Beaumont, 2018). The problem the researcher addressed is the lack of information about how program directors, or those that have experience socializing new adjunct faculty into their departments, currently support adjunct faculty in order to promote student success. Although adjunct faculty remain under-supported (Gehrke & Kezar, 2014), there are examples of educational leaders who are responsible for coordinating and leading degree courses or programs (Ladyshevsky & Flavell, 2012). One of the many tasks that the program director is responsible for, or those

responsible for socializing new adjunct faculty into their departments, is the management of resources in regards to teaching. The researcher sought to document those efforts.

There is little research about the types of professional development that improve community college instruction, for both full-time and adjunct faculty. Students learn more when educators improve their teaching methods through professional development training sessions (Rutz, Condon, Iverson, Manduca & Willett, 2012). Studying the implementation of effective professional development by program directors, or those that have experience socializing new adjunct faculty into their departments, may address the lack of research about ways to support adjunct faculty in order to promote student success.

Educational leaders have the ability to implement and continuously develop their leadership abilities (Vilkinas & Ladyshewsky, 2012). When adjunct faculty are afforded professional development opportunities by knowledgeable program directors, or those that have experience socializing new adjunct faculty into their departments, they may learn how to motivate students to maximize their academic potential. Theoretical models show a direct connection between student retention within community colleges and faculty interaction (Hutto, 2017). With student retention being paramount for students to grow and excel in a class, there are a number of positive ways that trained adjunct faculty can impact students when supported by administration level program directors or those that have experience socializing new adjunct faculty. The role of a professional development leader is complex involving activities and sub-roles (Boylan, 2018). There is a need to document how the administrative level program director, or those that have experience socializing new adjunct faculty into their departments, impacts adjunct faculty in order to promote student success. This research examines their actions. There is a positive relationship between transformative leadership and outcomes (Gundersen, Hellesøy,

& Raeder, 2012). Adjunct faculty also need to assume a role of leadership within their position. This problem presented is that both levels of leadership are essential to study.

Purpose of the Study

The purpose of this study was to document the actions taken by program directors, or those that have experience socializing new adjunct faculty into their departments, to develop adjunct faculty to promote student success in one community college. Researchers recommend that institutions which rely on adjunct faculty must provide greater support for them so that quality educational experiences within the classroom can be promoted (Hoyt, 2012). The insight gained from the results of this study may inform community college program directors, or those that have experience socializing new adjunct faculty into their departments, about ways to support adjunct faculty in order to promote student success.

Findings may be useful for community college instructors seeking to promote student success by improving adjunct faculty effectiveness, as well as interconnectedness between administrators and adjunct faculty. Urgency and a strong guiding team are imperative conditions for major change (Kotter, 2012). The attributes of urgency and a strong guiding team have the potential to transform the school culture in a positive fashion and may benefit adjunct faculty and students. Administrators must consider how to best include, evaluate, manage, and recognize the growing number of adjunct faculty on their campuses (Waltman, Bergom, Hollenshead, Miller & Louise, 2012).

It is essential to focus on the methods at the administrative level of program director, or those that have experience socializing new adjunct faculty into their departments, that support adjunct faculty at community college campuses with the aim of promoting student success.

Talented people, who respect one another, are the building blocks to transformative innovation

(Fullan, 2007). They will pave the way for maximizing the teaching potential of adjunct faculty. Maximizing adjunct faculty's teaching potential will ultimately make a positive impact on the success of the students, the college culture, and the overall community.

The purpose of this study is to document the actions taken by program directors, or those that have experience socializing new adjunct faculty into their departments, to develop adjunct faculty to promote student success within Central Coast Valley Community College. An optimistic approach to conducting this study was beneficial for the overall process. Powerful ventures depend on optimism (Bardach, 2016). In essence, the purpose of this study was to ultimately learn what steps can be taken by the administrator at the program director level, or those that have experience socializing new adjunct faculty into their departments, so that the molding of great and effective future adjunct faculty can assist in the promotion of student success. Filling this gap in knowledge may allow future researchers to explore this area and will present new knowledge based upon empirical data.

Research Question

What do program directors and those who have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College do to support adjunct faculty in the promotion of student success?

Sub Questions

1. What professional development opportunities do program directors provide to adjunct faculty that increase the teaching skill set of adjuncts to positively impact student success?
2. How do administration level program directors evaluate adjunct faculty instruction?

Conceptual Framework

The theoretical foundations supporting this conceptual framework have been extracted from ideas presented by Albert Bandura (1971) along with Lave and Wenger (1991). The ideas found within the theoretical foundations displayed here are essential when planning a study about how administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, can support adjunct faculty in order to support student success. Their theories are the major tenets of the conceptual framework.

There is a direct link to Bandura (1971) and social learning theory which speaks to the notion of how adjunct faculty can learn new teaching methodologies. The connection to Bandura is also apparent through the processes of observation, modeling, reproduction, and reflection. The premises of Lave and Wenger (1991) regarding Communities of Practice are also important to the conceptual framework of this study. Their findings give weight to the importance of how a group of individuals exist and evolve within the same profession or who practice the same craft. The notion that a Community of Practice will enrich the learning process and have a positive impact on organizational development is at the root of Lave and Wenger's (1991) work. The idea is that a group of individuals who share a purpose will accomplish their goal in a greater way due to the interaction between one another within the Community of Practice.

The substance within the work of Bandura (1971) and Lave & Wenger (1991) gives credence to the conceptual framework within this study. In the end it is the researcher who has to make sense of the data that has been collected by exploring and interpreting it (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008). This conceptual framework will act as a guide for the major tenets composing the overall study.

Assumptions, Limitations, Scope

The assumptions by the researcher are that the participants were genuinely committed to their role in regards to giving honest responses and want to be a positive force in contributing to authentic findings. Furthermore, it is the assumption that all participants were honest throughout the data collection process and they have provided necessary information during their interview sessions. It is important to address the limitations within this study.

One of the limitations is the method does not allow for the following of one group of participants over time. There are also limitations based upon the number of participants. This study is focused on ten participants in leadership positions at Central Coast Valley Community College. The number of participants would be greater if there were several community colleges in a study. The method used relied on interviews, so responses reflect individuals' beliefs at one site and may not be generalizable.

The scope of this study focuses on understanding how program directors, or those that have experience socializing new adjunct faculty into their departments, respond to the needs of the adjunct faculty member. The findings brought forth from this study will inform educational leaders about ways to prepare adjunct faculty with the knowledge to assist students in maximizing their academic success. The participants are school leaders at the administrative level who direct programs, or those that have experience socializing new adjunct faculty into their departments, within the study site. The number of participants within this community college who were interviewed for this study brought forth valuable data for analysis. These participants do not have a personal connection to the researcher so there is limited bias in that regard. The results from this study are meant to give rise to a better prepared workforce of adjunct faculty and to contribute to the overall success of college students.

Significance

There have been studies brought forth in the past regarding adjunct faculty professional development such as the work by Kennedy (2016) and Webb, Wong, and Hubball (2013). No studies were identified that focused on instructional support at the administrative program director level, or those that have experience socializing new adjunct faculty into their departments, to assist adjunct faculty in the promotion of student success. This study may give future researchers additional insight into how community college program directors, or those that have experience socializing new adjunct faculty into their departments, can maximize the instruction of adjunct faculty so that students may maximize their success. Program evaluation regards making sense of the data collected so that best decisions can be made based upon the overall assessment (Papa, 2010). For the reasons mentioned here evaluating the significance of this study may be important in order to create a strong workforce of adjunct faculty and a successful student body.

This study documents positive outcomes from professional development conducted at Central Coast Valley Community College. It is essential within this study to give credence to administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, who empathize with the needs of adjunct faculty. As a outcome to what was learned from this study, college leaders are now aware and may become committed to strengthening programs (Gallos, 2006).

The findings of this study have led to recommendations for program directors, or those that have experience socializing new adjunct faculty into their departments, who then can enact changes to support the needs of their adjunct faculty. Due to these findings educational leaders are in a position to develop and evaluate relationships within insightful professional development

meetings. Adjunct faculty and program directors, or those that have experience socializing new adjunct faculty into their departments, may begin to forge new collaborative visions which will in turn empower both parties.

The significance of this study can be considered from the standpoint of students. The feeling the students will have if their teachers are transformed into engaging educators may be positive. Adjunct faculty can be leaders who motivate students (Marion & Gonzalez, 2014). The students will become the workers who are directly impacted by the guides/leaders of education in the classroom. The ultimate benefit from improved instruction will be displayed within the overall success of the student body. This enhanced learning experience felt by the students will be a direct result of the professional development meetings established by administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, based upon the empathy they have for the needs of their adjunct faculty.

The significance of this study rests in the notion that its findings will influence a necessary change within the teaching/learning process. It will be a process that requires nurturing, scrutiny when necessary, collaboration, and consistency. Within one school year the intended changes based upon this study could begin to shine within the lives of the educators, students, and overall school community in general. Conducting this study may have a beneficial outcome regarding student success as it will be promoted by adjunct faculty and supported by program directors, or those that have experience socializing new adjunct faculty into their departments.

Definition of Terms

Andragogy- the theory, methods, and activities involved in teaching adult learners (Cambridge, 2019).

Apathy- lack of interest, or the attitude of not caring resulting from it (Cambridge, 2019).

Catalyst- a condition, event, or person that is the cause of an important change (Cambridge, 2019).

Change- to make or become different, or to do, use, or get one thing in place of another thing (Cambridge, 2019).

Empathy- the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation (Cambridge, 2019).

Inspiration- someone or something that gives you ideas for doing something (Cambridge, 2019).

Leadership- the quality or ability that makes a person a leader, or the position of being a leader (Cambridge, 2019).

Morale- the amount of confidence felt by a person or group of people, esp. when in a dangerous or difficult situation (Cambridge, 2019).

Motivation- willingness to do something, or something that causes such willingness (Cambridge, 2019).

Paradigm- a very clear or typical example used as a model, or a set of theories that explain the way a particular subject is understood at a particular time (Cambridge, 2019).

Proficient- skilled and experienced (Cambridge, 2019).

Transformative Leadership- a way of bringing big improvements to how an organization operates in which executives persuade managers and employees to work in completely new ways (Cambridge, 2019).

Conclusion

An effective leader in the world of education exhibits the nurturing and collaboration necessary to lead, as well as ethical and moral integrity that the leader wishes to see play out in their school/classroom/community. Effective leadership requires that opportunities are offered to other people in order to receive recognition, praise, and increase confidence within their performance (Khoshhal & Guraya, 2016). This is accomplished through not just delegating responsibilities, but in the understanding what the followers need to maximize their potential. The focus of this study is the program director, or those that have experience socializing new adjunct faculty into their departments. Within these roles, educational leaders focus on establishing effective professional development opportunities for adjunct faculty. A multitude of factors may impede their ability to provide effective professional development opportunities (McChesney & Aldridge, 2019). The data elicited from the interview process addresses how professional development sessions may best be conducted by program directors, or those that have experience socializing new adjunct faculty into their departments, in order to maximize the learning environment for adjunct faculty so they can promote student success.

An important aspect of a learning institution is a positive symbiotic relationship shared between all parties within the learning process. Instructional leadership impacts collaborative activity, collective focus on student learning, and teacher self-efficacy (Zheng, & Yin, & Li, 2019). This is apparent through witnessing positive interactions among program directors or those that have experience socializing new adjunct faculty into their departments, adjunct faculty, and students from diverse backgrounds within a community college. Community colleges have given students from diverse backgrounds, as well as students who may be underprepared or need remediation, more accessibility to higher education (Nix, Jones, Brower,

& Hu, 2019). The positive relationships forged by these parties are a reflection of the professional development opportunities afforded to adjunct faculty and the techniques implemented to ensure student success. Program director level administrators, or those that have experience socializing new adjunct faculty into their departments, are a catalyst for the learning experience that a student will have as those leaders create the learning environment from hiring to training adjunct faculty. For this reason, it is paramount to understand how these educational leaders assist adjunct faculty in developing their teaching methods within the classroom. Changes for adjunct faculty have been called for by policymakers and leaders (Kezar & Sam, 2012). This study focuses on how program directors, or those that have experience socializing new adjunct faculty into their departments, can support adjunct faculty to promote student success.

Students deserve good teachers at the college level (Clement, 2011). If adjunct faculty fall short of maximizing their teaching potential within the college classroom, they may negatively impact the students, the culture of the college, and the overall community. Working conditions for adjunct faculty can be enhanced by directing them to attend to educational quality (Rhoades, 2019). By filling this gap in knowledge there is a greater understanding of how both adjunct faculty can maximize their potential in the classroom through professional development opportunities afforded to faculty. In turn, the student body will be positively impacted through the promotion of student success by way of adjunct faculty support given by these educational leaders.

CHAPTER 2

LITERATURE REVIEW

The purpose of this literature review is to draw a greater picture of how adjunct faculty can best be supported by administration at the program director level, or those that have experience socializing new adjunct faculty into their departments, to promote student success. There are strong connections to effective continuous improvement practices and characteristics of high performing schools such as efficacy of engagement, a healthy school culture, and impact of instruction (Elgart, 2017). Adjunct faculty may be the catalyst for the student to become engaged throughout the learning process as they set the tone, pace, and deliver the content for the class. A strong predictor of educational outcomes is student engagement (2014). The literature being analyzed provides deeper insight into this topic of study.

Description of Literature Review Process

The literature review process is multifaceted. The literature analyzed here first provides insight into trends in hiring adjunct faculty and the teaching-learning process required to support adjunct faculty. It also provides insight into colleges and university trends for providing such support, as well adjunct faculty training that has been provided by educational leaders such as program directors or those that have experience socializing new adjunct faculty into their departments. Lastly, the topic of how adjunct faculty training can impact student success culminates from analyzing the past research. The literature presented here has been synthesized into themes. Essential information has been organized into each themed section which reflects prior research.

In-depth research has been conducted on this topic. Relevant information was extracted from peer reviewed articles and is presented to substantiate the main ideas. Three key concepts

guiding the review are program director or those that have experience socializing new adjunct faculty into their departments, adjunct faculty, and student support. They are also the major tenets to this study as the focus is to document how program directors, or those that have experience socializing new adjunct faculty into their departments, currently support adjunct faculty in the promotion of student success. The choice of the theoretical framework for this study is also substantiated.

Research is a series of steps utilized to gather and analyze data on a topic in order to broaden the understanding of it (Creswell, 2014). The literature that has been analyzed here focuses on the trends of adjunct faculty hiring in community colleges, the teaching learning process required to support adjunct faculty, approaches to professional socialization, college and university trends of providing such support, and adjunct faculty development provided by program directors and chairs. The final topic addressed is the influence of adjunct faculty development on student success.

Trends of Adjunct Faculty Hiring in Community Colleges

An increasing percentage of courses in higher education are now taught by adjunct faculty (Starcher, Smith, & Burns, 2015). The American Association for University Professors (AAUP, 2018) states that adjunct faculty in higher education outnumber tenure track faculty. In fact, a recent controversial trend in higher education has been the growing reliance on adjunct faculty (Rossoll-Allison & Alleman Beyers, 2011). Adjunct faculty who were afforded the opportunity to utilize job-related resources were more apt to seek a full-time position (Ott and Dippold, 2018). This may be due in part to the insights about the profession brought forth through professional development opportunities.

It is essential to evaluate the adjunct faculty hiring process. Outcome accountability is an expectation that impacts community colleges within higher education (Finley and Kinslow, 2016). Holding those within the hiring process accountable for hiring proficient adjunct faculty is critical in the development of a strong faculty.

Understanding how to measure student success outcomes is important to embody as a program director, or by those that have experience socializing new adjunct faculty into their departments, when evaluating adjunct faculty. The evaluation process may vary from community college to community college in regards to how the adjunct faculty hiring process is implemented. An assessment of the success of a community college can be difficult due to the vast number of roles it plays in the greater community (Clotfelter, Ladd, Muschkin, and Vigdor, 2013). Hiring at the adjunct faculty level is important to evaluate as a large demographic of community college instructors are adjuncts.

Adjunct faculty are an integral part of the workforce within community colleges as the literature points out. It is important to have assessments in place which can assist adjunct faculty in maximizing their potential to positively impact student success. The analysis focusing on trends of adjunct faculty hiring in community colleges is substantiated by the literature and the overall focus of this study. Through an understanding of these trends, insight regarding the overall teaching/learning process is developed. Furthermore, a knowledge base regarding adjunct faculty hiring and support will ensue. This presentation allows a cohesion of ideas about professional socialization, support and training for adjunct faculty, and an understanding of how student success is impacted by adjunct faculty development to take place.

The Teaching/Learning Process Required to Support Adjunct Faculty

Colleges leaders realize that faculty development programs must be strengthened as a response to demands for improved teaching and learning (Lowenthal, Wray, Bates, Switzer, and Stevens, 2013). Access to instructional resources and professional development opportunities has the potential to enhance the working conditions of adjunct faculty (Rhoades, 2019). Researchers have substantiated that professional development opportunities afforded to adjunct faculty by program directors, or those that have experience socializing new adjunct faculty into their departments, elevate the potential for student success.

Adjunct faculty emanate a significant presence in colleges and may require training opportunities in order to be prepared to teach (Diegel, 2013). Professional inclusion can be partially defined by the professional development opportunities that adjunct faculty receive by administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments. Adjunct faculty may be positively impacted by professional inclusion (Rich, 2016).

Through professional development opportunities adjunct faculty may learn how to inspire students so that student success is promoted. Inspiring students is an integral aspect of the work that adjunct faculty perform in order to maximize student success. Development of the educator may enhance individual practice so that their teaching practice influences the student learning process (Williams, Nixon, Hennessy, Mahon, & Adams, 2016). The outcome of student inspiration is also a product of adjunct faculty training. Being trained beyond subject expertise, moreso towards communicating with students, may positively impact student success (Cotterill, 2015).

Approaches to Professional Socialization

There may be benefit to student success through program directors professionally socializing adjunct faculty, or through others that have experience socializing new adjunct faculty into their departments. Gast, Schildkamp, and van der Veen (2017) found that faculty must work together more often due to new developments in higher education. Thus, there is a growing need for professional development activities to focus on teams (Gast, Schildkamp, and van der Veen, 2017). Adjunct faculty play a critical role in the delivery of higher education to students (Langen, 2011). It is essential to understand the most effective types of training for adjunct faculty and the basis of their professional development.

With the aim of improving quality of teaching, millions of dollars are invested annually in professional development, as found by Gore, Lloyd, Smith, Bowe, Ellis, and Lubans (2017). They also found that teacher morale was positively impacted through the professional development intervention which speaks to the demonstration of improvement when focusing on overall quality of teaching. Furthermore, their findings show a link between teacher morale and teaching quality when enhanced through professional development teacher training.

Relatively little is known about adjunct faculty teaching practices, as well as the impact that adjunct faculty have on the college environment (Baldwin and Wawrzynski, 2011). It's noted by Herman, Hickmon-Rosa, and Reinke (2018) that educators with high stress, high burnout, and low coping skills are linked with low student outcomes. Adjunct faculty training may address those factors and impact student success in a positive fashion.

Student success may be benefitted though professionally socializing adjunct faculty. The responsibility to train and develop adjunct faculty rests with program director level administrators or those that have experience socializing new adjunct faculty into their

departments. The relationship forged between these educational leaders, and adjunct faculty by way of professional socialization, has the potential to positively impact the success of both the students and the community college.

Providing Support to Adjunct Faculty

Adjunct faculty at community colleges have been too often marginalized and should benefit from new engagement models through professional development (Thirolf, 2017). The role that adjunct faculty play in the promotion of student success is necessary to understand for several reasons. Adjunct faculty and students share in a symbiotic relationship through the teaching/learning process. It has been found by Rhoades (2019) that gains in adjunct faculty teacher efficacy have resulted from access to instructional resources and professional development opportunities. Dixon, Yssel, McConnell, and Hardin (2014) found that, when learning differentiation of instruction approaches, more professional development hours implemented was positively associated with teacher efficacy

The findings of Webb, Wong, and Hubball (2013) suggest that, when specific needs and circumstances of adjunct faculty are met through professional development opportunities, scholarly approaches to teaching can be enhanced. Communities of practice which are strategically led through professional development opportunities are vital for adjunct faculty teaching enhancement (Webb, Wong, and Hubball, 2013). Jacobson (2013) has found that holding professional development sessions focusing on adjunct faculty and covering teaching concepts such as instruction related processes, content delivery, and group work practices, may be beneficial. Furthermore, inviting adjunct faculty to team meetings and college-wide committees may build stronger intradepartmental networks and benefit all involved (Jacobson, 2013).

A series of in-depth interviews from 27 adjunct faculty members were brought forth by Rich (2016) to present an unambiguous insight into factors that impact the workplace experiences of adjunct faculty. It's important to measure the changes being sought after by demonstrating transformation. One reason organizational transformations fail is complacency levels being high (Kotter, 2012). There is a tremendous weight placed upon adjunct faculty, both in and outside of the classroom, in order to maximize their teaching potential.

Ott and Dippold (2018) make the point that careful attention to adjunct faculty development may assist college administrators in designing programs to meet the needs of a diverse adjunct faculty. If adjunct faculty are denied forms of support through professional development it may impact their overall performance (Kezar and Maxey, 2014). It is imperative to address this problem so that adjunct faculty may maximize their teaching potential. Resources are essential in the promotion of student success by adjunct faculty. The program director, or those that have experience socializing new adjunct faculty into their departments, set the stage for professional development.

The literature focusing on providing support to adjunct faculty substantiates the overall aim of this study. Teaching may be enhanced when professional development opportunities are afforded by administration level program directors, or those that have experience socializing new adjunct faculty into their departments. Through an understanding of how to best support adjunct faculty to improve student success, insights will develop regarding training provided by these educational leaders. Knowledge regarding best methods for adjunct faculty training will result. A strong cohesion of ideas regarding adjunct faculty training, as well as the influence of adjunct faculty on student success, will come to surface through the analysis of this literature.

Adjunct Faculty Training That Has Been Provided by Administration

The support of adjunct faculty by administration at the program director level, or by those that have experience socializing new adjunct faculty into their departments, is extremely important in the realm of maximizing their teaching potential. Ladyshewsky and Flavell (2012) make the point that program directors, also known as department chairs, have a responsibility to head degree courses. Furthermore, Adiningrum, Sturm, and Kensington-Miller (2019) bring forth the notion that the current standardized model for professional development must be rethought. It may be seen as good practice to rethink best methods of professional development. As times change, so may the paradigms of the people, and as a result methodologies of training may benefit by evolving as well.

Academic leadership programs afforded to program directors may contribute to their ability to lead (Ladyshewsky and Flavell, 2012). Just as adjunct faculty may benefit from professional training programs, so may program directors or those responsible for socializing new adjunct faculty into their departments. It is important that program directors, or those that have experience socializing new adjunct faculty into their departments, are ready for the task of leadership in regards to providing professional development opportunities to adjunct faculty in order to promote student success. Community colleges may benefit from funding development of adjunct faculty over hiring new full-time faculty (Rogers, 2015).

Diegel (2013) makes the point that department chairs are one of the most important groups of people supporting adjunct faculty. A key point in the training of adjunct faculty is that they will be better prepared for their job than if they were not trained. When taking into account knowing what kind of professional development may be needed in order to maximize their teaching potential, adjunct faculty differ from fulltime faculty (Adiningrum, Sturm, &

Kensington-Miller, 2019). There must be a rethinking which allows for flexibility within the professional development process and invites departments' participation within the academic development of their courses (Adiningrum, Sturm, and Kensington-Miller, 2019).

Passion and effective leadership must be instilled into educators by educational leaders in order to engage students. Barrett and Breyer (2014) found that collaborative partnerships between administrators and educators may be beneficial in uniting educational efforts. Program directors were found to be reasonably effective and have the potential to further develop their capabilities to lead (Vilkinas and Ladyshevsky, 2012). Baldwin and Wawrzynski (2011) make the point that adjunct faculty teaching practices differ in important ways from other faculty. Adjunct training implemented by effective program directors, or those that have experience socializing new adjunct faculty into their departments, may be an essential element within the catalyst for the promotion of student success.

Program directors at the administration level, or those that have experience socializing new adjunct faculty into their departments, play a role in adjunct faculty's ability to impact student success positively. A substantiation of ideas regarding adjunct faculty training by these educational leaders to the overall focus of this study is provided in the literature analyzed here. The insights that arise dealing with this key concept of adjunct faculty training pave the way for understanding the influence of adjunct faculty on student success. A deeper understanding of the impact that administration level program directors, or those that have experience socializing new adjunct faculty into their departments, have on adjunct faculty to promote student success have been developed here.

The Influence of Adjunct Faculty Development on Student Success

The role that adjunct faculty play in the promotion of student success is portrayed in the literature review here. Adjunct faculty and students share in a symbiotic relationship through the teaching/learning process. Kennedy (2016) makes the point that different theories of how students learn and different theories of how teachers learn are the basis for professional development programs. In 2009 the Community College Pathways initiative was launched (Edwards, Sandoval, and McNamara, 2015). A main element of this initiative is the Pathways Faculty Support Program as pointed out by Edwards, Sandoval, and McNamara (2015) which is professional development focused on supporting faculty.

Professional development opportunities may afford adjunct faculty the knowledge necessary to inspire students so that student success may be enhanced. Student inspiration might result from adjunct faculty training. Being trained beyond subject expertise, moreso towards communicating with students, may positively impact student success (Cotterill, 2015).

The positive administrative relationships forged within the community college setting will positively impact adjunct faculty morale and in turn will have a positive impact on the ability for the educator to maximize their teaching potential both in and out of the classroom. Classroom cultures are important because they shape learning, development, and student engagement (Alicia, Suárez-Orozco, Singh, Darbes, & Abrica, 2016). Affording professional development training sessions to adjunct faculty may give them some of the tools necessary to maximize their potential while in the classroom and in turn will maximize the potential for student success.

Lowenthal, Wray, Bates, Switzer, and Stevens (2013) found that adjunct faculty seek out professional development opportunities less than full-time faculty and that faculty developers

will benefit by thinking differently about faculty professional development opportunities that they offer. Professional development programs improve the teaching methods of educators and, as a result, students learn more (Rutz, Condon, Iverson, Manduca, and Willett, 2012). It's been found by Rutz, Condon, Iverson, Manduca, and Willett (2012) that some college leaders recognize the merit of professional development and invest money to provide continuing education to faculty through workshops, speakers, and other activities.

Through professional development opportunities adjunct faculty are given the chance to maximize their potential as educators. The mutual goal that the educator and student share, student success, is found within the symbiotic relationship shared by these parties. Understanding how to best support adjunct faculty by administration level program directors, or those that have experience socializing new adjunct faculty into their departments, in order to achieve student success has developed from a strong analysis of this literature.

Conceptual Framework

Two theorists whose work informs the conceptual framework are Albert Bandura (1971) and Lave and Wenger (1991). It is important to take into consideration the ideas regarding what constitutes a theory. Anfara and Mertz (2014) present the notion that a good and useful theory can ultimately promote change in our own understanding of the study being conducted. The questions posed in a study guide the topic being explored. Thus, posing the appropriate research question is one of the most critical aspects of implementing these theories within the topic chosen. The research question posed within this study has been explored through the two theories.

The transformative theoretical foundations found within this study are Bandura's work on social learning theory (1971) and Lave & Wenger's (1991) theory about the role of Communities

of Practice. These theories inform the major tenets of this study by explaining how adjunct faculty can best be supported by administration at the program director level, or those that have experience socializing new adjunct faculty into their departments, to promote student success. The research that guides this study, and informs the overall theoretical framework, brings forth a coherent insight into the overall focus of this study.

Theoretical Framework of Study

A primary theoretical tenet of this study rests within Bandura (1971) and social learning theory. Bandura's (1971) social learning theory deals with the processes of observation, modeling, reproduction, and reflection when growing within a group of people. This theoretical plank gives credence to how adjunct faculty can learn new methods of instruction to maximize their teaching potential in the classroom. Considering the major tenets of Bandura (1971) was essential to the overall focus of this study.

The second of these two main prongs of the theoretical foundation of this study is the Community of Practice framework brought forth by Lave and Wenger (1991). The Community of Practice framework focuses on how a group of individuals exist and evolve who are part of the same profession, or who practice a craft that is the same to one another. Through an analysis of the theoretical tenets giving rise to Community of Practice, a greater understanding regarding adjunct faculty's growth through professional development afforded by the program director, or by those that have experience socializing new adjunct faculty into their departments, has been achieved.

A relationship exists between the learning community and Community of Practice which is linked by way of spreading knowledge through the process of social learning. Social learning relies on the collaboration among individuals who share a common interest in a particular area or

subject (Lave and Wenger, 1991). Hence, there is a link between the learning community and Community of Practice. The benefits of participating in a learning community include encompassing a greater empathy for and awareness of students, a development of authentic relationships with students, an enhanced engagement in the larger campus community, active collaboration, and professional development with faculty colleagues across disciplines (Jackson, Stebleton, & Laanan, 2013).

Conclusion

This literature review is meant to formulate a coherent insight into understanding the need for adjunct faculty to receive support from program directors, or from those that have experience socializing new adjunct faculty into their departments, so that student success is promoted. Through a thorough analysis of the theoretical foundations within this study the major tenets have been emphasized. To summarize by themes it is noted that trends of adjunct faculty hiring in community colleges, the teaching/learning process required to support adjunct faculty, approaches to professional socialization, colleges and university efforts to provide such support, adjunct faculty development provided by program directors and chairs, and the influence of adjunct faculty development of student success have been addressed.

This study has produced findings that demonstrate movement and display indicators towards the growth of instructional skills. These indicators have been described by program directors, or by those that have experience socializing new adjunct faculty into their departments, who organize professional development opportunities. It is not good enough to have excellent ideas (Fullan, 2007). Adjunct faculty must be able to share engaging ideas which make students critically think in order for students to grow. The actual teaching and learning experience is an important dynamic in creating and sustaining a teacher/student relationship (Cotterill, 2015).

When adjunct faculty within a community college begin connecting with program directors at the administration level, or with those that have experience socializing new adjunct faculty into their departments more often, is when there may be an indication of movement and growth within student success. This outcome is a highly significant aspect of this study.

Adjunct faculty who enact effective teaching methods to promote student success will be more effective. Training afforded by program directors, or by those that have experience socializing new adjunct faculty into their departments, through professional development opportunities will allow community college leadership to replicate the successful methods within their institution on a greater scale. This study documents current approaches used by these educational leaders and fills a gap in knowledge about this topic.

There are myriad community colleges across America. Both rural and urban community colleges have reported high levels of unmet demand for instructors in specific disciplines (Charlier & Williams, 2011). Students have the potential to be engaged in a positive way within community colleges by adjunct faculty who are supported by program directors, or those that have experience socializing new adjunct faculty into their departments, in the promotion of student success. For the reasons addressed within this literature review the necessity for this study has been shown to be valid and important.

CHAPTER 3

METHODOLOGY

The purpose of this study was to gain insight into how adjunct faculty can be supported by program directors, or those that have experience socializing new adjunct faculty into their departments, to promote student success. In qualitative studies, the ongoing process of questioning is an integral part of understanding the unfolding lives and perspectives of others (Agee, 2009). In essence this study focuses on how these aforementioned educational leaders promote student success. Today's students must be engaged more deeply and longer due to high expectations of them (Lawson & Lawson, 2013). These findings have the potential to inform community college leaders about what program directors, or those that have experience socializing new adjunct faculty into their departments, are doing to support adjunct faculty in the promotion of student success.

Purpose of the Study

The research purpose was to document how program directors, or those that have experience socializing new adjunct faculty into their departments, can support adjunct faculty to promote student success. The study is qualitative, with a phenomenological approach. Phenomenology is a type of qualitative research which focuses on the study of an individual's lived experiences within the world (Neubauer, Witkop, & Varpio, 2019). Semi-structured interview questions were formulated which focused on the educational leader's point of view regarding their role in the community college and in supporting adjunct faculty. An understanding of what kind of support adjunct faculty at Central Coast Valley Community College (pseudonym) require to maximize their teaching potential to promote student success guided the interview questions.

Ultimately the findings of this study can be implemented into adjunct faculty development and program directors' or those that have experience socializing new adjunct faculty into their departments', roles within community colleges. Qualitative research contributes certain understandings and documents individual perceptions in ways that quantitative research may not capture (Leung, 2015). Through the qualitative interview process the researcher asks participants to reflect on experiences which may ultimately lead to valuable data (Hammarberg, Kirkman, and de Lacey, 2016). This qualitative methods approach paved the way for a deep understanding of the purpose of this study and adequately addressed the research questions that have been posed.

Research Question

What do program directors and those who have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College do to support adjunct faculty in the promotion of student success?

Sub Questions

1. What professional development opportunities do program directors provide to adjunct faculty that increase the teaching skill set of adjuncts to positively impact student success?
2. How do administration level program directors evaluate adjunct faculty instruction?

Research Design

The data sought to answer the research questions are qualitative and contain information elicited from interviews. Qualitative data collection serves as an intervention in itself for participants as well as the researcher (Hayes and Singh, 2011). This research design is phenomenological and assisted the researcher in understanding, interpreting, and discovering

meaning from the responses of participants. The objectives of the study are to positively impact the teaching/learning process and fill a gap in knowledge within this topic. Phenomenology within qualitative research supports the study of the lived experiences of an individual (Neubauer, Witkop, Varpio, 2019). In today's world, researchers test very elaborate models containing a host of variables (Kline, 2011). The research design focuses on the participants' knowledge through the interview process. The newfound aspects within the data may draw a greater picture about adjunct faculty experiences. Documentation of those experiences may lead to recommendations that can be implemented to improve student success.

The qualitative method used in this study supports the use of the transcripts from the interviews as the primary data. They have been analyzed to address the research questions about this topic. Face-to-face in-depth interviews are one of the most commonly utilized qualitative data collection methods (Moser and Korstjens, 2018). When taking the conceptual framework into account there is a strong emphasis placed upon the major tenets of Albert Bandura (1971) and Lave and Wenger (1991) which correlate directly with the qualitative methods approach brought forth here. These authors have influenced the research questions presented within this study due to the theoretical tenets of social learning theory (Bandura, 1971) and community of practice theory (Lave and Wenger, 1991).

Site Information & Population

This study focuses on the support that program directors, or those that have experience socializing new adjunct faculty into their departments, give adjunct faculty at the community college level in order to promote student success. Interviews have been conducted with educational leaders at Central Coast Valley Community College in California who are responsible for recruiting and training adjunct faculty. Each of the participants has voluntarily

agreed to be interviewed and were informed prior to starting the interview process about the major purposes of the study.

The initial site for the interviews was a conference room within the community college. Due to the Coronavirus disease (COVID-19) outbreak of 2020, the alternate method of utilizing ZOOM videoconferencing technologies became the site for interviews as the conference room was not in use. ZOOM videoconferencing allowed the interviewees to be within a place and space that was most comfortable for them. Utilizing ZOOM also allowed the interview to be recorded for data analysis. The proposed room was an actual conference room that is utilized for administrative meetings. The interview room would have been essentially soundproof so there would have been no disturbances throughout the interview process. The room itself had a professional look to it, and there were no posters hanging throughout the room, which would have allowed the interviewees to be engaged within the interview process undistracted from external visual material. This room was initially chosen, prior to the use of ZOOM videoconferencing, for the interviews to take place within due to the lack of audio and visual distractions it embodied.

The participants who were part of this study are senior educational leaders who are responsible for recruiting and training adjunct faculty. Providing support for adjunct professors is the focus because of their high number. Adjunct faculty who have not received permanent employment provide a tremendous amount of instruction in American institutions of higher learning (Baldwin and Wawrzynski, 2011). These community college leaders had given organic responses to the interview topics that were not discussed prior to the interview.

Sampling Method

Purposeful sampling was implemented within this study, as it is utilized within qualitative research for the selection and identification of participants who are information-rich regarding the topic of interest (Palinkas, Horwitz, Green, Wisdom, Duan, Hoagwood, 2013). A major element for pinpointing selection bias in statistical analysis is understanding the factors that lead participants to take part in a study (Boireau, Dufour, and Praud, 2017). Using a purposeful sampling definition from qualitative methods, the participants that have been chosen had the capacity to bring forth valuable information.

Participants were given an explanation about the type of study and their role within it. The participants who qualified to be included are educational leaders who hire and train adjunct faculty within the community college. A total number of ten participants were interviewed. A series of 10 main questions were asked throughout the interview process. It is important to note that strong listening skills are essential for the interview process. Active listening responses increase the feeling of being understood by the recipient (Weger, Castle Bell, Minei, & Robinson, 2014).

These participants were guided through various interview questions to bring forth a more direct aspect of discussion regarding how they support adjunct faculty. Their responses unfolded throughout the interview process. The participant sample size allowed for a substantial amount of data to be collected and analyzed. Data saturation was shown through common responses that were elicited during the interview.

Instrumentation and Data Collection Procedures

The reason and purpose for data gathering in qualitative research is to give evidence for the experience it is investigating (Polkinghorne, 2005). The interviews ran 30-45 minutes in

length. The interviews were recorded through both video and audio technology. Interviews using semi-structured questions typically require a minimum of thirty minutes to conduct (Service, 2009). The video recordings, which were captured by ZOOM videoconferencing technology, allowed for facial expressions, body language, and overall emotions of the participants to be caught for data analysis. Video recorded interviews provide more comprehensive data than written questionnaires (Kasangaki, Macnab, and Cannon, 2012). In preparation for analysis the video recorded interviews are transcribed verbatim (Allen, 2017). This aspect of the data collection procedure is vital to the entire process.

The interview questions focused on the professional nature of the participant's role in supporting adjunct faculty by affording them professional development opportunities. The responses were elicited in the form of conversational answers regarding the questions asked. The data from these interviews were collected through audio and video recordings. Once the data were gathered through the interview process the audio and video recordings were analyzed and interpreted within conceptual framework of this study. The audio recordings were transcribed word for word unless words or phrases were inaudible (Sutton & Austin, 2015).

The framework for data collection was the medium of the interview. The interview was used to gain knowledge and insight regarding how program directors, or those that have experience socializing new adjunct faculty into their departments, can support adjunct faculty in order to promote student success. Participants were chosen based upon their experience in hiring and training adjunct faculty. Once chosen the participants were made aware of all aspects of the study regarding why it is being conducted and their role as interviewees. The interview process consisted of questions which were developed with the support of committee members.

The phenomenology approach allows the acquisition of knowledge about what the experience was like to actually live it, not just the individual's reaction to the overall experience (Munhall, 2007). The instrumentation and implementation of interview questions brought forth data that informed the research questions. The most common method of data collection within qualitative research is conducting interviews (Jamshed, 2014). Throughout the interview process the participants were given the time to explain their experiences during their time as an educational leader. During this time the participants explored their critical experiences, judgments, perceptions, and emotions (Balls, 2009).

Data Analysis

The focus of this study is understanding the factors that contribute to the support given to adjunct faculty by program directors, or those that have experience socializing new adjunct faculty into their departments, within Central Coast Valley Community College in order to promote student success. The data were collected and transcribed. Furthermore the data collected were coded according to key themes.

Data were collected via the interviews and was transcribed after it was recorded. The first step in the transcription process was to find precision within the chronological layout of the responses. Each question was transcribed along with each response, and each response was coded. The coded responses were grouped into categories and correlate with the key themes of the overall study. The transcription process was meticulous and precision had been implemented as each word was exactly transcribed.

Ten participants at the program director and senior faculty level participated in this study. This number supplied a substantial amount of data which suits major tenets of the research that has been conducted and analyzed. As well, this number of interviews has allowed for the

attainment of data saturation based upon the data elicited. Data saturation must be operationalized in such a way that finds consistency with the research question being posed (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, & Jinks, 2018). The participants have direct knowledge of overseeing adjunct faculty hiring and training.

Transcripts were formulated word for word from what the interviewee stated in response to the interview questions. The interview transcripts were reviewed and cleaned in terms of any breaks in statements or difficult to understand portions. A de-identification process took place throughout the data review so that the confidentiality of the interviewee was upheld with the utmost care. Through the method of Thematic Content Analysis the data were coded, defined, and placed into themes. Choosing the Thematic Content Analysis framework of qualitative data analysis allowed for deep meaning and new insights to arise throughout this process.

The framework of the questions which had elicited the responses to be analyzed dealt with the professional nature of the participant's role in supporting adjunct faculty by affording professional development opportunities. The responses were in the form of conversational answers regarding the questions given. The data from these interviews were collected through audio and video recordings which were analyzed and interpreted. The bias of the researcher must be considered, as research methods include some subjectivity. When using qualitative methods approach to a study an effective strategy to mitigate bias is being aware of confirmation bias. As well, when mitigating bias, it is effective to use outside objective reviewers who look over the work that has been accomplished throughout different phases of the study. Bias regards any influence that distorts the results of a study (Polit & Beck, 2014).

Limitations of the Research Design

Through utilizing this method of interviewing ten individuals for a minimum of thirty minutes, a strong emphasis was placed upon the authentic responses demonstrated throughout this study. It is laudable to ensure that qualitative research is impactful (Galdas, 2017). The limitations come in terms of understanding the purely subjective aspects of leadership, as this is a qualitative methods study. No quantitative data were collected, hence no quantitative data was analyzed. A potential limitation could be within the realm of deeply understanding the subjective nature of each participant though not giving as much credence to the quantitative aspects.

Regardless of the 'quality' of qualitative data, its sheer quantity can be daunting, if not overwhelming (Elo and Kyngäs, 2008). In essence the data analysis aspect of this study could find potential limitations as well if the researcher was not fully vested within the process due to the large amount of data which needs attention. These potential limitations are noted so that the validity of the overall study is substantiated.

a. Credibility

In an effort to establish trustworthiness within this study the criterion of credibility must be addressed. Through triangulation of resources (if other types of data are collected) and the member checking aspect of the study credibility has been established. The technique of member checking is utilized to explore the credibility of the results within a study (Birt, Scott, Cavers, Campbell, & Walter, 2016). Furthermore, triangulation of data has occurred through various questions that have been asked throughout the interview process. Triangulation has been deemed a qualitative research strategy which deals with the testing of validity within a study when collecting data (Carter, Bryant-Lukosius, Dicenso, Blythe and Neville, 2014).

Triangulation will reduce the effect of investigator bias (Gunawan, 2015). Decreasing bias is essential as the data must not be distorted. The method of interviewing the investigator has been implemented in order to decrease bias. Within this method the investigator is the individual conducting the study who will play both the role of the interviewer and interviewee (Chenail, 2011). This was a precursor to the actual interview process with the participants which allowed the interviewer insight to any bias that may occur.

b. Member Checking Procedures

A primary way to achieve credibility is to implement a member check (Buchbinder, 2011). Participants received the overall data results of the interview process where they can check for accuracy based upon the resonance of their life experience (Birt, Scott, Cavers, Campbell, & Walter, 2016). To select the participants a formal e-mail message was sent to the requested parties to begin dialogue. This method of participant selection was aimed at bringing forth dedicated educational leaders who have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College to this study.

c. Transferability

The findings of this study can be transferred to other settings. Making sense of, and recognizing patterns within words to construct an understanding of their meaning within the picture being formulated, is the essence of qualitative research (Leung, 2015). To this point, the results of this study may be transferred to other settings based upon the patterns of questions and thoughts that had been elicited. The findings may be transferable to other settings and individuals.

d. Dependability (or Validity)

Reliability and dependability must be considered by qualitative researchers in regards to the design process, data analysis, and evaluating the study's overall quality (Cypress, 2017). It is critical for qualitative researchers to implement strategies which enhance the credibility of a study (Noble and Smith, 2015). Through a careful analysis of all aspects of data collection, data analysis, and the overall research study design this study has been deemed dependable.

Dependability within the study should be implemented by incorporating verification strategies (Spiers, Morse, Olson, Mayan, & Barrett, 2018). Self-correction has taken place throughout the overall research process to be sure that all data which has been collected and analyzed is dependable.

e. Confirmability

Quality criteria for qualitative research in regards to strategies ensure confirmability and extend confidence that the results of the study will be corroborated by other researchers (Forero, Nahidi, De Costa, Mohsin, Fitzgerald, Gibson, Aboagye-Sarfo, 2018). The data reflected research questions throughout the entire data collection and analysis process to ensure it is accurate for confirmability. Researchers may engage with malleable realities that can be shaped by subjective views within qualitative research (Chowdhury, 2015). To achieve confirmability steps must be taken by the researcher to show that the findings have emerged from data and not bias (Shenton, 2004).

Ethical Issues in Study

Protecting research participants from harm is upheld by the convention of confidentiality (Kaiser, 2009). This qualitative methods approach is dynamic. Measures were taken to inform participants of their rights. The research was conducted by focusing on a population of

professionals who have worked within the field of education as administration level program directors, or those that have experience socializing new adjunct faculty into their departments, for at least one year. This allowed for a direct connection to the data being sought for this study and the participant's history in the industry.

Participants also signed an agreement which stated that their identity will remain confidential to all but the researcher throughout the study and afterwards. It was made clear to each participant that throughout the interview process they had the right to refuse to answer any questions that may impose or elicit trauma which may impact them in the moment, or due to what they may have suffered in the past. It's important to note that interviewing is a necessity when we, as researchers, are unable to directly observe things like behavior, feelings, thoughts or intentions (Merriam, 2009). Protecting the rights of the participants was paramount to the ethical requirements of the study.

Conclusion and Summary

This study utilized a qualitative phenomenological methodology. The interview process which incorporated program directors, or those that have experience socializing new adjunct faculty into their departments, at Central Coast Valley Community College, was conducted with the utmost care. Research can be understood as an arduous methodical effort to examine, investigate and restructure the realities, applications, and theories (Jamshed, 2014). Taking the major tenets of this study's methodology into consideration allowed for a deep insight into the findings that have been brought forth. Qualitative approaches are diverse and involve complex interactions that require a myriad of communication skills (Banner, 2010). The methodology used for this study has paved the way for valuable data to be collected and analyzed in the most ethical fashion.

CHAPTER 4

RESEARCH FINDINGS

A need exists for adjunct faculty within community colleges to be supported by administration at the program director level, or those fulltime faculty that have experience socializing new adjunct faculty into their departments. Support of adjuncts will improve the promotion of student success within the classroom. This qualitative research study with a phenomenological approach used ten semi-structured interview questions to learn about how ten program directors or other educational leaders described their experiences socializing new adjunct faculty into their departments.

The interview questions constructed for this study focus on the educational leader's views regarding their role in the community college and in supporting adjunct faculty. The interview questions are guided by the research questions that focused on what kind of support adjunct faculty require at Central Coast Valley Community College to maximize their teaching potential to promote student success. The qualitative phenomenological approach regarding the data collection and analysis methodology fostered a deeper understanding of the research questions. The main research question posed within this research study is, What do program directors and those who have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College do to support adjunct faculty in the promotion of student success?

Each of the participants within this research study were sought out based upon certain criteria. First and foremost each participant had to be an educational leader within Central Coast Valley Community College. In order for the appropriate data to be collected, the participants had

to have experience in both hiring and socializing adjunct faculty. These criteria were set so that the main research question posed, as well as sub questions, would accurately be addressed.

All of the ten participants had a vested interest to take part in this research study as they made the point within correspondences prior to and during it. As each participant is an educational leader, and can contribute knowledge to this topic being studied, they felt a personal connection to the topic. Prior to the start of the interview each participant was observed smiling via the ZOOM videoconferencing interface, had a positive disposition, and was ready and willing to share their ideas. The researcher asked each participant to briefly note their role within the college. This is how the interview process began with each participant. Detailed in this chapter are the thematic patterns derived from the phenomenological qualitative interview process that elicited valuable responses from the ten participants.

Data Collection Process

The interviews used to gather the data for this research study ran for a duration of an estimated 45 minutes. The interviews took place on various dates and times throughout July and August 2020. The ten participants were recorded through both video and audio which were captured by ZOOM videoconferencing technology. ZOOM was utilized since the conference room within Central Coast Valley Community College was not in use due to COVID-19. This data collection medium allowed for facial expressions, body language, and overall emotions of the participants to be captured as part of the data analysis. This aspect of the data collection procedure was not formally analyzed but did inform the researcher perceptions. The interview questions elicited responses in the form of conversational answers regarding the questions posed.

Participants

General knowledge regarding the roles and responsibilities of participants has been outlined here. The leadership team represented below contains a breadth of experience, years in field, skill set, and encompasses a wide range of demographics. The chart does not include detailed demographic information to maintain confidentiality.

	P1	P2	P3	P4	P5
Role	Supportive Administrator	Lead Administrator	Supportive Administrator	Upper-Level Administrator	Upper-Level Administrator
Years of Experience In Current Role	Not Available	Less than 5	Less than 5	Estimated 5	Less than 5
Years of Experience in Total Within the Field of Education	Not Available	27	10	21	20
	P6	P7	P8	P9	P10
Role	Tenured Faculty	Upper-Level Administrator	Top-Level Administrator	Upper-Level Administrator	Lead Administrator
Years of Experience In Current Role	More than 5	Less than 5	Less than 5	More than 5	Estimated 5
Years of Experience in Total Within the Field of Education	16	24	22	36	30

Individual Vignettes of Participants

Participant 1. The first participant holds a supportive administrative role at the Central Coast Valley Community College. The work that is accomplished by this participant focuses on making professional development opportunities known to both adjunct and fulltime faculty. They deal with finding and sharing specific days for faculty to take part in professional development opportunities. These professional development opportunities, which are open to both adjunct and fulltime faculty, are tracked by this participant. This participant's work is based upon the premise that every faculty member needs their own specific type of professional development. The interaction that this participant has with adjunct faculty is in the realm of socializing through opportunities presented within professional development. This participant has worked in the human services wing of the college for a number of years, leading to an abundance of insights that were shared throughout the interview process.

Participant 2. The second participant holds an upper administrative leadership position and oversees a multitude of aspects of the programs within the Central Coast Valley Community College. This upper administrator embodies different roles of leadership within the college, managing resources and representing the college within the community. The influence that this participant has on adjunct faculty regards hiring and socializing them into their roles. This participant has worked in the college arena for a number of years, and within this capacity has hired and socialized many adjunct faculty into their positions. The data elicited from this participant are derived from many years in the field of education, as well as knowledge regarding this research study topic.

Participant 3. The third participant supports adjunct faculty within their administrative role at Central Coast Valley Community College. The focus of this participant's work deals with

supporting adjunct faculty so that they can maximize their teaching potential, and the potential of students who learn within a self-contained classroom. The third participant of this research study wears many educational hats, one of which is to liaise and communicate with upper administration, adjunct faculty, and students. This participant also seeks out proficient adjunct faculty to lecture within various disciplines. In that role, they deal with the recruitment, hiring, and socializing process. Being an employee within Central Coast Valley Community College for a number of years allowed this participant to answer the interview questions from their lived experiences which were valuable to this study.

Participant 4. The fourth participant is an upper-level administrator who oversees several programs at Central Coast Valley Community College. This participant has a number of years of experience working within this role and has valuable knowledge about the hiring and socializing process for adjunct faculty. They specialize in work that supports students from a multitude of backgrounds, including those students who may be part of a vulnerable or marginalized population. Experience overseeing several programs at the college provides a broad reach to faculty, so this participant understands various needs of adjunct faculty. The interaction that this participant has with adjunct faculty is in the realm of both hiring and socializing them into their role. As an upper-level administrator working within this capacity, this participant has a lived experience that is beneficial to this study.

Participant 5. The fifth participant is an upper-level administrator who oversees an essential program which directly benefits the students at Central Coast Valley Community College. This participant focuses on student development and introducing the student to the collegiate process. The fifth participant has extensive knowledge within the qualitative research study process at the college level and has conducted several studies regarding faculty of color

within community colleges. The work this upper-level administrator accomplishes for the college provides an important perspective regarding faculty development. This participant influences adjunct faculty in both hiring and socializing them into their role. The experiences of participant number five regarding hiring and socializing adjunct faculty is valuable to this research study.

Participant 6. The sixth participant is a tenured faculty member who also holds several leadership roles within Central Coast Valley Community College. This participant has experience hiring and socializing adjunct faculty. This participant has a number of years' experience as an educator and works closely with the academic senate. The vast knowledge and experience that the participant has within the community college arena, as well as within hiring and socializing adjunct faculty, give credence to the responses elicited during the interview. This participant is a lead faculty member who sets an integral tone within the college regarding how both adjunct faculty and fulltime faculty can best maximize their teaching potential. The interactions that this participant has with adjunct faculty focuses on both hiring and socializing them into their role. These experiences give this participant valuable insights regarding the research topic.

Participant 7. The seventh participant works in an upper-level administrative role at Central Coast Valley Community College. The focus of the work done by this participant is leading adjunct faculty so that they can maximize the potential of students who learn within a self contained classroom. This participant has over twenty years of experience as an educator and began working in the K-12 system. Furthermore, this participant contributes vital energy to those students whose first language is not English. The interaction that this participant has with adjunct faculty deals with both hiring and socializing them into their role. This participant also seeks out proficient adjunct faculty to lecture within various disciplines. Regarding the hiring and

socializing process this participant has extensive experience. The descriptions of the lived experiences of participant number seven are valuable contributions to the data.

Participant 8. The eighth participant holds a top tier administrative position. The work that this participant does trickles down to the rest of the campus. The position held by the participant influences vital inner workings within the entire community college. With over seventeen years of experience at several colleges, within this chief role, this participant has had extensive experience in hiring and socializing both adjunct and fulltime faculty. The interactions that this participant has with adjunct faculty regards socializing them through providing opportunities for professional development, as well as taking part in the hiring process. The eighth participant has a great deal of experience providing employment opportunities to faculty that are fair and inclusive. The lived experiences of this participant regarding this research topic led to responses with tremendous worth.

Participant 9. The ninth participant holds an upper administrative position within Central Coast Valley Community College. With an estimated thirty years experience within the upper administrative role currently held, this participant focuses their educational work in the fine arts. This particular arts program is staffed predominantly by adjunct faculty. Since participant number nine guides adjunct faculty through their socialization process, there were a great deal of insights shared. The influence that this participant has on adjunct faculty is taking part in the hiring process, socializing them into their role, and sharing opportunities presented within professional development. The ninth participant was an educator in the K-12 system. Being an educational leader for several decades, and working with adjunct faculty in the arts program, this participant has valuable lived experiences which benefit this research study.

Participant 10. The tenth participant held an upper administrative leadership position and oversees several programs within Central Coast Valley Community College. Participant number ten has worked at several colleges which allowed for extensive insights to be shared dealing with supporting adjunct faculty and student success. The programs included distance education, curriculum and schedules, fine arts, and several other key roles. Participant ten has worked in the college arena for a number of years and has hired and socialized many adjunct faculty. This upper-level administrator provided leadership by managing resources and representing the college within the community. The interaction that this participant has had with adjunct faculty regards both hiring and socializing them into their role within CCVCC. Participant number ten retired within this past year, but their recent lived experiences shared throughout this interview process were extremely valuable.

Data Analysis

Each interview was transcribed for data analysis. A coding process was conducted to gain a greater understanding of thematic patterns resulting from the interviews. Coding the content of the interviews led to development of thematic patterns.

The data elicited within the responses presented a phenomenon of heightened passion within each participant. This became very clear at the onset of the interview as each participant was observed smiling and interested in sharing their ideas. As the interviews unfolded the energy level of the participants did not wane. On the contrary, the researcher found himself having to stop any extraneous dialogue due the amount of interest generated within this topic of study. This researcher strived to resist superfluous dialogue. Based upon the voluminous amount of data that was presented within these interviews, there were a myriad of important ideas that were shared.

Themes and Sub-Themes

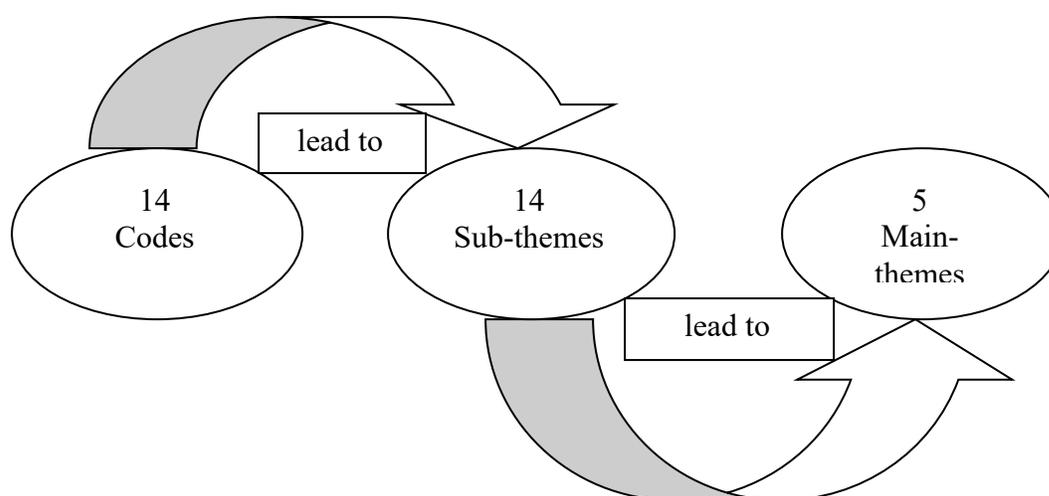
A number of ideas were presented by the participants. Each of these sub-themes were developed from the initial coding utilizing the in vivo coding process. Emphasis is placed on the spoken words of participants for qualitative data analysis using in vivo coding (Manning, 2017). Once the initial coding had been completed, axial coding ensued. Linkages between data are constructed utilizing axial coding (Allen, 2017). The coding process led to fourteen sub-themes, which were then clustered into five main themes.

Table 1: Thematic Chart

Main Themes	Sub-Themes	Codes
1. Implementing adjunct faculty professional development leads to student success	<ul style="list-style-type: none"> a. Spoke to the notion that student success does indeed correlate with adjunct faculty development b. Communicating professional development opportunities to adjunct faculty c. There are factors which inhibit the professional development process at the administrative level 	<ul style="list-style-type: none"> a. Adjunct development b. Adjunct success c. Number of adjuncts
2. Community of practice is utilized and beneficial when professionally developing adjunct faculty	<ul style="list-style-type: none"> a. My day, your day, but we share a course. We plan together (co-planning) b. Developing the socio-emotional support among adjunct faculty c. Amount of time allotted to adjunct faculty to take part in professional development opportunities 	<ul style="list-style-type: none"> a. Togetherness b. Creating community c. Time for PD (professional development)

3. Cohesive communication between leaders and adjunct faculty positively impacts student success	<p>a. Program directors are bound by the contract in regards to specific aspects of communication with adjunct faculty</p> <p>b. The contract impedes adjunct faculty's ability to maximize worker productivity due to workload constraints</p> <p>c. Educational leader's collaborative communication with adjunct faculty sets a collaborative tone for students</p>	<p>a. Communication boundaries</p> <p>b. Leader communication</p> <p>c. Adjunct contract</p>
4. Administrators perceive that trained adjunct faculty play a role in the success of the student population	<p>a. It is essential to understand what good training is so that adjunct faculty are positively impacted</p> <p>b. Adjunct faculty who are trained have a noticeable skill set which positively impacts students</p>	<p>a. Training</p> <p>b. Noticeable success</p>
5. Availability of funding impacts adjunct faculty professional development	<p>a. Adjunct faculty are not paid well for their time to take part in professional development</p> <p>b. Grant writing is an avenue to take in order to secure funding for PD</p> <p>c. Professional development funding attained by educational leaders have a positive impact on adjunct faculty</p>	<p>a. Funding</p> <p>b. PD (professional development) opportunity availability</p> <p>c. Adjunct pay</p>

Figure 1: Flow Chart of Direction for Thematic Findings



Thematic Findings

The fourteen codes that were utilized throughout the data analysis process led to the fourteen sub-themes detailed here. The sub-themes then led to the five main themes. The five main thematic findings are detailed here:

1. Implementing adjunct faculty professional development leads to student success
2. Community of practice is utilized and beneficial when professionally developing adjunct faculty.
3. Cohesive communication between leaders and adjunct faculty positively impacts student success.
4. Trained adjunct faculty play a role in the success of the student population.
5. The availability of funding impacts adjunct faculty professional development.

The narrative below presents the main themes with examples from participants.

Thematic finding 1: Implementing adjunct faculty professional development leads to student success.

This thematic finding is a result of a number of responses that spoke to the notion that student success does indeed correlate with adjunct faculty development. The participants also addressed the importance of their role in communicating professional development opportunities to adjunct faculty. A few of the participants made the point that there are factors which inhibit the professional development process at the administrative level. Specific types of professional development were also discussed by a few of the participants and the positive impact it had on the students at Central Coast Valley Community College. The sub-themes which led to this main theme are adjunct development, adjunct success, and number of adjuncts. Direct statements from participants are infused here to substantiate these findings.

Within the first main theme the codes utilized which led to the sub-themes were adjunct development, adjunct success, and number of adjuncts. From these codes three sub-themes emerged. The sub-themes are titled: spoke to the notion that student success does indeed correlate with adjunct faculty development, communicating professional development opportunities to adjunct faculty, and factors which inhibit the professional development process at the administrative level. The first main theme to emerge from the sub-themes is titled: implementing adjunct faculty professional development leads to student success. The notion that professional development opportunities impact student success is a concept that the participants of this study spoke about in depth. Participant number two stated that,

The knowledge of understanding what it takes for a student to become successful and the tools that are available are how trained adjunct faculty tie into student success. Adjunct faculty are welcome to sit in on committee meetings, they should be listening in or volunteering, or at least reading the minutes of what happened at every board meeting. Those little things, especially if you're a new faculty, are some of the things you can do on your own to make sure your students are successful.

In this response participant number two discusses the importance of utilizing resources which are available to adjunct faculty in order to be sure their students are successful.

Participant number three reaffirmed the point that professional development opportunities for adjunct faculty are of great significance to student success by stating that,

We use whatever resources and tools the college provides us to develop faculty. And we always encourage all of our adjunct faculty to study and learn the guided pathways model and all of the latest research. And for us, working with the adjunct faculty that we have,

we are also jumping into weekly ZOOM meetings where they can share with each other and talk with each other.

Taking into account the emphasis that participants number two and three put upon utilizing the resources available at Central Coast Valley Community College is a vital point that was made. If professional development opportunities are not apparent to the adjunct faculty, it is critical that they seek them out. By doing so the adjunct faculty will equip themselves with professional development opportunities in order to ensure the success of their students.

The development of adjunct faculty includes several components. Academic and other aspects of development, such as technological and socio-emotional needs are addressed.

Participant number five gives credibility to this notion by stating,

The assumption is a well-trained adjunct will lead directly to increased and positive student success, though I don't know if data would support that. I think we would need to narrow down what training is, and if training includes ways to create more inclusive environments, and ways to access resources. Because it has to go beyond content.

To this point, professionally developing adjunct faculty regards more than developing their academic knowledge.

There is an aura that the adjunct faculty brings with them into the classroom based upon the skill set they embody. This aura can be developed just as much as academic knowledge can be enhanced. Participant number six stated that,

Those first two semesters as an adjunct are so key in terms of individuals being able to feel confident, feeling able to stand on your own two feet. If they don't feel that it really hurts, I believe, the student learning that happens in class. The students know if a faculty member is not competent, they know if a faculty member seems to not know what they

are communicating. So I really try to keep that in mind as to how I can help the adjunct faculty member be as competent and confident in front of students as possible.

To substantiate this notion further participant number ten made the point that, "a faculty that is supported is a happier and more successful faculty, and that faculty's students are more successful as a result."

Sub-theme 1.a: Spoke to the notion that student success does indeed correlate with adjunct faculty development. The sub-themes that emerged based upon the coding utilized here regard adjunct faculty professional development being a critical element of student success due to the substantial amount of adjuncts in the workforce. Furthermore, these sub-themes that emerged here also regard adjunct faculty success which occurs through professional development. Adjunct faculty professional development is a critical element of student success due to the substantial number of adjuncts in the workforce is a notion that emerged based upon the participants' statements relating to these sub-themes. As documented earlier adjunct faculty constitute a large portion of the overall faculty workforce within community colleges.

Specifically, Central Coast Valley Community College has a large number of adjunct faculty. To substantiate this point, participant number four stated that, "adjunct faculty are probably our most critical staff members in terms of impacting student success. We have the most adjunct faculty and they're in the most important classes with the least amount of support."

Sub-theme 1.b: Communicating professional development opportunities to adjunct faculty. The second sub-theme to emerge from the codes is titled: communicating professional development opportunities to adjunct faculty. The idea that cohesive communication between adjunct faculty and the program director led to professional development opportunities to gives weight to the main thematic finding. Multiple participants made the point that adjunct faculty

succeed when they have opportunities to take part in professional development. Participant number eight stated,

Most of our instructors here are adjuncts as you know. That's consistent across the community college system of California. One would think that we would spend an enormous amount of time integrating adjuncts into the system, and integrating them into the culture, integrating them into campus life, and introduce them to one another, and socializing. Those are really important outcomes not just for the educators themselves, but also for the students they're leading.

Sub-theme 1.c: There are factors which inhibit the professional development process at the administrative level. The third and final sub-theme within the first main theme is: there are factors which inhibit the professional development process at the administrative level. This situation is based upon contractual stipulations regarding what a program director is able to offer in terms of professional development and how they go about offering it.

Substantiating this point participant number two stated,

The adjunct faculty, I believe because of that sort of semi-autonomous nature of how the contract is written, sometimes the onus falls on that adjunct faculty to find out for themselves what's available to make sure that the students do really well in their class and the tools that are available.

Another factor which inhibits the professional development process deals with protocols put in place at the administrative level. Speaking to this notion participant number eight made the point, "We do not have a formal on-boarding program yet though we certainly want to do that. The bottom line is there's many things we want to do that we are not currently doing, and I wish I could give you a better report."

The first main thematic found that implementing adjunct faculty professional development leads to student success. It was also shown that student success correlates with adjunct faculty development. Communicating professional development opportunities was shown to be significant as well. Lastly, there are factors which inhibit the professional development process for adjunct faculty at the administrative level. Stipulations within the adjunct faculty contract and protocols at the administrative level inhibit the ability for leaders to provide professional development opportunities. These findings within the first main theme are of the utmost significance to this research study.

Thematic finding 2: Community of practice is utilized and beneficial when professionally developing adjunct faculty.

When analyzing the data it became apparent through each participant's statements that community of practice is an asset to the process of adjunct faculty's professional development. As introduced by Lave & Wenger (1991), community of practice focuses on how a group of individuals exist and evolve who are part of the same profession, or who practice the same craft. The participants shared valuable information regarding how and why community of practice is utilized and beneficial throughout the professional development process for adjunct faculty. The coding utilized which led to the sub-themes, and ultimately leading to the main theme are togetherness, creating community, and time for PD (professional development). This second main thematic finding follows.

Within the second main theme the aforementioned codes led to three sub-themes which were labeled: my day, your day, but we share a course and we plan together (co-planning), developing socio-emotional support among adjunct faculty, and amount of time allotted to adjunct faculty to take part in professional development opportunities. The sub-themes that were

reflect the codes gave rise to the second main theme titled: community of practice is utilized and beneficial when professionally developing adjunct faculty.

In order to bridge differences in academic disciplines to better reach students, community of practice provides effective support. Participant number three substantiates this notion by stating,

Every instructor I've ever worked with has a different way of doing things. And I always remember that although they are all in the same profession, they are all instructors, and they share in this common ground for wanting to teach your students. But also they are different in that one is a history instructor, one is an English instructor, one is math.

They're different animals but we're all in the same zoo. We do talk to our adjunct faculty about their common interests and their shared experiences, and how they see themselves as mentors and instructors. It's more than just teaching a class.

When taking into account the many ways that community of practice may assist adjunct faculty as they are being professionally developed participant number four made several vital points by stating,

I agree with the community of practice framework. I feel like it is critical for not only quality teaching and learning, but also because we're not only educators, but we're human beings. Our jobs are hard. So when you use the word socialization it brings to mind that need for not just the technical knowledge that comes through the community of practice. Like the sharing of insights, the sharing of best practices, and collaborating and developing new strategies. But also developing the socio-emotional support among adjunct faculty. It's easy, especially for faculty from under-represented backgrounds, you could feel isolated or the imposter syndrome creeps in. I think all of us can be victim to

the imposter syndrome. So I think that community of practice provides not only the technical support, but also the sense of belonging and validation that human beings need in order to feel successful.

With these key points made by participant number four it is apparent how significant community of practice is to developing a strong adjunct faculty workforce.

It is also imperative to discuss how a community of practice can best be planned when seeking to professionally develop adjunct faculty. To this notion participant five stated,

I push back, not on the concept of community of practice, though I am acutely aware of how the unintended consequence in this context could mean further marginalization of an already marginalized population of adjunct faculty. I'm trying to develop a community of practice as an effective means of learning and integration. My concern is it would lead to further segregation if it is not thought out well and done with greater intent.

As this important point is made by participant number five regarding the elements that go into implementing a community of practice, there is a drive to create an environment of acceptance and credibility for adjunct faculty.

The sense of worth felt as an adjunct faculty within community of practice gives weight to the socialization process. Regarding this point participant number eight stated,

You might see adjuncts who are perhaps history professors, though their real interest might be in California history and they are a U.S. history lecturer. So they look for people who have an interest in California history if they have an interest in that. So they tend to group together. That's very important in terms of socialization, but there's also a sharing of information. And a building of information between faculty. You can do that through clubs. You can do that through familiarity.

The notion that community of practice evokes sharing amongst those within the community was reiterated. Participant number three gave credence to this notion by stating, “The key terms for the community of practice here should be, those who share a common interest and a desire. A desire to learn from and contribute to the community.” The importance of incorporating community of practice is also substantiated participant number nine's statement that, "Community of practice, the process of, as well as the support for and the embracing of, is hugely important for us to operate. Especially with adjunct faculty who it may be their first time with us.”

Sub-theme 2.a: My day, your day, but we share a course. We plan together (co-planning). The first sub-theme to emerge from the aforementioned codes is titled: my day, your day, but we share a course. We plan together (co-planning). The codes utilized within this second theme gave rise to the notion of strength through mentoring within community of practice. The sharing of ideas and guidance by those who can assist adjunct faculty is an important element comprising community of practice. It has been found here that within the community of practice adjunct faculty have as much value as fulltime faculty. Participant number one gave insight into this notion and addresses the ways community of practice may occur by stating,

We do team teach in our department. In reality it's turn-teach. My day, your day, but we share a course. We plan together. We build a syllabus. We do meet. The adjuncts have the same responsibilities as the fulltime faculty in terms of measuring student learning outcomes. A lot of it is on the job training.

Sub-theme 2.b: Developing the socio-emotional support among adjunct faculty. The second sub-theme on the second main thematic finding is titled developing the socio-emotional support among adjunct faculty. The three sub-themes of this second main thematic finding

regards co-planning, socio-emotional support, and the amount of time allotted for adjunct faculty to take part in professional development opportunities. It has been found that community of practice is beneficial when professionally developing adjunct faculty. Regarding the aspect of developing socio-emotional support among adjunct faculty participant number seven stated, "Like we were mentioning, the academic and socio-emotional way. If an adjunct faculty has a training and background into the knowledge of crisis counseling and tutoring support services, the more information you have the more information you'll be able to share with the students."

Sub-theme 2.c: Amount of time allotted to adjunct faculty to take part in professional development opportunities. The third sub-theme within the second main thematic finding is titled: amount of time allowed to adjunct faculty to take part in professional development opportunities. Both the main theme and sub-themes are derived from the codes labeled togetherness, creating community, and time for professional development. Time for adjunct faculty to take part in professional development opportunities is an important factor to consider. The point made by participant number two in regards to this third sub-theme was that, "most adjunct faculty that I've come across teach at multiple colleges and we call them frequent flyers. It's hard because they're teaching and then they have to run out. It's hard and I can understand that." This point echoes ideas that participants shared that other work obligations held by adjunct faculty become a barrier to overcome in terms of them taking part in professional development opportunities, as well as being able to meet within the faculty community setting.

It was found within this second main thematic finding that community of practice is utilized and beneficial when professionally developing adjunct faculty. Taking into account this second main thematic finding it is also shown that the sharing of ideas, as well as guidance by those who can assist adjunct faculty, is a vital component comprising community of practice.

Developing the socio-emotional support among adjunct faculty has been shown to be of significance as well. Lastly, the amount of time allotted to adjunct faculty to take part in professional development opportunities is not enough. The lack of time allocated impacts the ability for adjunct faculty to take part in professional development opportunities. These findings within the second main theme are of the utmost significance to this research study.

Thematic finding 3: Cohesive communication between leaders and adjunct faculty positively impacts student success.

A main component which ties the adjunct faculty member and student success together is cohesive communication by the educational leaders, namely program directors or those responsible for the hiring and socializing of adjunct faculty. The sub-themes that led to this main theme are communication boundaries, leader communication, and adjunct contract. It's clear by the statements elicited throughout these interviews that cohesive communication is a main theme connecting the ideas and needs of all parties, as well as leading to the building of strong professional relationships in order to positively impact student success. There is power amongst the communication which transpires between leaders and followers who are working symbiotically to positively impact the success of the student population.

Within the third main theme the three sub-themes were labeled: program directors are bound by the contract in regards to specific aspects of communication with adjunct faculty, the contract impedes adjunct faculty's ability to maximize worker productivity due to workload constraints, and educational leader's collaborative communication with adjunct faculty sets a collaborative tone for students. The sub-themes that gave rise to the third main theme were titled: cohesive communication between leaders and adjunct faculty positively impacts student success.

There is a responsibility felt by some program directors, or those who have the role of socializing adjunct faculty, to stay in constant communication. Participant number two made the point,

I have an open door policy. Most adjunct faculty have my phone number. Sometimes I get texts at ten p.m. asking where their classroom is for the next day and I help my faculty as best I can. That cohesive communication helps the students because one, for the example that I gave they have to know what classroom they are going to, it's also about constant communication.

To substantiate the point further regarding the notion of constant communication, participant number nine stated,

If I am unclear and the adjunct doesn't quite get it, then they disseminate something, and then I come back and say I didn't communicate clearly then they get frustrated. Things pass up and down. So it's very necessary that as colleagues we're on the same-ish page. And that we continue to contact each other. I think constant communication is huge.

As cohesive communication impacts student success it is essential to make the point that the goal is to reach every student. This notion is given weight by participant number five's statement that,

We need to recognize if we treat each of our adjuncts within the context that they are operating, and having clear, effective, consistent, cohesive communication as an institutional agent, I believe that with the adequate supports to provide quality instruction will lead to improved student outcomes across demographics, across age, across school sites.

Reiterating this idea is vital as the ultimate focus here is the impact of every student's success in the classroom through cohesive communication.

Collaborative communication that is cohesive between leaders and followers has a positive effect on the students as well. This point was substantiated by participant number six who stated,

I think when it comes to cohesive communication I'm using, we had a system to where from administration to faculty within the discipline both fulltime and part time, there was a common goal of being able to create the best class experience for students. Previous deans would reach out to us as fulltime faculty members to run ideas by, to really take that shared governance collaborative approach. In turn, as fulltime faculty members, we would then communicate that and get the input from adjunct faculty members. Anything that they needed to provide to the discussion or the process. And everybody felt that they were a part of what was happening in terms of any changes that were going into classrooms, that were going in front of students. So I think that our students have enjoyed at Central Coast Valley Community College the fruits of that collaborative process.

To further validate this point regarding student success impacted by cohesive collaborative communication, participant number seven stated that,

There's no bad questions. I'm busy, I may ask again. I'm not a punitive type of person. I always like to see things as opportunities for growth. So I like to have conversations, document it, and share the information out. And then sometimes we find that information can be shared amongst other departments, and it helps with their understanding as to why we can or can't adhere to their policies. And so, it's always useful information and it helps the programs in general. Tying it to the success of the programs. Ultimately our work effects student success. It effects whether they're going to get that grade. It effects if they're going to stay in that class or not.

Cohesive communication has a positive impact on student success as stated by the participants within this thematic finding.

Sub-theme 3.a: Program directors are bound by the contract in regards to specific aspects of communication with adjunct faculty. Emerging from the codes were sub-themes that led to the main theme. The code labeled communication boundaries led directly to the first sub-theme within the third main thematic finding titled: program directors are bound by the contract in regards to specific aspect of communication with adjunct faculty. The point was made by a majority of the participants that they were essentially bound by the contract in regards to specific aspects of interactions with adjunct faculty. Participant number three made the point that, "I have to live within the realm of what they're contractually obligated to do."

Sub-theme 3.b: The contract impedes adjunct faculty's ability to maximize worker productivity due to workload constraints. Wanting to do more than what the contract allows the adjunct to take on in regards to workload is a common idea found within these interviews. Participant number two emphasized this notion by stating, "I have some really good adjunct faculty that want to take part in a lot more, do a lot more, but then the other piece of this is that contractually they can't. It's illegal for them." The adjunct faculty contract and its limitations in bringing professional development opportunities to fruition for adjuncts impedes cohesive communication amongst program directors and adjunct faculty, which is an idea that was addressed by the participants throughout these qualitative phenomenological interviews.

Sub-theme 3.c: Educational leaders' collaborative communication with adjunct faculty sets a collaborative tone for students. The third sub-theme titled, educational leader's collaborative communication with adjunct faculty sets a collaborative tone for students, also regards the leader's communication with adjuncts to be important in setting the tone for students.

The notion that success filters from the top of leadership down through to adjunct faculty was a point made by several of the participants. To give weight to this notion participant number eight stated,

There's a sharing of information, and a building of information, between the adjuncts.

That's one of the reasons we want to bring adjuncts together because they'll start talking not just about what they're teaching, but common interests also. That creates community, longevity, and commitment to the area. And it may even reduce our turnover rate.

To further substantiate this point participant number four stated,

Based on the feedback I've heard from the adjunct faculty I work with, there was a lack of communication in their other interactions with other areas on campus or leaders. I just heard it over and over again that they didn't get the information, that they felt out of the loop. They felt in the dark. They don't know what's happening within the institution. They don't know what's happening necessarily within their department. They are not informed about opportunities. They don't have all of the communication. The communication is not sufficient to support them in their role. It's critical to student success.

To further substantiate this notion of a leader's communication setting the tone for students, participant number ten made the point that,

A consistent message from top to bottom is very important for student success. The consistency has to be driven from the very top and it has to be sincere. However, I sincerely believe that we need to not only talk the talk but also walk the walk. We can talk about student success until we are blue in the face. If we don't give people the means for being successful, through training and resources, then all the cohesive talk in the world won't have much weight.

Thus, based upon the participant's responses, consistent and collaborative communication is vital to the success of students substantiating this third sub-theme which led to the third main theme.

It has been found within this third main theme that cohesive communication between leaders and adjunct faculty positively impacts student success. Interview data also showed that program directors are bound by the contract in regards to specific aspects of communication with adjunct faculty. Furthermore, the contract impedes adjunct faculty's ability to maximize worker productivity due to workload constraints. Lastly, educational leader's collaborative communication with adjunct faculty sets a collaborative tone for students. These findings within the third main theme are of the utmost significance to this research study.

Thematic finding 4: Administrators perceive that trained adjunct faculty play a role in the success of the student population.

This thematic finding that emerged throughout the interview process is the overarching idea that student success is impacted by adjunct faculty who are well trained. Each participant discussed why this correlation was important. Furthermore, this thematic finding gave tremendous insight into the importance of training adjunct faculty so the end result is student success. The two sub-themes are titled: it is essential to understand what good training is so that adjunct faculty are positively impacted and adjunct faculty who are trained have a noticeable skill set which positively impacts students. These sub-themes led to this fourth main theme titled, trained adjunct faculty play a role in the success of the student population. Excerpts from the participants extracted throughout the data analysis portion of this interview process, substantiate this thematic finding.

Training adjunct faculty requires a direction and an intended outcome to have a significant impact. In regards to the aforementioned first sub-theme within this fourth main theme participant number five made the point that,

We can train adjuncts well on how to catch cheaters, or how to perceive students as cheaters. And who are good students, and who are bad students. And what a good student look like or what a bad student looks like. And so, that's all very intensive training. That's learned behavior. Is that going to create student success? It would have outcomes. Is it the intended outcomes? Is that the goal of this college? Is that the goal of appropriate training? I think we would need to interrogate further what training is. I think if we understand what training is, and if we qualify what good training is, it can lead to student success across all demographics.

It's the understanding of what is considered high-quality training that allows adjunct faculty to be guided by leaders in best practices.

It may be apparent to a trained educator, who is watching the adjunct faculty member lecture within the classroom, if that individual has been trained. In regard to the second sub-theme within the fourth main theme, adjunct faculty who are trained have a noticeable skill set which positively impacts students, participant number six gives credence to this point.

Participant number six stated,

It is painfully clear through years of observations, when I go into a classroom and somebody hasn't had even what I would consider a base level of training, versus observing new adjunct faculty members that have received some of that support and training, it's really night and day. And because students can pick up on that it effects students' success. The literature is really clear, that if a student perceives a faculty

member as being knowledgeable in their area, passionate about what they do, and interested in the actual student, those three right there, students are more engaged themselves. And if students are more engaged, you're automatically going to see their success be higher.

This notion of training adjunct faculty regards support fostered by the leaders with the goal of student success. Participant number seven stated in regard to this point that,

There's comfort and ease that comes with repetition and training. I think that providing adjunct faculty with professional development opportunities will share what should be done in a particular situation. What do you do in xyz situation? The more you have the opportunity to talk about it, and maybe experience it, then the more comfortable you are going to be addressing it. I absolutely believe that training helps in the success of students, academic and socio-emotional success.

It's been stated within these interviews that trained adjunct faculty have a positive impact on student success. To further substantiate this point participant number ten stated that

By providing training, you basically create a climate of support. Faculty feel valued and are more likely treat their students better. Another way is by sparking their interest. When faculty learns new and exciting information, be it about new technology or their field of study, they bring that excitement and positivity to the classroom, which in turn lifts students' attention and thus leads to student success. Lastly, if faculty have more tools in their toolbox, they are more likely to succeed in their support of students. When you get training, you learn new tools and add them to your toolbox.

To give credence to how a trained adjunct faculty member will be successful with students, participant number nine brought forth the notion that what is needed is, "a prepared and a well-

versed adjunct faculty, who is actually a teacher at heart, and it's not about them. It's about sharing with the students. Those are the successful ones."

Sub-theme 4.a: It is essential to understand what good training is so that adjunct faculty are positively impacted. The first sub-theme within the fourth main thematic finding is titled: it is essential to understand what good training is so that adjunct faculty are positively impacted. The notion that it is necessary for adjunct faculty to be trained for students to be successful was stated by several of the participants within this study. To give credence to this sub-theme participant number two stated that,

The knowledge of understanding what it takes for a student to become successful and the tools available. That's all it is. It's that simple. If an instructor, let's say has a little bit of training and doesn't need that intense of training or mentorship in learning how to teach, then they need to understand that these are the tools that are available and the initiatives happening.

To further substantiate this sub-theme, participant number three made the point that,

In order for you to know the latest and greatest you have to actually read up on, and follow through, with what's being offered to you in terms of resources. I really feel that in order to instruct our students and guide them to be successful, you too also have to stay on top of the resources and the tools that are going to help make them successful.

Sub-theme 4.b: Adjunct faculty who are trained have a noticeable skill set which positively impacts students. Leading to this fourth main theme, the second sub-theme to emerge is titled: adjunct faculty who are trained have a noticeable skill set which positively impacts students. This sub-theme suggests that student success through trained adjuncts is noticeable. To give further weight to this sub-theme participant number six stated that,

If an adjunct faculty member is trained then they are able to go in immediately and access a completely different skill level to communicate material to students, to be able to connect with students, to be able to engage students. Versus if they're having to spend emotional and mental energy, quite frankly freaking out, because they haven't been given any direction and they haven't been given the proper way to start a semester or a school year or whatever the case may be.

Based upon this statement, participants believe it is noticeable to students if an adjunct faculty member is trained due to the andragogical methods that are utilized.

It was found within this fourth main theme that trained adjunct faculty play a role in the success of the student population. Taking into account this fourth main thematic finding it is also shown that it is essential to understand what good training is so that adjunct faculty are positively impacted. Lastly, adjunct faculty who are trained have a noticeable skill set which positively impacts students. These findings within the fourth main theme are of the utmost significance to this research study.

Thematic finding 5: Availability of funding impacts adjunct faculty professional development.

A vital component to a functioning community college is appropriate funding. When taking into account that professional development may be costly, there should be a mechanism within a community college to pay for it. The codes which brought forth this main thematic finding are funding, PD (professional development) opportunity availability, and adjunct pay. Some of the participants stated that, within Central Coast Valley Community College, there may not be enough funding available by the institution specifically allocated towards training adjunct faculty. On the contrary, some participants also made the point that through grant writing, there

are opportunities to garner funding for professional development opportunities for adjunct faculty.

Within the fifth main theme three sub-themes were labeled: adjunct faculty are not paid well for their time to take part in professional development, grant writing is an avenue to take in order to secure funding for PD, and professional development funding attained by educational leaders have a positive impact on adjunct faculty.

Sub-theme 5.a: Adjunct faculty are not paid well for their time to take part in professional development. The first sub-theme within the fifth main theme brought forth the notion that adjunct faculty are not paid enough for their time to take part in professional development. Both the main thematic finding and sub-themes focused on and interconnected by the participants dealt with pay. The common idea that threaded these responses together was that adjunct faculty are not paid enough, if anything, for their time to take part in professional development. This becomes a barrier for the adjunct faculty to immerse themselves within professional development opportunities. Participant number eight stated that,

The experience that adjuncts bring into the classroom is enormous. I think if we're paying attention because they're the ones who are teaching most of our classes, this is where we should be spending our time, this is where we should be spending our money.

A common idea is that adjunct faculty deserve to be appropriately paid for their time to take part in professional development.

There were also difficulties securing of funding for adjunct faculty professional development opportunities which reflect the first sub-theme within the fifth main theme. These difficulties deal with pay structure and emphasize the importance placed upon adjunct faculty

within Central Coast Valley Community College. Participant number seven discusses this notion by stating,

My experience teaching k-12 was that I taught four periods in a day and then the fifth was your prep period. That period allowed for modeling and professional development. And it was paid time. In contrast, the community college system is a different format. You don't have a prep period, and especially adjuncts, you're just paid to teach that class. Because of that pay structure, and that format, it does not compensate faculty to do this type of observation of one another.

Participant number eight further substantiated the notion that importance is not placed upon adjunct faculty within Central Coast Valley Community College by stating, "adjuncts are the most isolated, unappreciated, underdeveloped, underutilized, under engaged group of people that I can think of in the community college system.

In regards to the availability of funding impacting professional development opportunities, it is a critical point in these excerpts elicited from the participants. Through the process of grant writing leaders have the ability to attain funding that is essential to bringing professional development opportunities to adjunct faculty. The format of the pay structure, as well as lack of emphasis placed upon adjunct faculty, however, remains a barrier to securing appropriate funding for professional development opportunities.

Sub-theme 5.b: Grant writing is an avenue to take in order to secure funding for PD (professional development). The second sub-theme within the fifth main theme brought forth the notion that grant writing is an avenue to take in order to secure funding for PD. In regards to this second sub-theme, accessing funds through grant writing for professional development may be one of the most effective ways to bring it to fruition. To this point participant number one

stated, "I wrote this last year, I asked for twenty thousand dollars for professional development for our faculty and we were given twenty-five hundred dollars each for professional development...and that includes adjuncts." To further substantiate this important notion of funding for professional development, participant number four made the point, "I have the privilege of being able to secure resources, different grants, or categorical funds that I might have authority over, and I am committed to using those resources collaboratively and supporting faculty professional development through the use of those resources." Participant number ten also gave weight to this notion of accessing funding by stating, "at Central Coast Valley Community College, I told part time faculty to apply for staff development funds. Most colleges do not have one as extensive as that which Central Coast Valley Community College has, so they can access training, research funds, and technology."

Sub-theme 5.c: Professional development funding attained by educational leaders have a positive impact on adjunct faculty. The third sub-theme within this fifth main thematic finding suggests that professional development funding attained by educational leaders have a positive impact on adjunct faculty. Adjunct faculty will not only transmit ideas learned from professional development to their students, they will grow themselves as well in order to be successful in their practice. To speak to this point regarding securing funding for adjunct faculty professional development participant number ten stated that,

I did everything in my power to identify funding or other resources when faculty would come and ask. For example, I was able to fund conferences organized by fulltime and part time faculty as well as guest speakers, or efforts like the local history project, as well as a portion of faculty education.

From this upper-level administrator's statement it is clear that affording professional development opportunities was an integral part in the success of adjunct faculty and students. What is learned through the professional development opportunities by adjunct faculty will be relayed to the students. This is why professional development funding is essential to the success of both the students and adjunct faculty.

It has been found within this fifth main theme that the availability of funding impacts adjunct faculty professional development. It was also shown that adjunct faculty are not paid well (or at all) for their time to take part in professional development. It was also found that grant writing is an avenue to secure funding for PD (professional development). Lastly, professional development funding attained by educational leaders have a positive impact on adjunct faculty. These findings within the fifth main theme are of the utmost significance to this research study.

Each of the five main themes, fourteen sub-themes, and fourteen codes that emerged from the data analysis process presented themselves through direct statements from the participants. The codes were generated, grouped to inform each sub-theme, then clustered to establish the main themes. The codes, sub-themes, and main themes were labeled in the thematic chart above. Each code reflected a number of excerpts and only the most applicable were implemented within the thematic findings section. These thematic findings reflect the responses of ten community college leaders invested in providing adjunct faculty support and opportunities for professional development.

Eagerness to Share Experiences

It's critical to note that participants were observed by the researcher to display a command of their roles by way of knowledge, and wisdom, in regard to each question throughout the interview process. Each participant was observed to have delved into a deep

thought process throughout their interview. The ability to feel relaxed within their immediate environment and contemplative about each question, paved the way for the main themes to emerge from their lived experiences. The overall feeling emanating from the participants at the onset of the interview process was that they were eager to take part in this research study and to share their perspectives.

Responding to Current Political Events

It is also important to note that during this interview process the nation, and world at large, was dealing with the COVID-19 pandemic which forced a majority of schools within the U.S. to close their campuses. Participant number nine stated that, "The need for technology in this COVID-19 world is helping to develop programs and technology that are more user friendly." Furthermore, Participant number five made the point in regards to COVID-19 that, "Using ZOOM technology both synchronous and asynchronous, I've learned as told by faculty, has been effective." Central Coast Valley Community College transitioned to a completely online learning environment once the pandemic became prevalent in the region. In lieu of in-person interviews, due to state regulations and campus closures, the researcher utilized ZOOM videoconferencing technology for the face-to-face interview experience.

The Black Lives Matter movement also occurred during this interview process and, based upon the participants' statements, had begun to impact the overall educational paradigm of Central Coast Valley Community College. Participant number two made the point during the interview process that, "The ripple effect of the Black Lives Matter movement is in our universities and colleges, how we use our biases sometimes to discriminate and to work with different groups of students differently, and how we change that." To substantiate this point further Participant five stated that, "There is an increased interest in the Black Lives Matter

movement addressing anti-blackness on campus." Lastly, Participant eight stated that, "there's so much push back now on who we are and what we're doing, I think it's only going to become more profound and more pervasive. I think we better wake up because that's where we are."

These two pivotal circumstances, the COVID-19 pandemic and the Black Lives Matter movement, were occurring throughout America during the time this research was being conducted. This is a very unique time within American education and the lived experiences that have been shared throughout the responses divulged by each of the ten participants gave tremendous insight into the questions being asked.

Non-Positional Leaders Do the Work Too

A key finding within this study is that veteran faculty, noted as full-time faculty, who do not have positional leadership roles, also socialize adjunct faculty through both hiring and training. Veteran full-time faculty assist in contributing to the overall community of practice within Central Coast Valley Community College. Participant number six is a tenured, full-time faculty considered to be a veteran due to their vast amount of experience gained through the many years in their role. As participants' roles were predominantly within the administrator capacity, it is vital to point out that veteran faculty, such as participant number six, also socialize adjunct faculty into their roles within Central Coast Valley Community College.

Summary

The themes presented here came to fruition based upon the ten semi-structured interviews that were conducted at Central Coast Valley Community College. The five main findings to emerge from the data analysis process are titled: implementing adjunct faculty professional development leads to student success, community of practice is utilized and beneficial when professionally developing adjunct faculty, cohesive communication between leaders and adjunct

faculty positively impacts student success, trained adjunct faculty play a role in the success of the student population, and the availability of funding impacts adjunct faculty professional development. Each of these five thematic findings informed the main research question that was posed within this research study.

An important finding to note was the participants' eagerness to share experiences. Based upon the qualitative phenomenological approach to the data collection and analysis, it was seen through the video recordings and heard throughout the audio recordings, that each participant felt relaxed at the onset of their interview. This in turn influenced their openness to share their lived experiences. Ultimately their openness and eagerness to share their experiences was a tremendous benefit to eliciting valuable data within this study.

Another finding presented and of significance was titled: responding to current political events. With the dawning of COVID-19 the interview process was impacted due to the researcher's inability to utilize on site space at Central Coast Valley Community College. This paved the way for the use of ZOOM videoconferencing for the ten interviews. Furthermore, the rise of the Black Lives Matter movement impacted the educational paradigm of Central Coast Valley Community College. Both of these events were found to have an effect on CCVCC which had an impact on the interviews and data elicited from them.

The last finding to make a point of is titled: non-positional leaders do the work too. This finding is noteworthy due to the fact that veteran full-time faculty also have a major role in socializing adjunct faculty. Just as administrative level program directors contribute to the hiring and training process, veteran faculty do as well. This finding is significant since the socialization process supersedes the implementation of it by administrators. This finding allows for an

understanding to be gained regarding who ultimately socializes adjunct faculty by way of hiring and training at Central Coast Valley Community College.

Bringing these findings to surface has filled a gap in knowledge within this research topic area and gives a broader insight into these intricate aspects of program director support for adjunct faculty in the promotion of student success. Through the coding process sub-themes emerged. Furthermore, from the sub-themes the main thematic findings were revealed. The five main thematic findings have been analyzed and detailed in depth within this chapter. The final discussion and conclusion to this study takes place in chapter five.

CHAPTER 5

DISCUSSION AND CONCLUSION

The purpose of this study was to document the actions taken by program directors, or those that have experience socializing new adjunct faculty into their departments, to develop adjunct faculty to promote student success. The site of the study is Central Coast Valley Community College (pseudonym) in California. As this topic has not been thoroughly studied, and the literature on it is not extensive, this study is of value as it fills a gap in knowledge base. A subjective approach utilizing the qualitative phenomenological interview protocol gave the researcher tremendous insight into the lived experiences of the participants who took part in this study. Phenomenological researchers are focused on personal accounts of a phenomenon more so than understanding why people experience it (Eddles-Hirsch, 2015). The outcomes of this study can inform community college program directors, or those that have experience socializing new adjunct faculty into their departments, about methods they can use to support adjunct faculty in order to promote student success. Filling this gap in the research can allow future researchers to explore this topic of study and presents newfound knowledge based upon empirical data.

Interpretation of Findings

This study was aimed at bringing out the subjective lived experiences of ten educational leaders within Central Coast Valley Community College. Phenomenological research is a profound examination into what experiences mean to people (Bliss, 2016). The lived experiences of these educational leaders who are administrators at the program director level, or those that have experience socializing new adjunct faculty into their departments, shed light upon the myriad factors that mold effective adjunct faculty so they can promote student success. The data that have been collected and analyzed show a range of implications within the themes and sub-

themes presented in this study. The thematic patterns that were developed from the interview process give insight into how the main research question posed within this study is best addressed.

Ten participants were interviewed for this study. There were five main themes and fourteen sub-themes, based upon fourteen codes. These themes were presented and discussed in detail in Chapter 4. The following section focuses on the research questions comprising this study and further examines the answers to the research questions.

Research Questions

What do program directors and those who have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College do to support adjunct faculty in the promotion of student success?

Program directors and those who have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College teach adjunct faculty to support students, display value for student wellness, articulate specific student outcomes, provide resources to adjunct faculty, and communicate cohesively with them. It is also noteworthy that a key finding is that full-time faculty, considered veteran faculty who don't have positional leadership roles, do much of the socializing and contribute to building the community of practice. With these points made it has been found that program directors and those that have experience socializing new adjunct faculty into their departments at CCVCC support their adjunct faculty in order to set the stage for student success. They train their adjunct faculty in both best academic practices, as well as understanding the wellness of the students. This research question is most appropriately answered through an analysis of the five thematic findings that presented themselves throughout the data analysis process within this research study.

1. CCVCC leaders provide adjunct faculty professional development which leads to student success.

The first of the main thematic findings which assist in answering this research question regards educational leaders at CCVCC providing professional development opportunities to adjunct faculty which leads to the success of students. Many innovations that improve outcomes for community college students who are underprepared require instructors to change aspects of their teaching methods (Bickerstaff and Cormier, 2015). Participant number ten made the point that, "by providing training, you basically create a climate of support. Faculty feel valued and are more likely treat their students better." To further substantiate the fact that CCVCC leaders provide adjunct faculty with professional development opportunities leading to student success, participant number nine stated, "an unsuccessful adjunct has everything to do with our students not succeeding in just the coursework, but in their dedication. A prepared and a well-versed adjunct faculty, who is a teacher at heart, are the successful ones."

2. CCVCC leaders develop and establish a community of practice when professionally developing adjunct faculty.

Establishing a community of practice within CCVCC in order to professionally develop adjunct faculty is implemented within CCVCC. Several statements that were made by participants throughout the interview process spoke to this notion. Participant number eight confirms the importance of community of practice within CCVCC when they stated, "the community of practice is very important." Participant number six further confirmed this notion by making the point that, "in our program we very much practice community of practice protocols when new adjunct faculty come on board." Lastly, the statement that participant number five made showed the importance of a community of practice to develop adjunct faculty

when preparing for a semester at CCVCC by stating that, "I'm a huge fan of community of practice and I try to build that. I will this summer, prior to the start of the semester, get all of my faculty together."

3. CCVCC leaders establish and sustain cohesive communication between leaders and adjunct faculty which positively impacts student success.

It's been found that within the communication processes of these educational leaders at CCVCC, adjunct faculty are supported. Participant number two substantiated this point by stating, "at all levels of communication, I would recommend, my philosophy is over-communicate than under-communicate." Participant number five further substantiated this notion by stating that, "I have to be cohesive in my conversations with adjuncts to say these are the expectations of the institution. I would say it has to be cohesive, consistent, with the necessary follow through." To finalize this notion that student success is positively impacted by cohesive communication with leaders, participant number one made the point that, "cohesive communication between leaders and adjunct faculty is everything in terms of student success." Yakoboski (2015) states that in general twenty three percent of adjunct faculty are very satisfied with professional development support from institutions they work at, one third comprising twenty one percent are not too satisfied and twelve percent are not satisfied at all, and forty two percent are in the middle, feeling somewhat satisfied.

4. CCVCC leaders believe well-trained adjunct faculty play an essential role in the success of the student population.

It was found that educational leaders at CCVCC consider adjunct faculty who are well-trained to have an integral role in student success. Participant number seven displayed the support given by educational leaders at CCVCC in regards to training by stating,

I try to bring both of these topics into the training. Yes I want to talk about the logistics, the syllabus, the content. But also address how we are going to support students. What are some of the student issues that may come up? Is there food and security, is there housing and security? We know that's going to interfere with their ability to concentrate and focus on your class. So I give adjunct faculty an awareness of the different resources available at Central Coast Valley Community College, so that they can share with their students, so that they can focus on the lesson of the day.

Participant number six further substantiated what support is given by stating that, We focus specifically on the student learning outcomes that we have designed at the local level to make sure that adjunct faculty are incorporating those immediately into their syllabus. And that they know what exactly is expected at a minimum, that there is a common experience that all students taking the class, regardless of the instructor, are going to end up getting. But still with the flexibility and academic freedom for each faculty member to put their own taste, own flare, into their course work.

5. CCVCC leaders note that the limited availability of funding impacts adjunct faculty professional development.

The fifth of the main thematic findings which addressed the research question regards funding effecting professional development opportunities for adjunct faculty. To substantiate this finding, participant number two made the point that, "Unfortunately the community college system, the way it's set up historically, does not allow for compensation for good professional development." To further substantiate the impact that funding has on professional development opportunities for adjunct faculty participant number four stated that, "Adjunct faculty must be compensated appropriately for participating in professional development." Thus, it has been

found that the limited availability of funding impacts professional development opportunities for adjunct faculty.

These five main thematic findings answer this research question fully based upon the amount of data that were elicited throughout the interview process. This research question has been adequately addressed. Furthermore, a gap in knowledge has been filled within this research study topic through the establishment of these five thematic findings that have been presented.

Sub Questions

1. What professional development opportunities do program directors provide to adjunct faculty that increase the teaching skill set of adjuncts to positively impact student success?

Program directors, or those that have experience socializing new adjunct faculty into their departments, take different approaches to providing professional development. These approaches are listed as utilizing flex days for PD opportunities, building community, technology support, teaming, turn teaching, and mentoring individuals one on one.

Flex Days. CCVCC has five flex days which consist of convocation beginning each Fall semester, two student success days in January, and two days focusing on academics. Participant number one clarified what flex days are by stating that, "California recognized that faculty need PD, but everyone needs their own type of PD." So flex days were incorporated to professionally develop faculty's teaching skill set.

Building community. PD opportunities present themselves as team building opportunities as well. To substantiate this finding participant number two stated that,

We had a retreat for the first time in about ten years and a local winery donated their space. It was informal, it was beautiful, it was a relaxing setting. We ordered some really

good food from a local caterer. People came in and the whole day we sat down and talked about our vision, what our other staff folks were doing in outreach and recruitment, what counseling was doing within our school, what the future was for our school, and we had a really large number of adjunct faculty come out to it. They really enjoyed it. They came out, they sat, they asked questions, and they participated in the activities. We had really great goals that we established.

Participant number eight displayed how PD opportunities may be established by stating, "The extent that we can learn about one another, what our interests are, what our needs are, gives me the opportunity to provide the educational training that adjunct faculty need to impact students."

Technology skills. The PD opportunities may be on an individual scale too as participant number one made the point, "A lot of our adjuncts don't feel that they have the technology skills so I role-model what they should be doing and they catch on. Role modeling is a great way to teach and learn." Whether it's delegated through the institution or by personally reaching out, adjunct faculty receive professional development opportunities which increase their teaching skill set.

Teaming, turn teaching, and mentoring individuals one on one. Danaei (2019) makes the point that adjunct faculty teach 58 percent of American community college courses, though adjuncts find themselves excluded at times from professional development opportunities that their full-time colleagues are offered. Through teaming and turn teaching, which refers to sharing responsibilities and ideas within teaching practice, adjunct faculty may learn from the individual they are paired with. In regards to mentoring individuals one on one as an approach to professional development, participant number seven stated, "We do have in one of our programs a type of lead instructor who is there to provide support for the other faculty. There is this

relationship, between the faculty, where there is this support. And there are regular meetings with the faculty involved."

2. How do administration level program directors evaluate adjunct faculty instruction?

At CCVCC evaluation of adjunct faculty instruction by program directors, or those that have experience socializing new adjunct faculty into their departments, takes place in two primary ways. Those are through one-on-one informal observations and evaluations which are more subjective, and formal contractual evaluations which are more objective.

There is a set evaluation format that takes place one time each academic year per the California adjunct faculty contract. This objective evaluation pertains to the entire state of California, not just CCVCC. There is also an evaluation process which occurs in a more subjective fashion at CCVCC. To give credence to this point, participant number nine stated, "my background is in K-12 education. So the pedagogy of teaching, even classroom management and interfacing with students, all of the things that I find that college professors don't necessarily get, they are content experts but they're not necessarily teaching experts. I would say that's on a one to one when we go in and observe or when they come to talk to us. It's just open communication. It's informal professional development. And it comes from my background and my watchfulness of success from our students because there's an end result that needs to happen, and it needs to happen well. We believe a strong process results in a strong product." There is both an objective evaluation process as detailed through the California adjunct faculty contract, and there is a subjective aspect also as just detailed.

Cruz-Boone, Boschini, and Sherman (2015) point out that the majority of teachers in higher education are adjunct faculty, and they are not evaluated consistently. At Central Coast

Valley Community College adjunct faculty have been found to be evaluated through these objective and subjective methods discussed. Thus, these are the two main ways in which adjunct faculty instruction are evaluated by administration level program directors.

Implications of Study

The research implications that emerged from this study have the potential to positively affect the adjunct faculty and students within a community college setting. The insightful findings emerged from data that had been collected and analyzed in regards to the research question. Taking the findings from this study and implementing them into either routine practice by educational leaders, or through incorporating ideas from these findings into school policy, may have beneficial results. The results may benefit several stakeholders including program directors, or those that have experience socializing new adjunct faculty into their departments, adjunct faculty, and students. Recommendations for adjunct faculty support reflect insights about how adjunct faculty are supported by educational leaders such as program directors.

The focus of this study is faculty development that supports the ultimate goal of student success. Understanding what program directors, or those that have responsibility for socializing new adjunct faculty into their departments, are doing to support adjunct faculty at CCVCC can be modeled by other institutions. There may be gaps in best practices that can be further addressed by future research. By methodically reviewing the thematic findings within this study there is useful information that can contribute to the betterment of community college faculty development.

The implications of this study have the potential to benefit both the practice of adjunct faculty support as well as student success. The conclusions drawn from this research can inform the fundamental understanding regarding the importance of a developed adjunct faculty

workforce. Professional development can be provided for adjunct faculty on several levels, from the initial hiring process through identifying department mentors to providing workshops during flex days. Furthermore, the implications of this study identify a direct link to program directors, or those that have the responsibility of socializing new adjuncts into their departments, and the positive impact they have on the success of the students through their professional development of adjunct faculty.

Limitations of the Study

A limitation of this study is found within the methodology. This method does not allow one group of participants to be followed over time. Another limitation can also be found based upon the number of participants utilized for this study. This study focuses on ten participants in leadership positions at Central Coast Valley Community College. Since only one community college was studied, the number of participants is limited. Findings could be more representative if there were several community colleges taken into account. Lastly, a limitation of this study is the subjective nature of the data that were collected.

Recommendations for Action

The findings within this research study suggest several actions that can be taken to further benefit the students, adjunct faculty, program directors and those responsible for socializing new adjuncts, as well as the overall institution of Central Coast Valley Community College. These actions focus on affording adjunct faculty professional development opportunities. The actions themselves are both practice driven and policy oriented.

The first action recommended aims at incorporating professional development opportunities for adjunct faculty on a monthly basis within CCVCC. One aspect of professional development recommended is a consistent and cohesive mentorship program within CCVCC. A

mentoring program may have a positive impact on both adjunct faculty and students. It has been found within this study that mentoring can assist in developing an adjunct faculty's skill set, which in turn may have a positive impact on the student learning process. The mentorship program will allow one-on-one personalized professional development to occur with student success being the focal point. Other professional development opportunities can range from on campus learning opportunities to conferences held off campus. This action may have a positive impact on adjunct faculty, which may in turn positively impact student success. Based upon the findings within this research study there is a direct link to student success and professionally developed adjunct faculty.

The next action recommended is to incorporate paid professional development time into policy. It is further recommended to give adequate pay to adjunct faculty who attend PD opportunities in order to develop their best andragogical practices. An adjunct faculty member may partake in several professional development opportunities monthly and receive pay for their time which is allocated by CCVCC. Bringing to fruition this action of implementing into policy a standard pay for adjunct faculty who attend professional development opportunities, may have a beneficial impact on strengthening the teaching skill set of the adjunct faculty workforce.

These recommendations for action are derived from an understanding of the findings within this research study. Each action has a direct connection to the main and sub-thematic findings that were found and presented here. The empirical evidence that has been found within this study allows for these recommendations to have credence in the direction taken. One recommended action is that of practice, and the other is a recommended action of policy.

Recommendations for Further Study

This study implemented a qualitative phenomenological methodology using the interview process to elicit the necessary data to answer the research question posed. Phenomenological researchers are interested in the analytical and explanatory experience of phenomena by participants in their everyday world (Creswell, 2013). The focus of this study was program directors, or those that have experience socializing new adjunct faculty into their departments, at Central Coast Valley Community College. The following information discusses directions for future research on this topic.

Directions for future research on this topic would include both expanding the quantity of participants and community colleges. Increasing the volume of both will pave the way for a deeper insight into this topic. Furthermore, studying a sub-set of community colleges from different regions of America will allow researchers to gather a sizeable amount of data. Additional participants and community colleges studied will improve understanding of this research topic by providing various perspectives on adjunct faculty development.

As this study did not include the demographics of each participant due to upholding the utmost care in de-identifying, future research may benefit from including this information. The Universal Declaration of Human Rights at the 1948 United Nations General Assembly defined privacy as a fundamental human right (Kayaalp, 2018). For this reason the highest ethical conduct was adhered to in order to protect the privacy of each participant. By unveiling the demographics of future participants, a more meaningful understanding may be gained regarding how people from various backgrounds come together and share their valuable lived experiences. It is important to note that each of the participants within this study provided valuable information. Every participant is absolutely appreciated, and the openness of sharing their

responses to the interview questions permitted the quality of the findings. With this point stated, future researchers have the potential to delve deeper into the demographics of each participant in order to draw a broader insight into this research topic.

Conclusion

The ten participants in this study were generous in sharing their lived experiences, allowing for a deep analysis of ideas that ensued from each interview. Phenomenological researchers make an effort to understand the fundamental nature of a phenomenon from the viewpoint of participants who have experienced it (Christensen, Johnson, & Turner, 2010). In essence this study sought to fill a gap in knowledge regarding how program directors and others can best support their adjunct faculty so that they can positively impact student success. The thematic patterns that have emerged from the data analysis give significant insight into the multifaceted response to the main research question posed. To reiterate, the research question posed was, what do program directors and those that have experience socializing new adjunct faculty into their departments at Central Coast Valley Community College do to support adjunct faculty in the promotion of student success? The vast amount of information that has been found within this study amply answers this research question.

A host of ideas surfaced when examining ways adjunct faculty can best be supported so that students succeed. Through the qualitative phenomenological interview process the participants were eager to share their lived experiences. The participants' demographics were not included within this study to protect the identity of all who were a part of it, though it can be said that it was a diverse group of participants who all shared a common love for the educational profession. They are educators with awe-inspiring integrity who are a model of how leaders in education can lead from their best intentions. The participants' interest in this research topic

generated a considerable amount of data which allowed for a thorough analysis leading to the findings of this study.

The phenomenological research methodology implemented within this study allowed for a conscious flow of ideas to be brought forth by the participants. The phenomenological perspective identifies that one's conscious experience is at all times aimed towards things and events (including one's own bodies, thoughts and imagination) (van der Schyff, 2016). The data elicited from the participants within these interviews presents future researchers a sound basis for their research. Bringing this study to a close, it is the findings generated here within these qualitative phenomenological interviews which have fulfilled the necessary goal in achieving an answer for the posed research question.

The findings from this study will be of use for community college adjunct faculty seeking to promote student success. Through the implementation of this newfound knowledge based upon these findings the practice of teaching will be improved through adjunct faculty educator effectiveness, as well as interconnectedness between administrators and adjunct faculty. By understanding how important the support of adjunct faculty is by those who play a role in socializing them, a new perspective may arise by educational leaders in this capacity when formulating professional development opportunities.

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