

Engaging with Adjuncts in Higher Education: An Action Research Study

Thesis submitted in accordance with the requirements of the University of Liverpool for the
degree of Doctor of Business Administration

By

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Date: 24 August 2021

Acknowledgement

You never really understand what something takes until you go through it yourself. I could never have understood the struggle, the frustration, the sacrifice, and the voluminous amount of reading it takes to complete a thesis. The sacrifice was not just on my part but impacted all those around me. As it is often said, it takes a tribe to raise kids, likewise, it took a tribe to help me finish this thesis.

Above all, I thank God for giving me perseverance to complete this thesis and for surrounding me with the right people.

I thank my five beautiful children, Mikayla, Tristan, Trevor, Dane, and Saxon. They were with me to celebrate the good days when I had a great idea or finished another milestone. They were also there for the bad days when words would not come or when I had another setback. They cheered me on, let me read aloud the same part fifty times as I tweaked wording, and patiently put up with me missing activities because I had to work on my thesis.

Thank you to all the people at Eastern Nazarene College, especially Robert Murphy and Mendy Smith, who helped me in this research. They painstakingly listened to my ideas and willingly gave me their time. We made a great team!

I am also thankful for my family, friends, and work colleagues. They showed interest in my progress as my consistent response to their questions about my plans for the weekend or what I did over the weekend was always “worked on my thesis”. Rather than give a perfunctory smile and nod, they would ask more questions. This provided me encouragement and some drive to finish the next bit so I could update them.

My thesis journey was more than a little bumpy. I went through two thesis advisors before anything was even written on my thesis. After being put on warning for the second time, I was drowning, disheartened, and ready to give up. One of the panel members, Dr. Allan Macpherson, extended me an offer to read my proposal and ethics application to allow me to move forward while a new thesis advisor was found for me. With his kind offer, everything changed. He never got rid of me and became exactly what I needed to push through. Allan, I seriously could not have done this without you.

Abbreviations

AGS – Adult & Graduate Studies (Division at Eastern Nazarene College, serving adult students)

ENC – Eastern Nazarene College (research site)

JD-R – Job Demands-Resource model

UWES – Utrecht Work Engagement Scale

Abstract

The recent trend in certain industries to hire part-time workers has introduced a challenge in securing high-performance from these workers. Research was conducted in a small college near Boston on adjuncts that were perceived to have low performance. The literature on part-time workers suggests motivational issues relating to identity, social support, resources, and job quality. These issues relate to low performance falling under the theories of job satisfaction, job involvement, organizational commitment, and engagement. After reviewing each of these theories, engagement, with its dimensions of dedication, rigor, and absorption along with its persistent state, was the best fit for my problem.

If engagement is low in part-time workers, then their performance will be low. The literature offers several suggestions for increasing engagement; I focused on increasing job resources for this research. A quasi-experiment was set up to measure engagement in my adjuncts as a baseline, offer job resource interventions, then measure engagement again. The research was conducted during one college semester, which coincided with the initial Covid quarantine. Job resources were provided to all faculty including adjuncts. The planned resource interventions provided training, learning and development opportunities, manager support, coworker interaction, innovative organizational climate, role clarity, and information.

Due to Covid, the college shifted to remote, online instruction during my research semester. This resulted in unplanned interventions offered by the college to provide other resources, such as information, coworker interaction, supportive organization, and training. Engagement was measured before the interventions and after the interventions by a survey using the Utrecht Work Engagement Scale (UWES) scale. The before and after survey included other questions to help with the research including an assessment of deficient resources, identification of their top valued resources, and the effectiveness of the resource interventions.

The resource interventions were deemed successful as engagement had increased by the end of the semester despite a very traumatic shift mid-semester to remote, online instruction. While increased engagement from the addition of resources was the primary goal for this research, the data results identified three central themes of *Competency*, *Connections*, and *Communication* impacting the adjunct's ability to perform well. When viewed collectively, these three themes point to issues with low self-efficacy.

Low self-efficacy in adjuncts suggests issues with imposter syndrome and liminality. Imposter syndrome results because adjuncts are practitioners who are experts in their fields but can feel like imposters in the classroom as their knowledge and skills may not be easily translated. Liminality occurs because adjuncts are supposed to represent the organization to the students, yet the organizational structure and its actor tend not to include part-time employees in organizational life.

Organizations with part-time workers should address these low self-efficacy issues by providing resources that address the deficiencies in *Competency*, *Connections*, and *Communication*. While it may be difficult to quantify the benefit of these resource provisions to adjuncts, there is a connection between the net investment of resources and the benefit from increased performance. By equipping part-time workers with resources that will increase their self-efficacy, their engagement will be high which can lead to high performance.

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1 Introduction

Working as an adjunct for an adult, evening business class whilst working full-time at a Fortune 500 company, I was faced with a dilemma of expending additional time and effort to investigate suspected plagiarism in a student's paper I was reading or to simply ignore my suspicions. My ethics won my internal debate and I embarked on countless hours of documenting and reporting ongoing academic integrity violations. This experience led me to consider the expectations placed on adjuncts who are not compensated for the extra work required to adhere to their employer's values and standards. There is an obscure line between required duty and high performance. Why should part-time employees bother on high performance? This question prompted my research inquiry. This chapter will explain the focus on my thesis by providing the context and goal for my research and will provide the approach I took to find a solution.

1.1 Background to the Opportunity

Eastern Nazarene College (ENC) is a small, private college just six miles south of Boston. I worked full-time at this organization for 7 years as faculty in the Business Division and eventually, Business Division Head. I returned to the financial services sector but have continued teaching for ENC as an adjunct. The state of Massachusetts has over one hundred colleges and universities squeezed in a small area forcing fierce competition to entice new students, whilst holding on to existing students. As government and other funding sources are diminishing, educational institutions are becoming reliant on tuition revenue, making each student they win and keep a small victory. Further complicating this competitive landscape, colleges need to increase tuition to compensate for rising costs; however, they must balance this need with the reality that higher tuition can result in lower student enrollments. Given

their financial constraints, colleges must find other means to reduce costs. One strategy that is becoming increasingly popular is the use of adjuncts (or part-time) faculty. While all adjuncts are part-time, not all part-time employees are adjuncts. This paper will focus on adjuncts given the context of this research; however, the conclusions may be applicable to other part-time employees.

According to a CUPA-HR study, between 2003-2018, faculty salaries and benefits comprise about one-third of the expense budget for both public and private institutions alike (Li, McChesney & Bischel, 2019). It is natural that colleges would seek to reduce their largest expense base and an obvious choice is to replace full-time faculty with adjuncts. Adjuncts typically do not receive benefits such as health, dental, retirement, etc. and they often receive lower compensation per course than full-time faculty. The savings do not stop there; in addition to halving the cost of a full-time faculty salary and benefit compensation, adjuncts do not necessitate the same commitment of time and resources (Li et al., 2019). According to CUPA-HR, adjuncts can be “up to 80% cheaper than full-time faculty” (Bettinger & Long, 2010, p. 598).

The use of adjuncts is also attractive since they are dispensable. If enrollment declines, adjuncts are easily dismissed but are just as easily recruited if class enrollment demands it. “Numerical flexibility” is the practice of being flexible in managing the workforce by means of fixed contracts or non-standard contracts to manage labor costs (Altuzarra & Serrano, 2010). This became an organizational solution in the late 1980s when organizations found themselves unable to respond quickly to market changes that reduced their ability to compete effectively.

This numerical flexibility is essential for an educational institution to quickly respond to the ebbs and flows of the collegiate demographic landscape.

This challenge to manage costs will continue to be a concern for colleges as the National Center for Education Statistics report a continuing decline in Fall enrollment in postsecondary institutions since 2011 (Synder, de Brey & Dillow, 2019). Employing full-time faculty, which clamor for tenure status and the safety it offers, greatly restricts an organization's ability to respond to environmental changes and as a result hampers the organization's flexibility, compete-ability, and profitability. On the other hand, employing adjuncts offers the organization to minimize fixed expenses allowing the cost of tuition to be lower, which can attract more students.

1.2 Research Context and Statement of the Opportunity

Given this new economic reality, it is anticipated that educational institutions will continue to rely on adjuncts. Beyond these financial benefits, there are other benefits gained by using adjuncts. Most notably, adjuncts are often professionals that bring real-world experience to their teaching and, as a result, can apply the academic theories to practical work examples that students find appealing (Langen, 2011). Adjuncts are also not bogged down by other institutional duties such as student advising or committee work, meaning they may be able to direct more time to the students. Furthermore, some have argued that adjuncts have more satisfaction in what they are doing because, in the absence of the burden of mundane administrative work, they experience the "joy of teaching" which could result in a better learning experience for students (Mueller, Mandernach & Sanderson, 2013, p. 342).

Despite these benefits, there are many critics complaining about the use of adjuncts. The Education Commission of the States, the Modern Language Association, and the National

Institute of Education led this criticism by publishing formal statements that the quality of education was declining due to the use of adjuncts (Bettinger & Long, 2010). Adjuncts are blamed for decreased learning, low enrollment, disengaged students, increased student dropout rates, and low interest in certain majors (Bettinger & Long, 2010; Bowden & Gonzalez, 2012; Langen, 2011; Meixner, Kruck & Madden, 2010; Stromquist, 2017). These are significant drawbacks but perhaps worse is that adjuncts are considered to be less productive in promoting inquiry and generating and disseminating knowledge, which is, after all, the goal of higher education (Bowden & Gonzalez, 2012).

The current business program directors from ENC believe that their adjuncts have performance issues. Complaints from students and comments on end-of -the-course surveys validate this belief with reports of grade inflation, lack of adherence to the prescribed syllabus structure, not holding class for the full session time, and other performance-related issues. Despite the adage “you get what you pay for”, the world of higher education has high expectations for its faculty. Employers desire their employees, whether full-time or part-time, to perform high in their role and for teachers in particular, this high performance is expected under conditions of high demands, which is inherent in this profession (Bakker & Demerouti, 2007).

From the adjunct’s point of view, there is a dilemma as to whether they care enough to perform to high standards as this may not be their main employment. Adjuncts are paid to teach and submit grades for a particular subject for a defined time commitment. Their compensation does not increase if they perform ‘well’ or if they engage in other ‘duties’ such as meeting with students or participating in institutional activities. They may have other

commitments that pull on their time and energy. Furthermore, this is not their primary employment, so there is little need to burden themselves with other increased workload requirements such as investigating, reporting, and documenting plagiarism or other infractions of the academic policies, or other institutional expectations.

There is little incentive for adjuncts to take the requisite time and effort to perform at high standards, connect with the students and the institution, or to uphold and enforce the quality standards established by the educational institution. Yet, these are the expectations college administrators have. Thus, there is a tension between College Administrators and the adjuncts that the adjuncts are not performing to Administrator's expectations. Literature on low performance theories suggest that drivers of performance are job satisfaction, job involvement, organizational commitment, or engagement.

These theories attempt to offer insight to employers on why their employees may not be performing as well as they could. Job satisfaction is the positive affective orientation that employees have toward their job which established that a *satisfied* worker would be more productive (Price and Mueller, 1986). Job involvement is defined as psychologically identifying with work such that an employee would invest their time and effort to meet the job demands (Lodahl & Kejner, 1965; Maslach and Leiter, 2008). Organizational commitment is a "psychological state of attachment" that may explain employee's behavior (Macey & Schneider, 2008, p. 8). Under this concept, a worker that was *committed* to the organization would demonstrate good performance and even take on extra roles (Mowday, Steers & Porter, 1979). Wellins & Concelman (2005, p. 1) refer to *Engagement* as "an amalgamation of commitment, loyalty, productivity and ownership" that is an "illusive force that motivates employees to

higher levels of performance.” Using these theories, the purpose will be to investigate the performance problems to understand the underlying issues cause. While this began as a perceived performance issue, the literature review on the low performance theories offered a different suggestion. As it will become clear later in the thesis, there is an obvious issue of engagement that the organization does not comprehend.

1.3 Research Scope and Objective

The shift to employing part-time employees is a growing concern in the US where many employers are reducing work schedules down to part-time to avoid paying expensive health benefits. While other sectors may benefit from this research, the focus of my research will be in higher education, specifically with ENC. Their growing reliance on adjuncts evolved over time and as a result, little time and resources have been dedicated to support the adjuncts. College Administrators must act judiciously and wrestle with deciding whether balancing the budget is more important than protecting and enhancing the student experience (Li et al., 2019). This organization does not have the financial resources to simply increase the adjunct’s compensation to induce them to perform at the high standards they are seeking. Furthermore, increased compensation would not necessarily solve this problem.

Using theories that explore issues of performance in organizations, in this thesis I will seek to understand the underlying engagement issue that is causing the perceived performance issue for the adjuncts. The objective will be to develop action-research based interventions, premised on the theoretical understanding of the problem, to address some of those issues that might be contributing to low engagement. The aim will be to understand more fully how I can use theory to make a practical contribution to develop knowledge about the challenge of

supporting adjuncts in their role. The outcome will be a framework that organizations can use to get adjuncts more engaged.

1.4 Research Questions

This is leading my research toward the following research questions:

1. What types of practical support would help the adjuncts in their current role?
2. How can I measure an increase in engagement from my interventions?
3. What ongoing actions can the College take to provide a longer-term solution to the issue of adjunct engagement?
4. What holistic framework that is actionable can be created that would benefit any organization who wants to increase engagement for their adjuncts?

1.5 Plan for the thesis

This thesis is organized into eight chapters that step through my progression towards a solution. This first chapter introduces the challenge I encountered which led to the research. A background is provided for the organization where the research was performed along with some context around the adjunct's challenges demonstrating its complexity.

A review of the literature is performed in chapter two which begins with defining adjuncts. The issues specific to part-time workers are explored relating to attitudes, motivation, and working conditions and how these could impact performance and engagement. Once the adjunct's challenges were understood better, I moved on to explore the literature on performance and found that the performance-related theories of job satisfaction, job involvement, organizational commitment, and engagement share issues of identity, social support, job quality, and resources. While exploring each of these shared issues, it became clear that my adjuncts had low engagement and my research became focused on increasing

their engagement. There were many research examples demonstrating the antecedents of engagement but as my research is in higher education, having a deficiency or the 'right' resources would impact my adjuncts. The Job Demands-Resource (JD-R) model provides the framework to demonstrate the relationship between resources and engagement which became the basis for my research. While the literature provides several models that could have been employed, the JD-R has passed the academic rigor requirement, yet it is easy to understand and to apply to my research.

Chapter three presents my belief about knowledge and how this impacted the approach to my research. While I believe qualitative methods provide richer data, I am more accustomed to quantitative data and found the action research methodology allowed me to make use of both as I set up my quasi-experiment. I enacted a Learning Set to benefit from varying viewpoints which fostered reflection and sense-making on each of the cycles of action undertaken as well as the data analysis. Three data structures were created from the results.

The next three chapters discuss the results of the data from each cycle. Chapter four reviews the results from the baseline survey given before the action was conducted. This information provided direction for the types of interventions in the action phase. Chapter five walks through both the planned and the unplanned interventions that comprise the action phase. Chapter six contains the results of the survey given at the end of the semester, when the interventions were completed.

Chapter seven pulls all the results together and presents the main three themes that emerged from the data collected. These are explored further for meaning and I turned back to the literature for possible solutions. Chapter eight summarizes the findings and presents the

limitations of this research along with some personal reflections. Although this is presented in a linear fashion, the world of practice is messy and unpredictable. My research was disrupted by the COVID quarantine which required necessary adjustments that presented both challenges to overcome and opportunities to consider.

2 Literature Review

Educational institutions in the US are employing adjuncts to help reduce operating costs. Managers at ENC report low performance from their adjuncts and want to improve their performance but cannot simply offer more compensation to achieve that. In this research, I explore why these adjuncts could be having low performance with the plan that I would implement interventions to make improvements. Before undertaking these interventions, it will be important to understand the problem better. This literature section will first define who the part-time workers are in higher education. Research does not frequently differentiate on employment status making it challenging to find research that helps me to understand how part-time issues differ from those of full-time workers. I then investigate what has been found on the motivations and issues of part-time workers and how these factors impact their level of performance. As I moved on to explore the theories relating to low performance, it becomes clear that my adjuncts have low engagement. The goal of this literature search then shifts to uncover the issues that may be impacting the engagement for my adjuncts that I will need to include in my research.

2.1 Defining Part-time Workers in Higher Education

Colleges and universities have two over-arching roles: to create knowledge which is achieved through research, and to propagate knowledge through teaching (Meixner et al., 2010). As already indicated, while trying to maintain these two goals, higher educational institutions are struggling with rising costs and diminishing funding. Many of these organizations have turned to the use of adjuncts to minimize expenses to survive. There are undoubtedly clear financial benefits in moving towards adjuncts as they are paid at least 25% less than full-time faculty per course (Jolley, 2014). This cost savings is well known and the

move to using adjuncts is gaining popularity as indicated by their rising employment figures, which are currently ranging to about 70% of total number of the faculty in the United States (Jolley et al., 2014; Barnhardt & Phillips, 2018). This phenomenon of shifting to the use of adjuncts is not limited to the US but is also being reported in Canada, the United Kingdom, Hong Kong, and Australia (Barnhardt & Phillips, 2018). Despite their growing ranks in the US, adjuncts typically (especially in the US) do not receive benefits such as paid time off, health insurance, retirement, etc., nor do they have a voice in the organization (Jolley et al., 2014). In fact, most part-time workers report feeling that they are ‘second class’ or ‘invisible’ in the organization (Barnhardt & Phillips, 2018; Jolley et al., 2014). Rotchford and Roberts (1982, p. 228) dubbed part-time workers as “missing persons”.

There is some inherent confusion in the literature on what researchers consider as part-time workers. Especially in the education sector, part-time can mean contracted for just one individual course, or contracted for more than one course, or even contracted for two courses each semester every year. Furthermore, as already indicated, labor laws, tax treatment, and practices can differ greatly by country. Unlike the US, in the UK, part-time workers can enjoy part-time benefits including retirement as well as paid vacation and sick time (Husbands & Davies, 2000). Thus, the definition of part-time is context dependent and can shift over time. Most researchers fail to distinguish between full-time and part-time employment status in their studies and, even when they do segregate the data by employment status, the clarification of what this status entails is often not made clear. Given this, the research findings may not accurately reflect on the part-time worker nuances in which I am interested. However, for purposes of this study, part-time workers at my research institution will include anyone who

teaches one to three courses in any given semester including those that may have secured a longer-term part-time contract teaching up to two classes each semester with an annual contract renewal. These part-time workers do not receive any benefits for insurance, retirement or paid time-off, and are often called 'adjuncts' at US higher education institutions.

2.2 Adjuncts: Problems, Motivation, and Issues

In addition to what adjuncts already perceive about their place in the organization, critics blame adjuncts for the decline in student retention and claim they interact less with students (Barnhardt & Phillips, 2018; Bettinger & Long, 2010; Jaeger & Hinz, 2008). They are accused of grade inflation (Sonner, 2000; Schutz et al., 2015) and charged with low enrollment in certain classes and majors (Bowden & Gonzalez, 2012; Eagan & Jaeger, 2008; Ehrenberg & Zhang, 2005). However, Meixner, Kruck & Madden (2010) present an array of research that fails to find support for this general prejudice against adjuncts along with other popularized claims that they have lower teaching standards or are responsible for reduced learning. These authors conclude that the literature on the outcomes for adjuncts is contradictory and calls for the need for more qualitative and quantitative research to provide richer insight into the performance of this faculty group. If low performance is not proven in the literature, it raises questions of why this perception would exist. Kondakci & Haser's (2019, p. 286) research in 12 Turkish universities found that newcomers felt the power dynamics of the full-time faculty were a "source of conflict and as a factor limiting productive behaviors (e.g., collaboration or cooperation) in the organization." There is most likely a power differential feature that exists at ENC; nevertheless, this research will not be tackling that power dynamic. I am not trying to measure, or prove, that the adjuncts are low performing. The goal of this research is to

improve performance, or at least the perception of increased performance through interventions.

If propagating knowledge is one of the two roles for colleges, teachers understandably are very important in achieving this role. Given the rising numbers, and the inevitability that they will continue to be significant players in higher education, it is certainly worth the effort to understand adjuncts better. Research has shown that teachers are the most important factor in student outcomes (Thirolf, 2017) and, as such, organizations should be viewing all teachers, whether full-time or part-time, as valuable assets (Jolley et al., 2014). Furthermore, astute academic leaders should be seeking to develop these assets by recognizing their responsibility to “adapt the workplace to meet the needs of the current workforce with the goal of retaining key talent” (Pollart et al., 2015, p. 355). With the rise in prominence, adjuncts could command more influence or power in the organization if they united and demanded changes. Perhaps the perception of performance issues are not benign presumptions but may be politically rooted by certain actors in the organization. Adjuncts are typically viewed as a group of lecturers, which neglects the fact that each of these adjuncts are individuals impacted by social and organizational influences. In the meantime, it is clear from the research discussed above, that adjuncts are playing a larger role in college education, yet we do not fully understand how this is impacting the student experience. Moreover, if adjuncts do impact the student experience, then we need to understand this group better so that College Administrators can leverage their potential successfully.

2.2.1 Deciding to Work Part-time

To better understand who they are and what they need, it is worthwhile to understand why adjuncts are working part-time. While many authors have applied varying typologies,

Kezar & Sam (2010, p. 34) prefer four broad categories: “career enders; specialists, experts and professionals; aspiring academics; and freelancers.” *Career enders* may be retired or in the process of retiring and are simply desiring the extra income or want to pass on their wisdom, knowledge, or experiences. *Specialists, experts, and professionals* are those who typically have full-time employment outside the academic community but are needed for their expertise in certain fields. They may desire the additional income but more likely, understand their specialized knowledge is important for students and either enjoy teaching or feel the obligation to fill this need. *Aspiring academics* may teach at one or several academic organizations and accept the part-time status with the hope of securing full-time employment when an opportunity becomes available. *Freelancers* may teach as one of their several part-time positions or desire the part-time flexibility for personal situations such as caring for small children, elderly parents or for health reasons (Kezar & Sam, 2010). The first two categories of part-timers teach part-time voluntarily while *aspiring academics* are trying to secure full-time employment. Freelancers could be either teaching part-time because they only want that status or because they have no other choice. Thus, adjuncts are working part-time either by intent or out of necessity. ENC has adjuncts from all these categories which is likely to influence what support they need and what motivates them. I will need to ask this in my research to better understand the adjunct’s situations.

2.2.2 Attitudes and Motivation of Part-time Workers

When exploring the attitudes and motivation of part-time workers, the literature does not provide research specific to adjuncts; therefore, this section will present research on part-time workers in general. Thorenstein (2003) was interested in understanding the differences in attitudes and motivations for part-time versus full-time workers and conducted a meta-analysis

on the literature which helped him to identify four themes affecting attitudes and motivation: partial inclusion, frame of reference, demographic differences, and person-job fit. In this typology, partial inclusion is a concept acknowledging the reality that every individual has multiple roles due to being part of various social systems such as family, community, and work (Katz & Kahn, 1978). As such, these multiple roles naturally result in conflicting priorities for time and energy (Webster et al., 2019). For adjuncts who have other full-time employment, this means teaching is another 'role' that must compete for their limited time and energy resources which can negatively impact their attitude and be de-motivating. As a result, adjuncts may find it difficult to connect to the organization.

Drawing from the social equity theory, Thorenstein (2003) argues that employees can base their attitude about their situation from their frame of reference, which is their assessment of the amount of effort they put forth to the rewards they receive as compared to other individuals. Peters, Jackofsky & Salter (1981) found part-time and full-time employees have different frames of reference whereas others confirmed common frames of reference (Miller & Terborg, 1977; Tansky & Gallagher, 1994). If adjuncts compare their efforts and rewards with full-time faculty, there could be some dissatisfaction, especially when their hourly teaching rate is dramatically lower than full-time faculty's hourly teaching rate. Recent analysis showed full-time instructors make 125% more per course than adjuncts and this rises to 200% if including benefits; for assistant professors this rises to 202% and 303% respectively (Shulman, 2019). Adjunct's may also struggle with dissatisfaction if they feel they are not being properly compensated for the experience and skills they bring to their students. Fortunately for College Administrators, Feldman and Doeringhaus (1992) found that most part-time employees

compare themselves to other part-time employees; therefore, an adjunct's frame of reference is unlikely to have a major impact on their attitude and motivation.

Studies also show demographics can affect job attitudes such as "age, sex, education, race, occupational prestige, income and union membership" (Vecchio, 1984, p. 216; Bennett, Cason, Carson & Blum, 1994). Adjuncts cover all demographics making this a less controllable factor but one that bears consideration. Most studies have ruled out differences between men and women (Witt & Nye, 1992); however, age seems to reflect a difference in attitude.

Demographic differences can often work both ways. For example, retired professionals that teach have less expectations for the part-time work and therefore can have higher satisfaction results than younger adjuncts (Kacmar & Ferris, 1989). On the other hand, young adjuncts have not formed expectations about employment and therefore may be satisfied in poor conditions as they do not have exposure to other situations for a comparison. Furthermore, those that earn high wages from their primary employment will be less dissatisfied with their lower pay as adjuncts. Alternatively, individuals working for the extra income may be grateful for the employment and have high satisfaction (Kezar & Sam, 2010). Thorenstein (2003) finished his analysis noting that demographics could be an explanation in differences between part-time and full-time employees; however, not enough research has been published to make a definitive conclusion. Given this, I do not intend to focus on demographics as a major influence on the attitudes and motivations of ENC's adjuncts.

Person-job fit recognizes that attitudes can be influenced by the congruency between what the part-time employee wants and what the organization provides them (Thorenstein, 2003). If an individual has a need or desire to be part-time then their satisfaction will be

different from the incongruence of those who want full-time employment or must work the extra job for financial reasons. Vocational interests can also play a part in leading to satisfaction, meaning an individual who wants to get a foot into teaching may be perfectly content with the part-time status for a certain amount of time. Thorenstein's (2003) meta-analysis confirmed that part-time workers that do so by choice had higher job satisfaction than part-time workers who desired full-time employment but were involuntarily working part-time. While this is not a problem an organization can necessarily solve for its part-time workers, it is important when considering the performance of part-time workers. Part-time workers may be exhibiting low performance because they are not content with their employment status. This may be an area that I will need to investigate further.

Too often in research studies, the employment status variable of full-time versus part-time is not factored in, which has resulted in a lack of literature to draw from to truly understand how a part-time worker's needs or wants are different from a full-time employee (Clinebell & Clinebell, 2007). To further complicate this, the research that does differentiate on employment status has resulted in conflicting findings. Both Clinebell & Clinebell (2007) and Thorenstein (2003) present contradictory research supporting both sides of the coin: there exists differences in part-time versus full-time workers, and that there are no differences between the two employment types. This led Clinebell & Clinebell (2007) to conduct their own research and they concluded there were no differences between full-time and part-time employees at least when it pertains to job satisfaction and organizational commitment. They did however find a significant difference between part-time and full-time employees when it came to job involvement and inclusion. Part-time employees have lower job involvement than

full-time employees (Thorenstein, 2003; Leavoni & Sales, 1990). While low inclusion has been suggested as an explanation for low job involvement, Clinebell & Clinebell (2007) empirically tested and confirmed this.

Inclusion refers to the extent individuals feel part of the daily activities in an organization. Employees reporting low inclusion can be the result of a lack of trust or can be commensurate with the amount of co-worker interaction (Clinebell & Clinebell, 2007). Dolan's (2011) research with adjuncts confirmed they do not feel they were part of the organization or that they belonged to it. Jolley, Cross & Bryant (2014, p. 225) interviewed adjuncts and found an "overt lack of engagement" with common responses that they "felt invisible, lacked a role on campus, and were unnoticed and undervalued as academic and individual entities on campus". If a lack of interaction is a factor, this is something that can be addressed internally, and is worth considering as a part of this study.

Marchese and Ryan (2001) also build from the partial inclusion theory established by Katz and Kahn. This theory suggests that limited involvement, or partial inclusion, in the work environment impacts the amount of time and energy invested in the organization which is qualified as low organizational commitment and low performance (Marchese & Ryan, 2001). Their research results confirmed this, which suggests that the financial cost savings in hiring more part-time employees may not be worth the 'cost' of reduced commitment and performance. This unspoken exchange between the lack of investment by the organization and the resulting lack of commitment by the adjunct will be explored further under the review of low performance theories. Marchese and Ryan (2001) also demonstrated in their study that autonomy, which is the freedom one has in their job, mediated the part-time employment

status and the outcomes of commitment and performance. When part-time employees are given more autonomy, their accountability to the organization increases and as a result, their performance and commitment to the organization may also improve.

Low inclusion seems to be an inevitable result of working at an organization part-time. As lower inclusion can result from a lack of co-worker interaction, this would seem an obvious solution to address; however, the challenge for me will be executing this with an employee group who lacks time especially for something 'extra' such as co-worker interaction. I will also need to determine if a lack of autonomy is applicable to my part-time workers as this has been linked with greater accountability to the organization. It is not difficult to comprehend that if employees do not feel part of the activities of the organization, this lack of inclusion will impact the amount of time and energy they will be willing to expend for the organization. Therefore, it will be important to identify factors to promote inclusion, such as autonomy and coworker interaction, as well as to eliminate or minimize the factors that hinder integration into the organization.

2.2.3 Part-time Experiences and Work Conditions

While Thorenstein's (2003) four themes explain the differences in part-time employee attitudes, there are also valid experiential differences to consider. Thirolf (2017) equated adjuncts to community college students, in that they show up for class and then leave. As a result of this, their interaction and participation with the organization is different; they spend less time with the organization making it difficult for them to see how the organizational goals impact them (Barnhardt & Phillips, 2018; Jolley et al., 2014). They lack the opportunity to interact with colleagues resulting in reduced satisfaction with work relationships as compared to full-time faculty (Barnhardt & Phillips, 2018). While adjuncts are also less satisfied with

compensation, career advancement opportunities, and job security, surprisingly, they have been found to be more emotionally committed to the organization than full-time faculty (Meixner et al., 2010). This would suggest adjuncts place more emphasis on the organization's values and mission and thereby, derive their commitment or motivation from this.

While Clinebell & Clinebell's (2007) research did not support differences in organizational commitment between part-time and full-time, Van Dyne and Ang (1998) found the relationship between affective commitment and behaviors was intensified for part-time employees because of their attitude. Van Dyne and Ang (1998) proposed that part-time workers are more likely to withhold behaviors if they are not committed to an organization, whereas full-time workers perform based on professionalism regardless of their level of commitment. Consequently, attitude and commitment are important for part-time workers to perform. However, before I can discuss influencing attitudes or commitment in adjuncts, it is important to examine their working conditions as several reports claim that part-time employees generally agree that their working conditions are not satisfactory (Fulton, 2000; Gappa, 2000).

In addition to the cost savings, an attractive feature of adjuncts for College Administrators is the fact that they can be contracted easily, if and when they are needed, or dismissed if the minimum enrollment threshold is not met. Due to this flexibility, adjuncts can start their employment at a disadvantage. This "just-in-time" hiring, which makes them attractive, sets them up for failure (Rhoades, 2013). They may be contracted just days before the course begins giving them little time to prepare and forcing them to rely on already developed curriculum. While ready-made curriculum sounds attractive, it also restricts

autonomy and academic freedom which can be de-motivating and has been found to hamper commitment (Marchese & Ryan, 2001).

An additional time challenge for adjuncts is the high likelihood of competing priorities. Almost three-quarters of adjuncts at community colleges report having at least one other job in addition to their teaching role (Eagan, 2007). This suggests that many adjuncts are juggling multiple jobs. Literature on multiple job holders is “quite barren” (Zickar, Gibby & Jenny, 2004, p. 234) as most research assumes single employment. Research has been published on the work-family role pressures that suggests this may be a source of tension for part-time workers. Kahn et al. (1964) pioneered the research on inter-role conflict, finding it a significant source of pressure. Based on this inter-role conflict, there is a time-based incompatibility whereby multiple roles compete for the same limited time such that time spent in fulfilling one role diminishes (or prevents) the ability to fulfill the obligations of the other role (Greenhaus & Beutell, 1985). In addition to time, multiple roles can result in conflicts due to strain or behavior as well. Thus, balancing work against family roles can be extrapolated to the tension between multiple job obligations. ENC’s adjuncts are likely dealing with both time and priority demands, which provides insight in understanding them better; but it is also important to remember these pressures when considering planned interventions to solve my problem.

Adjuncts are often given the fundamental classes that have large enrollment (Jolley et al., 2014). These courses are designed for first and second-year students who are not seasoned students and therefore may require more time commitment and coaching skills. This can cause strain resulting in increased inter-role conflict (Greenhaus & Beutell, 1985) or in low self-efficacy and role ambiguity (Clinebell & Clinebell, 2007). Bandura (1997) defines self-efficacy as

your own belief in your capabilities. Some adjuncts who have large enrollment courses or courses with younger students may not feel confident in their abilities to handle these situations, which will result in strain. If adjuncts are new to teaching, or new to the organization, they may not be comfortable with the expectations of their role and this role ambiguity will also result in strain.

Adjuncts are generally not provided dedicated office space or access to support services causing further pressure (Joiner & Bakalis, 2006). Not having access to office space or support services can limit an adjunct's ability to do their job well and may even create or increase hardship. Research shows that a lack of resources negatively affects an employee's ability to perform their job and this lack of resources also diminishes a sense of belonging to the organization (Barnhardt & Phillips, 2018). Overall, the experiences and work conditions of adjuncts may not be conducive to performance as they may be operating with diminished resources, time pressures, low autonomy, low self-efficacy, lack of co-worker interaction, and role conflict. These are all factors that will need to be explored as I review the low performance theories.

2.3 [Review of Relevant Theories](#)

When faced with low performance, managers may turn to issues relating to job satisfaction, job involvement, organizational commitment, or engagement. These are the theories practitioners are familiar with from the last several decades. These theories assume full-time employees, however in the absence of research and theories tailored to part-time workers, managers are forced to rely on what they know.

Job satisfaction is the positive affective orientation that employees have toward the work they are being employed to do by the organization, which relates to the actual task or working conditions (Price and Mueller, 1986). Job satisfaction was in the spotlight in the 1930s and 1940s because it was believed that a satisfied workforce would be more productive (Meyer, 2017). This implies higher performance should be expected for satisfied workers than dis-satisfied workers. However, researchers could not prove this relationship and furthermore, 'satisfied' workers would still leave for another job opportunity suggesting job satisfaction is not enough.

Job involvement was found to be related to performance and is defined as psychologically identifying with work or the importance of work to the "total self-image" (Lodahl and Kejner, 1965, p. 24; Srivastava et al., 2016; Maslach and Leiter, 2008). The level of identification then determines the degree to which one actively and cognitively participates in their job (Srivastava et al., 2016; Scrima et al., 2014; Macey & Schneider, 2008). With high job involvement, workers will invest their effort and time to meet the job demands however firm conclusions on this concept were difficult to reach as researchers often did not distinguish between involvement in work as opposed to the job as well as often misinterpreting antecedents and consequences (Kanungo, 1982).

Organizational commitment became the buzz word in the 1970s and 1980s and can be defined as the "relative strength of an individual's identification with and involvement in a particular organization" (Mowday, Steers & Porter, 1979, p. 226). Organizational commitment is a "psychological state of attachment" that may explain employee's behavior as there is a great deal of research linking organizational commitment with behaviors such as performance

and continuance (Macey & Schneider, 2008, p. 8). If an employee is committed to the organization, they are more likely to exhibit desirable behaviors. Organizational commitment has a great deal of evidence showing the favorable and desirable outcomes of this 'committed' state, such as improved job performance, execution of extra-role behaviors as well as reduced turnover and absenteeism (Joiner and Bakalis, 2006).

While there are some commonalities, Engagement is different from the concepts just reviewed of job satisfaction, job involvement, and organizational commitment. Engagement is closely associated with job satisfaction as they both have an emotional component; however, they are different in that engagement conjures images of activity and action whereas job satisfaction connotes satiation (Iddagoda et al., 2016). Job involvement identifies with the psychological connection with which engaged employees have but lacks the energy and effectiveness of engagement (Scrima et al., 2014). Organizational commitment falls short of engagement in that it is not simply commitment to the organization but also to the work role or work itself. Employees who are engaged do not simply do more work or take on extra roles but exhibit an enhanced effort in what they do. During the 2000s, the era of change swept in where organizations shifted their focus to productivity and efficiency and less on building long-term employee relationships (Meyer, 2017). It is easy to understand why organizational commitment lost favor; one can hardly advocate commitment when companies were overhauling their labor force to become more flexible. The concept of engagement emerged and was found to have far-reaching benefits as it also "translates into increased discretionary effort, higher productivity and lower turnover, as well as increased customer satisfaction, loyalty, profitability and shareholder value for the organization" (Iddagoda et al., 2016, p. 90).

Given these highly desirable positive outcomes, engagement merits the attention it has received in the spotlight of academic literature as well as professional community.

Wellins & Concelman (2005, p. 1) refer to engagement as “an amalgamation of commitment, loyalty, productivity and ownership” that is an “illusive force that motivates employees to higher levels of performance.” Engagement leads to the investment of one’s whole self and by extension, one’s resources (Saks, 2017). Numerous studies have confirmed the link between engagement and performance (Bakker et al., 2004; Schaufeli et al., 2006; Xanthopoulou et al., 2009). Engaged employees perform better because they have the resources they need, have better well-being, and feel positive emotions such as happiness and enthusiasm (Bakker & Demerouti, 2008). Without engagement, the adjuncts will not identify with their role, they will feel isolated, they will feel their effort is meaningless, and they will lack the energy and motivation to invest themselves in their role. Given this, engagement seems to be a better explanation for my research as it addresses the challenges my adjuncts face with identity, social support, job quality and resources. Thus, the real issue for my adjuncts appears to be an issue with engagement. As I shift my focus to engagement, I will need understand engagement better, what the drivers of engagement are, and how I can increase engagement.

2.4 Defining Engagement

While there are differing views on engagement, Kahn is recognized as the first to provide a definition (Meyer, 2017). He defined engagement as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (Kahn, 1990, p. 694). Others have published their own definitions over the last three decades. Kahn focused engagement on

the role itself whereas Schaufeli et al. (2002) views engagement as the opposite of burnout, emphasizing the energy and identification aspects of engagement.

Macey and Schneider (2008) provide a review of differing viewpoints which emphasize engagement as a trait, a state of being, or a behavior. Those that view engagement as a trait, focus on the personality characteristics that lend to a positive view of work and life such as proactivity and conscientiousness whose motivation leads to improved engagement and performance (Kanfer & Ackerman, 2000). This view would not enable an organization the ability to increase engagement as this would be internally driven. The behavioral view focuses on the extra-role behaviors that engaged individuals exhibit such as organizational citizenship behavior (OCB) and personal initiative (Salanova & Schaufeli, 2008; Van Dyne & Ang, 1998). The outcomes can be in-role or extra-role behaviors but the organization benefits from either. And finally, there are those that view engagement as a state of being such that one has feelings of energy and absorption such that they are satisfied, committed, and empowered (Rich, Lepine, and Crawford, 2010). As Vosburgh (2008, p. 73) concludes, "state-trait engagement is powerful and explains it all. Perhaps the behavioral engagement is really the observable performance outcome that the combination of trait and state engagement creates".

Maslach and Leiter (2008, p. 498) further refined the definition of engagement adding an "energetic state of involvement". This energy terminology was also recognized by Schaufeli et al. (2002, p. 74) who expanded it further to include the characteristics of "vigor, dedication and absorption." This has become the favored definition for engagement that is regularly cited by researchers. "*Vigor* refers to the high levels of energy and mental resilience while working, and the ability to invest considerable effort in one's work" even when faced with difficulties

(Bakker, 2017, p. 67). This can be intrinsically or externally motivated (Salanova & Schaufeli, 2008). *Dedication* is more intrinsic and refers to a strong psychological identification with one's job leading to personal satisfaction evoking feelings of enthusiasm, pride, and inspiration such that it is "satisfying higher order needs of competence and control" (Salanova & Schaufeli, 2008, p. 118). *Absorption* is when you are captivated by and focused on your work such that time passes by easily and speedily. Lest one believe engagement as simply an emotional state, Schaufeli is quick to disagree as engagement is not as transient as emotions but is more persistent (Schaufeli et al., 2002). All the above definitions on engagement provide a favorable context but for this thesis, I will use the favored definition for engagement as a "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002, p. 74). This definition provides an opportunity to easily measure engagement using the components of vigor, dedication, and absorption and explains why individuals would allocate their resources (Rich, Lepine, and Crawford, 2010; Schaufeli et al., 2006).

2.4.1 Drivers of engagement

While the drivers of engagement may differ by person, job type, organization and industry, there is a great deal of literature establishing the antecedents for engagement (Lee and Ok, 2015). Saks (2006) was one of the first researchers to empirically show the antecedents and consequences of engagement. After this publication, there came a plethora of articles providing more insight into engagement prompting Saks (2019) to conduct further research over a decade later to determine if his original findings were still valid and generalizable. He was successful in validating his earlier results and was even able to provide additional antecedents and consequences and confirmed these antecedents predicted

engagement (Saks, 2019). Figure 2 depicts his model with Employee Engagement mediating a list of antecedents with consequences. The antecedents and consequences above the dotted line were identified by Saks (2006) in his first publication and everything below the dotted lines were added in his second publication (Saks, 2019). Many of these antecedents are referred to as 'resources' in the low performance literature. These antecedents exist in my research environment and are influencing my adjunct's engagement at varying levels resulting in desirable and undesirable consequences. This research will intervene on the most relevant antecedents, or resources, to increase my adjunct's engagement such that their task performance is likely to increase.

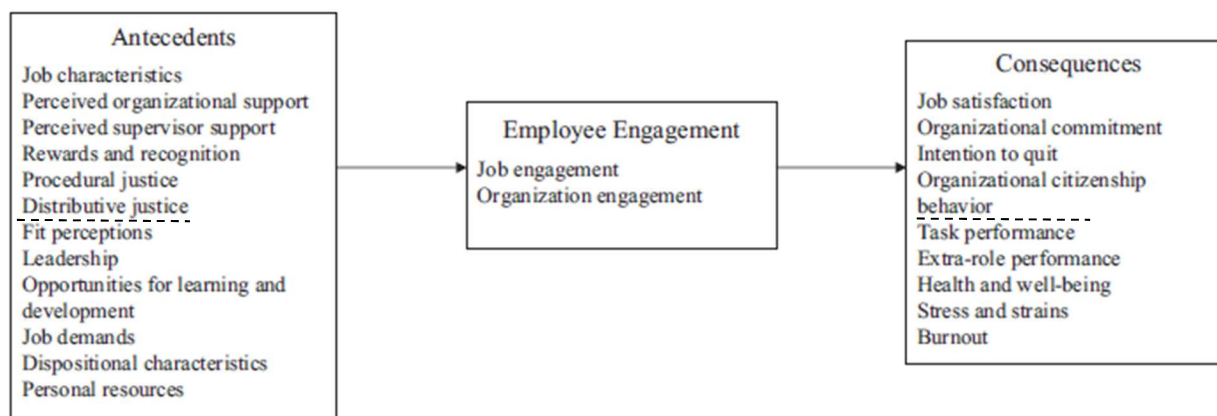


Figure 1 Saks (2019) Revised model of the antecedents and consequences of employee engagement

2.4.2 Job Demand-Resources Model

When viewed as an investment of one's resources (Saks, 2017), the classic economic model of supply and demand can be applied to engagement. This has become a well-known model used in engagement literature. The Job Demands-Resources Model (JD-R) was initially created to understand burnout, but this was eventually repurposed to use as a model for understanding engagement (Schaufeli, 2017). The JD-R model depicts the relationship between the inputs of resources and their well-being outcomes of engagement or exhaustion, which

relate to the behavior or job performance of employees (Bakker et al., 2007; Bakker, 2017). Consequently, this model provides a theoretical underpinning for understanding the drivers of engagement. The premise of this model is that the work environment can be broken down or viewed regarding job demands and job resources (Lee and Ok, 2015). The principle is simple: if demands are greater than the number of resources available, employees will become overwhelmed and their well-being will be impaired leading to exhaustion (Salanova & Schaufeli, 2008; Hakanen et al., 2016). However, if the available resources equal or exceed the job demands, the employee's well-being will be sustained, and this will be conducive to engagement (Schaufeli, 2017; Hakanen et al., 2016).

The demands of a job can be physical, psychological, social, or organizational which require an outlay of time, effort, skills and/or psychological costs (Bakker & Demerouti, 2007). These demands stimulate the employees' nervous system and can trigger their defense mechanism in response to the demands (Van der Broeck et al., 2013). While the suggestion of job 'demands' has negative connotations, job demands are not necessarily bad. It is just important to understand that these demands add pressure or stress to an individual; however, if one has the resources to meet these demands, employees should be able to perform their roles successfully (Bakker & Demerouti, 2008).

In some cases, the organization or the manager can control or influence the amount of demands a worker is exposed to. This can be achieved through workload balancing or reducing role conflict (Van der Broeck et al., 2013) or job design efforts (Borza et al., 2012; Bakker, 2017). However, some emotional job demands may be unavoidable in certain occupations such as air traffic controllers, surgeons, and teachers (Bakker & Demerouti, 2007). As stated earlier, the

adjunct's primary task would be delivering course materials, being innovative in teaching and if not required to follow a prescribed syllabus, this may also include designing the course and developing content (Yousefi & Abdullah, 2019). However, the demands for an adjunct may also include role ambiguity, role conflict, time pressure if holding multiple jobs, student misbehavior, an unsupportive organization, bureaucracy, unsuitability or unfamiliarity of the course subject, large enrollment, inexperienced students and changing organizational requirements (Bakker et al., 2007; Demerouti & Bakker, 2011; Bakker et al., 2003; Yener & Coskun, 2013; Yousefi & Abdullah, 2019).

While job demands put stress on an employee, resources will provide energy and motivate employees (Van der Broeck, 2013). Resources are the "physical, social or organizational aspects" that minimize the "associated physiological and psychological costs", provide the ability to complete the work or "stimulate personal growth, learning and development" (Bakker et al., 2008, p. 191). Job resources can be categorized as personal or job related and can be intrinsic, which are those that promote personal development and learning, or extrinsic, which are those that provide support to complete the job tasks (Bakker et al., 2008). Xanthopoulou et al. (2009) successfully demonstrate that personal and job resources result in engaged employees, who are then able to activate further resources. Job resources contribute to the achievement of needs such as competence, meaningfulness, and control (deCharms, 1968; White, 1959; Baumeister & Leary, 1995). Due to their potential to motivate, Bakker (2017) found job resources fulfill psychological needs and help workers manage job demands.

2.4.3 Low Engagement

Job demands and resources are negatively related in that job demands are diminished when job resources are high (Bakker et al., 2007). For engaged employees, complicated tasks or pressure from customers are more likely to be viewed as mere 'challenges' as opposed to stressors when sufficient resources are available (Bakker, 2017). Resources such as support from coworkers, administrative support or role clarity can help an employee deal the demands of the job (Lowry, 1996; Seppala et al., 2015; Bakker et al., 2008). Engaged employees are characterized by high energy, successful connections and possess a confidence in themselves to accomplish their job (Schaufeli et al., 2002). Maslach and Leiter (1997) would assess an engagement problem by the opposite scoring, namely low self-efficacy, high exhaustion, and cynicism.

According to the JD-R model, a lack of resources will prevent an employee from meeting the job demands resulting in exhaustion as the employee struggles to cope with the job demands but has insufficient resources to keep up (Thompson et al., 2015). Furthermore, cynicism sets in as the employee begins to disengage from the job or organization and feelings of incompetence creep in due to the lack of accomplishment at work (Maslach & Leiter, 2008). Hakanen et al. (2006) found that poor resources or a loss of resources were indirectly related to low engagement. Demerouti et al. (2001) found that workers become less engaged when they do not receive feedback, have no control in their job, or have no social interactions. When workers have low engagement, the potential benefits of psychological safety and the fulfillment of needs may not be worth the cost of their time and energy resources to 'perform' resulting in low motivation (Macey & Schneider, 2008; Salanova & Schaufeli, 2008). Given the serious

implication on motivation, I will need to understand if my research participants feel the demands are too high for the available resources or if the resources are simply deficient.

2.5 Exploring Issues of Low Engagement

The literature on part-time workers surfaced differences in attitudes, inclusion, and working conditions. These differences exist at the individual level but can also be found in the context of a group level dynamic or even experienced at the organizational level. Recognizing this, the next step is to understand how these differences contribute to low engagement. The established theories relating to low performance share common themes of issues with identity, social support, job quality and resources that can relate to the adjunct worker challenges. There appears to be an identity issue when there is incongruence between what adjuncts are doing and how they see themselves. Their feelings of low inclusion may be due to a lack of social support. Adjuncts report poor working conditions which may be attributed to job quality issues or a lack of resources. Based on these considerations, it seems important to examine how engagement relates to each of these constructs at the individual, group, and organizational levels (see Figure 1).

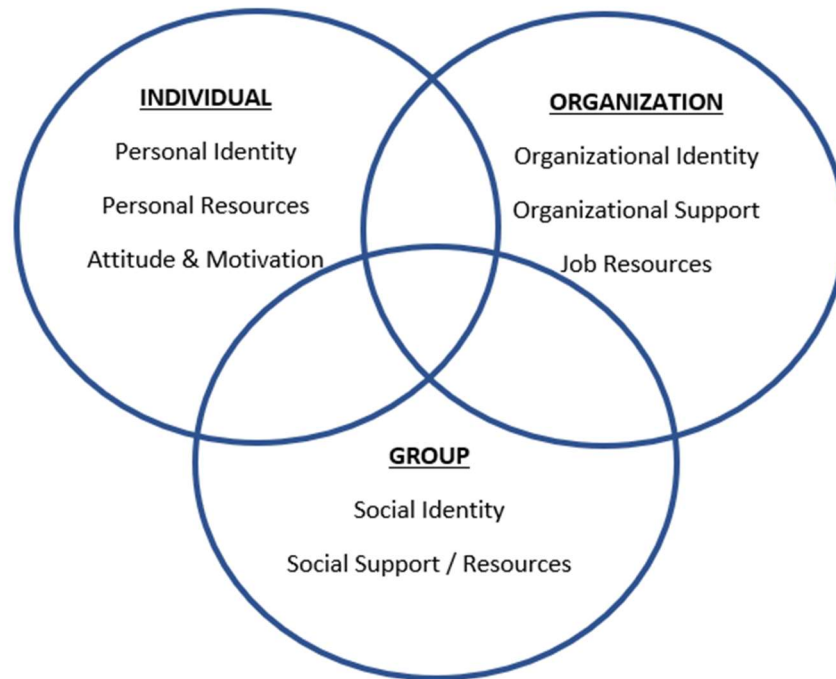


Figure 2 Conceptual Framework to View Engagement Issues and Solutions

2.5.1 Identity and Low Engagement

Identity can refer to your self-definition of how you see yourself, which is intrapersonal, or how you see yourself in relationships or as part of the collective, which is interpersonal (Brewer & Gardner, 1996). Oyserman & Destin (2010) show that identity is an important concept when considering performance as individuals will interpret their environment in ways that are congruent with their identity. This relates to motivation in that we make choices based on our circumstances and how they fit with our identity; if it agrees with our identity, then the outcome has meaning and thus, we will invest the necessary effort to achieve the outcome (Oyserman & Destin, 2010). The opposite would also be true; if the circumstances do not agree with our identity, the outcome will have no meaning and therefore would not be worth the effort. It is argued that, in terms of identity, as well as our own personal goals, we are interdependent with others around us as we seek to realize who we are or who we might

become (Winston, 2016). Thus, the implications of identity and identity incongruency need to be explored on two levels: personal and social.

2.5.1.1 Personal Identity Incongruence

Personal identity incongruence refers to the conflict between our personal circumstances and our personal assessment of these circumstances. The literature on part-time workers revealed three areas of conflict: with employment status, with the vocational role, or with confidence. The issue of person/job fit has already raised where some part-time workers may be working part-time by necessity either for the extra income or because no full-time employment is available (Kezar & Sam, 2010). Some adjuncts may not possess the skills or confidence to teach. If this is the case, there would be a conflict between their real job circumstances and their desired situation. As a result of this conflict, the motivation to invest personal resources may be impaired.

Another incongruency to explore regarding personal identity is with the role itself. The role conflict may be a result of not identifying with the type of role (i.e., teaching), the level of the role (i.e., part-time as opposed to a full-time, tenured professor), or the requirements of the role (i.e., job characteristics). A conflict with the type or level of the role, or the perceived lack of adequate compensation for their experience, may lead to a motivation issue if incongruent with the adjunct's expectation of their personal identity (Kremer-Hayon & Kurtz, 1985). An adjunct may believe their knowledge, skills, and experience should be valued by the organization which can result in lower motivation if this is not demonstrated by a certain level of compensation. However, if they are employed elsewhere, they may have inadequate time to devote to the role, resulting in further tension. Teaching, as a vocation, should evoke feelings of accomplishment and pride; however, some may not be comfortable with the role, especially

the public speaking component. It is understandable that adjuncts who are not psychologically identifying with teaching or the importance of their work due to the incongruence with their personal identity would have low job involvement or low engagement, and thus, would be less motivated to invest their personal resources at work and as a result exhibit low engagement. While this incongruence may not be able to be rectified in the short term, it is worth exploring for my research participants especially if the adjuncts are not comfortable in their role.

Low self-efficacy may be impacting the motivation for my adjuncts. The belief in one's abilities was found to lead to a higher amount effort put forth into meeting work challenges (Srivastava et al., 2016). Those with low self-efficacy will give little effort to their job tasks and will pull back when confronted with work problems. It is not surprising that individuals, who are less confident in their abilities, tend to underperform (Srivastava et al., 2016; Scrima, et al., 2014). The potential for a lack of self-efficacy was discussed under the work experiences of adjuncts where they may lack confidence in the ability to teach large classes or classes with younger or inexperienced students. As such, low self-efficacy may be an issue for my research participants. I will need to validate this applies and if so, I will need to explore how to improve self-efficacy in adjuncts.

2.5.1.2 Social and Organizational Identity Incongruence

We are interdependent with others around us as we seek to fulfill our own needs for recognition and belongingness (Winston, 2016). In the workplace, these relationships could be with our coworkers but also with the organization itself. As highlighted in the literature of part-time workers, they often feel isolated and without a voice, thus they are not connecting with the organization (Jolley et al., 2014). On the other hand, if the adjuncts identify with the organization or its values and mission, then an emotional attachment will be formed, which

results in a sense of belonging. If the organization values its employees, the need for recognition may also be achieved if the employee can see how their individual role contributes to the larger organizational goals. This sense of belonging and feeling recognized becomes a motivator for investing effort (Van Knippenberg & Sleebos, 2006). If the employee does not feel that they belong or that their efforts are not part of something bigger, then they will not see the value in wasting their resources.

When considering identity with the organization you work for, concepts such as loyalty, attachment, and commitment surface. 'Commitment' was first theorized by a sociologist named Becker in 1960 who was looking to explain why people were consistent with an organization (Lowry, 1996). By employing the exchange theory of commitment, he was able to explain that employees were attached and stayed because they identified with the organization and as such, had a stake in remaining with an organization (Lowry, 1996). Van Dyne & Ang (1998) linked low commitment with low performance and Joiner & Bakalis (2006) found that highly educated individuals and married individuals were found to have lower commitment to stay with an organization. This is not surprising as higher education can provide more employment options resulting in higher expectations from an organization including better rewards. Married individuals may have less dependence on a single income and can therefore look around for better opportunities (Joiner & Bakalis, 2006). There are job involvement factors that can assist or detract an individual from being involved with, or integrated into, the organization. Having a second job, which the adjuncts in this research may have, would divide an individual's time, and thereby detract from loyalty which results in both lower emotional attachment and lower intention to stay with the organization (Joiner and Bakalis, 2006).

An organization focused on employee engagement would be persistently promoting the organization values and mission and creating a positive organizational climate (Bakker, 2017). Employees who are aware of organization's mission and values and feel that the organization is being true to these, are more likely to identify with the organization (Besharov, 2014). Adjuncts who do not feel that they belong may not be identifying with the organization because they are not aware of the organizational values and mission or may not feel that the organization is living out their values and mission. As discussed previously, part-time workers were found to be more committed to an organization's values and mission than full-time workers. Research findings by Barnhardt and Phillips (2018, p. 10) found that adjuncts were less able to see the organizational "priorities as resonating for them personally and professionally". This could be due to the organization not communicating their values and mission well enough or because adjuncts do not spend enough time on campus. If this is true for my research participants, they may be performing low due to this lack of identification with the organizational values and mission. While this remedy would be outside the purview of my research effort, it could still be important to identify this to understand what is impacting my adjuncts.

Organizational climate can be influenced by the management style, the openness of communication, availability of resources, openness to innovation, the amount of expected work pressure, employee relationships, autonomy, and pride in the organization (Kremer-Hayon & Kurtz, 1985). An organizational climate that is open and inclusive would allow adjuncts to participate in faculty meetings and provide them a voice in organizational or curricular changes (Bakker et al., 2007; Kezar & Sam, 2010). The organizational climate can also convey an employee's value by recognizing the contribution of all its employees and their roles to the

overall organizational goals (Khan, 2019). A positive organizational climate can foster engagement and identification with the organization (Bakker et al., 2007). On the other hand, a negative or fragmented organizational climate will prevent employees from identifying with the organization as they will not see how their role fits into the larger scheme. This lack of recognition may diminish the value of their engagement indicating it is not worth the effort. Assessing the organizational climate is beyond the scope of this research; although, factors relating to the organizational climate will be explored further under the Social Support and Resources themes.

2.5.1.3 Summary of Identity Incongruence

Low engagement can result from an individual's incongruence with their personal and social identity. Identity helps individuals to understand what is important or meaningful to them which helps to explain what motivates or demotivates them. The incongruence between how an individual perceives him-or herself as well as how they perceive they are being valued by the organization for their contribution against the reality of their job role or their place in the organization can lead to identity conflicts. They may also be experiencing social identity issues where they do not feel connected to the organization's values and mission, or the organizational climate is not including or valuing them as vital participants in the organization. These personal and social identity conflicts may result in feelings of a lack of belonging, competence, accomplishment, or recognition. I will need to determine if these deficiencies exist for my participants as this can impact their motivation to perform as they will not see the benefit for investing their resources.

2.5.2 Social Support and Low Engagement

Social support, or Social Capital, is another theme that spans the low engagement theories. In using the term 'capital', this implies it is a resource that can be drawn upon (Thompson, Lemmon & Walter, 2015). Social support is defined as the relationship between the individual and the manager, the immediate coworkers or with the collective organization (Bakker et al., 2007). In the work context having a relationship with your manager, your coworkers or the overall organization suggests these relationships can support you in your role, help you cope with stress, and can also create a sense of belonging (Thompson, Lemmon & Walter, 2015). Therefore, in viewing social support in the workplace as a resource that helps an individual do their job, it is easy to perceive that a lack of support can impact engagement.

Managers can create a positive work environment, bring job clarity, or provide advice or feedback. Manager involvement can demonstrate support of the individual by providing role information, general direction, concern for the employee's well-being and feedback on their performance (Mottaz, 1988). "Managers are the linchpins in workforce engagement" and support from them has been found to have a large impact on the employee (Pathak, 2015, p. 61). Co-workers can commiserate on the job demands, provide camaraderie, offer insight, or share the workload. Joiner & Bakalis (2006) found that the camaraderie from co-workers provides friendship and communication about the job and/or organization. This kind of support from the manager or co-workers shows care for the employee and signals to the employee that they are valuable (Joiner & Bakalis, 2006).

The overall organization can provide shared resources, structure, as well as a just and supportive organizational climate. The organizational climate can also indicate support at a broader level through administrative assistance or even just appreciation of the employee's

effort (Barnhardt & Phillips, 2018). Eisenberger et al., (1986) found that perceived organizational support (POS) was a better indicator of an individual's commitment to the organization. Under the social exchange theory, an individual would commit more to an organization that they felt was supporting them, regardless, if this were true or not. This social support can lead to increased confidence in the role as well as commitment to the organization (Fletcher, 1998).

The theories around low engagement provide more context in demonstrating the positive impact social support can provide when it exists and perhaps more importantly, the result when social support does not exist. A support system implies relationships and relationships naturally lead to the discussion of commitment in these relationships. Affective commitment relates to the *desire* to commit, and this emotional connection may have more impact on performance. However, emotions can be unstable and relationships with the supervisor or co-workers can influence commitment positively or negatively (Joiner & Bakalis, 2006). Formal and informal socialization with supervisors and co-workers can be important to create a sense of belonging and foster loyalty, but, having poor or no interaction can result in dissatisfaction and isolation (Joiner & Bakalis, 2006).

The absence of manager and co-worker support or having contentious relationships in the organization can lead to feelings of isolation or not belonging. While this would be true for any employee, it can be particularly relevant for part-time workers who already report feelings of low inclusion (Clinebell & Clinebell, 2007). Clearly defined work roles will convey support from the organization in that the employees will understand their role and what is expected of them, whereas a lack of role clarity will lead to frustration, reduced performance, or may even

result in the worker quitting. This role ambiguity and sense of isolation may lead to reduced motivation to invest one's resources which can result in lower engagement outcomes. A lack of social support will be important to identify if this is applicable for my research participants.

2.5.3 Job Quality and Low Engagement

Job Quality refers to the specific job an individual has and by extension to issues of job design, meaningfulness, safety, and job characteristics. A great deal of attention has been given in research literature to the characteristics of the job that help the employee do their job (Lee & Ok, 2015). The Job Characteristics Model (JCM) identifies five features of a job that speak to aiding in task performance as well as promoting meaningfulness: *autonomy*, *task identity*, *feedback*, *task significance* and *skill variety* (Hackman & Oldham, 1976; Humphrey, Nahrgang & Morgeson, 2007). *Autonomy* has already been identified as important for part-time workers as the liberty to perform their job as they see fit increases their accountability to the organization which in turn improves their performance and commitment (Marchese and Ryan, 2001). Due to the just-in-time hiring practice for adjuncts as well as the organization's need to ensure course objectives are covered, my research participants often rely on a pre-made syllabus that they merely follow. For some adjuncts, this may be received positively as less upfront work they are required to do. On the other hand, some adjuncts may view this as restricting their freedom and de-motivating which in turn reduces their commitment (Marchese & Ryan, 2001). *Autonomy* seems to be important for motivation and as my research participants typically use a pre-made syllabus, I will need to determine if my participants feel that they are lacking autonomy.

Task identity is the ability to complete a whole function rather than just a piece which provides a sense of accomplishment and satisfaction in one's work (Hackman & Oldham, 1976).

Task identity enables the employee to see the transformation of their contribution to the final product or service (Sonnentag, 2017). *Task significance* means the worker can see how their efforts matter to others, namely, the organization or its customers (Hackman & Oldham, 1976). Adjuncts already report having difficulty feeling part of the organization, but this may improve if they were able to perceive the value that their work has on the bigger picture of the organization (Dolan, 2011). Task identity and task significance lead to role clarity which is associated with increased affective commitment (Joiner & Bakalis, 2006). When the employee has a fragmented role or does not perceive the meaning or contribution of their work to the end-product, they may become “mentally disconnected from the larger task” (Sonnentag, 2017, p. 15). When the work does not hold any meaning, the employee will lack motivation, and therefore, the task will not be worth the investment of their effort or resources (Grant, 2007). This may be impacting my research participants as they spend less time with the organization and may not appreciate the importance of their role in the bigger picture of a student’s academic education and experience. I will need to understand if my adjuncts are struggling to see their contribution.

Employees benefit from knowing they are doing a good job; engagement increases when employees receive “direct and clear information about the effectiveness of his or her performance” (Hackman & Oldham, 1976, p. 276). Employees who receive proper feedback will experience less ambiguity and will have the opportunity to learn and improve their competency on the job (Salanova & Schaufeli, 2008; Bakker et al, 2007). Increased competency will result in improved self-efficacy, which in turn leads to a sense of control and job appeal which then increases meaningfulness and the desire to commit to the organization (Joiner and

Bakalis, 2006). Maslach et al. (2001) found that high levels of recognition led to engaged employees, whereas having a lack of recognition can lead to exhaustion or burnout. If employees do not receive feedback, they may not understand whether their performance is sufficient. This uncertainty could decrease their confidence, or self-efficacy, on their role or on their engagement decreasing their motivation. I will need to determine if a lack of feedback is reducing the motivation in my research participants.

Skill variety refers to the extent a job necessitates the use of a range of different abilities and activities (Hackman & Oldham, 1976) and was found to be the best job characteristic that predicted engagement (Saks, 2017). The opportunity to utilize different competencies while performing a job brings a sense of accomplishment and promotes meaningfulness (Sonnentag, 2017). This accomplishment and meaningfulness results from being able to use skills the individual already possesses or, if provided some achievable challenges, that the individual was able to stretch their talents (Sonnentag, 2017). The technology utilized for instruction has undergone rapid changes over the last decade and while adjunct's have reported a desire to learn this new technology, they also may struggle with the additional time commitment to participate in training (Bolitzer, 2019; Umbach, 2007). However, a challenge to stretch skills promotes learning and growth and is likely to increase excitement and motivation (Sonnentag, 2017; Reis et al., 2000). Given this link to motivation, learning and growth opportunities are positively associated with work engagement (Bakker et al., 2008). The opposite is also true; a lack of learning and growth can lead to a lack of engagement. When tasks are monotonous and routine, the task may have no meaning, thus motivation will suffer. For my participants who use a pre-made syllabus, the structure and class layout may be monotonous. Given the

importance of skill variety on motivation and engagement, I will need to see if this is applicable for my research participants.

Job characteristics can be popular to address in job redesign efforts as they are easy to manipulate (Borza et al., 2012). However, if ignored, job characteristics can lead workers to feel a lack of accomplishment or that their work is meaningless. They may be less accountable and feel under-challenged or not cognizant of how their engagement impacts the student experience (Sonnentag, 2017; Marchese and Ryan, 2001). Issues relating to job quality can have an impact on the worker's ability to perform their job and how they view their role. If my adjuncts are struggling to perform their tasks or do not feel their efforts have meaning, their motivation would be reduced, and this may leave them feeling their job is not worth the investment of their resources. I will need to understand if my adjuncts feel that autonomy, task identity, task significance, feedback and skill variety are deficient in their job as this could explain a lack of motivation leading to low performance.

2.5.4 Resources and Low Engagement

If issues relating to job quality are important for motivation, it would also be important to be able to have the resources to do that job well. In this regard, resources refer to anything that helps an individual to do their job and thus, are diverse and idiosyncratic (Thompson, Lemmon & Walter, 2015). Resources can relate to time, tools, dispositions or even people and have been categorized broadly as personal resources or job resources (Xanthopoulou et al., 2009). Adjuncts can have limited time due to other employment demands and as previously discussed, often feel out of place in the organization. Having access to resources to perform their job well can be particularly important for adjuncts as it may increase their self-efficacy and sense of control (Salanova & Schaufeli, 2008).

Personal resources relate to those dispositions that equip an individual to perform the job (Lee & Ok, 2015; Van Windbergen, Derks & Bakker, 2017). Demerouti & Bakker (2011) identifies optimism, satisfaction, resilience, hope, self-efficacy, and personal energy as personal resources but acknowledges more research is required to understand these better. Self-efficacy is the belief in one's self regarding capabilities and competency (Bandura, 1997). Llorens et al. (2007) found a reciprocal relationship such that engaged individuals showed increased self-efficacy which then resulted in an increase of personal resources. Conversely, a lack of confidence in one's ability may lead to a lack of motivation to perform. While personal resources are important, they are likely to require more time to develop and thus it will not be possible to include in this research.

Unlike personal resources, job resources have received a great of attention in research literature for the last three decades. Table 1 provides a survey of this research listing the varying types of job resources that have been found to relate to engagement. In viewing this list, one observation is that researchers have a very broad view of what can be called a resource. For this research, I will employ the definition by Thompson, Lemmon & Walter (2015) which refers to a resource as anything that helps an individual to do their job. Autonomy, co-worker interaction, learning opportunities, professional feedback and supervisor support have received the most attention in the literature. It is unclear whether this favoritism is due to the level of impact, the level of deficiency, the ease of measurement or some other reason. While I will not necessarily exclude other resources, I will keep these favored resources in mind when planning for my research.

Table 1 Research Identifying Resources Impacting Engagement

Resource	Authors (Publication Year)	Research Findings
Autonomy / Job Control	Ashford et al. (1998) Hakanen et al. (2006) Lee & Ok (2015) Marchese & Ryan (2001) Maslach & Leiter (1997) Salanova & Schaufeli (2008) Schaufeli & Bakker (2004) Sonnentag (2017) Xanthopoulou et al. (2007)	This job resource increased job engagement which in turn, increased proactive behavior. Autonomy mediates employment status and outcomes of commitment and performance. Job and personal resources lead to engaged workforces who mobilize more resources.
Co-worker Interaction/Support	Ashford et al. (1998) Hakanen et al. (2006) Harju & Hakanen (2015) Joiner & Bakalis (2006) Marchese & Ryan (2001) Maslach & Leiter (1997) Schaufeli & Bakker (2004) Simbula et al. (2011) Swanberg et al. (2011) Xanthopoulou et al. (2007) Yener & Coskun (2013)	Co-worker interaction increases commitment and sense of belonging. Co-worker interaction increases inclusion. Job and personal resources lead to engaged workforces who mobilize more resources.
Information	Hakanen et al. (2006)	Information is a job resource that is linked to organizational commitment through engagement.
Innovative Climate	Hakanen et al. (2006) Seppala et al. (2015)	Innovative climate is a job resource that is linked to organizational commitment through engagement.
Learning and Personal Development Opportunities	Ashford et al. (1998) Schaufeli & Bakker (2004) Simbula et al. (2011) Swanberg et al. (2011) Xanthopoulou et al. (2007) Yener & Coskun (2013)	Development opportunities can predict engagement. Job and personal resources lead to engaged workforces who mobilize more resources.
Participation in Decision-Making	Maslach & Leiter (1997) Schaufeli & Bakker (2004)	Participation in decision-making increases level of self-efficacy and increases employee's energy.
Performance Feedback	Ashford et al. (1998) Lee & Ok (2015) Maslach & Leiter (1997) Salanova & Schaufeli (2008) Schaufeli & Bakker (2004) Sonnentag (2017)	Feedback strongly related to meaningfulness enabling increased engagement. Job and personal resources lead to engaged workforces who mobilize more resources.

Positive Organizational Climate	Seppala et al. (2015)	Positive organizational climate can predict work engagement.
Resource Availability	Harju & Hakanen (2015) Joiner & Bakalis (2006)	(Physical space, photocopying service, administrative support)
Role Clarity	Ashford et al. (1998) Joiner & Bakalis (2006) Lee & Ok (2015) Seppala et al. (2015) Yener & Coskun (2013)	Role Clarity helps employees cope with stress and challenging work environment and allows for engagement.
Self-Efficacy	Sonnentag (2017)	Employees with increased self-efficacy have increased engagement.
Supervisory Support	Ashford et al. (1998) Hakanen et al. (2006) Harju & Hakanen (2015) Joiner & Bakalis (2006) Lee & Ok (2015) Marchese & Ryan (2001) Schaufeli & Bakker (2004) Seppala et al. (2015) Simbula et al. (2011) Swanberg et al. (2011) Xanthopoulou et al. (2007)	Manager support increases role clarity and increases inclusion. Job and personal resources lead to engaged workforces who mobilize more resources. In general, employees more sensitive to working conditions that translate to losses.
Task Variety	Salanova & Schaufeli (2008) Schaufeli & Bakker (2004)	This job resource increased job engagement.

When high and persistent engagement is the goal, it is likely to require a higher level of resources. As explained previously, the theory of social exchange holds that if an organization provides (or at least gives the appearance of providing) support or resources to its employees, then the employees would reciprocate with commitment back to the organization (Joiner & Bakalis, 2006). Conversely, a lack of resources insinuates they are not valued by the organization and may make them question whether they should commit their personal resources to perform a role where the demands are higher than the resources available (Joiner & Bakalis, 2006; Rich, Lepine & Crawford, 2010). Part-time workers generally report a

deficiency in resources (Fulton, 2000; Gappa, 2000), I will need to determine if this is true for my research participants.

2.6 Summary of Literature Review

The initial goal of my research is to improve the perceived low performance of adjuncts. To achieve this, I conducted a review of the literature to understand what may be causing this low performance. I began by understanding what has been discovered about the challenges part-time workers experience in several areas that may impacting them. If my adjuncts affect the student experience, then it is important for College Administrators to understand their adjunct's challenges better including what impacts their motivation. The literature suggests the motivation of part-time workers is negatively impacted by their employment status, by juggling multiple jobs, by low inclusion issues and poor working conditions. If my adjuncts are not working part-time by choice or need to work multiple jobs, their motivation may be impacted. Adjuncts are not on site with the organization for long periods of time and do not share the same benefits as full-time faculty. This may lead to feelings of isolation or low inclusion, which will also impact their motivation. Furthermore, organizations often employ part-time workers to reduce the employee-related support costs, leaving part-time workers with less than ideal, working conditions. This can impact their ability to do their job well or at a minimum, may cause them to struggle to perform. Given the impact these challenges can have on motivation, it seems prudent to understand the impact these conditions could have on my adjuncts.

I moved on to explore the theories relating to low performance, which are job satisfaction, job involvement, and organizational commitment, and engagement. After surveying these theories, it became clear that engagement is what my organization was expecting but that my adjuncts were likely suffering from an engagement problem. To

understand what could be impacting their engagement, I explored the issues of identity, social support, job quality, and resources. Understanding that these issues can surface from disparate experiences at the individual, group, and organizational levels, I used a Venn diagram to guide my understanding of the discrete level yet overlapping nature of these issues (Figure 1). If adjuncts cannot identify with their employment status, the organization or how their work connects to the higher organizational goals, they can experience a lack of belonging or feel their work is meaningless resulting in reduced motivation. When adjuncts do not have enough support from managers, co-workers, and the overall organization, they can find their *dedication* and *persistence* in work diminished and, consequently, be lacking in motivation. If the job quality is not engaging and challenging, adjuncts may lack the ability to be *absorbed* in their work, resulting in reduced motivation. Finally, if personal or job resources are lacking, adjuncts will lose their *vigor* and experience a lack of motivation to expend any further energy.

When employees are engaged, they have high energy, focus, and confidence in their personal abilities to perform their roles in addition to the social support and job resources that they require to meet the demands of their role (Saks, 2017; Bakker, 2017; Clinebell & Clinebell, 2007). The model of engagement by Saks (2019) shows the antecedents of engagement are ‘resources’ needed by employees. When viewed in terms of job demands and resources, the JD-R model sheds insight into issues relating to engagement and subsequently, performance (Schaufeli, 2017). Job demands are stressors unless sufficient resources are available (Bakker & Demerouti, 2008). Resources can be varied but help the worker meet job demands but can also fill psychological needs (Bakker, 2017). If the demands of the job are higher than the personal or job resources available, the employee will become overwhelmed and be forced to weigh the

cost of investing resources against the benefits of meeting the job demands (Salanova & Schaufeli, 2008). For this cost-benefit analysis, the employee will consider the impact on fulfilling the need for security, belonging and esteem (Winston, 2016). When the benefits do not exceed or at least meet the required costs, the motivation to employ more resources may be low (Salanova & Schaufeli, 2008). This low motivation to invest resources is a condition of low engagement, which has been linked to low performance, and may be impacting my adjuncts.

The findings from the literature have demonstrated that having the appropriate resources to meet the demands of the job is essential to engagement and subsequently, to performance. This is not a simple solution as organizational resources are typically directed to full-time faculty, especially if those resources are limited. Given the power dynamics between full-time and part-time employees, resources are less likely to be redirected to adjuncts. There are several resources identified in the research findings that have been shown to increase engagement. Just as the experiences of each adjunct are varied, there will not be a one-size-fits-all solution. Instead, the solution may be instituted from the organizational level, or sourced from a social context or be concentrated at the individual level. Schaufeli (2017) provides a process model used for projects concerning the JD-R concept which is a cyclical process that employs a survey before and after an intervention to determine effectiveness. As I am not seeking to measure the level of engagement of my adjuncts but am attempting to increase engagement through increased job resources, I will adapt this model to use as a framework for my research (see Figure 3).

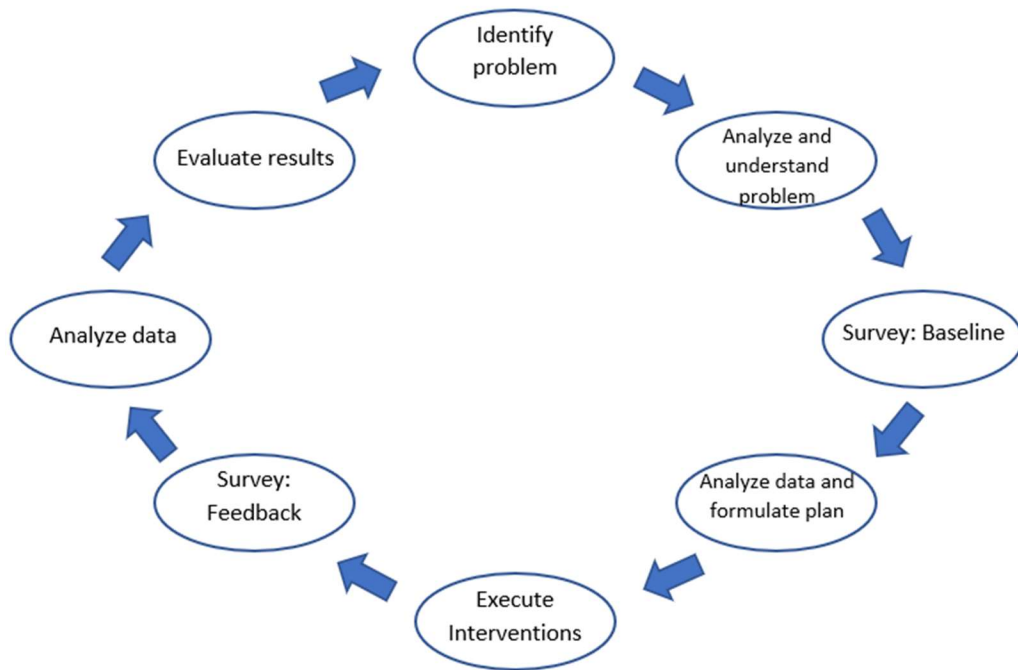


Figure 3 Research Model adapted from Schaufeli's (2017) process model for JD-R projects

I have identified a problem of perceived low engagement with the adjuncts at ENC. My first research question was to identify some practical solutions to support my adjuncts such that their engagement could be improved. The model by Saks (2019) showed that resources are antecedents of engagement. If I increase the adjunct's resources, it follows that their engagement could be increased and one of the outcomes may be increased performance. Using Schaufeli's (2017) approach with the JD-R model, I will survey the adjunct's engagement as a baseline for their level of engagement before introducing or improving job resources through planned interventions. I will use the survey opportunity to hear the adjunct's voice on resources they feel are deficient as well as those they feel are most important. Interventions will be initiated to increase an existing resource or introduce a new resource. Once the interventions have been executed, I will survey the adjunct's engagement again for their

feedback on the effectiveness of those interventions to increase engagement. If I am successful in increasing the engagement of my adjuncts, this may improve their performance. If their engagement is improved due to increased resources, this will provide managers the tools necessary to work through engagement issues with their adjuncts and enable them to tailor a solution that fits each situation.

3 Methods

The literature review helped me to understand the problem better and to establish an approach for solving this perceived performance problem. I have identified my plan to use a quasi-experiment to increase engagement through interventions of job resources. In this chapter, I will explain how I will use Action Research for this and employ cycles of action, reflection, and sense-making for the data I collect. I will begin with an explanation on my beliefs about data and knowledge which influenced how I collected and analyzed the data.

3.1 Philosophy (ontology and epistemology)

My understanding of what I believe has evolved over the course of my DBA programme. Initially, my ontological position was in Realism as I believed truth was “concrete and external” and just needed to be uncovered (Easterby-Smith et al., 2012, p. 19). My epistemology was a Strong Positivism as I was taught to put value in research that conducted experiments as concrete numbers would reveal knowledge. As my learning of knowledge deepened throughout the Programme, my belief and understanding of how knowledge is created has shifted. I began to see that while there is an objective world that exists, individuals will understand the world differently because of their own subjective interpretation (Edwards et al., 2014). This idea that individuals will construct their own knowledge based on their experiences and beliefs suggests there can be many truths (Easterby-Smith et al., 2012). This new understanding alters my ontology to Critical Realism which combines the empirical truth of Realism with allowances for the social involvement of Relativism (Edwards et al., 2014). Applying this to my research, there is a truth that exists about the resources that are available to the adjuncts, but everyone will perceive their sufficiency to meet job demands in a different

way. Furthermore, each adjunct may view the job demands differently based on their own experiences and capabilities.

Critical Realism sits in the middle ground between the extreme positions of Positivism and Constructionism (Edwards et al., 2014). While there is certainly value in concrete numbers, it is important to explore and understand the meanings individuals attribute to what they see, do, know, feel, or experience. This new understanding leaves me in a difficult position. How can I strive to capture truth in my research when the truth will depend upon the individual's perspective? Creswell (2013) reminds me that I should not be focusing my efforts into herding all my research data into tidy categories but instead to concentrate on collecting and understanding the meaning and relevance of the rich, complex data I will be collecting.

My approach to inquiry has shifted as I understand that I cannot simply create and distribute a quantitative survey and hope that I will collect data that has the richness I desire. As a result, I will need to incorporate qualitative research methodologies as context is important for me to ascertain how an individual interprets a situation. As I collate these individual views, I will need to analyze them to identify patterns within the data or to find generalizations that may emerge from the data that can be true beyond the small sample I am testing (Creswell, 2013). Interviews, focus groups, and observations are the types of qualitative research methods that accommodate theories that are still developing throughout the research process which fits my research situation (Easterby-Smith et al., 2012).

As my research questions are seeking to understand a practice-based problem and the construct was actionable, I employed Action Research. My views on social constructionism were such that I needed to engage with people to understand and solve the problem. I can

employ social constructionism through the interviews and observations to gather the perspectives of my adjuncts to answer my research questions for practical support to help them in their current role. I am making a pragmatic change to the adjunct's experience. Since I am involved in the research and am concerned about the human interests in my research, this is not a positivist study.

As the theories will be emerging, I must stay actively involved in the research. The researcher is always involved in the research they are conducting as their "personal, cultural and historical experiences" will naturally influence how the data gets identified, collected, and interpreted (Creswell, 2013, p. 25). Researchers need to identify and eliminate any obvious bias from the research; however, I think it is naive to argue that a researcher can be completely detached from the research. It is wiser to accept that I am involved in the research and focus instead on how I am impacting the research by identifying the lens I am using (Anderson et al., 2015). I have taught full-time and now part-time in this institution I am researching, so I have insider knowledge (Coghlan & Brannick, 2014). As the former manager of both the traditional and adult business programs, I remember the extra burden of trying to keep adjuncts involved as well as my own questioning on their performance. As an adjunct, I have experienced the low inclusion in the departments I taught for and a disconnect (or lack of belonging) to the wider organization. I have also struggled with the time constraints and conflicting priorities. While I acknowledge this insider information, I must attempt to distance myself from this as I conduct this research in order not to influence my analysis of the data.

For this specific research, it is important for me to keep in mind my bounded problem; I am not measuring the adjunct's low performance or even assessing their level of engagement.

I am also not looking to merely prove or describe a relationship exists between resources and performance, as this has already been demonstrated in the literature. I know that numbers are important but only when they are understood in the context or environment from which they were observed (Edwards et al., 2014). Therefore, I am looking to explain how job resources and engagement are related in one organization by a particular group of adjuncts with a recognition that this is open to many influences and that a one size-fits-all solution does not exist.

3.2 Action Research Methodology

Action research is based on the idea that problem-solving can be achieved with researcher and participants collaborating with the outcome of a solved problem as well as knowledge being generated (Anderson et al., 2015). Action research appeals to my research philosophy as it involves collaboration and critique during the cycles of assessment, planning, action, and evaluation that can be repeated as more information about the problem is uncovered (Coghlan & Brannick, 2014). This methodology fits my ontology and epistemology beliefs because while there is a truth about the number of resources available to my adjuncts, the assessment of their presence or sufficiency is influenced by each adjunct's perceptions and experiences. Employing an epistemology based in action allows me to learn about these perceptions throughout the entire action research process (Anderson et al., 2015). Every step of the research process can be an opportunity for learning if I embrace reflection, critical thinking, and critique.

Action cycles and having a Learning Set are two important components of Action Research that will provide the framework to assist in reflection, critical thinking, and critique. To manage my assumptions and potential bias in this research, I employed a Learning Set with the Department Chair of Business for the traditional undergraduate program and the Director

of the Adult & Graduate Studies program. These individuals will work with me to generate ideas, to help implement the job resource interventions and to make decisions about modifications to our approach. More importantly, I asked them to challenge my assumptions and identify any bias they may observe. Participating in the Learning Set, these members of the system are actively involved in the research process (Coghlan & Brannick, 2014).

As a critical realist employing action research, I am open to using multiple data sources (Anderson et al., 2015). I need both quantitative and qualitative methods to generate the data I will need to solve this problem, which will be obtained through primary research. As is shown in Figure 4, the literature review identified that low performance can be caused by low engagement. The JD-R model illustrates how low engagement can be the result of missing or insufficient job resources to meet job demands. My research approach is to plan interventions to increase job resources with the expectation that this will increase engagement. To demonstrate the effectiveness of the job resource interventions, I need to quantify engagement, as a baseline, using a survey, prior to the interventions. The engagement survey was distributed again after the interventions were completed to determine if engagement had increased (Cifre et al, 2011). Table 1 from the literature review lists the resources that have been commonly researched in studies relating to engagement or the JD-R model. These commonly researched job resources are likely to be impacting these adjuncts.

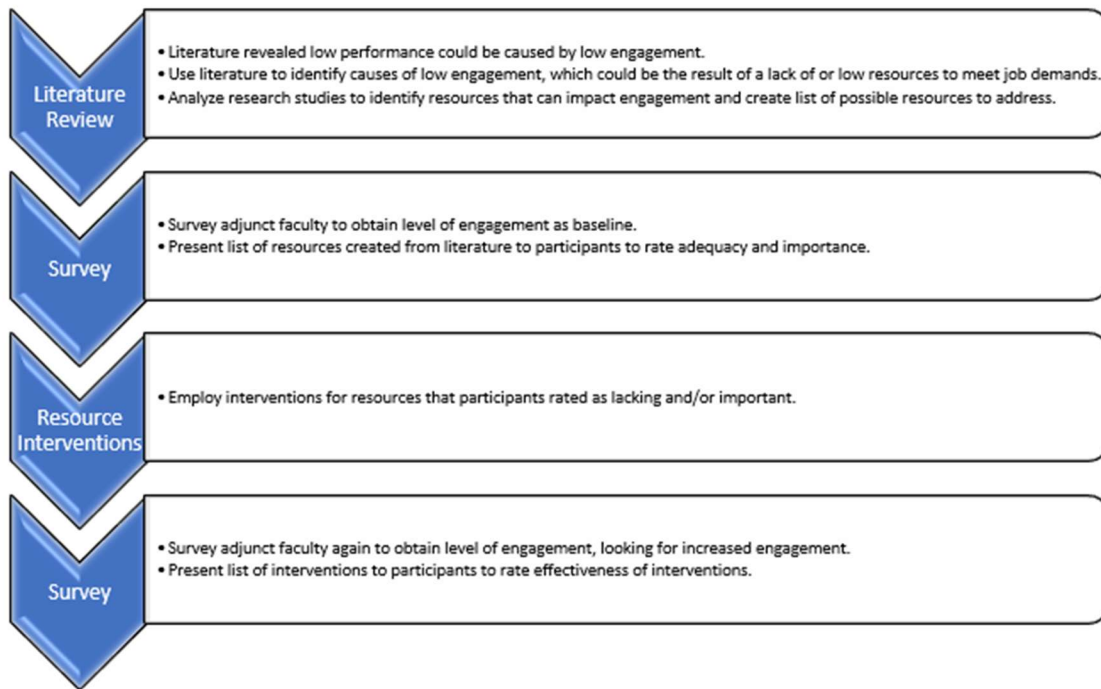


Figure 4 Research Methodology

The semester-length time constraint only allows for a limited number of job resource interventions. In the first survey, I presented the list of these commonly researched job resources (Table 1) and requested the adjuncts to assess their adequacy as well as their importance for meeting job demands. The Learning Set developed a framework using cost and ease of implementation to prioritize the interventions based on the deficiency rating in conjunction with the importance rating. My action cycles were the introduction of job resources during the semester. As a job resource was introduced, the Learning Set reflected on any feedback received and determined to let the intervention remain as is or to implement a modification before introducing the next intervention. These discussions were not recorded but notes were taken to document the issues, opinions, challenges, and the decision agreed upon as well as the action steps for that decision. These action cycles provided the opportunity

for reflection, for critical thinking on the job resource intervention, and for critique on each other's assumptions (Coughlan & Brannick, 2014).

3.3 Cycles of Action, Reflection and Sense-making for Data Collection

Action research differs from other research in that it is comfortable with ambiguity. As Coughlan & Brannick (2014, p. 163) point out, "Action research begins with what we don't know, and seeks to find what we don't know." While I approached this research planning to increase job resources through interventions, I did not know which job resources I would be addressing, nor did I understand how I would implement these interventions. Action research afforded me the space to step forward in uncertainty and through learning cycles, I developed interpretations, had my assumptions challenged by my Learning Set, made choices, enacted them, reflected on the outcomes, and repeated the process with the next action step. Throughout the semester, data was collected about increasing job resources through surveys, interventions, and interviews.

"Data is the crucial ingredient that enables you to understand and act" (Anderson et al., 2015, p. 79). Figure 5 depicts the three stages of the data collection process. The first stage was to collect data that informed the starting position of my adjuncts. This was achieved through a quantitative survey whose results were clarified through an interview with one adjunct. The second stage was action oriented and involved executing several interventions of job resources. The third stage was to collect data that would enable me to evaluate the effect of the interventions. This was accomplished through another quantitative survey. These results were reviewed and further explained by another interview with the adjunct as well as an interview with the Dean from the Adult & Graduate Studies division. Throughout all these stages, I engaged my Learning Set which resulted in further data collected from these reflection

and sense-making interactions. The following sections will describe the data collection from each of these three stages.

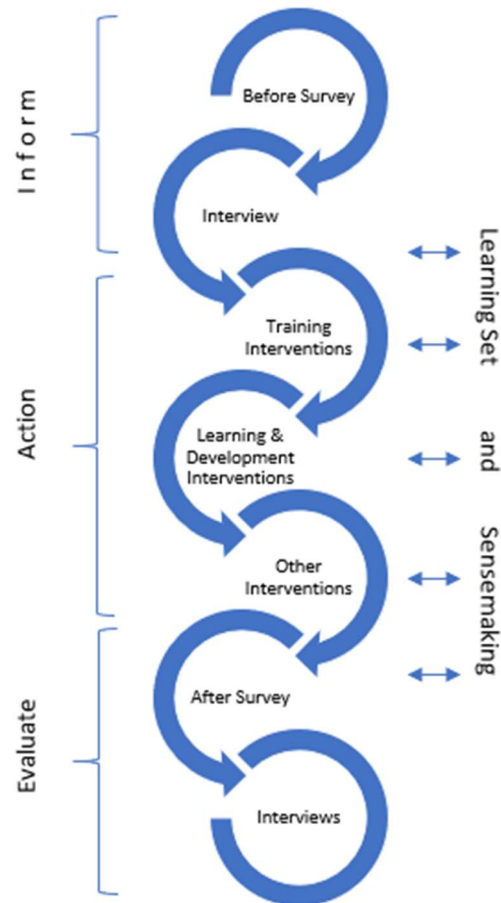


Figure 5 Three stages of Data Collection

3.3.1 Data Collection to Inform the Interventions

The focus of this research is the effectiveness of the job resource interventions to increase engagement of the adjuncts. The literature indicates that job resources can help employees better meet the demands from their jobs and thus, increase engagement (Schaufeli, 2017). However, it is implied that the interventions on job resources must be effective to achieve this. One way to demonstrate the effectiveness of the interventions is to measure

engagement before and after the interventions, as an increase in appropriate job resources should result in an increase in engagement (Kaliannan & Adjovu, 2015; Ahola et al., 2017). I used a survey and an interview to capture the data to inform the interventions.

3.3.1.1 *Quantitative Survey*

Saks (2017) states the Utrecht Work Engagement Scale (UWES) is the most extensively studied and used tool for engagement. This tool was used to measure engagement before and after the interventions and was distributed using a quantitative survey. This survey was created using Qualtrics software and distributed at the beginning (February 4, 2020) and the end (April 28, 2020) of my research in a quasi-experiment setup. Qualtrics was chosen because it provides privacy and confidentiality when distributed by using an anonymous link.

Given that my research is focused on successful interventions of job resources as demonstrated through an increase in engagement, the survey participants needed to be actively teaching during the timeframe of my research. The research was conducted in the Spring semester of 2020 which spans January through May 2020. The survey was only sent to adjuncts within the control of my Learning Set members which was the business department for the traditional undergraduate program, the adult undergraduate and graduate business programs as well as the adult graduate education and social work programs. This target audience was 18 adjuncts (N=18). The response rate for the *Before* and *After* survey was 56% and 72%, respectively. To maintain confidentiality and anonymity, I was not provided the list of active adjuncts receiving the email survey but provided the email contents to the Administrative Assistant for Academic Affairs. This assistant emailed the survey invitation to ensure no pressure would be felt by the recipients by having it coming from my email address or from their manager.

3.3.1.1.1 Survey Questions on Engagement

There are differing opinions on the best tool to measure engagement although the tool most often found in publications on engagement is the UWES. Viljevac, Cooper-Thomas and Saks (2012) compared the UWES against the May, Gilson & Harter scale as they felt the recent widespread reliance on the UWES scale by researchers may be creating a blind spot on the reliability and validity to measuring engagement. Even though I am not measuring engagement per se but seeking to demonstrate that engagement has been increased, I am still concerned that the tool is accurately measuring engagement. Saks (2017) presented arguments that UWES is based on the burnout-engagement continuum perspective, that the three-factor structure has been questioned in some research studies, and more importantly, that its construct is too similar to the measurements of job satisfaction and organizational commitment. While Meyer (2017) agrees with this third point, he also recognizes that UWES is aligned with the JD-R model in that it attends to barriers in job demands and the drivers of resources as they impact engagement.

This is useful to me as I am not looking to accurately measure engagement but simply need a tool to provide an indicator of engagement before and after my job interventions to demonstrate that engagement was increased. The UWES is adequate for this purpose and has proven effectiveness in its widespread usage (Schaufeli et al., 2017). As the length of the survey can influence participation, I wanted to minimize the time to complete the survey and was satisfied that the nine-question UWES would achieve all the requirements for validity, reliability, and time (Schaufeli et al., 2006). The UWES assesses the three engagement dimensions of vigor, dedication and absorption using a Likert scale with ratings of frequency ranging from “never” (1) to “daily” (7).

3.3.1.1.2 Additional Questions on the *Before* Survey

In addition to the nine UWES questions, I took advantage of the survey opportunity to gather other relevant data. As stated in my literature review, part-time worker's engagement may be impacted by their employment status making it important to understand why they are working part-time and why they are working at ENC (Kezar & Sam, 2010). The question "Why do you work part-time at ENC?" provided eight options to choose from (e.g., alum, retired, enjoy teaching, etc.) as well as a ninth option to specify a reason not listed. In addition to their employment status, it was important to understand the adequacy and importance of their job resources. A list of the 12 commonly researched job resources from Table 1 was provided and the respondent asked to select the job resource(s) that they felt were not sufficient or non-existent for their work at ENC. Participants were given the option to select more than one job resource in response to this question. The same list of the 12 commonly researched job resources from Table 1 was listed a second time and the respondent then asked to select the five most important job resources for them to meet their job demands for their work at ENC. The response was limited to five selections but ranking by order of importance was not requested. The impetus for this question was to identify the job resources they felt were most important in the event I needed to choose between job resource interventions. I also may choose not to intervene on a job resource that was identified as deficient if it was generally felt to be not important. Refer to Appendix A for the *Before* Survey.

3.3.1.2 *Learning Set*

My Learning Set was comprised of individuals from the business departments. Depending upon member availability or the level of interaction required, the Learning Set communicated onsite in a conference room, online through video conferencing or via email.

These interactions were not recorded but notes were taken to document the issues, opinions, or challenges. As appropriate, any agreed upon decision was also documented along with the action steps for that decision. Given my insider status, there was an ethical reality to overcome in this setting. To be as objective as possible considering my familiarity with the organization, my learning set colleagues, as well as the topic of my research, I had to be vigilant to ensure that I did not lead the direction of the learning set to my own beliefs which required constant questioning back to the learning set to ascertain their thoughts and opinions.

The Learning Set reviewed the results of the *Before* survey as a group and discussed plans for the interventions. However, before any of these interventions could be fully implemented, the COVID pandemic hit our region with the required quarantine where the college was forced to immediately shift to remote, online instruction. The Learning Set reconvened through a video call and agreed that the interventions could not continue as planned. The Learning Set strategized on modifications to the interventions that would be more appropriate given the circumstances. We agreed that the move to online instruction also shifted the time critical job resources needed by the adjuncts. The interventions were referred to as “support sessions” by the organization.

While the immediate consensus was to use the support sessions as the sole means for the interventions to provide these necessary resources, we also recognized the evolving nature of the situation and agreed to revisit these interventions as we progressed through the rest of the semester. We also agreed that having focus groups to assess the effectiveness of the interventions was no longer appropriate. As only one adjunct had volunteered prior to the

forced quarantine, it was decided that I would instead interview this volunteer to obtain a deeper understanding on some of the unexpected survey results.

3.3.1.3 *Adjuncts Interview #1*

The original research plan was to make use of a subset of the adjuncts by means of a focus group to solicit interim feedback on the effectiveness of the job resource interventions. Given the change to remote, online instruction and the types of interventions being conducted, the adjuncts were busy adapting to the new situation. Rather than further burden the adjuncts, I made use of the first volunteer and switched the plan from a focus group to an interview. The intent of the interview was to obtain clarification on the survey responses that I did not understand. This new arrangement was discussed with the volunteer, hereafter referred to by the alias “Nick”, who agreed to this change.

The first interview was conducted via Microsoft Teams on March 30, 2020, and with Nick’s permission, was recorded for transcription purposes only. The interview began with a review of the purpose of my research and a walkthrough of the results on the *Before* survey. A highly structured interview would not be appropriate in this situation, but I did not want to leave the interviewee to just ramble freely based on their whim. Following the recommendation of Easterby-Smith et al. (2012), I identified upfront the areas I wanted to focus on, which were findings from the *Before* Survey that were surprising to me or unclear. The interview was therefore semi-structured in that a list of questions was planned based on the initial review of the *Before* survey results with the notion to ask further clarification questions depending upon Nick’s responses. The interview lasted 47 minutes and general notes were taken to capture what was said.

3.3.2 Data Collection for the Action Cycles of Job Resource Interventions

As my problem has no single solution, action learning is the modality I employed. As Revans (1998, p. 83) is noted for saying: "There can be no learning without action and no action without learning." The survey identified the job resources that were deficient and important. The Learning Set planned and executed interventions for selected resources. After an intervention was executed, the Learning Set would reflect on the experience and discuss if any modifications were required before the next intervention was executed to continually improve the interventions. The resource interventions can be grouped into two types, ones providing training and the others providing learning and development opportunities. In addition to these planned interventions, due to the unique situation of COVID which forced a mid-semester shift from in-class instruction to remote, online instruction, various organizational actors from the College responded with unplanned job resource offerings as well.

3.3.2.1 *Job Resource Interventions #1-5: Focused on Training*

The change in job demands to conduct teaching remotely using online technologies for most adjuncts would require different skills and potentially, different tools (Allen & Seaman, 2013; Woodson, 2005). The support sessions became the primary focus for the interventions to train the faculty on these new tools or skills. Due to the shift to remote, online instruction, the immediate training needs would be for asynchronous instruction, web conferencing, Canvas, Zoom and Feedback Fruits. Canvas is a learning management system offered by the college for at least two years prior but many of the faculty had not adopted use of this tool yet. Zoom is a video conferencing platform that can facilitate web conferencing capabilities and the ability to record lectures to post within Canvas. Feedback Fruits is a tool that enhances student engagement and learning by providing immediate feedback to the instructor through

interactive mechanisms such as on-the-spot questions. Zoom and Feedback Fruits were new acquisitions by the College to support the online instruction needs resulting from COVID.

The hour-long support sessions were open to full-time faculty and adjuncts and offered twice a day for the first three days of the quarantine when classes were suspended to enable students to return to their homes and to provide faculty time to prepare for the change in delivery format. These support sessions were run on Zoom by the Learning Set member whose role in the college is focused on curriculum and course delivery. The IT department provided further support during the support sessions when specific knowledge about the technology was required. The goal was to keep these sessions around thirty minutes of instruction allowing for the remaining time to answer questions or to facilitate discussions. The sessions were recorded using Zoom and posted on the college's server to be shared with those who could not attend or needed to hear the session a second time. Each session concluded with the opportunity for participants to express what further support needs they had. These Zoom training sessions were transcribed, along with the documentation of standard data on the date and time of the sessions as well the attendees for each session.

3.3.2.2 Job Resource Interventions #6-8: Focused on Learning & Development Opportunities

Based on the feedback from the earlier support sessions, as well as the anticipated faculty needs for the culmination of the semester, the Learning Set planned four additional support sessions covering online assignments, online class discussions, more advanced Canvas tips and testing alternatives. It was agreed that the faculty needs had shifted from requiring information and training to execute their roles to learning and development opportunities that would enhance their execution skills. As before, these support sessions were also hour-long sessions on Zoom and open to full-time and adjuncts. They were offered over the course of

four weeks and facilitated by the same Learning Set member. The sessions were recorded and posted on the college's server to be shared with those who could not attend. These four sessions were transcribed, along with the documentation of standard data on the date and time of the sessions as well the attendees for each session.

3.3.2.3 Unplanned Job Resource Interventions Resulting from Unique Scenario

The forced quarantine that closed the college and shifted classes to online in the middle of the Spring 2020 semester was unprecedented and consequently not planned for. Due to the unplanned nature of this situation, the college had to enact and immobilize a new scenario with no lead time. ENC, as an organization along with its organizational actors, responded reactively and initiated spontaneous courses of action with little time to plan, discuss, and perfect. The response was understandably not cohesive or orchestrated with an overall direction or theme. As needs arose, the organization or its actors responded as they saw fit or were able. There were varying 'resources' offered by different organizational actors, but all of these were implemented via email.

The President of the College and the Board of Trustees sent six emails of appreciation, support, and information about the overall impact to the College. The Academic Deans emailed five messages providing information to faculty about the timing and execution details for the switch to remote, online instruction. The college's administrative assistants were communicating regularly with 27 emails to faculty with information, or passing on information, as well as offers of assistance. Six personal interest and support emails were provided by the Chaplains who regularly shared stories about faculty, staff, or students to keep the college connected. The chaplains also communicated encouragement in addition to offers of counseling and prayers during the uncertainty. Sixteen emails were sent by IT and Training

personnel to provide information about the tools available to faculty, along with how-to guides and links to video demonstrations. Thirteen emails were sent from the Student Development Office providing assurance that the College was adhering to the city ordinances, sharing information that was communicated to students as well as appeals for assistance with international or long-distance students who were on campus unable to return to their homes.

While these ‘interventions’ were not planned as part of this research effort, they were certainly providing much needed resources to all faculty, including adjuncts, and were therefore, included as resources in this research project. As I intended to measure the effectiveness of all the interventions, including these unplanned interventions, I compiled all emails sent by the organizational actors to faculty sent between the *Before* survey (February 4, 2020) and the *After* survey (May 6, 2020). A copy of the emails sent during this time-period were stored in an Excel file, which had separate worksheets created for each sender. Refer to Appendix C for a copy of this table.

3.3.2.4 *Learning Set Reflections during the Interventions*

The Learning Set communicated frequently during the interventions to discuss what went well during the support sessions, what could be improved upon, and how this improvement could be achieved, as well as plans for upcoming support sessions. Depending upon member availability or the level of interaction required, the Learning Set communicated online through video conferencing or via email. These interactions were not recorded but notes were taken to document the issues, opinions, or challenges. As appropriate, any agreed upon decision was also documented along with the action steps for that decision.

3.3.3 Data Collection to Evaluate the Outcome of the Interventions

Throughout the semester, job resources were provided to the faculty in multiple forms. With the close of the semester, it was time to finalize my quasi-experiment and identify the effectiveness of the interventions as well as to determine if engagement rose from the increase in job resources. The data that would allow me to evaluate this was obtained from another quantitative survey and two interviews.

3.3.3.1 *The After Survey with Additional Questions*

The *After* survey was distributed 12 weeks after the first survey and again, began with the same nine UWES questions. I took advantage of this repeat survey opportunity to gather other relevant data concerning the effectiveness of the interventions. Since the job interventions were conducted via Zoom sessions, the respondents were first asked to indicate if they participated in the Zoom sessions. If the response was 'yes', another question prompted the respondent to quantify the number of sessions they attended with options of one, two, or more than two. The intent with this question was to understand how many of the adjuncts were involved in the job interventions, which will be considered along with their responses to the following two questions. This participation in the interventions would also provide context if engagement did not increase significantly as it may be a result of the adjuncts not receiving the benefit of the job resource interventions.

As already indicated, the job resource interventions need to be effective if they are to increase engagement. A list of each type of job resource intervention was provided on the survey with a request for the respondent to rate its effectiveness using a Likert scale of 4 options: 'Extremely Effective', 'Somewhat Effective', 'Not Effective' with the null option of 'Did Not Notice/See It'. The final question was a duplicate of the last question asked on the *Before*

survey where the list of 12 commonly researched job resources from Figure 2 was listed and the respondent was asked to select the five most important job resources for them to meet their job demands for their work at ENC. To acknowledge the unique environment that had been thrust upon everyone, the question was altered slightly to add “As COVID-19 impacted your course delivery, please select the 5 most important resources for you to meet your job demands”. The reason for this alteration was to understand if certain job resources were more or less important given the shift to remote, online instruction. Refer to Appendix B for the *After Survey*.

3.3.3.2 *Learning Set Reflections After the Action Cycles*

The Learning Set decided the *After* survey should be distributed as soon as the semester was over to allow adjuncts to focus on completing the semester with the required grading. As originally planned, this second survey would assess the effectiveness of the interventions. The Learning Set reviewed the resources provided by the organization as necessitated by COVID and the shift to online instruction. The Learning Set agreed to the list of interventions that would be included in the second survey. Depending upon member availability or the level of interaction required, the Learning Set communicated online through video conferencing or via email. These interactions were not recorded but notes were taken to document the issues, opinions, or challenges.

3.3.3.3 *Adjuncts Interview #2*

The second interview with Nick was conducted via Microsoft Teams on June 4, 2020, and with Nick’s permission, was recorded for transcription purposes only. I reminded Nick about the purpose of this research then walked through of the results on the *After* survey. The interview was once again, semi-structured; a list of questions was planned based on a review of

the *After* survey results, but the intent was to adjust these questions as necessary depending upon Nick's responses. The interview lasted 59 minutes and general notes were taken to capture what was said.

3.3.3.4 Interview with the Dean

The Dean of the Adult & Graduate program readily agreed to an interview and as her program was fully comprised of adjuncts, I felt her perspective would be the most appropriate. The interview was conducted via Microsoft Teams on June 29, 2020, and with her permission, was recorded for transcription purposes only. I began the interview with a complete overview of the research project with high-level information of the *Before* and *After* survey results. The interview was semi-structured, but my questions were open-ended to not prejudice or lead her responses in any way. The interview lasted 39 minutes and general notes were taken to capture what was said.

3.4 Methods of Data Analysis and Statistical Tests

The challenge with analyzing data is to glean information from the large amount of raw, context-rich data then to collate, condense, and communicate the information in such a way as to maintain the integrity of its objective truth, yet to interpret it to reach meaningful conclusions (Easterby-Smith et al., 2012). It is important that my method of analysis matches my research philosophy and methods. As a critical realist, I seek inclusion of various types of data and allow for understanding of that data to emerge (O'Mahoney & Vincent, 2014). I am comfortable with different sorts of data, which is evidenced by the variety of data I collected in this research effort. As I did not begin with predetermined ideas that I was trying to prove, I used data analysis to allow the data to stand on its own but followed my intuition towards understanding what it means (Easterby-Smith et al., 2012). During my data collection, I strove

to faithfully represent the participants' voice, to capture our sensemaking, and if necessary, to accept ambiguity and even contradiction in that data (Gioia et al., 2012). The resulting data was then organized and analyzed in a structured fashion to allow patterns or themes to emerge from the data. Using the literature review, the emerging themes, and new literature, I was able to move towards a better understanding of my 'wicked' problem which allowed me to develop a way forward (Gold, 2011).

3.4.1 Types of Data Collected

I collected both quantitative and qualitative data requiring different methods for data analysis. I obtained quantitative data from the *Before* and *After* survey. As part of this quantitative data, I have some repeated questions in both surveys as well as one-time information-gathering questions. Another type of data I collected were notes, transcripts, and video recording of the intervention or support sessions. For most of these sessions, I was present and took notes on what I felt or observed during the session. Afterward, the video recording for each training session was transcribed. The three interviews follow the same pattern, where I participated in the interviews and took notes on what I felt or observed during the interviews. As these were also recorded, each video recording of the interview was transcribed. I kept a handwritten journal of the Learning Set interactions including what was discussed, any points of debate or contention and any decisions made. As there does not exist a one-size-fits-all approach, there is room for creativity and customization as I analyzed the data collected.

3.4.2 Data Analysis for Engagement Questions from the Quantitative Survey

As mentioned earlier, the *Before* and *After* survey both began with the same nine engagement-related questions. The seven Likert scale options were assigned a numerical value

to ease data collection (see Figure 6). The surveys were administered using the Qualtrics software which allows for the results to be downloaded into Excel. Using Excel's Analysis function, I computed the means, standard deviation (SD) value, and Cronbach's α coefficients.

Data Value	UWES Frequency Response
1	Never
2	Almost Never (a few times a year or less)
3	Rarely (once a month or less)
4	Sometimes (a few times a month)
5	Often (once a week)
6	Very Often (a few times a week)
7	Always (every day)

Figure 6 Values Assigned for UWES Responses

3.4.3 Data Analysis for the 'Additional' Questions from the Quantitative Surveys

The *Before* survey had three additional questions. One question asked the respondent to identify why they worked part-time at ENC. They were able to select more than one response, therefore, the responses were simply counted. The second additional question on the *Before* survey asked the respondent to select the resources from the list provided that were deficient or non-existent. Respondents were invited to identify more than one. Again, the 'votes' were simply counted for each resource listed to identify the resources with the highest response for deficiency. The third additional question on the *Before* survey asked the respondent to select the five most important job resources from the list provided that were necessary for them to meet their job demands. This same question was asked again in the *After* survey. Each respondent selected five job resources and the 'votes' were simply counted for each resource listed to identify the resources chosen most frequently by the respondents.

In the *After* survey, the respondents were asked if they participated in any of the Zoom sessions offered to instructors during the semester. The responses were simply tallied. In the *After* survey, the respondents were asked to rate the interventions as to their effectiveness using a Likert scale of “Extremely Effective”, “Effective”, “Not Effective” or “Did not Notice”. The interventions were listed which included the planned interventions as well as the unplanned ‘resources’ offered by the organization or its actors via email. The responses were tallied however, it was determined that the four categories provided better information if they were grouped together; “Extremely Effective” and “Effective” were merged to just “Effective” and “Not Effective” or “Did no Notice” were combined under “Ineffective”.

3.4.4 Data Analysis for the Training and Learning & Development Interventions

The eight Zoom sessions were recorded and automatically transcribed by the Zoom software. These transcriptions were reviewed against the recording to correct words the software did not transcribe correctly. I assumed that the video recordings held more data than just the transcription of what was spoken. I attempted to collect data from the recorded support sessions using Erickson’s (1992) 5-step process called ‘ethnographic microanalysis’. This provides a layered approach for analyzing videos concentrating on specific events or interactions whilst positioning these in the larger context of the video to achieve a holistic analysis. The first step was to watch the video completely through, then identify the key events in the video. These events were viewed in relation to each other and compared to the whole video data set (Erickson, 1992). As these were training or learning and development sessions, most of the video involved the trainer in a lecture posture providing information or demonstrating the tools. After ignoring these, I focused on the interactions between the participant and the trainer or the interactions among the participants.

In my search to find meaning, I analyzed these interactions in different ways. First, I looked at the time spent by the trainer speaking and participants interacting. Next, I viewed the makeup of the participants and broke them into categories of full-time and adjunct instructors. Since these interventions were providing resources, I listed the resources being offered in that session. Then I assessed the participant interactions to identify if the interactions were made by full-time or adjunct faculty. Finally, I assessed the type of interaction as being either professional questions (e.g., “how do I...?”) or personal stories or advice being shared (e.g., “I tried this in my class”). See Figure 7 for a sample of this ethnographic analysis report format.

Video Analysis	3/16/2020 Web Conferencing		
Major events within the sequence	Video time	Tot Time Spent	
	1-10 min	10m	Introductions, housekeeping, solving tech issues
	11-20 min	10m	Provide agenda, walk through teaching online tips, tips for engagement, use Zoom breakout rooms
	20-30 min	10m	8 min in breakout rooms, individuals come back together
	30-39 min	9m	More tips for webcam, ascetics, workspace, recording, etc.
	39-56 min	17m	Q&A
Learning time	10:15 - 20:00	10m	
	30:35 - 39	8m	
Coworker interaction	2:00-4:00	2m	solving tech issues together - without mgr
	20:00-29:00	9m	in breakout rooms, chatting
Role Clarity / Autonomy	49:18-55:22	6m	"You need to decide what works for you but mgr gives options/suggestions"
	35:30	1m	Decide asynch vs synch
Manager Support	0-2:00	2m	solving tech issues together
	49:18 - 56:11	7m	Q&A with Mgr
Organization Support	39:06-49:18	10m	Q&A with Joe
Stories shared	13:35-14:12	1.5m	Mr Rogers
	32:07-34:30	2.5m	Put clocks on wall, when she took online classes and the cat
Session tone	Informative, friendly, some humor/laughing		
Review with Learning Set: (next day)	Instructors not overly stressed/worried.		
	Concerned about how students will handle move to online/remote.		
	Overall interest in the new technology Zoom and how to incorporate it.		
	8 of 14 used video		
	Facilitator felt she talked too much (wanted more interaction)		

Figure 7 Ethnographic Analysis Report

As I am bent towards social constructionism, I will naturally blend the data collection, analysis, and interpretation together and consequently, I found myself jumping into interpretation of this data very quickly. Whether or not these quick findings were accurate, I needed to step back and look at this data again as I felt I was missing value from the interventions. During this further review of the recorded interventions, I once again focused on the interactions by the participants but this time the emphasis was to capture the language or context from the interactions. I went through the eight video transcripts and highlighted anything that was not strictly training material. I copied these highlighted portions into Excel and labeled each statement with the timestamp and the video session name in the event I needed to return to the source for clarification. In the next column, I provided a general description of what was happening in this statement or interaction and maintained exact language where appropriate (see Figure 8). These sessions included both full-time and adjunct instructors, but as my research is concentrated on adjuncts, I felt the identification of the actor involved in these interactions i.e., adjuncts, full-time faculty or administrator was important to document.

39:06 FAC opened to discussion/questions. ADJ shared that he found he has to teach them how to use the online learning. I have to take some responsibility to teach them that. F/T FAC wanted to see if we could identify a help resource for using Zoom or Canvas. IT: Fahs said he would look into that and share with the students. F/T FAC wants to know how to invite students to a Zoom session. IT answered that faculty can schedule within canvas so students will be notified through their email and canvas calendar. So no need to share login details. ADJ interrupted and asked if you could set up a mock conference and allow students to try/test it out. IT confirmed and said it is good practice. IT also reminded everyone that some students are now in different time zones since they went home. Wifi and internet access can be limited or poor quality. ADJ said she was new to all of this and asked how to get zoom details to put into Canvas. IT explained the settings you can choose to select your zoom conference.	3.16W 39:06	f/t asked if org had a guide to distribute to students
	3.16W 39:06	p/t first to share. Commiserating that he is finding that he needs to teach his students how to learn online
	3.16W 39:06	IT stated it's good to allow students to try out camera access and reminded instructors students may be in diff time zones
	3.16W 39:06	IT reminded that internet/wifi may be a problem for some students at home.

FAC = Facilitator of support session IT = Information Technology personnel ADJ = Adjunct Faculty F/T FAC = Full-time Faculty

Figure 8 Sample of Video Coding

Following Strauss and Corbin's (1998) open coding technique, I was not attempting to provide a label that fit with any type of theory but assigned a few words to describe or code the interaction point. This 1st-order analysis is drawing out the voice of the participant and resulted

in 57 categories. I started to move toward Strauss and Corbin's (1998) axial coding by finding similarities among the 57 categories with the hope of reducing the number of categories down to a more manageable number. Naturally, the concepts from the literature influenced my coding and provided structure to how I engaged with the data. I recognize that my coding was not fully 'open' but was informed by the key concepts from the literature. However, this exposure challenged me to compare the data of what actually happened to what I was expecting to see. As I reflected on this, I was reminded of the defense made by Gioia et al., (2012) to prove to her reviewers that they performed a systematic analysis of the data and did not merely maneuver the results in a way that would best fit their end purpose. To be more critical in my analysis of this data, I felt it was important to have my 1st-order categories validated by my Learning Set. I hid the 1st-order categories that I had assigned and reviewed each interaction point with the Learning Set asking them to provide a category or label for the interaction. This required two sessions to walk through all the interactions and to assign a category. I then unhid the column with my category and we compared my response to the Learning Set's response. Many the categories were aligned, and we collectively debated the differences on the remaining items until we were all in agreement with the assigned categories.

Having validated my 1st-order categories, I then returned to my next step of grouping similar categories into the appropriate 2nd-order labels representing themes. This process reduced the categories down to 17, which is a more manageable number to work with. I moved these 2nd-order descriptive themes into a new table and added two columns, one to show the count of interactions represented by the 17 themes and the second one to describe the direction of the interaction (e.g., between faculty & administrators, from administrators to

faculty, etc.). This further clarification involving the direction of the interaction enabled me to condense these into three analytical themes (Gioia et al., 2012). A data structure was constructed to depict this systematic coding process, which led the raw data into sensible concepts to explain what happened during these interventions (see Figure 9 and Appendix D).

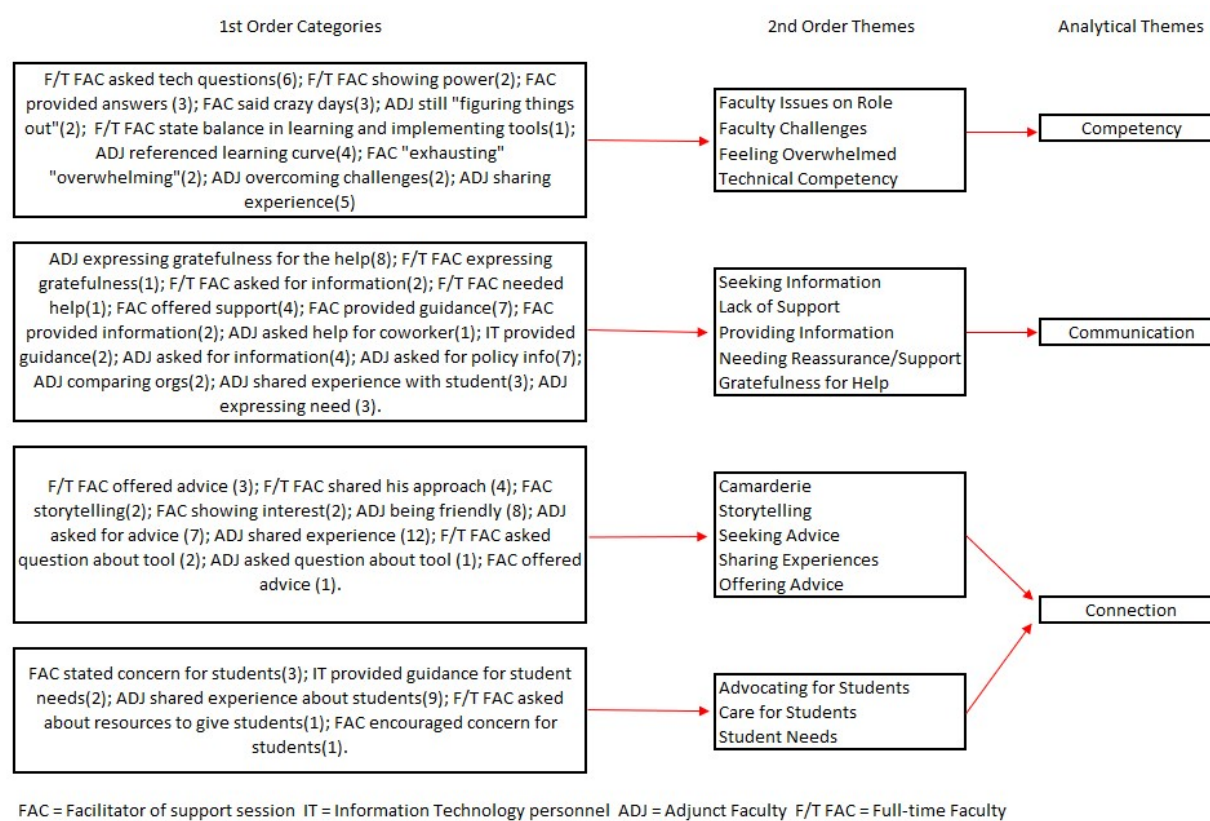


Figure 9 Data Structure from Planned Interventions

3.4.5 Data Analysis for the Unplanned Interventions

As mentioned previously, the emails sent from various organizational actors in response to the unprecedented change in demands due to COVID were collected and stored in a file in Excel. There were 83 emails (N=83) falling into this criterion which excludes any specific, directed email communication (see Appendix C). Copies of these emails were stored in the Excel file for easy reference and to ensure no emails were lost. Descriptive information was recorded in a table for each email including Date, Time, Sender, Recipient(s), Subject Line as

well as my own brief description of the message of the email, such as “Support towards students”. The sender was anonymized by translating their name to their department or job role.

I added another column to this table and after considering the sender of the email in conjunction with the message, I identified the type of resource(s) the email represented using the list of the thirteen job resources identified from the literature (see Table 1). I added a final column to store my personal assessment about the email content or its impact, for example, “the email was informative but contained too much information to be consumed from an email” or “the recipients were missing the adjuncts from the Adult & Graduate program”. Uncertain of the importance of this data, I created a Pivot Table and performed multiple iterations changing the information displayed in the rows and columns searching for patterns that made sense of the data. I concluded that the sender of the emails was less important information and instead settled on a view that displayed the resource, category, and recipient (see Figure 10).

Count of Emails	Recipient								
Resource/Subject	All Employees	All Employees and Students	All Faculty (f/t/p/d)	Trad Faculty (f/t only)	Trad Faculty (f/t,p/d)	AGS Adj Faculty	AGS Adj Faculty and Students	Grand Total	
Administrative Information	7	16	1	1	9	3	4	41	49%
Campus/COVID Information	7	13						20	
Changes in Academic Schedule/Course Delivery		2			5	2	3	12	
Changes to Student Life on Campus				1				1	
Dealing with Student Issues					3	1	1	5	
Faculty Meeting invitation					1			1	
Resource Information		1						1	
Support towards Students			1					1	
Coworker Interaction					4			4	5%
Faculty Coffee Invitation					4			4	
Supportive Organization	4	3					2	9	11%
Campus/COVID Information		3						3	
Encouragement	2						2	4	
Support towards Students	2							2	
Training/Learning & Development		1	27		1			29	35%
Information Related to Training/L&D			10		1			11	
Resource Information			5					5	
Support Offer		1	2					3	
Training			10					10	
Grand Total	11	20	28	1	14	3	6	83	

Figure 10 Table of Unplanned Interventions (N=83 emails)

3.4.6 Data Analysis for the Interviews

The video recorded interviews were watched and notes taken in Excel and arranged into a table in time blocks of 2-5 minutes based on content and speaker. As the function of the interviews was to clarify the survey results and to obtain personal interpretations or experiences, a word-for-word transcription was not necessary. Instead, I documented my narration of what was discussed. When exact language was deemed important, this was transcribed exactly and recorded in direct quotes. A column was added to record the timestamp in the video recording for the time block represented (see Figure 11). After the three recorded interviews were documented, I reviewed the narration adding my own observations of the interviewee's statements.

Time	Video Transcription	Comment
32"30	ADJ said he would need to think about that. Now due to COVID, "they have reached out to us with Zoom and Canvas help. I built out a Canvas class with Joe Fahs."	Referenced organization as "they" and "us"
33"49'	ADJ added that maybe he is just paying more attention now, but "I feel that with the emails and meetings there is more support than before. But I have more time now. Then I was only looking for the things that affected me."	More free time to notice. Feels more support. When time constrained, didn't look for extras
34"31'	"Now I even know where the President's office is"	Awareness/Time/Connectedness

Figure 11 Sample of Interview Coding

The observations of 'Referenced "they" and "us"' and 'Not invited to Faculty Coffees' lead to 2nd order themes of 'Outsider to organization/actors', 'Power dynamics between adjuncts and f/t faculty' or 'Organizational structure separates adjuncts from full-time faculty'. These 2nd order themes were grouped to reveal an analytical theme of 'Inclusion Issues'. Figure 12 below (see also Appendix E) shows the full data structure showing how these twenty-nine 2nd order themes were clustered such that three analytical themes surfaced: Lack of Resources Providing Support, Competency Issues with Job/Role, and Inclusion Issues.

Data Structure from Three Interviews

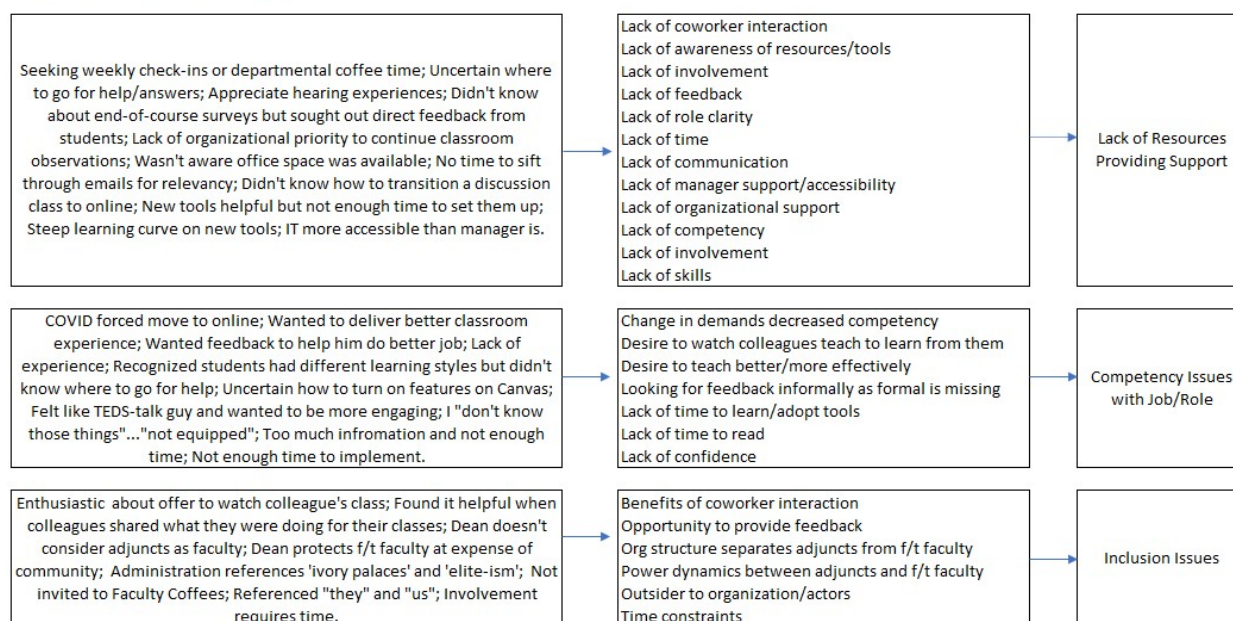


Figure 12 Data Structure from Three Interviews (see also Appendix E)

3.4.7 Overall Data Analysis

My research resulted in both quantitative and qualitative data which were collected through surveys, interviews, field notes and video-recordings. This variety creates rich data but also presents a challenge in making sense of this data. The quantitative data from the survey was relatively straightforward in that the responses were simply tallied however when amalgamated with the other data results, these results will contribute to the larger themes. My general approach for the qualitative data was to prepare and organize the data that was collected, then to transform that data into themes using a coding and condensing process, and finally to present the data in a format that best portrays the data results for evaluation (Creswell, 2012). For most of the qualitative data, data structures were created to portray the code condensing process that led to larger themes.

While I engaged in qualitative data analysis, I was also being guided by an analytical approach that was more scientific. Working through these two influences provided me structure for my thought process but also allowed me to delve into and interpret the socially constructed lives of my interviewees. My research was conducted in three phases to inform the action, to act through the interventions, and to evaluate the action. However, the data analysis focused on each type of data collection effort separately regardless of the phase it took place in. To make sense of the data results, in the subsequent chapters, I will explore these back in the original three research phases before merging these together into any final, comprehensive conclusions.

3.5 Ethics

Before moving on to the results, it is necessary to acknowledge the ethical challenge that I faced during this research. Ethics as a principle means “respect, justice, beneficence and non-maleficence” (Anderson et al., 2015, p. 145). In practice, it simply means taking responsibility. When employing qualitative methods for data collection, it is important to recognize the ethical considerations involved and then to take responsibility for the impact they may have on the research, the participants, and even the data collected (Easterby-Smith et al., 2012). My research would pose minimal harm to the participants given the survey anonymity provided by Qualtrics, the videotaped support sessions were publicly available, and the interviews were with volunteers and were intended to simply qualify the survey results or provide their opinion. For me, I understood my ethical considerations were going to be as an Insider with pre-knowledge of the organization which could influence my understanding of the data and the recommendations with which I will conclude.

While I am currently an adjunct for the College, I was the Department Chair of Business for several years and was actively involved in the management of the AGS program. This affords me the unique ability to have experienced both sides of the issue and while this can provide me deeper insight and understanding, it also invites assumptions and jumping to conclusions. I recognized this at the outset of this research and had my Learning Set actively involved throughout the research which afforded me a watch guard to challenge my actions as well as my thinking. The two areas that challenged me were conducting the interviews without leading the conversation and being patient with the data analysis stage to ensure it was a reflective and thoughtful interpretation.

I agree with Easterby-Smith et al. (2012, p. 158) that showing interest and involvement in the interview process will “produce far better results than clinical detachment.” However, this approach can invite too much involvement. Earlier in this chapter I stated that I do not believe researchers can be completely detached from their research. Instead, I acknowledge I have bias due to my prior role in this organization as well as my current role as an adjunct. To ensure my voice did not overshadow others and to demonstrate my belief that truth and knowledge are socially constructed, I conducted the interviews dynamically to fit the situation. I presented the facts of the survey results and attempted to pose open-ended questions to gather their assessments rather than force my own interpretations on them. Some questions and their corresponding responses were straightforward with no need for a discussion. Other questions were not simple, which led to a conversation providing insight and depth that allowed me to see other interpretations and truths.

The challenge of working with qualitative data is that to make sense of it, there is a temptation for me to herd the data into nice, neat categories which has the potential to lose the richness of the data or worse, to quickly assume the category label rather than letting the data speak for itself (Easterby-Smith et al., 2012). As mentioned in my narrative, I recalled Gioia’s caution on this and had to step back and solicit the assistance of my Learning Set to collectively assign the coding.

The final aspect of ethical consideration for me is that I will end this research with insight on the appropriate structure that would properly support adjuncts, of which I now am. However, I must take responsibility for the feasibility and sustainability of these conclusions (Anderson et al, 2015). Part of this “wicked problem” (Murgatroyd, 2010) is that this

organization is already struggling with limited resources and therefore, to truly solve this problem, the solution must be creative in that it must be implemented with limited resources. Additionally, if this is to effect real change, it must be sustainable and operationalized to avoid it becoming a one-time effort that is discarded the next semester or the next year.

3.6 Summary

This chapter presented my evolution to Critical Realism and how this new philosophy influenced my research. As I believe there is a reality about the resources this organization possesses and offers to its instructors, each member will interpret the sufficiency and effectiveness of these resources differently. By employing Action Research methodology, I was able to approach this problem in a participatory manner using a Learning Set whilst employing cycles of learning and action. The data was collected using both quantitative and qualitative methods in three cycles of data that informed the action, data from the planned and unplanned actions, followed by the data evaluating the action. The data was analyzed with different techniques that resulted in the construction of data structures with themes surfacing around Competency, Communication, Connections, Lack of Resources, and Identity. These themes will be explored in the upcoming chapters which are presented using the three cycles.

4 Results from the Data to Inform the Action

As the data was collected in three cycles, the results will be presented separately to present a clear distinction of how the data from one phase influenced the next phase of the research. This chapter will analyze the results of the data that informed the action phase. The literature review provided insight into my first research question by helping me see that low engagement could explain the adjunct's low performance and that by providing resources, I may be able to increase their engagement (Saks, 2017). The literature identified the resources that have been shown to increase engagement (see Table 1). In working through my second research question for the types of practical support would help my adjuncts, I wanted to implement interventions that would provide them resources. Prior to implementing any interventions, data was collected to inform this action. This first step of the research was to determine their engagement level as a baseline along with their view of the job resources available to them. This measurement of engagement and job resources would inform the action phase as well as serve as a baseline for the evaluation phase as a before and after view. This data to inform the action was collected from a *Before* survey whose results were further qualified through an Interview with an adjunct, Nick. The *Before* survey had three goals: to assess engagement prior to the interventions, to gather demographic information, and to understand how the respondents regarded job resources. These results were discussed during the Interview and any questionable result was presented to Nick for some qualification. The outcome from both steps were shared with the Learning Set for deliberation on the most appropriate action to take for the next phase, which was the implementation of interventions.

4.1 Data Results of the *Before* Survey: Engagement questions

The purpose of the engagement questions was to establish a baseline on the level of the adjunct's engagement was prior to the interventions to be able to determine if engagement was increased by the interventions. Although my intent in this research was not to directly measure or assess a particular level of engagement in the adjuncts, it is still worthwhile to examine the engagement-related data from this baseline survey. The responses to feeling or experiencing the three engagement dimensions of absorption, dedication and vigor using the Likert frequency scale were "Never" (1), "Almost Never" (2), "Rarely" (3), "Sometimes" (4), "Often" (5), "Very Often" (6), or "Always" (7). The Learning Set agreed that for an adjunct to be considered engaged, we would expect them to feel these engagement dimensions "Often" (5) which the UWES defines as once a week. Given that some of the adjuncts are only teaching a class once a week, we agreed that this is the most we could expect. The mean on the *Before* survey was 5.5 which suggests that these adjuncts were engaged at the beginning of this semester. However, when viewing the individual respondents' mean scores, 20% were only "Sometimes" engaged, which was defined as a few times a month, as they had scores below our 5.0 target threshold. The Learning Set considered these adjuncts as only moderately engaged. Despite this, the fact that the adjuncts were engaged, or at least moderately engaged, was surprising. Given the administration's claims of adjuncts low performance, I was expecting to find a lower level of engagement. There seems to be some explanation for this by looking at the three dimensions of engagement.

The nine-question UWES uses three questions each relating to the three dimensions of engagement: absorption, dedication, and vigor. Mills et al., (2012) demonstrated that the nine question UWES was more supportive of the three-factors than even the original seventeen

question UWES allowing me to feel confident that the results will provide some insight into each of these dimensions. The mean for absorption, dedication, and vigor were 4.87, 6.0, and 5.6 respectively out of a scale of 7. The greatest volatility in these results was for absorption, whose mean was the lowest yet had the highest standard deviation at 1.8. The standard deviation for dedication and vigor were considerably lower at 0.8 and 0.9, respectively. Several research studies on engagement are quick to identify this same irregularity with absorption (Cifre et al., 2011; Mills et al., 2012; Martin, 2020). Polo-Vargas et al. (2017) categorized the three engagement dimensions with absorption seen as an emotional dimension, dedication as cognitive, and vigor as behavioral.

The conclusions by Mills et al. (2012) suggest engagement is more cognitive than emotional which may explain the noticeably lower score for absorption. However, a growing number of research studies are supporting the idea that absorption may be more of a consequence of engagement instead of a facet that defines and measures it (Salanova & Schaufeli, 2008). The absorption factor in this *Before* survey had an Acceptable reliability score ($\alpha = .70$) albeit at the bottom of the Acceptable range. There is one absorption question (“I get carried away when I am working”) that appears to cause the inconsistency in the UWES, which was also noted by Mills et al. (2012) in their research. When this question is removed, the mean for absorption rises to 5.7, the standard deviation is reduced to 1.0, and the reliability for this dimension increases significantly ($\alpha = .87$). I will follow the example by Mills et al. (2012) and remove this question from my results. While there are still 20% scoring under the 5.0 threshold after the one question is removed as moderately engaged, the overall mean raises to 5.8 pushing the respondents closer to “Very Often” engaged.

4.2 Data Results of the *Before Survey*: Demographic question

The only demographic-type question on the survey was looking to understand why they were teaching at ENC. This question allowed for more than one response enabling a better understanding of who the adjuncts were and what their motivators might be. Figure 13 displays the results which reveals that every survey respondent reported that their motivation for teaching at ENC was because they enjoyed the act of teaching. Sixty percent claimed to have unique business experience that they felt compelled to share with students and 40% were alumni of the college, indicating a personal attachment or loyalty to the organization. None of the respondents were free-lancers but one-third were retired business professionals, one-third taught because they needed the extra income, and only one respondent reported they were teaching as an adjunct with the hope of securing full-time employment with the college.

"Why do you work part-time at ENC?"	
100%	Enjoy teaching
60%	Have unique experience to share
40%	Alumni of ENC
30%	Retired business professional
30%	Need extra income
10%	Desire to teach full-time
10%	Work part-time due to other family commitments
0%	Freelancer working part-time voluntarily
0%	Other

Figure 13 Results from Before Survey on Why They Are Teaching at ENC

The literature review indicated that dedication may be reduced if support from managers, co-workers, or the organization was inadequate (Joiner & Bakalis, 2006; Van Knippenberg & Sleebos, 2006). It is logical then to expect the opposite to be true, that if dedication was high that it may be the result of sufficient support from managers, co-workers, or the organization. While the survey question on job resources will provide insight into how

the adjuncts felt about the level of support, Salanova & Schaufeli (2008, p. 118) claim dedication “is characterized by a sense of significance, enthusiasm, inspiration, pride and challenge.” Given this definition for dedication and since all the respondents enjoyed teaching and felt they either had unique experience to share or were alumni, the high dedication score is understandable in this view and may be attributed to intrinsic motivators, as opposed to social capital.

4.3 Data Results of the *Before* Survey: Job Resource questions

The final goal for the *Before* survey was to identify what job resources the adjuncts felt were most valuable and, perhaps more importantly, which of those were seen as inadequate for their teaching role. Figure 14 shows the five most important resources from the *Before* survey were a supportive organization, having role clarity, an innovative organizational climate, having autonomy, and the ability to see their role in the bigger picture. There were seven job resources reported as deficient; however, four of these received only one or two ‘votes’ and therefore, the Learning Set agreed these were not critical enough to intervene upon. The highest rated deficiencies were for office space, coworker interaction, and learning and development opportunities. Ironically, none of these three deficient resources scored as the top five most important job resources needed to meet job demands.

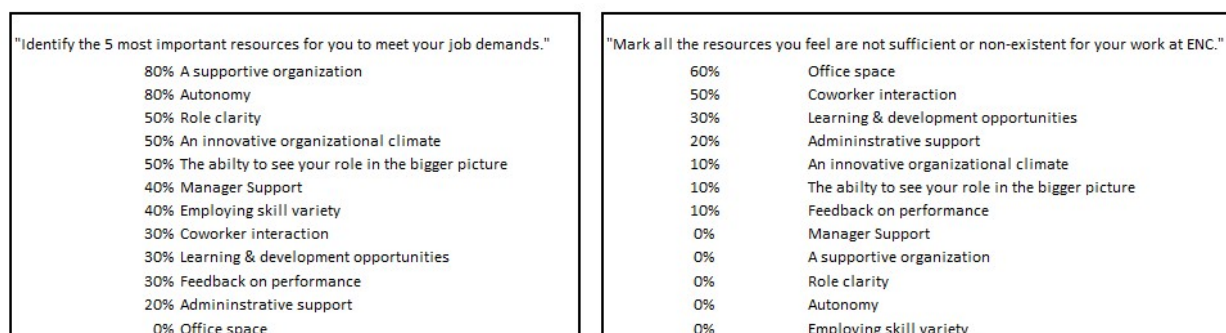


Figure 14 *Before* Survey Results Relating to Job Resources

It appears to me that the top resources selected can be interpreted as individualistic, which is ironic if they are feeling isolated or excluded. Autonomy can say “leave me alone to do my own thing”. Role clarity says, “just tell me what is required of me”. A supportive organization can be “give me structure and help me if I need it”. Innovative organizational climate suggests “make opportunities available to me”. Ability to see my role may be saying “make me feel good about what I am doing for the students”. Clearly each of these resources can viewed in a more positive light; however, when these choices were put together as the top five resources they value, it clearly demonstrates the lack of appreciation for the resources that require interpersonal relations or personal development such as manager support, co-worker interactions, learning and development opportunities, and feedback on performance.

According to the literature, we are interdependent on others around us to discover our identity and who we are to become (Winston, 2016). This fulfillment, in turn becomes the motivating force that compels us to invest ourselves (Van Knippenberg & Sleebos, 2006). If the adjuncts do not recognize their deficiency in social connections or value the resources that will challenge them to be or do better, perhaps the issue is not engagement but a lack of awareness of the resources they really need.

4.4 Learning Set Reflections and Sense-making on Data that Informed the Action

It is curious for the respondents to take the opportunity to identify deficient resources but to then exclude them as important resources to meet their job demands. I shared these results with my Learning Set, and we attempted to make sense of these findings. We agreed that if these three deficient resources are in the same ranking in the *After* survey, I may need to consider exploring job resources that are wanted as opposed to resources that are needed as this may explain the paradox.

Another unexpected result was that manager support was not considered to be deficient. The Learning Set felt this may be attributed to the fact that most of the respondents were from the Adult & Graduate program. This evening degree program only uses adjuncts, so there is no manager in the traditional sense; instead, the adjuncts are supported by a dedicated team and therefore, would likely feel that they have sufficient support albeit not personal support. We discussed that adjuncts in the traditional undergraduate program would be more likely to experience deficiencies in manager support since there is no organizational structure to standardize or support, which makes it dependent upon the 'type' of manager that contracts the adjuncts. This is another result I will be interested to track on the *After*-survey results as the literature stated manager support was a very important job resource (Bakker et al., 2008) and I am not convinced that it is being offered fully and consistently for the adjuncts at large. This concern prompted me to include a question for Nick's interview to ask what he felt adjuncts would be expecting for manager support. Adjuncts may have different expectations for manager support since they are part-time, and they are in an academic setting.

Lastly, the Learning Set acknowledged that it was not surprising that coworker interaction was rated as deficient; however, we were surprised to see it was rated as one of the least important resources. Ironically, two-thirds of the individuals that rated coworker interaction as deficient were Retired individuals. The Learning Set then speculated if adjuncts were viewing coworker interaction as referring to personal or professional connections. For adjuncts that are pressed for time, it would be understandable that personal connections would not be a necessity and therefore would not rate as important. While personal camaraderie from coworker interaction can be a resource for some, the professional

connection is absolutely a resource to meet job demands in that, there is someone to ask questions to, to get advice from, and to assist in generating ideas. This question was also added to my list for Nick's interview to gain his insight on the personal or professional distinction for coworker interaction.

4.5 Data Results of Interview #1 with Nick

An interview was held with the adjunct volunteer, Nick, to shed some light on some of the results of the *Before* survey. The interview was semi-structured to allow for Nick to speak freely. I shared the survey results and followed this by open-ended questions asking for his reaction to the results. As explained in chapter 3, the interview was coded and analyzed. The analysis revealed three themes: Competency Issues with Job/Role, Inclusion Issues, and Lack of time (see Figure 15). Nick's interview did clarify some of the *Before* survey results that were unclear to us along with other information upon which we could act.

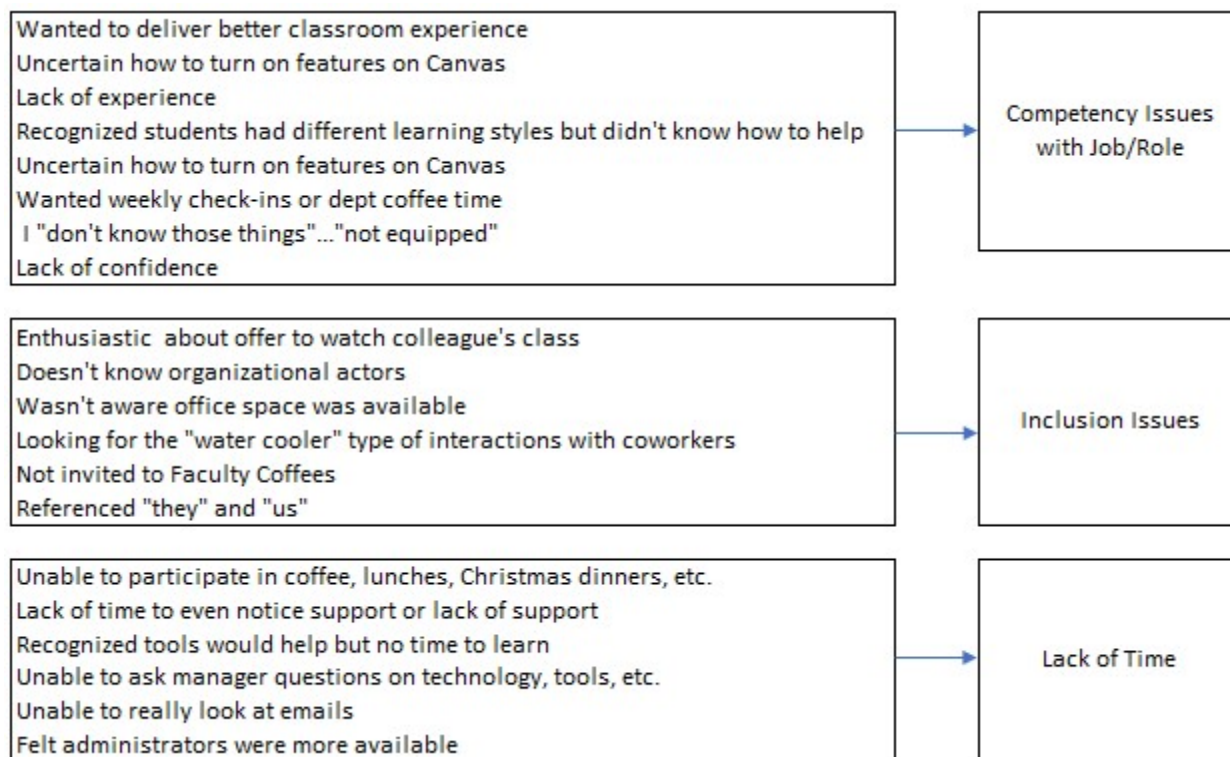


Figure 15 Data Structure from Interview on Before Survey

The immediate observation from my interview with Nick was his struggle with a lack of resources that he felt he needed. Nick expressed a lack of time repeatedly during the interview due to his primary employment responsibilities. He readily acknowledged his feelings of isolation and exclusion in the organization, his uncertainty on his role requirements, and his perceived lack of teaching skills. He admitted that he was not faculty and “doesn’t know those things” to the point that he did not complete a faculty survey that was sent to him because he felt his responses would “skew the results”. Nick did feel that the organization was supporting him; however, he also admitted that he had never worked at another College and therefore, did not have any reference for a comparison.

Nick expressed a desire to have more manager and/or coworker interaction but quickly admitted his lack of time would most likely make that improbable. Nick was clearly not confident in his teaching skills and stated full-time faculty were “better at that”. He desired to have more involvement with the organization and with colleagues and noted several times about his interactions with his manager, which plainly demonstrated the importance he attached to these interactions. When questioned what he expects for manager support, Nick launched into the issues he had with the classroom technology. He thought it would be good to get some teaching tips and have an opportunity to “bounce ideas off” someone. When I suggested an improved onboarding process as a remedy, he quickly added he meant “ongoing support, like a weekly check-in”. According to Nick, co-worker interaction could be professional but also personal, “the watercooler thing”. After stating each of these needs, he was quick to admit that it would be difficult to manage as he did not really have any time. Referring to the

point of my research, he acknowledged that if adjuncts had more involvement, this would lead to inclusion and greater commitment.

The interview provided the context or clarification we were looking for in how adjuncts view manager support and co-worker interaction. The Learning Set discussed the results for manager support from the *Before* survey along with the insight provided by the interview with Nick and agreed with the literature this was important even if the adjuncts did not recognize it. I shared research indicating the importance of managers taking personal interest in their employees and we felt that the extraordinary circumstances of this quarantine likely increased this importance. Pathak (2015) highlighted that almost half the respondents of the 142-country Gallup Survey did not feel cared about by their manager or organization. According to the literature, appreciation was the strongest predictor of engagement (Bakker et al., 2007). It was then agreed that the managers of the adjuncts would send out personalized emails to these adjuncts asking how they were managing COVID personally, with their families, and the isolation as well as thanking them for their flexibility, resilience, and hard work this semester.

The Learning Set agreed that the COVID quarantine precluded us from making too much progress with coworker interaction that was personal in nature, without making it forced and scripted. The most we could reasonably do was to allow time for personal conversations during the support sessions. Professional co-worker interaction was already expected during the interventions either spontaneously or the facilitator would prompt interaction by calling out participants. Nick's concern about time was not a surprise as the literature frequently noted this challenge for part-time workers (Dolan, 2011). While we are not able to increase their time, we would attempt to be respectful of the adjunct's time by making the support sessions

short but effective and by recording these for those that could not attend to watch at their convenience.

4.6 Summary of Data Results that Informed the Action

This stage provided the data to move forward with the interventions. We learned from the UWES that the adjuncts appear to be sufficiently engaged with high dedication scores but some weakness with the absorption dimension of engagement until we remove one problematic question as Mills et al. (2012) did. The high dedication score is not surprising when every respondent claimed they teach because they love to along with equally high responses of being alumni or feeling the desire to share their experiences as a means of giving back. The source of this dedication is personal or intrinsic and suggests that the adjuncts are not experiencing incongruence with their personal identity as offered by the literature (Kezar & Sam, 2010; Kremer-Hayon & Kurtz, 1985). However, this dedication may not be reciprocated by the organization. The adjuncts assessed high importance on the resources of a supportive organization and an innovative organizational climate, which were *not* deemed to be deficient, thereby suggesting that the adjuncts at least *perceive* their dedication is being reciprocated by the organization. According to Eisenberger et al., (1986) the perception of support is enough for an individual to believe it is worth expending their energy and effort.

Before ruling out issues with personal identity, the literature also points out that a lack of self-efficacy can hinder performance and motivation especially when confronted with work problems, which the shift to remote instruction would have presented (Srivastava et al., 2016). The *Before* survey did not have questions related to self-efficacy to provide insight into this; however, the interview with Nick revealed his own feelings of inadequacy. He commented several times that he “didn’t know those things”, admitted his “lack of knowledge”, or that the

full-time faculty were “better at that”. This was reinforced by his enthusiastic affirmative headshaking to a question of whether he would be interested in observing the classroom of a colleague as well as his own expressed desire for ongoing weekly check-ins to “bounce ideas”. If my adjuncts struggle with self-efficacy, it is possible this is partly due to an issue with role clarity or a lack of feedback. Neither of these resources were identified as deficient but role clarity was rated in the top five resources by half the responding adjuncts, while feedback on performance was rated as low priority. Cunningham & Mahoney (2004) successfully demonstrated that training increased the self-efficacy of their part-time employees in university athletics indicating we should be able to influence our adjunct’s self-efficacy if we provide *clarity* on their *roles* and training on the tools during the planned interventions.

The survey told us the resources the adjuncts considered valuable or not important as well as identified those resources that were felt to be deficient. The focus for the interventions was to address the deficient resources where possible, but the Learning Set also agreed that some of the lowest rated resources were important and even though the adjuncts did not value them, according to the literature, these would influence engagement. Furthermore, between the time of the *Before* survey results and the start of the interventions, the forced quarantine due to COVID-19 completely changed the job demands. Bakker & Demerouti (2008) state that job demands are stressors on an individual unless they have sufficient resources to meet those demands. The literature highlighted when organizational requirements, time pressure, student misbehavior, and role ambiguity change, these demands are particularly relevant to adjuncts (Bakker et al., 2007; Demerouti & Bakker, 2011; Bakker et al., 2003; Yener & Coskun, 2013; Yousefi & Abdullah, 2019). While these new demands were not under our direct control, if

enough resources were made available to the adjuncts, their well-being would be sustained, and they would be able to perform their roles successfully (Bakker & Demerouti, 2008; Salanova & Schaufeli, 2008; Thompson et al., 2015).

The shift to remote, online instruction meant our interventions must be conducted remotely, which constrained how we could provide the additional resources. The Learning Set considered how we could structure the support sessions to maximize their value by providing as many resources in each session as possible. For example, although the main goal of a support session was to train on the Zoom or Canvas technology, the session could be structured to allow for discussion amongst the attendees, which means the job resource of *coworker interaction* could also be achieved. According to Dolan (2011), there is a domino effect in that more coworker interaction increases communication, which allows teachers to develop skills more quickly, thus increasing their performance which in turn, benefits the student's learning experience. During the support sessions, *administrative support* could be regularly offered to assist faculty. *Role clarity* and *autonomy* could be supported in every session as information on what was expected of the faculty member was communicated but could be presented in such a way as to show options on how this could be achieved. Training the faculty on how to move instruction online offered *skill variety* for them to learn and employ. Furthermore, the very act of conducting these support sessions with topics that were relevant to this new scenario exhibited a *supportive organization* and the immediate acquisition of software licenses for new applications useful in online instructions conveyed an *innovative organizational climate*.

We felt that nearly all the resources provided in the literature could be addressed in the support sessions apart from office space, direct manager support and feedback. The Learning

Set agreed that office space would be less of an issue during the COVID quarantine and increasing feedback was a bigger problem that could not be sufficiently addressed in these interventions. However, feedback on performance is critical to promote self-efficacy (Conner, 2003) and will be recommended to management for future attention. With the shift to remote instruction, isolation and disconnectedness are likely increase, leading to even more importance for managers to connect with the adjuncts (Dolan, 2011). Manager support will be addressed as a separate effort from the support sessions as we asked the managers of the adjuncts to send a personalized email expressing appreciation and personal interest as well as offering assistance.

In summary, the data results to inform the action achieved its three goals. First, we took a snapshot of their engagement before any interventions which will serve as a baseline to determine if our resource interventions increased their level of engagement. Second, we collected data about why they are teaching at ENC which revealed their motivation is a result of their love of teaching, their desire to give back or their loyalty to the college they graduated from. This assured us they likely desire to perform well (Dolan, 2011) leading us to believe that if we provide them additional resources, their engagement and consequently their performance may increase. Last, we identified the job resources they consider deficient and those they value which could be included in the interventions. However, rather than targeting just the deficient resources, the Learning Set agreed that due to the unexpected change in job demands resulting from COVID, the interventions should be designed to incorporate nearly all the resources identified in the literature relating to engagement.

5 Results from the Action Data

The goal of the interventions was to increase the engagement of the adjuncts by providing job resources. Therefore, the action in this research is the introduction, or increased offering, of job resources. Armed with the data from the Before Survey, the insight from Nick's interview and the sense-making from the Learning Set, resources were made available to the faculty through 'interventions' for a period of eight weeks. Some of these interventions were planned by the Learning Set as part of this research; however, some resources were offered spontaneously by the organization due to the unique COVID situation. Whether the interventions were planned or unplanned, an abundance of resources were provided to the faculty to meet their job demands. The data collected from these interventions provided further insight into the problem as well as provided information getting us closer to a solution.

5.1 Data Results from the Unplanned Interventions

The unplanned interventions providing resources to the faculty, including the adjuncts, were spontaneously enacted by different organizational actors but were all implemented via email. In the process of creating the table to collate all the email communications for analysis, it was necessary to identify the resources that were being provided to make sense of the data which resulted in another data structure found in Figure 16. For example, a *Supportive Organization* was being displayed by the information provided from the Deans as well as the appreciation emails from the President of the College and the Board of Trustees. Personal interest and offers for counseling and prayers provided encouragement by the Chaplains who regularly shared stories about faculty, staff, or students to keep the college connected; these were also deemed demonstrations of a *Supportive Organization*. The college's administrative assistants were communicating regularly to faculty with resource information, notices of

unscheduled faculty meetings, and offers of assistance which were grouped as *Administrative Information*. Other *Administrative Information* was provided by the Student Development Office on changes to the campus life and other COVID-related updates along with messages from the Dean and Registrar on changes in the academic schedule or other course delivery impacts. The IT department sent biweekly emails providing *Training/Learning and Development* opportunities with how-to guides and video tutorials for Canvas and Zoom. While these interventions were unplanned for my research effort, they did provide resources to the faculty. As with the planned interventions, the effectiveness of the interventions will determine the success in providing that resource. Questions were added to the After Survey that would allow the respondents to provide feedback on their effectiveness.

Resource/Sender	All Employees	All Employees and Students	All Faculty (f/t,p/d)	Trad Faculty (f/t only)	Trad Faculty (f/t,p/d)	AGS Adj Faculty	AGS Adj Faculty and Students	Grand Total	
Administrative Information	7	16	1	1	9	3	4	41	49%
Campus/COVID Information	7	13						20	
Changes in Academic Schedule/Course Delivery		2			5	2	3	12	
Changes to Student Life on Campus				1				1	
Dealing with Student Issues					3	1	1	5	
Faculty Meeting invitation					1			1	
Resource Information		1						1	
Support towards Students			1					1	
Coworker Interaction					4			4	5%
Faculty Coffee Invitation					4			4	
Supportive Organization	4	3					2	9	11%
Campus/COVID Information		3						3	
Encouragement	2						2	4	
Support towards Students	2							2	
Training/Learning & Development		1	27		1			29	35%
Information Related to Training/L&D			10		1			11	
Resource Information			5					5	
Support Offer		1	2					3	
Training			10					10	
Grand Total	11	20	28	1	14	3	6	83	

Figure 16 Data Structure from Email Communication

The first observation of this data structure is related to the types of resources being offered and the quantity of each of these types of emails. Providing resources via email is limiting in what can be offered; however, it unwittingly demonstrates the perception and focus of the organizational actors and by extension, the organization itself. Although these emailed resources were provided spontaneously, resources for *Administrative Information* and *Training/Learning & Development* comprised eighty-five percent of the email communication. Eleven percent of the emails conveyed a *Supportive Organization* which were predominantly sent by the chaplains although the President and the Board of Trustees each sent one of this type of message. These encouragement messages were sent to a broad audience of employees and students. Only a small percentage (4%) of the email communication was focused on promoting *Coworker Interaction*.

While the organization did not mount a cohesive, planned communication strategy, it still seems appropriate that most of the communication for this situation would be related to administrative and training information. If the organization had prepared for this situation, it is arguable that other types of resources may have been offered such as deliberate management support and a larger portion of *Supportive Organization* emails as encouragement became a greater need for this situation. There was also a noticeable lack of targeted messaging to just faculty even though a case could be made that they were experiencing a unique impact in addition to what everyone was experiencing. Perhaps if the College had time to be deliberate in their strategy for communicating rather than reacting spontaneously, this gap may have noticed, and the deficiency addressed.

Several concerns have been highlighted in red on Figure 16 that identify issues in the recipients for the emailed resources but hint at larger underlying concern that all deal with inclusion issues. Two emails announcing changes to the academic schedule and how courses would be delivered were sent to Faculty; however, this only went to full-time and adjuncts in the Traditional program and had to be forwarded to the AGS adjuncts by the Administrative Assistant who noticed this group was left out. An email sent by an Academic Dean discussing changes to student life on campus and how this would impact the class schedule for a few days was just sent to full-time faculty in the Traditional program. Once again, this notification had to be forwarded to the adjuncts who were also impacted by these changes. *Coworker Interaction* only had 4 emails which were just invitations to coffee Zoom sessions. These were only sent to the full-time and adjuncts in the Traditional program.

While the adjuncts from the Adult & Graduate program typically have other full-time employment and would likely not be able to participate, it is worrisome that they were not even invited, despite the benefit of hearing what other faculty members were experiencing. One *Administrative Information* email was an invitation to a faculty meeting and here again, was only sent to full-time and adjuncts in the Traditional program. Some of the content may not have been applicable for the adjuncts in the Adult & Graduate program as opposed to the Traditional, day program, it is still concerning that this is called a “Faculty Meeting” but not all faculty are invited. Thus 10% of the emails demonstrate evidence of an inclusion issue. If scheduling changes are taking place, adjuncts need to be included in the notification. If invitations are being sent out for “Faculty Coffee” and “Faculty Meeting”, then faculty from both the Traditional and the Adult programs, including adjuncts, should be invited.

5.2 Data Results from the Planned Interventions

The first group of four interventions were focused on the immediate training needs on the tools that would facilitate the remote instruction for their classes. The second group of four interventions provided learning and development opportunities that enhanced the adjunct's ability to engage their students in an online classroom setting. These planned interventions were recorded and transcribed enabling us to capture both the visual and the verbal exchanges rather than just rely on our notes and impressions. The Learning Set participated in many of the planned interventions and communicated frequently about our observations. The data collected from the planned interventions were reflections and sense-making from the Learning Set, data from the ethnographic microanalysis of the video recordings, and the data structure resulting from the data analysis of the dialogue from the planned interventions. The data from each of these efforts will be described separately first to understand the unique results but will be viewed collectively at the end of this chapter.

5.2.1 Learning Set Reflections and Sense-making on Data from the Planned Interventions

The Learning Set communicated frequently during these interventions to share our thoughts and to plan adjustments, as necessary, before the next session was conducted. The general observations for the training sessions were that instructors did not seem overly stressed about the switch to online or overwhelmed with the tools. They did ask many clarification questions on the tools and used the sessions to obtain information from the administration. The faculty interaction was primarily directed to the facilitator but there were a few participant-to-participant conversations. It was agreed that the first sessions were too long, and the facilitator made strides to reduce the instruction portion in the latter sessions.

Interest in the sessions was visibly increased due to the shortened instruction and demonstrated through increased dialogue between the attendees.

The Learning Set also shared observations from the final support sessions, which focused on learning and development opportunities. Participants appeared calm but tired and the word “overwhelmed” was used frequently. However, it was also noted that the camaraderie had increased during these last sessions and that the amount of faculty participation and participant-to-participant interactions had increased significantly. Participants shared what they were doing in a clear effort to help and learn from each other. These latter sessions were less scripted, and the facilitator opted to redirect the instruction flow based on the needs and questions that arose from the participants. Expressions of gratitude to the session facilitator were more apparent in these final sessions as well. In addition to affording us the opportunity to make modifications to the interventions over the course of the eight weeks, the Learning Set exchanges also provided us the context that improved our ability to analyze the data from the video and verbal exchanges.

5.2.2 Data Results from the Ethnographic Microanalysis

The first set of data coming from the video recordings were collected using Erickson’s (1992) ethnographic microanalysis, which resulted in a report for each support session. As Figure 7 from chapter 3 showed, I collected data on time spent on instruction as opposed to other resources such as coworker interaction. While looking for patterns from this data, I noted an obvious decline in the latter sessions with the amount of time spent on instruction and a corresponding rise in the amount of interaction time. I looked for other patterns and noticed most attendees in the earlier sessions were full-time faculty, but their attendance dropped off such that the ending sessions were nearly all adjuncts. In graphing this data (see

Figure 17), something curious became visible; when full-time faculty were the majority of the attendees, the adjuncts remained fairly quiet and overall interaction was sparse. However, when full-time faculty were absent or in the minority, the adjuncts conversed more openly and frequently.

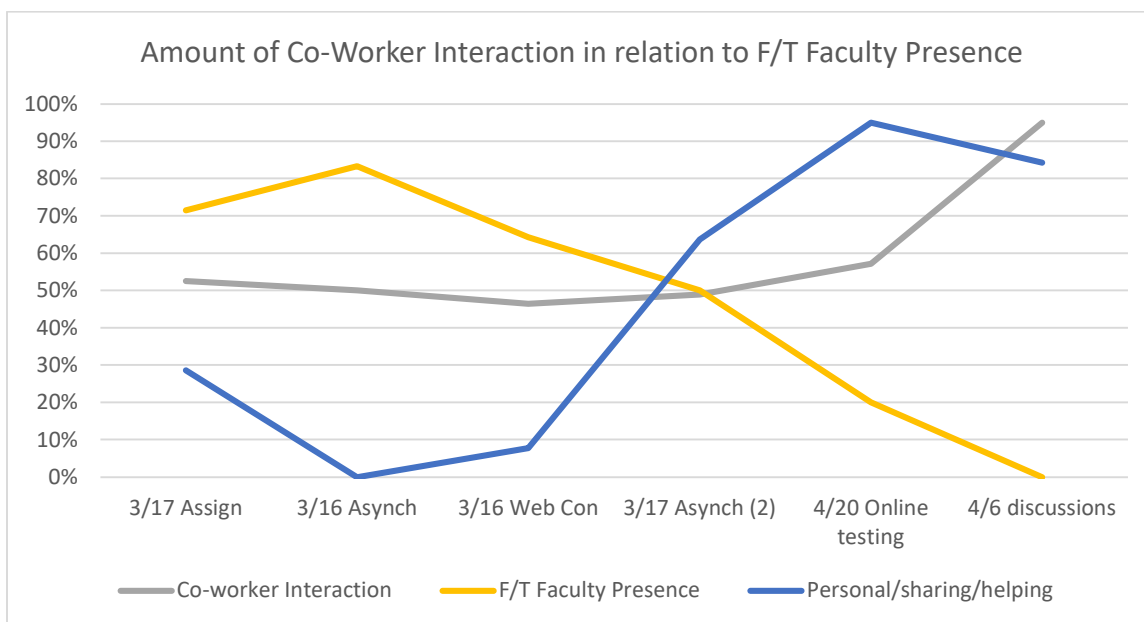


Figure 17 Graph of Co-Worker Interaction during Support Sessions

The issue of power dynamics in academia surfaced in my literature review; however, I did not give much credence to this phenomenon at that time, or at the very least, I did not feel it was applicable in my organization. Faced with this graph, I cannot ignore there is a possibility of power dynamics between full-time faculty and adjuncts that may be impacting the problem of the adjunct's lack of inclusion, lack of involvement, and their lack of confidence. The literature on the power dynamics in academia primarily focuses on the tension between administration and faculty and little research could be found, mostly just conjecture, on the tension that may exist between full-time faculty and adjuncts. With the rising costs and competition in higher education institutions, adjuncts offer a cost-effective solution that will

continue to rise in prominence (Balch, 1999; Wilson, 1998). It is possible that full-time faculty feel threatened by this trend and respond by exerting their superiority over them (Gappa & Leslie, 1993; Kezar & Sam, 2010). While this is possibility, a more benign explanation could be that the full-time faculty are simply neglecting adjuncts unaware of the impact this has, or worse, they are merely imitating the example made by the organization.

Castro (1993, p. 44) stated “working temp or part-time often means being treated as a second-class citizen by both employers and permanent workers.” Adjuncts report feeling this marginalization as a result from having insufficient resources, salary differences, or a lack of administrative support (Gappa & Leslie, 1997; Maguire, 2005). An organization that allows this marginalization of an employee group, either intentionally or unintentionally, may lead to a sub-culture that views themselves as devalued (O’Brien et al., 2004). If my adjuncts feel devalued, they may perceive their organizational community does not respect or value their contributions (Ashforth & Kreiner, 1999), which would certainly influence their behavior in the support sessions and could explain why they spoke up more often when there were less full-time faculty in attendance. Furthermore, a visual observation from the recordings is that a few full-time faculty could be seen in their work or home offices where the backdrop was a wall of books or framed degree certificates. Research supports that this type of office aesthetic increases the perception of credibility and authority to the receiver (Maslow & Mintz, 1956; Miles & Leathers, 1984; Tseng & Fogg, 1999). Whether or not this backdrop was chosen deliberately by the full-time faculty is less relevant as the impact it may have had on the adjuncts. If my adjuncts are struggling with identity issues such as being outsiders in the organization or competency issues with feelings of real or perceived inadequacy due to their

lack of teaching experience, this backdrop may have increased their identity or competency issues. I will keep this under consideration as I view the remaining data results to determine if there is further evidence to support this.

5.2.3 Data Results from the Qualitative Data Analysis

5.2.3.1 *Identifying the themes*

A challenge of working with qualitative data is starting with a vast amount of data and trying to make sense of it. In this case, there were 8.5 hours of planned intervention video data which was reduced to 3.5 hours once the lecture-time was removed. Classifying this dialogue into 1st order categories then reducing those categories further into 2nd order themes allowed me to see four analytical themes emerging from the data. This process took some time to accomplish and as described in chapter 3, I vetted these with my Learning Set to ensure I remained objective and did not lead the data. Statements from the transcripts were freely coded simply to describe what was taking place; for example, the statement where the adjuncts asked how to send students a link for the Zoom recordings was coded as 'P/T technical question', the adjuncts asking if they were required to hold classes synchronously was coded as 'P/T asking policy information', and the adjuncts asking if the College will let them know if their students have experience with online classes was coded as 'P/T asked for information'. There were 57 of these 1st order categories identified, which needed to be grouped and reduced further if sense was to be made of them. For example, the three 1st order categories listed above were grouped together along with five related categories that were reduced to a 2nd order descriptive theme of 'Seeking information'.

This reduced the fifty-seven categories down to seventeen 2nd order descriptive themes; however, seventeen was still too many categories to manage. To reduce this further, I

observed that the direction of the action and source of the action seemed to be significant (Smets et al., 2015) and applied this insight into managing the data. I labeled each 2nd order descriptive theme with the actors involved and direction of the action; for example, the theme could be defined as taking place *from* the administration *to* the faculty, *from* the faculty *to* the administration, *between* faculty, *towards* the students, or simply a faculty issue. These labels allowed me to cluster the themes differently, which allowed me to see four general attributes, or analytical themes, emerge (Thomas & Harden, 2008).

The 2nd order descriptive themes about the faculty's challenges, issues, or feelings of being overwhelmed, along with general technical questions were pooled together under a larger concern that I called 'Competency'. 'Seeking information' along with 'Needing Reassurance/support', 'Providing Information', 'Gratefulness for Help' and 'Lack of Support' all demonstrated an exchange between the organization and the faculty whereby information or support was sought or provided. These merged into a theme of 'Communication'. The five 2nd order themes of sharing stories, advice or experiences between the faculty participants were clustered under 'Networking' and the remaining three descriptive themes that revolved around the students were grouped under 'Advocating for Students'. As I began to make sense of this data, however, it became clear that the 'Networking' and 'Advocating for Students' clusters actually are one theme which I am calling 'Connections' (see Figure 18).

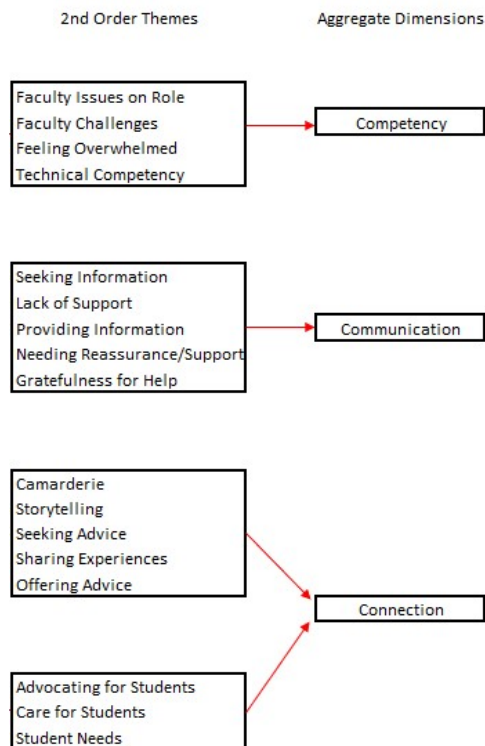


Figure 18 Focused Data Structure for Planned Interventions [Full structure in Appendix D]

5.2.3.2 Competency theme

The dominant theme, which comprised 40% of the non-lecture dialogue, was around *Competency* issues. The participants in the planned interventions displayed their uncertainty of the new environment and their roles, how to use the technology, or what to require of the students. This could be due to a lack of familiarity with the tools, a lack of confidence in their own abilities, a lack of understanding on what they have the power to change, or it may be the result of the dramatic change in demands in moving to remote, online learning.

Selected participant quotes made by adjuncts can be found in Appendix F. The first support sessions were focused on using Canvas and Zoom resulting in many technical questions on how to “use the sandbox” (Participant 1), how to turn on the transcription feature, and how to “email the zoom link” (Participant 2). In addition to these how-to questions, the adjuncts

made comments revealing their struggle with the new technology such as “getting set up is always a bit of an ordeal” (Participant 3), still trying “to figure things out” (Participant 4), and “getting familiarized with all of the zoom settings” (Participant 5). “Overcoming” and “challenges” were words frequently stated in these early sessions with one individual going so far as to semi-jest saying, “if I don’t break down between now and the next semester” (Participant 6). Many questions were specific to Zoom or Canvas, such as the “button to raise hand” (Participant 7) or “how to do breakout rooms” (Participant 8).

The adjuncts asked very basic questions, whereas the full-time faculty had higher level questions around enhancing the student’s learning experience such as “playing around with the background settings” (Participant 9), asking account “confidentiality for advising” session (Participant 10) or how to “use voting questions/buttons during class” (Participant 11). Adjuncts frequently report their need or desire to have increased training on the technology tools (Mueller et al., 2013) or on effective teaching strategies (Kezar & Sam, 2010). The Canvas tool was not a new tool for the organization having been rolled out two years prior. It is clear from the questions being asked that the adjuncts were just being introduced to these tools, whereas the full-time adjuncts appeared to already possess basic skills on the Canvas tools and were seeking a higher level of mastery. While learning about the tools is always important for adjuncts, the shift to remote, online instruction this semester made this a critical need.

Lacking expertise in the tools may contribute to a lack of confidence in the adjunct’s real or perceived ability to effectively teach their classes. Participant 12 stated they were working closely with IT as a “safety net” in case their new Canvas class did not work properly. Self-efficacy, optimism and resilience are valuable personal resources that impact engagement and

subsequently, performance (Bakker et al., 2006; Schaufeli, 2017; Srivastava et al., 2016). As my research focused on job resources, I did not measure personal resources or attempt to influence these. Research by Locke et al. (1984) found that individuals with low self-efficacy will crumble in the face of work problems, whereas individuals with high self-efficacy will expend the effort required to rise to the challenges. Given the questions from the adjuncts, they were attempting to gather the necessary knowledge to meet the new teaching challenges and therefore had some level of self-efficacy and were demonstrating resiliency.

There was a notable change in job demands due to the required shift to remote, online instruction mid-semester. All faculty, including adjuncts, had to make accommodations to their class structure; they had to implement online learning management systems or to create their own new mechanism for distributing materials and collecting assignments, to adopt classroom video technology, to learn to teach remotely, and in some cases, to transform established assignments and assessments to 'fit' the new environment. The most seasoned faculty member would feel the stress from these abrupt changes in job demands, making it understandable that the adjuncts, who may be less skilled and are likely to have less time to devote on meeting these new demands, would feel pressure. This pressure would undoubtedly result in feelings of uncertainty in being able to meet these demands.

In addition to unfamiliarity with the tools and the changing demands, uncertainty may also result from issues with role ambiguity. Self-efficacy is reinforced if the role and expectations have been clearly defined (Locke & Teichler, 2007). According to the *Before* Survey, role clarity was believed to be a top resource for the respondents and was not identified as deficient. However, with the change in job demands, it is clear from the questions

being asked by the participants that they were not confident on what they could, should, or should not do. Questions surfaced about the required class duration, attendance policy, and keeping to scheduled exams or quizzes which lends credence to the idea that the adjuncts do not have a clear understanding of what is in their power to control. Although the adjuncts felt role clarity was not deficient at the beginning of the semester, this change in situation exposed the vulnerabilities in this area. While the organization can attempt to clarify the role upon hiring adjuncts, every scenario cannot be addressed of which COVID provides a perfect example as this scenario would never have been anticipated. Aside from an organizational program to provide role clarity, a strong relationship with the manager or coworkers could be a source of information when uncertainty of the role arises. However, as adjuncts do not seem to value coworker interaction and time has been identified as a recurring challenge, employing manager or coworker relationships as a solution would require a deliberate effort.

5.2.3.3 *Communication theme*

One of two secondary themes, taking up 30% of the non-lecture dialogue is around *Communication*. Participants were seeking information from the administration, or the facilitator was providing information to the faculty. When reading the underlying statements connected to this theme, it was apparent this was simply an information exchange. The necessity of an exchange of information leads me to believe there was a problem with *Communication*. Having issues with communication is not a new problem for most organizations; however, I was surprised at how prominent the issue was, especially in consideration of the vast amount of communication that was taking place because of the COVID quarantine. This could suggest that the communication was not effective. Looking back to Nick's first interview, I noticed some language that had not seemed important to me during

the initial analysis. Nick frequently referenced his time constraints, not knowing who the organizational actors were (e.g., Dean, Student Development Office), and stated that he was only looking for emails that pertained to him. If the other adjuncts are like Nick, they would be receiving emails from people they did not recognize and may have just skipped over them unaware of the important information contained in them.

Literature on crisis management stresses the need to communicate during a crisis to reduce ambiguity and uncertainty (Coombs, 2007; Heide & Simonsson, 2014). The COVID response would certainly qualify as a 'crisis' with the unprecedented quarantine that resulted in organizations shifting from onsite to remote in a matter of days. This shift forced a change in work demands on the entire college but there would have been heightened pressure on faculty to not only transition their classes to online but to also be an example and a source of information for the students, who look to them for direction (Kim, 2018). Van Emmerik & Sanders (2004) found that while tenured faculty have developed their own resources, faculty who are not tenured or experienced must rely on others for access to resources, including information. The networks for adjuncts will be explored further in the next theme on Connections but in the absence of a network of colleagues, adjuncts would depend upon the organization for communication on information and support.

The organization did provide information and support as part of the planned and unplanned interventions. The unplanned interventions were distributed via email by various organizational actors as opposed to a single source. Further to this, without a cohesive, documented crisis communication plan that preemptively considered quantity and quality of email communication, the organization and its members would have communicated at-will,

which resulted in an overall increase of email communication being sent out. This increase of communication may have resulted in its recipient's feeling overloaded or "overwhelmed", which was a term frequently mentioned in a general sense during the support sessions.

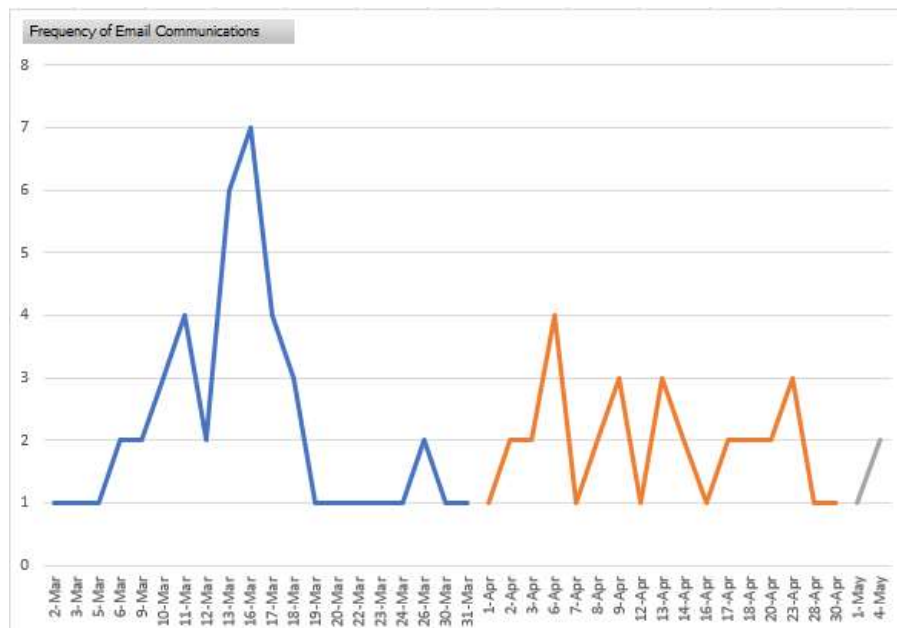


Figure 19 Frequency of Email Communication

There were 87 broadcasted emails sent during the semester by the organization actors and over one-third of these emails were concentrated in the second week of March 2020 after the quarantine had been announced (Figure 19). Jackson et al. (2006) reported findings from an employee questionnaire which revealed 30% of emails they received were unnecessary or untargeted and therefore, not relevant to them. Jackson et al. (2003) reported unnecessary emails disrupted employee's productivity; furthermore, 65% of all emails did not provide enough information for the recipients to act on which may result in further back-and-forth communication. According to Weick (1970), when people receive too much information, they seek to restore balance by reducing the information overload by randomly eliminating messages or by developing their own criteria for filtering out messages they perceive as

unnecessary. Given that my adjuncts struggle with a lack of time, are not familiar with all the organizational actors, and are accustomed to receiving irrelevant emails, an increase in email communication during this unprecedented change in job demands could have resulted in them ignoring the emails altogether, or for those that attempted to work through the emails, they could have developed their own filtering process. The selection process can include a subjective assessment of the sender, the subject line, or could be randomized criteria, such as the quantity received in certain period of time (Cho et al., 2011).

I have already discussed that the senders may have been names they were not familiar with, which may have resulted in them being ignored. A visual review of the subject lines on the emails found some of them to be ambiguous such as “COVID Update” or “Important: COVID-19 Notice”. Other subject lines were more informative: “ITS Notice – Zoom Conferencing & VPN Access Requests”, “Comment to Faculty – A New Pass/Fail Option for Spring 2020 Courses”, and “Dean’s Update to Trad Faculty”. If the recipient’s selection process was influenced by the quantity received, Figure 19 demonstrates that there was a great deal of email communication sent in a very small period of time which may have resulted in the adjuncts not reading them or at least not having enough time to read them thoroughly.

In addition to filtering the information overload to restore balance, other responses to information overload are frustration, exhaustion, or feeling a loss of control (Burchell, 2015; Eppler & Mengis, 2004). If my adjuncts are struggling with *Competency* issues, an overload of information could exacerbate their feelings of little control. O’Reilly (1980) found that when overloaded with information, individuals can have lower confidence and satisfaction, and may be unable to make decisions. However, an ‘overload’ can be different for each recipient as

everyone has their own information-processing capacity (O'Reilly, 1980). The time required to properly digest the information is contingent on numerous factors such as complexity of the information, length of the message, or pressures or distractions from others or from the environment (O'Reilly, 1980). Some of these situational factors make it difficult to anticipate and mitigate the negative outcomes.

Effective communication is an important driver for employee engagement (Welch & Jackson, 2007; Jiang & Men, 2015). The issues surfacing here around quality, quantity and channel draw out the potential tensions that organizations struggle with in balancing efficiency versus effectiveness. Information and communication technologies (ICTs) have emerged to offer a choice of channels to facilitate communication, each with their own benefits and challenges (Cho et al., 2011). Stephens et al., (2017) reported their findings where technology works both ways for communication; technology makes it easy to have information available when you need it, but also can be distracting and overwhelming to the recipients. The cost of using this channel for *Communication* is cost effective; however, pushing information 'out there' does not always qualify as true connection and interaction. Low synchronous channels, such as email, have been found to be ineffective with overloaded employees and impair the identification process (Cho et al., 2011). Research by Mazzei, Butera & Quarantino (2019) revealed that the employees often do not prefer the communication tools preferred by managers. While organizations select tools that are efficient, they may be sacrificing the value of the message and be jeopardizing an opportunity for their employees' identification with the organization. Identification helps "in making sense of our experience, in organizing our thoughts, in achieving decisions, and in anchoring the self" (Cheney, 1983, p. 342). For an

employee group that is already struggling from a lack of inclusion, identification should be promoted not jeopardized.

5.2.3.4 *Connections theme*

The final theme of Connections was the result of merging the two sub-themes for *Networking* and *Advocating for Students*. Networking was demonstrated through storytelling, asking for or offering advice, and sharing experiences all of which resulted in vicarious learning. This was a positive theme as it demonstrated *co-worker interaction*, which was a resource we wanted to influence. The Learning Set observed that full-time faculty appeared to go to their colleagues when they needed information or were unclear about something, whereas the adjuncts asked these questions to the administrator during or outside the support sessions. The implication of this is that the adjuncts have not made the connections with their colleagues to be able to go to them with questions and, therefore, must rely on the organization for information, advice, and support.

Further evidence that the adjuncts have not made connections with their colleagues is their singular focus on their students. Advocating for students is not surprising as teachers would be expected to be looking out for their students. The surprise in this data, however, was the faculty group who was doing the advocating. The adjuncts were responsible for 60% of the concern for the students voiced during the support sessions, followed by the administrators at 33% and full-time faculty at an inconsequential 7%. Again, advocating for students is an expected concern for teachers, however, the obvious emphasis by the adjunct's merits further consideration.

The reason that adjuncts are just teaching part-time along with their lack of inclusion with the organization may provide some insight into this. The *Before* survey results revealed

that all these adjuncts love to teach, and two-thirds felt that they have unique experience to share with the students. This suggests that their primary focus is for the students and while this would be expected of anyone teaching, it is perhaps more striking that there was a lack of personal concern for the students by the full-time faculty who were expecting the organization to take 'care' of the students. Adjuncts are not included in the organizational conversations and politics and, therefore, spend their time focusing on the students.

The literature revealed that the adjunct's partial inclusion in the college impacts their level of trust with the college, as well as their level of interaction with the organizational actors (Clinebell & Clinebell, 2007; Dolan, 2011; Marchese & Ryan, 2001). If trust has not be built, the adjuncts who struggle with an organization who is not including them, may transfer this onto their students and assume the organization is not including them either; thus, the adjuncts assume the role of advocator for their students. The more concerning explanation is that their lack of inclusion is affecting their ability to interact with their manager, their colleagues, and other organizational actors. While there may be exceptions, research demonstrates individuals want to belong and to make connections in the workplace (Jolley et al, 2014; Winston, 2016). Even though adjuncts struggle with a lack of time, they may desire connections but are left out of the organizational structure or are viewed as inconsequential by tenured faculty. If this is the case, the students are easier to connect with as they fit into their schedule and do not challenge their identity.

5.3 Summary of Data Results from the Action

This research had action that was planned and unplanned, both of which provided resources to the faculty. The unplanned interventions were email communications that provided *Administrative Information, Co-worker Interaction, Supportive Organization* and

Learning and Development resources. While these provided resources for the adjuncts to perform their role, an analysis of the communication revealed examples where adjuncts were left off the distribution lists providing evidence to the research claiming part-time workers are “missing persons” in the organization (Rotchford & Roberts, 1982, p. 228). The planned interventions provided job resources of *Training and Learning and Development* opportunities which were implemented in such a way that other support was provided, namely, *Supportive Organization, Coworker Interaction, Innovative Organizational Climate, Role Clarity, Autonomy, and Skill Variety*.

The goal of the interventions was to provide resources to the adjuncts to help them meet their job demands which could result in increased engagement. Before assessing the effectiveness of the interventions and determining if they resulted in improved engagement, it is worthwhile to understand the data gathered from the interventions. The analysis of data from both the planned and unplanned interventions surfaced issues relating to *Competency, Communication, and Connections*. The *Competency* issues centered on a lack of knowledge of the instructional tools but also revealed issues with self-efficacy and role ambiguity as they did not know what they were able to change. Furthermore, the adjuncts were visibly diminished in the presence of full-time faculty suggesting issues with identity and confidence.

The prominent need for information during the interventions indicated that *Communication* was a problem which most organizations recognize as a challenge. The organization did communicate; however, the number of questions by faculty demonstrates this *Communication* was not effective. Many organizations wrestle with the tension between effectiveness and efficiency in their employee communication and although there is no

guaranteed success formula, management should be striving to find the right balance for their employees. If the *Communication* is ineffective, the employees will be lacking the resources needed to do their job.

The fact that adjuncts were advocating for their students shows they connect more with the students than their colleagues. This *Connection* issue was further evidenced by the adjuncts looking to the organization for information rather than going to their colleagues as the full-time faculty do. Whether this is a result of their time constraints or due to the organizational structure, my adjuncts connect more with students than their managers or colleagues and are consequently missing this resource which would help them in their role. These unplanned and planned interventions addressed the practical solutions that I was looking for in my second research question. However, my research question stipulated that I wanted to provide support that would help my adjuncts. Providing resources is only helpful if the implementation of these resources is effective. To assess the effectiveness of the resource interventions, questions were included in the *After* survey regarding the resources that were offered in the planned and unplanned interventions.

6 Results from the Data to Evaluate the Action

My research was conducted within the confines of one college semester and set up as a quasi-experiment in that a baseline was taken at the beginning of the semester, interventions were implemented throughout the semester, and an 'after' assessment would determine if there was a change. When the semester ended, a survey was distributed again but with different goals from the first survey. The primary purpose was to measure engagement again to see if it had increased because of the resources that had been provided. It was also important to understand if the interventions were effective as their level of effectiveness could impact the engagement results. Finally, it seemed prudent to request the participants to identify the top job resources again in the event there were some changes in priority or value due to the resource interventions. Interviews with an adjunct and an administrator were conducted after the survey results were tabulated to shed some perspective on some of the unexpected results. The *After* survey and these two interviews provided the data to evaluate the action in this research.

6.1 Data Results of the After Survey: Number of Respondents

The response rate for the *After* Survey increased from 56% on the *Before* survey to 72%. This 16% increase is positive; however, I was concerned about the conclusions that could be drawn by a low number of survey responses (N=18), even if that number is commensurate with the size of the total faculty for the college. The National Research Council (2013) has noted the general decline in survey response rates which was predicted by Porter, Whitcomb and Weitzer (2004) as administering surveys online decreased the costs, which would lead to an increase in the number and frequency of online surveys resulting in 'survey fatigue'. Researchers are often concerned with the integrity of their findings when response rates are low and question the

bias that may be resting with the non-responses. Research by Fosnacht et al. (2017) sought to understand this at varying survey population levels and concluded that an increase in response rate does not remove bias in all circumstances and researchers would make better use of their time evaluating the data they do collect rather than wasting the effort to obtain more responses, which in their findings only resulted in trivial changes.

I requested the Administrative Assistant to only send one follow-up reminder email to take the survey each time; however, research has demonstrated increased touchpoints and incentives will increase the response rate (Coates, 2006; Fosnacht et al., 2017). Porter & Whitcomb (2005) linked personality characteristics as strong predictors of survey responders and both Porter & Whitcomb (2005) and Coates (2006) found participation increased when responders felt their feedback was valued. This last finding could explain the increase in survey participation on the *After* survey, in that, the interventions throughout the semester may have been seen as the organization listening to their voice or, at the very least, that their initial responses resulted in action. The Centre for Higher Education Quality, Monash University, Australia (2008) states that even a 10% response rate has value. I am comfortable that my survey response rates, which are both above 50%, are adequate for this research.

6.2 Data Results of the After Survey: Engagement questions

The overall level of engagement increased from 78% on the *Before* survey to 82% on the *After* survey. Perhaps more significant is the fact that the number of individuals participating in the survey increased by 16%. This increase implies that more adjuncts were engaged enough to take the survey. As stated in Chapter 4, the Learning Set had established an engagement threshold of “Often” (5) on the Likert frequency scale used in the UWES engagement questions. As demonstrated in Figure 20 below, the overall results changed between the *Before* to the

After survey just as we would have hoped; the level of engagement moved up to “Very Often” (6) and the variability of this response decreased from 0.93 to 0.85. Cronbach’s α reliability slightly decreased from 0.91 to 0.90 for the *Before* and *After* surveys but both meet the criterion of 0.70 (Xanthopoulou et al., 2009). The changes from the *Before* and *After* survey are not statistically significant ($p > 0.05$) in demonstrating causation but the resulting correlations still provide practical meaning.

T1 (N = 10) T2 (N = 12)		M	SD	M	SD	α	α
Factor Assessed using UWES	Example (No. of items)	T1	T1	T2	T2	T1	T2
Absorption	"I am immersed in my work." (2)	5.70	1.03	6.13	0.85	0.87	0.80
Dedication	"I am proud of the work that I do." (3)	6.00	0.79	6.11	0.75	0.95	0.94
Vigor	"At my work, I feel bursting with energy." (3)	5.60	0.97	5.86	0.96	0.91	0.97
	Overall	5.77	0.93	6.03	0.85	0.91	0.90

UWES Scale: “Never”(1), “Almost Never”(2), “Rarely”(3), “Sometimes”(4), “Often”(5), “Very Often”(6), or “Always”(7)

Figure 20 UWES Results for Mean (M), Standard Deviation (SD), and Cronbach’s α

Focusing on the individual engagement dimensions provides further insight on what took place during the semester. The scores for all three dimensions increased; however, the amount of change in each dimension is worthy of further contemplation. Figure 21 displays the results for each of the nine UWES questions. The bar graph shows the results from the *Before* survey and the line graph is the score from the *After* survey. The first 3 questions relate to *Absorption* shown in orange, the next 3 questions report *Dedication* shown in green, and the final 3 questions depict the scores for *Vigor* shown in blue. Each question is labeled with the percent change above the bars. While this desegregated score offers insight into the individual questions, the average score is also provided, which allows understanding into the movement of each dimension.

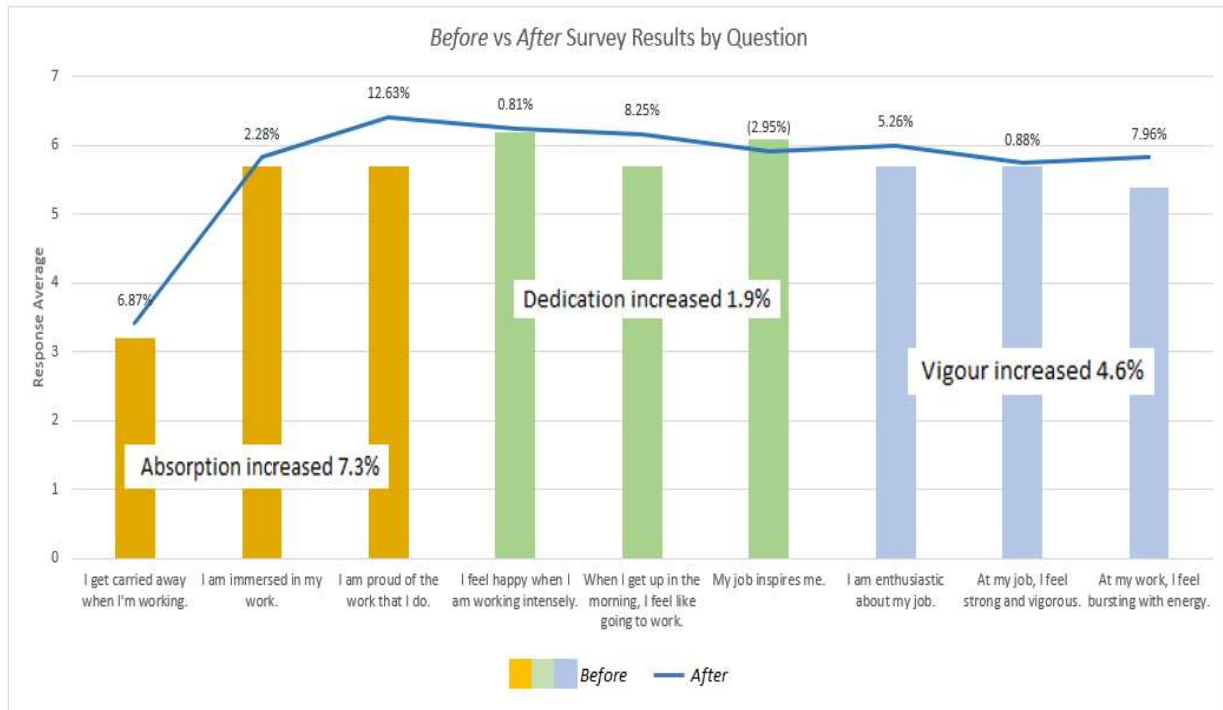


Figure 21 Response Average on Before and After Survey

Dedication increased the least amount from the *Before* survey; however, this is not surprising as *dedication* is more intrinsic in nature (Warr, Cook and Wall, 1979) and consequently would be less influenced by the addition of job resources. One point of interest is that the third *dedication* question, “My job inspires me”, was the only question that decreased from the *Before* survey. *Dedication* refers to feelings of pride in your work to the point of finding purpose, meaning, and inspiration (Salanova & Schaufeli, 2008). With the question relating to inspiration dimming slightly yet the overall rating for the dimension increasing, this suggests my adjunct’s intrinsic motivation is more from purpose and meaning. Given the adjuncts are teaching, which is a profession brimming with purpose and meaning, this is not unexpected.

It is surprising that *Vigor* increased at all considering that the change in job demands required more work and effort to switch mid-semester from in-class to online instruction. This dimension increased 4.6% by the end of the semester, which is only a moderate change but is still remarkable that during a semester where the workload increased unexpectedly and dramatically, the adjuncts were reporting higher levels of energy at the end of the semester. *Vigor* has been defined as not easily fatigued or the ability to remain persistent when circumstances are more challenging (Schaufeli et al., 2002). The circumstances were undoubtedly more challenging during this semester, and it would seem, that the adjuncts remained persistent.

One explanation for this could be mental resilience, which is one of the descriptors for vigor as offered by Salanova & Schaufeli (2008). Another explanation for the increase in vigor supports the notion that engagement and resources have a “reciprocal causation” relationship (Llorens et al., 2007). According to their research, Llorens et al. (2007) found that job resources can improve self-efficacy, which in turn, promotes engagement. Engaged individuals possess a positive outlook on their future capabilities to perform their job which then increases job resources for future use (Leon et al., 2015; Xanthopoulou et al., 2009). This cyclical relationship suggests resources boost engagement which then creates more resources in an ongoing cycle. One further possibility is that the change in demands was cognitive in nature as opposed to requiring physical energy or effort. Christian and Slaughter (2007) conducted a meta-analysis on work engagement studies and found that job demands were negatively related to *dedication* and *vigor* if they required physical energy or effort. However, job demands that require mental effort were positively associated to *dedication* and *vigor*, suggesting that mentally challenging

work increases meaning in your work and by extension, increases engagement (Christian & Slaughter, 2007).

The most dramatic change occurred with *absorption* which increased by 7.3%. *Absorption* is when one is engrossed in their work such that time is lost and it is difficult to detach from work (Salanova & Schaufeli, 2008). This has been argued to be more of a consequence of engagement rather than its antecedent to which this research lends support. If the scores from the three questions related to *Absorption* are excluded, “engagement” as defined by just *Dedication* and *Vigor* still increased, meaning *Absorption* as a consequence of engagement would have increased. Another possibility is that *Absorption* in this situation is more like the concept of “flow”. Csikszentmihalyi (1999, p. 824) describes “flow” as “engrossing” and is the result when a person’s skills meet challenges in an “enjoyable” and “meaningful” way. Flow is understood to be more episodic and not persistent as *Absorption* is believed to be when a person is engaged (Schaufeli & Bakker, 2004). However, Christian and Slaughter (2007) found *Absorption* positively correlated to job resources, which seems to be a better explanation as this research was focused on providing more job resources. In summary, engagement increased on the *After* survey by all considerations.

6.3 Data Results of the After Survey: Participation questions

To interpret the effectiveness of the interventions properly, I needed to determine if the respondents even attended the support sessions. If the interventions were reported as ineffective, it would be important to understand if the responders attended the session or were providing an uninformed opinion. Two-thirds of the survey responders attended the support sessions and of those reporting that they attended the support sessions, three-quarters of those attended more than two sessions. This reflects a healthy level of participation in the

support sessions by the adjuncts and there is still a possibility that some of those that could not attend, watched the recorded sessions. It would be understandable that adjuncts could have had conflicting priorities and unable to attend the support sessions, but this level of participation suggests the support sessions were offering resources that they considered worthwhile enough to attend.

6.4 Data Results of the After Survey: Effectiveness of Interventions questions

The survey presented each type of intervention that took place during the semester whether planned or unplanned, and asked the responder to rate the effectiveness with the options of: Effective, Somewhat Effective, Not Effective or Did Not Notice the intervention. Figure 22 displays the results. The most *Effective* interventions were related to Learning and Development Opportunities, Manager Support and Administrative Support. The Learning Set felt that the level of effectiveness is a subjective distinction and if the responders did not rate the intervention as *Not Effective* or *Did Not Notice*, the intervention should be considered 'successful' for these results. When the *Somewhat Effective* and *Effective* ratings are combined, six of the eight job resource interventions would be considered 'successful'.

	Effective	Somewhat Effective	Not Effective	Did Not Notice	Combined	
					Effective or Somewhat Effective	Not Effective or Did Not Notice
Encouragement emails from Administration	50%	50%	0%	0%	100%	0%
Encouragement emails from the Chaplains	42%	58%	0%	0%	100%	0%
Learning and Development Opportunities	83%	8%	0%	8%	92%	8%
Communication or Support from Manager	75%	17%	8%	0%	92%	8%
Administrative Support	75%	17%	8%	0%	92%	8%
Feedback from Students	42%	42%	0%	8%	83%	8%
Information and Support by Deans	42%	33%	8%	17%	75%	25%
Opportunities during/outside sessions to Interact with Coworkers	42%	33%	0%	25%	75%	25%

Figure 22 Effectiveness of Job Resource Interventions

The job resource interventions that were *Not Noticed* by over 10% of the responders were Information and Support by the Deans and Opportunities for Coworker Interaction. As speculated in Chapter 5, adjuncts might not have recognized the names of the Deans and therefore could have ignored these emails in their filtering process during the communication overload period. An explanation for the responders not seeing the opportunities for *Coworker Interaction* was that the Faculty Coffee invitations were sent to the adjuncts in the Traditional Undergraduate programs but not to the AGS adjuncts. This omission was not discovered until after the semester was over. Moreover, although *Coworker Interaction* was experienced during the Training and *Learning and Development* support sessions, they were not the advertised intent of the sessions and therefore, the opportunity or value for *Coworker Interaction* may not have been recognized.

The more worrisome results are the three job resource interventions that received *Not Effective* ratings. This means the interventions for these resources were noticed but felt to be insufficient. While these were rated as *Not Effective* by less than ten percent of the responders,

it bears attention for future resource interventions. Clearly some responders felt that the communication or support from their manager was not sufficient. While the Learning Set agreed that managers should reach out to their adjuncts during this challenging semester, this connection may have only taken place once or may have only been done through an email whereas some adjuncts may have been looking for a more personalized connection point. The organization may also want to understand what was lacking from the Administrative Support and Information and Support from the Deans if they want to influence these job resources in the future.

6.5 Data Results of the After Survey: Job Resource questions

The Learning Set agreed that requesting the adjuncts to identify their top five job resources again in the *After* survey would be valuable in the event these changed because of the interventions. The same thirteen job resources as identified by the literature (Table 1) were presented and the respondents were requested: “As COVID-19 impacted your course delivery, please select the 5 most important resources for you to meet your job demands.” Figure 23 presents the results of the *After* survey in descending order of importance, shown alongside the scores from the top five rankings and the deficient resources on the *Before* survey. Before analyzing these results, it is worthwhile to clarify that the ranking of the top five important resources by the adjuncts may not necessarily imply these are the most important job resources that they currently possess and use. Depending how the respondents read the question, it may merely show which job resources they value or feel they would need to perform their job. Regardless of how the question was understood, there is value in dissecting the results.

Job Resource	Deficient Resources - Before	Top 5 Resources - Before	Top 5 Resources - After	Change from Before
Autonomy	0%	80%	92%	12%
Manager Support	0%	40%	67%	27%
Skill Variety	0%	40%	67%	27%
Learning & Development Opp	30%	30%	67%	37%
Role Clarity	0%	50%	42%	(8%)
Coworker Interaction	50%	30%	42%	12%
Supportive Organization	0%	80%	33%	(47%)
Innovative Org Climate	10%	50%	33%	(17%)
Feedback on Performance	10%	30%	33%	3%
Ability to see your role	10%	50%	8%	(42%)
Office Space	60%	0%	8%	8%
Admin support	20%	20%	0%	(20%)
Other	0%	0%	8%	8%

Top 3 Deficient Resources

Top 5 Job Resources

Figure 23 Top 5 Job Resources from Before and After Surveys

The first observation is for those resources receiving the most ‘votes’ as being the top five most important resources. *Autonomy* scored the highest with nearly every respondent indicating its importance. *Autonomy* remaining as the top resource is understandable for adjuncts who need this resource to meet the demands while juggling their other responsibilities. Despite *Autonomy* being considered a top resource in both the *Before* and *After* surveys, it is curious that the questions from the adjuncts during the support sessions suggested that they were looking to the Administration to tell them what to do. Participant 13 asked “How do you make the decision to hold class synchronously or asynchronously?” and Participant 14 asked the facilitator to confirm they were “not expected to hold class online for the full 4 hours?” (Appendix F) Perhaps they recognize there are some policy decisions that

they must adhere to but still value the *Autonomy* they have in conducting their classes, the assignments they make, and how they assess grades. Sonnetaug (2015) relates *Autonomy* with *Dedication* stating autonomy is necessary for one to take ownership for their work, which then results in dedication to their work. As my adjuncts scored high for *Dedication*, this relationship with *Autonomy* would appear to be supported. Salanova & Schaufeli (2008) consider *Autonomy* as a resource that contributes to intrinsic motivation because it fulfills personal needs and increases well-being. The top ranking on the both the *Before* and *After* survey certainly seems to lend support for this.

Two-thirds of the respondents reported *Manager Support*, *Skill Variety* and *Learning and Development Opportunities* as important, making these tied for the second most important resource, which is noteworthy as they were not even on the top five list on the *Before* survey. All three of these resources made a significant jump in importance after a particularly challenging semester. This could indicate the change in demands from onsite to online instruction made these job resources more valuable to them in meeting these new demands. DeCarlo et al., (2016, p. 574) found *Manager Support* to be a “critical success factor” for employees which provides the most influence on an employee’s view of the job and the organization. In this case, *Manager Support* may have allowed the adjuncts to feel calm amidst the uncertainty or perhaps they recognized they needed *Manager Support*.

Martin et al. (2019, pp. 15-16) drew from several studies to create a list of competencies that are specifically needed for online teaching, which includes different “technical skills, a willing to learn, knowledge of ‘how people learn’, content expertise, course design and assess student learning”. Although Leon et al. (2015) found that individuals can interpret a change or

increase in demands differently, the reality is the shift to online instruction called for different competencies and provided an opportunity for the adjuncts to demonstrate *Skill Variety*. The ability, or the need, to employ a variety of teaching skills can stretch the adjuncts in a way that increases the meaningfulness of their work, which also increases their competence and professional growth (Hackman & Oldham, 1976).

Their professional growth would also have been increased by the support sessions which provided resources, or *Learning and Development Opportunities*, that the adjuncts needed to develop these new competencies. This is one of the resources that was identified as deficient by the respondents at the beginning of the semester. This rise to the Top 5 resources by the end of the semester is notable as it was the highest increase with two-thirds of the respondents selecting it. It also suggests the *Learning and Development Opportunities* were found to be valuable. When the adjuncts feel competent, their *Vigor* will increase and subsequently, their engagement (Reis et al., 2000). While the research is clear on how these three “tied” job resources are important to meeting job demands and engagement, the fact that the adjuncts were just recognizing their significance could be explained by the interventions, which allowed the adjuncts to see how important these resources were for them to do their job.

The next highest number of votes were received for both *Role Clarity* and *Coworker Interaction*, making the count to be ‘six’ top resources due to the tied scores on these two. *Role Clarity* is thought to reflect the organization’s environment as part of the psychological climate but is assessed by everyone differently. An employee will put forth effort when they believe it is psychologically safe and involves meaningful work (Brown and Leigh, 1996). It is

unclear how the adjuncts could have felt an increase in psychological safety during a semester with such upheaval, but it is not difficult to imagine that the adjuncts may have felt an increase in the significance of their effort and contributions. *Role Clarity* and *Autonomy* are the only job resources that were identified in the Top 5 Resources in both the *Before* and *After* surveys indicating their continued value.

Coworker Interaction is the most curious result. This was identified as deficient at the beginning of the semester however it was not of top importance. Yet *Coworker Interaction* rose to the Top 5 Resources by the end of the semester as identified by nearly half of the respondents. The ranking of the top resources does not specify whether the assessment of importance was for those resources that the respondents have at their disposal or if they simply recognized the value the resources would have on their ability to meet their job demands. Regardless, *Coworker Interaction* rose in importance, which could be explained by the research on job stress. Bakker et al. (2007) found job demands were diminished when the employees had social support and Van der Doef & Maes (1999) provided a review of research showing the buffering role social support plays with job stress or burnout. Several studies have concluded the social support is most valuable when demands are high, when there is a shortage of other resources, or there exists high role conflict (Billings et al., 2000; Riolli & Savicki, 2003; Seers et al., 1983).

Inarguably, job stress increased this semester with the unexpected and rapid shift from in-class to online instruction mid-semester. Seers et al., (1983) concluded that social support is less of a concern when job stress is normal or manageable, and only when the stress increases does it become important to have a social support system to draw from to help reduce that

stress. If this was true for my adjuncts, the realization that *Coworker Interaction* was valuable to them may also explain the peculiar results from the ethnographic microanalysis on the video recordings of the support sessions. The first half of the support sessions had less coworker sharing, or vicarious learning, than the second half of the sessions. This was originally speculated to be due to the presence of the full-time faculty exerting power either intentionally or unintentionally, but their presence waned in the latter sessions. This new understanding of *Coworker Interaction* may provide a better explanation in that, it took a few support sessions before the adjuncts realized they had a venue to ask questions and learn from each other. The major themes from the support sessions were *Competency, Connections, and Communication*. All three of these themes can be related to *Coworker Interaction* as they were demonstrated through the vicarious learning and camaraderie during the support sessions. By the end of the semester, perhaps the adjuncts could appreciate the importance of connecting with their coworkers.

Other notable results were the decline of two resources from the Top 5 Ranking. Both having a *Supportive Organization* and the *Ability to See Your Role* dropped significantly in importance by the end of the semester. It is possible this decline is not because there were issues with these resources during the semester, but perhaps other job resources became more important due to the change in job demands. This benign view may be true; however, without the ability to clarify the rankings, it is prudent to inspect these resources a bit closer in view of the other data results to determine if these provide more insight into this change. The exchange between the employee and the organization is not a prescribed formula making this difficult to pinpoint.

The support sessions should have demonstrated a *Supportive Organization* as they were providing training and Learning and Development Opportunities to improve the faculty's competency on the tools and delivery of online instruction. There were unplanned interventions involved messaging from several organizational actors, namely the President, the Deans, and the Chaplains, which should have signaled support from the organization. One of the themes from the support session results was *Communication* which may explain this reduced rating, in that, if *Communication* were ineffective, the adjuncts would not be receiving the support. As stated in chapter 5, there was no cohesive communication plan during this disrupted semester and the adjuncts may have felt 'communication overload' requiring them to filter out potentially useful messages to just get through them. As such, they may have registered confusion or additional stress resulting from this lack of effective communication, which may translate to an unsupportive organization. This fall in importance may not be a slip due to the rise of value in other resources, but a sign of feedback to the organization that the adjuncts may need a different display of support.

The second resource that fell in importance was the *Ability to See Your Role*, which is providing significance to your piece of the 'work' in the context of the bigger picture. When job demands increase, it is understandable that the focus would shift from long-term to short-term outcomes in an almost survival mode. During this stressful semester, it is not surprising that the focus would pull away from the student's overall educational journey and be replaced with just getting through the semester. Nick confirmed this during his second interview saying that because the students were looking at him and at each other on screens, he felt he was reduced

“to just a TEDs Talk guy”. The decline for the *Ability to See Your Role*, appears to be specific to this unique situation and not a real problem that needs to be addressed.

In summary, the ranking of the Top 5 resources by the adjuncts supported the importance of these particular resources during a very challenging semester. The high ranking for *Autonomy*, *Role Clarity* and *Skill Variety* demonstrates that adjuncts value knowing what they need to teach and feeling empowered to do that job. The rise in importance of *Manager Support*, *Coworker Interaction* and *Learning & Development Opportunities* suggests that the adjuncts now understand these resources are beneficial to them and their ability to do their job. *Coworker Interaction* was the most significant result here as it was rated as deficient and ranked in the bottom-third for importance at the beginning of the semester. This resource took a dramatic turn into one of the most important resources to meet their job demands. This is encouraging to see that the adjuncts can see the value in making connections. Lastly, the fall in importance for a *Supportive Organization*, especially when considering all the efforts made by the organization during this challenging semester, indicates the adjuncts are expecting a different type of support than what the organization was offering. The organization will certainly need to explore this further although ineffective communication is likely the core issue.

6.6 Learning Set Reflections and Sense-making on the Data to Evaluate the Action

With just a cursory review of the *After*-survey results, but prior to the full transcription of the second interview with Nick, the Learning Set discussed the high-level results and captured our impressions before too much time passed. The Learning Set was not surprised that engagement had increased as we felt there was a great deal of effort put forth by the organization during the semester and it seemed appropriate that the adjuncts would be more

engaged due to this attention. The Learning Set discussed the level of participation in the support sessions along with the shift in ranking of the most important job resources. We debated amongst ourselves on the impact COVID may have had on these rankings. It was agreed that COVID would impact these but there was no way to quantify this. We then moved on to a review of the email interventions that were not deliberate on our part but spontaneously implemented by the organization. We discussed the most surprising outcome, which was the ineffectiveness of the information supplied by the Academic Deans and the opportunities for co-worker interaction. The Learning Set acknowledged the inconsistent distribution lists used on the emails from the Dean was problematic and the somewhat unemotional tone of the content may have contributed to its poor effect. It was then agreed that we were missing the voice of the administration and I committed to interview one of the Deans to gain insight from their perspective.

6.7 Data Results of Interview #2 with Nick and Interview with Academic Dean

Interviews were held with the adjuncts volunteer, Nick and one of the Deans to help clarify the survey results. The interviews were semi-structured to allow for the interviewees to guide the conversation. I shared the *After* survey results and followed this with open-ended questions asking for their reaction to the results. The interviews were coded and analyzed resulting in four themes: Lack of Resources/Support, Inclusion Issues, Competency Issues with Job/Role, and a Lack of Time (see Figure 24). The four themes were equally weighted but are differentiated by the source. The *Lack of Resources Providing Support* comments were almost entirely from the Dean's perspective, whereas the *Competency Issues* and *Lack of Time* issues were raised by Nick. The issues with *Inclusion* were conveyed by both Nick and the Dean.

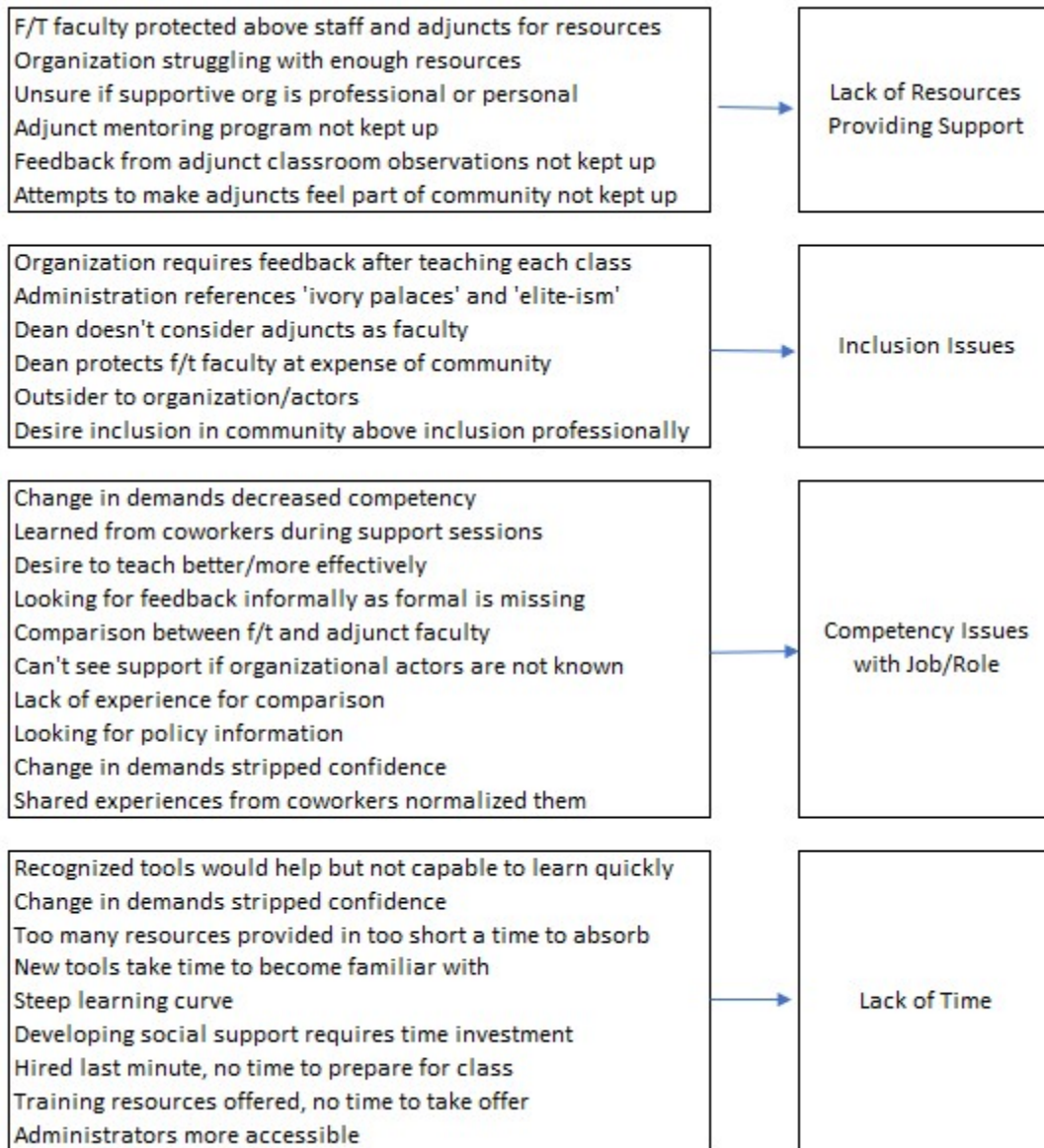


Figure 24 Data Structure from Two Interviews on the After Survey

The Dean was quick to acknowledge the organization's responsibility to provide the adjuncts the resources they need but was also honest that the organization was struggling with a *Lack of Resources*. According to the Dean, an adjuncts program existed previously that included a mentoring program, formal orientation sessions, classroom observations with personalized, feedback, and other efforts to properly pull the adjuncts into the community. Turnover in Administration and reduced funds left these programs to end several years ago.

Having started as an adjunct, the Dean was sympathetic to the adjunct's needs for resources and inclusion but did not see an opportunity to restart these programs in the current organizational climate. Programs need to be operationalized to survive the changing priorities of different Administrators. As set out in the beginning of this research, I recognized the risk of organizations making a one-time effort on initiatives and wanted to identify a sustainable solution. West (2010) presented three stages of adjuncts support including activities before they begin teaching, planned touchpoints during the semester, followed by feedback at the conclusion of their teaching assignment. Her goal was to showcase the activities that would create a community where *all* instructors were valued and could be committed to high performance. While she offered many techniques to equip and 'include' adjuncts in the organization, the issue of sustainability is important to consider before implementing anything too elaborate or time-consuming as my organization is already struggling with a lack of resources.

Both Nick and the Dean vocalized the lack of inclusion. Nick's comments were about "not knowing" the organizational actors, other faculty members, the location of the buildings, or socializing opportunities. This is not surprising since there is no orientation program that would identify the names of the key Administrators, such as the Academic Deans. As evidenced by the unplanned interventions, it was discovered that adjuncts were often left off email invitations to Faculty Coffee or Faculty meetings where they would come to know other faculty members. The Dean's interview comments around the *Inclusion Issues*, however, were more culpable by acknowledging the classic "elite-ism", "ivory towers", and "protection of f/t faculty at the expense of community". This Dean clearly felt the organization was not alleviating the

adjuncts isolation issues but seemed to express that they may be one of the causes of the isolation issues.

Dolan's (2011) research on the isolation of online adjuncts identified the participants desire to have frequent and direct communication from the administrators as well as opportunities to learn from others in the community. It was felt that more information about the institution would increase their affiliation with the organization and subsequently, make them feel part of it. The desire for opportunities to learn from others served two purposes; they would become connected with other members in the community thus increasing their connection to the organization as well as satisfying a need for competency by learning new teaching techniques from their coworkers. My research supports these research findings. *Communication* and *Competency* issues were themes from the data from the support sessions as well as these interviews.

The *Competency Issues* raised from the support sessions were echoed in Nick's second interview. He confirmed the Learning Set's assumption that the change in demands would challenge the adjuncts. According to Nick, the change "stripped [his] confidence" as he did not "know how to take a heavy participation class and move it to online" and felt he had "less experience" than the f/t faculty in adapting to the changes. He stated again that he did not know all the organizational actors to know if they were supporting him or not but felt that the support sessions were valuable to "hear others share their experiences". As stated in the first interview, Nick repeated his own desire to teach better and felt that *Feedback* was a resource that would help him achieve this. He sought feedback directly from his students as he was not

expecting to receive this from the organization or his manager. He felt *Manager Support* could help adjuncts build social support by speeding up the process of connecting with others.

The *Lack of Time* exacerbates the *Competency Issues* because even when resources were offered, Nick admitted there was “not enough time to learn them adequately” to be able to implement them all. He felt all the new tools that were introduced “were helpful” but he became “overwhelmed” and felt it was “too much information” to absorb in such a short period of time. While COVID introduced a unique scenario, the comments from Nick provide caution for the Administration when planning future interventions that the quantity of information on tools is important to manage to prevent the adjuncts from feeling overwhelmed. Nick agreed with the top rating for *Autonomy* stating this was “important when you have conflicting priorities and time constraints”. While he knew he could go to his manager, the administrators had open hours and this “accessibility” make them more convenient. Nick stated that “time constraints prevent[ed] [his] ability to develop social support” but mentioned several times how good it was to hear what others were doing during the support sessions, which confirms the benefit he saw in these interactions. This *Lack of Time* may also relate to the *Inclusion Issues* as adjunct’s time constraints would likely prevent them from having the time to invest in connections with coworkers. Any planned networking opportunities by the organization would also need to be convenient and efficient to not further pressure the adjunct’s limited time. Yener and Coskun (2013) found that development opportunities and coworker support were resources that were negatively related to burnout, reduced work-overload, and increased *Role Clarity*. The benefits are important enough that the organization should still pursue these but address them in a time considerate manner.

6.8 Summary of the Data Results that Evaluated the Action

The focus of the research was to increase engagement by increasing job resources through the action of interventions. The data collected after the interventions came from the *After* survey, two interviews, and reflections from the Learning Set. The purpose of this quantitative and qualitative data was to specifically evaluate the effectiveness of the interventions. The analysis on the data to evaluate the interventions revealed themes that supported the results from the data to inform the action in addition to the data from the action.

The most significant finding is that engagement increased by every view. Overall engagement increased by 4% and while this is not statistically significant given the size of my population, it still demonstrates movement in the desired direction, especially in consideration of the challenging semester due to COVID. The number of adjuncts participating in the survey increased which is another indication of increased engagement by the adjuncts, that they are engaged enough to participate in a voluntary survey. The individual dimensions of engagement all increased as well: *Dedication*, *Vigor*, and *Absorption*. The noticeable increase in *Vigor* during a semester that required more time and energy to adapt to new demands mid-semester is remarkable. If the adjuncts found this change to be more mentally, rather than physically, challenging, then Christian & Slaughter's (2007) finding could apply here, suggesting that the demands resulted in meaningful work, which can increase engagement. If the prevailing thought that *Absorption* is more a consequence of engagement, then the increased score for *Absorption* is warranted.

Overall, the adjuncts found the interventions to be effective or somewhat effective for the interventions with the lowest scores being 75%. These scores suggest the interventions can

be deemed effective, but it is worthwhile to keep in mind that one-quarter of the adjuncts felt *Information and Support* from the Deans and *Coworker Interaction* were less effective or were not noticed. Further interventions for these resources may need to be modified to increase their effectiveness as clearly there were some deficiencies in these interventions. As stated previously, the adjuncts were not familiar with the organizational actors which could mean the modification is simply an introduction to important Administrators. The less effective rating for *Coworker Interaction* could be explained that the adjuncts did not understand that the opportunity to dialogue during the support sessions were considered a 'resource'.

The ranking of top resources by adjuncts to perform their job had some changes from the beginning of the semester. *Autonomy* continued to be a top resource, which is understandable given the conflicting priorities the adjunct's have with other commitments. *Role Clarity* and *Skill Variety* became especially important this semester due to the change in demands and the adjuncts seemed to recognize how valuable these resources can be for them. The interventions were primarily focused on *Learning & Development Opportunities* and again, given the change in demands, it is not surprising that these would be ranked high in importance. Since *Competency* was a theme coming from the support sessions, and has also surfaced from the interview results, there is a clear benefit for offering adjuncts more *Learning & Development Opportunities*. While self-efficacy can result from other factors, *Learning & Development Opportunities* should increase the adjunct's Competency in their job role which should increase self-efficacy as well (Srivastava et al., 2016).

The data from the interviews revealed four issues: the organization is *Lacking Resources* to support their adjuncts, the adjuncts have a *Lack of Time*, and suffer from *Competency* and

Inclusion challenges. The *Lack of Time* and *Inclusion* appear to underpin the previously identified issues of *Competency*, *Connections*, and *Communication*. If adjuncts have time constraints, they may not have time for training programs or to read emails with tips for using the tools that would increase *Competency*. Having limited time could also prohibit the adjuncts from taking the time to make *connections* with their peers or manager which could foster *Inclusion* and vicarious learning. Furthermore, time pressure could trigger the adjuncts to read emails too quickly or filter them out based on relevancy or other selection criteria resulting in communication challenges. Given the organization's struggle with resources, any effort to address the adjunct's needs should include expediency and ease for the adjuncts as well as the efficient and effective use of organizational resources. In summary, the Data to Evaluate the Action resulted in further data supporting the three central themes of *Competency*, *Connections*, and *Communication*. These will be addressed in the concluding chapter.

7 Discussion

7.1 Introduction

Several themes surfaced during the data analysis that offer insight into the adjuncts and the organization. Stepping back, the original problem was to understand how to improve the performance of the adjuncts. My first research question was to identify the theories that would provide me some insight into the practical solutions I could implement that would support the adjunct's performance. The literature review explored the theories of job satisfaction, job involvement, organizational commitment, and engagement to understand their relation to performance. Engagement was the best fit to my problem as it is hailed to be a persistent state with connotations of dedication, energy, and drive that leads to an enhanced effort (Schaufeli et al., 2002). With these inferences, engagement's relationship with motivation and high performance is clear. Engagement offers an explanation why individuals would invest their time and energy into their job (Schaufeli & Bakker, 2010).

The amount of literature on engagement is staggering. It has been dissected and viewed from all angles such that one concern of mine is whether engagement is going to be a contemporary trend that will fade once the next 'big' idea comes along. Engagement's rise in popularity started from the practitioner side with HR Consulting firms touting their advice on how to get an engaged workforce (Macey & Schneider, 2008). While the merits of engagement are not contested, Meyer (2017) is already questioning what will come next but, is also quick to clarify that while the terminology may change, what we have learned from engagement will continue. Engagement opened our understanding to the importance of cultivating a psychological state where individuals invest themselves and their resources resulting in high performance (Saks, 2017).

With the link between engagement and performance established in the literature (Bakker et al., 2004; Schaufeli et al., 2006; Xanthopoulou et al., 2009), if I increased the adjunct's engagement, their performance would likely improve as performance is one of the outcomes of engagement (Saks, 2017). Given my time constraints, I did not want to measure or achieve a particular amount of engagement, I only wanted to demonstrate an increase in engagement after my research efforts to show that engagement could be increased by interventions. In seeking this change in engagement, I approached my research as a quasi-experiment in that I measured the adjunct's engagement at the beginning of my research, followed by action to increase engagement, then I measured engagement again at the end, to determine if my action had any impact. If the adjunct's level of engagement increased, then the interventions could be deemed successful.

My adjuncts scored as 'Often' (5) engaged on a Likert scale of 7 on the *Before* survey. This suggested they were moderately engaged at the onset of this research and were likely trying to perform well but were struggling to achieve this and therefore, they were missing something they needed. As found in my literature review, issues with identity, social support, job quality, and job resources could explain low performance. While my adjuncts could benefit from interventions to increase any or all of these, I focused my action on providing job resources, which drive the motivational process and are the main predictors of engagement (Bakker, 2017; Schaufeli and Bakker, 2019). These interventions would provide resources that would contribute to their personal development, would reduce the amount of their own personal resource investiture, and would assist the adjuncts in accomplishing their work goals

(Bakker & Demerouti, 2007). This implies that my resource interventions would impact their identity, social support, and job quality.

The JD-R model demonstrates that when resources are provided to employees in quantities that meet or surpass the amount of job demands, engagement will be the result (Bakker & Demerouti, 2007). My interventions were based on the most common job resources found in the literature which were confirmed by the adjuncts as deficient or important on the *Before* survey. The three themes that emerged from the data results of these resource interventions were *Competency*, *Connections*, and *Communication*. However, looking back to the results from the *Before* and *After* surveys, I can see these themes were threaded in the survey results as well. In the following sections, I will weave together the results from the *Before*, the *Action*, and the *After* phases to show how the major themes of *Competency*, *Connections*, and *Communication* that emerged from this research provide insight into the perceived performance issue by my adjuncts. I will then address my second and third research questions by offering successful strategies from the literature that could be used by the organization to support the adjuncts with these challenges.

7.2 Competency, Connections, and Communication Themes

The first hint of these three themes of *Competency*, *Connections*, and *Communication* surfaced from the first interview with Nick prior to any interventions. Nick was candid about feeling inadequate as compared to the full-time faculty and frequently used phrases such as “didn’t know”, “lack of knowledge” and others were “better at that”. This inadequacy and lack of confidence was affirmed by the other adjuncts during the support sessions along with their lack of social capital leading to *Competency* as a central theme. Participant 10 felt the need to use IT as a “safety net” for their changes in the learning management system. Several adjuncts

expressed unfamiliarity with the Canvas and Zoom tools as well as uncertainty with their role and what they could change.

The ethnographic microanalysis of the video recordings supported this lack of confidence in that adjuncts spoke up less when full-time faculty were present in the sessions. This could be embarrassment of not knowing what they assumed the other participants knew, or because they felt had no right to speak due to their status. They did not interact with the full-time faculty and some of the adjuncts had to be introduced to other adjuncts demonstrating a lack of *connections* with colleagues. This lack of *Connection* with the organization, their manager, and their colleagues could leave the adjuncts feeling isolated, disconnected, and on their own.

The unplanned interventions revealed that *communication* to the adjuncts revealed two extremes; either they were provided information that did not pertain to them, or they were left off emails that contained information they needed. While perhaps not intentional, the administration was demonstrating neglect for the adjunct's needs and more significantly, it left the adjuncts unaware about what was going on. This could be viewed by the adjuncts as confirmation that they do not matter and increase their feelings of uncertainty about what was going on.

Finally, the adjuncts on the *After* survey selected as 'most important' the resources that would boost their confidence and competency such as *Manager Support, Skill Variety, Learning and Development Opportunities, Role Clarity, and Coworker Interaction*. These resources were all experienced during the interventions. In rating these as 'most important' in the *After* survey, it suggests the adjunct's awareness of their need for more of these resources. *Social support*

from coworkers and their manager provided vicarious learning, connection, and most likely a level of comfort that everyone was struggling under the new demands. *Skill variety* became important as they needed an array of teaching techniques to draw upon. *Learning and Development Opportunities* were rated as valuable as they needed training on tools and guidance on how to manage their classroom under the new remote, online instruction format. *Role Clarity* was understood as important as they most likely realized they were not confident in what they were supposed to do versus what was at their discretion to do.

The results from all three phases of this research lend support to the idea that these themes of *Competency, Connections, and Communication* are issues for my adjuncts. When these three themes are viewed together, they point to an underlying theme that my adjuncts may have low self-efficacy which may be impacting their engagement and ultimately, their performance. It is interesting that while I was providing job resources to my adjuncts, that issues surfaced around self-efficacy which is a type of personal resource. Llorens et al. (2007) conducted a longitudinal study that found that work self-efficacy mediated job resources and engagement. If the adjuncts do not feel competent on the tools or are unclear on their roles, they may lack confidence. If the adjuncts are lacking connections, they will feel disconnected or isolated and may feel vulnerable. If the adjuncts are left off communications, they may feel uncertain about their place in the organization and about what is going on. Feelings of uncertainty, vulnerability and lacking confidence suggest my adjuncts may be struggling with low self-efficacy.

7.3 Causes for Adjunct's Low Self-Efficacy

Social Cognitive Theory defines self-efficacy as the adjunct's belief in their own abilities to do their job (Bandura, 1997) and this influences how much effort they may expend to

perform well or how long they may endure obstacles (Bandura, 2001; Llorens et al., 2007). Self-efficacy was found to contribute to motivation and is an antecedent of engagement (Llorens et al., 2007; Salanova et al., 2010). This could be perceived or real self-efficacy, but it suggests my adjuncts may struggle with their *competency* to convey their knowledge to students, to manage the classroom, or in the tools they should be using. They lack *connections* to make them feel part of the organization and to assist them in solving issues as they arise. They may lack awareness of the organization protocols or decisions due to *communication* or *inclusion* issues. All these challenges could result in lower self-efficacy for my adjuncts. Although self-efficacy was not overtly measured or addressed during this research, the themes of *Communication*, *Connections*, and *Communication* that surfaced from the data results suggest they could all be related to this one overarching issue.

As self-efficacy may be real or perceived confidence in their abilities, it is interesting to explore the sources of self-efficacy. Bandura (1977) offers 4 sources of self-efficacy: performance accomplishments, physiological states, vicarious experience, and verbal persuasion. According to Bandura (1997), performance accomplishments are the primary source of self-efficacy. My adjuncts are likely high performers in their workplace and believe this will carry over into the classroom. However, effective teaching is a skill, and most individuals need to learn how to take their practical knowledge and effectively impart this to their students along with other classroom mechanics (Ellison, 2002). My adjuncts could be lacking confidence and experiencing other emotions as they transition to this less familiar environment in the classroom. Clance & Imes (1978) offer imposter syndrome as a potential description for this which will be explored in the following section.

The other two sources of self-efficacy, vicarious experience, and verbal persuasion, speak to the importance of social connections as we learn from others around us, are influenced by them, and can cope with stressors because of their assistance (Thompson, Lemmon & Walter, 2015). My adjuncts lack *connection* with their colleagues, manager, and the organization, which was supported from the data results before, during and after the interventions. This lack of *connection* can be described as liminality and would leave them feeling isolated and uncertain of their role, their identity, and their place in the organization. Given these sources of self-efficacy, my adjuncts could have lower confidence in themselves as they have moved out of their area of expertise, and they cannot see their place in the organization. This lower confidence in their abilities could impact their engagement and subsequently, their performance. I will explore how my adjuncts could be experiencing imposter syndrome and liminality before moving on to recommendations from the literature to address these deficiencies.

7.3.1 Imposter Syndrome

One strain on the adjunct's self-efficacy is their status displacement. The adjuncts are practitioners who bring real-world experience into the classroom. Their experience and position in the business world are valued by the institution and presumably form the basis of their qualifications for their teaching contract. These practitioners know the subject material because they live it and therefore have occupational self-efficacy. Occupational self-efficacy is developed through successful performance, learning from others, as well as general self-efficacy in their personal abilities (Bandura, 2001; Chen et al, 2004; Rigotti et al., 2020).

However, this occupational self-efficacy is domain-specific and therefore, when confronted with a *new* occupation such as "teaching", the adjunct's overall self-efficacy can be

challenged (Chen et al., 2004). They may be successful and confident in their workplace, but this does not always translate to confidence or success when teaching students. This shift from expert in the workplace to a novice in the classroom could lead to 'imposter syndrome'. This phrase was coined by psychologists in 1978 to describe the intense feelings of inadequacy, such that you feel like a fraud (Clance & Imes, 1978). This seems especially prevalent in higher education institutions and can result in increased stress and self-doubt which can inhibit individuals from reaching their potential (Hutchins & Rainbolt, 2017; Wilkinson, 2020).

Their lack of experience in the classroom may lead to issues with role clarity or task self-efficacy both of which impact performance (Locke & Teichler, 2007; Forester et al., 2004). The adjuncts may know the subject material, but they lack experience or *competency* on how to teach effectively or how to use the tools they have been provided. They are likely not trained on how to manage student issues, how to create meaningful assignments, or how to engage students. Catherine Wilkinson (2020) provides an autoethnographic account detailing her experience lecturing while students were disengaged, either on their phones or talking, and how this further stripped her self-confidence. In the absence of specific training to prepare for this, adjuncts may struggle, and student's learning may be impacted. Both possibilities could contribute to the real or perceived issues with adjunct's performance.

While the adjuncts are likely well-connected in their own workplace, they have entered a new organizational environment; if not deliberately oriented to and embraced by the organization, the adjuncts will lack the *connections* they need to compensate for their competency issues (Consiglio et al., 2016). If they lack the right connections within the organization and the organization has not included them in their *communications*, the adjuncts

will not be aware of organizational decisions or changes which may increase their uncertainty in their role. Without intervention, the adjunct's issues with *competency*, *connections*, and *communication* will leave them to muddle through on their own, leading to further 'imposter' issues impacting their self-efficacy and perhaps their performance as well.

7.3.2 Liminality

It is worthwhile to step back to the findings from the literature review on understanding the adjuncts, their motivation, and their issues. While some adjuncts are aspiring to be full-time academics, the *Before* survey revealed my adjuncts are teaching for the love of teaching, and because they have relevant work experience to offer their students. This explains the high dedication score on the *After* survey and points to self-efficacy in the subject matter they are teaching. In the beginning of the literature review, I was looking to understand the attitudes and motivation for part-time workers in general and found that partial inclusion appeared to be pertinent to my adjuncts. The research I found on partial inclusion was taken from the perspective that adjuncts must manage other commitments and therefore, cannot fully participate in the organization where they spend very little time.

This perspective is practical and may be true for my adjuncts; however, there is another side of this concern that was uncovered during this research. Many of the inclusion issues that surfaced from the data were related to the adjunct's lack of time, but some resulted from the organization's side. The Administrator I interviewed referenced a history of protection of the full-time faculty at the expense of all other employee groups. The unplanned interventions revealed the adjuncts are often left off emails containing important information they need to do their job or information that would help them feel part of the organization. Even if they were invited to training opportunities on the tools, the adjunct's time constraints may prevent

them participating or perhaps their coping process has them skimming emails and they could have missed seeing the invitations.

The adjunct's working conditions also contribute to this issue as they have no office space, are not formally oriented to the organization, are not always introduced to the organizational actors, and typically have little to no interaction with their colleagues to build any connections. They are treated as a convenient commodity that the organization can pick up and discard as needed which precludes the organization from investing time or resources on them. These *competency, connections, and communication* issues relating to the adjunct's place in the organization may be impacting their self-efficacy as well. This leads to the possibility that my adjuncts may be suffering from liminality (Szakolczai, 2009); they are part of the organization, in that, they are employed to teach and yet, they are not part of the 'real' teachers, who are typically considered to be the full-time faculty.

This liminality was first identified by the results of the unplanned interventions. Some of the email distribution lists directed to "faculty" did not include the adjuncts. Invitations to faculty coffee time or meetings were sent to full-time faculty only. These examples provide support that the inclusion issues are at least partially caused by a lack of organizational attention. While the adjuncts are not spending enough time at the organization that would warrant office space as a necessity, the lack of physical space is perhaps more symbolic, showing there is no 'space' for the adjuncts in the organization. The adjuncts may not have the time to participate in extra events; however, by not including adjuncts for the social gatherings or business meetings is again perhaps more symbolic in that they have no 'voice' in the organization. This marginalization of the adjuncts may lead the adjuncts to the perception that

they are not valued by the organization. Devalued groups do not possess influence or recognition within the organization (Ashforth & Kreiner, 1999) which can lead to low esteem, an unwillingness to participate in organizational activities, and even, decreased performance (O'Brien et al., 2004; Judge et al., 2001).

7.4 Efforts to Address Low Self-Efficacy

Armed with this better understanding of how self-efficacy could explain the *competency, connection, and communication* issues the adjuncts are struggling with, I looked to the literature for insight on how to build up self-efficacy. Fortunately, self-efficacy has been found to be malleable and responsive to interventions (Luthans et al., 2007). Although I did not measure self-efficacy specifically in my research, it is likely that my adjunct's self-efficacy was increased after the interventions. Self-efficacy is an antecedent to engagement (Salanova et al., 2010) and engagement had increased on the *After* survey. Furthermore, the interventions provided resources that could have increased the adjunct's self-efficacy by addressing their vulnerabilities in *competency, connections, and communication*.

The support sessions would have had some level of impact to the adjunct's *competency* on the tools and how to conduct an online class. The sessions provided *connection* opportunities with their manager and colleagues, as well as *communication* on the changes the organization were implementing. These support sessions providing job resources were introduced by my research and were therefore, limited to that one semester. Given the increased engagement scores in the *After* survey, the organization would be wise to implement similar programs that could be focused on the adjuncts. The organization controls the use of organizational resources and Macey & Schneider (2008) found there was a critical need for job resources when onboarding employees.

It is understandable that the organization would devote their resources on their full-time personnel. The reality is that adjuncts do not spend a great deal of time with the organization and the organization must manage their limited resources effectively. However, Salanova & Schaufeli (2008) found that employees can become disengaged when there is a lack of resources. The adjuncts are 'customer-facing' in that, they are interacting with the students and as such, they become the face of the organization. Organizations cannot afford for any employee to be disengaged, least of all, one that is customer-facing. Consequently, adjuncts are worthy of the investment.

Organizations may be tempted to throw resources at adjuncts to just 'fix' the problem, but given the adjunct's time constraints, deliberate touchpoints should be implemented for the maximum impact (West, 2010). It will be important that any programs designed for the adjuncts are easy to manage and cost effective to ensure they are sustainable. For engagement to persist over time, the resourcing programs by the organization need to be consistent (Bakker et al., 2008). The Administrator I interviewed relayed that programs for the adjuncts had existed before at the institution, but these had dropped off. If implemented properly, organizational programs can not only improve *competency, connections, and communication* but lead to increased performance and productivity as well (Burke,1993).

Figure 25 provides a graphical depiction of the actionable knowledge that resulted from this thesis. Liminality and Imposter Syndrome will be reduced as the employee's self-efficacy is increased through interventions to improve competency, connections, and communication. The following sections will explore how each of these relate to self-efficacy.

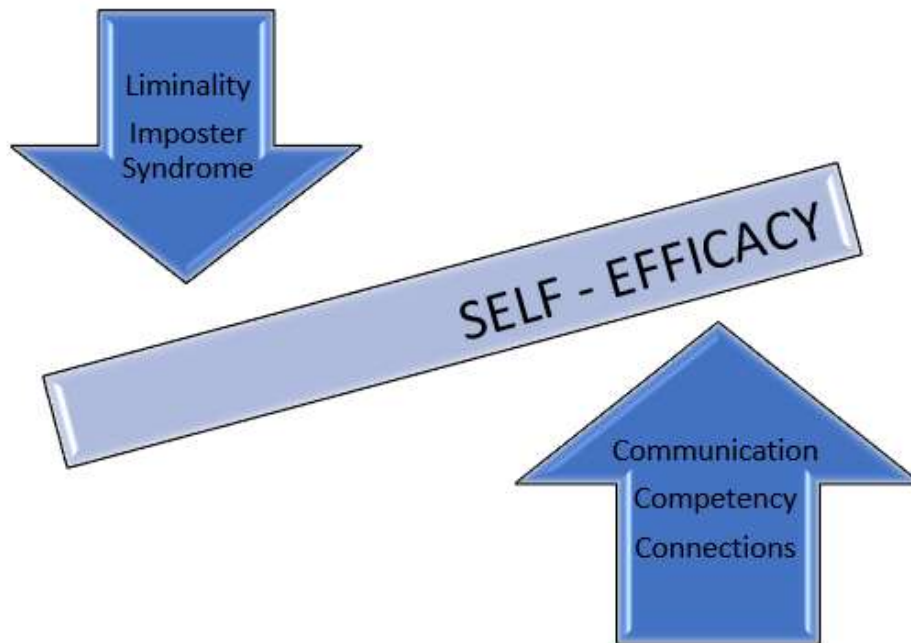


Figure 25 Model to Improve Low Self-Efficacy

7.4.1 Competency and Self-Efficacy

To make the expenditure of organizational resources most efficient and effective, it would be worthwhile for the organization to dialogue with the adjuncts on the specific areas of *competency* they are struggling with to customize the solution. Dale Carnegie stressed that customized solutions work best (Pathak, 2015). Educational institutions should be more open to dialogue and self-reflection than other organizations (Stromquist, 2017). Regardless, the literature suggests *competency* issues are 'common' to adjuncts and provides many recommendations the organization could implement.

West (2010) offers several strategies that she presents in the three phases of an adjunct's experience: leading up to their entrance to the classroom, during their teaching contract, and after their term assignment is over. She stresses the importance of the interview

to ensure candidates are aware of the expectations before they commit and if they are contracted, they should be orientated to their role and the organization, which includes introductions to organizational members including faculty that may be resources for the adjunct's questions throughout the term. During the semester, West (2010) promotes adjuncts receiving a class on effective teaching strategies and classroom observations by the Dean or their manager where feedback can be offered to assist the adjuncts. After the term is over, the student evaluations should be passed along to them with specific comments from the Dean or their manager on suggestions for improvement in the event the adjunct wants to continue teaching.

Numerous studies have demonstrated the necessity of feedback for employees, but this was highlighted as especially important for part-time workers (Bakker et al., 2008). Salanova & Schaufeli (2008) linked proper feedback with increased *competency* leading to higher Autonomy. Sonnetaug (2017) found increasing feedback led to more engaged employees. Feedback was not attempted to be provided as a resource during this research effort because it was felt to require a larger investment than could be achieved in the one semester the research was being conducted. If adjuncts desire to feel comfortable in the classroom or wish to improve their effectiveness, verbal or written feedback should be implemented in a sustainable manner.

Providing job resources, such as training programs, is another great way to improve competency (Deci & Ryan, 2000; Consiglio et al., 2016). Most of the suggestions above did not address the competency issues my adjuncts conveyed with the tools. Instructors can no longer just stand at the front and lecture for the full class time. To engage students, instructors must

work to keep their attention; this often requires employing a variety of teaching techniques, usually involving some sort of technology that may not be familiar to the adjuncts.

Furthermore, most higher education institutions have begun to use learning management systems in their delivery. *Learning & Development* programs have historically been focused on full-time faculty however adjuncts would benefit from receiving training on the tools and developing the skills they need for effective teaching and grading (Mueller et al., 2013). This was echoed in my research with the lack of competency they felt on the tools and how to keep their students engaged. The adjuncts rated *Learning & Development Opportunities* in the Top 5 most important resources on the *After* survey suggesting that even though the adjuncts have limited time, they recognize the need and benefit of these opportunities.

7.4.2 *Connections and Self-Efficacy*

My adjuncts seemed to struggle with connecting to the organization, which intentionally or unintentionally left them on the 'outside'. They also did not appear to have the time or opportunity to build meaningful relationships with their manager or colleagues; however, they need these connections to be successful. To remedy this, organizational attention must address both deficiencies as the solution needs to be intentional, consistent, and sustainable. As mentioned earlier, orientating adjuncts to the organization, and introducing them to key actors is a first step in fostering a *connection* to the organization. The literature also offers solutions such as a mentoring program, invitations to department as well as faculty meetings, and any other social gatherings like an annual Christmas party (West, 2010; Consiglio et al., 2016). Most of these are offered to the full-time faculty, meaning this would not require additional resources other than a deliberate act to include the adjuncts.

According to Bolitzer (2019), an organization that provides resources is showing respect or value. To repair some of the 'devalued' perception, the adjunct's worth must be bolstered, and this can be achieved through daily interactions with colleagues (DeRue & Ashford, 2010; Dutton et al., 2016). This is where a good leader could intervene and make an impact. According to Schaufeli (2017), engaged leaders will not only inspire their employees themselves but will strengthen them by connecting them to other employees. Dolan (2011) suggests occasions to bond or create team spirit as well as provide opportunities to meet peers for vicarious learning, guidance on teaching, and general social support for ad hoc issues. Although she was suggesting this at the department level, Mueller et al. (2013) envisions an integrated community where dialogue and collaboration could occur for the whole faculty body.

In my research, manager support and coworker interaction both made a large jump from being less important on the *Before* survey to the Top 5 most important resources on the *After* survey. This suggests the adjuncts responded to the increased social support from the interventions and recognized the value in being more connected. Feeling valued and connected to the organization can increase positivity in the adjunct's identity as well as their self-efficacy (Dutton et al., 2010). Self-efficacy has been shown to have reciprocal relationship such that a self-efficacious individual is more likely to build up social networks, and then the very existence of social networks will in turn increase self-efficacy (Borgogni et al., 2016).

7.4.3 *Communication and Self-Efficacy*

Lockwood (2007) emphasized the importance of open and consistent employee *communication* as a driver of engagement. While my adjuncts have reported they are engaged in the *Before* and *After* surveys, *communication* surfaced as a theme in my research. The unplanned interventions revealed that part of the *communication* problem was due to a lack of

organization attention on the email distribution lists which left off adjuncts, as well as the opposite problem of overloading adjuncts on messaging that does not really impact them. This suggests the organization is lacking a cohesive communication strategy that considers quantity and quality (Stephens et al., 2017).

Communication during this research semester was restricted to email as COVID forced the shift to remote working. However, it could be argued that communication to the adjuncts is typically executed through email. As discussed in the analysis of the unplanned intervention results, including the adjuncts on unnecessary emails is problematic; however, leaving adjuncts off emails that they need to see is also causing issues by contributing to the adjunct's low self-efficacy of being excluded and not knowing what is going on.

An organization that communicates well is one that has taken time to consider this and developed a cohesive communication strategy. Regular communication was identified by Levinson (2005) as particularly important for online faculty such that organizations should consider communication as a job resource. Research has shown that an engaging workplace will be inclusive and fair in their communication and will reinforce the employee's value to the organization (Mazzei et al., 2019). West (2010) offered communication via the telephone in addition to email, but also recommended more personalized touchpoints such as classroom visits and correspondence thanking the adjuncts for their service at the end of the term. Mueller et al. (2013) suggests that the organization's communication strategy should include the hidden culture or standards of the organization as well as being open about the resources available to the adjuncts.

7.5 Discussion Summary

This research effort was successful in increasing engagement during a very difficult semester. My interventions provided resources to the adjuncts, which appears to have increased their engagement. While I was not cognizant of any self-efficacy issues at the beginning this research, the job resources I offered in my interventions subsequently increased the adjuncts confidence. This was achieved by increasing their *competency* on the tools and their role, by providing opportunities for them to *connect* with each other and the organization, and by *communicating* what was going on during the shift to remote, online learning. These interventions improved their confidence on their skills, their place in the organization and their awareness of what was happening.

The adjunct's positive thinking and feeling about their work could lead to increased energy and spark new resources in a rejuvenating way (Clauss et al., 2018; Hobfoll, 1989). The organization needs to develop cost effective solutions for providing resources that can be sustained. The organization could explore multi-semester contracts to get a better 'return' on their investment in their adjuncts (Kezar, 2014). Simbula et al. (2011) encouraged organizations to think in terms of reciprocity; resourceful environments and self-efficacy beliefs mean engaged teachers which then create more resources further increasing self-efficacy. This resource-driven increase in self-efficacy could explain my adjunct's increased engagement, which may ultimately increase their performance.

8 Concluding Remarks

8.1 Research Conclusions

The problem this research was trying to solve was to understand and improve the perceived performance issues of the adjuncts at ENC. It is important to stress this was a performance issue perceived to be real by the administrators and some faculty based on student course evaluations and anecdotal stories. The literature explains the attitude and motivation challenges that part-time workers may experience due to partial inclusion and less than ideal working conditions (Fulton, 2000; Gappa, 2000). In addition to these common issues, teachers were particularly found to have higher demands in their role (Bakker & Demerouti, 2007). Combining these challenges for part-time workers with higher demands for teachers, it is not surprising that my adjuncts could be struggling to perform well.

My first research question was to understand the theories that would help me find practical solutions to support the adjunct's performance. The literature suggested that low performance could be the result of issues with identity, social support, job quality, or insufficient resources (Winston, 2006; Thompson et al., 2015; Xanthopoulou et al., 2009). When exploring the literature on these four issues, I could see how one, or all, of these could be impacting my adjuncts. If they were struggling with their identity as an adjunct, they may be uncomfortable with their status, lacking confidence in their role, or may not resonate with the organizational values or climate. If they are lacking social support from their manager, colleagues, or the overall organization, they could be experiencing role ambiguity or isolation. If there are job quality issues such as low autonomy, task significance, feedback, or skill variety, they could feel their role is meaningless making them feel less accountable to performing well.

If their personal or job resources were not sufficient to meet their job demands, they could be ill-equipped, overwhelmed, or burned out.

The theories from literature that relate performance and these four issues were job involvement, job satisfaction, organizational commitment, and engagement. Each of these theories can impact performance, but the dedication, energy, and absorption ascribed to engagement can best explain why employees would invest themselves and their resources to their work (Schaufeli et al., 2002). The literature shows that performance will be increased if engagement is increased (Bakker et al., 2004; Schaufeli et al., 2006; Xanthopoulou et al., 2009). For my research, I did not set out to measure the level of my adjunct's engagement or achieve a particular level of engagement, I simply wanted to increase engagement expecting that performance would also increase as a result.

While there are several drivers for engagement, I focused my research on resources as they are conducive to interventions. There are two types of resources that influence engagement: personal resources and job resources. I felt personal resources would require more time to impact so I looked to intervene on the job resources for my adjuncts. Job resources are generally considered to be lacking for part-time workers (Fulton, 2000; Gappa, 2000) and Demerouti et al. (2001) found workers can be less engaged when they are lacking job resources such as feedback, autonomy, or social support.

My research was set up as a quasi-experiment where I took a snapshot of engagement first, implemented my interventions, then measured engagement afterward to see if engagement increased. I employed the UWES which is a commonly used tool to measure engagement (Saks, 2017). According to the *Before* survey, my adjuncts were "Often" engaged

suggesting that their intrinsic motivation was already present. If they were perceived to be under-performing despite being motivated to do their job, it is possible they were lacking something else. The UWES provides insight into the dedication, energy, and absorption components of engagement enabling me to see that my adjuncts started out with high levels of dedication. This is not surprising that teachers would feel pride in their job as the profession is full of meaning and inspiration (Salanova & Schaufeli, 2008). The lowest score was for vigor which is also not surprising as teachers are considered to experience high job demands (Bakker & Demerouti, 2007). This lower vigor score suggested that my adjuncts could be struggling with a lack of resources to meet their demands. Van der Broeck (2013) described resources as providing energy and motivation to employees.

The JD-R model provides the framework to show that engagement can be impacted if my adjuncts had sufficient or ample resources to meet their job demands (Schaufeli, 2017). The planned and unplanned interventions offered several job resources to the adjuncts during the semester. The interventions were “Effective” as directly rated by the adjuncts in the *After* survey. Their effectiveness can also be seen by the increased engagement score to “Very Often” engaged by the end of the semester and a 4.6% jump in the vigor score. These results alone demonstrate I was successful in what I set out to achieve in my second research question. The adjunct’s engagement could be increased if the organization provided this group of workers more job resources.

The analysis on the data, however, provided further insight into the adjunct’s self-efficacy that is worthy of attention. The themes coming out of the data suggest the adjuncts are struggling in the areas of *competency*, *connection*, and *communication*. Adjuncts are often

practitioners who excel at real world application of the theories they are teaching but may not possess the knowledge on the tools or the skills required to teach effectively. Without these, they will likely feel inadequate or like an 'imposter' in their role. The nature of working at the organization part-time does not afford the time for involvement and *connections* that could counteract this. Furthermore, if they are struggling with an organizational climate that does not always include adjuncts in their *communication* or the organization's social life, this only increases the adjunct's liminality resulting in further feelings of inadequacy. Given all this, it is understandable that their confidence could be low making it difficult for them to perform well.

8.2 Contribution to Practice

Chiu (2006) proposed that action research allows the researcher to discover knowledge that is specific to the context of the research but also fosters practical wisdom. My research was successful in demonstrating that the College Administrators could provide resources for their adjuncts that would increase their engagement which should lead to improved performance. This addresses my third research question regarding the ongoing actions the College can take to provide a longer-term solution to the issue of adjunct performance and engagement. While self-efficacy was not specifically attended to in this research, the data results revealing issues in *competency*, *connections*, and *communication* point to problems with self-efficacy that is likely to impact all adjuncts. As depicted in Figure 25, liminality and imposter syndrome can be reduced with interventions that would improve competency, connections, and communication. The College should focus on providing resources that would increase *competency* on their role, the tools, and teaching skills to bolster their confidence. The College should work to remove barriers and instead orchestrate opportunities for the adjuncts

to build *connections* with their colleagues, manager, as well as the organization. The College should review the organization's overall *communication* and seek to improve the quality, quantity, and method of communication to the adjuncts that would raise their awareness of happenings, keep them connected to the organization, but not inundated with messages.

8.3 Recommendations for the Organization

As this was a practice-based problem, the outcome is actionable. The College should look to implement strategies that are best aligned with their financial resources and organizational structure. I provided examples from the literature such as adjuncts orientation, training sessions, and mentoring programs that would improve their *competency, connections, and communication*. To be successful, these resources need to be provided in a sustainable manner that would serve the ongoing needs of the existing adjuncts as well as the basic needs required by new adjuncts. An organization that provides needed resources to meet or exceed job demands demonstrates respect and value to their employees (Bolitzer, 2019). Thompson et al., (2015) compares the act of providing adequate resources to meet demands to a muscle, where it pushes employees up to their limits empowering them with self-efficacy and learning. This then becomes a cyclical pattern where sufficient resources can increase engagement, which can build up self-efficacy and in a gain spiral, this can produce further resources (Llorens et al., 2007). The result can be engaged adjuncts performing well.

While the solution sounds neat and tidy, the reality is that the execution of this will be messy and challenging for at least three reasons. First, providing resources to the adjuncts takes time and possibly money for administrators and faculty to implement. Second, as stated before, there is no one-size-fits-all solution. Some of the resources may not be suitable for

some of the adjuncts; however, it could be argued that there will be an overall beneficial effect to everyone. Lastly, new challenges will emerge making this a dynamic solution that will need to be continually reviewed and modified. This is a resource-strapped organization whose limited staff is likely already stretched thin. The College is employing adjuncts to keep costs down making the idea of spending time and money to provide resources to adjuncts a challenge. However, as mentioned previously, the adjuncts are customer-facing representatives of the organization and the benefits of engaged adjuncts performing well will be worth the investment.

Engaged employees have been found to reap desirable benefits such as higher productivity, low turnover, increased customer satisfaction and higher profitability (Iddagoda et al., 2016). It is not difficult to extrapolate the potential benefits in the educational setting of having high performing, engaged adjuncts which could lead to high performing, engaged students who will share their positive experiences with others. This could result in increased enrollment and satisfied employers of graduates which could improve the reputation for the College. One recommendation to combat the implementation challenges would be to identify all the desired resource changes then prioritize these by cost and impact. The implementation of these resource changes could be staged to first select those changes that will result in the highest impact for the lowest investment cost. By staging the implementation in this manner, the initial 'cost' to the College can be lessened, the organization can stabilize from the first change before moving on to another change, the changes can be operationalized to prevent being dropped or forgotten, and it may allow time for some of the benefits to become visible

which will convince Management of their return on investment, making future resource changes less contentious.

8.4 Limitations

There are several limitations that impacted this research. The time limitation had a significant impact on what could be achieved. This research was conducted during one college semester providing a definite start and end time for the research and a limit for the number of interventions that could be implemented. This focus on one semester was appropriate for my research when considering the quasi-experimental set up. Adjuncts may only be teaching one semester which would have created disparity challenges in the data if the research were to have been stretched over several semesters. It is possible that my research may have had different results with a different mix of adjuncts, making it important to note that my research results suggest one plausible explanation of why the adjuncts could be under-performing. The conclusions I reached, however, are based on real issues that surfaced in this research.

The time constraint of one semester also restricted the job resources I could influence. A longitudinal study would have allowed me to intervene on the adjunct's feedback which I suspect would yield a significant impact. Feedback has been shown to increase role clarity and improve self-efficacy (Sonnentag, 2017). Given my research results were connected to self-efficacy, further research could introduce feedback for the adjuncts and observe the longer-term benefit on the adjunct's engagement, and performance, from this resource.

As stated at the beginning of this paper, my intent was to conduct focus groups throughout the semester. The focus groups would have provided rich data that would have helped clarify the results of the *Before* and *After* surveys as well as to solicit feedback on the resource interventions as they were being implemented. However, a few weeks into the

semester, COVID rocked the world with such uncertainty that colleges were forced to send students home and switched to remote, online instruction for the remainder of the semester. This was unprecedented and would not have been predicted as the world has never grappled with a pandemic in over a century. This greatly impacted my research both positively and negatively. The ban on gathering required my interventions to be enacted online through email or zoom sessions. The shift to online forced the adjuncts to scramble to meet the new demands which would have left no time for participation in focus groups. On the positive side, this shift in demands, made visible the vulnerabilities of the adjuncts. The interventions provided resources that were desperately needed for this situation and subsequently became a necessity, rather than optional. In addition to this, the unplanned interventions erupted to serve a gap which provided evidence of a communication problem that may have been missed otherwise.

8.5 Personal Reflections

As a final closing to this paper, I share some reflections on my personal challenges with the turnover of thesis advisors and being an insider researcher. Looking back, I see things I wish I had done differently and acknowledge how the external environment influenced my research.

8.5.1 Thesis Advisor Changes

This thesis began with several challenges. At the onset of my thesis when I was identifying the problem I wanted to work on, I left academia and joined a Fintech company. Being new to the organization, I could not hope to understand what problems they had, nor was I confident that I would have a voice to effect change. This led me to look at my former organization where I was aware of a host of problems that would benefit from research. This job change caused a bit of a delayed start for me in focusing my topic while I still had support of

my thesis class. This was further challenged by false starts with two separate thesis advisors. Without an advisor's support, I was largely on my own to write my thesis proposal and plan my research. My progress was slow, and I was placed on warning twice. I did not believe I would be able to continue but then I was assigned a third advisor who met with me weekly and provided the structure I needed to move forward.

8.5.2 Insider Research

During the DBA modules, I remember the discussion on insider research and how I argued that insiders were better suited to conduct research as they are familiar with the organizational culture, the politics, and the actors. I still believe this to be true; however, I also have more appreciation for the challenges that come along with being an insider. It is tempting to bypass the structure and go straight to 'right' people for the information. It can be frustrating to hear the bureaucratic response; however, this is part of what makes problem-solving so complex. While we want to be renegades that operate outside the system, the truth is that we all operate in interconnecting systems and part of the solution is working through the system. My instinctive solutions would have been successful; however, they would have been successful because I knew the managers of the divisions. To be 'real' solutions, they cannot be implemented by 'friends' as those individuals may not be in those positions for long. To effect real change, the organization needs to be committed to the solution so it can be sustainable and outlive specific organizational actors.

8.5.3 Hindsight Reflections as Scholarly Practitioner

If left to my own devices, I can predict the conclusions I would have reached. I can predict these because I fought against them continually during my research. While my employment background is both in academia and the corporate world, the practitioner side

proved to be a particularly strong force during this research as I desired to implement change quickly. As soon as I 'discovered' something that needed to be fixed, I wanted to jump into making conclusions so that I could begin the problem-solving mode straight away. However, the need to analyze all the data first required me to hold off the conclusion stage until I finished the analysis. By the time I finished the data analysis, I ended up with very different conclusions than I expected.

While reaching these conclusions, I regret some of the lost opportunities. I should have asked the survey participants more information about themselves. Were they were teaching more than one class during this semester? Were they currently teaching at another institution? How long have they been an adjunct? These responses would have helped me to understand their time constraints, their conflicting priorities, and their level of competency. Looking back, I should have also asked about the job demands. While this can be subjective, their assessment would have helped me understand how they viewed the demands, which is important when employing the JD-R model. Given my research results can be connected to issues with self-efficacy, I regret leaving personal resources out of my research. To be successful, I needed to draw the boundary somewhere and early on felt that including personal resources would make my research too large and unwieldy. While this is likely true, it is unfortunate that personal resources appear to be more significant for my adjuncts than I appreciated.

The above questions were neglected from my plan; however, I believe I would have stumbled upon them had I been able to execute my research as originally intended. The original plan was to conduct focus groups throughout the semester which would have provided a greater opportunity to understand and learn from the adjuncts. The COVID pandemic could

not have been anticipated, nor the organizational response to shift to remote, online instruction mid-semester. This required a change in my research to online interventions. While the conditions were not ideal, I also wonder if the conditions positively impacted my results. The shift to online instruction made the adjunct's lack of *competency, connections, and communication* apparent. Without the strain of COVID, I may not have been able to identify those vulnerabilities. When demands are consistent and manageable, you are content with the job resources you are accustomed to. If job demands increase or change, the lack of adequate job resources becomes more apparent.

My final personal reflection would be on the changes to me as a scholarly practitioner. I have reenumerated specific changes to my beliefs, thought process, and behaviors throughout this paper. Looking back, I would add an overall lesson that I learned through my DBA journey as well as this research process is to reflect more. The business world has evolved to an environment where speed is desired and rewarded. While there are certainly benefits to speed, there are also drawbacks that come in the form of lesser quality, higher costs, sacrificing longer-term benefits for short-term gains, higher stress, and less satisfaction and fulfillment to name a few. I charged into my research with speed in mind. I scheduled reflection time into the action cycles as part of the prescribed Action Research framework. By the time I reached the data analysis stage, I was reflecting more on my own. During the writing process, I felt the need to stop often and reflect on what I was seeing, learning, and understanding. I saw how my quantitative data took on different meaning once I combined it with the qualitative data results. Knowledge, insight, and understanding take time. As part of this heightened reflection,

I have begun to ask more 'why' questions in my workplace and more significantly, I am not asking these 'why' questions about the process but about the people involved.

8.6 Future Research

To extend the benefit of this research, there are a few opportunities for further research. First, given this research was successful by increasing engagement in the adjuncts, it would be worthwhile to go back to this organization and examine the actual impact the recommendations had on the adjuncts. This research was conducted under a time constraint of one academic semester. The interventions that were made certainly impacted the adjuncts teaching during that semester, however it would be beneficial to observe how the organization implemented sustainable programs and to measure the longer-term impact from doing this.

A second opportunity would be to take this model into a different environment to understand the relevancy and impact to a different type of environment. The world of academia is a unique environment and its heavy reliance on adjuncts is a prominent aspect in their workplace; however, other organizations may face similar challenges and could potentially benefit from these findings. It would be worthwhile to test the model in other industries.

Finally, throughout this research, I identified avenues that could have been included in my research but for the sake of time, had to be set aside to establish realistic boundaries. I recognized at the outset that I did not have enough time to include personal resources such as optimism, hope, and self-efficacy although these could be pertinent to engagement. I believe feedback to be an important job resource but was not able to include this in my one semester research timetable. Given the ambiguity of organizational support and coworker support, it could be important to understand if this were understood by adjuncts to be professional or

personal support. Lastly, there is a possibility that job resources that adjuncts wanted could be important to factor in, although I focused on resources they needed. Further research could be conducted to include personal resources, feedback, the correct understanding of organizational and coworker support, as well as job resources the adjuncts wanted.

8.7 Final Conclusion

In conclusion, my research was successful in achieving my research objectives and answering the research questions. My original problem was with the perceived low performance by the adjuncts. The literature review helped me answer my first research question by determining that engagement was the best explanation for my adjunct's performance issue. If I wanted to increase the adjunct's engagement, I could increase their resources. This was achieved by a quasi-experiment that resulted in data that informed the action, the data from the action and the data that evaluated the action. The *Before* survey revealed the adjuncts were sufficiently engaged and they only identified a modicum of deficient resources. I implemented interventions during one semester providing resources related to engagement as identified by the literature. The *After* survey showed engagement had increased suggesting my interventions were effectively implemented. While this addressed my second research question about the types of practical support that could help the adjuncts in their role, the data results from the three phases exposed the adjunct's issues with *Competency*, *Connections*, and *Communication* which was hindering their ability to accomplish their job.

A lack of *Competency*, *Connection*, and *Communication* can be indicative of an issue with self-efficacy. Low self-efficacy can be tied to imposter syndrome and liminality issues for adjuncts. The good news for employers of adjuncts is that these issues can be mitigated. Self-

efficacy in part-time workers can be built up by providing resources and self-efficacy has been found to mediate resources and engagement. Organizations can provide resources that build up their adjunct's job skills and enhance their learning. Organizations can provide resources to connect the adjuncts to their manager, their colleagues, and the organization. Organizations can provide resources that keep the adjuncts informed about what is going on in the organization and on information that impacts them directly. In response to my third research question, I provided examples on how the College could provide longer-term solutions to address the adjunct's performance. While every organization must manage their limited resources effectively, part-time workers are an important employee group to invest in as they are face of the organization to its customers. A well-equipped part-time worker that is engaged is a worker that can exhibit high performance leading to a solid return on investment.

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Appendix A *Before Survey*


DBA Thesis Before Survey ▾


Projects Contacts Library Survey Director Help 

Survey Actions Distributions Data & Analysis Reports

DBA Thesis Before Survey IQ Score: Fair ● Published

▾ The following 9 statements are about how you feel at work (at ENC only). Block Options ▾

 Q13 I get carried away when I'm working.

 Never

Almost Never (a few times a year or less)


Rarely (once a month or less)


Sometimes (a few times a month)

Often (once a week)

Very Often (a few times a week)

Always (every day)

 Q11 I am immersed in my work.

 Never

Almost Never (a few times a year or less)


Rarely (once a month or less)


Sometimes (a few times a month)

Often (once a week)

Very Often (a few times a week)

Always (every day)

 Q10 I am proud of the work that I do.

 Never

Almost Never (a few times a year or less)

Rarely (once a month or less)

Sometimes (a few times a month)

Often (once a week)

Very Often (a few times a week)

Always (every day)

Q9 I feel happy when I am working intensely.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q8 When I get up in the morning, I feel like going to work.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q7 My job inspires me.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q5 I am enthusiastic about my job.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q4 At my job, I feel strong and vigorous.

 Never

 Almost Never (a few times a year or less)

Rarely (once a month or less)

Sometimes (a few times a month)

Often (once a week)

Very Often (a few times a week)

Always (every day)

Q1 At my work, I feel bursting with energy.

 Never

Almost Never (a few times a year or less)

Rarely (once a month or less)

Sometimes (a few times a month)

Often (once a week)


Very Often (a few times a week)

Always (every day)

[Add Block](#)

▼ The questions below relate to your employment at ENC and your view of resources. Block Options ▼

Q16 Why do you work part-time at ENC? (Check all that apply)

 Alumni of ENC and want to give back

Retired professional and want to pass on experience/knowledge

Need the extra income

Have unique experience and know that qualified teachers are in short supply

Enjoy teaching

Want to teach full-time and view part-time as a foot in the door

Need to work part-time for the flexibility it offers (have other commitments)

Voluntarily working part-time at ENC and other organizations

Other

Q17

The following is a list of resources that can help employees meet their job demands. Please check all the resources you feel are not sufficient or non-existent for your work at ENC.



- Manager support
- Coworker interaction
- Office space
- Administrative support such as grading, photocopying, etc.
- Supportive organization
- Learning and development opportunities
- Role clarity (meaning you are not comfortable knowing everything that is required of you)
- Innovative organizational climate
- Ability to see your role/contribution in the overall product
- Feedback on performance
- Autonomy (meaning you do not have freedom to teach and manage class as you wish)
- Skill variety (referring to the ability to use varying skills in your role)

Q18

Now please identify the 5 most important resources for you to meet your job demands.



- Manager support
- Coworker interaction
- Office space
- Administrative support such as grading, photocopying, etc.
- Supportive organization
- Learning and development opportunities
- Role clarity (meaning being fully aware of everything that is required of you)
- Innovative organizational climate
- Ability to see your role/contribution in the overall product
- Feedback on performance
- Autonomy (meaning freedom to teach and manage class as you wish)
- Skill variety (referring to the ability to use varying skills in your role)
- Other

[Add Block](#)



End of Survey


[Survey Termination Options...](#)



EASTERN
NAZARENE COLLEGE

[Qualtrics.com](#) [Contact Information](#) [Legal](#)

Appendix B After Survey

DBA Thesis After Survey ▾ Projects Contacts Actions Library Survey Director Help 

Survey Actions Distributions Data & Analysis Reports

DBA Thesis After Survey IQ Score: Great ● Published

▾ The following 9 statements are about how you feel at work (at ENC only). Block Options ▾

Q13 I get carried away when I'm working.

- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q11 I am immersed in my work.

- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q10 I am proud of the work that I do.

- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q9 I feel happy when I am working intensely.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q8 When I get up in the morning, I feel like going to work.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q7 My job inspires me.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

Q5 I am enthusiastic about my job.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

■ Q4 At my job, I feel strong and vigorous.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

■ Q1 At my work, I feel bursting with energy.



- Never
- Almost Never (a few times a year or less)
- Rarely (once a month or less)
- Sometimes (a few times a month)
- Often (once a week)
- Very Often (a few times a week)
- Always (every day)

[Add Block](#)

▼ The questions below relate to your view of the resources available to you. Block Options ▼

■ Q16 Did you participate in any of the Zoom sessions offered to help instructors this semester?

Yes No

Display This Question: If Did you participate in any of the Zoom sessions offered to help instructors this semester? Yes Is Selected ▼

■ Q13 How many did you attend?

One Two More than Two Unsure

Q17



The following is a list of 9 resources that were offered this semester to meet job demands. Please indicate the effectiveness (or usefulness) of each type of resource offered in the first 4 column options. (Note: you can rate the effectiveness of the resource being offered even if you did not take the opportunity to use it).

	Extremely effective	Somewhat effective	Not effective	Did not notice/see it
Communication or support from Manager (Rob Murphy or Mendy Smith).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information and support by Deans (William Malas or Linda Scott).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement emails administration (President Jack Connell, Jeff Kirksey or Christina Paul).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative support from Sarah Shobert and/or Kimberly Poligrove.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and development emails from Joe Fats and Charlie Burt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities during/outside sessions to interact with coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouragement emails the Chaplains (Lynne Bollinger and Marcella Charles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback from Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18



As COVID-19 impacted your course delivery, please select the 5 most important resources for you to meet your job demands.

- Receiving support from your manager
- Being able to interact with your coworkers
- Having office space
- Having administrative support for grading, photocopying, etc.
- Having a supportive organization
- Having learning and development opportunities
- Having role clarity (meaning being fully aware of everything that is required of you)
- Having an innovative organizational climate
- Being able to see your role/contribution in the overall product
- Receiving feedback on performance
- Having autonomy (meaning freedom to teach and manage class as you wish)
- Being able to use a variety of skills in your role
- Other

Q15 Please feel free to clarify your responses or add comments if you like.



[Add Block](#)

 [End of Survey](#) [Survey Termination Options...](#)



Appendix C Table of Email Communication

Table of Email Communication between 1st Survey and 2nd Survey						N=83				
Date	Time	Sender		Recipients	Subject Line	Message	Resource Type	Comments		
2/4/2020 - 5/6/2020										
2/12/2020	2:21PM	Sarah Shobert	Administrative Assistant	Adjunct.Adult.Studies, All.Adjunct.Campus	AGS Adj Faculty and Students General Education Program Review	Delivered message from Bill McCoy explaining what the General Education Program is and requests participation in a survey about views on the program and it's effectiveness.	Changes in Academic Schedule/Course Delivery	Administrative Information	Nice, brief explanation of Gen Ed before asking to participate in survey.	
2/12/2020	4:41pm	Linda Scott	AGS Dean	Invisible	All Employees and Students Sandwich Seminar - CORRECTED DAY	Invites recipients to two events: a talk on "Does Race and Ethnicity Impact Health Disparities" as well as a "Jazz, Story Telling and You".	Changes in Academic Schedule/Course Delivery	Administrative Information	Forwarded email from Robert Benjamin with no 'plug' for it.	
2/13/2020	2:51pm	Ed Wichrowski	Registrar	Invisible but addressed to	Trad Faculty (f/t,p/t) Please review DRAFT of the final exam schedule	Email with attachment of final exams with request for changes.	Changes in Academic Schedule/Course Delivery	Administrative Information	Routine email sent every semester from Registrar's office.	
2/13/2020	11:02am	Sarah Shobert	Administrative Assistant	Adjunct.Adult.Studies, All.Adjunct.Campus	AGS Adj Faculty and Students General Education Program Review	Forwarded an email from Bill McCoy asking for faculty to take survey on General Education Program.	Changes in Academic Schedule/Course Delivery	Administrative Information	A bit insulting that the forwarded message was sent by Bill to "All.Faculty" yet Sarah had to forward to Adjunct faculty as they were clearly not included in All Faculty.	
2/17/2020	5:11pm	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t) Teaching at Small Colleges Using Canvas (May/June 2020)	Invitation with attached flyer about a free 3-credit graduate course for faculty to take in using Canvas for online course management.	Training	Training/Learning & Development	Good summary information in email body. Plenty of advance notice as course begins in 2.5 months.	
2/21/2020	12:147pm	Ed Wichrowski	Registrar	Invisible	Trad Faculty (f/t,p/t) Two Items: Midterm Grades and Final Exam Schedule	Notice to enter mid-term grades within the next 5 days as well as attachment with Final Exam	Changes in Academic Schedule/Course Delivery	Administrative Information	Due date highlighted so easy to find important information.	
3/2/2020	9:22am	Christina Paul	HR	All.Employees	All Employees Today's All Staff	Reminder to joining the "all staff" gathering and provides 2 times.	Campus/COVID Information	Administrative Information	employees but no subject is provided. Leaves it questionable whether adjuncts should be attending.	
3/3/2020	12:28pm	Jeff Kirksey	SDO	All Employees	All Employees Important: COVID-19 Notice 3/3/20	are surfacing. College remains open but will call everyone to practice heightened hygiene. Reminder not to talk to Media but direct inquiries to Laura Rivera.	Campus/COVID Information	Administrative Information	Brief, informative. Good reminder at this early stage not to talk to media. Explanation of levels was nice.	
3/5/2020	1:40pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email addresses ENC	All Faculty (f/t,p/t) Teaching with Canvas - Planning for impact by Coronavirus - March 5,2020	Preparation and early offer for assistance moving to Canvas/remote teaching.	Support Offer	Training/Learning & Development	Nice early message. Offers of assistance.	
3/6/2020	3:33pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email addresses Canvas instructors at ENC	All Faculty (f/t,p/t) Teaching with Canvas at ENC - Student Online Learning Readiness - March 6,2020	Shares a link for students to learn about using Canvas.	Resource Information	Training/Learning & Development	Notice change of salutation - switched to instructors to include adjunct who may not feel they fall under "faculty".	
3/6/2020	2:11pm	Sarah Shobert	Administrative Assistant	Adjunct.Adult.Studies	AGS Adj Faculty Follow-up on 3/05 Teaching with Canvas email	Follow-up from Joe's email on 3/5, clarifying that no change is being enacted at this time. But rapidly evolving so stay tuned.	Changes in Academic Schedule/Course Delivery	Administrative Information	Suspect some instructors were confused thinking they were moving to online. If so, nice brief message to squelch that.	
3/9/2020	7:20am	Jeff Kirksey	SDO	Campus, All Students LEAD, All Employees	All Employees and Students COVID-19 Update	Welcome back from spring break. Assurance monitoring COVID-19 and provide reminders on good hygiene steps. Provide nurse details.	Campus/COVID Information	Administrative Information	Good bullet list. Nice to publish nurse details although I'm sure she was inundated.	

Table of Email Communication between 1st Survey and 2nd Survey 2/4/2020 - 5/6/2020						N=83					
Date	Time	Sender		Recipients	Subject Line	Message	Resource Type	Comments			
3/9/2020	3:33pm	Sarah Shobert	Administrative Assistant	All.Students LEAD, Adjunct.Adult.Studies	AGS Adj Faculty and Students	COVID-19 Meeting	Changes in Academic Schedule/Course Delivery	Administrative Information	that showed original invitation was sent to 'All Students and All Employees' email distribution list but given that Sarah had to forward, this suggests adjunct faculty are not "all employees". Sarah's message was clear that Instructors and Students in the Adult Program were invited to attend.		
3/10/2020	10:39am	Lynne Bollinger	Chaplain	Campus, All Students LEAD, All Employees	All Employees and Students	Chapel this week	Campus/COVID Information	Supportive Organization	Good graphics. Adjunct faculty would not know when chapel is held so time should be included.		
3/10/2020	5:41pm	Christina Paul	HR	All.Employees	All Employees	COVID Update	Campus/COVID Information	Administrative Information	Nice to hear from HR.		
3/10/2020	11:12pm	Jeff Kirksey	SDO	All Students Campus, All Students LEAD, All Employees	All Employees and Students	Important: COVID-19 and Campus Action	Campus/COVID Information	Administrative Information	Nice reminder that they are taking situation serious. Good to remind all the communication thus far.		
3/11/2020	12:37pm	Sarah Shobert	Administrative Assistant	Adjunct.Adult.Studies	AGS Adj Faculty	AGS Planning for COVID	Dealing with Student Issues	Administrative Information	Nice to have specific issue addressed so adjunct faculty in this program will know how to handle it.		
3/11/2020	2:55pm	Lynne Bollinger	Chaplain	All Students, All Students LEAD (cc to All Employees)	All Employees and Students	Late Night and Monday Morning programming	Campus/COVID Information	Administrative Information			
3/11/2020	10:30am	Lynne Bollinger	Chaplain	Campus, All Students LEAD, All Employees	All Employees and Students	Chapel Cancellation and COVID-19	Campus/COVID Information	Administrative Information			
3/11/2020	8:50pm	Jeff Kirksey	SDO	All Students Campus, All Students LEAD, All Employees	All Employees and Students	Important: COVID-19 Update	Campus/COVID Information	Administrative Information	Demonstrates leadership - meant to provide assurance that decisions will be fair and comprehensive.		
3/12/2020	5:12PM	William Malas	Academic Dean	Invisible but I didn't receive it. Bus Chair forwarded	Trad Faculty (f/t only)	Change in Academic Instruction	Changes to Student Life on Campus	Administrative Information	Nice to get warning of the plan prior to the students.		
3/12/2020	7:10pm	Jeff Kirksey	SDO	All Students Campus, All Students LEAD, All Employees	All Employees and Students	Important COVID-19	Campus/COVID Information	Administrative Information	Nicely worded. Factual, non-emotional which was appropriate.		
3/13/2020	3:48pm	Sarah Shobert	Administrative Assistant	Adjunct.Adult.Studies	AGS Adj Faculty	Change in AGS Instructions for the Next Two Weeks	Changes in Academic Schedule/Course Delivery	Administrative Information	Strong language but probably appropriate as most would just stop holding classes for 2 weeks.		

Table of Email Communication between 1st Survey and 2nd Survey						N=83				
2/4/2020 - 5/6/2020										
Date	Time	Sender	Recipient	Subject Line	Message	Resource Type	Comments			
3/13/2020	12:56pm	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Online Training Sessions for Faculty	RSVP link and list of 7 sessions.	Information Related to Training/L&D	Training/Learning & Development	Requires RSVP which some may forget to do. RSVP is nice as you get reminder. No link provided unless you RSVP'd so if you decide to attend later, you cannot.
3/13/2020	4:36pm	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus	Trad Faculty (f/t,p/t)	Faculty Resources for Online Teaching and Course Development	Acknowledged unusual circumstances and offered assistance to move to online. Links to videos. Concludes with words of encouragement and offers of support.	Information Related to Training/L&D	Training/Learning & Development	Mix of links and text. Reads like a letter. Nice tone.
3/13/2020	9:12am	William Malas	Academic Dean	All.Faculty, Adjunct.Campus	Trad Faculty (f/t,p/t)	Faculty Meeting Join Zoom	Zoom invitation for Faculty Meeting	Faculty Meeting invitation	Administrative Information	Why were AGS adjuncts not invited?
3/13/2020	10:43am	Kimberly Polsgrove	President	All.Employees, All Students, All Students LEAD	All Employees and Students	Message from the President	Email from President with sincere understanding. 9 bullets on classes, housing, café, athletics, travel, heightened hygiene, etc.	Campus/COVID Information	Administrative Information	Nice to hear from President. Bullet points quick reference of information.
3/13/2020	3:43pm	Jeff Kirksey	SDO	All Employees	All Employees	COVID-19 FAQs	Forwarded list of FAQs the SDO sent to students about upcoming changes.	Campus/COVID Information	Administrative Information	Great to see what students received.
3/16/2020	4:56pm	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Faculty Online Workshops	Reminder of remaining sessions on Monday 3/16 and Tuesday 3/17 on various topics relating to Zoom.	Information Related to Training/L&D	Training/Learning & Development	Requires RSVP which some may forget to do. RSVP is nice as you get reminder. No link provided unless you RSVP'd so if you decide to attend later, you cannot.
3/16/2020	8:03pm	Melinda Smith	AGS Curriculum Spec	Session participants	RSVP	Best Practices: Web Conferencing	Thanks for attending session. 11 links to instructional videos of everything we discussed.	Resource Information	Training/Learning & Development	Nice to have immediate thanks for joining. Links helpful.
3/16/2020	3:24pm	Charles Burt, IT	IT	Invisible	All Faculty (f/t,p/t)	ITS Notice - Zoom Conferencing & VPN Access Requests	Forwarded original email sent at 12:58pm and provided update that all faculty will be upgraded from a Basic to a Licensed account.	Resource Information	Training/Learning & Development	
3/16/2020	2:56pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email addresses Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas at ENC - Moving to Online - March 16, 2020	Tons of links with Canvas and Zoom help.	Resource Information	Training/Learning & Development	Long email with lots of information.
3/16/2020	12:58pm	Charles Burt, IT	IT	Invisible	All Faculty (f/t,p/t)	ITS Notice - Zoom Conferencing & VPN Access Requests	Notice that ENC has secured Zoom account for all faculty to facilitate working and studying remotes. Instructions provided on how to log in.	Resource Information	Training/Learning & Development	Short one paragraph with concise information.
3/16/2020	9:28am	Melinda Smith	AGS Curriculum Spec	RSVP list	RSVP	How to Join a Zoom Session	Thanks for signing up for online workshop. 1-minute video to help getting in and notice that Zoom session will be open 10 minutes early.	Resource Information	Training/Learning & Development	Nice for the reminder in the morning and nice to know it's open 10 min early.
3/16/2020	1:41pm	Jeff Kirksey	SDO	Campus, All Students LEAD, All Employees	All Employees and Students	Important New Social Distancing Requirements	Reference to Mass Governor's call for social distancing. Quick bullets followed by more involved explanations.	Campus/COVID Information	Administrative Information	Good to define requirements.
3/17/2020	5:27pm	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus	Trad Faculty (f/t,p/t)	Online Courses at ENC	Attachment with short guide on Canvas. Forwarded the email that was sent to students about textbooks. Three options for students to obtain textbooks if they forgot them.	Dealing with Student Issues	Administrative Information	Short message but informative. Attachment was nice rather than putting in the email. Bullets and links with 3 options. Also nice to see what students received.

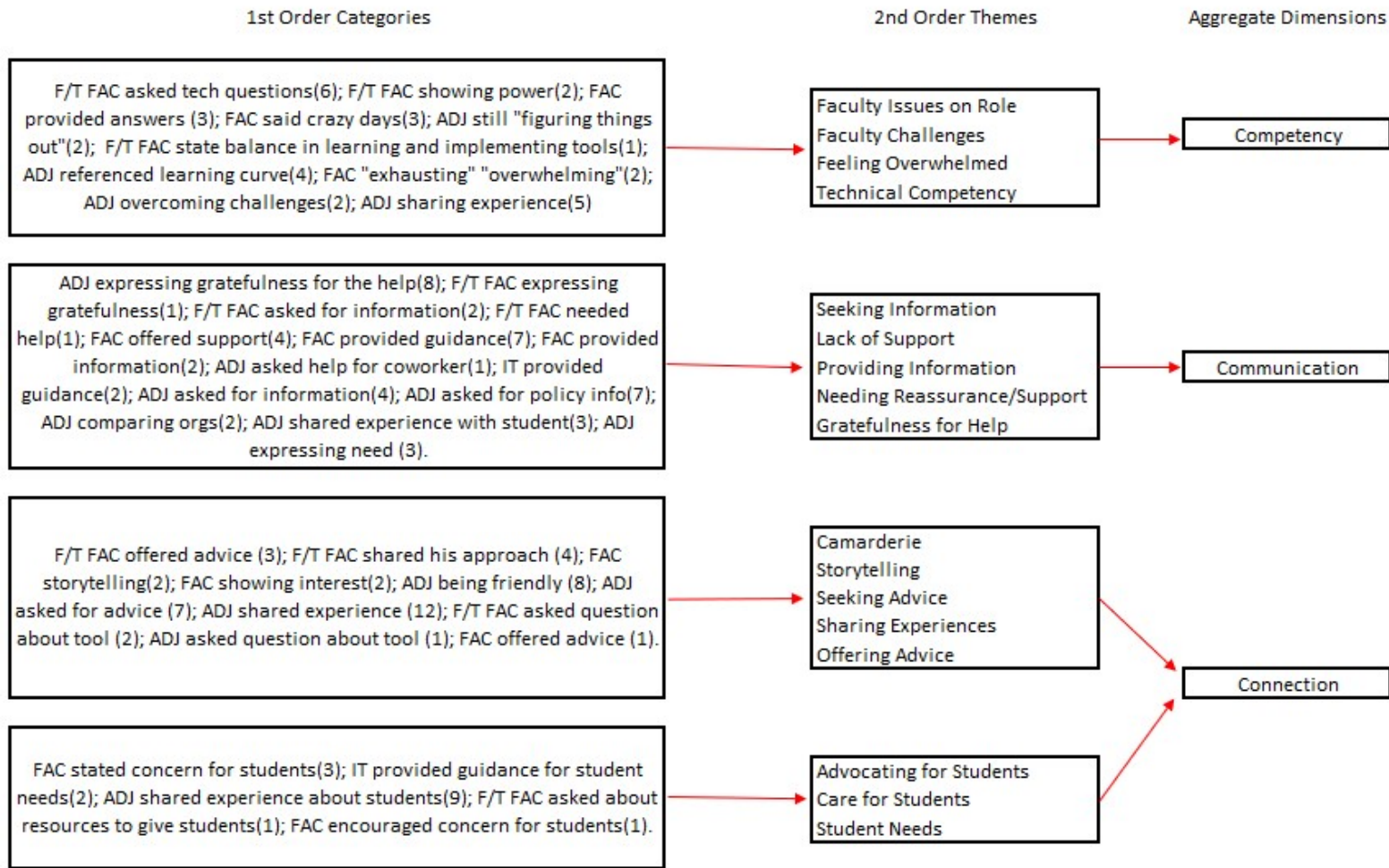
Table of Email Communication between 1st Survey and 2nd Survey 2/4/2020 - 5/6/2020						N=83					
Date	Time	Sender	Recipients	Subject Line	Message	Resource Type	Comments				
3/17/2020	12:51pm	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Open Office Hours for Instructional Design	Offering open office hours on Zoom for help in setting up Canvas.	Support Offer	Training/Learning & Development	Short, friendly, helpful.	
3/17/2020	9:30am	Melinda Smith	AGS Curriculum Spec	RSVP	RSVP	Best Practices: Asynchronous Discussions	Link to Zoom meeting	Resource Information	Training/Learning & Development		
3/17/2020	5:11pm	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus	Trad Faculty (f/t,p/t)	Information from Tree of Life	Passing along message from Tree of Life on how students can access textbooks - free online access through May 25th.	Dealing with Student Issues	Administrative Information	Attachment is nice with 2 steps.	
3/18/2020	10:46am	Lynne Bollinger	Chaplain	All.Employees, All Students, All Students LEAD	All Employees and Students	Chapel this week	Notice no chapel but short encouraging message provided.	Campus/COVID Information	Supportive Organization	Good email with some graphics and hyperlinks to further information.	
3/18/2020	1:16pm	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Zoom Resources to Share with Students	Attachment with short guide on using zoom for instructors to give to students. Link to funny video with song about going online.	Information Related to Training/L&D	Training/Learning & Development	Most think about instructor using Zoom so good to see someone thought of impact to student. Funny song (and very relevant)	
3/18/2020	3:10pm	Kimberly Polsgrove	President	Invisible but email addressed ENC Community	All Employees and Students	Important COVID-19 Update from the President	is unrealistic and that all F2F instruction will be suspended for the rest of the semester. Acknowledged disappointment. Provided seven bullets on housing, support services, café, commencement, athletic contests, partial refunds, etc.	Changes in Academic Schedule/Course Delivery	Administrative Information	Heartfelt and informative.	
3/19/2020	10:05am	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Workshop Recordings Available Now!	Link to recordings on the faculty workshops. Provided office hours for support.	Information Related to Training/L&D	Training/Learning & Development	Short and sweet. Promised recordings - this was delivered. Friendly invitation to "pop in" to Mendy's Zoom open office hours.	
3/20/2020	4:41pm	Sarah Shobert	Administrative Assistant	All AGS Students	AGS Adj Faculty and Students	Update on AGS Course Status	Confirmation email that all classes were moving to online until end of June 2020. Instructors will reach out with syllabus changes and to set expectations for the new format. Quick start guide for using Canvas was attached.	Dealing with Student Issues	Administrative Information	Nice, direct message. Helpful attachment.	
3/22/2020	1:09pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Moving to Online - March 22, 2020	(with video clip), Zoom questions page, grammarly in browser, remote teaching directions, summer 2020 courses availability in canvas notice.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.	
3/23/2020	7:55pm	William Malas	Academic Dean	Invisible but addresses Colleagues	Trad Faculty (f/t,p/t)	Dean's Update to All Faculty Teaching Trad Courses	synchronous instruction should not be required, what to do with retention issues, how to contact for testing.	Dealing with Student Issues	Administrative Information	Pep talk. Timely as it acknowledges 2nd week into online. Bullet points are easy to read but titles may help reader.	
3/24/2020	1:43pm	FSSE.org	External	Directed to individual	All Faculty (f/t,p/t)	Assessing Student Engagement at ENC	Explains students took a national survey on their college experience. Now they are inviting faculty to also take survey. Claims it takes 18-25 minutes for survey. Link provided.	Support towards Students	Administrative Information	Think this was inappropriate time to be sending this out. Faculty overwhelmed with moving to online so little time for a 20-min survey. Furthermore, results may be skewed with instructors perception of engagement in this new online environment.	
3/26/2020	8:50am	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus	Trad Faculty (f/t,p/t)	Faculty Coffee	Zoom invitation to meet colleagues for coffee.	Faculty Coffee Invitation	Coworker Interaction	Brief invite. Does NOT include instructors from Adult & Graduate Studies.	

Table of Email Communication between 1st Survey and 2nd Survey						N=83				
Date	Time	Sender		Recipients	Subject Line	Message	Resource Type	Comments		
3/26/2020	8:08pm	Charles Burt, IT	IT	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Zoom Security and Privacy	Resource Information	Times articles. Provides assurance that when accessing Zoom through Canvas, additional security is provided. Narrates all the security/privacy steps ENC has taken.	Training/Learning & Development	Lots of information but great layout. Links to current event news articles about topic was nice touch.
3/30/2020	8:53am	Charles Burt, IT	IT	Invisible but email addressed to ENC Students	All Employees and Students	Learning with Canvas at ENC - Zoom and Grammarly - March 30, 2020	Support Offer	Offer of IT help in getting students able to access Zoom, Grammarly and Canvas. All IT contact information via email and phone. Then step-by-step guides for each with screenshots.	Training/Learning & Development	Lots of information but great layout. Introduces topics to be demonstrated so you can skip to the one you need. Lots of way to contact IT. Friendly and supportive.
3/31/2020	2:14pm	Sarah Shobert	Administrative Assistant	All Adjunct Campus, Adjunct Adult Studies	All Faculty (f/t,p/t)	Online Faculty Workshop: Introduction to Canvas - Thursday, 4/2	Information Related to Training/L&D	Invitation to support session with five bullets. Zoom meeting details/link provided.	Training/Learning & Development	Short invitation. Very brief. Five bullet points easy to see topics. Sterile.
4/1/2020	3:30pm	William Malas	Academic Dean	Invisible	Trad Faculty (f/t,p/t)	Comment to Faculty - FW: A New Pass/Fail Option for Spring 2020 Courses	Changes in Academic Schedule/Course Delivery	Administrative Information	Administrative Information	however gap of almost 4 hours could expose faculty to questions they are not prepared for. Too much information in one paragraph - challenging to skim. Closing words offered understanding and support.
4/2/2020	1:16pm	Charles Burt, IT	IT	Invisible but addressed to All Faculty and staff	All Faculty (f/t,p/t)	ITS Notice - Zoom Licenses & Recordings	Training	2 charts showing usage of Zoom. Stats about 80% quota reached and will be moving to cloud storage. Instructions for class videos (storage or deletion). General offer of IT staff.	Training/Learning & Development	Charts were nice visual. Simple instructions for storing/deleting class recordings. Friendly and supportive tone.
4/2/2020	8:05am	Charles Burt, IT	IT	Invisible	All Employees and Students	ITS Notice - Direct Access to ENC Applications Outside of Portal	Resource Information	Resolution notice of technology issues. Directs links to all sites required by faculty, staff and students outside of the problem Portal.	Administrative Information	Very useful information. Message highlighted and links were hyper-links so ready to use.
4/3/2020	4:20pm	Sarah Shobert	Administrative Assistant	All Faculty, All Adjunct Campus, Adjunct Adult Studies	All Faculty (f/t,p/t)	Online Faculty Workshop: Engaging Students in Online Discussion - Monday (4/6) and Thursday (4/9)	Information Related to Training/L&D	Invitation for support session with focus on engaging students in online discussions (synch and asynch). Zoom meeting details/link provided.	Training/Learning & Development	wording so not just for new adjuncts but even pros. Great language to "share your own success" and "we offer this time for mutual support".
4/3/2020	10:17am	Sarah Shobert	Administrative Assistant	All Students LEAD, Adjunct Adult Studies	AGS Adj Faculty and Students	Message from Marcella Charles, Asst. Chaplain for AGS	Encouragement	Uplifting message to calm and encourage students and adjuncts in Adult Program. Embedded YouTube message.	Supportive Organization	Two accept points. Video 12 minutes long. Introduces herself and offers support. Nice touch.
4/6/2020	12:55pm	Jeff Kirksey	SDO	All Employees	All Employees	Retention Committee Recommendations in light of COVID-19	Support towards Students	3 bullets provided on Intentional Communication, Intentional Community and Connecting Student to Support Services.	Supportive Organization	Bit long and no leading into it, just title of recommendations then listed 3 bullet points.
4/6/2020	8:49am	Sarah Shobert	Administrative Assistant	All Faculty, All Adjunct Campus	Trad Faculty (f/t,p/t)	Faculty Coffee	Faculty Coffee Invitation	Zoom invitation to meet colleagues for coffee.	Coworker Interaction	Brief invite. Does NOT include instructors from Adult & Graduate Studies.
4/6/2020	9:03am	Russ Long	Board of Trustees	All Employees	All Employees	A Message From the Board Chair	Encouragement	Encouraging words from the Board of Trustees	Supportive Organization	Nice.
4/6/2020	5:21pm	Christina Paul	HR	All Employees	All Employees	Updated ENC Campus Guidelines	Campus/COVID Information	Lists guidelines for essential and non-essential personnel as well as what to do if you are sick.	Administrative Information	
4/7/2020	7:31pm	Jeff Kirksey	SDO	Campus, All Students LEAD, All Employees	All Employees and Students	COVID-19 Community Health Notice	Campus/COVID Information	Administrative Information	Administrative Information	Notice that 2 ENC members tested positive for COVID followed by all the efforts being made by the administration.

Table of Email Communication between 1st Survey and 2nd Survey						N=83				
2/4/2020 - 5/6/2020										
Date	Time	Sender		Recipients	Subject Line	Message		Resource Type	Comments	
4/8/2020	2:19pm	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Reminder: Teaching at Small Colleges Using Canvas (May/June 2020)	Resent flyer and provided update that there are still a few spots open.	Information Related to Training/L&D	Training/Learning & Development	Nice to have a reminder given all the chaos that happened since the original invite.
4/8/2020	11:19pm	Jeff Kirksey	SDO	All Employees	All Employees	Face Coverings: Recommendations and a Request	Recommendation to wear face mask outside and in buildings. Link to making a homemade face mask. Donation request for cloth/fabric for students who do not have access to fabric.	Campus/COVID Information	Administrative Information	
4/9/2020	9:13pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Online Tesis Recommendations - April 8,2020	Instructional email with 8 bullets on assessment ideas as well as links to three other college's examples.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.
4/9/2020	1:25pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Quizzes Security Settings - April 8,2020	Instructional email with 5 topics related to quizzes in Canvas.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.
4/9/2020	10:58am	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Reminder: Online Faculty Workshop: Engaging Students in Online Discussion - Monday (4/6) and Thursday (4/9)	Resent original email with session information.	Information Related to Training/L&D	Training/Learning & Development	Good to have reminder
4/12/2020	4:12pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Interviewing Students with Zoom - April 15,2020	Instructional email with 2 topics: Interviewing students with Zoom and creating quizzes in Canvas.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.
4/13/2020	1:31pm	Jack Connell	President	Invisible	All Employees	True to ENC during this difficult time...	Brief encouraging email with embedded video where President speaks.	Encouragement	Supportive Organization	Personalized with individual greeting.
4/13/2020	9:01am	Sarah Shobert	Administrative Assistant	All.Faculty, All.Adjunct.Campus	Trad Faculty (f/t,p/t)	Faculty Coffee	Zoom invitation to meet colleagues for coffee.	Faculty Coffee Invitation	Coworker Interaction	Brief invite. Does NOT include instructors from Adult & Graduate Studies.
4/13/2020	2:54pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Rich Content Editor for Video Assignments - April 13,2020	Instructional email with topics on recording and embedding video.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.
4/14/2020	4:49pm	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	NEW Date: Online Faculty/Adjunct Workshop: Online Testing - Mon 4/20	Notice that the support session was move to 4/20	Information Related to Training/L&D	Training/Learning & Development	
4/14/2020	10:38am	Sarah Shobert	Administrative Assistant	All.Adjunct.Campus, Adjunct.Adult.Studies	All Faculty (f/t,p/t)	Online Faculty/Adjunct Workshop: Online Testing - Wed 4/15	Invitation for support session with focus on alternatives to testing.	Information Related to Training/L&D	Training/Learning & Development	
4/16/2020	9:51pm	Jeff Kirksey	SDO	Campus, All Students LEAD, All Employees	All Employees and Students	Important: Weekly COVID-19 Briefing	Weekly Briefing with connection opportunities, campus updates and online resources.	Campus/COVID Information	Administrative Information	
4/17/2020	4:15pm	William Malas	Academic Dean	Invisible but address to Colleagues	Trad Faculty (f/t,p/t)	Dean's Update to Trad Faculty	Deadlines for Grades, Student Course Evaluations, Substitutions for Honors Chapel, Advising	Changes in Academic Schedule/Course Delivery	Administrative Information	Acknowledgement at beginning of challenging times and closes with a sincere thank you for what you do for ENC and the students.
4/17/2020	9:31am	Kimberly Polsgrove	President	All.Employees	All Employees	Encouraging News	Announced ENC received \$2M loan from the Federal CARES stimulus.	Campus/COVID Information	Administrative Information	
4/18/2020	2:25pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - Zoom security updates - writing portfolios - April 18, 2020	updates, Zoom cloud recordings password protected and writing porfolios as canvas assignment.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.

Table of Email Communication between 1st Survey and 2nd Survey										
2/4/2020 - 5/6/2020										
Date	Time	Sender		Recipients		Subject Line	Message	Resource Type		Comments
4/18/2020	12:56pm	ENC Alerts	IT	All who signed up	All Employees and Students	COVID-19 Updates from ENC	Weekly Briefing with connection opportunities, campus updates and online resources.	Campus/COVID Information	Administrative Information	Same message as 4/16 email but now linked to COVID page on website.
4/20/2020	9:22am	Sarah Shobert	Administrative Assistant	All Faculty, All Adjunct Campus	Trad Faculty (f/t,p/t)	Faculty Coffee	Zoom invitation to meet colleagues for coffee.	Faculty Coffee Invitation	Coworker Interaction	Brief invite. Does NOT include instructors from Adult & Graduate Studies.
4/20/2020	6:40pm	Jeff Kirksey	SDO	Campus, All Students LEAD, All Employees	All Employees and Students	Important: COVID-19 City Ordinance Notice	Took Quincy Public Health Dept statement and clarified each statement to ENC.	Campus/COVID Information	Administrative Information	
4/23/2020	2:39pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - April 23, 2020	Instructional email with 3 topics: how to save Zoom recordings, new Canvas features.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.
4/23/2020	5:07pm	Ed Wichrowski	Registrar	Invisible but addressed to Faculty	Trad Faculty (f/t,p/t)	Final Grading Open - SENIOR GRADES DUE 5/4. Other	Notice to enter final grades with due dates for seniors and other stated clearly.	Changes in Academic Schedule/Course Delivery	Administrative Information	Due date highlighted so easy to find important information.
4/23/2020	7:41am	Linda Scott	AGS Dean	Invisible	AGS Adj Faculty and Students	Message to AGS from Assistant Chaplain Marcella Charles	Uplifting message to calm and encourage students and adjuncts in Adult Program. Embedded YouTube message.	Encouragement	Supportive Organization	
4/28/2020	9:48pm	Lynne Bollinger	Chaplain	Campus, All Students LEAD, All Employees	All Employees and Students	Praying this week	Bulleted notice of deaths, professor with COVID, etc.	Campus/COVID Information	Supportive Organization	Good email with some graphics and hyperlinks to further information.
4/30/2020	2:38pm	Kimberly Polsgrove	President	All Employees	All Employees	Help us Boost Retention	Call for employees to contact students, to 'adopt' students staying on campus for the summer, etc.	Support towards Students	Supportive Organization	Supportive towards students
5/1/2020	9:12pm	Jeff Kirksey	SDO	Campus, All Students LEAD, All Employees	All Employees and Students	Important: Weekly COVID-19 Briefing	Layed out all information for students, instructors and staff.	Campus/COVID Information	Administrative Information	
5/4/2020	2:07pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - May 4, 2020	Instructional email with 3 topics: how to delete recordings, new Canvas features, Feedback Firstfruits demo.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.
5/4/2020	2:07pm	Joe Fahs, Instruction/IT	IT/Instructional Design	Invisible but email greets Canvas instructors at ENC	All Faculty (f/t,p/t)	Teaching with Canvas - May 4, 2020	Instructional email with 3 topics: how to delete recordings, new Canvas features, Feedback Firstfruits demo.	Training	Training/Learning & Development	Great layout. Very informative. Video clips and hyperlinks. May be perceived by some as too much information.

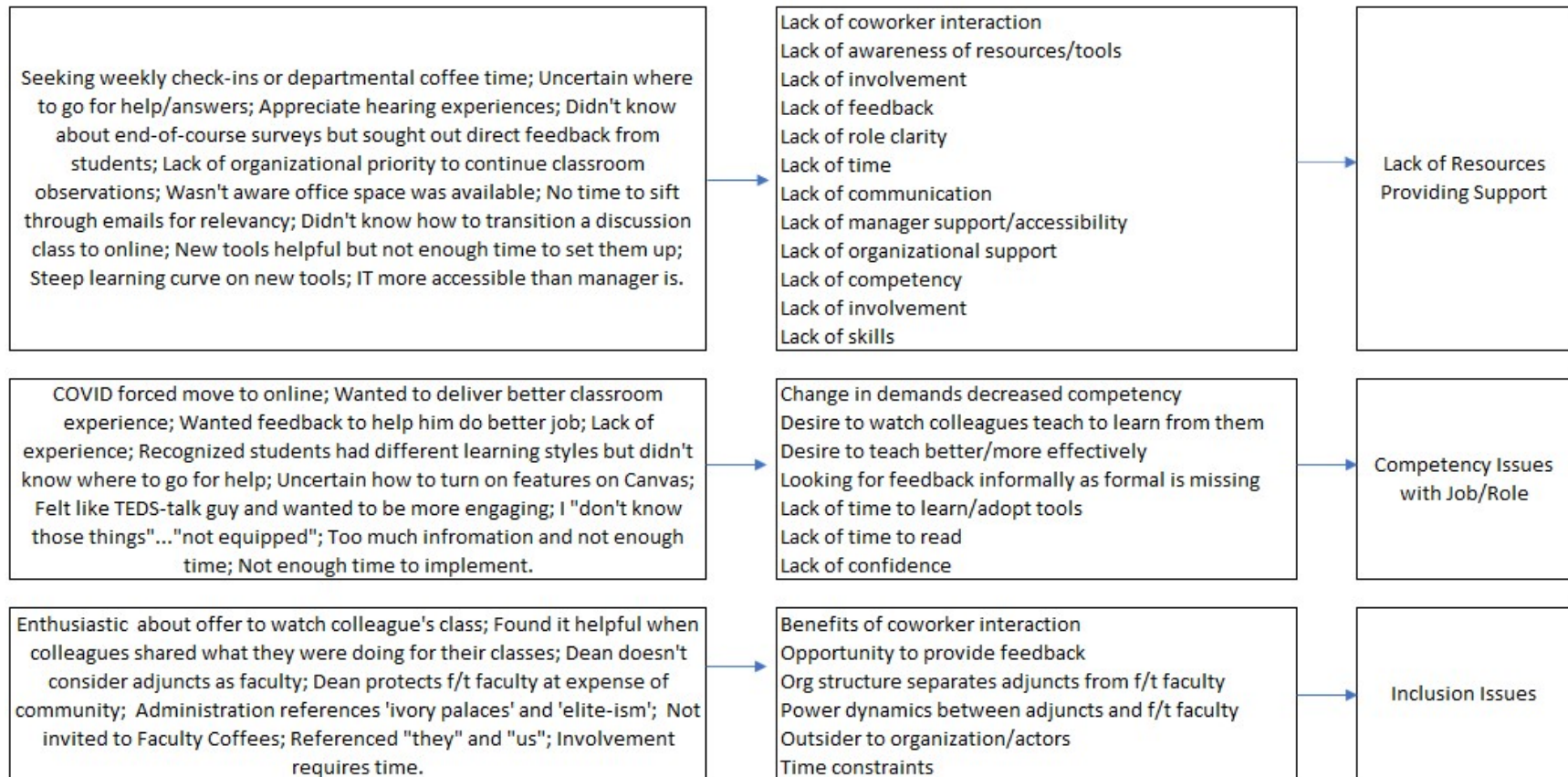
Appendix D Full Data Structure from Support Sessions Results



FAC = Facilitator of support session IT = Information Technology personnel ADJ = Adjunct Faculty F/T FAC = Full-time Faculty

Appendix E Full Data Structure from Interview Results (Before & After)

Data Structure from Three Interviews



Appendix F Table of Participant Quotes from Support Sessions

Part#	Session/Time	Commentary
P1	3.16W 39:06	p/t asked how to "use the sandbox"
P2	3.16W 39:06	p/t confessed new to canvas and asked if he could just "email zoom link" instead - IT responded yes and said do that via email
P3	4.20T 13:40	p/t stated "getting set up it always a bit of an ordeal"
P4	3.17A 38:59	p/t talked through his soln that synch for now since for students, this is "brand new", "try to figure things out" students "getting flustered"
P5	4.20T 13:51	p/t stated "still getting familiarized with all of the zoom settings" (me: this is over one month)
P6	4.20T 18:02	p/t commented "if I don't break down between now and next semester"
P7	4.6D 56:15	p/t showed other p/t the "button to raise hand"
P8	4.6D 10:57	p/t asked "how to do breakout rooms" in zoom
P9	3.17P 03:42	f/t asked "playing around with the background settings"
P10	3.16W 49:18	f/t provided his advice to lisa's question then asked a technical question about confidentiality for advising session
P11	4.6D 18:41	p/t asked how to "use voting questions/buttons during class"
P12	4.20T 18:27	p/t involved facilitator, AGS admin and IT as a "safety net for me, just in case it doesn't work"
P13	3.17A 37:33	How do you make the decision to hold class synchronously or asynchronously? p/t wanted validation that org would not expect them to hold class for 4 hours (seat time)
P14	4.6D 31:38	p/t asked how to set up groups in canvas
P15	4.6D 15L01	p/t asked how to set up groups in canvas
P16	4.6D 47:31	p/t asked facilitator about how to hyperlink to files
P17	4.6D 58:47	p/t asked how to send students link for the recordings
P18	4.20T 16:43	p/t stated "we are all surviving", other p/t added "it's been a long, long few weeks here"
P19	4.20T 56:14	p/t thought that "changing the module from what was approved" wasn't allowed