

The Other Side of the Story: the for-Profit Adjunct Faculty Model in Higher Education

Dr. B. Hollis, Kaplan University and Dr. K. Garth-James, Notre Dame de Namur University

I. Introduction

Since the 1980s an expansion of adjunct teaching professionals in post-secondary institutions are assuming academic tasks as instructing, and advising as well as mentoring that is a normative responsibility of investing in students' emotional growth. Research materials on adjunct faculty experiences in public, nonprofit and private (proprietary) colleges and universities campuses shows extensive discussions by administrators, and faculty that hiring adjunct faculty is "wrong" (Boynton, 2015) with inefficient "unintended consequence" (Jaeger & Ethan, 2009; Smith, 2008), and adverse effects on student performance (Kezar, 2010). The utilization of full-time faculty in academia has dropped by 25% and the use of adjunct faculty has increased exponentially over the last 30 years (Mangness, 2016). Adjunct faculty is defined as teaching staff who are employed by the university on an as needed basis. The growing use of adjunct faculty in proprietary education has been a concern for traditional universities and colleges and professors teaching within the traditional realm as well as industry professionals. The use of the adjunct faculty model (AFM) has been perpetuated by budget reductions, lack of benefits provided to faculty, such as tenure, and failure to keep up with the pace of student enrollments and market trends; despite these previously mentioned causes, the main cause for prevalence of the AFM is the rise in for-profit education institutions (Mangness, 2016). For profit institutions of higher learning utilize more adjunct faculty than do traditional universities. In fact, amongst the faculty body at for-profit institutions more than 90% are adjunct faculty members (Mangness 2016; National Center for Educational Statistics, 2016). Literature has stated that wages and benefits for adjunct faculty do not come close to their full-time counterparts and that due to lack of all-around support adjunct faculty experience some feelings of isolation which may have an impact on the curricula in the classroom ; In contrast to this thought of adjunct faculty having a negative impact on the curricula there are also those that argue that the adjunct professors who are performing in their field can yield better learning scenarios than full-time academicians (Baldwin & Chronister, 2001; Kezar, 2013a, 2013b;Goldstene, 2015).There are numerous adjunct faculty that teach across various disciplines at for-profit institutions however the AFM that most for-profit institutions have implemented has led to the issues of little job security for full-time faculty and even less job security for adjunct faculty and usually no benefits aside from compensation for the course(s) taught. The American Association of University Professors see a place for the use of adjunct faculty however the Association confirms that the current use of adjunct faculty use is too high and that the use of adjuncts need to be brought down to more acceptable levels (201X). The new majority in for-profit academics is the adjunct faculty member. Public and nonprofit college and university scholars, faculty and students are engaging in an ongoing dialogue about professor-student relationships and impact on student outcomes (CHEA, 2014; Panda & Mishra, 2007; Schultz, 2010). The dialogue about the effective and efficient use of adjunct faculty in higher education institutions may neglect the input of for-profit adjunct faculty teaching in virtual and brick-and-mortar colleges and universities. In this essay, the practitioner points of interests include arguing for relational leadership, or department leaders and adjunct in collaborative governance, and defining the Adjunct Faculty Model (AFM) in for-profit higher education, which has drawn its share of criticism as well as sharing faculty perceptions about the important role of departmental leaders (chairs, program directors) to identify issues, and potential solutions. For example, in a randomized qualitative survey of for-profit adjunct faculty, 58% agreed that faculty and departmental chair/director relationships have a "major influence" on satisfaction working at the college or university. As such, dialogue between faculty and department-level leaders should include ways to build stronger relationships that might improve job satisfaction. Leadership in public and nonprofit liberal arts institutions do find that research materials on collaborative governance and leadership is valuable to describe various faculty systems and designs through which all faculty may work together.

The A review of the literature about the adjunct faculty in the traditional college and university setting (public, nonprofit), Panda and Mishra (2007) and Schultz (2010) findings indicate that that traditional faculty members lack the skills to administer new education technologies and e-Learning modalities. Critics of both the traditional tenure-track models in both the public and nonprofit colleges and universities argue that power distributions among faculty are a zero-sum game, in which traditional faculty (full-time, tenure-track professors, or FTTT) win, adjunct faculty (AF) members lose with lower wages for providing the same instructional services. The essay argues for equal pay and non-cash benefits (retirement, sabbatical) for the non-tenure-track

faculty (full-/part-time) in public, nonprofit and private institutions. The assumptions are not that the AFM is bad and unskilled professors that lack the terminal degree (doctorate) are unqualified, rather the issue is pay and benefit equality for adjuncts (AAUP, 2016; Garth-James, 2016). Instead, information in this article does suggest collaborative governance and department-level leadership are central to addressing the salient issues of job satisfaction.

The Problem

The problem facing adjunct faculty members in for-profit institutions of higher learning is building collaborative relationships with departmental leaders around ways to improve satisfaction at work and attaining the student social and academic learning goals in mind. For profit institutions implementation of AFM is like that of corporate businesses in that faculty especially adjunct faculty are usually the lowest on the totem pole and like non-exempt employees in corporate businesses receive less benefits and pay. In addition, there is a lack of conversation and understanding of the AFM and in what motivates adjunct faculty in for profit institutions to be engaged in their role as professors. As stated by Garth-James (2016) academic leaders and administrators need to be knowledgeable about the work-factors that are important to adjunct faculty and seek out solutions to effectively engage and support adjunct faculty members. Literature has shown that many adjunct faculty members are not completely satisfied with their adjunct appointments. In addition, to the lack of resources and support from administrators, exacerbating the issues that are currently faced include those new adjunct faculty that lack prior teaching experience, may not know how to prepare course tools such as course syllabi and may not be aware of student learning styles. This research will focus on the AFM and satisfaction among adjuncts at for profit (proprietary) universities and colleges. Specifically, this study will focus on chair leadership, teaching resources, overall support and adjunct faculty satisfaction. The findings shared from this study will address questions concerning the AFM model and factors that lead to adjunct faculty job satisfaction.

The purpose of the study is to share knowledge about the importance of chair (director) leadership that will enhance relationships with adjunct faculty to affect job satisfaction. Research on the adjunct faculty model aim to examine the private for-profit model in terms of the type of students served (minorities) and the effect on faculty teaching tasks. Professor Deming (2013) and colleagues at Harvard University research of for-profit, or proprietary, colleges show disproportionately higher enrollments of disadvantaged, minority students that were “ill prepared” for the higher education. The aim of this study will not prove or disprove the demographics (ethnic, poverty status) thesis as characterized in research studies (Boynton, 2013; Smith, 2008) and media. The essay/article does argue to investigate the effects of the AFM in private for-profit institutions in terms of collaborative leadership and governance. Research questions in the article guided the analysis. Adjunct faculty in proprietary post-secondary institution shared perceptions to help answer the following questions?

The study presents analysis of responses to the following research questions:

1. What precisely is the For-Profit Adjunct Faculty Model?
2. What is the structure, management and environment for the AFM members in for-profit post-secondary colleges/universities?
3. Do the perceptions of the for-profit adjunct faculty consider the level of support (or not) is related to job satisfaction?
4. Do adjunct faculty at work in for-profit institutions perceive a relationship between student learning outcomes and instructional support by department leaders?
5. Is building collaborative governance and leaders relationships with adjunct faculty important to accomplish departmental goals related to faculty teaching effectiveness, and student social interaction and academic skill outcomes?

II. Literature Review

In the literature, identifying how administrators and faculty define AFM was necessary in regards to understanding the intentions of deans, chairs (directors). For instance, academic leaders, push by the department chairs to support program goals and meet the needs of students, involved making use of adjuncts. The discussions about the faculty role and link to student outcomes was referred to as normative goals; indeed, AFM members are involved. Implementing the AFM requires collaboration of academic leaders at the department and college level and approval of other committees (faculty senate, or top-level leaders in the office of the president). Authors often discussed implementation and links to faculty job satisfaction (Gapta, 1984; AFT, 2002; Kezar & Maxey, 2013; Lindholm, 2004; Marston & Brunetti, 2005; NCTE Guidelines, 1997; TESOL, 2006). Departmental leadership requires inspiring the adjuncts, and strengthening interpersonal relations. The on-campus work environment was an issue; specifically, that the part-time faculty members feeling conflicts either with colleagues or administration leaders (deans, chairs/directors) may originate with thoughtless approaches to AFM implementation. In the literature, the discussions of discrimination and conflicts, which is beyond the scope of this research study, however worth mention as diversity and inclusion are priority in faculty

hiring either as tenured full-time or adjunct. Another topic assumed a result of problems with implementing the AFM concerns the conflicts among faculty in cases that reveal adjuncts outnumber traditional faculty; and roles and relationships are poorly constructed and unclear guidelines, if any, do not meet adjunct job expectations. Studies indicate that, for example, expectations of traditional faculty--attend faculty meetings and trainings on a regular basis--were the same for part-time members. In the literature, and with emphasis, the "same" expectations of full-time tenured faculty cannot be expected of part-time faculty for several reasons and not least are issues of convenience, distance to travel from one job to another, and costs (ACHE, n.d., AFT, 2002, Jamieson, 2016). Studies indicate that explicit measures of job satisfaction on postsecondary campuses include factors in the work environment such as policy and procedures and processes that determine the exact role of adjuncts at the institution. Of course, the literature mentions a variety of ways to use adjuncts and meet department leadership expectations such as teaching only, teaching and student advising, or teaching, advising and writing courses. However, if the roles and responsibilities are *equal* to those executed by full-time tenured-track (FTTT) faculty, and *unequal* benefits (tenure, benefits, pay) then the job satisfaction decreases. Additionally, the issue of shared governance and opportunity for personal/professional growth based on upward mobility (i.e., securing an FTTT position) was discussed in the literature (AAUP, 2015; Ace, n.d.; Collins, 2013). Not meeting personal growth goals such as securing the long-sought after permanent full-time tenured-track position, can be frustrating for members of the AFM (Kezar, 2009, 2014; Lindholm, 2003).

Some academic leaders think that adjuncts do not deserve tenure if they do not have the doctorate, or lack publications or do not meet departmental standards of teaching and student engagement. *What about the attitude and commitment of AFM members compared to traditional faculty?* The literature review indicates no difference in attitude and commitment among the AFM and traditional faculty (Fairweather, 2002). Managing time for faculty involved in curriculum development, pre-planning instruction, attending meetings and trainings, service, and, perhaps, publishing, are thought as essential roles and responsibilities in higher education. The abovementioned tasks are included as a standard of practice to evaluate faculty; admittedly without tenure security adjuncts that do not complete tasks associated with normative goals could face non-renewal of contracts. Also, adjuncts face unlikely promotional opportunities in such cases. In the research, it is unclear that AFM and FTTT have significant attitudinal differences about completing the roles and responsibilities that were classified as normative and leading to student learning and formative resulting in self-improvement (Fairweather, 2002; Umbach, 2008). In the AFM, it is essential to have "clarity of expectations" regarding adjunct participation in meetings, trainings and the traditional roles and responsibilities that are not addressed in the contract (ACHE, n.d.; AFT, 2002; Kezar, 2014; Martson & Brunetti, 2005). Although beyond the scope of this study, it is worth a mention that distance learning models influence the teaching model as adjustments are made to curriculum and recruiting of faculty with education technology skills is underway in postsecondary institutions. As regards adjuncts, Moore, Dickerson and Galyen's (2010) research into distance learning models and implications for the AFM members revealed lack of skills and abilities with electronic technologies to deliver education will lead to misery and low job satisfaction. The US Department of Education, accreditors and some scholars viewed the AFM in for-profit institutions hypercritically; attending the college/university was a punishment for non-admission into a so-called reputable institution (Deming, Goldin & Katz, 2013; NACAC, 2016; Taddino, 2016).

Describing the AFM In For-Profit Higher Education

One research interests were to discover the way institutional leaders define adjunct faculty. *What is meant by the term AFM?* The term is defined in various journal articles, publications, and media reports about instruction and curriculum in higher educational institutions (Kezar, 2014; Logue, 2015; Jaschik, 2015). Professor Kezar from the University of Southern California (USC), in a study of the unbundling of faculty responsibilities, indicates that the adjunct faculty model has characteristics that should support institutional goals. Kezar's (2009, 2015) research of the AFM does show that in the proprietary (or for-profit private) institutions the instructional design is structurally, and operationally different than the traditional college/university model.

The literature reviews have contributing scholars points of views as to what is the adjunct faculty role, responsibilities and structure of education in proprietary colleges and institutions by the following:

1. For-profit virtual faculty have "unbundled" the teaching roles, titles, and rankings that were considered a possible source of cost efficiency (Howell, Saba, Lindsay & Williams, 2004; Neely & Tucker, 2010; Paulson, 2002). The focus of this model is on technology skills and the ability to deliver instruction using electronic technologies for distance learning.
2. For-profit virtual (online) faculty members are expected to possess skills that facilitate distance learning using Learning Management Systems (LMS) as Blackboard, Canvas, and Moodle; high efficiency and critical mass; e.g., in some distance education courses the teacher-to-student ratio is as high (or higher) as 1:100 students (Garth-James & Hollis, 2014). [KG1]

3. For-profit faculty are mostly part-time and there is not a tenure-track ranking system in place to manage lower faculty ranks (assistants, mentored by associates, or full professors) as in the traditional faculty model.
4. For-profit faculty are expectations are link to priority goals, which are to develop courses, evaluate students, and manage their student loads while working at other jobs. The Virtual Assembly Line Model, which has differentiated the part-time or full-time non-tenured faculty position into separate functions—instruction, curriculum design, and lending expertise to education technology (operating the learning management systems Adobe Connect, Canvas, Blackboard, Deltak, E-College, Moodle), and advising, tutoring, and mentoring (Smith, 2008).
5. For-profit institutions do hire Full-time non-tenure track (FTNNT) faculty to address the need for flexible professoriates to meet institutional cost-efficiency goals. These faculty, although working full-time, may be referred to as contingent faculty, or full-time adjunct professoriates.

The perceptions about faculty roles and responsibilities is related to departmental leadership and implications for collaborative governance. For instance, one of our research questions was about departmental meetings and impact on teaching responsibilities—i.e. was the meeting date convenient for the adjunct that may have to travel on a non-teaching scheduled day to attend a one or one-and-half hour meeting or training. Seventy-five (75) percent of respondents indicated meetings for adjuncts in proprietary colleges were “too many/somewhat too many.” Deming, et. Al (2013) research into the structure of proprietary post-secondary institutions shows students are going to have their instructional needs met more often than at public and nonprofit institutions (liberal arts, community colleges) that face limited teaching faculty and course offerings. Therefore, adjunct faculty hires are primarily to teach courses; albeit, attending staff meetings would make sense to gather information program changes, or feedback. There is no misconstruing the facts that the AFM in the for-profit colleges/universities focus on recruiting and hiring faculty that will teach (AAUP, 2016; Deming, et. al, 2016; Kezar, 2009; 2013, Scott, 2008) in a virtual assembly-line, structure. *TheMacDonaldization*, or market-focused higher education for-profit model finds critical reviews of recruiting practices.

Novice adjunct faculty members that graduate with Masters degrees are ripe for recruitment and hire into the for-profit post-secondary institution. Some scholars are critical of hiring practices that are deemed misleading. For instance, PBS’ coverage of for-profit institutions was a focus on limitations of quality instruction (faculty lacking the terminal degree, experience, and/or teaching outside of their discipline), and potentially misleading disadvantage students through recruitment practices heavily influenced by investors and stockholders. Focus on the qualifications of teaching adjunct faculty at for-profit institutions, the research indicates that qualifications are present to meet national accrediting (Distance Education and Training Council) standards. The DEAC is a private nonprofit accreditor of primarily for-profit higher education institutions in accordance with written policies and procedures. For instance, in the *DEAC Handbook*, are enumerated *expectations* for curricular and instructional qualifications for accredited institutions offering virtual (or courses through distance learning): “faculty are qualified and appropriately credentialed to teach the subject at the assigned level” and transcripts, resumes, credentials and degrees are kept “on file” by the institution (p. 14). The chief academic officer or education director must ensure appropriate academic. Boynton (2015) research indicates that higher adjuncts is increasing becoming a problem for higher education and alternative solutions such as more full-time faculty is mentioned as an incentive to achieve leadership goals in mind. The National Career Center (NACAC) reports that colleges and universities share similar structure and management of academic programs and faculty environment at categories include: 1) Private nonprofits, which receive funding from government sources, student tuition, endowments and govern by a board of trustees; and, 2) Private for-profit institutions are operated by businesses, investors and stockholders; they exist primarily to earn a profit and do have access to federal student aid (para 4-5). Harkin (2012) report of for-profit post-secondary institutions reveals *over-pricing* of educational programs to maximize profits (p. 1). The evidence appears to be more consistent regarding the criticism of the for-profit model and its instructional model. This essay does recognize that troubling realities abound for AFM members teaching in proprietary institutions. Why, if at all, is the AFM for-profit model useful?

Do We Need the Adjunct Faculty For-Profit College Model?

After years investigating the rise of the adjunct faculty model in proprietary institutions, Senator Tom Harkin (Democrat, Indiana) found that widespread problems in the higher education sector such as student lack of readiness for colleges/universities, decrease in on-time (four year bachelors’ degree) graduation, and high tuition costs as well as inconvenience driving to and from a brick-and-mortar campus, and student desire for e-Learning, were drivers of for-profit colleges providing critical educational services. Scholars identify financial problems the result of a downturn in enrollments, raising tuition, dramatic increasing teaching loads of full-time tenured faculty as well as reducing classes available to students, which have met with opposition from students, family and faculty. Therefore, hiring more adjunct or non-tenured part-time faculty members seemed

reasonable. Authors write about problems using adjuncts (Kezar, 2010, 2013; Scott, 2008). There are some benefits on for-profit education, or distance learning, such as completing a degree or certificate program within the time constraints, and focusing more on the experiential learning. Proprietary course content focus on workplace skills and immediate application of strategies and tools. Although, there is insufficient evidence in the scholarly databases, one scholar writings are compelling about the consequences of for-profit education for military personnel is the attractiveness of distance learning (Mann, 2015). However, not all research indicates that selecting adjuncts teaching in the for-profit model is a problem at all. The issue is effective implementation of the AFM in all higher education institutions—public, private, nonprofit and proprietary (for-profit)—is central to the thesis that supporting adjuncts is useful to support institutional goals regarding student engagement, and job satisfaction for members of the AFM.

The American Association of University Professors (2016) found that there has been an uptick in interest in online courses in higher education. This interest is concentrated among administrations at for-profit institutions, but it is also on the rise at public (state-operated) and private nonprofit liberal arts religious-affiliated colleges and universities. Using adjuncts for instruction in postsecondary education is not new. In fact, Kezar's (2009, 2010, 2014) research regarding the changing workforce in higher education as the result of using adjuncts revealed a long history of interest in and use of part-time, non-tenure-track faculty members as "tutors" and instructors. Authors also note department-level leaders (chairs and directors) that will execute the *formative* tasks of consistently completing faculty observations and imposing standards and expectations, was linked to student engagement and adjunct faculty role and responsibilities. The measurable outcomes of using adjuncts in higher education have already been the subject of empirical research. Numerous books, journal publications, professional association studies, and government funded research projects have been devoted to understanding the efficacy of the Adjunct Faculty Model (AFM). Nevertheless, the arguments in this article are to ensure recognition and resource support for all adjunct faculty, including the professoriates in for-profit environments that face challenges of low pay, contingent employee status, lack of opportunity for tenure (or permanence) and upward mobility afforded traditional tenure-track; these features are not attributes of the AFM for-profit post-secondary institution.

Herzberg's Two-Factor Theory of Job Satisfaction

Behavioral scientist Frederick Herzberg (1959–2000) suggested the two-factor or hygiene theory, also referred to Herzberg's theory, to isolate the factors influencing job satisfaction. The research points to motivational factors in the workplace such as the work itself, recognition by leadership, and potential for promotion, and the hygiene factors (job security). The presence or absence of the motivation factors, e.g., reasonable pay, may result in faculty job discontent. Using satisfaction theory is one way to understand the drivers of adjunct faculty discontent; and, help implement collaborative solutions involving the adjuncts and department chairs/directors. Relational leadership ideas are analyzed using satisfaction theory, and in this study important factors were revealed as job dissatisfiers--faculty unclear policies regarding attending meeting and training as well as problematic teaching schedules and lack of resources. Moxley (1977) was the first to apply Herzberg's theory to analyze the effect of perceptions on faculty performance in higher education. The motivation factors that leading to satisfaction with the work environment include hygiene factors such as job fulfillment, growth opportunities leading to higher pay, and the ability to spend time with students are classified as *motivation factors/satisfiers*; and, relationships with departmental chairs/leads, policies, and faculty appointment type are the *hygiene factors* that are the consequence of job dissatisfaction among faculty, namely AFM members. Job satisfaction linked to administrative factors, specifically at the departmental level, is significant at private postsecondary colleges and universities for a couple of reasons (Martson & Brunetti, 2005). For example, in private nonprofit colleges, the emphasis on small size student learning environments has favorable implications for the adjuncts. Typically, private nonprofit liberal arts colleges, for example, discuss helping student learning and social interactions through low class sizes of less than 20; and, faculty-student engagement from highly trained, credentialed and committed faculty. The literature on the private for-profit colleges and universities indicate a different set of performance metrics such as course offerings that are market-driven, and faculty with recent industry training, certificates, and in some instances credentials (DEAC, 2016). In the media reports, financial woes are the major reason for decline of most nonprofit liberal arts colleges and universities: "The small, private, tuition-dependent nonprofit institutions face an uphill battle in many places," said Andrew P. Kelly, director of the Center on Higher Education Reform at the American Enterprise Institute" (NY Post, 2015). In contrast, the media attention to the proprietary institutions such as DeVry and The University of Phoenix, indicate operations are virtual assembly lines (Smith, 2008); cost-efficiency through low faculty wages, and unmanageable teacher-to-faculty ratios (sometimes as 1:100) (Rampell, 2014). The unethical practices of the Apollo Group (parent corporation of The University of Phoenix) were scrutinized by the US Department of Education resulting in withdrawal of federal student aid. The US Department of Education terminating the authority of "controversial accreditor," Accrediting Council for Independent Colleges and

Schools, results in a loss of nearly \$5 billion in federal student aid spending in one year as well as “threaten access” to federal monies for about 245 colleges and universities (most are for-profits) (Fain, 2016, p. 1). Our interests in using Herzberg’s ideas was as a lens into the proprietary campus issues that are associated with job satisfaction. Satisfaction theory is a rationale that links faculty relationships with leadership (chairs/directors) and effect on job satisfaction; e.g., avoiding interaction with adjuncts during. Insofar as job satisfaction and department leader relationships to adjuncts in proprietary institutions, the issues are insufficiently researched. Our research questions attempt to validate that in the perception of adjunct faculty that relational leadership and collaborative governance is important to job satisfaction. Pragmatic strategies for creating a wholesome teaching and learning environment on campus (and online) does truly require collaborative problem-solving between adjuncts and academic leaders that are dedicated to *sharing* governance and relational leadership. Additionally, affecting job satisfaction is keeping students happy. Student satisfaction is prominent in the life of adjuncts acutely aware that their existence, contract renewal, is based on student evaluations. Garth-James and Hollis (2014) research of effective use of education technologies is conclusively that adjuncts in for-profit colleges are highly skilled to implement eLearning models appealing to modern college students. Research literature cites among students’ reasons for wanting to attend private for-profit colleges—want distance learning, and availability of classes. Additionally, marketing is a key influence to increase enrollments away from traditional campuses to virtual (distance) learning campuses.

In summary, shifts in campus student body is reflective of the demographics change in the larger society as recruitment of students are from low social economic status (SES) zip codes, immigrants, and members of various ethnic groups. The number of adult learners is increasing, and these non-traditional students (age 35 years and older) are predicted to comprise 41% of the student population by 2021 (NCES Report, 2014). In short, the demographic shifts on campus are emergent issues affecting faculty job satisfaction in the proprietary environment. The information from empirical research is a backdrop to grappling with the shift taking place in higher educational institutions. Herzberg’s theory of motivation and hygiene factors are one way to examine the faculty motivators of job satisfaction such as faculty teaching role and policies guiding execution of responsibilities are elements in the job environment (hygiene factors). As such, the various factors and links to educational goals (faculty teaching, student learning) set by the colleges, accreditors and the US Department of Education, requires more exploration of the proprietary colleges.

In summary, shifts in campus student body is reflective of the demographics change in the larger society as recruitment of students are from low social economic status (SES) zip codes, immigrants, and members of various ethnic groups. The number of adult learners is increasing, and these non-traditional students (age 35 years and older) are predicted to comprise 41% of the student population by 2021 (NCES Report, 2014). In short, the demographic shifts on campus are emergent issues affecting faculty job satisfaction in the proprietary environment. The information from empirical research is a backdrop to grappling with the shift taking place in higher educational institutions. Herzberg’s theory of motivation and hygiene factors are one way to examine the faculty motivators of job satisfaction such as faculty teaching role and policies guiding execution of responsibilities are elements in the job environment (hygiene factors). As such, the various factors and links to educational goals (faculty teaching, student learning) set by the colleges, accreditors and the US Department of Education, requires more exploration of the proprietary colleges.

III. Method

The questions in the survey were designed to explore implementation of the adjunct faculty model in higher education, specifically, in the private for-profit (proprietary) colleges and universities. The study incorporates the literature review and data which helps create the research questions. Computerized data collection was useful to gather information to include structured questions and conversational questions (open-ended). Computerized data collection methods are becoming popular (Fowler, 2015; Wilcox, Gallagher, Bolden-Alba, Bakken, 2012). The study participants of a randomized sample of 20 adjunct faculty at for-profit colleges and universities that responded to the survey (N= 20). Demographic and geographic attributes did not restrict participation in the survey. The requirement to participate in the survey study was self-identification as a part-time or Full-time Non-Tenured Track (FTNTT) professor, or “adjunct,” at work presently or in the past, in a for-profit higher education institution.

IV. Results

The research questions provide the description of our interests in factors such as relationships with departmental leaders, which affect AFM’s satisfaction while at work in the proprietary college and university. The survey responses provide new information concerning the structure and operations of the adjunct faculty work (roles, responsibilities) related to scheduling classes, meetings, interaction with chair/directors, support resources (research, student engagement) and effective use of credentials.

The AFM in Proprietary Settings

Research indicates that the breakdown of part-/full-time faculty working in for-profit institutions as *adjuncts* exceeds 70% (See Figure I). Typically, for-profit institutions do not use the tenured ranking system, which results in the high percent of non-tenure track faculty working as *adjuncts either part-/full-time* in these colleges/universities. The part-time adjuncts outnumber the full-time adjunct faculty.

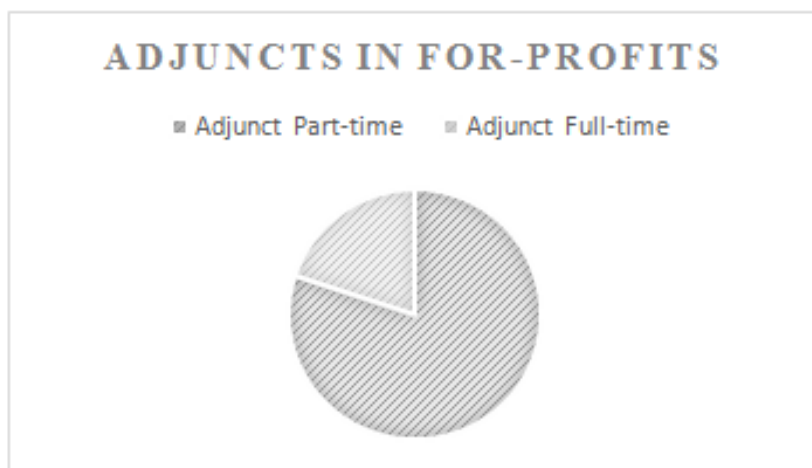


Figure 1. AFM Faculty Type

Questions about departmental leadership was found to have a huge influence on job satisfaction as shown in the bar graph below (Figure 2). The question regarding adjuncts perception of departmental (chair, director) leadership effectiveness indicates that 63% thought it was not effective; and, 28.6% indicating “not effective at all” on the semantic rating scale.

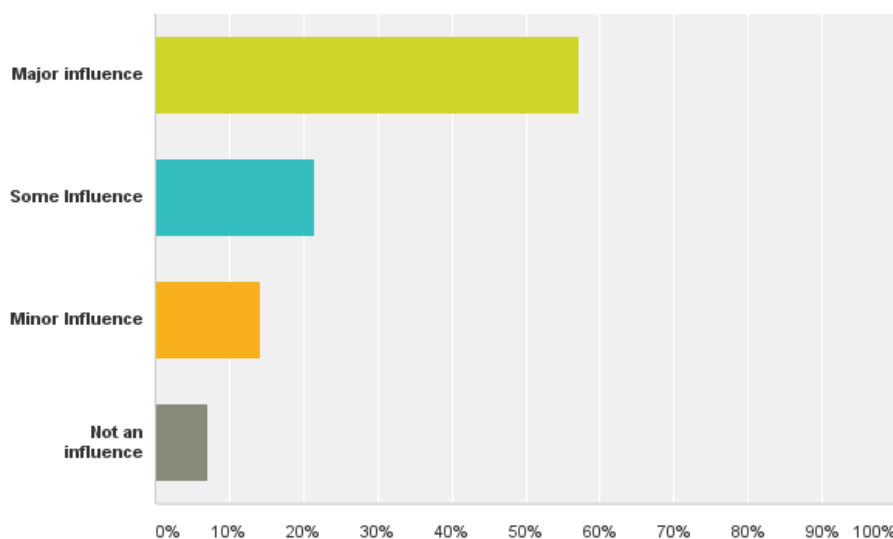


Figure 2. Bar Graph Importance of Leadership

Questions #3 and #7 were qualitative, open-ended, to discover the attitudes and opinions of adjunct faculty respondents regarding effective use of talents (scheduling time, research skills, feedback on curriculum improvements) relationships with departmental leaders and effect on instruction (workplace satisfaction) and student learning. A summary of faculty responses shows that upwards of 45% regarded ineffective use of talents, and 78% indicate leadership as “somewhat, very and extremely dissatisfied.”The issue of AFM professors’ involvement in department meetings and frustration and attendance has an important link to feelings of frustration, job dissatisfaction and negative job performance (citation). Survey question #6 sought to identify AFM responses and relationship to on-the-job satisfaction regarding clear policies about attending meetings and trainings. The responses are illustrated below in Figure 4.

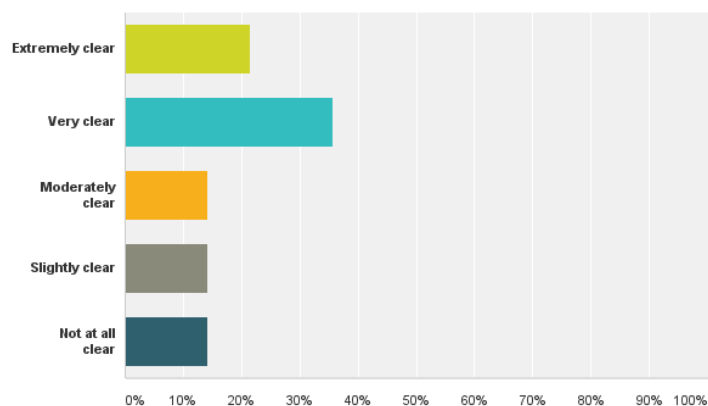


Figure 3. Clear Policies for Meeting and Training Attendance

The adjuncts desire clear policies and guidelines regarding the number of meetings, and trainings that are required to meet attendance standards set by the department. The research question *regarding what precisely is the adjunct faculty model* is clearly answered in the literature and survey research. Another item was about faculty engagement and 47% indicated “neutral” regarding engagement with faculty. Attending meetings as a teaching adjunct professor in higher education is regarded as an important way to gather and share information of university and departmental policies, standards and guidelines for managing student learning outcomes. Forty-three percent of for-profit adjuncts indicate that attending departmental meetings was “about the right amount;” however desire policy clarification. As such, irregular attendance may explain some reasons for adjunct faculty disconnectedness and discontent (Garth-James & Hollis, 2014).

Authors suggested that “unbundling” the faculty roles and responsibilities using adjuncts is one response to the failure of the traditional faculty model, in which tenured and tenure-track professors are expected to be “focused on the trilogy of teaching, research and service” (Kezar, 2013, p. 2; ACHE, n.d.). However, despite evident interest of institutional leaders to employ adjuncts can the implementation of the AFM become more effective? Garth-James (2016) conducted a study of AFM in nonprofit and public institutions and a summary of the faculty comments include that “adjuncts are linked to poor student performance”; “adjuncts experience discrimination and higher rates of poverty compared to FTTT”; “[adjuncts] are primarily instructional and less qualified than FTTT.” (p. 2). The literature review of the AFM related to the for-profit professoriates showed similar comments about links to poor student performance; and, questionable qualifications. Interests in perceptions about effective use of AFM instructors’ talents was of using data triangulation to support the information found in multiple sources used in this research study. For example, multiple scholarly data sources indicate that publishing, community service engagement and teaching effectiveness are “talents” that chairs, deans and students expect are skills sets had by all faculty, including the adjuncts. The survey questions for this study regarding respondents’ perceptions of skills that are effectively in use by the college/university. Pareto analysis of responses regarding the use of skills such as faculty engagement, cooperation, decision input, curriculum development and student engagement is shown in Figure four.

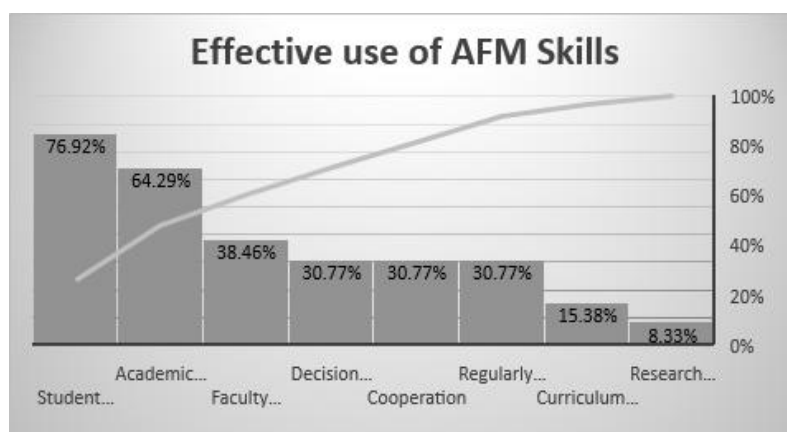


Figure 4. AFM Skills

Nearly 80% of the respondents indicated a strong agreement that their skills are useful to “effectively” engage students. Regarding policies for meeting attendance, another survey question sought AFM feedback regarding clear guidelines and announcements about attending meetings; 36% indicated policies were “very clear.” However, combined responses for “moderately clear,” “slightly clear,” and “not clear at all” totaled 43%. Experts argue that rough generalizations can be made from qualitative research. Perhaps, the most reasonable stance on the issue of meeting attendance and adjunct faculty, is that we generalize that clear policies and not effectively attending, at times, is defensible. Tables 2, and 3, represent the results of the paired samples t-test comparing the means responses of participants on responses regarding relational leadership and dissatisfaction with department leadership. The dependent t-test was useful to show if the difference between mean scores was not a chance result. We want to discover adjunct faculty perceptions that dissatisfaction at work is strongly related to departmental (chair, director) leadership and relationships. The probability that the value t (-0.447) is high (66%), and therefore, we can conclude that relational leadership may cause the anxiety and dissatisfaction with department leaders.

Table 2. Leadership Important to Relationships

Paired Samples Test		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Relation-ships and Leader-ship	-.16667	1.58114	.37268	-.95295	.61962	-.447	17	.660

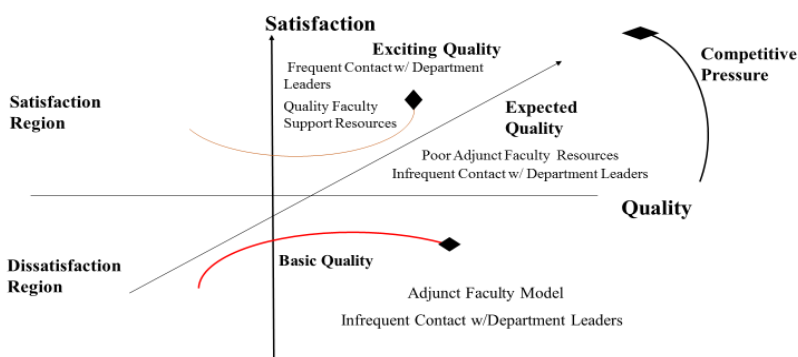
The dependent t-test for was useful to show a 3.0% chance that t (2.365), $p < 0.05$; which is significant and we conclude that relational leadership has an impact on perceived teaching effectiveness.

Table 3. Leadership Important to Relationships

Paired Samples Test		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Relation-ships and Teaching	1.05556	1.89340	.44628	.11399	1.99712	2.365	17	.030

The Kano Model (Figure 2) represents concerns of the *voice of the adjunct faculty* regarding importance of relational leadership, support resources and satisfaction.

KANO Model: Identifying Voice of For-Profit Adjunct Faculty



A significant feature of this study is to identify the salient relational leadership and collaborative governance that’s important to adjunct faculty in proprietary colleges and universities. The responses were illustrated in the Kano Model to illustrate the relevance of feedback, meetings, contact with department leaders, and support resources to satisfaction. Are faculty behaviors and attitudes reflective of the characteristics of the college/university? The National Science Foundation (NSF) data about faculty job satisfaction and emphasis on governance and administration-faculty relationships (Sabharwal& Corley, 2009), noted that adjuncts reflect institutional culture related to faculty composition, compensation, and leadership and institutional governance.

V. Discussion and Recommendations

The findings of this study provided knowledge regarding a precise definition of the adjunct faculty model (AFM) and its implementation in post-secondary institutions. The AFM is understood by institutional leadership as connoting members that teach part-time or on a contingent basis to fulfill the goals had in mind—staff courses, advise students or a combination. What's clear is that the part- or full-time faculty members in proprietary colleges and universities are not likely to be managed using the tenure-track ranking system. The American Council on Education (ACE) reported on the normative faculty tasks that affect student development, and learning such as teaching and advising which are regarded as essential faculty functions. Implementation of the AFM in the private for-profit colleges and universities raises concerns of the US Department of Education regarding faculty credentials, competence and effect on student learning outcomes. The department level leaders must explore these concerns with adjuncts about faculty specialization (credentials), teaching effectiveness and inability to educate the whole student (Deming, et. al, 2015; Kezar, 2010; Smith, 2008). The literature reveals that adjuncts are practitioner-oriented and sometimes lack the necessarily credential requirements established and enforced by the traditional college and universities. Adjunct practitioners in the classroom have changed the traditional pedagogy with emphasis on research and scholarship, to real-world application of in-class knowledge to solve workplace problems. The respondents (73%) in this study indicated having the necessary credentials (Masters, Doctorates) to teach in the respective disciplines; 25% were not in agreement. As indicated in the literature, using the AFM means rethinking the notion of *complete scholar*--triad of teaching, research, and community service as essential for students cognitive, emotional and professional development. Demographic shifts—i.e., nontraditional professionals returning to school want pragmatic solutions to real-world problems more than theory—in the classroom have implications for the AFM. It was apparent that academic leadership (deans, chairs, directors) want adjunct practitioners in the classroom to grow their programs, and sacrificing elements of the traditional faculty model (offers of tenure) is prudent to meet institutional needs. There are concerns about the “disposable faculty” (Pratt, 1997) and reconfiguring roles (Paulson, 2002) in on-ground and virtual settings in which adjuncts teach, as well as exploitation using “tenure citizenship” centered on unbundling normative and formative responsibilities of teaching. This discussion will summarize key points from the analyses.

First, the AFM is in the proprietary colleges and universities and appeal to some student demands for eLearning. One reason is that modern colleges and universities must give students a variety of learning options that are tailored to the modern-day lifestyle. Hayes (2002) in, *The Mcdonaldization of Higher Education*, captured the idea of massification, of *the academy* through an explosion of on-ground and online degree programs, Massive Open Online Courses (MOOCs) and distance education that compete with private for-profit and nonprofit liberal arts colleges (Dierker, 2014). Remember that historical accounts of using adjuncts as tutors and on a temporary contractual basis was for improved faculty-student interaction. Second, department chairs and directors want to improve leadership in the AFM as it is growing in use rather than declining the adjunct appointment is by acceptance of the department leaders (deans, chairs, directors), therefore meeting institutional goals involves this unit of leadership. At some colleges and universities (assistant provosts, deans, chairs, directors) would identify and intervene in the case of low-performing members. Third, department leadership is desired by adjuncts, which allows feedback and support. Chairs (directors) academic leaders must set the performance standards and with faculty input and feedback; and, conduct regular evaluations with helpful advice. Realistic performance expectations and that use formative measures in the faculty observations and evaluations process should have clear criteria, e.g. 10/10 for responding to students in 48 hours, or 5/5 for attending 2/4 faculty meetings in the contract year. To help the adjunct member develop, department chairs/directors may consider establishing performance thresholds such as attaining/maintaining a minimum standard of 80% (100%) based on the faculty observation evaluation. Feedback is vitally important to the development of the adjunct and meeting program/department goals. Most adjuncts want to perform well and receive feedback on meeting and exceeding goals (or not). Creating an environment for the adjunct to feel respected and comfortable on campus was strongly endorsed by the research by AAUP, ACHE, AFT. Umbach (2008) wrote: Researchers contend that long-term employees of an organization where many contingent workers are employed will feel insecure about their status in their job; thus, the psychological contract and employee trust in the organization are broken. In turn, job performance (Kraimer, Wayne, Liden, & Sparrowe, 2005) and organizational commitment (Pearce, 1993)” (p. 5).

Moreover, it is imperative that the US Department of Education require accountability from the accrediting agencies such as DEAC, and proprietary institutions. Without oversight, or consistent oversight for-profits do heavy marketing to minorities and exploit adjunct faculty. Fourth, optimal job performance, commitment to the academic department goals by fulfilling faculty responsibilities such as attending meetings/trainings regularly, and holding office hours, can be addressed by department leaders (chairs, directors) during the faculty evaluation period.

Can colleges and universities get along without the AFM members; there was insufficient research data on the overall and long-lasting effect of *only* using full-time tenured-track faculty compare to part-time faculty. The for-profit model cannot exist without adjuncts. It is not clear from the literature review the magnitude of a relationship between proprietary teaching adjuncts on normative aspects of commitment, and student learning compared to the traditional adjunct faculty. One author did find no significant difference in attitude, pre-planning for classroom activities, and commitment to student engagement and learning between AFM and TFM members (Umbach, 2008). Qualified adjuncts that are committed and perform same duties as FTTT, but haven't filled to open tenured-track slot are susceptible to exploitation by the academic leadership and experience on-the-job misery. Department leadership must recognize the importance of setting goals, clear policy for adjunct evaluations and time for feedback, which require knowledge of normative and formative ideals necessary for a positive academic environment of attitudinal, social and cognitive outcomes for students (Wallace Center Report, 2012). About the Herzberg theory and job satisfaction, motivation and hygiene (environment) factors that support satisfaction at work; these include, but not limited to respect at work, opportunity to build relationships with colleagues and immediate supervisors and clear performance expectations and policies about meeting attendance and trainings. Department leaders should look at mentoring as a faculty accountability program as well to resolve issues with disengaged and low-performing adjuncts. An Onboarding Buddy Program for adjuncts is helpful to:

1. Mentor the novice adjunct and interpret the academic culture of the department and college/university; also, have a conversation buddy.
2. Provide guidance and helpful hints to demonstrate eLearning technologies, manage student loads in a virtual environment, grading, and to reinforce the expectations and standards associated with faculty roles and responsibilities in the various instructional models (face-to-face or online).
3. Recognize the frequency and importance of having consistent faculty observations and student evaluations; and that these documents are the basis for acting to enforce minimum standards and clear expectations during the feedback meeting between adjuncts and chairs (directors).

Faculty management requires clear policy guidelines, mentoring accountability programs and feedback on a regular basis for adjuncts to meet performance expectations of the departmental leadership. In the introduction, the authors stated that the research did aim to make conclusive statements about education stakeholders as disadvantaged (minority) students and families. The American Council on Education (ACE) does note that demographics is related to the AFM in proprietary institutions and effects on student engagement and learning success. Evidence in the media and for-profit instructor blogs reveal dedication to teaching students despite factors (negative media attention, US DOE concerns) that lead to job frustration and dissatisfaction.

VI. Conclusion

The data and information found in these resources can be sorted and organized in a variety of ways to determine factors thought to correlate to effective implementation of the AFM in higher education centers on grappling with terms such as contingent, which refers to faculty without security as tenure-track members as well as “best practices” for developing collaborative governance, including adjunct schedules, use of credentials and degrees and experience (Jaeger, 2009; Mann, 2015). Additionally, authors research into the campus life and roles and responsibilities have mostly focused on the traditional faculty model using tenured full-time members as the unit of measure and excluding contingent or part-time faculty members from the equation. Lindholm's (2003) research into the job (campus) environment and faculty satisfaction at a public institution in the University of California system revealing a comfort level and feeling respected were associated with job satisfaction, regardless of the appointment type (part time or full time). The extent to which academic leaders such as college deans or departmental chairs/directors are effective at addressing the needs of faculty members in general also has consequences for the level of job satisfaction among adjuncts. As the implementation of the AFM continues in higher education, using studies about “what works” to improve implementation and satisfaction for the adjuncts is worthwhile.

References

- [1] AAUP.Org. (2006). How to diversify faculty. Retrieved from <http://www.aaup.org/issues/diversity-affirmative-action/diversify-faculty>.
- [2] AAUP.Org. (2015) Status of part-time faculty. Retrieved from <http://www.aaup.org/report/status-part-time-faculty>.
- [3] American Council on Higher Education. (n.d.). *Unbundling versus design faculty roles*. Retrieved from <http://www.acenet.edu/news-room/Documents/Unbundling-Versus-Designing-Faculty-Roles.pdf>.
- [4] American Federation of Teachers (2002). Standards of good practice in employment of part-time/Adjunct faculty. Retrieved from <http://www.aft.org/sites/default/files/standardsptadjunct02.pdf>.
- [5] August, L. and Waltman, J. (2004). Culture, climate, and contribution: Career satisfaction among female faculty. *Research in Higher Education*, 45(2), 177-192.
- [6] Boynton, S. (2015). *A tenured professor on why hiring adjuncts is wrong*.
- [7] Retrieved from <http://talkingpointsmemo.com/caf/a-tenured-professor-on-why-hiring-adjuncts-is-wrong>.

- [8] CHEA.Org. (2014). *An examination of the changing faculty: Ensuring institutional quality and achieving desired student learning outcomes*. Retrieved from http://www.chea.org/pdf/Examination_Changing_Faculty_2013.pdf.
- [9] Center for Community College Student Engagement (CCCSE) (2014). *Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.
- [10] Davis, M. (2015). *Blended learning research: Seven studies that you should know*. Retrieved from http://blogs.edweek.org/edweek/Digital_Education/2015/04/blended_learning_research_the.html.
- [11] DEAC.Org. (2016). *Part three: Accreditation standards*. Retrieved from <http://www.deac.org/UploadedDocuments/2016-Handbook/2016-Accreditation-Handbook-Part-Three.pdf>.
- [12] Fain, P. (2016). *Getting tough with a gatekeeper*. Retrieved from <https://www.insidehighered.com/news/2016/06/16/education-department-recommends-eliminating-national-accreditor-many-profit-colleges>.
- [13] Gupta, J. (1984). Employing part-time faculty: Thoughtful approaches to continuing problems.
- [14] Retrieved from file:///C:/Users/KIMBER~1/AppData/Local/Temp/ED254134.pdf.
- [15] Garth-James (2016). Implementation of the adjunct faculty model. *American Journal of Educational Research, Vol (4)8*, pp. 637-647.
- [16] Garth-James K., Hollis, B. (2014). *Connecting Global Learners using eLearning and the Community of Inquiry Model. American Journal of Educational Research. Vol. 2, (No. 8)*.
- [17] Harkin, T. (2012). Harkin: Report reveals troubling realities of for-profit schools. *U.S Senate Committee on Health, Education Labor & Pensions*. Retrieved from <http://www.help.senate.gov/ranking/newsroom/press/harkin-report-reveals-troubling-realities-of-for-profit-schools>.
- [18] Howell, S., Saba, F., Lindsay, N. and Willian, P. (2004). Seven strategies for enabling faculty successes in distance education. *Internet & Higher Education, 7(1)*, pp. 33-40.
- [19] Kezar, A. (Ed.). (2010). *Recognizing and serving low income students in postsecondary education: An examination of institutional policies, practices, and culture*. New York, NY: Routledge.
- [20] Kezar, A. (2014). Changing faculty workforce models. Kezar, A. (2015). Retrieved from http://www.uscrossier.org/pullias/wp-content/uploads/2013/11/KezarPaper_fin_lr.pdf.
- [21] Kezar, A. and Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco, CA: Jossey-Bass.
- [22] Kezar, A. and Maxey, D. (2013). The changing academic workforce. *AGB Trusteeship Magazine*, pp. 1-10.
- [23] Krippendorff, K. (2015). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage Publications.
- [24] Lindholm, J. (2003). Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty. *The Review of Higher Education, 27(1)*, pp. 125-139.
- [25] Logue, J (2015). *Full-time off tenure track*. Retrieved from <https://www.insidehighered.com/news/2015/09/29/study-explores-job-satisfaction-full-time-non-tenure-track-instructors> Mann, S. (2015). *Indefenseoffor-profitcolleges*. Retrieved from <http://www.military.com/education/finding-a-school/in-defense-of-for-profit-colleges.html>.
- [26] Marston, G. and Brunetti, S. (2005). Job satisfaction of experienced professors at a liberal art college. *Education 130 (2)*, pp. 32-347.
- [27] Moore, J., Dickerson-Deane, C. and Gaylen, K. (2010). *e-Learning, online learning, and distance learning environments: Are they the same?* Retrieved from <https://scholar.vt.edu/access/content/group/5deb92b5-10f3-49db-adeb-7294847f1ebc/eLearning%20Scott%20Midkiff.pdf>.
- [28] Moxley, L. (1977). *Job satisfaction of faculty teaching in higher education: An examination of Herzberg dual-factor theory and Porter's need satisfaction research*. Retrieved from <http://files.eric.ed.gov/fulltext/ED139349.pdf>.
- [29] NCTE.Org. (1997). Statement from the conference on growing use of part-time faculty and adjunct faculty. Retrieved from <http://www.ncte.org/positions/statements/useofparttimefaculty>.
- [30] Nolan, H. (2016). The misery of adjunct professors keeps higher education booming. Retrieved from <http://gawker.com/the-misery-of-adjunct-professors-keeps-higher-education-1772267323>.
- [31] Neely, P., and Tucker, J. (2010). Unbundling faculty roles in online distance education programs. *International Review of Research in Open & Distance Learning, 11(2)*, pp. 20-33.
- [32] NY Post.Com. (2015). *The prestigious college is going out of business*. Retrieved from <http://nypost.com/2015/05/16/one-of-americas-most-prestigious-colleges-is-closing>.
- [33] Panda, S and Mishra, S. (2007). E-Learning in a mega open university: Faculty attitude, barriers and motivators *Education Media International 44(4)*, pp. 323-338.
- [34] Paulson, K. (2002). Reconfiguring faculty roles for virtual settings. *The Journal of Higher Education, 73 (1)*, pp. 123-140.
- [35] Ponjuan, L., Conley, V.M., and Trower, C. (2011). Career stage differences in pre-tenure track faculty perceptions of professional and personal relationships with colleagues. *The Journal of Higher Education 82(3)*, pp. 319-346.
- [36] Sanford, B. and McClasin, N. (2004). *Assessment of Professional Development Activities, Instructional Needs, and Delivery Methods of Part-Time Technical and Occupational Faculty in U.S. Community Colleges*. Retrieved from <http://files.eric.ed.gov/fulltext/ED493602.pdf>
- [37] Sabharwal, M., and Corley, E. (2009). Faculty job satisfaction across gender and discipline. *The Social Science Journal 46(3)*, pp. 539-556.
- [38] Schulte, M. (2010). Faculty perceptions of technology distance education transactions: qualitative outcomes to inform teaching practices. *The Journal of Educators Online (7)2*, pp.1-34.
- [39] V Smerek, R. and Peterson, M. (2007). Examining Herzberg's theory: Improving job satisfaction among non-Academic employees at a University. *Research in Higher Education 48(2)*, pp. 229-249.
- [40] Smith, D. (1996). Faculty diversity when jobs are scarce: Debunking the myths. *he Chronicle of Higher Education*. Retrieved from http://www.millersville.edu/services/socialq/files/additionalresources/Debunking_The_MythsPDF.
- [41] Smith, V. (2008). The unbundling and rebundling of the faculty role in e-learning community college courses." Doctoral dissertation. ProQuest Dissertations and Theses Database (AAT 3315310).
- [42] Solomon, B. (1985). *In the company of educated women: A history of women and higher education in America*. New Haven: Yale University Press.
- [43] Stemler, S. (2001). An overview of content analysis. Retrieved <http://www.pareonline.net/getvn.asp?v=7&n=17>.
- [44] Rampell, C. (2014). *The investment in for-profit colleges isn't paying off*. Retrieved from https://www.washingtonpost.com/opinions/catherine-rampell-the-investment-in-for-rofit-colleges-isnt-paying-off/2014/09/25/0c4aaf24-44ec-11e4-b47cf5889e061e5f_story.html?utm_term=.fe96533e8ea6.

- [47] Rhode, M. (2014). Labor board: Adjunct professors at Catholic university can form union.<http://ncronline.org/news/faith-parish/labor-board-adjunct-professors-catholic-university-can-form-union>.
- [48] Taddonio, P. (2016). Public Broadcasting Station (PBS)-Frontline. *WATCH: At for-profit colleges, large loans and broken promises*. Retrieved from <http://www.pbs.org/wgbh/frontline/article/watch-at-for-profit-colleges-large-loans-and-broken-promises/>
- [49] Tagg, J. (2012). *Why does the faculty resist change?* Retrieved from <http://www.changemag.org/Archives/Back%20Issues/2012/January-February%202012/facultychange-full.html>.
- [50] TESOL. (n.d.). *Position paper on equitable treatment for part-time, adjunct, contingent faculty*. Retrieved from <http://www.tesol.org/docs/pdf/377.pdf?sfvrsn=2>.
- [51] TESOL.Org. (2002). Member Resolution in support of campus equity week (CEW) and conference on contingent academic labor (COCAL). Retrieved from <http://www.tesol.org>.
- [52] Umbach, P. (2008). *The effects of part-time faculty appointments on instructional techniques and commitment to teaching*. Retrieved from <http://www4.ncsu.edu/~pdumbach/part-time.pdf>.
- [53] USDOE.Org. (2002). *Part-time instructional faculty and staff: Who they are, what they do and what they think*. Washington, D.C.: GPO.
- [54] USDOE.Org. (2010). *Evaluation of evidence-based practices in online learning A meta-analysis and review of online learning studies*. Retrieved from <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.
- [55] US House of Representatives (2014). *Just in time professor*. Retrieved from <http://democrats.edworkforce.house.gov/sites/democrats.edworkforce.house.gov/files/documents/1.24.14-AdjunctEforumReport.pdf>.
- [56] Wallace Center Report. (2012) *Evaluation of teaching effectiveness*. Retrieved from http://www.rit.edu/academicaffairs/facultydevelopment/sites/rit.edu.academicaffairs.facultydevelopment/files/docs/Evaluation_of_Teaching_Effectiveness.pdf.
- [57] Wilcox, A., Gallagher, K., Bolden-Alba, B., & Bakken, S. (2012). *Research Data Collection Methods: From Paper to Tablet Computers*. Retrieved from http://repository.edmforum.org/cgi/viewcontent.cgi?article=1003&context=informatics_resources.
- [59] Garth-James, K.(2015). Massive Open Online Courses (MOOCs). *Sage Encyclopedia of Economics and Society* 3. Thousand Oaks, CA: Sage Publications, pp. 1369-172.
- [60] Garth-James, K. and Hollis, B. (2014). *Connecting global learners using eLearning and the community of inquiry model*. Retrieved from <http://pubs.sciepub.com/education/2/8/15/>. Woodhouse, T. (2015) *Trying to survive*. Retrieved from
- [61] <http://www.insidehighered.com/news/2015/05/12/mills-college-struggles-financial-difficulty-faculty-unrest-president-calls-it-quits>.