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UNDERSTANDING BURNOUT AND PROMOTING ENGAGEMENT AMONG ADJUNCT FACULTY IN COMMUNITY COLLEGES

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in scope and quality to satisfactorily meet the dissertation requirement for attaining the
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DEDICATION

I dedicate this work to my wife Lisa, without whom my aspirations of earning this degree would never have been fulfilled. Your support for me has been unwavering. As a wife, you have given me the strength needed to embark and succeed on this journey. As a mother, you have done a wonderful job raising our beautiful daughter, Olivia Madeline, despite the many nights I have spent hard at work. As a fellow educator, you have provided candid and helpful insights into this project. As an editor and literary expert, you have helped me to seek perfection in my work and improve my writing abilities. The sacrifices you have made over the last three years are numerous, and I can only hope that the completion of this endeavor brings to you a small fraction of the satisfaction it brings to me.

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ABSTRACT

This mixed methods study explored the phenomenon of job burnout among adjunct faculty at two suburban Illinois community colleges. The Maslach Burnout Inventory – Educators' Survey (MBI-ES) was administered to adjuncts at both colleges to determine overall levels of burnout for the three dimensions of burnout – emotional exhaustion, depersonalization, and lack of personal accomplishment. The results of the MBI-ES also allowed differences in burnout levels based on selected employment characteristics and teaching disciplines to be examined. Qualitative methods, specifically semi-structured interviews and document review, provided further insight into these areas. Qualitative methods were also used to investigate the risk factors for job burnout, strategies that prevent and address job burnout, and the role of adjunct unions in burnout prevention.

Overall, adjunct faculty experienced mean burnout levels that were similar to other postsecondary faculty. Elevated levels of burnout were observed among the following adjunct groups: (a) adjuncts who held part-time teaching positions at multiple institutions, (b) new adjunct faculty, (c) adjuncts who taught in transfer disciplines, and (d) adjuncts who taught lower level courses. Additionally, adjuncts who aspired to earn a full-time faculty position experienced early engagement that appeared to evolve into burnout as their full-time prospects diminished.

The challenges facing adjunct faculty are numerous and have been described in literature as relating primarily to compensation, resources, and involvement. Similar challenges, as well as others not identified in literature, were identified at the selected institutions. Several of these challenges corresponded to the organizational

risk factors for burnout that arise when a mismatch exists between the employee and the job environment (2008). Namely, mismatches related to the following areas were observed: (a) workload, (b) control, (c) reward, (d) community, and (e) fairness.

Several strategies that either addressed or prevented the manifestation of job burnout were observed. Individual strategies employed by adjuncts tended to address existing feelings of burnout while institutional strategies helped to prevent burnout from arising. Adjunct unions also helped to support adjuncts and prevent burnout through contract provisions and by creating a sense of community. However, the effectiveness of adjunct unions was limited by strict eligibility requirements and inexperienced union leadership.

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INTRODUCTION

Background and Context of the Study

Adjunct (part-time) faculty are vital to the operation of modern community colleges. According to the National Center for Education Statistics (2009), 67% of all faculty in public, two-year institutions were employed on a part-time basis in 2003. The value of adjunct faculty to community colleges is multifaceted. First, since many adjuncts are employed primarily in the field they teach, they may provide students with an authentic perspective that helps to show the connection between the classroom and the professional environment (Wallin, 2005, p. 5). Second, the use of adjunct faculty for instruction allows colleges to operate efficiently. Adjuncts are paid three to four times less per course than their full-time counterparts (Cohen & Brawer, 2003, p. 86). Additionally, since adjunct faculty are hired typically on short-term contracts, student enrollment fluctuations may easily be handled by increasing or decreasing the number of adjunct faculty rather than hiring or releasing full-time faculty. In the current climate of decreasing funding and increasing enrollments for community colleges, it is likely that adjunct faculty will continue to play a major role within these institutions.

Adjunct faculty are motivated to teach in community colleges for a variety of reasons. Some desire to maintain a reduced level of employment as an adjunct after retiring from primary employment (NEA, 2007, p. 8). Others may teach part-time at one or multiple institutions due to financial need or a preference for purely part-time employment (AFT, 2010, p. 8). Still other adjuncts may hold primary employment

outside the college and choose to teach due to a passion for teaching rather than financial gain (Eagan, 2007, p. 5; Gappa & Leslie, 1993, p. 51; Green, 2007, p. 31). Finally, some adjuncts aspire to become full-time faculty members and view the part-time role as a "stepping stone to a full-time position" (AFT, 2010, p. 9).

While adjunct faculty have a strong presence on many community college campuses, they face challenges related to several areas of employment. First, adjunct faculty are compensated at a significantly lower rate per course than full-time faculty. In 2003, adjunct faculty earned, on average, $2,400 per course compared to nearly $6,000 per course for full-time faculty (NEA, 2007, p. 8). Furthermore, adjunct faculty typically teach fewer courses than full-time faculty.

Second, adjunct faculty may not have access to institutional resources that are made available to full-time faculty. For instance, adjunct faculty often lack office space to prepare for classes or meet with students (CCSSE, 2009, p. 19; Gappa, 2000, p. 80; Jacoby, 2006, p. 1085; Jaeger, 2008, ¶ 19; Jones, 2008, p. 214). Additionally, professional development opportunities may not be available for adjunct faculty (Phillips & Campbell, 2005, p. 63).

Finally, adjunct faculty tend to experience low levels of involvement on campus. Adjuncts rarely serve on committees, attend department meetings, or participate in other activities expected of full-time faculty (Jacoby, 2006, p. 1085; Phillippe & Sullivan, 2005, p. 99). As a result, adjunct faculty typically spend little time on campus outside of the classroom. This limits their ability to interact with fellow faculty members (Schuetz, 2002, p. 43). This problem is exacerbated for

adjunct faculty who teach at night when the campus is sparsely populated (Green, 2007, p. 31).

The challenges faced by adjunct faculty have the potential to impact negatively their instructional quality and retention potential. This may be understood in the context of job burnout – the problem to be addressed in this study. Burnout is characterized by three dimensions including "an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment" (Maslach, Schaufeli, & Leiter, 2001, p. 399). Ultimately, burnout may impact job performance negatively and lead to turnover (p. 406).

According to Maslach & Leiter (2008), a mismatch between the employee and the following six domains of the job environment may lead to burnout: (a) workload, (b) control, (c) reward, (d) community, (e) fairness, and (f) values. It is conceivable that some of the aforementioned challenges facing adjunct faculty may be associated with one or more of these organizational domains. Furthermore, "highly educated people have higher expectations for their jobs, and are thus more distressed if these expectations are not realized" (Maslach et al., 2001, p. 410). Since adjunct faculty typically hold postgraduate degrees or have highly specialized training, burnout may be especially relevant for this group.

Purpose of the Study

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study was designed to provide insight into the ways in which burnout manifests itself within and affects

this unique group of faculty. Furthermore, this study sought to elicit strategies that may assist in the prevention and handling of adjunct faculty burnout.

A mixed methods research design was implemented to explore the phenomenon of job burnout among adjunct faculty at two suburban community colleges. Both quantitative and qualitative methods were employed to examine differences in the burnout experience among adjunct faculty of various employment characteristics and teaching disciplines. Additionally, qualitative methods alone were implemented to explore the causes of adjunct faculty burnout and potential strategies that prevent and address this problem. Quantitative data were collected through the use of a survey instrument. Qualitative data were collected through semi-structured interviews and document review.

Research Questions

This study employed a dominant-status sequential research methodology (Johnson & Christensen, 2008). Quantitative data collection preceded qualitative data collection making this a sequential design. The qualitative paradigm was the dominant paradigm in this study. While quantitative methods addressed only the first three research questions, qualitative methods addressed each of the following six research questions:

1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?

2. How is burnout experienced by adjunct faculty of various employment characteristics?

3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?

4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?

5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?

6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?

Significance of the Study

This study investigated an area not well-explored in empirical research. While research has been conducted on faculty burnout in postsecondary institutions, the vast majority of this research focuses on full-time faculty. Adjunct faculty are of particular interest with regard to burnout since they often have high expectations for their work, face several unique challenges in meeting those expectations, and comprise a growing percentage of community college faculty. This study sought to provide insight into the problem of burnout among adjunct faculty so that community college administrators may better prepare and motivate this group to meet their personal expectations and maintain instructional quality. Furthermore, this study sought to elicit strategies that help to address and prevent adjunct faculty burnout so that departments can decrease turnover and ensure academic standards.

Key Assumptions of the Study

Three assumptions were held throughout data collection and analysis. First, current employment status and sensitization to the nature of the study had the

potential to limit the validity of this study. Despite this potential limitation, the assumption was made that all participants responded openly and honestly to all survey and interview questions.

Second, it is possible that survey or interview responses may have been influenced by events near the time of data collection and were not indicative of respondents' overall feelings. Despite this possibility, it was assumed that responses given at the time of survey dissemination and interviews reflected the overall perceptions and feelings of the subjects.

Finally, the term "burnout" was mentioned in multiple interview questions asked of each participant. The assumption was made that all interview participants held a basic understanding of the burnout construct despite not being provided with a formal definition.

Definitions of Terms

The following terms and definitions were utilized throughout this study:

1. Community College – A two-year postsecondary institution that offers the associates' degree as the terminal degree. These institutions offer educational opportunities that enable students to transfer to four-year institutions, develop basic reading, writing, and mathematical skills, obtain a degree or training for technical or skill-based fields, and participate in non-credit courses.

2. Adjunct Faculty – Part-time or contingent faculty members who are hired on short-term (semester-to-semester) contracts. Adjunct faculty are not eligible

to receive tenure. Classroom teaching is the only job responsibility for most

adjunct faculty members.

3. Full-time Faculty – Faculty members who are eligible to receive tenure after a

    probationary period. These faculty typically teach more courses than adjunct

    faculty and hold additional job responsibilities, such as office hours and

    service on institutional committees.

4. Burnout – A syndrome that is influenced primarily by interpersonal stressors

    in the workplace (Maslach et al., 2001, p. 399). Burnout is characterized by the

    presence of any of the following three dimensions: (a) exhaustion, (b)

    depersonalization, and (c) lack of personal accomplishment (Maslach &

    Leiter, 2008, p. 498).

5. Exhaustion – The most common dimension of burnout that is characterized

    by physical or emotional fatigue. (Maslach et al., 2001, p. 399).

6. Depersonalization – "A negative, callous, or excessively detached response to

    various aspects of the job" (Maslach et al., 2001, p. 399). This dimension of

    burnout may also manifest itself as cynicism or lack of interest (Hakanen,

    Bakker, & Schaufeli, 2006, p. 498).

7. Personal Accomplishment – Refers to a sense of competence and effectiveness

    in the workplace (Maslach et al., 2001, p. 399). The third dimension of

    burnout is described as a lack of personal accomplishment or reduced feelings

    of efficacy in the workplace.

Organization of the Dissertation

This dissertation is organized into seven chapters. Following Chapter 1 – the introduction to the study – a review of literature is presented in Chapter 2. Chapter 2 includes a comprehensive review of the history of community colleges in the United States and issues surrounding adjunct faculty employment. Additionally, the theory of multidimensional burnout and partial inclusion theory – the theoretical frameworks for the study – are presented.

Chapter 3 provides an overview of the methodology employed to collect and analyze data for this study into adjunct faculty burnout. Specific details pertinent to data collection are provided, such as site selection, participant selection, and instrumentation. Additionally, a thorough description of data analysis techniques is presented. Since this study employed a mixed methods research design, attention is given to both the quantitative and qualitative methods.

The findings from this study are presented in Chapter 4 and Chapter 5. Quantitative methods (electronic surveys) were employed to address the first three research questions only. Findings from the data collected through the survey instrument are described in Chapter 4. Chapter 5 includes the qualitative findings from semi-structured interviews and document review. These findings are presented in the forms of themes and subthemes.

A cross-case analysis is provided in Chapter 6. In this chapter, the qualitative findings from both institutions are compared. Finally, Chapter 7 consists of a discussion, conclusions, implications, and recommendations for practice and future research based on the findings of the study.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study was designed to provide insight into the ways in which burnout manifests itself within and affects this unique group of faculty. Furthermore, this study sought to elicit strategies that may assist in the prevention and handling of adjunct faculty burnout.

This chapter provides a detailed overview of the literature related to adjunct faculty burnout in community colleges. First, a history of community colleges in the United States is provided with special emphasis given to the evolution of the community college mission due to such external factors as changing political and economic climates. Second, a thorough discussion of adjunct faculty is presented that includes historical and current perspectives on their roles in community colleges and also the institutional impact of their employment. From the adjunct faculty perspective, the challenges facing adjuncts are discussed in significant detail. In the third section, the theory of multidimensional burnout is discussed in terms of the three dimensions that characterize burnout as defined by Maslach and Jackson (1981). Furthermore, the causes of job burnout are explored along with proposed solutions to the problem of burnout. In the final section, partial inclusion theory is used to describe how employees' job-related attitudes may be influenced by non-work roles. Multiple research studies are discussed that compare the job-related attitudes of part-time and full-time employees within the theoretical framework of

partial inclusion theory. Additionally, variations in the job-related attitudes of part-time employees are explored.

Community Colleges in the United States

The growth of community colleges over the past century can be attributed to several factors. The impetus for growth in higher education began with the Morrill Act of 1862. This congressional act expressed the principle that higher education should be made accessible to all citizens and helped to establish land grants for each state to build its own colleges and universities (Phillippe & Sullivan, 2005, p. 1). Originally, community colleges were designed to deliver the curriculum that was typically offered to first and second-year students at four-year colleges and universities (Cohen & Brawer, 2003, p. 6). While this allowed community colleges to serve as feeder schools for four-year institutions, Cohen and Brawer explain that community colleges also gained the reputation of being alternative institutions that prevented poorly prepared students from inundating four-year colleges and universities (p. 8).

Nonetheless, community colleges were able to flourish largely because they defined their own niche in higher education. According to Cohen & Brawer (2003),

> The community colleges thrived on the new responsibilities because
> they had no traditions to defend, no alumni to question their role, no
> autonomous professional staff to be moved aside, no statements of
> philosophy that would militate against their taking on responsibility
> for everything (p. 3).

While four-year colleges and universities stayed largely rooted in tradition, community colleges incorporated unique curricula. In addition to providing liberal education, two-year institutions began to provide vocational

instruction. College-level vocational instruction was becoming necessary as science and technology helped to create an increasingly advanced work environment (Philippe & Sullivan, 2005, p. 1).

Two major governmental actions during the 1940s led to increased enrollment in postsecondary education. First, the GI bill in 1944 helped to reimburse tuition and living expenses for veterans returning home from World War II (Cohen & Brawer, 2003, p. 26). The GI bill was conceived in part from fear amongst political leaders that the "chaotic and revolutionary conditions that characterized the decades of the 1920s and 1930s after World War I" would return after World War II (Greenberg, 2004, ¶ 4). The financial support provided by this bill enabled 2.2 million veterans to attend two-year and four-year colleges and universities while another 3.5 million attended vocational schools (Greenberg, ¶ 8). Second, the Truman Commission of 1947 encouraged postsecondary education for all citizens and advocated the establishment of community colleges on a national level (Phillippe & Sullivan, 2005, p. 2). The GI bill and Truman Commission laid the groundwork for what would ultimately be an expansion of the community college system.

While veterans were largely responsible for enrollment surges during the 1940s and 1950s, the "baby-boomers" born after World War II were responsible for the enrollment increases during the 1960s and 1970s. By the 1970s, high school graduation rates reached approximately 75% (Cohen & Brawer, 2003, p. 6). This resulted in a substantial increase in the percentage of college-bound students and was magnified by the high birth rates of the 1940s associated with the "baby-boom" generation. Additionally, the Higher Education Act of 1965 provided funding that

"made it possible for nearly every American to attend college" (AACC, 2010a, ¶ 15). As a result, the total number of two-year institutions increased from 328 to 910 between the years 1947 and 1972 (Cohen & Brawer, p. 15).

While enrollment in two-year colleges doubled during the 1970s, the growth rate decreased during the 1980s due to the decreasing number of 18-year olds in the United States (Cohen & Brawer, 2003, p. 39). Community colleges again showed their resilience by offering programs to attract older students. An increased number of career and job training programs emerged that allowed workers to improve their job skills while they attended college part-time (Cohen & Brawer, p. 39). While enrollment continued to grow, the total number of community colleges plateaued after the 1970s. Today, there are 1,166 community colleges in the United States (AACC, 2010b, ¶ 3).

The mission of the community college has evolved over time to include the following five curricular functions: transfer education, vocational/technical education, continuing education, developmental education, and community education (Cohen & Brawer, 2003, p. 20). At times, the competition between these curricular functions leads to confusion over the actual mission of the community college. Dougherty and Townsend (2006) argue that an institutional focus on occupational education may affect negatively the transfer mission of community colleges (p. 9). Clark (1960) argues that underprepared students may be discouraged from majoring in a transfer field and instead encouraged to take developmental or occupational courses (p. 572).

While conflict between the curricular functions of the community college has drawn some criticism, it is the diversity of the programs offered by these institutions that has contributed to their success. For example, Levin (2001) explains that during the 1990s, community colleges began to play a larger role in workforce training (p. 6). The demand from local businesses for trained workers largely influenced this shift in the focus of community colleges (Cohen & Brawer, 2003, p. 9). Today, decreasing state funding has forced community colleges to find new sources of revenue. "Partnerships with private industry and non-profit organizations . . . [have helped] support costly career program curricula such as nursing, automotive technology, and information technology" (Phillippe & Sullivan, 2005, p. 4). It seems that in the current funding climate, community colleges will need to continue to be creative in identifying sources of revenue.

Despite its historical success, the community college faces many current challenges. First, the poor economy and increasing unemployment rates are encouraging many individuals who otherwise would not consider attending college to pursue higher education. In fact, as of 2004, 60% of public community college students were first generation students (Vaughan, 2004, p. 53). Many of these students require remediation due to their lack of academic preparation (Dougherty & Townsend, 2006, p. 12). The increasing enrollment in community colleges also presents a threat to the open access policies of these institutions. Some competitive programs, such as nursing, already have selective admissions procedures (Vaughan, p. 55). Finally, the issue of funding cutbacks will continue to be a concern, especially as enrollment continues to increase. Some of the negative consequences of these

cutbacks include the elimination of faculty and staff positions, delayed construction projects, and tuition increases (Phillippe & Sullivan, 2005, p. 3). Additionally, it is conceivable that the use of adjunct faculty as a less expensive form of instruction in community colleges is likely to increase. In order to maintain its historical success, the community college will likely continue to adapt to the challenges associated with changing external factors.

Adjunct Faculty in Community Colleges

This section of the literature review discusses the employment of adjunct faculty in community colleges. In the first section, the institutional benefits of adjunct employment are presented from the two perspectives provided by Levin (2007) – efficiency and workforce development. Next, the motivations of adjunct faculty to pursue part-time employment in community colleges are explored through the lens of Gappa and Leslie's (1993) adjunct faculty typology. After that, the impact of adjunct faculty employment is reviewed from both the adjunct and institutional perspectives. Finally, a brief overview of adjunct faculty unions is provided followed by a description of the challenges facing adjunct faculty.

Institutional Benefits

Adjunct faculty have always been integral to the community college. Early in the history of community colleges, adjunct faculty – often local high school teachers – comprised a significant portion of the faculty population (Cohen & Brawer, 2003, p. 85). As community colleges grew, so did the number of full-time faculty. For instance, in the 1960s, nearly two-thirds of faculty held full-time status (Cohen & Brawer, p. 85). Today, adjunct faculty comprise nearly 70% of all community college

faculty (AFT, 2010, p. 3). Consequently, adjuncts teach about half of all courses since the typical course load of an adjunct is less than that of a full-time faculty member (NEA, 2007, p. 1). The increasing reliance on adjunct faculty is multifaceted and based on factors related to both the mission of the community college and also the external environment.

According to Levin (2007), community colleges operate around two goals – efficiency and workforce development (p. 19). The benefits of adjunct faculty employment can be understood within the framework of these two goals.

Efficiency. According to Jones (2008), the primary reason for the use of adjunct faculty is to lower costs associated with instruction (p. 214). Adjunct faculty make considerably less per course than their full-time counterparts – typically, between $2,000 and $3,000 per course (Phillippe & Sullivan, 2005, p. 98). Full-time faculty are usually paid three to four times more per course (Cohen & Brawer, 2003, p. 86). Furthermore, adjunct faculty rarely receive benefits such as medical insurance from community colleges (Gappa, 2000, p. 79; Jones, p. 214). In a climate of increasing instructional costs and decreasing state funding that leads to subsequent budget constraints, the use of adjunct faculty will continue to serve as a cost-cutting measure employed by community colleges (Green, 2007, p. 30; Pearch & Marutz, 2005, p. 31; Valadez & Anthony, 2001, p. 97).

The flexibility associated with hiring adjunct faculty also adds to the efficiency of community colleges. Employing adjunct faculty during periods of enrollment growth is common practice to avoid hiring additional full-time faculty (Christensen, 2008, p. 31). On the other hand, when enrollment unexpectedly

decreases, department chairs often choose not to rehire some adjuncts rather than take courses away from full-time faculty. This is possible since adjunct faculty are hired typically on short-term contracts. In this sense, adjunct faculty serve as a buffer for full-time faculty by helping to ensure that their course loads are unaffected (Green, 2007, p. 30). Additionally, the last decade has seen a significant number of full-time faculty retire (Pearch & Marutz, 2005, p. 31). Adjunct faculty may be asked to teach courses vacated by a retired faculty member who cannot be immediately replaced due to funding issues or the inability to find an appropriate candidate (Jones, 2008, p. 214).

Finally, adjunct faculty allow community colleges to offer classes at times when full-time faculty tend to be off-campus. Cohen and Brawer (2003) explain that night and weekend courses are often taught by adjunct faculty (p. 89). Since adjuncts frequently hold employment outside of the community college, these times may fit their schedules conveniently (Gappa & Leslie, 1993, p. 50). Adjuncts are also found teaching developmental courses that may not have the same appeal to full-time faculty as higher-level courses (Cohen & Brawer, p. 89).

Workforce Development. The unique skills and experience held by adjunct faculty have always made them valuable to community colleges in ways other than efficiency. According to Wallin (2004), "They were the experts, the visiting professors, who were so valued for their specialized knowledge that they had to be shared among institutions" (p. 375). While other factors related to costs and flexibility have increased the adjunct presence in community colleges, they are still valued for their specialized knowledge and real-world experience that may impact

students positively (Green, 2007, p. 30; Rossi, 2009, p. 6; Wagoner, 2007, p. 22; Wallin, 2005, p. 3).

Literature suggests that specific groups of adjuncts may benefit the workforce development mission of community colleges more than other groups. Levin (2007) argues that adjunct faculty in career and technical programs are usually hired for their specialized, up-to-date knowledge of the field (p. 19). Conversely, the author contends that "liberal arts faculty are essentially hired not for their expertise but rather for their labor as substitutes for full-time faculty" (p. 18). This view suggests that certain adjunct faculty – primarily those in career and technical programs – may be able to provide students with classroom experiences that full-time faculty cannot recreate due to their disengagement from the field of practice. To support this view, Wallin (2005) explains that adjunct faculty expertise in niche areas may sometimes allow community colleges to offer classes that they normally could not with their current full-time faculty (p. 6). Furthermore, adjunct faculty "allow colleges to maintain close ties with business and industry by employing their representatives to teach in appropriate subject areas" (Wallin, 2004, p. 377). Ultimately, the connection to local businesses has the potential to impact students positively by providing them with internships or career opportunities (Green, 2007, p. 30).

Motivations to Teach Part-time

Adjunct faculty choose to teach part-time for a variety of reasons. Overall, the majority of adjuncts (57%) express a passion for teaching, rather than financial gain, as the primary motivation for their employment in higher education (AFT, 2010, p. 4). Still, the aspirations of adjunct faculty and their roles outside of postsecondary

institutions may shed light on deeper motivations to pursue adjunct employment.

In an effort to describe fully the reasons that adjunct faculty pursue part-time

employment, Gappa and Leslie (1993) list the following four motivating factors: (a)

desire to teach after retirement, (b) desire to teach while holding primary

employment elsewhere, (c) aspirations to become a full-time faculty member, and (d)

desire to hold purely part-time employment.

     Post-retirement. Adjunct faculty who are retired or in the process of retiring

from other professions may view part-time instruction as a "semi-retirement" option

that allows them to maintain some means of employment (NEA, 2007, p. 8). Green

(2007) explains that many adjuncts pursue part-time instruction because they enjoy

being on a college campus and interacting with other adults (p. 31). It is conceivable

that this may be true especially for older, retired adjunct faculty who no longer

experience regular social interaction within the workplace. The findings of an

adjunct faculty survey conducted by the AFT (2010) help to support this argument

by showing that 64% of adjuncts over age 50 are motivated to teach for enjoyment

rather than for financial gain (p. 4). Furthermore, 62% over age 50 would rather

teach part-time than full-time (AFT, p. 8). While not all adjuncts over age 50 are

retired, it is likely that these findings may be similar for retired adjuncts.

     Gappa and Leslie (1993) term this group of adjunct faculty *career enders* (p. 47).

This group includes adjuncts who are fully retired from other professions or who are

in the process of retiring (p. 47). The authors also suggest that full-time faculty

members may become *career enders* as they reach retirement age and transition into

part-time employment (p. 50).

Primary employment outside the college. The literature suggests that adjunct faculty who hold primary employment outside of the college tend to teach because they are fulfilled by giving back to the community through teaching (Christensen, 2008, p. 29). Several authors contend that this group of adjunct faculty hold an intrinsic passion for teaching and are motivated minimally by financial gain (Eagan, 2007, p. 5; Gappa & Leslie, 1993, p. 51; Green, 2007, p. 31).

There exists conflicting information regarding the percentage of adjunct faculty who hold primary employment outside the college. For instance, the AFT's (2010) national survey of adjunct faculty at both two-year and four-year institutions reports that approximately 25% of all adjunct faculty fall into this category (p. 4). Leslie and Gappa's (2002) analysis of a 2002 CSCC faculty survey finds that 30% of adjunct faculty work more than thirty hours per week in addition to their part-time teaching responsibilities (p. 62). Finally, the NEA (2007) reports that 46% of adjunct faculty who responded to the 2004 NSOPF were employed in other full-time professions (p. 9). This percentage is notably larger than the numbers reported by the AFT and Leslie and Gappa. Despite this discrepancy, it appears that this group of adjuncts comprises a significant percentage of all adjunct faculty.

Gappa and Leslie (1993) categorize this group of adjunct faculty as *specialists* (p. 48). The authors explain that the *specialists* are well-compensated in their primary fields of employment and, as a result, tend to be motivated above all by their desire to teach (p. 51). Due to their professional commitments outside of the postsecondary institution, this group of adjunct faculty may not have much interest in the

educational processes of the institution outside of the classroom, such as committee work (Gappa & Leslie, p. 52).

Full-time aspirations. While it appears that a significant number of adjunct faculty are motivated to pursue part-time employment in higher education due to their passion for teaching, many adjunct faculty also aspire to become full-time faculty members (Christensen, 2008, p. 30). These adjuncts believe that part-time teaching may serve as a "stepping stone to a full-time position" (AFT, 2010, p. 9). These adjuncts may voluntarily partake in additional work, such as committee service and curriculum development, in an effort to "have the edge on other candidates for full-time positions" (Wallin, 2004, p. 379).

Multiple studies attempt to estimate the percentage of adjunct faculty who desire to achieve full-time faculty status (AFT, 2010; Leslie & Gappa, 2002; Jacoby, 2005). First, a national survey of adjunct faculty conducted by the AFT finds that 49% of adjunct faculty at two-year institutions would prefer to teach full-time (p. 9). These findings are mirrored in Jacoby's study of adjunct faculty at a Washington community college. The author reports that 54% of adjunct faculty would prefer a full-time faculty assignment (p. 141). Finally, Leslie and Gappa's analysis of the 1993 NSOPF shows that 49% of community college adjunct faculty would prefer to teach full-time (p. 62). It should be noted that Leslie and Gappa find "relatively few [of these faculty] fully qualified for and actively seeking full-time faculty careers" (p. 62). Nonetheless, these three studies agree that approximately half of all adjunct faculty in community colleges aspire to earn full-time faculty positions.

Interestingly, adjunct faculty who teach in career and technical fields are "two-thirds more likely to work in a full-time position outside their…institution than [are] part-time faculty from the arts and sciences" (Wagoner, 2007, p. 26). This is consistent with Levin's (2007) argument that liberal arts faculty are less marketable to employers outside of the college than are career and technical faculty (p. 19). Therefore, it is not surprising that 50% of adjunct faculty teaching social science or humanities courses would prefer full-time faculty employment (AFT, 2010, p. 9).

Age and experience seem to influence adjunct faculty members' aspirations for full-time employment in postsecondary institutions. Among adjuncts under age 50 at both two-year and four-year institutions, 60% would prefer full-time employment (AFT, 2010, p. 4). Only 35% of adjuncts over age 50 would prefer full-time employment (AFT, p. 8). One possible explanation for this effect is that a portion of those adjuncts over age 50 are likely to be retired from other primary employment. The same study from the AFT reports that 59% of adjuncts who have been employed at their current institution for five or fewer years would prefer to teach full-time (p. 8). Only 39% of adjuncts with 11 or more years of experience would prefer to work as full-time faculty (p. 8).

This group of adjunct faculty is referred to as *aspiring academics* by Gappa and Leslie (1993, p. 48). The authors describe the *aspiring academics* as a diverse group consisting of recent graduates, long-term adjuncts who have been "stuck" at one institution, and adjuncts who have pieced together academic careers at several institutions – also known as "freeway fliers" (p. 59). The percentage of "freeway

fliers," or adjuncts who hold part-time teaching assignments at multiple institutions, is estimated at around 17% (Leslie & Gappa, 2002, p. 62).

Purely part-time. Teaching part-time is desirable to some adjunct faculty who are not interested in full-time employment. Family or personal obligations may influence some adjuncts to hold purely part-time employment. Approximately 34% of adjuncts who prefer part-time employment (17% of all adjuncts) at two-year and four-year institutions express that family or personal reasons cause them to prefer part-time assignments (AFT, 2010, p. 8).

Although some adjuncts hold employment at multiple institutions, the majority work at only one school. Eagan (2007) reports that in 2004, only 11% of community college adjunct faculty held teaching assignments at multiple institutions (p. 9). The AFT (2010), who surveyed both two-year and four-year adjunct faculty, report that 28% of adjunct faculty have multiple teaching jobs (p. 8). Furthermore, adjunct faculty who hold only one job are 16% more likely to prefer part-time employment over full-time employment (AFT, p. 9). This may indicate that adjuncts who work exclusively at one institution are less financially dependent on their part-time employment than adjuncts who teach at multiple institutions. Furthermore, the preference for full-time employment held by adjuncts who teach at multiple institutions may be due to their financial need or desire for job stability.

Adjuncts who hold purely part-time employment are categorized as *freelancers* by Gappa and Leslie (1993, p. 49). The authors describe this group as consisting of homemakers, artists, and individuals who both intentionally and unintentionally build careers around part-time jobs (p. 60). Furthermore, they find

that a significant number of *freelancers* "prefer not to have ties to any particular institution or position" (p. 61). *Freelancers* also include adjunct faculty who are experimenting with the idea of teaching as a profession (p. 61).

Impact of Adjunct Faculty Employment

The challenges facing adjunct faculty have the potential to impact both adjuncts themselves and the institutions at which they are employed. From the adjunct perspective, these challenges may impact negatively their job satisfaction. This may prevent institutions from retaining quality adjunct faculty members. Furthermore, the satisfaction of adjunct faculty may influence their teaching effectiveness (Gappa, 2000, p. 82). This may result in consequences from the institutional perspective, particularly related to student outcomes.

Adjunct perspective. Two national studies of the job-related attitudes of adjunct faculty provide insight into the levels of satisfaction within this unique group of faculty. First, a national study conducted by the AFT (2010) includes adjunct faculty from both two-year and four-year institutions. Second, Eagan's (2007) analysis of the 2004 NSOPF presents findings primarily related to community college adjunct faculty.

The AFT (2010) reports that overall, 62% of all adjunct faculty are satisfied with their jobs. In two-year colleges, 68% of adjuncts are satisfied with overall job conditions (p. 10). According to the AFT, 57% of adjunct faculty believe that salary "is falling short" (p. 11). Eagan (2007) finds that a smaller percentage (30%) of community college adjunct faculty are dissatisfied with their salaries (p. 10). Both studies also examine the level of adjunct satisfaction associated with benefits. The

AFT reports that 62% of two-year adjunct faculty are dissatisfied with the benefits provided by their part-time employment (p. 12) while Eagan reports that only 50% of adjunct faculty are dissatisfied with their benefits (p. 10). Furthermore, Eagan explains that the level of adjunct satisfaction related to benefits has increased significantly over the past 15 years (p. 10). Overall, it appears that community college adjunct faculty are more satisfied with the financial aspects of their employment than adjuncts at four-year institutions.

The relatively low compensation of adjunct faculty may cause these individuals to teach several courses or pursue teaching assignments at multiple institutions (Jones, 2008, p. 214). Still, 76% of all adjuncts are satisfied with their workload (AFT, 2010, p. 11). Ninety percent of community college adjunct faculty report being satisfied with their workload (Eagan, 2007, p. 11). Additionally, both studies find that 57% of community college faculty are satisfied with job security at their institutions (AFT, p. 11; Eagan, p. 11).

Jones (2008) argues that the lack of job security for adjunct faculty may prevent them from experiencing the same level of academic freedom as full-time faculty (p. 214). Eagan's (2007) analysis of the 2004 NSOPF does not support this claim, though. Rather, the author finds that 95% of both adjunct and full-time faculty are satisfied with their ability to control the content taught in their courses (p. 11). Concerning other issues related to classroom instruction, adjunct faculty are satisfied typically with the professional development opportunities provided by their community colleges and also the level of reward and recognition received for their teaching (Leslie & Gappa, 2002, p. 65; Eagan, p. 11). Furthermore, 71% of

adjunct faculty are satisfied with the performance evaluation procedures at their institutions (AFT, 2010, p. 11).

Despite the general satisfaction expressed by many adjunct faculty, distinctions in job-related attitudes do exist among adjuncts with different aspirations or motivations for teaching part-time. For example, some adjuncts desire to achieve full-time status. In fact, a majority of adjuncts at two-year and four-year institutions (62%) express dissatisfaction with their opportunities to gain full-time employment (AFT, 2010, p. 12). While overall job satisfaction appears to be high for all adjuncts, those who wish to work full-time express satisfaction levels that are 26% lower than those who prefer part-time employment (AFT, p. 4). The AFT also reports that the level of adjunct satisfaction decreases as the number of courses taught increases (p. 4). Adjuncts who teach several courses are less likely than other adjuncts to be employed outside of higher education, thus making their financial dependence on part-time instruction increasingly significant. It is conceivable that this increase in dissatisfaction is related to the low level of compensation received.

The nature of the subject matter taught also appears to influence adjunct faculty satisfaction. Levin (2007) argues that adjuncts who teach humanities and social sciences experience lower levels of satisfaction than adjuncts teaching in career and technical fields (p. 18). The AFT (2010) supports this by reporting that 47% of humanities and social science adjuncts are satisfied with job security while 62% of adjuncts from all other fields express satisfaction (p. 11). Many adjuncts who teach in career and technical fields are employed elsewhere and, as a result, may not be as dependent on their part-time employment. As a result, these adjuncts may express

less concern over job security or salary issues than adjuncts who teach liberal arts courses (Gappa, 2000, p. 82; Wagoner, 2007, p. 23).

Overall, the satisfaction levels of adjunct faculty in community colleges appear encouraging. In fact, community college adjuncts express higher levels of satisfaction than adjuncts from four-year colleges and universities (AFT, 2010, p. 4). Despite the popular images of adjunct faculty as an unhappy and mistreated group, their job-related attitudes are similar to those of full-time faculty (Eagan, 2007, p. 12; Valadez & Anthony, 2001, p. 107). However, the biggest issues that seem to lead to dissatisfaction are salary, benefits, and job security. Valadez & Anthony note that while "part-time faculty members are engaged in the kind of work they enjoy – work that brings them a degree of satisfaction . . . [findings show that many] two-year college part-time faculty members would leave their current positions for better-paying jobs, benefits, and job security" (p. 107).

Institutional perspective. Several studies have explored the institutional impact of adjunct faculty use in postsecondary settings. One common premise of these studies is that limited interaction between students and adjunct faculty may impact negatively student outcomes, such as academic performance and persistence (Jaeger, 2008, ¶ 6; Stenerson, Blanchard, Fassiotto, Hernandez, & Muth, 2010, p. 24). According to the 2009 CCSSE survey, only 60% of adjunct faculty spend time advising students compared to 85% of full-time faculty (p. 19). Furthermore, Schuetz's (2002) analysis of a 2000 CCSSE faculty survey finds adjunct faculty twice as likely as full-time faculty to report no interaction with students outside of class (p. 42). Since adjuncts are compensated typically for classroom duties only, they may

feel little incentive to spend time with students outside of the classroom

(Christensen, 2008, p. 30). The potential consequences for student outcomes seem

even more concerning when one considers that adjuncts frequently teach

introductory level courses. As a result, students are most likely to interact with

adjunct faculty during their first year of college, which ultimately may affect

students' learning outcomes and persistence (Jaeger, ¶ 10).

Studies by Jacoby (2006) and Jaeger (2008) show that increased exposure to

adjunct faculty impacts negatively student persistence. Jacoby's findings suggest

that community college graduation rates decrease as an institution's ratio of adjunct

to full-time faculty increases (p. 1092). This phenomenon is consistent for different

measures of graduation rate, including earning an associate's degree and

transferring to a four-year institution (p. 1093). Jaeger's study of community college

students explores further the relationship between the amount of student contact

with adjunct faculty and student persistence. She finds that students who have great

exposure (over 75% of classes taught by adjuncts) during their first year of classes

are significantly less likely to persist than students having little exposure (fewer than

25% of classes taught by adjuncts) during the first year (¶ 10). Furthermore, Jaeger

reports that "a 10% increase in the overall proportion of credits taken with [adjunct]

faculty reduces a student's likelihood of earning an associates' degree by 1%" (¶ 15).

The author also finds exposure to adjunct faculty to have a similarly negative impact

on student transfer rates (¶ 17). In particular, students who had adjunct faculty

instructors teach all of their courses were 20% less likely to transfer than students

with greater exposure to full-time faculty (¶ 17). Since adjuncts often teach evening

courses, it is conceivable that a portion of all students who have exposure to only adjunct instructors are part-time themselves. While other factors, such as work or family responsibilities, may impact the success of part-time students, it appears that they may be significantly affected by exposure to adjunct faculty as well.

Regarding student outcomes, Landrum's (2008) study of two-year and four-year adjunct faculty provides results that appear dissimilar to those reported by Jaeger (2008). Landrum reports that no significant differences in course GPA, students' evaluation of instruction, or course grade distribution exist between adjunct and full-time faculty. Of course, these are not exact measures of persistence, but one might expect lower course GPA, for example, to translate into lower levels of student persistence. It is also worth noting that only Landrum's study included four-year institutions, possibly contributing to the dissimilar results of the two studies.

Other comparisons between adjunct and full-time faculty reveal both similarities and differences related to instruction. Jacoby (2006) argues that adjunct faculty often use "instructional techniques that may be characterized as less time intensive [than those used by full-time faculty]" (p. 1086). Schuetz's (2002) analysis of a 2000 CSCC faculty survey supports Jacoby's argument by showing that full-time faculty are three times more likely than adjunct faculty to employ collaborative teaching techniques in the classroom (p. 41). However, Leslie and Gappa's (2002) analysis of the same survey shows that few differences exist in the instructional methods used by adjunct and full-time faculty (p. 64). Both groups of faculty appear equally interested in professional development opportunities according to Schuetz

(p. 43). This finding suggests that similar exposure to professional development activities may have influenced adjunct faculty to use instructional methods similar to those employed by full-time faculty.

One striking difference between the two groups of faculty is that community college adjuncts spend 91% of their time at work in the classroom, while full-time faculty only spend 61% of their time in the classroom (NEA, 2007, p. 6). The difference is likely due to non-teaching commitments – typically required of full-time faculty – such as office hours and committee work. Jones (2008) argues that the increasing use of adjunct faculty will cause full-time faculty to assume even more administrative and service responsibilities (p. 215).

Unionization of Adjunct Faculty

While full-time faculty unions are commonplace in higher education, particularly in public two-year and four-year institutions, adjunct faculty unions have been slow to form historically. Maitland and Rhoades (2005) contend that the current economy has had a negative impact on the rights of adjunct faculty in higher education and that unionization is one way to help ensure those rights. They state that "employers . . . are reducing employee rights, combating unions, and requiring more work at piece-rates. Employees have less job security, lower pay, and less access to health insurance and other benefits" (p. 75). Exploring the characteristics of adjunct union members and the features of adjunct union contracts sheds light on the extent to which unions provide support for adjunct faculty.

Adjunct union membership. Nationally, approximately 18% of all adjunct faculty are union members and another 18% are eligible but elect not to join the

union at their institution (NEA, 2007, p. 6). This statistic suggests that half of all eligible adjunct faculty become union members at their institution. While the highest ratio of union to non-union members occurs in public, four-year institutions, 46% of community college adjunct faculty are eligible for union membership (NEA, p. 76). Similar to the national numbers for all adjuncts, approximately half (24%) are actually union members (NEA, p. 6).

Maitland and Rhoades (2005) examine the differences between union members and non-members at institutions that have established adjunct faculty unions. They report that a 1997 NEA survey of unions in four states finds that "52% of union members preferred full-time work while 56% of non-members preferred part-time work" (p. 76). These results suggest that *aspiring academics*, as defined by Gappa and Leslie (1993), may be more likely than other adjunct groups to join adjunct unions. The survey also finds that non-members were 10% more likely than members to hold primary employment outside of higher education (p. 76). The authors suggest that the job responsibilities of some adjuncts outside of the college may make it difficult for unions to recruit them (p. 76). These results indicate that *specialists,* as defined by Gappa and Leslie, may have a decreased likelihood of joining adjunct unions.

Adjunct union contracts. According to Berry (2004, p. 3), there exist three major national unions that represent adjunct faculty – the American Federation of Teachers (AFT), the National Education Association (NEA), and the American Association of University Professors (AAUP). The author explains that the AFT is the largest union in higher education and the most active in organizing adjunct

faculty (p. 2). The NEA, whose local chapters typically represent tenure track faculty, has been active in organizing adjunct faculty in Illinois (p. 3). However, competition exists between the AFT and NEA in organizing adjunct faculty in Illinois community colleges (p. 3). Finally, the AAUP maintains national status as a professional organization rather than a union, but does still have local chapters that serve as collective bargaining agents (p. 3). While the AAUP has made significant efforts to represent adjunct faculty, this organization represents four-year institutions primarily.

The AFT (2002) and NEA (n.d.) both state explicit expectations for adjunct faculty contract provisions; however, minor differences exist between the two organizations. The AFT stresses that adjunct union contracts should address compensation, employment standards, professional standards, and union rights. The NEA believes that adjunct contracts should address similar issues, including salaries and benefits, job security, paths to tenured status, professional status and respect, and union rights. These provisions are detailed in Table 1 and Table 2.

Table 1

Contract Provisions Outlined by the AFT

Employment Issue	Suggested Contract Provisions
Compensation	Equal pay rate to full-time Prorated leave Healthcare and retirement benefits Additional compensation for out of classroom duties Unemployment insurance when not on payroll
Employment standards	Rigorous hiring policies Evaluation that leads to job security Guidelines for choosing not to rehire Independence in course delivery Preference for full-time openings

Table 1 (continued)

Contract Provisions Outlined by the AFT

Employment Issue	Suggested Contract Provisions
Professional standards	Orientation Adequate notice of teaching assignments Office space and paid office hours Invitation to department meetings and committees Professional development funding
Union rights and role	Full voting rights in combined unions Communication between adjunct and full-time union representatives Reasonable membership dues

Table 2

Contract Provisions Outlined by the NEA

Employment Issue	Suggested Contract Provisions
Salaries and benefits	Equal pay rate to full-time Prorated leave Healthcare and retirement benefits Additional compensation for out of classroom duties Reward for education/training
Job security	Grievance rights Seniority/minimum course load Presumption of renewal Guidelines for choosing not to rehire Preference for senior members Credit for breaks in service
Paths to tenured status	Defined ratio of adjunct to full-time faculty Careful consideration for adjuncts in full-time searches Conversion of adjunct positions to tenure-track status Full-time sabbatical replacement with salary and benefits
Professional status and respect	Adequate notice of teaching assignments Access to professional support (offices, library, email, etc.) Professional development funding Evaluation criteria Invitation to department meetings Access to personnel file

Table 2 (continued)

Contract Provisions Outlined by the NEA

Employment Issue	Suggested Contract Provisions
Union rights	Union access to adjunct contact, schedule, and compensation information Union involvement during orientations Voting representation on all decision making bodies

Maitland and Rhoades (2005) describe the typical characteristics of adjunct

union contracts based on their study of contracts from Illinois, Michigan, California,

and Oregon. They find that most contracts address issues such as appointment,

rehiring, and release (p. 78). The authors explain that courts typically provide little

legal protection for the employment rights of adjunct faculty (p. 77). Therefore,

contracts that address these issues provide some level of protection to adjunct

faculty in the sense that administrators cannot make arbitrary decisions about

reappointments.

Most adjunct contracts also provide guidelines for evaluation (Maitland &

Rhoades, 2005, p. 79). While evaluation almost always includes student evaluations,

half of the contracts examined by the authors include administrators in the

evaluation process while only one-third of the contracts include peers (p. 79). In fact,

two-year institutions rarely require any form of peer evaluation for adjunct faculty

(p. 79).

Some contracts provide compensation for adjunct faculty who participate in

committee work, professional development, course development, or office hours

(Maitland & Rhoades, 2005, p. 81). While this may suggest that similarities exist

between the manners in which full-time and adjunct faculty are compensated at some institutions, the authors explain that contracts fall short when giving priority to adjunct faculty for new tenure track faculty openings (p. 78).

Differences appear to exist between adjunct contracts depending on the type of institution and also the nature of the organization representing adjunct faculty. Berry (2004) contends that the best contracts exist in unions that have dual representation of full-time and adjunct faculty (p. 2). Maitland and Rhoades (2005) combined union contracts as often having provisions for health insurance, peer evaluation, and provisions that limit the ratio of adjunct to full-time faculty. The authors explain that separate part-time unions tend to have contracts that focus on "compensation for office hours, committee service, and course preparation" (p. 82). Furthermore, the authors describe both types of contracts as stipulating salary guidelines that pay by the credit hour (p. 80). While it appears that combined unions may benefit adjunct faculty, divisions between the two groups can sometimes lead to total control by full-time faculty (Berry, p. 2).

Adjunct faculty union contracts at two-year and four-year institutions also differ. Contracts at four-year institutions tend to provide some form of job security after a specified window of continued employment (Martin & Rhoades, 2005, p. 82). Conversely, two-year institutions tend to limit adjunct faculty teaching loads, resulting in large numbers of adjunct faculty (p. 82). While this may afford two-year institutions a buffer should an adjunct faculty member decide to leave the institution, a negative consequence is the low pay and lack of job security for adjunct faculty.

Despite the differences between contracts, it appears that adjunct faculty contracts typically address many of the issues suggested by the AFT (2002) and NEA (n.d.), such as hiring, evaluation, and compensation. However, according to Maitland and Rhoades' (2005) findings, current contracts tend to fall short in helping to transition adjunct faculty into full-time roles (p. 78). Furthermore, separate adjunct unions are not as successful as combined unions at providing health insurance benefits (p. 82).

Challenges Facing Adjunct Faculty

Despite the pervasiveness of adjunct faculty in community colleges and the numerous benefits they offer these institutions, this group of faculty faces many challenges associated with their part-time employment. These challenges can be classified into three general categories: (a) compensation, (b) resources, and (c) involvement.

Compensation. Of all the challenges facing adjunct faculty, compensation is documented the most extensively. Research conclusively shows that adjunct faculty earn significantly less than full-time faculty per course and also annually. A 2010 American Federation of Teachers' national survey of part-time faculty reports that 45% of adjunct faculty from two-year institutions earn less than $2,500 per course (p. 13). The National Education Association (NEA) reports that two-year adjunct faculty earned, on average, $2,399 per course in 2003 (2007, p. 8). This amount is less than half of that earned by full-time faculty in 2003 - $5,882 per course (p. 8). Adjunct faculty from Illinois community colleges earned an average of $497 per credit hour in 2004 (Tam & Jacoby, 2009, ¶ 20).

The difference in earnings between adjunct and full-time faculty is even more noticeable when annual income from teaching is compared between the two groups. In 2003, adjunct faculty averaged an annual income of $9,115 from teaching in two – year institutions while full-time faculty averaged $65,489 (NEA, 2007, p. 8). A 2004 National Center for Education Statistics (NCES) study corroborates these findings by reporting an average adjunct faculty income of $9,200 from teaching (Tam & Jacoby, 2009, ¶ 8). This significant difference between the two groups of faculty can be explained, in part, due to the smaller course loads taught by adjunct faculty at most institutions. Jacoby (2006) explains that community college adjunct faculty teach approximately half as many hours per week as full-time faculty (p. 1085). Additionally, full-time faculty are compensated for responsibilities outside of teaching, such as committee work, office hours, and curriculum development (Green, 2007, p. 32).

Adjunct faculty sometimes hold employment in fields outside of postsecondary education and thus earn additional income. When the total incomes (including outside employment) of adjunct and full-time faculty are compared, the difference in compensation between the groups is less drastic. Wagoner's (2007) analysis of the 1999 National Survey of Postsecondary Faculty (NSOPF) finds that adjunct faculty earned a total of $40,226 per year from all sources of employment whereas full-time faculty earned $53,989 (p. 24). The author finds significant differences in earnings within different groups of adjunct faculty. Specifically, liberal arts adjuncts earned an average annual income of $37,556 while adjuncts teaching in career and technical education programs earned $47,144 (p. 25).

Wagoner concludes that liberal arts adjuncts are more reliant on academic sources of income than are career and technical adjuncts who may hold professional employment within the field that they teach (p. 25).

Adjunct faculty also are compensated differently than full-time faculty with respect to benefits. Adjunct faculty rarely receive benefits from the community colleges by which they are employed (AFT, 2010, p. 4; Gappa, 2000, p. 81; Green, 2007, p. 31). Among adjuncts in both two-year and four-year institutions, just 28% receive health insurance and 39% receive retirement benefits; however, many of those who receive such benefits identify shortcomings in coverage (AFT, p. 4).

The challenges surrounding compensation of adjunct faculty are exacerbated by the tenuous nature of their employment. Typically, adjunct faculty are given single semester employment contacts (Gappa, 2000, p. 80). As a result, job security appears to be a major concern for adjunct faculty. Forty-one percent of adjunct faculty employed in both two-year and four-year institutions report "that their job security is falling short of expectations" (AFT, 2010, p. 4). The same AFT study reports that adjunct faculty who teach humanities and social sciences express greater concern over job security than adjunct faculty in other fields (p. 5). A greater understanding of these results may arise from Wagoner's (2007) findings that adjunct faculty from liberal arts fields tend to rely more heavily on their academic income than do adjunct faculty in career and technical fields (p. 25). Due to their increased financial dependence on part-time teaching, liberal arts adjuncts may experience greater concern over job security than adjuncts from career and technical fields who may be more marketable due to their workforce-related skills.

Resources. Adjunct faculty face challenges that relate to the resources offered by community colleges. Basic resources such as telephones, mailboxes, and computers, which are almost always available to full-time faculty, may not be provided to adjunct faculty (Jacoby, 2006, p. 1085). Additionally, adjunct faculty may not have library access or internet privileges (Jones, 2008, p. 214). Finally, adjunct faculty often lack office space in which to prepare for classes or hold office hours with students (CCSSE, 2009, p. 19; Gappa, 2000, p. 80; Jaeger, 2008, ¶ 19; Jacoby, p. 1085; Jones, p. 214).

Furthermore, adjunct faculty appear less likely to have access to professional development resources aimed at improving instruction. According to Jaeger (2008), adjuncts rarely receive technological support from colleges and universities (¶ 18). Eagan (2007) supports this claim by stating that "full-time faculty likely have greater access [than adjunct faculty] to instructional support staff, such as technology professionals" (p. 12). Limited availability of other professional development opportunities may be due to the perception that adjunct faculty are "uninterested, too busy, or unconcerned with participating in faculty development programs" (Phillips & Campbell, 2005, p. 63).

Despite this apparent gap between adjunct and full-time faculty, there does exist some evidence that adjuncts are satisfied with their professional development opportunities. According to an AFT (2010) study of two-year and four-year adjunct faculty, 70% are satisfied with their current levels of professional support (p. 15). Only 8% of adjunct faculty report a desire for more overall funding for professional development (p. 15). It is important to note that this AFT study included a sample

comprised of 41% two-year adjunct faculty and 59% four-year adjunct faculty (p. 8).

Therefore, these results may not be entirely generalizable to the community college.

Additionally, adjunct satisfaction with the amount of professional development

offered is a subjective measure and does not necessarily indicate that adequate

professional development opportunities exist.

Involvement. Adjunct faculty face several challenges that relate to

involvement in both the educational processes of the institution and the social

structure of the organization. With respect to the educational processes of the

institution, adjuncts are not likely to participate in curriculum development,

department meetings, student advising, or other activities typically expected of full-

time faculty (Jacoby, 2006, p. 1085; Phillippe & Sullivan, 2005, p. 99). Jacoby explains

that when opportunities are available for adjuncts to become involved in the

"workings of their institution," the payment structure rarely motivates them to do so

(p. 1085). Furthermore, adjunct faculty do not usually hold office hours due to

limited office space or the failure of the institution to provide sufficient incentive

(Christensen, 2008, p. 32; Wallin, 2005, p. 4). Another factor that may prevent an

adjunct faculty member from holding office hours is time limitations due to

additional employment outside of the college (Christensen, p. 32).

Furthermore, few opportunities for evaluation exist for adjunct faculty

(AAUP, 2008; Christensen, 2008). The AAUP (2008) reports that many institutions

use only student evaluations to assess the performance of adjunct faculty while full-

time faculty are held to more rigorous forms of evaluation (¶ 13). Similarly,

Christensen (2008) notes that student evaluations are often used to decide whether

an adjunct faculty member should be rehired (p. 34). These authors illustrate the different standards to which adjunct faculty and full-time faculty are sometimes held, despite the expectations of both groups to teach similar courses. Green (2007) argues that classroom observations and feedback from department chairs should accompany student ratings as part of the evaluation process (p. 37).

There also exist differences in the ways that adjunct faculty and full-time faculty experience social involvement within the community college. First, the opportunities for recognition and reward appear to differ between these two groups. Leslie and Gappa (2002) explain that adjuncts at many institutions may not receive teaching awards similar to those given to full-time faculty (p. 65). Pearch and Marutz (2005) imply that some colleges may lack formal processes to provide recognition for the contributions of adjunct faculty (p. 35). Despite these perceptions, 83% of adjunct faculty reported in the 2004 NSOPF that teaching was rewarded at their institution, compared to 76% of full-time faculty (Eagan, 2007, p. 11). Although these survey results reflect both two-year and four-year adjunct faculty opinions, they may suggest a disconnect between the perception and reality of adjunct faculty recognition at the community college.

Next, adjunct and full-time faculty experience different levels of social involvement with professional colleagues. In a 2000 CSCC faculty survey, only 25% of adjunct faculty report interacting with fellow faculty on their most recent work day, compared to 48% of full-time faculty (Schuetz, 2002, p. 43). Gappa (2000) also argues that "instead of feeling connected to or integrated into campus life, [adjunct faculty] often feel alienated, powerless, and invisible" (p. 81). Additionally, Pearch

and Marutz (2005) argue that "the attitudes that result from strained relationships among faculty affect students' perception[s] of the part-time faculty members and, ultimately, their education at the institution" (p. 32).

Many authors have documented the lack of connection between adjunct faculty and the community college (Gappa, 2000; Green, 2007; Meixner, Kruck, & Madden, 2010; Wallin, 2004). The lack of work-related responsibilities outside of the classroom and the tendency for some adjuncts to teach during the evenings appear to contribute to this sense of disconnectedness. According to Green:

> [Adjuncts] show up at night when all the regular staff are gone and proceed to their classroom. Those who teach during the day are often forced to run in the building just in time to go to class and run back out sometimes to another class at another institution (p. 31).

As a result, adjuncts may be viewed as "outside of the mainstream of the community college" (Wallin, p. 375). Pearch and Marutz (2005) use the term "second-class faculty" to describe adjunct faculty who are not recognized as having equal status as full-time faculty (p. 32).

Typically, department chairs or administrators in similar positions are responsible for the supervision of adjunct faculty. Gappa (2000) argues that the lack of leadership from department chairs may at times contribute to a departmental culture that does not facilitate adjunct inclusiveness (p. 81). From a practical standpoint, information about students may not be shared with adjunct faculty, thus impacting negatively their ability to improve student performance (CCSSE, 2009, p. 19). This information is often shared in department meetings that adjuncts are either excluded from or offered little incentive to attend (Phillippe & Sullivan, 2005, p. 99).

Relationship to job burnout. The challenges described in this section relate primarily to the organizational environments in which adjunct faculty are employed. According to Maslach and Leiter (2008), a mismatch between the individual and the following six domains of the organizational environment may lead to job burnout: (a) workload, (b) control, (c) reward, (d) community, (e) fairness, and (f) values (p. 500). Additionally, multiple authors have shown that insufficient job resources may lead to job burnout (Bakker, Demerouti, & Euwema, 2005; Hakanen et al., 2006; Maslach et al., 2001). Therefore, it is conceivable that some of the challenges experienced by adjunct faculty may serve as stressors that lead to the manifestation of job burnout. A detailed exploration of multidimensional job burnout is provided in the next section.

Multidimensional Job Burnout

This section of the literature review relates to the primary theoretical framework that provides the foundation for this study – multidimensional job burnout. The concept of burnout has been in existence for significantly longer than modern research on the subject (Maslach et al., 2001, p. 398). Still today, the term "burnout" is used often without consideration of the research that has been performed in the field of social psychology. Although Freudenberger (1974) was the first to provide a psychological definition of the term "burnout," Maslach and Jackson (1981) established burnout as a scientific concept. They describe burnout as a "psychological syndrome in response to chronic interpersonal stressors on the job" that is comprised of three dimensions – exhaustion, depersonalization (or cynicism), and reduced personal accomplishment (Maslach et al., p. 399).

This review of multidimensional job burnout begins with a brief overview of the three dimensions of burnout followed by an examination of the interdependence of the three dimensions. Next, the causes and effects of burnout are explored, along with strategies for preventing burnout that have been discussed in related literature. Additionally, a subsection explores the variance in burnout symptoms caused by demographic variables, such as age, gender, and educational experience.

Dimensions of Job Burnout

Job burnout is a syndrome that arises largely due to the interactions one has with other individuals at work. Schwarzer and Hallum (2008) explain that "repeated exposure to emotionally charged social situations" in the workplace may contribute to feelings of burnout among employees (p. 154). Similarly, Maslach et al. (2001) identify interpersonal stressors as the primary cause of job burnout (p. 399). However, it is important to note that burnout is not only a problem concerning the people at one's place of employment. Rather, burnout is a psychological syndrome that manifests itself as a result of the relationship an employee has with work itself (Buunk, Peiro, Rodriguez, & Bravo, 2007, p. 472).

The three dimensions that are indicative of job burnout are exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2008, p. 498). Exhaustion is the most studied aspect of job burnout and considered to be the most common (Maslach & Leiter, p. 499; Maslach et al., 2001, p. 403). Specifically, exhaustion refers to both physical and emotional exhaustion that may arise due to chronic stress (Maslach et al., p. 399).

Depersonalization (or cynicism) can be identified by a "negative, callous, or excessively detached response to various aspects of the job" (Maslach et al., 2001, p. 399). Typically, this aspect of burnout affects negatively one's interpersonal relationships at work and ultimately leads to reduced involvement (Friedman, 2000, p. 595). Additionally, Hakanen et al. (2006) associate a lack of interest in one's work with depersonalization (p. 498). Despite the negative connotation of depersonalization, early burnout research identifies depersonalization as a coping mechanism used by human services employees. Maslach et al. explain that detachment from clients is a way for these employees to effectively perform their job duties without experiencing emotional interference (p. 400). Nonetheless, modern burnout research views depersonalization as a key component of burnout and a negative effect of interpersonal stressors.

The final dimension of job burnout is reduced personal accomplishment. This feeling refers to one's own sense of incompetence and ineffectiveness at work (Maslach et al., 2001, p. 399). It is important to note that this sense of ineffectiveness is internal to the employee rather than a result of an external evaluation by a supervisor, for example.

Interdependence of the Three Dimensions

The common view of job burnout consists of a sequential development of the three dimensions over time. Chauhan (2009) argues that burnout is characterized by three stages that are associated with the three dimensions of burnout. In the first stage, fatigue and depression appear. The second stage involves emotional

withdrawal and a sense of apathy. Finally, growing feelings of burnout deplete any

sense of accomplishment the individual has (¶ 5).

Research has shown a link between the dimensions of burnout, particularly

exhaustion and depersonalization, which supports the sequential model of burnout.

Exhaustion, typically the first dimension to appear, often causes one to become

detached from his or her work in an effort to deal with work overload (Maslach &

Leiter, 2008; p. 499, Maslach et al., 2001, p. 403; Schwarzer & Hallum, 2008, p. 155).

Maslach et al. explain that burnout researchers have observed this development of

depersonalization from exhaustion in many occupational settings (p. 403). For

example, in a study of government, public, and private managers, Chauhan (2009)

finds depersonalization to be significantly correlated with emotional exhaustion (¶

31). In another study, Maslach and Leiter examine the presence of the three

dimensions of burnout among the staff of a business and administrative services

division of a large university. The authors find that among employees with high

levels of exhaustion, their measured levels of depersonalization tend to increase over

time (p. 506). This result lends support to the idea that exhaustion leads to

depersonalization.

The link between reduced personal accomplishment and the other dimensions

is somewhat more vague. According to Maslach and Leiter (2008), studies have

shown mixed results regarding the relationship of reduced personal accomplishment

to the other two dimensions of burnout – exhaustion and depersonalization (p. 499).

Sources of Job Burnout

Several authors have described the tendency of job stress to lead to burnout (Chauhan, 2009, ¶ 1; Pillay, Goddard, & Wilss, 2005, p. 22; Schwarzer & Hallum, 2008, p. 166). The manifestation of stress may arise from different sources that potentially are unique for each employee. In their study of job stress and burnout among industrial and technical teachers, Brewer and McMahan (2003) identify two major sources of stress – job pressures and lack of organizational support (p. 134). Job pressures, which are associated with the expectations of the work itself, occur more frequently but are considered less severe than stressors due to insufficient organizational support (p. 135). The majority of this subsection will focus on the organizational risk factors for stress and burnout. Finally, consideration will be given to personal risk factors for job burnout.

Job demands and resources. Several authors have commented on the impact of job demands and lack of job resources on the level of employee burnout (Bakker et al., 2005; Hakanen et al., 2006; Maslach et al., 2001). In their study of employees at a Dutch institute for higher education in applied science, Bakker et al. identify the most crucial job demands as work overload, emotional demands by students, physical demands, and work-home interference (p. 171). The authors conclude that these job demands are responsible for the appearance of the exhaustion dimension of burnout (p. 173). Hakanen et al. arrive at a similar conclusion in their study of Finnish teachers across all educational levels. The authors find that job demands, such as disruptive student behavior, work overload, and a poor physical work environment, are related to both the exhaustion and depersonalization dimensions

of burnout (p. 504). Additional demands that have been shown to be related to job burnout include role conflict and role ambiguity (Maslach et al., p. 407).

Despite the results of the above studies, it is important to note that job demands do not always invoke feelings of job burnout. Godt (2006) explains that sufficient personal and job resources often enable employees to cope with challenging situations and avoid stress (p. 59). For instance, Hakanen et al. (2006) find that adequate job resources tend to produce feelings of engagement and organizational commitment among Finnish teachers (p. 504). Furthermore, teachers who report high levels of job resources show reduced levels of burnout (p. 504). Maslach et al. (2001) also explain that job resources, such as control, availability of feedback, and learning opportunities, are predictive of engagement (p. 417). As a result, such resources should help to prevent the appearance of burnout, which is considered the antithesis of engagement.

While job resources appear to mediate burnout in employees, the absence of adequate job resources may contribute to feelings of burnout. Bakker et al. (2005) find that cynicism and lack of personal accomplishment are related strongly to a lack of job resources (p. 173). Maslach et al. (2001) identify social support as the resource whose absence is most commonly associated with burnout (p. 407). Furthermore, it appears that losing critical resources has a much more profound effect on employee burnout than gaining new resources (Hakanen et al, 2006, p. 508). Clearly, job resources help to prevent burnout by allowing employees to cope with challenging job demands; however, insufficient resources may compound further the influence of job demands on burnout.

Organizational risk factors. The job environment itself sometimes may contribute to feelings of burnout in employees. A strong match between the individual and specific aspects of the job environment often leads to engagement while a mismatch may lead to burnout (Maslach et al., 2001, p. 413). According to Maslach & Leiter (2008) and Maslach et al., a mismatch between the individual and any of the following six domains of the job environment may create a risk factor for job burnout:

1. Workload – Excessive job demands or job mismatch may lead to exhaustion (Maslach et al., p. 414).

2. Control – Insufficient resources or authority limits the ability to meet job demands and may lead to exhaustion (Maslach et al., p. 414).

3. Reward – Insufficient financial, social, or intrinsic rewards lead to a reduced sense of personal accomplishment (Maslach et al., p. 414).

4. Community – Little support from co-workers or supervisors leads to a reduced sense of personal accomplishment (Maslach & Leiter, p. 500).

5. Fairness – Inequity in the workplace, particularly from supervisors, leads to feelings of depersonalization and cynicism (Maslach et al., p. 415).

6. Values – Conflict between organizational and personal values is related to all three dimensions of burnout (Maslach & Leiter, p. 500).

Several research studies provide support for the relationship between the aforementioned risk factors and the manifestation of burnout. For instance, a study of German teachers in primary and secondary schools finds that a mismatch between perceived effort and reward contributed to burnout (Unterbrink et al., 2007, p. 437). Of nearly 1,000 teachers, over 20% displayed significant effort-reward imbalance as measured by the Effort Reward Imbalance Inventory (p. 437). The

authors report higher than average burnout levels within this subgroup, thus supporting the link between insufficient reward and burnout (p. 439).

A longitudinal study by Maslach and Leiter (2008) attempts to identify the critical organizational risk factors that act as the "tipping point" for job burnout. The authors focused their study on a sample of employees who reported the presence of a single burnout dimension (exhaustion or cynicism). A survey was used to determine the level of incongruity in each of the six organizational risk factors for burnout among these employees. Employees who expressed issues relating to fairness during the initial measurement had moved towards higher levels of burnout one year later (p. 507). Conversely, those employees who did not have problems with fairness were more likely to move towards engagement (p. 507). Therefore, fairness was identified as the "tipping point" for the development or reduction of burnout.

Finally, a study by Goddard, O'Brien, and Goddard (2006) into the nature of burnout among beginning teachers identified innovation in the workplace environment as a strong indicator of burnout. After their first 21 months of employment, new teachers who perceived their organizational environment as lacking innovation displayed elevated levels of burnout through exhaustion, depersonalization, and lack of personal accomplishment (p. 867). While innovation is not one of the six organizational risk factors described by Maslach and Leiter (2008), it may conceivably be related to control since one who lacks control might also lack the ability to incorporate new teaching strategies, for instance.

Personal risk factors. While organizational risk factors may give rise to feelings of job burnout, certain personal characteristics of individual employees may also contribute to burnout. For example, neuroticism – "the disposition to interpret events negatively" (Watson & Clarke, 1984, p. 13) – has been shown to be associated with increased levels of the three burnout dimensions in beginning teachers (Goddard et al., 2006, p. 870). Furthermore, Goddard et al. argue that failing to account for neuroticism may associate unjustly the manifestation of burnout with organizational risk factors (p. 871).

Personal job expectations may also play a role in the development of burnout. Chauhan (2009) argues that employees with "high expectations and a sense of purpose" run a greater risk for burnout than "easy going individual[s]" (¶ 1). Ultimately, failing to meet those expectations may create a sense of defeat among employees. In a longitudinal study of Spanish teachers in kindergartens, primary schools, and secondary schools, a sense of defeat was a significant predictor of burnout at a later time (Buunk et al., 2007, p. 482). However, it should be noted that this effect was only observed among male teachers in the study (p. 482). The authors suggest that perhaps females identify more strongly than men with their roles and responsibilities outside of the work environment, helping to suppress a sense of defeat (p. 482).

Consequences of Job Burnout

The manifestation of exhaustion, depersonalization, and lack of personal accomplishment in employees has the potential to impact both individuals and the

organizations for which they work. In this subsection, the consequences of job burnout will be explored on both the organizational and personal levels.

Organizational impact. Job burnout typically is associated with negative feelings towards one's job. As a result, burnout often leads to increased levels of absenteeism and turnover (Chauhan, 2009, ¶ 1; Maslach & Leiter, 2008, p. 499; Maslach et al., 2001, p. 406). Turnover can be costly to an organization and result in a loss of talented employees.

Job performance may also be impacted negatively by feelings of burnout. Chauhan (2009) argues that reduced employee productivity may affect organizations unfavorably (¶ 1). Despite this suggestion, Maslach and Leiter (2008) explain that little research exists that demonstrates a direct impact of burnout on job performance (p. 499). This may be due to the difficulty associated with measuring job performance objectively. Still, some research has been conducted that attempts to measure the impact burnout has on job performance through different measures. For example, Pillay et al. (2005) examine the effect that job burnout has on employee competence (a self-reported construct) among teachers. Additionally, Vahey, Aiken, Sloane, Clarke and Vargas (2004) study the relationship between job burnout and patient satisfaction for a sample of nurses.

To examine the impact of burnout on employee competence, Pillay et al. (2005) surveyed mid-career primary and secondary school teachers in Queensland. The Maslach Burnout Inventory – Educator's Survey (MBI-ES) was administered to measure the three dimensions of burnout while competence levels were self-reported. The findings of the study show a relationship between competence and

the employee's sense of personal accomplishment, as measured by the MBI-ES (p. 29). Specifically, employees who experience low levels of accomplishment (high levels of burnout) may be more inclined than others to express feelings of incompetence.

Additionally, Pillay et al. (2005) report a negative association between depersonalization (one of the three dimensions of burnout) and competence (p. 29). The authors hypothesize that "depersonalization may arise as a distancing mechanism that seeks to minimize the sense of incompetence that arises from the more difficult human interactions where the worker lacks sufficient skills to bring the interaction to a successful conclusion" (p. 29). However, the author suggests that further research is needed to test this hypothesis.

Another way that job performance has been studied in relation to job burnout is by examining patient satisfaction for nurses. Vahey et al. (2004) explored this relationship in a study involving nurses and their patients in urban hospitals across the United States. The findings show a significant effect of nurse burnout levels on patient satisfaction. Specifically, patients are half as likely to be highly satisfied with their nursing care when their nurses report exhaustion levels that are above average (¶ 21). Vahey et al. also find that the patients of nurses with lower than average personal accomplishment scores are more than twice as likely to express satisfaction levels below "highly satisfied" (¶ 21). While the link between patient/client satisfaction and employee job performance is arguable, these results suggest that increased levels of burnout may be associated with reduced performance levels.

Personal impact. The consequences of job burnout appear to have a negative impact on the physical well-being of the employee. Stress, which is associated with burnout, may affect negatively the immune system and increase the risk of viral and bacterial infections (Leiter & Maslach, 2000, p. 415). Additionally, stress may lead to musculoskeletal and cardiovascular problems (p. 415). Leiter (2005) elaborates on the role that the dimension of exhaustion plays in the development of physical symptoms associated with burnout (p. 132). The author explains that exhaustion may lead to "sleeplessness, headaches, and gastro-intestinal disturbances [which] . . . undermine rest and recovery" (p. 132). In a study of Swedish female workers, Soares, Grossi, and Sundin (2007, p. 68) find that the presence of cardiovascular and gastrointestinal diseases is associated with high levels of job burnout (as reported on the MBI).

Burnout also has been shown to have a negative effect on the mental or emotional well-being of employees. In their study of Swedish female workers, Soares et al. (2007) explore the relationship between burnout and depression. The authors employ quantitative methods to measure this relationship through the use of the MBI and The General Health Questionnaire, "which is sensitive to depression disorders" (Soares et al., p. 63). Their findings show that 41% of women experiencing high burnout levels reported elevated depression levels while only 5.8% of women experiencing low burnout reported elevated depression levels (p. 67).

A different study of Swedish council workers examines the relationship between burnout and depression by using the Oldenburg Burnout Inventory, an

alternative instrument to the MBI, and the Hospital Anxiety and Depression Scale (Peterson et al., 2007). Respondents who reported high levels of burnout were twice as likely to be identified as "definite cases of depression" (p. 91). The authors suggest that depression is more strongly linked to the exhaustion dimension of burnout than the other two dimensions (p. 91).

Finally, Bayram, Gursakal, and Bilgel (2010) report a strong association between job burnout and depression among over 1,500 academic staff at a Turkish higher education institution (p. 49). The authors state that "depression was the main outcome of burnout" (p. 49). It is worth noting that while Bayram et al. cite burnout as the cause of depression, multiple authors express uncertainty as to whether burnout causes depression or depression is the cause of burnout (Soares et al., p. 68).

Finally, it appears that job burnout is associated with reduced levels of job satisfaction as reported by the employee himself or herself. In a study of Turkish academicians within the Ankara state universities, Bilge (2006) investigates the relationship between burnout and job satisfaction. Burnout levels were measured using the MBI and job satisfaction levels were measured using the Job Satisfaction Scale for Academicians which measures of both intrinsic and extrinsic job satisfaction (p. 1154). Bilge reports that intrinsic satisfaction is a significant predictor of each dimension of job burnout (p. 1157). That is, lower levels of job satisfaction are associated with higher levels exhaustion, depersonalization, and ineffectiveness. Interestingly, extrinsic job satisfaction had a somewhat counterintuitive effect on burnout scores. Specifically, burnout levels associated with lack of personal accomplishment were elevated for respondents who reported increased levels of

extrinsic job satisfaction (p. 1157). These findings lead Bilge to conclude that "the job itself is more important for academics than the conditions of the job" (p. 1157).

In their study of professors and research fellows at another Turkish institution of higher education, Bayram et al. (2010) investigate the relationship between burnout and job satisfaction. The authors used the Shirom-Melamed burnout and vigor measure (instead of the MBI) to measure three dimensions of burnout – physical fatigue, emotional exhaustion, and cognitive weariness (p. 43). These dimensions differ from the generally accepted dimensions of burnout – exhaustion, depersonalization, and lack of personal accomplishment (Maslach & Leiter, 2008, p. 498) – and instead focus primarily on the exhaustion-related component of burnout. The Minnesota Job Satisfaction Scale was used by Bayram et al. to measure intrinsic, extrinsic, and total job satisfaction. Bayram et al. report that 22% of the variance in overall job satisfaction scores (comprised of both intrinsic and extrinsic scores) in their study is attributable to burnout, which led to the conclusion that "job satisfaction [was] . . . significantly influenced by burnout (p. 47). As also reported by Bilge (2006), Bayram et al. conclude that burnout is related more closely to intrinsic job satisfaction than extrinsic job satisfaction (p. 49).

The final source of evidence for the association between burnout and job satisfaction is evident in a study by Sharma, Verma, Verma, and Malhotra (2010). The authors used the MBI and the Job Satisfaction Scale to explore the relationships between the individual dimensions of burnout and overall job satisfaction for a sample of 150 Indian lawyers. Findings from male and female respondents were analyzed separately; however, both sets of findings show that each dimension of

burnout is correlated negatively with job satisfaction (p. 351). In other words, higher

burnout scores are associated with lower levels of job satisfaction. Unlike the

aforementioned studies, Sharma et al. did not explore differences between intrinsic

and extrinsic job satisfaction.

The studies mentioned above all suggest the existence of an association

between increased burnout levels and decreased job satisfaction. Maslach et al.

(2001) corroborate these findings by explaining that a negative correlation between

burnout and job satisfaction is commonly observed (p. 404). However, it is unclear if

the manifestation of one construct is responsible for the emergence of the other.

Maslach et al. argue that a cause-effect relationship has not yet been proven and, in

fact, a confounding variable, such as poor working conditions, may be responsible

for the appearance of both burnout and job dissatisfaction (p. 404).

Demographic Dependence

Many studies have attempted to identify demographic variables that are

responsible for increased levels of job burnout. The most common demographic

variables that arise in the burnout research are employee age and gender. This

section will summarize the literature related to age and gender and also present

findings regarding how burnout is affected by the educational experience of the

employee.

Employee age. In general, the majority of burnout literature suggests that

younger employees are more likely than older employees to experience feelings of

job burnout (Brewer & McMahan, 2003; Goddard et al., 2006; Maslach et al., 2001;

Tumkaya, 2006). However, some research suggests that burnout may arise late in

one's career or have no significant dependence on age (Harris & Prentice, 2004; Unterbrink et al., 2007).

As part of his study including nearly 300 full-time Turkish university faculty, Tumkaya (2006) explores the dependence of the three dimensions of burnout on employee age. His findings show that younger (age 21-30) faculty experience higher levels of emotional exhaustion than older (age 41+) faculty (p. 915). Additionally, younger (age 21-30) faculty experience a lesser sense of personal accomplishment than do older (age 41-50) faculty (p. 915). Despite these differences, no significant variation in depersonalization scores was observed across age ranges (p. 915). Tumkaya attributes young faculty burnout to their lack of classroom management experience and also feelings of anxiety surrounding the goal of tenure (p. 917). Older, more experienced faculty members "can cope with the problems they encounter because of the ease and confidence they have acquired by the late stage of their academic life" (p. 917).

In a study of more than 130 industrial and technical teacher educators, Brewer and McMahan (2003) report a significant association between employee age and job stress. A significant association between work experience and job stress is also identified. While not a measure of burnout per se, stress is associated with the exhaustion dimension of burnout (Maslach et al., 2001, p. 399). Brewer and McMahan explain these findings by suggesting that faculty improve their ability to cope with the pressures of their jobs as they gain experience (p. 135).

Goddard et al. (2006) explain that the general perception of burnout is that it develops over time and thus is more likely to be present in older employees than in

younger employees (p. 858). While this may be a common perspective outside of the

psychological and educational fields, the majority of research – including Goddard

et al. – suggests otherwise. The authors' study focuses on beginning teachers who

had recently graduated from a Brisbane, Australia university. Using a longitudinal

design, one component of the study involved measuring burnout levels using the

MBI at four equally spaced intervals during a 21-month period. Two particularly

salient results related to participant age emerged from the study. First, beginning

teachers reported emotional exhaustion levels at 7, 14, and 21 months that were

significantly higher than the normative sample provided by the creator of the MBI

(p. 866). Second, burnout levels associated with each of the three dimensions of

burnout increased for beginning teachers during the 21-month timeframe of the

study (p. 865). Goddard et al. speculate that initial work demands for new teachers

may contribute to feelings of exhaustion (p. 869). The authors also hypothesize that

feelings of burnout may "commence developing during the rigorous and

competitive pre-service university training period that precedes professional

employment as a teacher" (p. 869).

Maslach et al. (2001) also argue that employees over 30 or 40 years old

typically experience lower levels of burnout than do younger employees (p. 409).

However, the authors offer some potential limitations associated with studying the

relationship between age and job burnout that may apply to the aforementioned

studies. First, since older employees tend to be more experienced at their jobs than

younger employees, work experience may sometimes act as a confounding variable

that leads to a potentially false association between age and burnout (p. 409). While

the majority of the literature explores the relationship between age and burnout, Bayram et al. (2010) investigate whether experience is a significant predictor of burnout. In their study of Turkish university professors and research fellows, the authors report that professors with fewer than 10 working years display higher emotional exhaustion scores than those working for more than 10 years (p. 45). Second, Maslach et al. point to the problem of survival bias. Survival bias suggests that some employees who experience burnout early in their careers may leave their jobs; therefore, the sample being studied will likely report lower than expected burnout scores (p. 409).

Some researchers have provided evidence contrary to the predominant view that younger employees are more susceptible to burnout than older employees. For instance, Unterbrink et al. (2007) find no difference in burnout scores for any dimension of burnout among German teachers in the following age ranges: (a) below 35, (b) 35-44, (c) 45-54, and (d) 55 and above (p. 437). A different study of employees at an institution of higher education in the Netherlands reports no relationship between any demographic variables – including age – and burnout (Bakker et al., 2005, p. 173). Finally, in their study of online faculty, McCann and Holt (2009) find no direct correlation between work experience and burnout (p. 106).

Evidence for burnout among older faculty is presented by Harris and Prentice (2004) in their qualitative investigation into the "experiences of veteran community college faculty as they left their teaching role" through retirement (p. 729). The participants in the study had all retired after working for at least 15 years at their respective community colleges. Half of these participants expressed feelings

of exhaustion towards the ends of their careers (p. 733). Furthermore, the authors identify both financial incentives and specific incidents that spurred the decision to retire. "These incidents were idiosyncratic and included such things as burnout, loss of excitement for teaching, [and] negative experiences with administrators" (p. 737). Coupled with the findings presented earlier, this study may help to suggest that burnout is most likely to occur early and late in one's career.

Employee gender. While this study into adjunct faculty burnout does not take into consideration participant gender, it is worth noting that next to employee age, employee gender appears to be the most frequently studied variable in burnout research. According to Maslach et al. (2001), gender has not proven to be a significant predictor of job burnout (p. 410). However, the authors note that males typically express higher depersonalization levels than females (p. 410). This observation is made by Unterbrink et al. (2007) in their study of German teachers in grammar and secondary schools (p. 437). Additionally, Ahola et al. (2005) report higher levels of depersonalization in males than females in a study of Finnish employees from various vocational groups (p. 13).

Maslach et al. (2001) note that, in general, females experience slightly higher levels of exhaustion than males (p. 410). Tumkaya's (2006) study of Turkish university faculty found this to be true (p. 915). Ahola et al. (2005) also report that women displayed higher levels of exhaustion than males in their nationally representative sample of Finnish employees (p. 13). Clearly, some occupations, such as teaching and nursing, tend to be dominated by female employees. Maslach et al.

advise caution in interpreting some results related to gender since occupation may be confounded with gender (p. 410).

Education level. There appear to be mixed results regarding the relationship between burnout levels and education level of the employee. Maslach et al. (2001) explain that multiple studies point to higher levels of burnout among highly educated employees (p. 410). One example of this relationship between burnout and education level is evident in Wageman's (1999) study of faculty in North Dakota public colleges and universities. Wageman reports that faculty with doctoral degrees experience significantly lower levels of personal accomplishment (higher burnout) than faculty who hold master's degrees (p. 97). In a study of German teachers, Unterbrink et al. (2007) report that teachers in secondary schools experience greater levels of exhaustion than teachers in primary schools (p. 437). It is worth noting that in order to interpret this result in terms of education level, one must assume that teachers in secondary schools are more highly educated than teachers in primary schools.

Maslach et al. (2001) cite increased job responsibilities or lofty personal expectations among highly educated employees as possible reasons for increased burnout (p. 410). Chauhan (2009) offers a similar argument for increased burnout among highly educated employees (¶ 1). Chauhan explains that employees with "high expectations and a sense of purpose" experience a greater risk for burnout than "easy going individual[s]" (¶ 1).

Other studies suggest that less educated employees experience higher levels of burnout than more highly educated employees. In their study of burnout among

a random sample of 6,000 Swedish women, Soares et al. (2007) classify education level as low, intermediate, or high. Women with high education levels were least likely to experience burnout while women with low education levels were most likely to experience burnout (p. 64). In a study of over 3,000 Finnish employees, Ahola et al. (2005) report that women who had not completed comprehensive school were more likely to experience all three dimensions of burnout than more highly educated women (p. 13). Furthermore, men who had not completed comprehensive school experienced lower levels of personal accomplishment than more highly educated men (p. 13).

Prevention of Job Burnout

Strategies for preventing and reducing job burnout center primarily on the individual and the organization. Individual strategies help the employee to cope with the workplace while organizational strategies involve making managerial changes to the workplace (Maslach et al., 2001, pp. 418-419). It appears that a combined approach that includes both individual and organizational changes is most effective at preventing burnout and building engagement (Maslach et al., p. 419; Wood & McCarthy, 2002, p. 3). This section describes both personal and organizational strategies aimed at preventing and reducing job burnout.

Personal strategies. Individual strategies for dealing with burnout usually involve alleviating symptoms of burnout that have already begun to manifest within the employee. Therefore, the goal of such strategies should be to increase one's engagement, which is viewed as the antithesis of burnout. Instead of exhaustion,

depersonalization, and reduced personal accomplishment, these strategies should increase energy, involvement, and efficacy (Maslach et al., 2001, p. 416).

Godt (2006) cites several personal strategies for alleviating teacher stress and burnout, including the following: (a) exercise, (b) improving sleep habits, (c) separating work and home life, (d) deep-breathing and meditation, (e) avoiding procrastination, (f) new instructional strategies, (g) having a positive attitude, (h) talking with a trusted listener, and (i) making time for self and family (pp. 59-60). Similar personal strategies for coping with stress are identified by Kyriacou (2001) and include the following: (a) keeping problems in perspective, (b) avoiding confrontation, (c) relaxing after work, (d) actively dealing with problems, (e) controlling feelings, and (f) devoting more time to tasks (p. 30).

Spending time away from the classroom has been cited as a strategy used by some teachers to alleviate feelings of burnout. Teachers in higher education have used sabbaticals and research-related travel to change their work environment and increase their energy levels (Harris & Prentice, 2004, p. 741). Other teachers deal with stress and burnout by reducing their teaching load when possible. These teachers may reduce their workload by having some of their duties assigned to other teachers (Wood & McCarthy, 2002, p. 5). Additionally, Wood and McCarthy explain that teachers may adopt instead a part-time role, allowing them to develop interests outside of work and spend time with friends and family (p. 5). In fact, faculty who had recently made the decision to retire "believed that their classroom performance was either unchanged or actually enhanced by their decision [to retire]" (Harris & Prentice, p. 737).

Personal strategies tend to be most effective at reducing exhaustion that has already manifested in employees; however, individual strategies are generally ineffective at reducing depersonalization or increasing feelings of personal accomplishment (Maslach et al., 2001, p. 418). The organizational environment of the workplace plays a major role in the development of employee burnout or engagement. Maslach et al. argue that most employees lack control over stressors in the workplace; therefore, individual strategies are not usually effective in the workplace (p. 418). Instead, organizational strategies are preferable to individual strategies since they serve to prevent the manifestation of burnout rather than decrease feelings of burnout after symptoms have appeared (Wood & McCarthy, 2002, p. 6).

Organizational strategies. In addition to individual strategies, organizational strategies are needed to effectively address and prevent job burnout. The six organizational domains – workload, control, recognition, community, fairness, and values – can be improved through managerial strategies; however, additional education for employees is needed to "convey the requisite individual skills and attitudes" (Maslach et al., 2001, p. 419). For example, Unterbrink et al. (2007) suggest that smaller class sizes may reduce teacher stress; however, teachers should also receive educational support that helps them to improve their interpersonal skills (p. 439). Kyriacou (2001) also suggests that a combination of personal and organizational strategies is effective for dealing with teacher stress and burnout (p. 31). The personal strategies (described in the previous subsection) focus on how the employee handles his or her workload and interacts with others in the workplace.

At the organizational level, Kyriacou's characteristics for a "healthy school" include the following: (a) strong communication and collegiality, (b) consultation of faculty in decision making, (c) clearly defined expectations, (d) positive feedback, (e) access to resources and facilities, (f) clear policies and procedures with minimal "red tape," and (g) orientation and advice on career development (p. 31).

Bakker et al. (2005) stress the importance of job resources in helping to prevent job burnout. Independently, job demands are a significant predictor of exhaustion while the lack of job resources is a significant predictor of cynicism (depersonalization) and reduced personal accomplishment (p. 173). However, the authors find that job demands are not a significant predictor of burnout when sufficient job resources are present (p. 176). While job demands typically lead to stress and burnout, the authors explain that sufficient job resources "buffer" the negative effect of job demands, thus preventing the manifestation of burnout symptoms (p. 171). Autonomy was the most frequent buffer of job demands, but "social support from colleagues, a high-quality relationship with the supervisor, and performance feedback" also buffered the tendency for work overload to produce feelings of exhaustion (pp. 176-177).

Hakanen et al. (2006) expound on the role that job resources play in the prevention of burnout. The authors describe job resources as integral to the motivational process through which employees become engaged in their work and thus committed to the organization (p. 507). However, a lack of important job resources, such as job control, supervisory support, and innovativeness, is associated with the presence of burnout (p. 508).

Another finding by Hakanen et al. (2006) differentiates between the effects of gaining resources and losing resources. Specifically, the authors find that the loss of resources has a greater impact on employee burnout than the gaining of resources (p. 508). In other words, burnout increases when the access to resources decreases; however, the addition of resources does not significantly reduce burnout. This finding suggests that additional resources may have only limited ability to address existing feelings of job burnout.

Additional measures for preventing and addressing burnout among various employee groups are discussed in related literature. The first group – faculty who are nearing retirement – was explored by Harris and Prentice (2004). Some faculty nearing retirement may experience feelings of burnout and at the same time have trouble making the decision to retire, perhaps due to financial uncertainty (p. 741). The authors suggest two potential managerial solutions to help these faculty members cope with the process of role exit (p. 741). First, opportunities should be provided for these faculty to discuss their retirement options. Second, early retirement packages should be provided when possible to encourage retirement for the benefit of both the faculty member and the institution. The authors note that this latter option should be considered only when the faculty member is viewed as a liability to the institution.

Harrington and Hunt (2010) explore the burnout experience for another employee group – minority faculty. The authors cite burnout and turnover as "the two greatest threats to an institution's ability to diversify the ranks of its faculty" (p. 1). The primary strategy for preventing burnout and attrition among minority

faculty is to provide them with mentoring opportunities (p. 2). At the same time,

Harrington and Hunt warn against making minority faculty feel "that they are the

principal authorities and resources on diversity matters" at the institution (p. 2).

Having them serve as minority representatives on multiple committees and advisors

to a multitude of minority students may actually give rise to feelings of burnout for

these faculty members (p. 2).

Partial Inclusion Theory

Part-time employees tend to have different roles within organizations than

their full-time counterparts. The fundamental premise of partial inclusion theory,

originally developed by Katz and Kahn (1978), suggests that organizations "require

individuals to perform certain roles that are typically only part of the person's

identity. Thus, only part of the individual is included in the organization"

(Thorsteinson, 2003, p. 152). Since full-time employees spend a significant amount of

time at work, they are likely to be fully integrated into the organization (Alexandrov,

Babakus, & Yavus, 2007, p. 360). Conversely, part-time employees often "feel that

the work they do is not the most important role they have," perhaps due other jobs

outside of the organization (Alexandrov et al., p. 360). Family-related

responsibilities may also define other roles held by the employee outside of the

organization. As a result, part-time employees may experience a lesser sense of

involvement within the organization than full-time employees (Thorsteinson, p. 152).

This section of the chapter reviews research that examines job-related

attitudes, such as job satisfaction, of part-time employees in the context of partial

inclusion theory. Multiple studies have compared the job-related attitudes of part-

time employees to those of full-time employees. These findings are presented along with a review of research that studies the impact of differing employment characteristics on job-related attitudes of part-time employees.

Part-time and Full-time Job-related Attitudes

Multiple research studies employing partial inclusion theory as a theoretical framework have compared the job-related attitudes of part-time and full-time employees. These authors have hypothesized that differences in job-related attitudes, such as job satisfaction, organizational commitment, and job involvement, should exist between the two employee groups due to differences in how each group is integrated into the organization (Alexandrov et al., 2007; Cha, Kim, & Cichy, 2009; Thorsteinson, 2003). Studies have shown mixed results in comparing job-related attitudes between these two groups.

Based on this premise, Thorsteinson (2003) uses a meta-analysis to determine if job-related attitudes differ between part-time and full-time workers. Overall job satisfaction, facets of job satisfaction, organizational commitment, job involvement, and intention to leave are used to identify possible differences in job attitudes between the two groups. The author finds no significant differences in these variables between part-time and full-time workers, with the exception of job involvement (p. 169). Thorsteinson concludes that full-time workers tend to be more involved in their jobs than part-time workers, which is consistent with partial inclusion theory.

Another study that employs partial inclusion theory as a theoretical framework compares the job-related attitudes of part-time employees to full-time

employees within a sample of customer service employees from a national retail

chain (Alexandrov et al., 2007). Alexandrov et al. examines the impact of perceived

managerial concern on employee job satisfaction and organizational commitment.

The authors hypothesize that the satisfaction and commitment of full-time

employees should depend on perceived managerial concern to a greater extent than

the satisfaction and commitment of part-time employees (p. 360). The findings

indeed suggest that full-time employees' levels of organizational commitment were

more sensitive to perceived managerial concern than part-time employees' levels (p.

368). However, the relationship between job satisfaction and perceived managerial

concern was nearly identical for part-time and full-time employees (p. 367). While

this latter finding contradicts the premise of partial inclusion theory, it is relevant to

this study of adjunct faculty burnout. This finding suggests that managerial

interventions supporting adjunct faculty may play a significant role in improving job

satisfaction among adjunct faculty.

A final comparison of part-time and full-time employees' job-related attitudes

is provided by Cha et al. (2009). The authors' study of part-time and full-time

employees in the hospitality industry focuses on the job-related attitudes of a sample

of staff members from a private club. Several dependent variables were studied,

including job satisfaction, organizational commitment, contextual performance, and

job dedication. No significant differences in job satisfaction, organizational

commitment, or contextual performance were identified between the two groups (p.

4). However, full-time employees reported higher levels of job dedication than part-

time employees (p. 6).

Part-time Employee Differences in Job-Related Attitudes

Comparisons between part-time and full-time employees display both differences and similarities in job-related attitudes. However, grouping all part-time employees in one category may mask some subtle differences between the groups (Martin & Sinclair, 2007, p. 302). Multiple studies have taken an in-depth approach to exploring the attitudes of various part-time employee groups (Cha, 2009; Martin & Sinclair; Tansky, Gallagher, & Wetzel, 1997). These studies have used independent variables such as external roles, financial dependence, demographic characteristics, work-status variables, and perception of fairness to explore differences in job-related attitudes among part-time employees.

In their study, Martin and Sinclair (2007) compare the following: (a) job-related attitudes between groups of part-time workers and full-time workers, (b) turnover behavior within part-time groups, and (c) turnover behavior between the part-time groups and full-time workers (p. 302). To accomplish this, the authors develop a typology of part-time employees based on external group roles and income contribution from the part-time job. Based on the premise of partial inclusion theory, Martin and Sinclair contend that employee involvement in family, school, or other forms of employment may influence the level of involvement at their part-time job (p. 302). Additionally, they argue that the level of inclusion in the part-time job should depend on the financial proportion that the job provides for the employee's household (p. 303). The seven groups defined by Martin and Sinclair include the following: (a) primaries, (b) married supplementers, (c) single supplementers, (d) high school students, (e) college students, (f) part-time

moonlighters, and (g) full-time moonlighters (p. 303). This model is validated

empirically in the same study. Information regarding five of these groups of part-

time employees is included in the list below (p. 303):

1. Primaries – earn greater than 50% of household income from part-time job

2. Married supplementers – earn less than 50% of household income from part-
   time job

3. Single supplementers – earn less than 50% of household income from part-
   time job

4. Part-time moonlighters – hold part-time employment elsewhere

5. Full-time moonlighters – hold full-time employment elsewhere

Martin and Sinclair (2007) include two additional groups – high school

students and college students (p. 303). However, they are omitted from this review

since the researcher determined that these groups are not related to adjunct faculty

employment in a community college setting. It should be noted also that four of the

groups – primaries, married supplementers, college students, and full-time

moonlighters – were created and defined originally by Sinclair, Martin, and Michel

(1999) in an earlier study.

The findings of Martin and Sinclair's (2007) study "suggest that primaries,

older married supplementers, single supplementers, and perhaps full-time

moonlighters and high school students actually hold more favorable job attitudes

than full-time employees" (p. 313). "Younger married supplementers, part-time

moonlighters, and college students appear to hold similar attitudes to full-time

employees" (p. 313). These results help to support the argument that job attitudes of

part-time employees may be dependent on other roles held by the employee and the

level of financial dependence the employee has on the part-time job. As suggested by Thorsteinson (2003), perhaps some of the part-time employees prefer to stay part-time and, as a result, maintain overall positive job attitudes (p. 171).

Additionally, the researchers find significant differences in turnover behavior amongst the different groups of part-time faculty. Predictably, primaries have the lowest turnover rates while students had the highest (Martin & Sinclair, 2007, p. 310). Another notable distinction between groups is that full-time moonlighters demonstrate turnover faster than part-time moonlighters (p. 312). These findings suggest that perhaps financial dependence on the job compels employees to maintain their employment status (p. 315).

Using a framework of partial inclusion theory, Tansky et al. (1997) explore the influence of demographic characteristics, work status variables (i.e. hours worked per week), and perception of fairness on the organizational commitment of part-time employees. Two samples were included in this study – part-time health care employees and part-time retail employees from Western Canada (p. 319). Analysis of both samples revealed that organizational commitment is correlated significantly with the following demographic variables: (a) age, (b) school status, and (c) education (p. 322). Specifically, older employees, nonstudents, and employees with less educational experience express higher levels of organizational commitment than their counterparts. Additionally, organizational commitment is higher for part-time employees from both samples who expressed elevated perceptions of fairness on the job (p. 322). Finally, for the sample of part-time health care employees, organizational commitment is highest among the employees who work the most

hours (p. 322). In the sample of retail employees, employees who work part-time voluntarily report higher levels of organizational commitment than those who wish to work full-time instead (p. 321).

Additional research has provided some evidence in support of the findings by Tansky et al. (1997) regarding voluntary part-time employment. For instance, Feldman (1990) hypothesizes that employees who hold part-time work status voluntarily are more satisfied with their jobs than those who work part-time primarily due to the unavailability of full-time jobs (p. 105). Using the adjunct typology of Gappa and Leslie (1993), the *aspiring academics* would share these characteristics since they desire to gain full-time faculty positions. Thorsteinson (2003) also addresses the issue of voluntary part-time employment by explaining that some part-time workers may pursue part-time employment because they prefer primary involvement in non-work roles rather than work-related roles (p. 171). This may help to explain their satisfaction with part-time status. Furthermore, Thorsteinson argues that if part-time workers compare themselves to other part-time workers, as opposed to full-time workers, they are less likely to feel dissatisfied with their jobs (p. 171). Thorsteinson uses these arguments to help support the similar levels of satisfaction measured between part-time and full-time employees in his study, despite their different levels of involvement (p. 169).

Chapter Summary

This literature review examined research and relevant literature related to adjunct faculty in community colleges. Particular attention was given to the challenges and consequences of adjunct employment, the phenomenon of job

burnout, and partial inclusion theory. The literature reviewed in this chapter was used to assist in the identification of *a priori* themes and interpretation of the findings from both the quantitative and qualitative data collected.

This chapter started with a brief synopsis of the history of community colleges in the United States. Next, considerable attention was given to the topic of adjunct faculty employment in community colleges. While the use of adjunct faculty benefits community colleges in unique ways – efficiency and workforce development – there are negative consequences to their employment. From the adjunct perspective, low pay compared to full-time faculty, inadequate benefits, and lack of job security are among the most significant issues leading to job dissatisfaction. Additional challenges, such as limited access to resources and minimal involvement outside of the classroom, affect adjunct faculty negatively. From the institutional perspective, evidence exists that suggests exposure to adjunct faculty is a predictor of decreased student persistence. Furthermore, some studies show that adjunct faculty are less likely than full-time faculty to employ innovative classroom techniques.

Motivations for teaching and challenges facing adjuncts were also explored in detail. Adjunct faculty are motivated to teach part-time for a variety of reasons including the following: (a) teaching after retirement, (b) supplementing primary employment outside the college, (c) aspiring for a full-time position, and (d) earning primary income from part-time employment. The unique motivations to teach part-time carry unique challenges, especially for those aspiring for a full-time position and those earning their primary income from part-time employment. These

challenges are related to the difficulty of finding full-time employment and the low

level of compensation associated with adjunct instruction. Additionally, those

adjuncts who teach in transfer or liberal arts disciplines experience unique

challenges. They are often undervalued in higher education and hired as financial

assets rather than skilled assets. Additionally, liberal arts adjuncts experience

difficulty finding full-time employment due to limited job opportunities.

The unionization of adjunct faculty has helped to bridge the gap between full-

time and adjunct faculty employment conditions at many institutions. Adjunct

faculty union contracts are drafted with the intention of addressing several

employment issues, including salaries and benefits, job security, paths to tenure,

professional status, and union rights. Despite the emergence of adjunct faculty

unions nationwide, only half of all adjuncts in community colleges are eligible to join

a union. Of the eligible group of adjunct faculty, half are still not union members.

The primary theoretical framework for this study is multidimensional job

burnout. Job burnout is characterized by three dimensions – emotional exhaustion,

depersonalization, and lack of personal accomplishment. When one dimension of

burnout appears, another dimension is likely to appear as well; however, exhaustion

is typically the first symptom of burnout to appear. Job demands and the absence of

job resources are often responsible for the onset of job burnout. Additionally,

several personal and organizational risk factors for burnout exist. The burnout

experience is unique to each individual, but some demographic variables, such as

age, gender, and education level, are responsible for variations in burnout levels

among employees.

Strategies to prevent job burnout are important since burnout has negative consequences for individuals and the organizations for which they work. On a personal level, individuals may experience physical or emotional health problems. Professionally, individuals with increased levels of burnout tend to experience decreased levels of job satisfaction. At the organizational level, employee burnout is associated with turnover. Additionally, burnout has been shown to be associated with decreased job performance and competence. Personal and organizational strategies that serve to prevent and address job burnout have been discussed in the literature related to burnout. Personal strategies tend to focus on changing individual behaviors to allow the employee to improve his or her ability to cope in the workplace. Organizational strategies tend to involve managerial interventions designed to improve aspects of employment related to the six organizational risk factors for burnout – workload, control, recognition, community, fairness, and values.

Finally, partial inclusion theory – the second theoretical framework for this study – was discussed. Partial inclusion theory is relevant to adjunct faculty employment since these individuals typically are not wholly invested in the colleges for which they teach, perhaps due to external roles or responsibilities. Multiple studies that use partial inclusion theory as a theoretical framework show few significant differences in job-related attitudes between part-time and full-time employees overall. However, job-related attitudes do appear to vary among part-time employees based on their desire to work full-time, financial dependence on the part-time job, and external work and family roles.

This study employed the collection of both quantitative and qualitative data to address the purpose and research questions. The quantitative research component involved the use of a survey instrument to measure the extent to which the three dimensions of burnout were present among community college adjunct faculty. Semi-structured interviews with adjunct faculty, adjunct faculty union officers, and instructional administrators comprised the majority of qualitative data collected. Additionally, document review served to corroborate or contradict the findings from the interview process. Specific methods of data collection and analysis will be discussed in Chapter 3.

Chapter 3

METHODOLOGY AND PROCEDURES

The problem addressed in this study is the increasing risk of burnout among adjunct faculty in Illinois community colleges. Maslach and Leiter (2008) define the following six risk factors for job burnout: (a) excessive workload, (b) insufficient control, (c) inadequate recognition, (d) lack of community or support, (e) lack of fairness, and (f) conflict of values (p. 500). Within community colleges, these risk factors may be associated with the unique challenges confronting adjunct faculty as described by several authors (AFT, 2010; CCSSE, 2009; Eagan, 2007; Green, 2007; Jaeger, 2008; NCES, 2009; Pearch & Marutz, 2005). According to Maslach et al. (2001), burnout may impact job performance negatively and lead to turnover (p. 406). Regarding adjunct faculty and educators in general, chronic feelings of burnout may decrease instructional quality when "educators find they can no longer give of themselves to students as they once could" (Maslach, Jackson, & Leiter, 1996, p. 28).

A mixed methods research paradigm was utilized in this study of burnout among adjunct faculty in Illinois community colleges. Within this chapter, the dominant-status sequential research design – as described by Johnson and Christensen (2008) – is explained, with significant detail given to both the quantitative and qualitative components of this study. Survey research methods were used in the quantitative portion of this study, while case study methodology guided the qualitative portion. In addition to data collection strategies employed, this chapter includes information relevant to site and participant selection, instrumentation, interview protocol, document review, and the pilot process.

Finally, strategies for data analysis are provided. Specific strategies for quantitative analysis include descriptive statistics, analysis of variance, comparisons of means, correlations, and measures of association. Theming and coding guided the qualitative analysis. Limitations and ethical considerations conclude this chapter.

Research Design

Purpose and Research Questions

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study provided insight into the ways that burnout manifests itself within and affects this unique group of faculty. Furthermore, this study elicited institutional strategies that address adjunct faculty burnout.

To address the problem identified in this research study, the following research questions were developed:

1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?

2. How is burnout experienced by adjunct faculty of various employment characteristics?

3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?

4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?

5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?

6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?

Mixed Methods Research

This study employed a mixed methods research paradigm, which included aspects of both quantitative and qualitative research. Using multiple research methods with different strengths and weaknesses serves to increase the validity and reliability of a research study (Johnson & Christensen, 2008, p. 51). Additionally, mixed methods research is useful in studies of human behavior since this form of research "often provide[s] a more complete picture of a particular phenomenon than either approach could do alone" (Leedy & Ormrod, 2010, p. 97).

Johnson and Christensen (2008) propose a typology for mixed methods research that characterizes the research using the following two dimensions: (1) paradigm emphasis in terms of addressing the research questions and (2) timing of data collection and analysis for qualitative and quantitative components (p. 446). In this study, the qualitative paradigm was the dominant paradigm. Regarding time orientation criteria, quantitative data collection and analysis preceded qualitative data collection and analysis. Therefore, this study is classified as a dominant-status sequential design following the typology of Johnson and Christensen (p. 448).

Quantitative paradigm. The quantitative component of this study involved the use of a two-part survey for initial data collection and analysis. The survey was used to address the purpose of this study in two manners. First, surveys were used

to examine the presence of the three dimensions of job burnout – emotional exhaustion, depersonalization, and lack of personal accomplishment – among adjunct faculty. To accomplish this, Part I of the survey consisted of an existing survey instrument - the Maslach Burnout Inventory – Educators Survey (MBI-ES). Permission to administer this survey was granted by the publishing company owning the rights to the survey; however, permission to publish the survey in the dissertation was not granted. Part II of the survey collected additional respondent information for use in analyzing burnout levels. Second, respondents were asked to indicate whether they would be interested in participating further in a follow-up semi-structured interview.

The results from Part I (MBI-ES) of the survey administered to adjunct faculty at each institution were used to address the first three research questions posed in this study. Responses to the survey items on the MBI-ES were analyzed and presented using descriptive statistics (measures of central tendency). According to Johnson and Christensen (2008), descriptive statistics are used to "describe, summarize, or make sense of a particular set of data" (p. 464). Additionally, analysis of variance, comparisons of means, correlation coefficients, and measures of association helped to make further meaning of the quantitative data collected from surveys.

Part II of the survey instrument (see Appendix B) gathered information that allowed respondents to be categorized according the adjunct typology developed by Gappa and Leslie (1993). Gappa and Leslie's typology consists of the following four categories or types of adjunct faculty that are differentiated by selected employment

characteristics: (a) *career enders*, (b) *specialists*, (c) *aspiring academics*, and (d) *freelancers*

(p. 48). According to the authors, differences between the categories are based on

academic background, employment history, and motivations of adjunct faculty (p.

45). Grouping adjunct faculty respondents into these predetermined categories

allowed for comparisons of burnout levels across different groups of adjunct faculty.

Additionally, the discipline taught by respondents was collected so that burnout

levels could be compared across adjunct faculty who teach transfer, developmental,

and career/technical courses.

Qualitative paradigm. In a study employing a dominant-status sequential

research design, either the quantitative or qualitative paradigm serves a primary role

in addressing the purpose and research questions (Johnson & Christensen, 2008, p.

448). The dominant paradigm employed in this study was the qualitative paradigm.

Qualitative research is appropriate when a "complex [and] detailed understanding

of the issue" is needed (Creswell, 2007, p. 40). Furthermore, qualitative methods

allow the researcher to understand the participants' viewpoints on the issue being

studied (Johnson & Christensen, 2008, p. 36). Quantitative methods alone likely

would not have provided the depth of information that is needed to understand the

nature of job burnout within an institution. Therefore, qualitative methods were

used to address each research question and expand upon the quantitative

component of this study.

Qualitative data were collected primarily through semi-structured interviews

with adjunct faculty, adjunct faculty union representatives, and instructional

administrators who work closely with adjunct faculty. Additionally, document

review allowed the researcher to corroborate data collected during interviews. Case study methodology guided the qualitative portion of this study.

Case study methodology. Case study research involves the collection and analysis of data from multiple sources including observations, interviews, audiovisual material, and documents (Creswell, 2007, p. 73). Since each case that is studied likely has unique intrinsic characteristics, the results of a case study typically are not generalizable to other institutions. Therefore, researchers often use purposeful sampling to select cases and limit the boundaries of the study, according to Creswell (p. 76). This study purposefully included institutions that had been identified as particularly successful at retaining and developing adjunct faculty so that strategies addressing adjunct faculty burnout may be revealed. The assistance of senior leadership at the researcher's home institution was sought to identify appropriate institutions.

The qualitative component of this study followed a collective case study approach that included multiple Illinois community colleges. Creswell (2007) explains that in a collective case study, the researcher uses multiple sites or cases to focus on the issue of interest and gain multiple perspectives on the issue (p. 74). The collective case study approach was employed to shed light on the ways that different institutional factors affect the manifestation of burnout. Thus, the use of multiple cases provided insight into the nature of burnout within various contexts.

During data analysis, themes were generated for each case in the study (Creswell, 2007, p. 73). To provide a thorough analysis of this collective case study, "a detailed description of each case and themes within the case [were

provided]...followed by a thematic analysis across the cases" (p. 75). In order to help identify themes, this study employed the use of both emerging and *a priori* codes. Due to the inductive nature of qualitative research, inductive or emerging codes arose directly from the data collected (Johnson & Christensen, 2008, p. 538). Additionally, *a priori* codes are often chosen before analyzing the qualitative data (Johnson & Christensen, 2008, p. 539). For the purposes of this study, *a priori* codes were extracted from the following three sources: (a) the theory of multidimensional burnout, (b) partial inclusion theory, and (c) literature related to adjunct faculty employment.

Complementarity in mixed methods research. According to Greene, Caracelli, and Graham's (1989) framework for mixed methods research, a study employs one of the following five rationales for using a mixed methods research design: (a) triangulation, (b) complementarity, (c) development, (d) initiation, and (e) expansion. This investigation into adjunct faculty burnout employed a mixed methods paradigm for the purpose of complementarity. The authors explain that "in a complementarity mixed method study, qualitative and quantitative methods are used to measure overlapping but also different facets of a phenomenon" (p. 258).

Quantitative survey research was used to examine the nature of burnout in each community college included in the study, with particular attention devoted to the variation of burnout levels between *a priori* groups of adjunct faculty. However, the survey instrument used in this study only measured numerically the extent to which the dimensions of burnout were present among respondents. Thus, qualitative, semi-structured interviews were conducted to explore the nature of

burnout in further detail. This involved exploring the causes of adjunct faculty burnout and identifying possible institutional strategies that help to prevent and address adjunct faculty burnout. The causes of burnout and related institutional strategies would have been difficult to elicit through purely quantitative means; therefore, qualitative methods were employed to enhance the results from the quantitative component of this investigation. Ultimately, the use of mixed methods served to illustrate complementarity by providing "an enriched, elaborated understanding of [the] phenomenon [of burnout among adjunct faculty]" (Greene et al., 1989, p. 258).

Data Collection Procedures

Site Selection

This study explored the phenomenon of adjunct faculty burnout at multiple community colleges in Illinois. Multiple institutions were included to add breadth to this study's exploration of the burnout experience among adjunct faculty and strategies to prevent and address job burnout. Distinctions between institutions in terms of programs and curriculum, funding, student demographics, institutional culture, and roles of adjunct faculty were considered potential factors that may cause differences in the burnout experience. By studying the phenomenon within distinct contexts, multiple perspectives on burnout among adjunct faculty were revealed.

Despite the aforementioned differences that may exist between the selected institutions, the researcher purposefully selected institutions that shared some similarities. First, both community colleges included in this study were identified as particularly successful at retaining and developing adjunct faculty. Senior

leadership at the researcher's institution of employment was sought to assist in identifying appropriate institutions. Second, both community colleges were considered very large two-year colleges according to the Carnegie Foundation for the Advancement of Teaching (2011) size and setting classification. Finally, both community colleges employed a similar number of adjunct faculty members. The names of the colleges have been changed to maintain anonymity.

Tesla Community College. Tesla Community College (TCC) is a single campus community college located in the suburbs of Chicago. TCC is classified as a very large two-year college according to the Carnegie Foundation for the Advancement of Teaching (2011) size and setting classification. As of Fall 2009, TCC employed over 250 full-time instructional faculty and over 1,000 adjunct faculty. This equated to an adjunct-to-full-time faculty ratio of approximately 80:1. Of the full-time faculty, less than 10% were on tenure track while approximately 90% held tenure.

Feynman Community College. Feynman Community College (FCC) is a single campus community college that is also located in the suburbs of Chicago. According to the Carnegie Foundation for the Advancement of Teaching (2011) size and setting classification, FCC is considered a very large two-year college. As of Fall 2009, nearly 200 full-time faculty and 580 adjunct faculty were employed at FCC. This equated to an adjunct-to-full-time faculty ratio of nearly 75:1. Of the full-time faculty, approximately 20% were on tenure track while approximately 80% were tenured.

Participant Selection

Participants for this study included adjunct faculty and community college administrators. Since data were collected via surveys and semi-structured interviews, participant selection criteria were specific to each form of data collection. The three groups of participants included the following: (a) adjunct faculty, (b) adjunct faculty union representatives, and (c) instructional administrators.

Adjunct faculty participants. Adjunct faculty from each institution were invited to complete a survey instrument designed to measure the presence of the three dimensions of burnout. Convenience sampling was employed due to the challenges associated with identifying adjunct faculty members at the selected institutions. According to Creswell (2007), convenience sampling is useful when external factors limit the researcher's ability to create a meaningful sample (p. 127). In this study, limited accessibility of adjunct faculty contact information prevented the creation a purposeful sample that would reflect diverse experiences within the selected community colleges. Therefore, invitations to complete the electronic survey were sent to an email list that included all adjunct faculty at each community college. Since the researcher was unable to gain direct access to the email list at both institutions, an instructional administrator who oversees adjunct professional development and related activities at each institution was asked to disseminate the email invitation. The email cover letter that accompanied the survey request is included in Appendix B.

Semi-structured interviews with two instructional adjunct faculty members from each institution were conducted to address qualitatively the research questions posed in this study. The following selection criteria were employed to choose the adjunct interview candidates from each institution: (a) teaches primarily face-to-face courses, (b) teaches primarily credit courses, and (c) expresses interest in participating in a face-to-face interview. Multiple authors suggest that there exists a correlation between experience and burnout (Goddard et al., 2006; Maslach et al., 2001; Tumkaya, 2006). Specifically, the confidence and abilities held by experienced professors cause them to experience lower levels of burnout than new professors (Tumkaya, p. 917). Therefore, one adjunct interviewee from each institution that had over five years of adjunct teaching experience was selected while the other selected adjunct interviewee had less than two years of adjunct teaching experience. Part II of the survey instrument used in this study collected information that allowed the aforementioned selection criteria to be applied.

Adjunct union representative participants. An adjunct faculty union representative was also interviewed at each institution. Since the adjunct faculty union representative performs both faculty and union-related job functions, he or she was able to provide insight from both perspectives. Contact information for union representatives was acquired through the website of each adjunct faculty union.

Administrator participants. Semi-structured interviews were also conducted with two instructional administrators from each community college. First, the administrator responsible for adjunct faculty professional development and related

adjunct activities was interviewed since the researcher determined that he or she may have unique insight into strategies that address adjunct faculty burnout. Second, a department chair whose job responsibilities involve hiring and evaluating adjunct faculty was interviewed. It was determined that this individual may offer a unique perspective into adjunct faculty burnout since he or she may interact with adjunct faculty more frequently than other administrators at the institution. The community colleges included in this study assign the responsibilities of hiring and evaluating adjunct faculty to different administrators; therefore, a senior-level administrator at each institution was asked to recommend an appropriate candidate.

Instrumentation

The survey used to collect quantitative data from adjunct faculty was comprised of two parts. Part I consisted of the Maslach Burnout Inventory – Educators Survey (MBI-ES), a pre-existing survey instrument that was presented in unmodified form. Part II consisted of questions designed to collect demographic information from respondents and identify possible interview participants.

Part I – The MBI-ES. A pre-existing survey instrument – the Maslach Burnout Inventory – Educators Survey (MBI-ES) – was used to collect quantitative data from adjunct faculty. The MBI-ES was adapted from the original Maslach Burnout Inventory, first designed in 1981, for use in educational professions (Maslach et al., 1996). Permission to administer the MBI-ES was obtained from the publishing company that owns the rights to the survey.

The MBI-ES is comprised of 22 statements related to the respondent's feelings about his or her job and interaction with students. The MBI-ES is self-administered

and takes approximately 10-15 minutes to complete (Maslach et al., 1996, p. 5).

Responses to the survey items are provided using a seven-point Likert-type scale,

ranging from zero to six. A response of zero indicates that the respondent never

experiences the feeling described in the statement while a response of six indicates

that the feeling is present every day.

Scores are computed for three subscales – emotional exhaustion,

depersonalization, and personal accomplishment – that represent the three

dimensions of burnout. A single burnout score is not provided by the MBI-ES

(Kokkinos, 2006, p. 26). The items on the survey are mutually exclusive to each

subscale. Nine items relating to the respondent's physical and emotional energy are

used to compute a score for the emotional exhaustion subscale. A score for the

depersonalization subscale is computed based on responses to five items regarding

interaction with students. Finally, a score for the personal accomplishment subscale

is computed based on responses to eight items regarding the respondent's sense of

job-related achievement.

Based on each subscale score, each dimension of burnout may be categorized

as high, moderate, or low. High scores on the emotional exhaustion and

depersonalization subscales indicate a high degree of burnout. Conversely, a high

score on the personal accomplishment subscale indicates a low degree of burnout.

The ranges for the high, moderate, and low categories were determined by Maslach

et al. (1996) based on the findings of a study including over 11,000 responses across

various disciplines (p. 5).

Several researchers have assessed the validity and reliability of the MBI-ES. The validity of an instrument such as the MBI-ES is often explored by examining the internal structure of the instrument using factor analysis (Johnson & Christensen, 2008, p. 154). One type of factor analysis, confirmatory factor analysis, involves testing for the presence of a particular factor structure based on a pre-existing theory or model (Albright & Park, 2008, ¶ 2). In the MBI-ES, the three dimensions of burnout – emotional exhaustion, depersonalization, and personal accomplishment – represent the three factors that the instrument seeks to measure.

Byrne (1993) uses confirmatory factor analysis to verify that responses to the MBI-ES items can be explained best by the three *a priori* constructs of emotional exhaustion, depersonalization, and personal accomplishment (p. 201). The author finds that this three-factor model yielded a comparative fit index (CFI) of 0.93 for elementary teachers, 0.88 for intermediate teachers, and 0.91 for secondary teachers (p. 202). A CFI value of 0.90 or greater indicates that the model provides an acceptable fit to the data; thus, the three-factor structure of the MBI-ES is supported by Byrne's analysis (p. 201). In a separate study of Greek primary and secondary teachers, Kokkinos's (2006) analysis also supports the three-factor structure of the MBI-ES. The researcher finds the CFI for the three-factor model to be 0.83 (p. 30). While this CFI is lower than the 0.90 threshold deemed evidence of a good fit, Kokkinos explains that the CFI values for a hypothesized one-factor and two-factor model are considerably lower; thus, "the three-factor model [is] superior over the alternative ones" (p. 30). Furthermore, the root mean square error of approximation

of 0.08 and the standardized root mean square of 0.08 also indicate acceptable model fit (p. 30).

The reliability of a survey instrument can be examined through measures of internal consistency. Johnson and Christensen (2008) suggest that "internal consistency refers to how consistently the items on a test measure a single construct or concept" (p. 147). Since the MBI-ES measures three constructs – emotional exhaustion, depersonalization, and personal accomplishment – internal consistency must be examined for each construct separately. According to Johnson and Christensen, Cronbach's alpha is one approach for measuring internal consistency (p. 149). This statistic measures the "degree to which the items [on an instrument] are interrelated" and should be greater than or equal to 0.70 for the purposes of research (p. 149). Blix, Cruise, Mitchell, and Blix (1994) examine the reliability of the instrument in their study of university teachers. Regarding internal consistency, the authors report Cronbach alpha estimates of 0.90, 0.79, and 0.71 for emotional exhaustion, depersonalization, and lack of personal accomplishment, respectively (p. 161). Thus, their results support the internal consistency of the MBI-ES for each of the three dimensions of burnout.

Regarding the test setting, Maslach et al. (1996) identify the following three factors as critical to minimizing response bias: (a) respondent privacy, (b) respondent confidentiality, and (c) avoidance of sensitization to burnout (p. 6). The first two measures were ensured throughout the data collection, analysis, and presentation phases. However, to provide transparency to potential subjects, the researcher included the nature of the research in the email cover letter disseminated

to adjunct faculty. Therefore, the sensitization of respondents to burnout is considered a limitation of this study.

Part II – Additional respondent information. - Immediately following the completion of Part I of the survey instrument, adjunct faculty respondents completed Part II of the survey instrument (see Appendix A), which was comprised of nine questions. This component of the survey gathered information that allowed relationships to be examined between pre-determined independent variables and burnout scores from the MBI-ES.

Adjunct type, as defined by Gappa and Leslie (1993), was the first independent variable examined. The authors' typology consists of the following four categories or types of adjunct faculty:

1. *Career enders* – Retired or transitioning into retirement from well-established careers (p. 47)

2. *Specialists* – Hold full-time or primary employment elsewhere (p. 48)

3. *Aspiring academics* – Teach part-time in the hopes of gaining a full-time faculty position (p. 48)

4. *Freelancers* – Hold exclusively part-time employment and do not desire a full-time faculty position (p. 49)

Questions five through eight of Part II of the survey were designed to collect information regarding respondents' employment profiles and motivations for teaching part-time so that they could be categorized according to Gappa and Leslie's (1993) typology. The criteria used to categorize adjunct faculty is detailed in Table 3.

The second independent variable examined was the academic nature of the discipline taught by adjunct faculty. Question one on Part II of the survey asked respondents to specify whether the courses they teach relate primarily to transfer disciplines, career-related disciplines, developmental disciplines, or non-credit disciplines.

Table 3

Criteria Used to Categorize Adjunct Faculty Respondents

	Career Enders	Specialists	Aspiring Academics	Freelancers
Retired or semi-retired	Yes	No	No	No
Full-time or primary employment elsewhere	----	Yes	----	No
Seek full-time faculty position	----	No	Yes	No

While surveys were disseminated to all adjunct faculty at each institution selected, the final sample that was analyzed for the quantitative component of this study included only adjunct faculty whose primary role is teaching. Responses from adjunct faculty who do not typically teach (i.e. librarians and counselors) were excluded. Question one on Part II of the survey sought to identify non-teaching adjunct faculty so that they could be removed from the final sample of respondents. Next, adjunct faculty who do not teach primarily face-to-face courses were excluded from the final sample. Due to the unique environmental factors that online/distance-learning adjunct faculty may experience, their experience of burnout may not be comparable to adjuncts teaching via a face-to-face format. Question two on Part II of the survey was used to identify and exclude adjuncts who teach primarily online or distance-learning courses. Additionally, adjunct faculty

who teach in non-credit disciplines were excluded from the final sample. Since they are not eligible to become adjunct faculty union members at either institution, their experiences may not be comparable to the majority of adjunct faculty. Responses to question one on Part II of the survey were used to identify and exclude these respondents from the final sample.

Adjunct faculty candidates for semi-structured, face-to-face interviews were selected from the final sample of survey respondents. Candidates were identified based on their responses to the final question from Part II of the survey, which asked respondents to express their interest in participating in interviews. Each respondent who expressed interest was asked to provide his or her name, contact information, and institution of employment for follow-up.

To gain multiple perspectives on adjunct faculty burnout, two adjuncts were interviewed at each institution. By design, one interviewee had over five years of adjunct teaching experience while the other had less than two years of adjunct teaching experience. Questions three and four from Part II of the survey collected experience-related information used to assist in interview candidate selection.

Interview Protocol

Data collected during interviews was the primary means by which the research questions of this predominantly qualitative study were addressed. Face-to-face, semi-structured interviews with adjunct faculty, adjunct faculty union representatives, and instructional administrators were conducted to gain insight into multiple perspectives on adjunct faculty burnout and strategies for preventing and addressing adjunct burnout. Interviews were recorded and transcribed for

subsequent data analysis. Further, observational and reflective field notes were taken following each interview to assist in data analysis.

Semi-structured interviews consist of a list of standard questions asked of all participants, along with probing questions that may be asked to clarify an interviewee's reasoning (Leedy & Ormrod, 2010, p. 188). The interview questions used to address the research questions of this study are found in Appendix C. Additionally, demographic data was collected during interviews that included the following: (a) number of years at the current institution, (b) number of years in current position, and (c) primary job responsibilities related to adjunct faculty. This demographic data was used in the construction of participant profiles.

Document Review

According to Creswell (2007), documents such as research journals, personal journals, pictures, or public documents can be creative ways to gain insight into a particular issue (p. 129). This study used public documents from each institution to collect data regarding adjunct faculty. Adjunct faculty union contracts, which are publicly available, were consulted to gather information related to the context of adjunct employment at each institution, such as compensation and hiring policies. Next, adjunct faculty handbooks from each institution were reviewed. These documents are provided to all adjunct faculty and include information pertaining to adjunct faculty employment terms, college policies, and college resources. Finally, each institution's strategic goals or objectives were reviewed for any mention of adjunct faculty employment.

Expert Review

Judgment by a panel of experts is one way to help ensure the validity of an instrument for measuring a specific characteristic (Leedy & Ormrod, 2010, p. 93). Part I of the survey instrument used in this investigation of adjunct faculty burnout is a pre-existing survey, the MBI-ES (Maslach et al., 1996). The validity of the MBI-ES for measuring the dimensions of burnout has been supported by multiple studies (Byrne, 1993; Kokkinos, 2006). For the instrumentation used in this study, experts in the field were asked to review the following: (a) the instructions and cover letter that accompanied the survey request, (b) items from Part II of the survey instrument that sought to gather demographic data and identify adjunct faculty interview participants, and (c) the interview questions to be asked of adjunct faculty, adjunct faculty union representatives, and instructional administrators. Expert opinion regarding the survey and interview questions allowed for the refinement of the data collection tools prior to the pilot study.

The following individuals from Feynman Community College (FCC) provided expert opinion on the survey instrument and interview questions: (a) the director of institutional research, (b) the assistant dean of sciences, and (c) the department chair of developmental education. Additionally, an adjunct faculty member from an institution not included in this study was asked to review the data collection instruments. The expert review recommendations for improvement are provided in Appendix C.

Pilot Process

Prior to survey distribution, a pilot study was conducted with adjunct faculty from Feynman Community College. As recommended by Johnson and Christensen (2008), five adjunct faculty participated in the pilot study (p. 189). Each participant completed and submitted electronically both parts of the survey instrument to be used in the study. Following completion of the survey, participants provided verbal and written feedback to the researcher so that improvements to the survey instrument could be made (see Appendix C). Additionally, pilot interviews were conducted with a department chair and adjunct faculty member from FCC. Responses to the interview questions and recommendations from the interview participants were used to revise and clarify the interview questions (see Appendix C). Neither pilot interview participants nor data collected from the pilot participants were included in the results of this study.

Data Analysis Procedures

Multiple methods of data analysis were employed in this mixed methods study of adjunct faculty burnout. With the assistance of the Statistical Package for the Social Sciences (SPSS) Version 18.0 software package, statistical techniques were used to analyze quantitative data collected from the MBI-ES that was administered to adjunct faculty. Coding and memoing assisted in the identification of themes within the qualitative data collected through semi-structured interviews and document review. This section expounds upon the specific analysis techniques employed to make meaning of the quantitative and qualitative data.

Quantitative Analysis

Quantitative data analysis techniques were employed to address the first three research questions posed in this study. This subsection describes the analysis methods for each of these research questions. Due to the intrinsic differences between the institutions included in this study, data were analyzed for each institution separately.

Prior to statistical analysis, several respondents were removed from the final sample based on the delimitations of this study. Adjunct faculty respondents who met any of the following criteria were removed from the final sample: (a) primary job responsibilities not related to instruction, (b) teach primarily online or distance-learning courses, (c) teach in a non-credit discipline, or (d) did not complete the MBI-ES component (Part I) of the survey.

Research question 1: To what extent are the dimensions of burnout present among adjunct faculty? After removing the survey responses not meeting the inclusion criteria described earlier, statistical analyses were performed to shed light on the extent to which burnout appeared at each institution. Measures of central tendency (mean burnout scores and standard deviations) were computed for the overall sample from each institution. Additionally, Spearman-rank correlation coefficients were calculated to determine if correlations existed between any pairs of burnout dimensions at each institution.

Data collected from Part I of the survey instrument (MBI-ES) was summarized using descriptive statistics. For each institution, measures of central tendency were computed using data from adjunct respondents who met the pre-determined selection criteria. This was done independently for each dimension of

burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment). The mean burnout score for each dimension was then classified as high, average, or low. The ranges for these ordinal classifications were determined by the authors of the survey instrument (Maslach et al., 1996).

Interdependence of dimensions. Multiple studies have shown that correlations exist to varying extents between each possible pair of burnout dimensions (Chauhan, 2009; Maslach & Leiter, 2008; Schwarzer & Hallum, 2008). Correlations between each possible pair of burnout dimensions were computed to determine whether the presence of one burnout dimension could predict the presence of another. The scores collected from the MBI-ES did not follow a normal distribution for any of the three dimensions. Consequently, Spearman rank correlation coefficients (r_s) were computed due to the non-parametric nature of the data (Neter, Kutner, Nachtsheim, & Wasserman, 1996, p. 651).

Research question 2: How is burnout experienced by adjunct faculty of various employment characteristics? Descriptive statistics (measures of central tendency) and parametric statistics were employed to address the second research question. After categorizing each respondent into one of four adjunct categories defined by Gappa and Leslie (1993), mean burnout scores and standard deviations were computed for each category. Additionally, parametric statistical procedures, including one-way between-subjects analysis of variance (ANOVA) and post-hoc comparisons of means using the Tukey Honestly Significant Difference (HSD) test, were employed to identify differences in mean burnout scores between adjunct

categories. Separate analyses were performed on the data collected from each institution.

Data collected from Part II of the survey instrument was used to categorize each adjunct respondent into one of four adjunct categories as defined by Gappa and Leslie (1993). The criteria presented earlier in Table 3 guided this categorization process. Mean burnout scores were calculated for each dimension of burnout across all four adjunct categories. Since there are three dimensions of burnout, twelve total means were calculated for each institution.

Group differences in burnout scores. Parametric statistics, specifically ANOVA, were utilized to determine if differences between the mean burnout scores for the four adjunct categories were statistically significant. According to Leedy and Ormrod (2010), ANOVA is preferable to a t-test when differences are sought between the means of three or more groups (p. 282). SPSS was used to perform an F-test to determine whether differences in mean burnout scores across the four adjunct categories occurred due to group differences or by chance at each institution. These F-tests were performed independently for each dimension of burnout. Statistical significance was calculated at both the $\alpha = 0.10$ and $\alpha = 0.05$ levels.

SPSS was used to compute an F-value and the probability (p) that the differences in the means occurred by chance. If the F-value was such that this probability was less than 10% ($p < 0.10$), then it was concluded that the mean differences between the four groups were attributable to group differences rather than chance. In other words, statistical significance was set at the 10% confidence level. In fact, statistical significance was calculated at both the $\alpha = 0.10$ and $\alpha = 0.05$

confidence levels. The reason for using a lenient significance level (α = 0.10) is so that even modestly significant differences between adjunct groups may potentially complement analysis from the qualitative component of this study.

Standard practice is to perform post-hoc comparisons of means in light of only significant differences reported through ANOVA. However, Hsu (1996) argues that pairwise group differences may still be examined and provide meaningful results, even if the ANOVA does not reject the null hypothesis (p. 178). Therefore, post-hoc comparisons of means were carried out for each possible pair of adjunct categories, regardless of the rejection/acceptance of the null hypotheses. This approach helped to complement the qualitative component of this study by identifying possible group differences in burnout levels.

A Tukey HSD test was performed in SPSS for each possible pair of adjunct categories to determine which pairs of adjunct categories had statistically significant differences in mean burnout scores. As in the ANOVA, statistical significance was set at the 10% confidence level (α = 0.10) for the Tukey HSD tests. In total, a maximum of eighteen tests for significance could be potentially carried out since there are three dimensions of burnout and six combinations of adjunct group pairs.

Two factors helped to determine that the Tukey HSD test was appropriate for the comparison of mean burnout scores between adjunct categories. First, the Tukey HSD test is appropriate when working with unequal sample sizes, as was the case in this study (Ramsey & Ramsey, 2008, p. 116). Second, the Tukey HSD test "limits the probability of one or more Type I errors...even when testing all pairs of means" (p. 116). To understand the importance of minimizing the appearance of Type I errors,

it is important to note that setting the confidence level to 10% indicates that there exists less than a 10% probability that any single pair of means shown to have a statistically significant difference is attributable to chance rather than group differences. However, additional pairs of means that reveal statistically significant differences tend to increase the family-wise type I error rate – the likelihood that at least one difference is due to chance rather than group differences. Since the Tukey HSD test minimized Type I error, it is preferable to a basic t-test.

Parametric statistical techniques, such as ANOVA and the Tukey HSD test, require that the distributions being compared meet normality and equal variance requirements. In general, data collected in this study indicated that each subscale score (dimension of burnout) followed a non-normal distribution. Therefore, transformations were performed on the distributions of burnout scores for multiple dimensions to meet normality and equal variance requirements (Neter et al., 1996, p. 129). Since the distributions of emotional exhaustion and depersonalization were right-skewed, square root or cube root transformations were performed. The distribution of personal accomplishment scores was left-skewed, so square or cube transformations were performed. The D'Agostino-Pearson normality test and Levene's test for homogeneity of variance were used to verify that the transformed data met the normality and equal variance requirements for ANOVA. The D'Agostino-Pearson normality test is useful over a range of sample sizes but is recommended especially for sample sizes greater than 50 (D'Agostino, Belanger, & D'Agostino, Jr., 1990, p. 319). Levene's test, which is commonly used to confirm or reject the equal variance assumption required for ANOVA, is powerful even in the

absence of normality (Gastwirth, Gel, & Miao, 2009, p. 1). SPSS was used to perform

Levene's test for homogeneity of variance and GraphPad Prism Version 5 was used

to perform the D'Agostino-Pearson test for normality.

Null hypotheses. The following null hypotheses were defined for each

institution prior to performing the F-tests associated with ANOVA:

1. There exists no difference in mean burnout scores related to emotional
   exhaustion across the four adjunct categories at each respective institution.

2. There exists no difference in mean burnout scores related to depersonalization
   across the four adjunct categories at each respective institution.

3. There exists no difference in mean burnout scores related to personal
   accomplishment across the four adjunct categories at each respective
   institution.

**Research question 3: Does the nature of the curriculum or discipline taught
by adjunct faculty influence the presence of the dimensions of burnout? If so,
how?** Descriptive statistics (measures of central tendency), parametric statistics, and

measures of association were employed to address the third research question. Each

respondent was categorized into one of three discipline categories so that mean

burnout scores and standard deviations could be computed. Additionally,

parametric statistical procedures, including one-way analysis of variance (ANOVA)

and post-hoc comparisons of means using the Tukey HSD test, were employed to

identify differences in mean burnout scores between curricula/disciplines. These

analyses were performed separately on the data collected from each institution.

Finally, measures of association were employed to determine if certain adjunct

categories, as defined by Gappa and Leslie (1993), were more likely than others to teach in certain disciplines. Data from both institutions were combined for this final analysis.

Data collected from Part II of the survey instrument were used to categorize adjunct respondents based on the nature of the discipline they primarily teach. Each respondent was assigned to one of the following groups: (a) transfer education, (b) career/technical education, and (c) developmental education. Responses from adjunct faculty who teach primarily non-credit courses were not included in the final sample for analysis. Measures of central tendency were employed to provide a mean burnout score for each dimension of burnout for all three discipline groups. Since there are three dimensions of burnout, nine means in all were calculated.

Group differences in burnout scores. As with the previous research question, one-way ANOVAs were performed to determine if differences between the mean burnout scores for the three discipline groups were statistically significant. Again, statistical significance was set at the α = 0.10 confidence level. For all ANOVA tests – regardless of significance – post hoc comparisons of means were performed for the appropriate dimension or dimensions of burnout (Hsu, 1996, p. 178). The comparison of means was performed for each possible pair of discipline groups, resulting in three total pairs. As with the second research question, comparisons of means were performed using the Tukey HSD test. Again, statistical significance was set at the α = 0.10 confidence level for each Tukey HSD test. In total, a maximum of nine tests for significance could have been carried out potentially since there are three dimensions of burnout and three combinations of discipline group pairs.

In general, subscale scores for each discipline group did not follow a normal distribution. Therefore, transformations were performed to meet the normality and equal variance requirements for ANOVA. Since the distributions of emotional exhaustion and depersonalization were right-skewed, square root or cube root transformations were performed. The distributions of personal accomplishment scores were left-skewed, so square or cube transformations were performed. The D'Agostino-Pearson normality test and Levene's test for homogeneity of variance were used to verify that the transformed data met the normality and equal variance requirements for ANOVA.

Null hypotheses. The following null hypotheses were defined for each institution prior to performing the F-tests associated with ANOVA:

1. There exists no difference in mean burnout scores related to emotional exhaustion across the three discipline groups at each respective institution.

2. There exists no difference in mean burnout scores related to depersonalization across the three discipline groups at each respective institution.

3. There exists no difference in mean burnout scores related to personal accomplishment across the three discipline groups at each respective institution.

Association between adjunct category and teaching discipline. The final statistical procedure used to address the third research question related to teaching discipline examined whether a relationship existed between adjunct category – as defined by Gappa and Leslie (1993) – and discipline category. Since these are both nominal variables, a chi square test was performed on the untransformed data to test

for independence, and Cramer's V was determined to measure the strength of association. Again, statistical significance was set at the α = 0.10 confidence level. Additionally, a crosstabulation between adjunct category and discipline category was presented to show the expected and actual number of adjuncts in each cell. Since there were four adjunct categories and three discipline groups, the crosstabulation included a total of 12 cells. Findings from this procedure were used to inform the qualitative component of this study and also to help shape the researcher's conclusions.

Data from both institutions were combined to ensure the statistical power of the chi-square test. According to Norusis (2008), the accuracy of the chi-square test decreases if more than 20% of cells have fewer than five expected values (p. 167). When data were analyzed separately for institution, it was observed that more than 20% of the cells for FCC had fewer than five expected values. Therefore, data were combined.

Qualitative Analysis

Qualitative data analysis techniques were employed to address each research question posed in this study. Since the mixed methods approach described in this chapter was intended to achieve complementarity, "qualitative and quantitative methods [were] used to measure overlapping but also different facets of [the] phenomenon of [adjunct faculty burnout]" (Greene et al., 1989, p. 258). Coding of qualitative data and theme identification provided further insight into the nature of adjunct faculty burnout and helped to elicit institutional strategies that prevent and address adjunct faculty burnout.

Coding procedures. Semi-structured interviews with adjunct faculty, adjunct faculty union representatives, and instructional administrators were transcribed so that they could be coded for theme identification. Additionally, documents from each institution were coded to assist with theme identification. Both *a priori* and emerging codes were used to identify themes in the qualitative data. *A priori* codes were drawn from three sources: (a) the theory of multidimensional burnout, (b) partial inclusion theory, and (c) literature related to adjunct faculty employment. In addition to *a priori* codes, emerging codes were identified through the process of reading and memoing qualitative data. Microsoft Word and Microsoft Excel were used to assist in the coding process.

Theme identification techniques. The researcher in this study employed the following four-step process for data analysis developed by Creswell (2007): (a) organize and sort data into appropriate text units, such as words, sentences, or paragraphs, (b) read through entire transcripts while making notes to help identify initial emerging themes, (c) classify data into categories or themes, and (d) represent the themes visually for the benefit of the reader (p. 151). Since codes and themes change as data is continually analyzed, Creswell models this process as a spiral rather than a straight line (p. 150). This enabled the researcher to revisit earlier stages of data analysis when new insights arose during later stages of analysis.

Using the coded data, themes were classified for each case separately through a within-case analysis as described by Creswell (2007, p. 75). In many cases, common themes were identified for each institution. When a common theme was identified separately for each institution, data from both institutions were presented

to support that theme. Further distinction between the two cases is provided in Chapter 6, which includes a cross-case analysis as recommended by Creswell (p. 75).

Triangulation process. According to Yin (2003), the triangulation of data sources in case study research helps to support the validity of a study's findings through the development of converging lines of inquiry, in which several sources of information lead to the same findings or conclusions (p. 98). In the qualitative case study component of this investigation into adjunct faculty burnout, the triangulation of data sources involved the analysis of data from document review and semi-structured interviews. Furthermore, the semi-structured interviews were conducted with three different types of community college employees – adjunct faculty, adjunct faculty union representatives, and instructional administrators. Similar interview questions were asked of each interview participant, thus allowing multiple perspectives to provide insight into issues surrounding adjunct faculty burnout. This approach enabled the researcher to analyze data from multiple sources in an attempt to uncover converging lines of inquiry and arrive at a conclusion or conclusions for each research question.

Subjectivity: The researcher as instrument. Due to the subjective nature of qualitative research, Creswell (2007) recommends the following eight validation strategies for qualitative research: (a) triangulation, (b) clarifying researcher bias, (c) member checking, (d) rich, thick description, (e) external audits, (f) prolonged engagement and observation in the field, (g) peer review, and (h) negative case analysis (p. 207). The author recommends that researchers include at least two of

these practices in any study (p. 209). For the purpose of this investigation into

adjunct faculty burnout, the first four of the above strategies were applied.

The triangulation of data sources in the qualitative component of this study

included semi-structured interviews and document review. Semi-structured

interviews were conducted with adjunct faculty, adjunct faculty union

representatives, and instructional administrators. Interviewing multiple participants

with different job responsibilities from each institution allowed for the analysis of

data from multiple perspectives to address each research question.

Since the researcher is a full-time faculty member at an Illinois community

college, researcher bias had the potential to influence the findings from the

qualitative component of this investigation. According to Leedy and Ormrod (2010):

> Because data collection has inevitably been influenced by their own
> assumptions and values, [researchers should] openly acknowledge
> their biases and speculate on how these may have affected what they
> did, what data they collected, and how they interpreted their results (p.
> 294).

As a full-time community college faculty member, the researcher continually

considered his own biases during data collection and analysis so that the credibility

of the study would not be impacted negatively.

The process of member checking is considered by Lincoln and Guba (1985) as

"the most crucial technique for establishing credibility" (p. 314). In addition to the

researcher serving as an instrument for data analysis, member checking allows the

participants to provide input as well. As recommended by Creswell (2007),

transcripts of data were presented to participants so that they could provide insight

into the accuracy and credibility of the report (p. 208).

Throughout the analysis, rich, thick description of qualitative data was provided so that the reader may gain a comprehensive picture of the case being studied. This should help readers to decide whether the findings or interpretations of the researcher are transferable to their own institutions (Lincoln & Guba, 1985, p. 316).

Limitations and Delimitations

Limitations

This study includes the following limitations:

1. Self-reporting on survey questions was dependent on the participation and honesty of the respondents.

2. The willingness of interviewees to share truthful information may have been limited by current employment status within the institution.

3. Maslach et al. (1996) recommend that subjects should not be sensitized to the topic of burnout since it may influence their responses. However, to ensure transparency, participants were made aware of the nature of this study.

4. Email invitations to participate in the online survey were sent by an instructional administrator from each institution. While privacy and confidentiality was ensured by the researcher, the willingness of respondents to share truthful information may have been limited by current employment status within the institution.

5. There exists the potential for researcher bias due to the employment of the researcher as a full-time faculty member at an Illinois community college.

Delimitations

Six delimitations were identified for this study. First, the adjunct participants in this study included only adjunct faculty employed currently in Illinois community colleges on a part-time basis. Therefore, adjunct faculty who have left the community college or the state of Illinois or have become full-time faculty were not included in the study.

Second, adjunct faculty whose primary job responsibilities were not related to instruction were excluded from the final sample to be analyzed. Part-time librarians and counselors may be examples of non-teaching adjunct faculty. The reason for excluding these adjuncts is based on the nature of the MBI-ES, which includes several statements specific to educators' feelings about students. Since librarians and counselors may interact with students in different ways than teaching faculty, their responses may affect negatively the reliability of this study.

Third, adjunct faculty who teach primarily online or via distance-learning modes were not included in the final sample. McCann and Holt (2009) find that university professors who teach online experience lower levels of emotional exhaustion and depersonalization than those who teach face-to-face courses; however, personal accomplishment is similar for both groups (p. 105). Since both groups are exposed to different organizational risk factors and, as a result, may experience burnout differently, excluding online and distance-learning adjunct faculty from the final sample helped to ensure the reliability of this study.

A fourth delimitation of this study is that only two suburban community colleges in Illinois were investigated. Therefore, the results will be generalizable to

other institutions based solely on the acceptance by the other institution of the applicability of the results.

The fifth delimitation of this study is the small number of adjuncts interviewed at each participating institution due to time constraints. As a result, the perspectives of adjuncts who were interviewed may not represent the larger population of adjuncts at that institution.

Finally, the sixth delimitation of this study relates to the method used for grouping adjunct faculty survey respondents by employment characteristics. Burnout levels were compared between the four adjunct groups defined in Gappa and Leslie's (1993) adjunct typology despite the existence of other adjunct typologies based on similar employment characteristics.

Ethical Considerations: Protection of Human Subjects

Prior to data collection, IRRB approval was first acquired from National-Louis University. Following this, IRRB approval from each community college included in this study was secured as appropriate. The names of all institutions and participants were kept anonymous through the use of pseudonyms.

Since the invitation to complete the survey was disseminated electronically, measures were taken to ensure the privacy of potential respondents. Specifically, the invitation e-mail was sent to an anonymous list so that individual names or e-mail addresses of adjunct faculty were not identifiable. Furthermore, survey respondents remained anonymous unless they expressed willingness to participate in semi-structured interviews, in which case they were asked to provide their name, institution, e-mail address, and phone number.

Prior to each interview, the participant was asked to complete an informed consent form (see Appendix D). Furthermore, all participants were asked identical interview questions; however, some interview questions were not asked of instructional administrators since they related to the experience of teaching. Participants were sent a copy of the interview questions prior to the actual interview. Also, interview participants received copies of their transcribed interviews and were allowed to make any omissions or clarifications to their responses. Furthermore, the transcriptionist signed a confidentiality agreement prior to transcribing any interviews (see Appendix E).

Interview transcripts, recordings, and field notes have been stored securely in a locked file cabinet. Additionally, a password-protected computer has been used to store any files pertaining to data collection and analysis.

Chapter Summary

As a mixed methods study, aspects of both quantitative and qualitative research design were employed in a dominant-status sequential design (Johnson & Christensen, 2008, p. 448). Quantitative data collection and analysis preceded qualitative data collection and analysis. Additionally, qualitative methods were employed to address each research question while quantitative methods only addressed the first three research questions.

First, adjunct faculty from each institution were invited to complete a two-part survey instrument. Survey responses were used to identify adjunct faculty for participation in semi-structured interviews. Additionally, semi-structured interviews were conducted with an adjunct faculty union representative and

instructional administrators from each institution. Furthermore, document review

of adjunct faculty union contracts, adjunct faculty handbooks, and institutional

strategic plans provided additional sources of qualitative data.

Quantitative data from survey responses was analyzed using multiple

techniques, including descriptive statistics, analysis of variance, comparisons of

means, correlations, and measures of association. When necessary, data were

transformed to meet normality and equal requirements for ANOVA. Qualitative

data obtained through semi-structured interviews and document review were

analyzed through the processes of coding and theme identification.

To protect the participants in this study, the name of each institution and

participant was kept anonymous. Furthermore, informed consent was provided by

all participants. Member checking was also performed so that interview participants

had the opportunity to provide clarifications to their respective interview transcripts.

Chapter 4

QUANTITATIVE FINDINGS

Community colleges employ adjunct faculty across all academic disciplines for multiple purposes. The workplace experiences of some adjunct faculty may provide real-world perspectives for students (Green, 2007, p. 30; Rossi, 2009, p. 6; Wagoner, 2007, p. 22; Wallin, 2005, p. 3). Additionally, adjunct faculty are hired typically on short-term contracts and at significantly lower levels of compensation compared to full-time faculty (Green, 2007, p. 30; Phillippe & Sullivan, 2005, p. 98).

While the utilization of adjunct faculty provides benefits for community colleges, research indicates that adjuncts face several employment-related challenges. These challenges appear to center upon compensation, resources, and involvement (Green, 2007; Jacoby, 2006; Phillippe & Sullivan, 2005). Some of the challenges facing adjunct faculty may also be related to the organizational risk factors for burnout defined by Maslach and Leiter (2008, p. 500).

Purpose and Research Questions

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study intended to provide insight into the ways in which burnout manifests itself within and affects this unique group of faculty. Furthermore, this study sought to elicit strategies that may assist in the prevention and handling of adjunct faculty burnout.

To address the problem identified in this research study, the following research questions were developed:

1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?

2. How is burnout experienced by adjunct faculty of various employment characteristics?

3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?

4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?

5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?

6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?

Quantitative Research Protocol

To explore the research questions posed in this study, a mixed methods research paradigm was employed that followed a dominant-status sequential research design as described by Johnson and Christensen (2008, p. 448). The qualitative paradigm served as the dominant paradigm since each of the six research questions was addressed through qualitative methods while only three of the research questions were addressed through quantitative methods. Furthermore, quantitative data collection preceded qualitative data collection, making this a sequential design.

To collect quantitative data, the adjunct faculty burnout survey (see Appendix A) was sent electronically to all adjunct faculty at both Tesla Community College (TCC) and Feynman Community College (FCC). Part I of this survey consisted of the Maslach Burnout Inventory – Educators' Survey (MBI-ES), which is designed to measure the extent to which burnout is present among respondents. Permission to publish a copy of this survey in the dissertation was not granted by the publisher. Responses to the 22-question MBI-ES were used to calculate scores for three subscales that correspond to the three dimensions of burnout, respectively. The possible scores for each subscale were as follows: (a) emotional exhaustion ranged from 0 to 54, (b) depersonalization ranged from 0 to 30, and (c) personal accomplishment ranged from 0 to 48.

Higher scores for the emotional exhaustion and depersonalization subscales correspond to higher levels of burnout. Conversely, higher scores for the personal accomplishment subscale correspond to lower levels of burnout.

Each subscale score may be categorized as representing "low," "moderate," or "high" burnout. Table 4 shows the suggested ranges for these categories, specific to the MBI-ES. The following abbreviations are used to conserve space in several of the tables within this chapter: (a) EE (emotional exhaustion), (b) DP (depersonalization), and (c) PA (personal accomplishment). These ranges are based on a study by Maslach et al. (1996) in which the MBI-ES was administered to over 11,000 education and human services employees (p. 6). The authors suggest that scores falling in the lower third of the distribution of scores for each subscale be categorized as "low," scores falling in the middle third be categorized as "moderate," and scores falling in

the upper third be categorized as "high." Mean scores for each subscale were

categorized using these suggested ranges to provide the reader with a sense of the

level of burnout associated with the numerical scores.

Table 4

Ranges Used for Categorization of Burnout Scores by Dimension

	Dimension	Low (lower third)	Moderate (middle third)	High (upper third)
Suggested	EE	≤ 16	17 – 26	≥ 27
Ranges	DP	≤ 6	7 – 12	≥ 13
(N = 11,067)	PA	≥ 39	38 – 32	≤ 31
Postsecondary	EE	≤ 13	14 – 23	≥ 24
Ranges	DP	≤ 2	3 – 8	≥ 9
(N = 695)	PA	≥ 43	42 – 36	≤ 35

Note. Ranges specified by Maslach, Jackson, and Leiter (1996, p. 5).

Of the 11,000 participants in the study by Maslach et al. (1996), 635

participants were from postsecondary education. Table 4 also displays the ranges

for the lower, middle, and upper third of respondents from this group. Additional

categorization according to these ranges may help the reader to interpret adjunct

faculty burnout scores within the context of the norms for postsecondary settings

(Maslach et al., 1996, p. 9).

Part II of the survey served to collect demographic information from

respondents in order to categorize them by teaching discipline and adjunct type.

This information was necessary to address the second and third research questions

posed in this study.

In total, 175 total responses were collected from TCC. After cuts were applied

that removed non-teaching adjunct faculty (1 response), online/distance-learning

adjunct faculty (17 responses), and adjunct faculty in non-credit disciplines (8 responses), 149 responses remained for the final statistical analysis.

In total, 233 total responses were collected from FCC. After cuts were applied that removed non-teaching adjunct faculty (5 responses), online/distance-learning adjunct faculty (11 responses), and adjunct faculty in non-credit disciplines (13 responses), 204 responses remained for the final statistical analysis.

Quantitative Findings by Research Question

This section presents the quantitative findings for each of the first three research questions posed in this study. Quantitative methods were used to collect and analyze data for these three research questions only. SPSS (Statistical Package for the Social Sciences) Version 18.0 was used for all statistical analysis techniques including the following: (a) descriptive statistics, (b) calculation of correlation coefficients, (c) analysis of variance, (d) comparisons of means, (e) crosstabulation, and (f) tests for independence/strength of association, and (g) tests for homogeneity of variance. Additionally, tests for normality were performed using GraphPad Prism Version 5. For each research question, findings from the survey data are presented independently for each institution.

Research Question 1: To What Extent are the Dimensions of Burnout Present Among Adjunct Faculty?

To address the first research question, descriptive statistics (measures of central tendency) and correlation coefficients were computed. Means, standard deviations, and other measures of central tendency were calculated for each dimension of burnout – emotional exhaustion, depersonalization, and lack of

personal accomplishment – using the entire sample from each institution.

Additionally, correlation coefficients were used to explore the interdependence between burnout dimensions. Namely, Spearman rank correlation coefficients were computed to determine if the presence of one dimension burnout was predictive of the presence of another dimension. Spearman rank correlation coefficients are appropriate when the data being compared is non-parametric, as was the case for the distribution of scores for each burnout dimension in this study (Neter et al., 1996, p. 651).

Tesla Community College. Table 5 presents descriptive statistics for all of the 149 responses used from TCC. Mean burnout scores for each dimension were calculated by averaging the MBI-ES scores from all respondents. The average score for the emotional exhaustion dimension was 14.17 (SD = 11.56). Next, respondents reported an average depersonalization score of 4.56 (SD = 4.96). Finally, the average score for personal accomplishment was 38.92 (SD = 7.95).

Table 5

Descriptive Statistics for the Three Dimensions of Burnout at Tesla Community College

Dimension	*M*	*SD*[a]	*Min*	*Max*	*Mode*	Percentile		
						25th	50th	75th
EE	14.17	11.56	0.00	52.00	7.00	6.00	11.00	20.50
DP	4.56	4.96	0.00	27.00	0.00	1.00	3.00	7.00
PA	38.92	7.95	8.00	48.00	48.00	34.00	41.00	45.00

[a] Burnout variables do not follow a normal distribution

While measures of central tendency for each dimension of burnout are presented, caution must be taken in interpreting these findings since the data does not follow a normal distribution for any of the dimensions. The non-normal

distributions of burnout scores for each dimension were identified through visual inspection of the data (see Figures 1-3) and confirmed through D'Agostino-Pearson tests for normality. The distributions of emotional exhaustion and depersonalization scores are noticeably right-skewed while the distribution of personal accomplishment scores is left-skewed, likely due to the opposite interpretation of this subscale.

Using the suggested ranges for MBI-ES scoring, the mean score for each dimension indicates low burnout. However, when the postsecondary ranges are taken into consideration, the mean score for each dimension indicates moderate burnout.
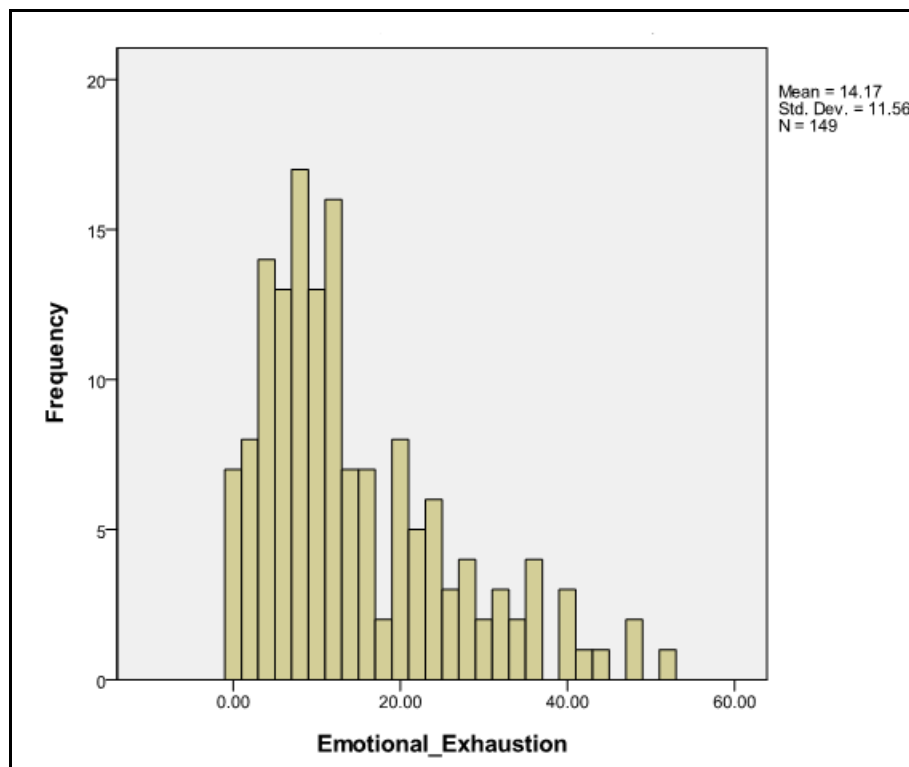
Figure 1. Frequency distribution of emotional exhaustion scores at TCC.
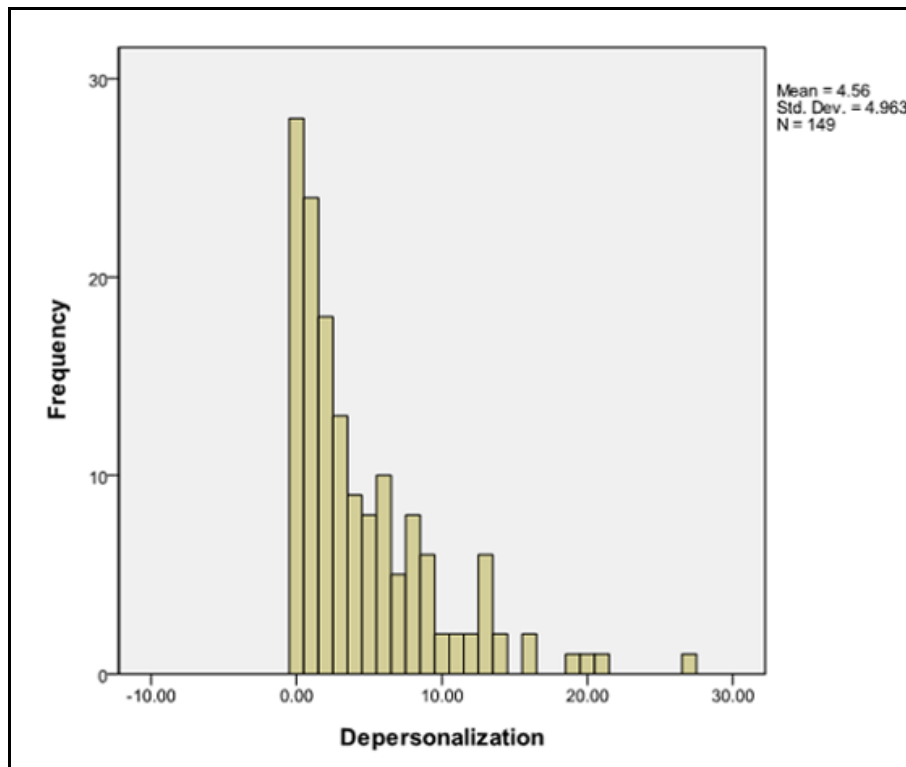
Figure 2. Frequency distribution of depersonalization scores at TCC.
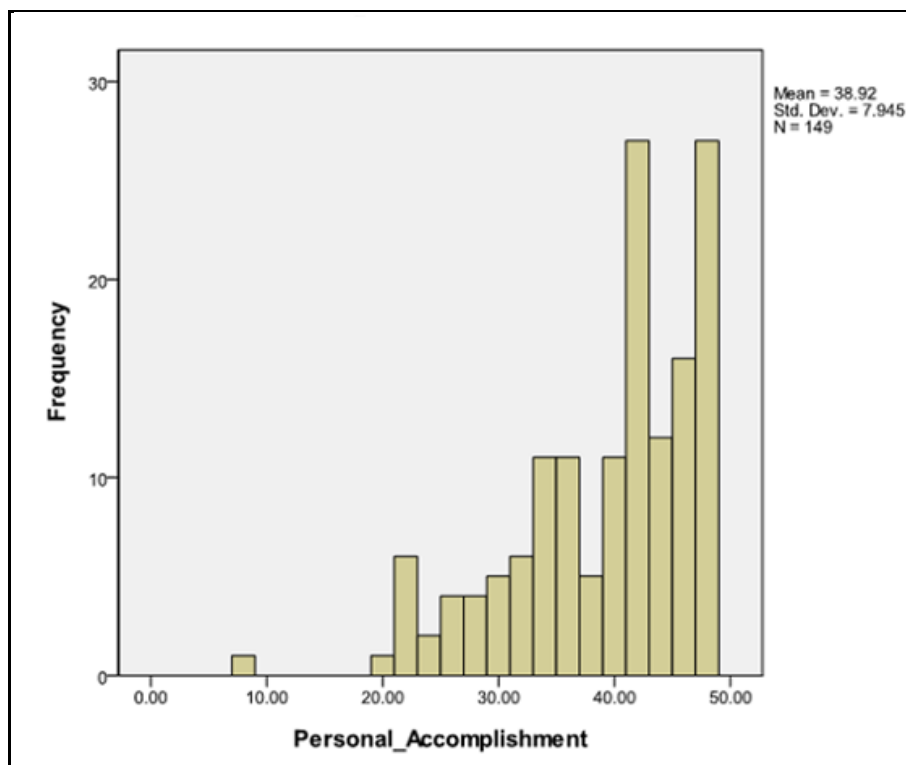
Figure 3. Frequency distribution of personal accomplishment scores at TCC.

Correlations between each possible pair of burnout dimensions were also performed. The purpose of this statistical technique was to determine whether the presence of one burnout dimension could predict the presence of another. Since the distribution of scores for each burnout dimension did not follow a normal distribution, Spearman rank correlation coefficients (r_s) were determined (Neter et al., 1996, p. 651). Statistical significance was set at the $\alpha = 0.01$ confidence level for this component of the study.

Table 6 displays the correlation coefficients (r_s) between each possible pair of burnout dimensions. Moderate positive correlation between the emotional exhaustion and depersonalization dimensions is observed to be significant at the 1% confidence level. Emotional exhaustion shows a moderate negative correlation with the personal accomplishment dimension at the $\alpha = 0.01$ significance level while depersonalization shows a weak negative correlation with personal accomplishment at the $\alpha = 0.01$ significance level. These latter two correlations are negative rather than positive since burnout related to personal accomplishment is interpreted in the opposite direction as the other two dimensions.

Table 6

Spearman's Rank Correlation Coefficients between the Three Dimensions of Burnout at Tesla Community College

Measure	EE	DP	PA
EE	—	0.603***	-0.531***
DP	0.603***	—	-0.386***
PA	-0.531***	-0.386***	—

*** $p < 0.01$

Summary of findings (TCC). The findings from TCC indicated that all three

dimensions of burnout appear at low levels according to the suggested ranges for

MBI-ES scoring. However, the postsecondary ranges provided by Maslach et al.

(1996) indicate that the mean score for each dimension corresponds to a moderate

level of burnout.

Significant correlations were observed at the α = 0.01 significance level

between each of three possible pairs of burnout dimensions. Emotional exhaustion

showed a moderate positive correlation with depersonalization and a moderate

negative correlation with personal accomplishment. A weak negative correlation

was observed between depersonalization and personal accomplishment.

Feynman Community College. Table 7 shows the descriptive statistics for all

204 responses used from FCC. Again, mean burnout scores for each dimension were

calculated by averaging the burnout scores for all respondents. The average score

for the emotional exhaustion dimension was 9.13 (SD = 8.86). Next, respondents

reported an average depersonalization score of 2.71 (SD = 3.52). Finally, the average

personal accomplishment score was 38.76 (SD = 8.52).

Table 7

Descriptive Statistics for the Three Dimensions of Burnout at Feynman Community College

						Percentile		
Dimension	*M*	*SD*[a]	*Min*	*Max*	*Mode*	25th	50th	75th
EE	9.13	8.86	0.00	54.00	0.00	3.00	7.00	12.00
DP	2.71	3.52	0.00	26.00	0.00	0.00	1.00	4.00
PA	38.76	8.52	0.00	48.00	48.00	34.25	41.00	46.00

[a] Burnout variables do not follow a normal distribution

As was also observed for TCC, the distribution of burnout scores for each dimension was non-normal for FCC. This was seen through visual inspection of the data (see Figures 4-6) and confirmed through D'Agostino-Pearson tests for normality. The distributions of emotional exhaustion scores and depersonalization scores are noticeably right-skewed while the distribution of personal accomplishment scores is left-skewed, likely due to the opposite interpretation of this subscale.

The suggested ranges for MBI-ES scoring indicate that the mean for each dimension corresponds to low burnout. However, the means for depersonalization and personal accomplishment reflect moderate burnout when compared to the postsecondary ranges. Emotional exhaustion still indicates low burnout.
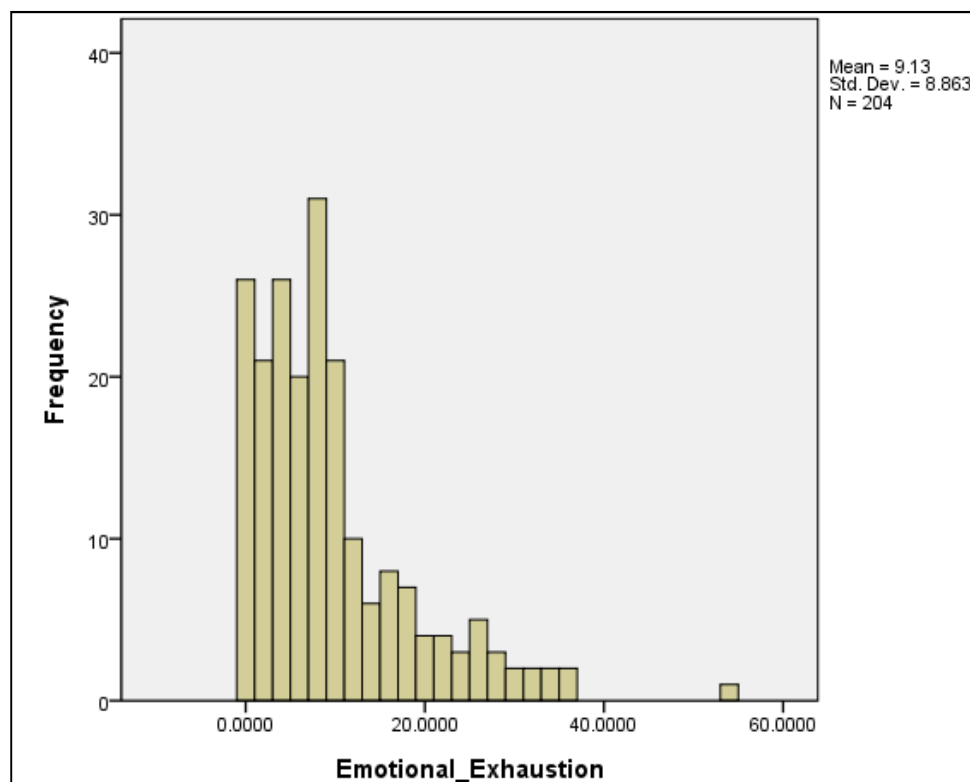
Figure 4. Frequency distribution of emotional exhaustion scores at FCC.
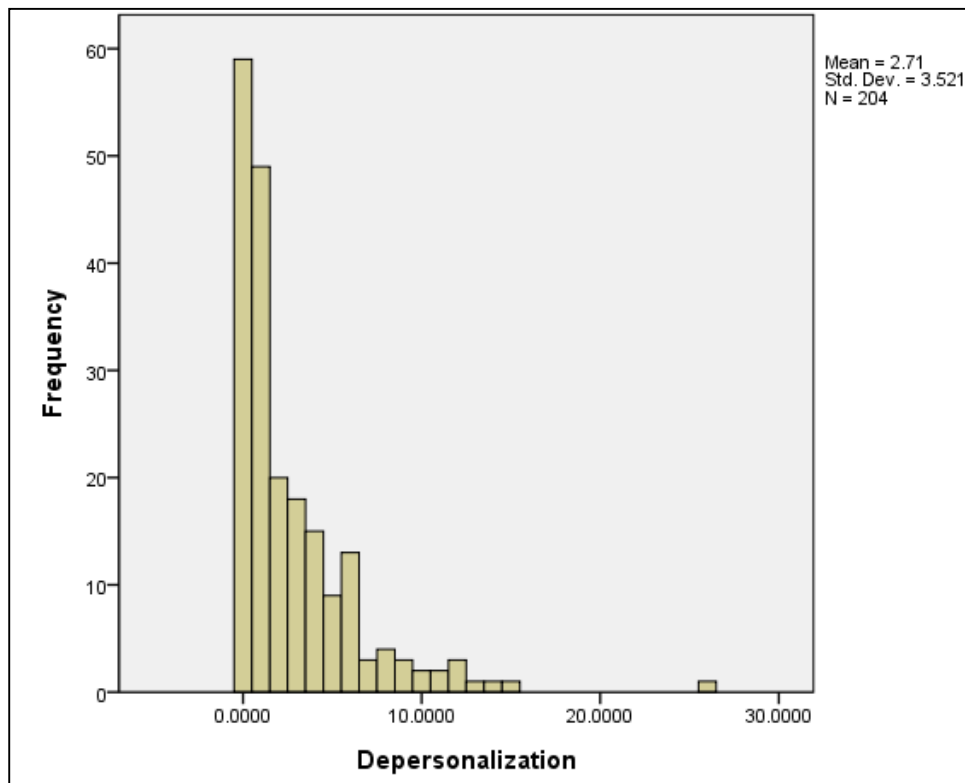
Figure 5. Frequency distribution of depersonalization scores at FCC.
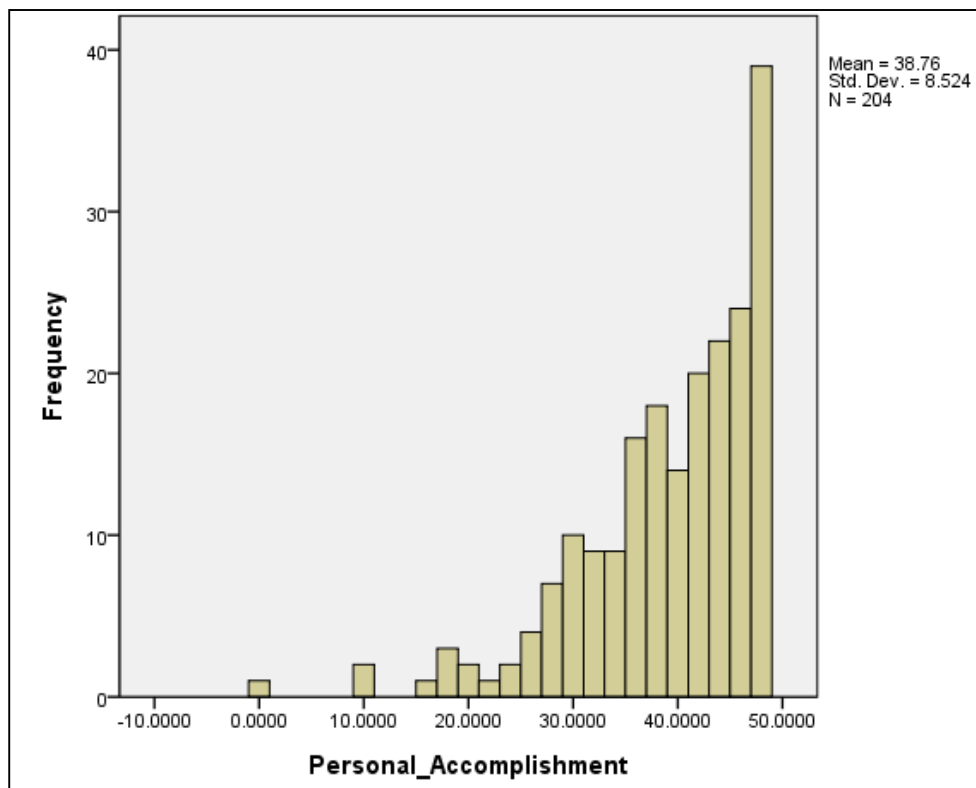
Figure 6. Frequency distribution of personal accomplishment scores at FCC.

Since the distribution of burnout scores for each dimension at FCC was not normal, Spearman rank correlation coefficients were computed to determine whether the presence of one burnout dimension predicted the presence of another. Again, statistical significance was set at the $\alpha = 0.01$ level.

Table 8 displays the correlation coefficients (r_s) between each possible pair of burnout dimensions. Moderate positive correlation between the emotional exhaustion and depersonalization dimensions is observed to be significant at the 0.01 level. Emotional exhaustion and depersonalization each show a weak negative correlation with the personal accomplishment dimension at the 0.01 significance level. The correlation is negative rather than positive since burnout related to personal accomplishment is interpreted in the opposite direction compared to the other two dimensions.

Table 8

Spearman's Rank Correlation Coefficients Between the Three Dimensions of Burnout at Feynman Community College

Measure	EE	DP	PA
EE	—	0.520***	− 0.311***
DP	0.520***	—	− 0.340***
PA	− 0.311***	-0.340***	—

*** $p < 0.01$

Summary of Findings (FCC). The findings from FCC indicated that all three dimension of burnout appear at low levels according to the suggested ranges for MBI-ES scoring. However, the mean scores for depersonalization and personal accomplishment correspond to moderate levels of burnout when compared to the

postsecondary ranges provided by Maslach et al. (1996). Emotional exhaustion still indicates low burnout.

Significant correlations were observed at the $\alpha = 0.01$ level between each of three possible pairs of burnout dimensions. Emotional exhaustion showed a moderate positive correlation with depersonalization. Personal accomplishment showed weak negative correlations with emotional exhaustion and depersonalization.

Research Question 2: How is Burnout Experienced Across Multiple Categories of Adjunct Faculty?

Gappa and Leslie (1993, p. 48) propose a typology of adjunct faculty based on the following employment characteristics: (a) retired from primary employment (*career enders*), (b) currently hold primary employment outside of the college (*specialists*), (c) aspire to achieve a full-time faculty position (*aspiring academics*), and (d) hold multiple part-time jobs (*freelancers*). Responses to Part II of the electronic survey administered to adjunct faculty were used to categorize each respondent according to this typology. For each dimension of burnout, a one-way between-subjects analysis of variance (ANOVA) was performed to identify group differences in mean burnout scores between the four adjunct categories. Statistical significance was calculated at both the $\alpha = 0.10$ and $\alpha = 0.05$ levels. The reason for using a lenient significance level ($\alpha = 0.10$) is so that even modestly significant differences between adjunct groups could potentially inform the qualitative component of this study.

Post-hoc comparisons of means were performed between each possible pair of adjunct categories using the Tukey HSD test due to the unequal sample sizes

between groups (Ramsey & Ramsey, 2008, p. 116). Standard practice is to perform post-hoc comparisons of means in light of only significant group differences reported through ANOVA. However, Hsu (1996) argues that pairwise group differences may still be examined and provide meaningful results, even if the ANOVA does not reject the null hypothesis (p. 178). Therefore, post-hoc comparisons of means were carried out for each possible pair of adjunct categories, regardless of the rejection/acceptance of the null hypotheses. This approach also helped to inform the qualitative component of this study.

ANOVA requires that the distributions being compared meet normality and equal variance requirements. Due to the non-normal nature of the data, transformations were performed to change the shapes of the distributions of subscale scores in order to meet these requirements (Neter et al., 1996, p. 129). Since the distributions of emotional exhaustion and depersonalization were right-skewed, square root transformations were performed. The distributions of personal accomplishment scores were left-skewed, so square or cube transformations were performed. The specific type of transformation used for each variable is noted in each ANOVA table in this section. The D'Agostino-Pearson normality test and Levene's test for homogeneity of variance were used to verify that the transformed data met the normality and equal variance requirements for ANOVA. Notations have been made for the few instances that normality was not achieved through transformation. Nonetheless, ANOVA is still powerful in cases of slight departures from normality (Neter et al., p. 776).

Tesla Community College. Of the 149 respondents meeting the criteria for inclusion in this study, two did not provide information that allowed them to be categorized according to Gappa and Leslie's (1993) adjunct typology. Therefore, a total of 147 responses were included in this analysis.

Table 9 displays the mean emotional exhaustion scores for each adjunct group. Means for both the untransformed and transformed data are presented since the transformed data is used in the ANOVA and comparison of means. The untransformed scores may be used to determine whether a particular group displays "low," "moderate," or "high" levels of burnout (see Table 1). The authors' suggested ranges for the MBI-ES reveal that only *freelancers* experience moderate levels of burnout associated with emotional exhaustion while the other adjunct groups experience low levels of burnout. However, the postsecondary ranges suggest that *aspiring academics* (AA), *freelancers* (FL), and *specialists* (SP) experience moderate levels of burnout associated with emotional exhaustion while *career enders* (CE) experience low levels of burnout.

Table 9

Descriptive Statistics for Emotional Exhaustion Level by Adjunct Type at Tesla Community College

Adjunct Type		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
AA	64	15.02	11.85	3.52	1.64
CE	45	10.80	9.19	3.01	1.33
FL	20	18.75	14.36	4.01	1.69
SP	18	14.00	11.30	3.34	1.74

[a] Square root transformation ($x^{1/2}$) performed.

Table 10 displays the mean depersonalization scores for each adjunct group.
According to the suggested ranges, *freelancers* are the only group to display
moderate levels of burnout associated with depersonalization; however, the
postsecondary ranges show moderate levels of depersonalization for all four groups.

Table 10

Descriptive Statistics for Depersonalization Level by Adjunct Type at Tesla Community College

Adjunct Type		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
AA	64	4.14	4.83	1.62	1.24
CE	45	3.84	4.01	1.68	1.03
FL	20	7.55	6.96	2.34	1.48
SP	18	4.33	4.06	1.76	1.14

[a] Square root transformation ($x^{1/2}$) performed.

Table 11 displays the mean personal accomplishment scores for each adjunct
group. The suggested ranges show that *freelancers* and *specialists* experience
moderate burnout related to lack of personal accomplishment. However, the
postsecondary ranges show that *specialists* experience high burnout associated with
lack of personal accomplishment while the other three groups experience moderate
burnout.

One-way ANOVAs were conducted using transformed burnout scores to
examine the effect of adjunct category on each dimension of burnout among adjunct
faculty. The following null hypotheses were tested:

1. There exists no difference in mean burnout scores related to emotional
    exhaustion across the four adjunct categories at Tesla Community College.

Table 11

Descriptive Statistics for Personal Accomplishment Level by Adjunct Type at Tesla Community College

Adjunct Type		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
AA[b]	64	39.89	7.08	1640.55	528.35
CE	45	39.60	7.24	1619.42	536.00
FL	20	38.30	7.93	1526.70	562.93
SP	18	34.22	11.35	1292.78	704.26

[a] Square transformation (x^2) performed.
[b] Group did not meet normality requirement after transformation.

2. There exists no difference in mean burnout scores related to depersonalization across the four adjunct categories at Tesla Community College.

3. There exists no difference in mean burnout scores related to lack of personal accomplishment across the four adjunct categories at Tesla Community College.

Table 12 summarizes the results of the ANOVAs performed for each dimension of burnout. There was not a significant effect of adjunct category on emotional exhaustion at the $\alpha = 0.10$ level for the four categories [$F(3, 143) = 2.033$, $p = 0.112$]; therefore, the null hypothesis was accepted. Still, post hoc comparisons using the Tukey HSD test (see Table 13) indicated that the mean emotional exhaustion score for *freelancers* (M = 4.01, SD = 1.69) was significantly different from the mean score for *career enders* (M = 3.01, SD = 1.33). The reader should note that the mean values of the transformed scores are presented here. Mean exhaustion scores between all other pairs of adjunct categories did not differ significantly at the $\alpha = 0.10$ level.

Table 12

Analysis of Variance for Burnout Dimensions Across Adjunct Type at Tesla Community College

Dimension	df	SS	MS	F	p
Emotional Exhaustion [a]					
Between Groups	3	15.08	5.03	2.033	.112
Within Groups	143	353.50	2.47		
Depersonalization [a]					
Between Groups	3	8.33	2.78	1.910	.131
Within Groups	143	207.80	1.45		
Personal Accomplishment [b]					
Between Groups	3	1843966.85	614655.62	1.967	.122
Within Groups	143	4.468E7	312449.67		

[a] A square root transformation ($x^{1/2}$) was performed to meet normality and equal variance requirements for ANOVA.
[b] A square transformation (x^2) was performed to meet normality and equal variance requirements for ANOVA.

Table 13

Tukey HSD Comparison for Emotional Exhaustion Across Adjunct Type at Tesla Community College

Comparisons	Exhaustion Mean Difference [a]	Std. Error	95% CI Lower Bound	Upper Bound
AA vs. CE	0.50	0.31	-.020	1.21
AA vs. FL	-0.49	0.40	-1.42	0.44
AA vs. SP	0.18	0.42	-0.79	1.15
CE vs. FL	-0.99*	0.42	-1.97	-0.02
CE vs. SP	-0.32	0.44	-1.34	0.69
FL vs. SP	0.67	0.51	-0.51	1.85

Note. Tukey HSD comparison was performed even though p = 0.112 from ANOVA (Hsu, 1996, p. 177).
[a] Mean difference based on square root transformation ($x^{1/2}$) of exhaustion variable.
* p < 0.10

The next ANOVA result presented in Table 12 did not reveal a significant effect of adjunct category on depersonalization at the α = 0.10 level for the four categories [F(3, 143) = 1.910, p = 0.131]; therefore, the null hypothesis was accepted. Post hoc comparisons using the Tukey HSD test (see Table 14) indicated that the mean depersonalization score for *freelancers* (M = 2.34, SD = 1.48) was significantly different from the mean score for *aspiring academics* (M = 1.62, SD = 1.24). Mean depersonalization scores between all other pairs of adjunct categories did not differ significantly at the α = 0.10 level.

Table 14

Tukey HSD Comparison for Depersonalization Across Adjunct Type at Tesla Community College

Comparisons	Depersonalization Mean Difference [a]	Std. Error	95% CI Lower Bound	95% CI Upper Bound
AA vs. CE	-0.06	0.23	-0.60	0.49
AA vs. FL	-0.72*	0.31	-1.44	-0.01
AA vs. SP	-0.14	0.32	-0.88	0.60
CE vs. FL	-0.66	0.32	-1.41	0.08
CE vs. SP	-0.08	0.34	-0.86	0.69
FL vs. SP	0.58	0.39	-0.32	1.49

Note. Tukey HSD comparison was performed even though p = 0.131 from ANOVA (Hsu, 1996, p. 177).
[a] Mean difference based on square root transformation ($x^{1/2}$) of depersonalization variable.
* p < 0.10

The final ANOVA result shown in Table 12 did not reveal a significant effect of adjunct category on personal accomplishment at the α = 0.10 level for the four categories [F(3, 143) = 1.967, p = 0.122]; therefore, the null hypothesis was accepted. Post hoc comparisons using the Tukey HSD test (see Table 15) indicated that the mean personal accomplishment score for *specialists* (M = 1292.78, SD = 704.26) was

significantly different from the mean score for *aspiring academics* (M = 1640.55, SD =

528.35). Mean personal accomplishment scores between all other pairs of adjunct

categories did not differ significantly at the α = 0.10 level.

Table 15

Tukey HSD Comparison for Personal Accomplishment Across Adjunct Type at Tesla
Community College

			95% CI	
Comparisons	Personal Accomplishment Mean Difference [a]	Std. Error	Lower Bound	Upper Bound
AA vs. CE	21.12	108.74	-230.33	272.58
AA vs. FL	113.85	143.19	-217.27	444.96
AA vs. SP	347.77*	149.13	2.92	692.62
CE vs. FL	92.72	150.22	-254.64	440.08
CE vs. SP	326.64	155.89	-33.83	687.12
FL vs. SP	233.92	181.61	-186.02	653.86

Note. Tukey HSD comparison was performed even though p = 0.122 from ANOVA (Hsu, 1996, p. 177).
[a] Mean difference based on square transformation (x^2) of personal accomplishment variable.
* p < 0.10

Summary of Findings (TCC). Mean values for each dimension of burnout

were computed for each of the four adjunct categories defined by Gappa and Leslie

(1993). Table 16 summarizes the ordinal classifications of burnout scores for each

adjunct category using the suggested and postsecondary ranges provided by

Maslach et al. (1996).

ANOVAs were unable to identify significant group differences at the 10%

confidence level for any dimension of burnout. Therefore, each null hypothesis was

accepted. However, post hoc comparisons of means revealed significant (p < 0.10)

mean differences between certain pairs of adjunct categories. First, *freelancers*

Table 16

Summary of Burnout Levels for Adjunct Faculty Groups at Tesla Community College

	Suggested Ranges		Postsecondary Ranges		
	Low	**Moderate**	**Low**	**Moderate**	**High**
Emotional Exhaustion	AA CE SP	FL	CE	AA SP FL	
Depersonalization	AA CE SP	FL		AA CE FL SP	
Personal Accomplishment	AA CE	FL SP		AA CE FL	SP

experienced higher levels of emotional exhaustion than *career enders*. Second, *freelancers* experienced higher levels of depersonalization than *aspiring academics*. Finally, *specialists* experienced lower levels of personal accomplishment (higher burnout) than *aspiring academics*.

Feynman Community College. Of the 204 respondents meeting the criteria for inclusion in this study, two did not provide information that allowed them to be categorized according to Gappa and Leslie's (1993) adjunct typology. Therefore, a total of 202 responses were included in this analysis.

Table 17 displays the mean emotional exhaustion scores for each adjunct group. Again, means for both the untransformed and transformed data are presented since the transformed data are used in the ANOVA and comparisons of means. Using the authors' suggested ranges for the MBI-ES, the mean burnout

scores for all groups of adjunct faculty at FCC correspond to low levels of emotional

exhaustion. The postsecondary ranges also suggest low levels of emotional

exhaustion for all adjunct groups.

Table 17

Descriptive Statistics for Emotional Exhaustion Level by Adjunct Type at Feynman Community College

Adjunct Type		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
AA	92	8.88	8.84	2.53	1.58
CE	58	7.76	7.68	2.38	1.46
FL	26	12.50	12.57	2.99	1.93
SP	26	9.46	6.60	2.90	1.04

[a] Square root transformation ($x^{1/2}$) performed.

Table 18 displays the mean depersonalization scores for each adjunct group at

FCC. According to the suggested ranges, all groups display low levels of burnout

associated with depersonalization. The postsecondary ranges show moderate levels

of burnout associated with depersonalization among *freelancers* and *aspiring*

academics.

Table 18

Descriptive Statistics for Depersonalization Level by Adjunct Type at Feynman Community College

Adjunct Type		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
AA[b]	92	2.73	3.15	1.02	0.77
CE	58	2.21	2.52	1.02	0.65
FL	26	4.31	6.33	1.13	0.92
SP	26	2.31	2.51	1.00	0.70

[a] Cube root transformation ($x^{1/3}$) performed.
[b] Group did not meet normality requirement after transformation.

Table 19 shows the mean personal accomplishment scores for each adjunct group at FCC. The suggested ranges show that *freelancers*, *career enders*, and *specialists* experience moderate levels of burnout associated with lack of personal accomplishment. Only *aspiring academics* reported a mean score that corresponds to a low level of burnout. According to the postsecondary ranges, *freelancers* experience high levels of burnout associated with lack of personal accomplishment while the other adjunct groups experience moderate levels of burnout.

Table 19

Descriptive Statistics for Personal Accomplishment Level by Adjunct Type at Feynman Community College

Adjunct Type		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
AA[b]	92	40.77	6.56	72689.75	28992.04
CE[b]	58	37.38	10.77	63219.14	34631.16
FL	26	34.73	9.04	49912.50	33010.57
SP	26	38.11	6.65	60156.73	28672.95

[a] Cube transformation (x^3) performed.
[b] Group did not meet normality requirement after transformation.

One-way ANOVAs were conducted using transformed burnout scores to examine the effect of adjunct category on each dimension of burnout among adjunct faculty. The following null hypotheses were tested:

1. There exists no difference in mean burnout scores related to emotional exhaustion across the four adjunct categories at Feynman Community College.

2. There exists no difference in mean burnout scores related to depersonalization across the four adjunct categories at Feynman Community College.

3. There exists no difference in mean burnout scores related to lack of personal accomplishment across the four adjunct categories at Feynman Community College.

Table 20 summarizes the results of the ANOVAs performed for each burnout dimension. There was no significant effect of adjunct category on emotional exhaustion at the $\alpha = 0.10$ level for the four categories [$F(3, 198) = 1.348$, $p = 0.260$]. Mean depersonalization scores did not show significant differences across adjunct categories either [$F(3, 198) = 0.174$, $p = 0.914$]. Therefore, the null hypotheses for emotional exhaustion and depersonalization were accepted. Furthermore, post hoc comparisons of emotional exhaustion and depersonalization means using the Tukey HSD test showed no significant differences between any pair of adjunct categories.

Table 20

Analysis of Variance for Burnout Dimensions Across Adjunct Type at Feynman Community College

Dimension	df	SS	MS	F	p
Emotional Exhaustion [a]					
Between Groups	3	9.56	3.19	1.348	.260
Within Groups	198	468.42	2.37		
Depersonalization [b]					
Between Groups	3	0.29	0.10	.174	.914
Within Groups	198	111.27	0.56		
Personal Accomplishment [c]					
Between Groups	3	1.212E10	4.039E9	4.151	.007**
Within Groups	198	1.926E11	9.730E8		

[a] A square root transformation ($x^{1/2}$) was performed to meet normality and equal variance requirements for ANOVA.
[b] A cube root transformation ($x^{1/3}$) was performed to meet normality and equal variance requirements for ANOVA.
[c] A cube transformation (x^3) was performed to meet normality and equal variance requirements for ANOVA.
** $p < 0.05$

As evident in Table 20, there was a significant effect of adjunct category on personal accomplishment at the $\alpha = 0.05$ level for the four categories [$F(3, 198) = 4.151$, $p = 0.007$]. Therefore, the null hypothesis for personal accomplishment was rejected. Post hoc comparisons using the Tukey HSD test (see table 21) indicated that the mean transformed personal accomplishment score for *aspiring academics* (M = 72689.75, SD = 28992.04) was significantly different from the mean score for *freelancers* (M = 49912.50, SD = 33010.57).

Table 21

Tukey HSD Comparison for Personal Accomplishment Across Adjunct Type at Feynman Community College

Comparisons	Personal Accomplishment Mean Difference [a]	Std. Error	95% CI	
			Lower Bound	Upper Bound
AA vs. CE	9470.61	5229.80	-2591.88	21533.10
AA vs. FL	22777.25*	6928.00	6797.88	38756.62
AA vs. SP	12533.02	6928.00	-3446.35	28512.39
CE vs. FL	13306.64	7361.84	-3673.38	30286.66
CE vs. SP	3062.41	7361.84	-13917.61	20042.43
FL vs. SP	-10244.23	8651.19	-30198.12	9709.66

[a] Mean difference based on cube transformation (x^3) of personal accomplishment variable.
* $p < 0.10$

Summary of findings (FCC). Mean values for each dimension of burnout were computed for each of the four adjunct categories defined by Gappa and Leslie (1993). Table 22 summarizes the ordinal classifications of burnout scores for each adjunct category using the suggested and postsecondary ranges provided by Maslach et al. (1996).

ANOVAs were unable to identify significant group differences at the 10% confidence level for emotional exhaustion or depersonalization. Therefore, the null

Table 22

Summary of Burnout Levels for Adjunct Faculty Groups at Feynman Community College

	Suggested Ranges		Postsecondary Ranges		
	Low	Moderate	Low	Moderate	High
Emotional Exhaustion	AA		AA		
	CE		CE		
	SP		SP		
	FL		FL		
Depersonalization	AA		CE	AA	
	CE		SP	FL	
	FL				
	SP				
Personal Accomplishment	AA	CE		AA	FL
		FL		CE	
		SP		SP	

hypotheses corresponding to these dimensions were accepted. Furthermore, post hoc comparisons of means revealed no mean differences between pairs of adjunct categories for either emotional exhaustion or depersonalization levels. The null hypothesis for personal accomplishment was rejected since statistically significant group differences were identified through ANOVA at the 5% confidence level. Post hoc comparisons of means revealed significant ($p < 0.10$) mean differences in personal accomplishment levels for one pair of adjunct categories. Specifically, *freelancers* experienced lower levels of personal accomplishment (higher burnout) than *aspiring academics*.

Research Question 3: Does the Nature of the Curriculum or Discipline Taught by Adjunct Faculty Influence the Presence of the Dimensions of Burnout? If so, How?

Responses to Part II of the electronic survey administered to adjunct faculty were used to categorize each respondent according to his or her teaching discipline. The three discipline categories that were compared for this research question included the following: (a) transfer education, (b) developmental education, and (c) career education. For each dimension of burnout, a one-way between subjects analysis of variance (ANOVA) was performed to identify group differences in mean burnout scores between the three discipline categories. Again, statistical significance was calculated at both the $\alpha = 0.10$ and $\alpha = 0.05$ levels. As in the second research question, the reason for using a lenient significance level ($\alpha = 0.10$) was so that even modestly significant differences between disciplines may potentially inform the qualitative component of this study.

Post-hoc comparisons of means were performed between each possible pair of adjunct categories using the Tukey HSD test due to the unequal sample sizes between groups (Ramsey & Ramsey, 2008, p. 116). Again, post-hoc comparisons of means were carried out for each possible pair of adjunct categories, regardless of the rejection/acceptance of the null hypotheses for ANOVA. This approach also helped to inform the qualitative component of this study.

ANOVA requires that the distributions being compared meet normality and equal variance requirements. Due to the non-normal nature of the data, transformations were performed to change the shapes of the distributions of scores

in order to meet these requirements (Neter et al., 1996, p. 129). Since the distributions of emotional exhaustion and depersonalization scores were right-skewed, square root or cube root transformations were performed. The distributions of personal accomplishment scores were left-skewed, so square or cube transformations were performed. The specific type of transformation used for each variable is noted in each ANOVA table in this section. The D'Agostino-Pearson normality test and Levene's test for homogeneity of variance were used to verify that the transformed data met the normality and equal variance requirements for ANOVA. Notations have been made for the few instances that normality was not achieved through transformation. Nonetheless, ANOVA is still powerful in cases of slight departures from normality (Neter et al., p. 776).

The final statistical procedure used to address this research question examined whether a relationship exists between adjunct category – as defined by Gappa and Leslie (1993) – and discipline category. Since these are both nominal variables, a chi square test was performed to test for independence and Cramer's V was determined to measure the strength of association. Findings from this procedure were used to inform the qualitative component of this study and also to help shape the researcher's conclusions.

Tesla Community College. All of the 149 respondents meeting the criteria for inclusion in this study provided information that allowed them to be categorized according to the academic discipline in which they teach. Descriptive statistics comparing the three burnout dimensions across academic discipline are presented first.

Table 23 displays the mean emotional exhaustion scores for each discipline. Means for both the untransformed and transformed data are presented since the transformed data was used for all ANOVAs and comparison of means. The untransformed scores may be used to determine whether a particular group displays "low," "moderate," or "high" levels of burnout (see Table 4). According to the authors' suggested ranges for the MBI-ES, the mean emotional exhaustion score for adjunct faculty in the transfer discipline group reflects moderate burnout while the mean scores for developmental and career adjuncts each reflect low burnout. The postsecondary ranges suggest the same categorizations.

Table 23

Descriptive Statistics for Emotional Exhaustion Level by Discipline at Tesla Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Transfer	77	16.74	12.84	3.72	1.70
Developmental	28	12.11	11.22	3.15	1.52
Career	44	10.98	8.04	3.05	1.31

[a] Square root transformation ($x^{1/2}$) performed.

Table 24 displays the mean depersonalization scores for each discipline group. According to the suggested ranges, all discipline groups display low levels of burnout related to depersonalization. However, the postsecondary ranges indicate that all discipline groups reflect moderate burnout.

Table 24

Descriptive Statistics for Depersonalization Level by Discipline at Tesla Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Transfer	77	5.52	5.76	1.94	1.33
Developmental	28	4.07	3.97	1.70	1.11

Table 24 (continued)

Descriptive Statistics for Depersonalization Level by Discipline at Tesla Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Career	44	3.18	3.52	1.46	1.03

[a] Square root transformation ($x^{1/2}$) performed.

Table 25 displays the mean personal accomplishment scores for each discipline group. According to the suggested ranges, only the transfer group reflects a moderate level of burnout associated with personal accomplishment, while the developmental and career groups show low levels of burnout. The postsecondary ranges indicate that all three discipline groups display moderate levels of burnout related to reduced personal accomplishment.

Table 25

Descriptive Statistics for Personal Accomplishment Level by Discipline at Tesla Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Transfer[b]	77	37.52	8.14	1473.05	577.43
Developmental	28	41.04	6.59	1725.75	495.16
Career	44	40.02	8.09	1665.70	545.64

[a] Square transformation (x^2) performed.
[b] Group did not meet normality requirement after transformation.

One-way ANOVAs were performed using transformed burnout scores to compare the effect of instructional discipline on each dimension of burnout among adjunct faculty. The following null hypotheses were tested:

1. There exists no difference in mean burnout scores related to emotional exhaustion across the three discipline categories at Tesla Community College.

2. There exists no difference in mean burnout scores related to depersonalization across the three discipline categories at Tesla Community College.

3. There exists no difference in mean burnout scores related to lack of personal accomplishment across the three discipline categories at Tesla Community College.

Table 26 summarizes the results of the ANOVAs performed for each dimension of burnout. There was a significant effect of discipline category on emotional exhaustion at the $\alpha = 0.05$ level for the three categories [$F(2, 146) = 3.122$, $p = 0.047$]; therefore, the null hypothesis for emotional exhaustion was rejected. Post hoc comparisons using the Tukey HSD test (see Table 27) indicated that the mean emotional exhaustion score for adjuncts in the transfer discipline group (M = 3.72, SD = 1.70) was significantly different from the mean score for adjuncts in the career discipline group (M = 3.05, SD = 1.31). The reader should note that the means of the transformed variables are presented here. Mean exhaustion scores did not differ significantly between all other pairs of discipline groups at the $\alpha = 0.10$ level.

The next ANOVA result presented in Table 26 did not reveal a significant effect of discipline category on depersonalization at the $\alpha = 0.10$ level for the three categories [$F(2, 146) = 2.254$, $p = 0.109$]; therefore, the null hypothesis for depersonalization was accepted. Still, post hoc comparisons using the Tukey HSD test (see Table 28) revealed that the mean depersonalization score for adjuncts in the transfer discipline group (M = 1.94, SD = 1.33) was significantly different from the mean score for adjuncts in the career discipline group (M = 1.46, SD = 1.03). Mean

depersonalization scores did not differ significantly between all other pairs of

discipline groups.

Table 26

Analysis of Variance for Burnout Dimensions Across Discipline at Tesla Community College

Dimension	df	SS	MS	F	p
Emotional Exhaustion [a]					
Between Groups	2	15.24	7.62	3.122	.047**
Within Groups	146	356.10	2.44		
Depersonalization [a]					
Between Groups	2	6.56	3.28	2.254	.109
Within Groups	146	212.58	1.46		
Personal Accomplishment [b]					
Between Groups	2	1797730.31	898865.15	2.932	.056*
Within Groups	146	4.476E7	306590.10		

[a] A square root transformation ($x^{1/2}$) was performed to meet normality and equal variance requirements for ANOVA.
[b] A square transformation (x^2) was performed to meet normality and equal variance requirements for ANOVA.
* $p < 0.10$, ** $p < 0.05$

Table 27

Tukey HSD Comparison for Emotional Exhaustion Across Discipline at Tesla Community College

Comparisons	Exhaustion Mean Difference [a]	Std. Error	95% CI	
			Lower Bound	Upper Bound
Transfer vs. Developmental	0.58	0.34	-0.13	1.29
Transfer vs. Career	0.67*	0.30	0.06	1.28
Developmental vs. Career	0.09	0.38	-0.69	0.87

[a] Mean difference based on square root transformation ($x^{1/2}$) of exhaustion variable.
* $p < 0.10$

Table 28

Tukey HSD Comparison for Depersonalization Across Discipline at Tesla Community College

Comparisons	Depersonalization Mean Difference [a]	Std. Error	95% CI Lower Bound	Upper Bound
Transfer vs. Developmental	0.24	0.27	-0.31	0.79
Transfer vs. Career	0.48*	0.23	0.01	0.95
Developmental vs. Career	0.24	0.29	-0.37	0.84

Note. Tukey HSD comparison was performed even though p =0.109 from ANOVA.
[a] Mean difference based on square root transformation ($x^{1/2}$) of depersonalization variable.
* $p < 0.10$

The final ANOVA result shown in Table 26 revealed a significant effect of discipline group on personal accomplishment at the $\alpha = 0.10$ level [$F(2, 146) = 2.932$, $p = 0.056$]; therefore, the null hypothesis for personal accomplishment was rejected. Post hoc comparisons using the Tukey HSD test (see Table 29) revealed that the mean personal accomplishment score for adjuncts in the transfer discipline group (M = 1473.05, SD = 577.43) was significantly different from the mean score for adjuncts in the developmental discipline group (M = 1725.75, SD = 495.16). Significant differences were not observed for any other pair of discipline groups.

Table 29

Tukey HSD Comparison for Personal Accomplishment Across Discipline at Tesla Community College

Comparisons	Personal Accomplishment Mean Difference [a]	Std. Error	95% CI Lower Bound	Upper Bound
Transfer vs. Developmental	-252.70*[b]	122.19	-505.46	0.06
Transfer vs. Career	-192.65	104.64	-409.10	23.80
Developmental vs. Career	60.05	133.89	-216.84	336.93

[a] Mean difference based on square transformation (x^2) of personal accomplishment variable.
[b] $p = 0.10$
* $p < 0.10$

Summary of findings (TCC). Mean values for each dimension of burnout were computed for each of the three predefined discipline categories – transfer, developmental, and career. Table 30 summarizes the ordinal classification of burnout scores for each discipline category using the suggested and postsecondary ranges provided by Maslach et al. (1996).

Table 30

Summary of Burnout Levels for Discipline Groups at Tesla Community College

	Suggested Ranges		Postsecondary Ranges	
	Low	**Moderate**	**Low**	**Moderate**
Emotional Exhaustion	Career Dev	Transfer	Career Dev	Transfer
Depersonalization	Career Dev Transfer			Career Dev Transfer
Personal Accomplishment	Career Dev	Transfer		Career Dev Transfer

ANOVAs identified statistically significant group differences in mean burnout scores related to emotional exhaustion and personal accomplishment; therefore, the null hypotheses corresponding to these dimensions were rejected. The null hypothesis corresponding to depersonalization was accepted. Post hoc comparisons of means revealed significant ($p < 0.10$) mean differences between one pair of discipline groups for each dimension. Adjunct faculty teaching in transfer disciplines experienced higher levels of emotional exhaustion and depersonalization than those in career-based disciplines. Adjunct faculty teaching in transfer

disciplines experienced lower levels of personal accomplishment (higher burnout) than those teaching in developmental disciplines.

Feynman Community College. All of the 204 respondents meeting the criteria for inclusion in this study provided information that allowed them to be categorized according to the academic discipline in which they teach. Descriptive statistics comparing the three dimensions of burnout across academic curricula are presented first.

Table 31 displays the mean emotional exhaustion scores for each discipline. Means for both the untransformed and transformed data are presented since the transformed data was used for all ANOVAs and comparisons of means. According to the authors' suggested ranges for the MBI-ES, the mean emotional exhaustion score for adjunct faculty in each discipline group reflects low burnout. According to the postsecondary ranges, the mean emotional exhaustion scores also correspond to low burnout for each group.

Table 31

Descriptive Statistics for Emotional Exhaustion Level by Discipline at Feynman Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Transfer	112	9.89	9.56	2.71	1.61
Developmental	35	9.31	8.31	2.71	1.43
Career	57	7.51	7.60	2.34	1.44

[a] Square root transformation ($x^{1/2}$) performed.

Table 32 displays the mean depersonalization scores for each discipline. A low level of burnout for each discipline group is observed using the authors'

suggested ranges; however, mean scores for transfer and developmental discipline groups reflect moderate burnout when the postsecondary ranges are applied.

Table 32

Descriptive Statistics for Depersonalization Level by Discipline at Feynman Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Transfer	112	2.89	3.65	1.33	1.05
Developmental	35	3.20	4.11	1.41	1.12
Career	57	2.09	2.77	1.05	1.00

[a] Square root transformation $(x^{1/2})$ performed.

Table 33 displays the mean personal accomplishment scores for each discipline group. Using the suggested ranges, mean scores for both the developmental and career groups reflect moderate levels of burnout. When they are compared to the postsecondary ranges, all three discipline groups reflect moderate levels of burnout.

Table 33

Descriptive Statistics for Personal Accomplishment [b] Level by Discipline at Feynman Community College

Discipline		Untransformed		Transformed[a]	
	N	*M*	*SD*	*M*	*SD*
Transfer[b]	112	39.38	7.96	1613.13	547.88
Developmental	35	38.03	9.33	1530.66	625.13
Career	57	38.02	9.14	1527.35	600.79

[a] Square transformation (x^2) performed.
[b] Group did not meet normality requirement after transformation.

One-way ANOVAs were performed using transformed burnout scores to compare the effect of instructional discipline on each dimension of burnout among adjunct faculty. The following null hypotheses were tested:

1. There exists no difference in mean burnout scores related to emotional exhaustion across the three discipline categories at Feynman Community College.

2. There exists no difference in mean burnout scores related to depersonalization across the three discipline categories at Feynman Community College.

3. There exists no difference in mean burnout scores related to lack of personal accomplishment across the three discipline categories at Feynman Community College.

Table 34 summarizes the results of the ANOVAs performed for each dimension of burnout. No significant effect of discipline category on emotional exhaustion at the $\alpha = 0.10$ level for the three categories was observed [$F(2, 201) = 1.183$, $p = 0.309$]. Next, no significant effect of discipline category on depersonalization at the $\alpha = 0.10$ level for the three categories was observed [$F(2, 201) = 1.752$, $p = 0.176$]. Finally, no significant effect of discipline category on personal accomplishment at the $\alpha = 0.10$ level for the three categories was observed [$F(2, 201) = 0.543$, $p = 0.582$]. Therefore, each null hypothesis was accepted. Post hoc comparisons of means using the Tukey HSD test indicated no significant differences between any pairs of discipline groups for emotional exhaustion, depersonalization, or personal accomplishment scores.

Table 34

Analysis of Variance for Burnout Dimensions Across Discipline at Feynman Community College

Dimension	df	SS	MS	F	p
Emotional Exhaustion [a]					
Between Groups	2	5.58	2.79	1.183	.309
Within Groups	201	474.03	2.36		
Depersonalization [a]					
Between Groups	2	3.85	1.93	1.752	.176
Within Groups	201	220.97	1.10		
Personal Accomplishment [b]					
Between Groups	2	361028.86	180514.43	.543	.582
Within Groups	201	6.682E7	332428.56		

[a] A square root transformation ($x^{1/2}$) was performed to meet normality and equal variance requirements for ANOVA.
[b] A square transformation (x^2) was performed to meet normality and equal variance requirements for ANOVA.

Summary of findings (FCC). Mean values for each dimension of burnout were computed for each of the three predefined discipline categories – transfer, developmental, and career. Table 35 summarizes the ordinal classification of burnout scores for each discipline category using the suggested and postsecondary ranges provided by Maslach et al. (1996).

ANOVAs failed to identify statistically significant group differences at the 10% confidence level for any of the three burnout dimensions. Therefore, each of the three null hypotheses was accepted. Furthermore, post hoc comparisons of means revealed no significant differences in burnout scores for any pair of discipline groups.

Table 35

Summary of Burnout Levels for Discipline Groups at Feynman Community College

	Suggested Ranges		Postsecondary Ranges	
	Low	**Moderate**	**Low**	**Moderate**
Emotional Exhaustion	Career Dev Transfer		Career Dev Transfer	
Depersonalization	Career Dev Transfer		Career	Dev Transfer
Personal Accomplishment	Transfer	Career Dev		Career Dev Transfer

Both colleges. The final statistical technique used to address this research question involved a chi-square test to identify whether a relationship existed between adjunct category – as defined by Gappa and Leslie (1993) – and discipline category. The following null hypothesis was tested:

1. The proportion of adjunct faculty teaching in a specific discipline is the same for all adjunct faculty categories.

Table 36 shows the crosstabulation between adjunct category and discipline group. This table reflects the combined responses (N = 349) from both TCC and FCC. Data were combined to ensure the statistical power of this technique. According to Norusis (2008), the accuracy of the chi-square test decreases if more than 20% of cells have fewer than five expected values (p. 167). Since this was true for FCC, data were combined. To support this decision, the researcher made the

determination that the factors that compel an adjunct faculty member to teach in a

certain discipline are likely similar for both institutions.

Table 36

Cross tabulation between Adjunct Category and Discipline [a]

			Discipline				
			Transfer	Dev	Career	X²	V
Adjunct Category	**Aspiring Academics**	Count	83	30	43	12.16*	0.132
		Expected	83.1	28.2	44.7		
		% deviation	0.0%	6.4%	- 3.8%		
	Career Enders	Count	55	20	28		
		Expected	54.9	18.6	29.5		
		% deviation	0.0%	7.5%	- 5.1%		
	Freelancers	Count	31	7	8		
		Expected	24.5	8.3	13.2		
		% deviation	26.5%	- 15.7%	- 39.3%		
	Specialists	Count	17	6	21		
		Expected	23.4	7.9	12.6		
		% deviation	- 27.4%	- 24.1%	66.7%		

[a] Based on combined data from both institutions
* p < 0.10

The percentage of adjunct faculty teaching in various discipline groups

differed between adjunct categories at the $\alpha = 0.10$ significance level [$\chi^2(6, 349) =$

12.161, p = 0.058]. Therefore, the null hypothesis was rejected. Furthermore, the

measure of association, V = 0.132, indicates a weak association between adjunct

category and discipline category (Rea & Parker, 1992, p. 203).

The most noticeable deviations from the expected count were observed for the

freelancers and *specialists*. *Freelancers* were more likely to teach in transfer disciplines

than in any other discipline group. *Specialists* were more likely to teach in a career-based discipline than in any other discipline group.

Quantitative Findings by Overarching Theme

Based on the quantitative findings, four overarching themes were identified and are presented in the ensuing sections. Each overarching theme was related to literature on adjunct faculty or the multidimensional theory of job burnout. Therefore, each overarching theme is considered to be an *a priori* theme. With the exception of one theme related to transfer disciplines, each overarching theme was identified independently for each institution. When appropriate, data were combined from each institution to provide support for these overarching themes in the following sections.

Similar Burnout Levels to Other Postsecondary Faculty

Using a sample of over 11,000 education and human services employees, Maslach et al. (1996) identify low, moderate, and high ranges for each dimension of burnout as scored by the MBI-ES (p. 6). The authors suggest that scores falling in the lower third of the distribution of scores for each subscale be categorized as low, scores falling in the middle third be categorized as moderate or average, and scores falling in the upper third be categorized as high (p. 6). These numerical ranges, along with the ranges specific to postsecondary faculty, are provided earlier in this chapter in Table 4.

Analysis of the overall sample from TCC revealed that adjunct faculty survey respondents experienced moderate levels of emotional exhaustion, depersonalization, and personal accomplishment based on the postsecondary

ranges. The overall sample from FCC indicated moderate levels of

depersonalization and personal accomplishment based on the postsecondary ranges

while emotional exhaustion was measured to be low. With the exception of

emotional exhaustion at FCC, the mean for each burnout dimension at both schools

fell within the moderate/average range for postsecondary faculty provided by

Maslach et al. (1996). Therefore, it was determined that the burnout levels

experienced by adjunct faculty are similar to those experienced by other

postsecondary faculty.

Additional evidence for the similarity between adjunct burnout and

postsecondary faculty burnout is seen in the interdependence of burnout

dimensions. A moderate, positive correlation was observed between emotional

exhaustion and depersonalization at both TCC and FCC (p < 0.01). A weak, negative

correlation (p < 0.01) was observed between personal accomplishment and each of

the other dimensions (emotional exhaustion and depersonalization). These findings

are corroborated by related research in the field of burnout (Chauhan, 2009; Maslach

& Leiter, 2008).

Employment Characteristics Influence Adjunct Burnout

The adjunct typology proposed by Gappa and Leslie (1993) was employed to

examine differences in burnout levels between adjunct faculty of various

employment characteristics. Two groups in particular – *freelancers* and *aspiring*

academics – were identified as experiencing burnout in unique ways.

Freelancers. According to Gappa and Leslie (1993), *freelancers* are individuals

who both intentionally and unintentionally build careers around part-time jobs (p.

60). As a result, adjunct faculty in this group may hold multiple part-time jobs due to financial need. Often *freelancers* may be experimenting with the idea of teaching as a profession (p. 60). For the purposes of this study, *freelancers* did not aspire to become full-time faculty members.

Comparisons of means from both institutions revealed that *freelancers* experienced higher levels of burnout than other adjunct categories for multiple dimensions. At TCC, *freelancers* reported significantly higher levels of emotional exhaustion than *career enders* (p < 0.10) and significantly higher levels of depersonalization than *aspiring academics* (p < 0.10). At FCC, *freelancers* experienced significantly lower levels of personal accomplishment (higher burnout) than *aspiring academics* (p < 0.10).

Aspiring academics. This adjunct category defined by Gappa and Leslie (1993) is comprised of individuals who aspire to become full-time faculty members (p. 48). The authors describe the *aspiring academics* as a diverse group consisting of recent graduates, long-term adjuncts who have been "stuck" at one institution, and adjuncts who have pieced together academic careers at several institutions – also known as "freeway fliers" (p. 59). Additionally, many of these adjuncts believe that part-time teaching may serve as a "stepping stone to a full-time position" (AFT, 2010, p. 9).

Comparisons of means from both institutions revealed that *aspiring academics* experienced lower levels of burnout than other adjunct categories for multiple dimensions. At TCC, *aspiring academics* experienced significantly lower levels of depersonalization than *freelancers* (p < 0.10) and significantly higher levels of

personal accomplishment (lower burnout) than *specialists* (p < 0.10). At FCC, *aspiring academics* experienced significantly higher levels of personal accomplishment (lower burnout) than *freelancers* (p < 0.10).

Adjunct Category is Associated with Teaching Discipline

Literature related to adjunct faculty indicates that adjunct faculty of certain employment characteristics are more likely than others to teach in certain academic disciplines. For instance, many adjuncts who teach in career and technical fields hold primary employment outside of the college (Gappa, 2000, p. 82). In fact, Wagoner (2007) concludes that adjunct faculty in career-based disciplines are approximately two-thirds more likely to hold primary employment outside of the college than adjunct faculty in transfer disciplines such as the arts and sciences (p. 26). Additionally, Wagoner (2007) argues that adjunct faculty in transfer or liberal arts disciplines rely considerably on their earnings from part-time teaching due to their lack of primary employment outside of the college (p. 25).

Using the combined data from both institutions, a chi-square calculation revealed that a significant relationship (p < 0.10) existed between adjunct category and teaching discipline. The Cramer's V value that was computed indicated a weak association between these two categorical variables. Review of the crosstabulation between adjunct category and teaching discipline showed that the association was strongest for *freelancers* and *specialists*. *Freelancers* were more likely to teach in a transfer discipline than in any other discipline. *Specialists* were more likely to teach in a career-based discipline than in any other discipline.

Elevated Adjunct Burnout in Transfer Disciplines (TCC only)

According to Levin (2007), "liberal arts faculty are essentially hired not for their expertise but rather for their labor as substitutes for full-time faculty" (p. 18). Since adjunct faculty in liberal arts or related transfer disciplines may be hired for financial reasons primarily, they may face different challenges than adjuncts in other disciplines. An AFT (2010) study shows that adjunct faculty who teach humanities and social sciences express greater concern over job security than adjunct faculty in other fields (p. 5). Additionally, Wagoner (2007) finds that adjunct faculty from liberal arts fields rely more heavily on their income from adjunct employment than do adjuncts in career and technical fields (p. 25). Burnout scores for adjunct faculty in transfer disciplines at TCC supported the literature that suggests the existence of unique challenges for adjunct faculty in transfer/liberal arts disciplines.

ANOVAs identified significant group differences in burnout scores for the dimensions of emotional exhaustion and personal accomplishment at TCC. Post hoc comparisons of means showed that adjunct faculty in transfer disciplines experienced significantly higher emotional exhaustion and depersonalization levels than adjuncts in career-based disciplines ($p < 0.10$). Additionally, adjunct faculty in transfer disciplines experienced lower levels of personal accomplishment (higher burnout) than adjuncts in developmental disciplines.

Summary of Quantitative Findings

The two-part survey instrument administered to adjunct faculty sought to gather information related to burnout and identify possible differences in burnout levels among groups of adjunct faculty. Due to the potential differences in

organizational risk factors between the institutions, survey data were not aggregated for statistical analysis. Rather, findings were presented for each institution separately.

By reviewing the quantitative findings from each institution, it was possible to identify themes. The following *a priori* overarching themes were identified that related to the literature on adjunct faculty and multidimensional job burnout: (a) adjunct faculty experience burnout levels similar to other postsecondary faculty, (b) employment characteristics influence adjunct faculty burnout, (c) adjunct category is associated with teaching discipline, and (d) adjunct faculty in transfer disciplines experience higher levels of burnout than adjuncts in other disciplines. With the exception of the fourth theme, which was identified at TCC only, these overarching themes were identified independently for each institution.

Qualitative findings will be presented in Chapter 5. *A priori* and emerging themes arising from the qualitative data will be presented along with supporting evidence gathered from interviews with adjunct faculty and administrators and the review of relevant documents.

Chapter 5

QUALITATIVE FINDINGS

In addition to the quantitative component of this study, which sought to collect data through the use of an electronic survey instrument as reported in Chapter 4, qualitative methods were employed to investigate the nature of adjunct faculty burnout and potential strategies to prevent and address job burnout among adjuncts. Specific qualitative methods employed included (a) semi-structured interviews with adjunct faculty and instructional administrators and (b) a review of relevant documents from each of the two participating institutions.

This chapter begins by summarizing the qualitative research protocol involved in the collection of qualitative data through semi-structured interviews and document review. Next, the findings from the review of relevant documents from each institution – adjunct faculty union contracts, adjunct faculty handbooks, and institutional strategic plans – are presented. Participant profiles for each interview participant are then provided, followed by the qualitative findings related to each research question posed in this study. Data from both interviews and document review are used to address the research questions in this section. For the research questions, dominant themes were identified along with corresponding *a priori* and emerging subthemes. The chapter concludes with a summary of the qualitative findings.

Purpose and Research Questions

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study intended to provide insight into how burnout manifests itself within and affects this unique

group of faculty. Furthermore, this study sought to elicit strategies that may assist in the prevention and handling of adjunct faculty burnout.

To address the problem of adjunct faculty burnout, the following research questions were developed:

1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?

2. How is burnout experienced by adjunct faculty of various employment characteristics?

3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?

4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?

5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?

6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?

Qualitative Research Protocol

This mixed methods study employed a dominant-status sequential research design as described by Johnson and Christensen (2008, p. 448). The qualitative paradigm served as the dominant paradigm since each of the six research questions was addressed through qualitative methods while only three of the research

questions were addressed through quantitative methods. Furthermore, quantitative data collection preceded qualitative data collection, making this a sequential design.

Qualitative data were collected from two primary sources. First, semi-structured interviews were conducted with five individuals from each institution included in this study. The following interviewees were included from each institution: (a) an adjunct faculty member with fewer than two years of teaching experience at the college, (b) an adjunct faculty member with five or more years of teaching experience at the college, (c) an adjunct faculty union officer, (d) an instructional administrator who hires and evaluates adjunct faculty at the departmental level, and (e) an instructional administrator who oversees adjunct faculty professional development or related activities at the institutional level. Second, relevant documents were identified that would provide potential insight into adjunct faculty employment at each institution. The following documents from each institution were reviewed: (a) the adjunct faculty union contract, (b) the adjunct faculty handbook/manual, and (c) the institutional strategic goals.

Semi-structured Interviews

Interviews are cited by Yin (2003, p. 86) and Creswell (2007, p. 43) as one of the major sources of evidence in qualitative research. Furthermore, of the many potential sources available to the researcher in case study research, Creswell identifies interviews as the most common (p. 132). Each interview conducted for this study was held in a face-to-face manner. According to Leedy and Ormrod (2010), "face-to-face interviews have the distinct advantage of enabling the researcher to

establish rapport with potential participants and therefore gain their cooperation"

(p. 188).

Each interview was semi-structured in nature. The conversational nature of semi-structured interviews allows for slight departures from the standard list of interview questions and also allows the interviewee to act as an informant by identifying other corroborating or contrary sources of evidence (Yin, 2003, p. 90). A standard list of questions (see Appendix C) was asked of each participant and probing questions were used at times for clarification or to gain further insight into a particular response (Leedy & Ormrod, 2010, p. 188). While this approach served to ensure uniformity in the nature of the topics explored during each interview, it also allowed the researcher to take advantage of the unique perspective and experiences of each participant.

Prior to the actual collection of data, a panel of experts consisting of adjunct faculty and administrators from Feynman Community College (FCC) reviewed the interview questions for clarity and relevance. The recommendations of the panel were used to refine the interview questions. Following the panel review, pilot interviews were conducted with an adjunct faculty member and instructional administrator at FCC. As suggested by Creswell (2007, p. 133), recommendations from the pilot participants were used to further refine the interview questions (see Appendix C). Data collected from the pilot participants were not included in the results of this study.

Interview participants were identified in multiple ways. First, adjunct faculty who responded to the quantitative survey were asked to volunteer for participation

in semi-structured interviews. Of the respondents who self-identified through the survey, two that met the aforementioned experience criterion were selected randomly from each institution. Additionally, the researcher verified that the primary job responsibility of adjunct participants was teaching in a face-to-face classroom setting.

The adjunct faculty union website for each institution was consulted to identify the names and contact information of union officers. One union officer from each institution was asked to participate in a semi-structured interview.

Finally, the assistance of senior leadership at each institution was sought to help identify two instructional administrators to participate in semi-structured interviews. One of the administrators was a department chair (or someone holding a similar title) who hires and evaluates adjunct faculty. The other administrator was responsible for adjunct faculty professional development or related adjunct activities at the institutional level.

Semi-structured interviews were conducted at each campus and held in an office, conference room, or reserved classroom. Interviews were recorded so that they could later be transcribed for coding and theme identification. Member checks were performed with each participant to ensure the accuracy of each transcript. Final analysis of the qualitative data reflects any changes to the transcripts made by interview participants.

Document Review

In addition to semi-structured interviews, review of documents pertaining to adjunct faculty employment and support also contributed to the results of this study.

Both Yin (2003, p. 86) and Creswell (2007, p. 43) list documents as primary sources of information in qualitative studies. Yin argues that the primary use for document review in case study research is to "corroborate and augment evidence from other sources" (p. 87). Furthermore, the use of documents as an additional source of data helps to support the strategy of triangulation – the demonstration of internal validity through the use of multiple data sources to develop common themes (Leedy & Ormrod, 2010, p. 99).

Public documents are identified by Creswell as one of the types of documents that may be reviewed in a qualitative study (p. 130). The researcher determined that the following public documents from each institution were relevant to the purpose and research questions of this study: (a) the adjunct faculty union contract, (b) the adjunct faculty handbook, and (c) the strategic plan.

The adjunct faculty union contract from each college was examined to provide the researcher with an environmental context for adjunct employment at the college. For instance, information regarding compensation, course assignment, and membership eligibility helped to provide insight into potential risk factors for burnout or formal strategies that may help to prevent burnout.

Next, the adjunct faculty handbook from each institution was consulted. This document is made available to all adjunct faculty and is updated on a regular basis at each institution. These handbooks helped to further the researcher's understanding of adjunct faculty employment terms and college resources available to adjunct faculty at each institution.

Finally, the strategic plan from each college was reviewed. By examining the goals and objectives detailed in each strategic plan, the researcher was able to gain insight into the ways in which adjunct faculty are involved in the higher-level educational processes of each institution.

Qualitative Findings Emerging from Document Review

Three documents pertaining to adjunct faculty at each institution were identified as relevant to this study. First, the adjunct faculty union contract was reviewed in order to provide insight into the employment terms of adjunct faculty at each institution. Second, the adjunct faculty handbook/manual from each institution was reviewed to shed light on the extent to which each institution communicates policies, resource availability, and other information to adjuncts. Finally, the focus of high-level planning related to adjunct faculty was investigated through the review of goals and objectives from each institution's strategic plan.

Union Contract

Findings from the review of the adjunct faculty union contracts at Tesla Community College (TCC) and Feynman Community College (FCC) are presented in Table 37. Details of the contract provisions are presented as they relate to the following five major goals for adjunct faculty negotiations defined by the National Education Association: (a) salaries and benefits, (b) job security, (c) paths to tenure, (d) professional status, and (e) union rights (NEA, n.d., ¶ 1). Although FCC is affiliated with the American Federation of Teachers, the AFT's and NEA's goals for negotiations are largely similar. Furthermore, these employment issues help to

provide insight into the risk factors for burnout defined by Maslach et al. and the

organizational strategies for preventing burnout (2001, p. 414).

Table 37

Employment Support Stipulated in Adjunct Faculty Union Contracts

Employment Issue	Union Support at TCC	Union Support at FCC [a]
Salaries and benefits	Experience-based compensation	Experience-based compensation
	Hourly compensation for required meetings	Lump sum longevity pay
	Retirement contribution for optional office hours	Grievance may be filed for termination to receive prorated compensation
	Paid sick and personal leave	Paid sick and personal leave
	Access to health insurance*	
	Access to wellness screening*	
Job security	Reasonable effort to assign classes to bargaining unit employees	Course selection prior to non-bargaining unit adjunct faculty
	Compensation for last-minute "bumping"	Seniority used in selecting summer courses
		Ability to teach 80% of a full-time load
Paths to tenure	None	None
Professional status	Professional development funding allocation for each member*	Tuition waiver for one class at FCC each year
	Choice of delivery methods and instructional materials including textbook	Choice of delivery methods and instructional materials
		Independent determination of student grades
Union rights	Well-defined grievance process	Well-defined grievance process

* Applies to adjunct faculty union members only
[a] Contract provisions apply to all bargaining unit employees

To be included in the bargaining unit at TCC, an adjunct must teach during three consecutive academic years with twelve contact hours in the two semesters prior to becoming eligible. If a bargaining unit employee does not teach at least six contact hours each year, he or she must complete two consecutive years of teaching service to re-qualify for eligibility. With few exceptions, the contract provisions described in Table 37 apply to all bargaining unit employees, regardless of union membership.

At FCC, teaching adjunct faculty are considered bargaining unit employees after they have taught two consecutive semesters of at least six contact hours. Bargaining unit employees must teach at least six contact hours each year to maintain their status in the bargaining unit. The contract provisions described in Table 37 apply to all bargaining unit employees (those meeting the eligibility requirements), regardless of union membership.

Adjunct Handbook

Review of the 40-page adjunct faculty handbook from Tesla Community College provided insight into the type of information communicated to adjunct faculty. The handbook includes information about the following: (a) benefits and employment, (b) class responsibilities, (c) registration and records, (d) emergency procedures, (e) policies, (f) faculty resources, and (g) student resources. Additional information includes campus maps, the college's mission statement, and the college organizational chart.

Further review of the TCC handbook revealed a college policy regarding hiring for full-time positions that was not present in the union contract or

communicated to the researcher during interviews. According to the handbook, full-time faculty positions are posted early for internal candidates. Adjunct faculty have seven days to apply for a full-time opening prior to the job being posted to external candidates. Adjunct faculty who apply during this time period will have their applications considered prior to external candidates. It is important to note that this full-time hiring procedure is not described in the adjunct faculty contract. According to the contract, "The [handbook] for part-time faculty serves as a handbook for procedures and information only. If there is any conflict between the written terms of this agreement and the [handbook], the written terms of this agreement shall be controlling." Therefore, some uncertainty may exist regarding the extent to which this full-time hiring procedure is enforceable.

The adjunct faculty handbook from FCC was also reviewed. The 30-page handbook includes information about the following: (a) compensation and benefits, (b) adjunct faculty responsibilities, (c) a student profile and policies regarding students, (d) information about the subdivision offices, (e) support services for adjuncts and students, and (f) a reference list of important phone numbers on campus. Additional information includes campus maps, the college's mission statement and strategic plan, and the college organizational chart.

Institutional Goals

At the time of this study, the institutional goals from the strategic plan at TCC did not make any reference to adjunct faculty. The strategic plan from FCC references adjunct faculty in one of its strategic objectives. This objective states that

the college will "hire and retain an appropriate mix of full-time and part-time faculty and staff."

Interview Participant Profiles

Ten community college professionals (five from each college) participated in semi-structured interviews during January and February of 2011. The interviewees from each institution included two adjunct faculty members, one adjunct faculty union representative, an instructional administrator who hires and evaluates adjunct faculty, and an instructional administrator who oversees adjunct faculty professional development or related activities at the institutional level. Background information for each participant is presented in this section.

New Adjunct I

New Adjunct I was the first of two participants who met the criterion of having been employed as an adjunct faculty member for fewer than two years. At the time of the interview, New Adjunct I was in his/her second semester of part-time instruction at Tesla Community College. New Adjunct I teaches exclusively face-to-face courses in a transfer discipline at TCC. New Adjunct I was not employed elsewhere and held no additional responsibilities on campus outside of classroom instruction. New Adjunct I described aspirations to become a full-time faculty member and cited this as the reason he/she began teaching at TCC. Due to a lack of eligibility, New Adjunct I is not an adjunct faculty union member.

New Adjunct II

New Adjunct II was the second of two participants who met the criterion of having been employed as an adjunct faculty member for fewer than two years. At

the time of the interview, New Adjunct II was in his/her second year as an adjunct faculty member at Feynman Community College. New Adjunct II teaches exclusively face-to-face courses in a transfer discipline but has intentions to begin teaching online courses at the college. New Adjunct II began teaching at FCC due to a lack of full-time employment opportunities in the workforce. Prior to teaching at FCC, New Adjunct II held adjunct positions at multiple four-year institutions. While teaching at FCC, New Adjunct II also held part-time employment outside of the college as a tutor and teacher. While he/she expressed satisfaction with holding multiple part-time jobs, New Adjunct II expressed interest in becoming a full-time faculty member. Due to a lack of eligibility, New Adjunct II is not a member of the adjunct faculty union.

Veteran Adjunct I

Veteran Adjunct I was the first of two participants who met the criterion of having been employed as an adjunct faculty member for more than five years. Veteran Adjunct I has been an adjunct faculty member at Tesla Community College for over 25 years. Initially, Veteran Adjunct I sought employment at TCC to gain teaching experience that would help him/her gain admission into a Ph.D. program. Veteran Adjunct I teaches exclusively face-to-face courses in a career discipline at TCC. Veteran Adjunct I does not hold additional responsibilities on campus but does hold full-time employment outside of the college. Veteran Adjunct I is not a member of the adjunct faculty union due to lack of eligibility and lack of interest in joining.

Veteran Adjunct II

Veteran Adjunct II was the second of two participants who met the criterion of having been employed as an adjunct faculty member for more than five years. Veteran Adjunct II has taught part-time at FCC for over five years. In his/her transfer discipline, Veteran Adjunct II teaches primarily face-to-face courses but does teach online as well. Veteran Adjunct II initially began teaching at the college to supplement his/her income earned from a full-time job; however, after losing full-time employment, Veteran Adjunct II now teaches part-time at multiple institutions. Veteran Adjunct II expressed a desire to obtain full-time employment at the college. Veteran Adjunct II has served on multiple campus committees and has been involved heavily in student-related programs that are run typically by full-time faculty. Veteran Adjunct II is a member of the adjunct faculty union.

Union Officer I

Union Officer I was one of two adjunct faculty members selected to provide insight into adjunct burnout based on his/her unique experience as a union representative. As an adjunct faculty member, Union Officer I has been at TCC for over 10 years and teaches exclusively face-to-face courses in a transfer discipline. Union Officer I does not hold additional employment outside of the college. Additionally, Union Officer I has held his/her current position within the adjunct faculty union for three years.

Union Officer II

Union Officer II was the second of two adjunct faculty members selected to provide insight into adjunct burnout based on his/her unique experience as a union

representative. Union Officer II has taught part-time at FCC for over five years. In

addition to teaching at FCC, he/she teaches part-time at another local community

college. The courses taught by Union Officer II are in transfer disciplines and meet

exclusively face-to-face. Union Officer II has held his/her position in the union for

three years. Additional responsibilities held by Union Officer II include serving on

the adjunct advisory committee and publishing the adjunct faculty union newsletter.

Department Chair I

Department Chair I was one of two department chairs interviewed based on

his/her experience hiring, evaluating, and overseeing adjunct faculty employment.

Department Chair I has been employed at TCC for over 10 years. In that time,

he/she has held multiple positions, including adjunct faculty member, part-time

classified staff, full-time classified staff, and full-time faculty member. At the time of

the interview, Department Chair I had been in his/her current position for less than

one year. The department he/she oversees includes exclusively transfer disciplines.

Department Chair II

Department Chair II was the second of two department chairs interviewed

based on his/her experience hiring, evaluating, and overseeing adjunct faculty

employment. Department Chair II has been a full-time faculty member at FCC for

over 15 years and a department chair for nearly 10 years. The department he/she

oversees includes exclusively transfer disciplines. Department Chair II's primary job

responsibilities relating to adjunct faculty include hiring, evaluating, and providing

general guidance.

Administrator I

Administrator I has been at TCC for over 20 years and employed in his/her

current position for over five years. Administrator I oversees the office responsible

for staff and faculty (full-time and adjunct) professional development. The primary

types of professional development offered by this office pertain to teaching and

technology. Since many adjunct faculty participate in professional development

opportunities at TCC, it was determined that Administrator I would be able to

provide unique insight into the challenges facing adjuncts and potential solutions for

adjunct burnout.

Administrator II

Administrator II has been at FCC for nearly 10 years in multiple roles

including both assistant dean and dean positions. At the time of the interview,

Administrator II had recently transitioned to a dean position from an assistant dean

position that oversaw all adjunct faculty activities at the college. Due to his/her

heavy involvement with adjunct faculty activities, the researcher deemed it

appropriate to include Administrator II in the study. The interview with

Administrator II was based primarily on his/her experiences as assistant dean

overseeing adjunct faculty activities. In addition to his/her administrative duties,

Administrator II teaches as an adjunct faculty member in a transfer discipline.

Qualitative Findings by Research Question

In this section, qualitative findings from semi-structured interviews and

document review are used to address the six research questions posed in this study.

As outlined in Appendix C, each interview question was designed to address one of

the six research questions. The findings from each interview question are summarized in tabular form and sorted by respondent group.

Interview transcripts and documents were coded so that themes could be identified by the researcher. Both Microsoft Word 2007 and Microsoft Excel 2007 were used to code and organize segments of qualitative data. This was done separately for each institution as recommended by Creswell (2007, p. 75).

Dominant themes that answer each research question in general terms were identified. Due to the wealth of data collected through interviews, subthemes that provide support for each dominant theme also were identified. The use of literature related to adjunct faculty, burnout, and partial inclusion theory helped to identify *a priori* subthemes within the qualitative data. Additionally, emerging subthemes were discovered through transcript review and memoing. While the processes of coding and theme identification were performed separately for the data from each institution, similar themes and subthemes were identified for both institutions in multiple instances. In the following sections, when the same theme or subtheme is shared by both institutions, qualitative data from participants at both schools are presented as supporting evidence. In cases where themes and subthemes differ between institutions, qualitative data from the appropriate school only are used.

Research Question 1: To What Extent Are the Dimensions of Burnout Present Among Adjunct Faculty?

To address the first research question, data from interview questions one through three were coded so that *a priori* and emerging themes could be identified. *A priori* themes help to support or refute existing research. In this study, *a priori*

themes were based on the literature reviewed in Chapter 2 that related to adjunct

faculty employment, multidimensional job burnout, or partial inclusion theory.

Themes arising from the qualitative data that were not based on existing research or

theory were considered emerging themes.

Tables 38-40 summarize the findings that correspond to the first three

interview questions. Each table displays findings for the interview participant

groups included in this study.

Table 38

Findings for Interview Question #1: How Would You Define Job Burnout?

Respondent Group	Summary of Findings
1. New Adjuncts	Anxiety
	Fatigue
	Lack of interest
	Lack of accomplishment
2. Veteran Adjuncts	Exhaustion
	Withdrawn personality
	Lack of personality
3. Union Officers	Cynicism
	Lack of interest
	Lack of motivation
4. Department Chairs	Boredom
	Reduced job performance
	Complaining/venting
5. Administrators	Exhaustion
	Lack of interest

Table 39

Findings for Interview Question #2: How Do Adjunct Faculty Experience Burnout?

Respondent Group	Summary of Findings
1. New Adjuncts	Frustration
	Mismatch between expectations and reality
2. Veteran Adjuncts	Exhaustion from multiple part-time jobs
3. Union Officers	Cynicism
	Lack of motivation
	Frustration with lack of full-time employment

Table 39 (continued)

Findings for Interview Question #2: How Do Adjunct Faculty Experience Burnout?

Respondent Group	Summary of Findings
4. Department Chairs	Exhaustion from multiple part-time jobs
	Stress from lack of job security
	Frustration with unfair compensation
	Problems coping with students
	Limited access to resources
	Retention of adjuncts despite burnout
5. Administrators	Lack of interest
	Boredom/monotony
	Exhaustion from multiple-part time jobs
	Lack of control over schedules

Table 40

Findings for Interview Question #3: Please Describe a Time When You Have Experienced Feelings of Burnout.

Respondent Group	Summary of Findings
1. New Adjuncts	Early insecurity/uncertainty about performance
	Classroom-related stress
2. Veteran Adjuncts	Teaching at multiple schools/financial need
	Teaching online and face-to-face simultaneously
	No personal experience for Veteran Adjunct I
3. Union Officers	No personal experience for Union Officer I
	Feelings of burnout building for Union Officer II
4. Department Chairs	Question not asked of instructional administrators
5. Administrators	Question not asked of instructional administrators

The collective findings from both institutions revealed the existence of a dominant theme that describes how burnout is experienced by adjunct faculty. *A priori* subthemes that relate to the three dimensions of burnout provide further detail into the burnout experience as described by interview participants.

Dominant theme: Burnout manifests itself in multiple ways among adjunct faculty. Coding of qualitative data from both Tesla Community College and Feynman Community College revealed the theme that burnout manifests itself in

multiple ways among adjunct faculty. The *a priori* subthemes that correspond to this theme are presented in the ensuing subsections. No emerging themes were identified for this research question.

A priori subthemes. By coding interview transcripts, three *a priori* subthemes that correspond to the three dimensions of burnout – exhaustion, depersonalization, and lack of personal accomplishment – defined by Maslach and Leiter (2008) were identified (p. 498). These subthemes were identified independently for each institution.

Exhaustion. Exhaustion is related to stress and may manifest physically or emotionally (Maslach & Leiter, 2008, p. 498; Maslach et al., 2001, p. 403). Responses from multiple interviewees at both TCC and FCC suggested that exhaustion was felt by adjunct faculty for a variety of reasons.

New Adjunct I, who had taught at the college for just over one full semester, expressed feelings of fatigue at the end of a work day.

> [I experience] a lot of frustration and I take it out on people because I'll come home and . . . have nothing left. . . . It's just a feeling of [going] to class and afterwards . . . feel[ing] defeated. You feel like you're going into battle every day and it's like a war that you're attempting to win. Some days you win; some days you don't.

New Adjunct I also elaborated on the emotional aspects of exhaustion that he/she experienced in his/her second semester of teaching. New Adjunct I's feelings of stress and anxiety led him/her to dread going to class.

> My 11 o'clock class is made up of 22 men and 3 women. It's very difficult for me to get a handle over them. I feel like they're always . . . competing to see who's the biggest and the strongest . . . they're all talking over each other and they're all talking over me. I have to literally yell at them to be quiet, which in some cases is a good thing. You want your students to talk, but they make me feel as though I'm

going into battle every day. That's definitely a class where I feel like it's me against the gladiators. . . . This past Monday driving into work, I just [had] to breathe. I found myself praying even though I'm not a religious person. It gets to that extreme where I just dread so much having to face another day.

Evidence of exhaustion was also provided by Department Chair II. Department Chair II stated that adjuncts may experience "exhaustion because several of them have either two adjunct jobs going on or two part-time jobs."

Veteran Adjunct I explained how responsibilities outside of the college, such as another part-time job, may lead to feelings of exhaustion. Veteran Adjunct I stated, "The fact that there [are] conflicts, you know time conflicts, date conflicts, scheduling conflicts, that all has a tendency to wear on . . . the people that don't have full time jobs."

Veteran Adjunct II related a personal experience in which burnout associated with emotional exhaustion manifested itself as a result of holding multiple part-time jobs.

I had a semester where I burned out very badly, and for me it was a bad semester. In order to support myself, I was working at four different colleges, so I became what we adjuncts call a road scholar . . . because I was spending so much time just travelling to get to my classes. I was only getting four to four and a half hours of sleep and I was having some family problems at the time. . . . [With] the combination of the two, I got to the point where I just didn't want to get up and go to work in the morning.

Finally, Administrator II explained that exhaustion levels increase over time for adjunct faculty. Administrator II stated, "When you talk about adjunct faculty, basically I would say that over a long period of time, adjuncts become exhausted. I would call it . . . long-term exhausted."

Depersonalization. Depersonalization or cynicism is viewed as a coping mechanism for dealing with feelings of exhaustion (Maslach et al., 2001, p. 403). Maslach and Leiter (2008) explain that depersonalization "refers to a negative, callous, or excessively detached response to various aspects of the job" (p. 498). Rather than "active and confrontive coping," those who are burnt out tend to deal with stress in a passive or distant manner (Maslach et al., 2001, p. 410). Additionally, lack of interest in one's work is described as an aspect of depersonalization by Hakanen et al. (2006, p. 498). At both TCC and FCC, depersonalization or cynicism was reported as one way that adjunct faculty experience job burnout.

Multiple respondents from both institutions mentioned a lack of interest as a sign of job burnout. For instance, Union Officer I provided a definition of burnout as "the combination of lack of interest and cynicism."

Department Chair I suggested that boredom makes it difficult for some adjuncts to perform at their jobs. Department Chair I stated, "Adjunct faculty just are so bored with what they're doing that . . . it's just hard for them to get through."

Administrator I mentioned that a lack of interest may impact negatively job performance. Administrator I stated, "To me job burnout in relation to part-time faculty is when they've lost interest and no longer do anything new or innovative or really relate to their students. They just show up, deliver the information, and leave."

New Adjunct II also referenced a lack of interest as a sign of job burnout. He/she stated, "I believe it's when you wake up and don't want to go to work

anymore or when you dread going to work and you say . . . I'm not interested in

this."

Finally, Administrator II cited one reason for reduced interest as being the

repetitiveness of teaching the same course each semester.

> I think that what happens is adjuncts, at a certain point, they may lose
> interest in their work or they may lose interest in teaching after having
> worked for so long or maybe having taught the same course for a long
> period of time.

Multiple participants described feelings of indifference or the manifestation of

a withdrawn personality as signs of adjunct burnout. For instance, Veteran Adjunct

I cited multiple signs of job burnout, including a "withdrawn personality."

Department Chair II described the indifference displayed by some adjunct

faculty who experience job burnout. This indifference appears to affect negatively

classroom performance and interactions with students.

> When someone is burned out . . . it . . . affect[s] . . . job performance. . . .
> The students notice that the instructor is unhappy or the instructor is
> less prepared than they probably should be for class. The instructor
> doesn't respond to students very well . . . doesn't return things in a
> timely manner or just doesn't feel compelled to respond in class in an
> appropriate fashion.

Finally, Department Chair I described the inability to cope as an aspect of job

burnout for adjunct faculty. Rather than depersonalize, some at TCC have dealt

with student problems in an aggressive or confrontational manner.

> The other thing that I see when they're getting burned out is they start
> to exhibit behaviors or characteristics in class that . . . will set them off
> more easily. They don't handle students as well. They're more critical
> of what they do and how they're performing in class. Then sometimes
> they just snap.

Department Chair I related two stories involving adjuncts who had

"snapped" as a result of student interactions.

> I witnessed two cases of snapping. . . . For example, in one class several
> students came in late to a class session. Usually, you would handle that
> with your normal tardiness policy or whatever it is. In this case the
> instructor was like, "Why are you even in college?!" [He] just kind of
> went off the deep end based on an incident that was relatively trivial.
> He just couldn't handle it. . . . And the other a student had filed a
> student concern or complaint saying that the instructor was not using
> appropriate terminology regarding race and ethnicity in his class. Once
> again, it was a humanities [course] so these are people that are very
> attuned to diversity and . . . political correctness and cultural
> sensitivity and all those things. He basically quit. He said that he could
> not handle – cope with – the student accusing him of not using proper
> terminology.

Lack of personal accomplishment. Feelings of reduced personal accomplishment

tend to occur after the manifestation of the other two dimensions and involve a sense

of ineffectiveness or incompetence - sometimes due to a lack of resources (Maslach &

Leiter, 2008, p. 498). New Adjunct I and New Adjunct II were the only interview

participants who described feelings of job burnout related to reduced personal

accomplishment.

While reflecting on his/her grading efforts, New Adjunct I described feelings

of ineffectiveness. He/she stated the following:

> Then I feel like, what am I doing? They're not going to change because
> I made this note. It gets frustrating. I feel like it's frustrating because
> they've come in at such a level that's below where they should be.

New Adjunct I experienced feelings of reduced personal accomplishment

early in his/her teaching career; however, those feelings evolved into a different

form of stress over time. New Adjunct I stated, "It's changed from . . . stress about

your expectations [and] your own abilities to stress about the students and your pay

and the day-to-day grind things."

New Adjunct II, who at the time of the interview was in his/her second year

of teaching, was the only participant from FCC to relate feelings of reduced personal

accomplishment to job burnout. As part of his/her definition of job burnout, New

Adjunct II stated, "You just think that . . . [you] are not accomplishing anything any

longer and you don't feel any sort of reward or enjoyment in your line of work."

New Adjunct II expressed feelings of ineffectiveness early in his/her teaching

career. He/she stated the following:

> I'm new. Am I doing something wrong? Like, what am I doing? This is
> what I personally went through when I first started. I emailed my
> supervisor and said, "Hey is 50% of my class supposed to be failing
> mid-semester and what's going on?"

Emerging subthemes. No emerging subthemes were identified for this

research question based on the data collected from either institution. Each subtheme

identified within the data associated with this research question was linked to the

literature on burnout.

Research Question 2: How Is Burnout Experienced Across Adjunct Faculty of Various Employment Characteristics?

To address the second research question, data from interview questions four

and five were coded so that *a priori* and emerging themes could be identified. Tables

41-42 summarize the findings that correspond to these interview questions. Each

table displays findings for the interview participant groups included in this study.

The collective findings from both institutions revealed a dominant theme that

suggested a relationship between burnout and certain employment characteristics.

Specific employment characteristics are described through the use of *a priori*

subthemes.

Table 41

Findings for Interview Question #4: Why Did You Decide to Teach at the Community College?

Respondent Group	Summary of Findings
1. New Adjuncts	Aspirations to help students Desire for full-time employment Flexibility
2. Veteran Adjuncts	Gain experience for Ph.D. program Supplement income Personal interest
3. Union Officers	Passion for teaching Convenience
4. Department Chairs	Question not asked of instructional administrators
5. Administrators	Question not asked of instructional administrators

Table 42

Findings for Interview Question #5: What Traits of Adjunct Faculty Members Contribute to Feelings of Stress and Burnout?

Respondent Group	Summary of Findings
1. New Adjuncts	Multiple part-time jobs/financial dependence High expectations Student-related issues Lack of full-time prospects Stigma of being adjunct
2. Veteran Adjuncts	Multiple part-time jobs/financial dependence Motivated by full-time prospects; frustrated by lack of opportunities Home issues for female adjuncts No burnout for retired adjuncts
3. Union Officers	Multiple part-time jobs/financial dependence Lack of full-time prospects No burnout for retired adjuncts
4. Department Chairs	Multiple part-time jobs/financial dependence Engagement or cynicism from full-time seekers Older adjuncts have trouble adapting Lack of job security
5. Administrators	Multiple part-time jobs/off-campus roles Engagement turns into burnout for full-time seekers Older adjuncts have trouble adapting Lack of classroom guidance Teaching at night Hired on short notice

Dominant theme: Employment characteristics influence adjunct faculty burnout. Coding of qualitative data from both Tesla Community College and Feynman Community College revealed the theme that employment characteristics influence the manifestation of adjunct faculty burnout. The *a priori* subthemes that expand on this theme are presented in the ensuing subsections. No emerging subthemes were identified for this research question.

A priori subthemes. Four *a priori* subthemes were identified during the process of coding transcripts. The first subtheme suggested that multiple part-time jobs – an employment characteristic defined in Gappa and Leslie's (1993) adjunct typology – may lead to job burnout. Second, aspirations for full-time employment – another employment characteristic defined in Gappa and Leslie's typology – lead to either engagement or burnout. Third, adjunct faculty with high expectations for the teaching experience may experience burnout due to the mismatch between expectations and reality (Chauhan, 2009; Maslach et al., 2001). These subthemes were identified independently at both Tesla Community College and Feynman Community College. A fourth *a priori* subtheme from the data collected at Feynman Community College was also identified. This subtheme described how adjuncts who are motivated to teach part-time for non-financial reasons are less likely to experience frustration and burnout than those who do.

Multiple part-time jobs. Gappa and Leslie (1993) define the following two adjunct categories that are likely to hold part-time teaching assignments at multiple institutions: (a) *freelancers* – adjuncts who prefer purely part-time employment due to personal or family obligations and (b) *aspiring academics* – adjuncts who aspire for a

full-time teaching position (pp. 61-62). Using the framework of partial inclusion

theory, Martin and Sinclair (2007) find that part-time employees who held multiple

part-time jobs express lower levels of job satisfaction and organizational

commitment than all other part-time employees (p. 311). Still, the turnover rate for

employees with multiple part-time jobs is significantly lower than the average

turnover rate for all part-time employees (p. 311).

Union Officer I conveyed that adjunct faculty who teach at multiple colleges

may be prone to increased stress. Union Officer I stated, "The problem here as [an]

adjunct [is that] many of them teach in more than one place. So it's a time constraint.

You're rushing from here to there."

Union Officer II expressed his/her own feelings of exhaustion due to part-

time employment at multiple institutions.

> I have been teaching seven classes for the last three years, and that is a
> lot. I do that because there [are] no full-time positions available. I can
> feel that there are some twinges in me where I'm going to need to
> make some changes. I cannot keep this pace up even though I'm
> usually pretty positive and very motivated.

Veteran Adjunct II also expressed feelings of exhaustion. Veteran Adjunct II

described the burnout he/she experienced due, in part, to the stress of commuting

between multiple institutions in the same day. Regarding his/her burnout

experience, Veteran Adjunct II stated the following:

> It was a whole combination of things and a lot of stress at home that
> particular semester, but I think I probably would have burned out even
> without the [added] . . . family issues because I was just on the road too
> much. I was commuting. I was barely making it from one school to
> another. Sometimes if traffic was bad or weather was bad . . . it was
> just a struggle to get from place to place to place, but it was the only
> way I could [put] together enough courses to be able to essentially
> support myself.

New Adjunct II described how the demands of multiple part-time jobs may affect negatively the job performance of some adjuncts with regards to preparation or grading.

> If you're not earning enough full-time wages . . .you usually are working two or three other jobs. . . . If you have other jobs you're working on, you may not be able to get your grading done as consistently or . . . as quickly as you would like.

Veteran Adjunct I described adjuncts who work several part-time jobs as likely to experience feelings of exhaustion. Veteran Adjunct I also explained that adjuncts choose to work multiple part-time jobs due to personal financial pressures.

> What happens is that they work part time job, part time job, part time job, part time job and so that by itself burns them out. . . . For the people that are not working a full time job . . . what happens with all of these time commitments and everything else [is that] they're feeling a lot of financial pressure.

Department Chair I claimed that the lack of job security has the greatest impact on adjunct faculty who hold multiple part-time jobs and likely have the greatest financial dependence on part-time teaching.

> With working multiple jobs I think a lot of their stress is the unknown. . . . There is absolutely no guarantee of work from one semester to the next. This past semester I ran into a situation where I had seven full-time faculty that were not making load at the beginning of spring semester. What did that force me to do? I had to bump adjunct faculty off of their sections to give it to full-time faculty. That was seven days before the semester was scheduled to start. I think that that sense of not knowing . . . is definitely an additional factor.

Administrator I commented on the minimal levels of involvement that adjunct faculty with multiple jobs experience. He/she stated, "We have a lot of [adjuncts] running from college to college to college. That eats up your time and . . . you don't feel as connected. I think that definitely adds to the burnout experience."

Additionally, Administrator I explained that adjuncts who teach at night –

perhaps due to additional employment elsewhere - experience problems related to

accessing resources.

> A lot [of adjuncts] teach during the day, but most teach in the evenings.
> The support services aren't here, so if they run into a problem, they
> don't have as much. They're kind of on their own. . . . They have the
> same access to resources but maybe not while they're teaching, not at
> that moment. . . . The library resources – they're open but not as fully
> staffed. . . . The support services aren't the same. We have a lot of them
> but not the full staff.

Department Chair I echoed the belief that adjuncts with multiple part-time

jobs receive reduced levels of institutional support. Department Chair I stated, "I

think they burnout more quickly because they don't have the support, the

institutional support [that] being part of a college community has to offer."

Finally, Veteran Adjunct I commented on how few opportunities exist for

adjuncts to integrate themselves into campus life. Additionally, he/she believed

that many adjuncts do not wish to increase their involvement outside of the

classroom.

> I don't think they have any opportunities to get involved. That's part
> of the deal. And to be fair, I'm not sure that many of them want to be
> involved. . . . If they're working multiple part time jobs at multiple
> institutions, they don't have a lot of time to be standing around here
> shooting the breeze, so they're gone.

Full-time aspirations. Gappa and Leslie (1993) define *aspiring academics* as those

adjunct faculty who desire to gain a full-time faculty position (p. 62). The authors

describe this as a diverse group of adjuncts, including recent graduates, long-term

adjuncts who have been "stuck" at one institution, and adjuncts who have pieced

together academic careers at several institutions (p. 59). Wallin (2004) explains that

aspiring academics may participate in college service, such as committee participation,

to enhance their résumé and improve their chances of being hired full-time (p. 379).

Veteran Adjunct II conveyed his/her feelings of motivation while waiting for

a full-time position to be posted following the retirement of a full-time faculty

member.

> And at one of the colleges that I teach, someone left who was full-time .
> . . and then [the position] doesn't [get posted]. . . . You're trying to be
> active. You're trying to do everything you can to look good so that if it
> opens up, you have a chance.

Administrator I described the tendency for adjuncts with full-time aspirations

to engage. Over time, the lack of full-time opportunities may lead to disengagement.

> I think those are the ones who engage. . . . They're always looking at
> ways to make their teaching better so that they will get that
> opportunity. I think you see a lot less [burnout] in those who are
> interested in full-time. You may if they've tried for . . . many years and
> not had the opportunity. Then they may disengage.

Department Chair I also described feelings of both engagement and cynicism

among adjuncts with full-time aspirations.

> It kind of goes both ways. I have seen some of them become very
> cynical saying, "Oh yeah, that's how it should be, but it never will, or
> I'm sure that's one of those things that you'd like to do, but you can't."
> Then, on the other hand [are] the ones that continue to try to impress
> you until it's their turn to be in that spot. Showing me their online
> courses that they've developed at other schools or just going above and
> beyond in flexibility in terms of helping out if someone drops off a
> section.

Union Officer II elaborated on the growing levels of frustration experienced

by some adjunct faculty who wait for a full-time position to open. Union Officer II

also described the negative impact on the performance of these adjuncts.

> When you have . . . an adjunct faculty member who has started
> teaching with the hope of gaining full-time employment, then as soon

as they figure out that it's going to be a lot longer and more frustrating, there tends to be a diminishing rate of return in their performance. Maybe not overtly, but they lose motivation. There's nothing to keep them going.

Veteran Adjunct II expressed frustration with the few opportunities for full-time employment that have been available in the entire metropolitan area.

The ones who seem to be more stressed are the ones who rely on teaching as their entire income and they're . . . the ones who are almost always looking for full time and not finding it yet. Like I said, in [my field] since the spring of '03, there have only been two full-time openings at the community college level in the entire metropolitan area.

When asked whether he/she would apply for a full-time opening, New Adjunct I expressed feelings of doubt over the possibility of being hired. These feelings were due, in part, to the number of potential applicants and also the hiring freeze for the department in which New Adjunct I teaches. New Adjunct I stated, "I wouldn't get it. . . . because . . . Half of us would want that position. . . . They told me when they hired me that there's a freeze on full-time hiring at least in our department."

New Adjunct II also expressed doubt that he/she would have a serious chance of being hired if he/she applied. New Adjunct II stated, "There is a full-time position that opened up . . . that I did apply for. . . . I'm pretty sure that there's much stronger internal candidates that have been there longer, that have priority."

Great expectations. According to Chauhan (2009), employees with "high expectations and a sense of purpose" experience a greater risk for burnout than "easy going individual[s]" (¶ 1). Additionally, Maslach et al. (2001) postulate that "highly educated people have higher expectations for their jobs, and are thus more

distressed if these expectations are not realized" (p. 410). Interview data from both

Tesla and Feynman Community Colleges suggest that adjunct faculty hold high

expectations and aspirations for teaching at the college level. However, the reality of

the students and the work environment does not meet their expectations in some

cases.

New Adjunct I explained that the prospect of teaching at the community

college inspired great ambition and expectations for helping students. However,

those feelings changed after a short time.

> I had grand aspirations that these students . . . didn't have the
> opportunities that other students had and that I was going to help
> them to . . . be at the same level as, say, a university student. I think
> that I just wanted to bring some sort of . . . fresh new life to this . . .
> drudgery that community colleges are . . . thought of by the students.
> They all make fun of the fact that they have to come here. I wanted to
> change their mind. I wanted to be somebody who could actually
> facilitate their learning and somebody that they would look forward to
> coming to class with and prepare them for the next step. . . . Those
> were the aspirations . . . I'm not as optimistic as I was.

New Adjunct I explained that he/she felt stress related to expectations when

he/she first started teaching, but those feelings later evolved into a different form of

stress. "It's changed from . . . stress about your expectations about your own

abilities to stress about the students and your pay and the day to day grind things."

New Adjunct II also had high expectations for the teaching experience when

he/she first started. However, the reality of teaching underprepared students came

as a surprise to New Adjunct II.

> I think a lot of it stems originally from expectation. When you start
> teaching, you expect that you're going to have this great experience
> and you're just going to make a difference . . . that's the first
> foundation that's shaken. . . . So then you start worrying. Okay is it my

teaching style? Am I not cut out for this, or is it just that the students are not prepared?

Non-financial motivations (FCC only). Using partial inclusion theory as a theoretical framework, Martin and Sinclair (2007) examined differences in turnover rates between adjuncts with primary employment outside the college and adjuncts holding multiple part-time jobs. The authors found higher turnover rates among the former group (p. 313). This group is referred to as the *specialists* by Gappa and Leslie (1993). Martin and Sinclair identify the lower level of financial dependence on the part-time job for *specialists* – compared to adjuncts with multiple part-time jobs – as the primary factor that allows them to leave the job when they become dissatisfied.

Department Chair II provided insight into how the adjunct experience for those with primary employment elsewhere differs from the experience for adjunct faculty with multiple part-time jobs. Essentially, those adjuncts with full-time employment elsewhere are less likely to stay in an adjunct position if feelings of frustration or burnout arise than adjuncts who hold multiple part-time jobs due to the financial need.

> It doesn't seem to affect the people with the full-time [jobs] and teach perhaps one class at night because they're sort of choosing to do that. They clearly, they appreciate the money they're earning, but . . . I think most of the ones I know could give it up and give up the money. There's some choice involved in being here. It's a convenient way for them to make extra money. It's something they like to do. It tends to be, I think, much less frustrating for them. . . . They can, I think, stop more easily than others can.

Union Officer II discussed another group of adjuncts – those retired from primary employment – which he/she described as not dependent financially on the job. In Union Officer II's experience, this group tends to experience little burnout.

Union Officer II stated, "If you have someone who's had a successful career and they're just teaching because they want something to do in their retirement, you're not going to have as much of a burnout."

Veteran Adjunct II also commented on the lack of burnout among retired adjuncts who are not financially dependent on the teaching position. Veteran Adjunct II stated, "My colleagues who don't seem to burnout are ones [who are] retired from somewhere else and they're supplementing their income."

Emerging subthemes. No emerging subthemes were identified for this research question based on the data collected from either institution. Each subtheme identified within the data associated with this research question was linked to the literature on burnout.

Research Question 3: Does the Nature of the Curriculum or Discipline Taught by Adjunct Faculty Influence the Presence of the Dimensions of Burnout? If so, How?

To address the third research question, data from interview question six was coded so that *a priori* and emerging themes could be identified. Table 43 summarizes the findings that correspond to this interview question. Table 43 displays findings for the interview participant groups included in this study.

Table 43

Findings for Interview Question #6: Do the Challenges Facing Adjunct Faculty Relate to the Nature of the Courses or to the General Subject Area They Teach? If Yes, How Does It?

Respondent Group	Summary of Findings
1. New Adjuncts	Immature students in lower level courses
	Adjuncts undervalued in transfer disciplines
	Difficulty finding real-world applications in non-career programs
2. Veteran Adjuncts	Lack of specialization in liberal arts
	Different departmental procedures

Table 43 (continued)

Findings for Interview Question #6: Do the Challenges Facing Adjunct Faculty Relate to the Nature of the Courses or to the General Subject Area They Teach? If Yes, How Does It?

Respondent Group	Summary of Findings
3. Union Officers	Limited job opportunities for liberal arts adjuncts Challenges depend on people and procedures in department
4. Department Chairs	Greatest challenges in lower level courses Increased workload in disciplines with multiple course preps
5. Administrators	Greatest challenges in lower level courses Negative perception of transfer adjuncts Challenges depend on people in department Size of department impacts communication

Interview findings suggested different dominant themes for each institution included in this study. The curriculum and discipline taught by adjunct faculty appeared to influence the presence of burnout in adjunct faculty at TCC but not at FCC. Both *a priori* and emerging subthemes were used to describe how these factors influenced the manifestation of burnout at TCC. Additionally, the collective data from both institutions revealed a dominant theme that describes how non-academic departmental factors influence adjunct faculty burnout. Emerging subthemes shed further light on specific non-academic departmental factors that influence adjunct burnout.

Dominant theme (TCC only): The nature of the curriculum and discipline taught by adjunct faculty influences the manifestation of burnout. Coding of qualitative data from Tesla Community College revealed the theme that curriculum and discipline influence the manifestation of adjunct faculty burnout. The *a priori* and emerging subthemes that expand on this theme are presented in the ensuing subsections.

A priori subthemes. Through the process of coding interview transcripts from TCC, one *a priori* subtheme was identified that elaborates upon how curriculum and discipline influence the experience of job burnout among adjunct faculty. This subtheme suggests that adjuncts who teach in transfer disciplines experience unique challenges (AFT, 2010; Levin, 2007; Wagoner, 2007). Interviewees suggested that these unique challenges may give rise to adjunct faculty burnout.

Transfer disciplines (TCC only). According to Levin (2007), "Liberal arts faculty are essentially hired not for their expertise but rather for their labor as substitutes for full-time faculty" (p. 18). Since adjunct faculty in liberal arts or related transfer disciplines may be hired for financial reasons primarily, they may face different challenges than adjuncts in other disciplines. An AFT (2010) study shows that adjunct faculty who teach humanities and social sciences express greater concern over job security than adjunct faculty in other fields (p. 5). Additionally, Wagoner (2007) finds that adjunct faculty from liberal arts fields rely more heavily on their income from adjunct employment than do adjuncts in career and technical fields (p. 25). Findings from the interview data for TCC are supported by the literature that suggests the existence of unique challenges for adjunct faculty in transfer/liberal arts disciplines.

Union Officer I believed that the stress experienced by adjunct faculty in transfer/liberal arts disciplines is unique due to the challenges they may face finding full-time employment.

> They have high aspirations and hopes, and I think that in graduate
> school they're fed a lot of information which is erroneous. They're not
> really prepared for the job environment, particularly liberal arts. When
> they emerge and find out there's not a job available, it's quite a shock.

New Adjunct I, who teaches in a transfer discipline, shared his/her feelings of being undervalued.

> Dime a dozen. That might not be true for every discipline . . . [some have] harder positions to fill. As far as [my transfer discipline] is concerned, I think they think [it is] just one more [person] with a master's degree. We'll just plug [him/her] in.

Additionally, New Adjunct I expressed frustration with the inability to find a full-time job in his/her teaching discipline due to the presence of many potential candidates.

> They told me when they hired me that there's a freeze on full-time hiring at least in our department. Some departments they have hired . . . teacher[s] . . . things that are difficult to find. It's just harder for [my discipline].

Administrator I elaborated on the ways that adjunct faculty may be perceived negatively by full-time faculty in transfer disciplines.

> I think that full-time faculty really believe that we need more full-time faculty. That our ratio is not what they think it should be. . . . I think the faculty, especially in the transfer disciplines, think that [adjunct] teaching is not as well done.

Veteran Adjunct I provided further insight into the possible reasons that adjunct faculty in transfer disciplines may feel undervalued. Due to the lack of real-world experience for many liberal arts instructors, the insecurity of some full-time faculty may result in the projection of negative feelings onto adjunct faculty.

> See when you've got [a] master's degree in English . . . it's not a technical degree and everybody's got a master's. You don't have any . . . real-world experience for that type of curriculum. Everybody's more on an equal basis, and I think a lot of egos come into play there. In the [career-based program] department it's a little different. You know you specialize in one area or two areas.

Emerging subthemes. Through the process of coding interview transcripts from TCC, one emerging subtheme was identified that elaborates upon how curriculum and discipline influence the experience of job burnout among adjunct faculty. This subtheme suggests that adjuncts who teach lower level courses experience greater challenges related to their employment than their colleagues who teach upper level courses.

Lower level courses (TCC only). Adjunct faculty often are asked to teach low-level or developmental courses that may not be desirable to their full-time counterparts (Cohen & Brawer, 2003, p. 89). Logically, many of these lower level courses often are taken in a student's first year in college. In a 2008 study of community college students, Jaeger finds that students who have great exposure (over 75% of classes taught by adjuncts) during their first year of classes are significantly less likely to persist than students having little exposure (fewer than 25% of classes taught by adjuncts) during the first year (¶ 10). Jaeger argues that the limited availability of adjunct faculty to students and the limited number of resources available to adjuncts, such as office space, impact negatively student performance in introductory-level courses (¶5, ¶19).

While research exists that details the impact of adjunct instruction on student performance, literature that describes the adjunct experience in lower or introductory-level courses was not discovered. Therefore, this subtheme has been classified as an emerging theme.

New Adjunct I expressed frustration with the immaturity that some students in lower-level courses display.

You're getting this sort of mixed bunch of students. They tend to be more immature than even the students in [the next course in the sequence]. In fact, one full-time faculty member – when I was talking to her about a problem student – she said, "That's why I don't teach [the lower-level course] because I don't want to deal with them." They're immature. They don't put in an effort. It's especially frustrating for me because I do put in such an effort on a daily basis. I really try to make a lesson plan that is going to work, and I try to fill the time and like with things that are going to actually be something that they can use. I come in with energy and spunk and spirit, and they look at me like I'm a dead fish. That's just the worst when you're giving everything you have, and they're giving you nothing back. They're yawning in your face.

Department Chair I also suggested that burnout is more likely to occur in developmental or lower-level courses.

I think that some of the remedial courses . . . might have a quicker burnout rate just based on the primary level and just that constant struggle just to get them above that minimum level where they are. . . . I think that the burnout rate is definitely higher amongst the introductory sequences. The 100 level. Everyone wants to teach the 200 level.

Administrator I pointed to students' deficiencies in basic skills and lack of academic preparation as a major source of frustration.

We have so many pre-requisites. I think the challenge is at the lower level classes, you [have] less prepared students. We all know the math and the writing skills problems. I think if you're teaching a 100 level class, you're going to have that diversity in your class, which can be very frustrating.

Dominant theme: Non-academic departmental factors influence the manifestation of burnout. Originally, the third research question sought to explore how curriculum level and teaching discipline influenced the presence of adjunct faculty burnout. The curriculum and discipline taught by adjunct faculty was described as a potential factor affecting the presence of burnout at TCC, but not at FCC. Despite these differences, interview participants from both institutions

suggested that non-academic departmental factors contributed appreciably to burnout. The two emerging subthemes that expand on this dominant theme are presented in the ensuing subsections.

A priori **subthemes**. No *a priori* subthemes were identified for this research question based on the data collected from either institution. Neither subtheme identified within the data associated with this research question was linked to the literature on burnout.

Emerging subthemes. The two emerging subthemes that were identified relate to non-academic departmental factors that influence adjunct faculty burnout. At FCC, interactions with the people who work in the department shape the adjunct experience. At both institutions, challenges associated with department size were presented.

People in the department (FCC only). The nature of the discipline taught was not believed to be associated with adjunct burnout at FCC. Through interviews with adjuncts and administrators, it was conveyed that the adjunct experience is shaped largely by the individuals who work within each department.

Administrator II suggested that the level of support for adjunct faculty varies between departments. This variation is due to the people working within the department. Administrator II stated, "I think it would be more of the people in the area. . . . How much they're supported would [impact] . . . how effective they are in delivering that curriculum."

Union Officer II explained how negative interactions with some people in the department may lead to frustration due to the emotional nature of teaching. When

asked if specific curricula or disciplines presented unique challenges to adjuncts,

Union Officer II stated the following:

> No. I think that has more to do with the attitude of the department
> chair and the full-time faculty with them. . . . In talking with other
> adjuncts . . . they have similar issues regardless of discipline. . . .
> Usually, it has to do more with who they're interacting with. That's
> always more of an issue because teaching is very relational. Physical
> isn't as important as emotional.

Size of the department. Department size was identified as an emerging theme

at both TCC and FCC. However, the effect of department size was described

differently at each institution.

Department Chair II pointed to department size – in terms of the number of

course sections offered – as a factor that may present challenges to some adjunct

faculty at FCC. In his/her department, which is relatively small, adjuncts rarely

teach multiple sections of the same course. Instead, adjuncts who want to maximize

their income must teach multiple preps, requiring additional work. Large

departments tend to have more sections of the same course, which may benefit some

adjunct faculty.

> I think there [are] 70 sections of [Communications] I. An adjunct can
> teach for many years three sections of [Communications] and have a
> full schedule and become very comfortable with that. That's never
> going to happen in my area. If they want the same prep, then they
> might only get one section. If they want 12 hours, then they might have
> three preps and teach five days. Again, I have adjuncts who will be
> here four or five days a week because they'd rather do that and get 12
> hours. That's the only way they're going to be able to carry as much as
> they can if they're willing to come more days.

Administrator I implied that department chairs experience difficulties

overseeing departments that staff large numbers of adjunct faculty at TCC.

Additionally, Administrator I described the inconsistency in the organizational

structure of each department.

> Some areas have coordinators . . . some just have a [department chair].
> It's not consistent at all. Coordinators traditionally are [in] huge
> programs with lots of people or very specific like fire science. In the
> traditional transfer programs, it's more of a [department chair]. But for
> instance, our English [department chair] . . . is looking at . . . [a large
> number] of classes.

Research Question 4: To what extent are organizational risk factors for burnout

experienced by adjunct faculty at the selected community colleges?

To address the fourth research question, data from interview questions seven

through thirteen were coded so that *a priori* and emerging themes could be

identified. Tables 44-50 summarize the findings that correspond to these interview

questions. Each table displays findings for the interview participant groups

included in this study.

Table 44

*Findings for Interview Question #7: How Are Adjunct Faculty Viewed by Full-time Faculty
Members?*

Respondent Group	Summary of Findings
1. New Adjuncts	Positively
	Little exposure to full-timers
	Learned "the ropes" with the help of full-timers
2. Veteran Adjuncts	Competition
	Resentment
	Varies between departments
3. Union Officers	Threat
	Tone set by departmental leadership
	Varies between faculty members
4. Department Chairs	Content experts
	Not valued for skills
	Minimally involved
	Resent sharing resources/course materials
5. Administrators	Competition
	Unequal partners
	Necessary for the college
	Valued for skills

Table 45

Findings for Interview Question #8: How Are Adjunct Faculty Viewed by the Administration?

Respondent Group	Summary of Findings
1. New Adjuncts	Expendable – especially in transfer disciplines
	Little communication with department chair
	Valued and appreciated
2. Veteran Adjuncts	Financial asset
	Some valued for experience
	Little support for adjunct-initiated projects
3. Union Officers	Financial asset
	Valued in skill-based disciplines
4. Department Chairs	Critical part of the institution
	Value shown through increase in pay and
	professional development opportunities
5. Administrators	Financial and skilled asset
	Lack of availability
	Difficult to support due to large numbers

Table 46

Findings for Interview Question #9: What Challenges Related to Instruction Do Adjunct Faculty Face?

Respondent Group	Summary of Findings
1. New Adjuncts	Course preparation/classroom-related issues
	Little guidance related to instruction
	Geographical barriers to resources
	Hard to get assigned to higher-level courses
	Pressure to use wealth of resources
2. Veteran Adjuncts	Student-related issues similar to full-timers
	Awareness of resources
	Little guidance related to instruction
3. Union Officers	Same access to resources as full-timers
4. Department Chairs	Awareness of resources
	Lack of formal orientation
	New courses/preps each semester
5. Administrators	Awareness of resources
	Lack of support for adjuncts during evening
	Little involvement in curriculum decisions

Table 47

Findings for Interview Question #10: What Challenges Outside of the Classroom Do Adjunct Faculty Face?

Respondent Group	Summary of Findings
1. New Adjuncts	Compensation/benefits Little interaction with other faculty Time constraints from other jobs Lack of evaluation Lack of time for professional development
2. Veteran Adjuncts	Office space Understanding of policies/procedures Lack of job security/bumping Involvement/interaction with colleagues Lack of time and funding for professional development Primarily electronic communication (impersonal) Lack of evaluation
3. Union Officers	Office space Unfair compensation Lack of job security Involvement/interaction with colleagues Parking Awareness of resources Lack of evaluation Inconsistent scheduling procedures Inconsistent communication from department chairs
4. Department Chairs	Compensation Lack of job security/bumping Multiple preps due to financial need Campus construction Unprepared yet compelled to teach new courses Geographical factors limit interaction Interaction with colleagues
5. Administrators	Compensation Parking Scheduling Lack of time for professional development Understanding of policies/procedures No sense of community Access to resources Timing for professional development Inconsistent evaluation process Balancing multiple jobs

Table 48

Findings for Interview Question #11: How Would You Describe the Role of Adjunct Faculty in Decision Making at the College?

Respondent Group	Summary of Findings
1. New Adjuncts	Academic freedom
	Little input outside of classroom
	Some adjuncts choose textbook, materials, etc.
2. Veteran Adjuncts	No role in decision making at TCC
	Able to volunteer for committees
	Choice of textbook in some cases
3. Union Officers	Shared governance
	Same adjuncts involved over and over
	Academic freedom
	Adjunct advisory committee represents adjunct opinions
	Decision making role varies between departments
4. Department Chairs	Academic freedom
	Shared governance – not many adjuncts involved
	Difficult to involve adjuncts
	Some freedom to modify syllabus
	Textbook and curriculum usually prescribed
	Adjunct advisory committee represents adjunct opinions
	No formal effort to solicit adjunct feedback
5. Administrators	Shared governance
	Difficult to involve adjuncts
	Temporary status limits involvement
	Adjunct advisory committee represents adjunct opinions
	Provide input but do not make decisions
	Department meetings open to adjuncts

Table 49

Findings for Interview Question #12: What Forms of Reward or Recognition Are Offered to Adjunct Faculty?

Respondent Group	Summary of Findings
1. New Adjuncts	Adjunct teaching awards
	Recognition primarily from union
	Feedback from students
	Appreciation from department chair
2. Veteran Adjuncts	Adjunct teaching awards
	Annual pay raise
	Acknowledgement of publications
3. Union Officers	Adjunct teaching awards

Table 49 (continued)

Findings for Interview Question #12: What Forms of Reward or Recognition Are Offered to Adjunct Faculty?

Respondent Group	Summary of Findings
4. Department Chairs	Adjunct teaching awards
	Appreciation shown at in-service; should be communicated more frequently
	Communicate appreciation through emails and other informal means
5. Administrators	Adjunct teaching awards

Table 50

Findings for Interview Question #13: Please Describe Any Other Factors That Cause Stress or Burnout Among Adjunct Faculty That We Have Not yet Discussed.

Respondent Group	Summary of Findings
1. New Adjuncts	Lack of full-time opportunities
2. Veteran Adjuncts	Minimize bumping of adjuncts from classes
3. Union Officers	Financial pressures
	Unfair hiring procedures
4. Department Chairs	Lack of communication with department chairs
5. Administrators	Financial pressures

The collective findings from both institutions revealed a dominant theme that suggests the existence of multiple organizational risk factors for adjunct faculty burnout. Specific risk factors are presented as *a priori* and emerging subthemes.

Dominant theme: Various risk factors for burnout are experienced by adjunct faculty. Coding of qualitative data from both Tesla Community College and Feynman Community College revealed that multiple potential risk factors for burnout are present at each institution. The *a priori* and emerging subthemes that expand on this theme are presented in the following subsections.

A priori subthemes. Interview data collected from adjunct faculty and administrator participants revealed five *a priori* subthemes that provide insight into the potential risk factors for burnout that are present at each institution. The five *a*

priori subthemes related to the potential risk factors include the following: (a) general

employment conditions, (b) access to resources, (c) evaluation, (d) interaction with

other faculty, and (e) decision making.

General employment conditions. Insufficient compensation, job security, and

benefits such as health insurance are well documented as major challenges faced by

adjunct faculty. Forty-five percent of adjunct faculty from two-year institutions

earned less than $2,500 per course in 2010 (AFT, 2010, p. 13). Another study from

2003 showed that adjunct faculty in two-year institutions were compensated at a rate

that was less than half of that earned by full-time faculty (NEA, 2007, p. 8). The gap

between annual incomes for the two groups is even greater when one considers the

number of courses taught by an adjunct faculty member. Jacoby (2006) explains that

community college adjunct faculty teach approximately half as many hours per

week as full-time faculty (p. 1085).

Next, job security is not guaranteed for the majority of adjunct faculty.

Typically, adjunct faculty are given single semester employment contracts (Gappa,

2000, p. 80). In a 2010 survey, 41%of adjunct faculty employed in both two-year and

four-year institutions expressed dissatisfaction with their job security (AFT, 2010, p.

4).

Finally, adjunct faculty rarely receive benefits from the community colleges

by which they are employed (AFT, 2010, p. 4; Gappa, 2000, p. 81; Green, 2007, p. 31).

Only 28% of adjunct faculty in two-year and four-year institutions receive health

insurance; however, many of those who receive benefits express dissatisfaction with

the coverage (AFT, 2010, p. 4).

Adjuncts and administrators at both TCC and FCC expressed dissatisfaction with some basic employment conditions at their respective institutions. Interviewees from both colleges identified compensation as insufficient for adjunct faculty. Interviewees from TCC also identified job security and benefits as inadequate. Interviewees from FCC expressed dissatisfaction with campus parking.

When asked about the challenges adjuncts face outside of the classroom, Administrator II pointed to financial challenges. He/she stated, "Financial challenges, where they would like more pay for the work that they do."

Union Officer I expressed dissatisfaction with the compensation provided to adjunct faculty. He/she felt that the gap between adjunct and full-time compensation was substantial. Union Officer I stated, "Me and everybody else in this position is compensated approximately one-fourth or one-fifth of what the full-timers make on top of which they have a whole benefit package . . . we have nothing."

New Adjunct I also expressed displeasure with adjunct compensation. Specifically, he/she complained about not receiving a paycheck at the beginning of the semester.

> Outside the classroom I think it's mostly a financial burden that's placed on adjuncts because, for instance, we got done with the fall semester and we weren't paid again for two months. We were working for a month without pay.

New Adjunct I explained that he/she does pay for and receive health insurance through the college. However, he/she considered the coverage to be inadequate.

You don't get benefits. They offer some benefits but they [are inadequate]. . . . I pay for them just because I . . . want to have [some] health insurance, but they cover almost nothing. You have to pay for it. The college doesn't help you.

Department Chair I shed light on the lack of job security that is provided for adjunct faculty. Even when they are offered employment for the upcoming semester, adjunct faculty may be "bumped" so that a full-time faculty member is allowed to meet his or her minimum course load.

You know there is absolutely no guarantee of work from one semester to the next. This past semester I ran into a situation where I had seven full-time faculty that were not making load at the beginning of spring semester. What did that force me to do? I had to bump adjunct faculty off of their sections to give it to full-time faculty. That was seven days before the semester was scheduled to start.

Veteran Adjunct I described his/her unhappiness with the process of "bumping." This may occur shortly before the beginning of the semester and result in the replacement of an adjunct with a full-time faculty member.

Well, the adjuncts feel it because the full time guys and the administrators basically have total power over you. When you sign up for a class here, the first thing that you see is a disclaimer that says that you can be dismissed from your class at any time for any reason without prior notice, and that's it. You're done. . . . And that, I think, is a putting off type of statement.

At FCC, multiple interviewees identified parking availability as a problem for adjunct faculty. Union Officer II expressed frustration with the current parking situation.

Parking is a big problem on [FCC]'s campus. The administration has given us some spaces that we can raffle off but . . . the full-timers have their own parking spaces. They have really more than they need. We don't have any assigned spaces . . . We're fighting with the students to get a parking space to get to class to teach.

Administrator II explained that many adjuncts complain about parking. He/she stated "Parking, that's a big challenge. We get complaints about parking all the time." Administrator II also explained that since there is such a large group of adjunct faculty at the college, it is difficult to provide support for them. He/she stated "[The administration] understand[s] that there is a limit to what they can provide for the adjuncts because there are so many. Like adjuncts want parking. We can't have 900 reserved parking spots. It becomes an issue."

Access to resources. Many researchers have documented the lack of resources that are available to adjunct faculty (CCSSE, 2009; Gappa, 2000; Green, 2007; Jaeger, 2008; Jacoby, 2006; Jones, 2008). For instance, office space is a resource that is almost always provided to full-time faculty but rarely available for adjunct faculty (CCSSE, p. 19; Gappa, p. 80; Jaeger, ¶ 19; Jacoby, p. 1085; Jones, p. 214). Additionally, many adjuncts teach at night when other staff have left campus (Green, p. 31). This may affect the ability of adjuncts to take advantage of instructional resources, such as the library (Jones, p. 214). Additionally, professional development resources may not be as abundant for adjuncts as they are for full-time faculty (Jaeger, ¶ 18).

Findings from the interviews with adjunct faculty and administrators at both institutions suggested that adjunct faculty have limited access to instructional resources. These resources appear to be physical in nature and also related to professional development. In many cases, resources are not available or easily accessible to adjunct faculty due to time or geographical constraints.

Multiple interviewees at TCC cited the lack of office space as a major problem for adjunct faculty. Union Officer I expressed the desire to have offices for adjunct

faculty so they can meet with students. Union Officer I stated, "In general, that's one of the great problems is no office. No office space. You're talking to kids in the hallways."

While there is a part-time faculty lounge, Veteran Adjunct I explained that it is not conducive to doing work since it tends to be a social environment.

> So you don't have any office space. They got the part time faculty lounge, which is okay, but it's not like an office or something like that where you can go sit and be quiet. You know, under normal circumstances there's other people in there.

Participants from both institutions believed that the limited time that adjunct faculty spend on campus impacts negatively their ability to take advantage of resources and support systems. Department Chair II described the lack of control that adjunct faculty may feel due to their limited access to certain support systems, such as the copy center.

> They're not here to access certain support systems that we might have. So even something as simple as copying a test because they can't get here early . . . cause[s] them a lot of anxiety. I see this also during final exam week because they have to copy the final exam, and if they don't get it ahead of time then they're very anxious kind of showing up because they don't have a lot of control over some of that. . . . They just have to hope that what's supposed to be in their mailbox is in their mailbox.

Interview data suggested that adjunct faculty who teach during the evenings face significant challenges related to resources since certain offices may be closed when they are on campus. Administrator II explained how adjunct faculty who teach at night may be unable to benefit from certain support systems.

> The people who teach at night, I think they definitely feel it because I've heard them say, "Well, we're at night and everything is closed. Everything is either locked or we don't have access to people. Let's say

registration is closed, and we have a question. The main offices on campus are closed. So we're just sort of on our own at night."

Administrator I also described the unique challenges faced by adjunct faculty who teach during the evenings. They cannot access certain resources that are available only during the day.

> They're not as familiar with the buildings and the equipment. There's not the same support here. . . . The support services aren't here, so if they run into a problem, they don't have as much. They're kind of on their own. . . . They have the same access to resources but maybe not while they're teaching, not at that moment.

Data collected from interviews at both institutions suggested that few adjuncts take advantage of professional development opportunities. Administrator I explained that the professional development resources offered to adjunct faculty are the same as those offered to full-time faculty. However, regarding the level of participation, Administrator I stated, "The percentage [of adjuncts who participate] is low. Mostly it's because of the difficulty of the timing of it." He/she explained that it is not possible to provide workshops at times that are convenient for every adjunct.

> When adjuncts come to me, everybody wants to have [professional development] when they're available. Some will say I want a . . . workshop at 10 AM or I want a workshop at 7 PM. You just can't accommodate all the times.

New Adjunct II explained that he/she is too busy to participate in face-to-face workshops at FCC. He/she stated, "If they were offered online, I could do them . . . but the times that they're offered, if they're offered on campus, I unfortunately don't have time to do them right now. I wish I did."

Veteran Adjunct II explained that there is no compensation – financial or professional – related to professional development activities. He/she believed this to be a reason for the lack of participation in these types of activities.

> I don't . . . see as many [adjuncts] as full-time [faculty participating] because we can't get [credit] and things for it. We just get a little certificate that says we did it. . . . But on other campuses we get credit for doing it. Some places give you 25 dollars.

Additionally, Veteran Adjunct II felt that he/she received little institutional support when he/she was applying for a research grant that required the applicant to be based at an institution of higher education.

> But there are other times where I felt there wasn't support. I had the opportunity, I was approached to apply for a grant for . . . a sister school project . . . I actually got to the point where I was working with the vice president, who left, and then no one wanted to pick it up . . . . And I tried making another connection to get something going, [but] it never happened. And so I just gave up because I had to . . . be based at a school in order to be able to pledge the grant.

Evaluation. While adjunct faculty are expected to teach courses similar to those taught by full-time faculty, they are often held to different standards for evaluation of their performance. According to the AAUP (2008), many institutions use only student evaluations to assess the performance of adjunct faculty while full-time faculty are held to more rigorous forms of evaluation (¶ 13).   Data collected from interviews at both colleges revealed that a formal evaluation process was not in place at either college. In fact, interview participants described minimal evaluation outside of the administration of student evaluations.

It was clear from interviews with adjuncts and administrators that student evaluations are administered in courses taught by adjunct faculty at both colleges. However, Department Chair I explained that supervisor evaluation is usually

spurred by a student complaint at TCC, rather than being part of a formal process

for all adjuncts.

> We try. The syllabus, all of the syllabi need to be submitted to the
> division by the first day of class. We do spot check if we see something
> that's very deficient or if a student brings something to our attention,
> but overall we are counting on the fact that they are professional
> educators and that is their job. They know how to do it.

At FCC, New Adjunct II believed that department chairs only review student

evaluations of adjunct faculty to identify significant problems as well. New Adjunct

II stated, "[Student evaluations] are just reviewed by the department heads, and I

noticed that they basically only look for . . . an overwhelming amount of negativity

going on."

Administrator I added that evaluation of adjunct faculty at TCC is not

handled consistently across the college. Usually, a student complaint initiates the

evaluation process. Regarding adjunct evaluation, Administrator I stated, "You

know, I think some are and some aren't. I think if there's an issue, then there's an

effort made to do that. But I think that's inconsistent. It's not a standard piece."

Adjunct faculty participants from both institutions described receiving little

or no feedback related to their teaching. New Adjunct I expressed frustration with

the lack of feedback received from his/her supervisor. Additionally, New Adjunct I

never received the results of student evaluations, which are supposed to be returned

at the completion of the semester.

> I've never actually had any interaction with my [supervisor]. . . . The
> funny thing is, the students fill out feedback forms. I still haven't
> received the ones that they filled out from last semester. There's sort of
> a lag.

Union Officer II also expressed frustration due to the lack of feedback associated with student evaluations. Union Officer II would like to receive suggestions from the administration about how to improve his/her teaching. Regarding student evaluations, Union Officer II stated the following:

> There isn't any additional feedback from the administration, so it's just kind of like this tour that you have to do. There's no motivation in it. There's kind of a disjoint between that and potential training because it doesn't say you need to be trained on this or you need to go take this [workshop].

In general, adjunct participants wished to have their teaching evaluated by their supervisor. However, none of the participants had recently been evaluated in the classroom. New Adjunct II, who is in only his/her second year of employment at the college, expressed the positive impact that feedback from students can have.

> If you have a couple of students that just . . . say, "Hey listen I think you're doing a good job. Thank you." It makes all the difference in the world. It really does. So if you know you're connecting with at least a couple people, even one really good student, you know that your efforts are not just falling flat. If you don't get that good feedback from students, you do worry. I do worry all the time.

New Adjunct I, who recently started teaching at the community college, also believed that formal evaluation would help him/her to improve his/her teaching.

> Let us get observed more by people who could tell us what we're doing wrong, what we're doing right. Right now I'm just flying blind. I've been flying blind for a year. It would be great if someone could just sit there and tell me, you might want to think about this or this was really good. Keep that up. You want to focus more on this area. Anything. Just some feedback. The formal recognition.

According to Union Officer II, FCC had communicated to the adjunct faculty that classroom evaluations would be conducted. However, Union Officer II was

never evaluated. Union Officer II expressed a strong desire to receive feedback on his/her performance.

> I did get a memo last spring saying, "Hey we're doing evaluations this semester, so don't be surprised if someone comes to visit you." Well, I didn't get a visit. Nobody wants to come do that. . . . Everybody's got to have that same input. There's got to be things in writing in your file that you can look back on and say, hey look I did this. I don't think anybody ever outgrows the need to get a little gold star, ever.

Veteran Adjunct II was never evaluated either, even though it was scheduled at the beginning of the semester.

> This semester I was scheduled to be evaluated, and when it came up again I had a broken leg and she said, "I'm not going to come do it because I know . . . you're not interacting in your classroom like you normally do because you can't get around."

Interaction with other faculty. Multiple authors have commented on the lack of connection between adjunct faculty and the community colleges at which they teach (Gappa, 2000; Green, 2007; Meixner et al., 2010; Wallin, 2004). Many adjunct faculty work in the evenings, and some others have work-related responsibilities outside of the classroom. As a result, adjunct faculty are often viewed as "outside of the mainstream of the community college" (Wallin, p. 375). According to a 2000 CSCC faculty survey, only 25% of adjunct faculty report interacting with fellow faculty on their most recent work day compared to 48% of full-time faculty (Schuetz, 2002, p. 43). Interaction between adjunct faculty and their colleagues – both full-time and part-time – was described as minimal by participants from both Tesla and Feynman Community Colleges.

New Adjunct I commented on the limited opportunities that adjunct faculty have to interact with other adjuncts.

> We don't really have any chance to interact with each other besides in the offices. That would be nice. Just to feel a little bit appreciated and have an opportunity where we could just talk to each other outside of work.

Veteran Adjunct I described a social event that the college holds annually for adjunct faculty. However, Veteran Adjunct I felt that these sorts of events were not held consistently enough to foster significant interaction among adjunct faculty.

> Once a year we have . . . a part-time faculty dinner which is real nice and they give out awards and stuff like that and that works out pretty good for everybody . . . and you get to sit with people. . . . I mean it's a social gathering . . . but they only do it once a year. It might be better if they had more social gatherings for the adjunct faculty.

Veteran Adjunct II believed that insufficient opportunity for social interaction with fellow adjuncts prevents them from forming meaningful relationships. Veteran Adjunct II explained that he/she did not have sufficient opportunity to form relationships with people he/she may interact with at in-service, for example.

> You start a semester developing friendships with people, and you find people that you can share ideas or new stories with or classroom things with . . . and then all of a sudden a new semester starts and your schedules are different and you never see the person again.

Administrator II described the lack of cohesion among adjunct faculty in comparison to the solidarity shown by full-time faculty. He/she stated, "I think [adjunct faculty] feel like, that we're kind of alone in this. I think they feel that the full-timers it's there for them. They have more this cohesive group where as we're just kind of stragglers."

New Adjunct I also explained that segregation between full-time and part-time faculty occurs at times. This limits the ability of adjuncts to interact with their

full-time colleagues and also sends a message that adjunct faculty are not considered

part of the faculty community.

> They had a full-time faculty mixer and then they had a part-time
> faculty mixer. So what I went to was a part-time faculty mixer. . . . I
> think that's sort of where we feel like there's a deliberate attempt to
> keep us out of the loop because [the president] talks to them in the
> morning and talks to us at night. We're separate. Separate but equal.

Union Officer II explained that the timing of certain events, such as adjunct

in-service, prevents adjunct faculty from interacting with full-time faculty or other

college staff.

> Well, it's because we don't feel like we belong because we're not part
> of the culture. . . . We have our big adjunct meeting at the beginning of
> . . . the fall semester and the spring semester. Well, the fall semester our
> adjunct meeting starts an hour after the all school picnic. We don't get
> a chance to interact with anyone else at the college.

Additional evidence of separation between adjunct and full-time faculty was

provided by Administrator I. Both adjunct and full-time faculty unions have an

online discussion board used to discuss employment issues. However, integration

between the two groups does not currently exist.

> The full-time faculty being union . . . they have their own discussion
> board. When they have a discussion about issues, it's only the full-time
> faculty. The part-time faculty union has one as well so when they have
> their discussions it's about the part-time. There's not an integration at
> this point. So I think that's part of why there's a separation.

Veteran Adjunct I believed that many adjunct faculty do not wish to increase

their level of involvement with the college, perhaps due to external responsibilities.

> I'm not sure that many of them want to be involved. A lot of them, if
> they're working multiple part time jobs at multiple institutions, they
> don't have a lot of time to be standing around here shooting the breeze.

New Adjunct II has yet to attend an adjunct in-service. While New Adjunct II appeared interested in attending, external work responsibilities prevented him/her from doing so. He/she stated, "I haven't attended any of the adjunct [in-services]. The in-services are voluntary. . . . I also worked exactly at those times. Those were a lot of my big private tutoring days."

Department meetings might provide an opportunity for adjunct faculty to interact with other full-time faculty and also the department chair. However, Veteran Adjunct II expressed frustration with not being invited to department meetings or having the opportunity to meet personally with his/her department chair.

> My first department chair used to invite the adjuncts to come to the faculty meetings. No one since then has. . . . I don't see a lot of department chairs meeting with the adjuncts other than at the in-service at the beginning of each fall/spring semester. You have to have the person who's your supervisor be aware or be accessible, and I don't feel that that's case.

Department Chair I described the negative impact from the lack of interaction between adjunct and full-time faculty. Department Chair I described the following challenge:

> Not having time with the full-time faculty to really talk through about what's working in the classroom. The curriculum itself. Oh how do you deliver this? How do you find that they respond to this? There's definitely a disconnect between the full-time and adjunct faculty and that's so important when you're looking at it from a programmatic level.

Decision making. Literature related to adjunct faculty describes their minimal role in decision making related to the educational processes of the institution. Adjuncts are unlikely to participate in curriculum development, department

meetings, or other related activities that are expected of full-time faculty (Jacoby, 2006, p. 1085; Phillippe & Sullivan, 2005, p. 99). In some cases, opportunities are presented to adjunct faculty to become involved in the decision making process. However, compensation for their participation is offered infrequently and, therefore, does not provide sufficient incentive for adjuncts to become involved (Christensen, 2008, p. 32; Wallin, 2005, p. 4).

Two perspectives were provided during the interviews at Tesla and Feynman Community Colleges. First, participants suggested that adjunct faculty do not play a large role in making decisions on campus, especially at the institutional level. At the classroom level, minor differences in decision making exist between the two colleges. Second, participants described the difficulties associated with including adjuncts in the decision making process.

When asked about the role adjunct faculty play in decision-making at TCC, Veteran Adjunct I stated, "You don't really have much of a role in doing that. . . . They don't really ask your opinion too often at all."

Department Chair II described adjuncts as having a minimal role in decision making at FCC. This is due, in part, to their lack of attendance at department meetings. Department Chair II stated, "I would say they have a very small role [in decision making]. Our monthly department meetings, adjunct faculty do not attend. I'm not even honestly sure that they're aware."

Department Chair II also mentioned that he/she does not usually make a formal attempt to solicit adjunct feedback but will at times do so. While they may sometimes provide input, they are not making decisions.

When I meet with adjuncts as a group, which is only twice a year, it's more . . . communicating information rather than soliciting opinions. Every once in a while, I have more adjuncts that are more vocal than others and so they make a point of telling me, informally, about a textbook. . . . At that point, I would invite them to a department meeting. I would say, "I'll make sure people who are making decisions about textbooks know your thoughts." That's probably about as far as it would go.

Administrator II provided a somewhat contradictory perspective by explaining that adjuncts are invited to department meetings. Administrator II pointed out that adjuncts may provide input but are ultimately excluded from making decisions.

As far as making a decision, they can give input but they don't make the decisions. For example, many of them are invited to the department chair meetings, so they can have input on the textbooks. But for them to say, "I want to teach this textbook," no.

Administrator II also provided details about the adjunct advisory committee. This is a committee consisting of adjunct faculty that is chaired by Administrator II. The purpose of this group is to provide input from the adjunct perspective to the administration and help to influence decisions made at the college. Administrator II commented on the influence of this group by stating, "The advisory team has some say and some input, but overall on a larger level, it's not that much."

Administrator II provided some evidence of inclusion of adjunct faculty in shared governance at FCC. This was, in part, borne out of a suggestion made by the adjunct advisory committee.

We have . . . strategic priority teams and we have started to include adjunct faculty members because the advisory team said to me, "We should have adjuncts on those committees. . . ." So in that essence, they are involved in the decision making there.

While adjunct faculty are able to participate in shared governance at TCC as well, Union Officer I expressed cynicism over their ability to influence decisions.

> I haven't gotten involved in shared governance at this point. . . . Theoretically, you have a voice at making all the decisions. I haven't said anything yet. I've got my doubts that it will actually happen that way. . . . I think a lot of it is window dressing, but I could be wrong because I would generally have a cynical attitude about these things.

Data from both institutions reveal challenges associated with including adjunct faculty in the decision making processes. Union Officer I believed that only a small group of adjuncts are involved in work-related matters outside of the classroom.

> Five percent of the people do 80% of the work. I believe that wholeheartedly. And so your joiners, your doers, they're the same guys who do everything else. [They] work in the union, and it's a select group. They're the ones running the organization.

Administrator I identified lack of compensation as a reason that adjunct faculty do not frequently serve on institutional committees. He/she stated, "They feel like they should be paid to participate because the full-timers are doing it during their paid time. The opportunity is there, but it isn't perceived as the same." Additionally, the limited availability of adjunct faculty prevents them from serving on committees. Administrator I explained, "Those committees meet during the day and [adjunct faculty] are not as available."

Regarding the adjunct advisory committee at FCC, Department Chair II explained that it has been difficult to find adjuncts to represent the entire adjunct faculty population. Department Chair II stated, "It's difficult to find the right mix of people to serve on that committee because the ones with a lot of issues might not have time to say I want to serve on an advisory committee."

Veteran Adjunct II explained that adjunct faculty are allowed to become involved in the shared governance process by serving on committees. However, adjuncts must seek those opportunities out voluntarily.

> The only way that we can have an impact on things is if we make that step to get involved in things that we're not going to get paid to get involved in. . . . I don't think that [adjuncts] are specifically excluded, but I think adjuncts have to look for those opportunities or ask their department chairs.

On a smaller level, adjunct faculty at TCC appear to have considerable freedom to make classroom-related decisions. For instance, Department Chair I explained that outside of certain syllabus requirements, adjuncts have the freedom to make decisions about textbooks and methods of delivery.

> When I [train] a new adjunct faculty member, I say I am able to provide you with as much or as little assistance as you like for both syllabus creation and textbook selection. If a faculty member comes in and they are a master in their field . . . they know what works. . . . We do have some requirements for the syllabus . . . . [but] decision making in terms of instruction, in terms of delivery, [and] textbook . . . is in their hands.

Union Officer II suggested that some differences may exist between departments at FCC regarding how adjuncts are involved in the decision-making process at the classroom level. Union Officer II stated, "You don't always get a say in curriculum or textbooks. Again, that's that tone that's set by the department."

In his/her department at FCC, Department Chair II explained that adjuncts have little choice related to the textbook or other aspects of the syllabus. However, their input is considered informally.

> In our area we choose the textbook. We don't often solicit their input in any formal way. We'll hear things informally where an adjunct may say something to somebody about a textbook, which will sort of get

filed away and at some point when we make a change that may come up.

Emerging subthemes. Four emerging subthemes related to the fourth research question were identified. Three of the emerging subthemes – geographical barriers, threat to full-timers, and informal communication – emerged from the interview data collected at each institution independently. The fourth emerging subtheme – scheduling – emerged from the data at Feynman Community College only.

Geographical challenges. Access to resources and interaction with colleagues appeared to be affected negatively by geographical barriers at both TCC and FCC. Campus size and the location of classes were identified as geographical factors that cause stress for adjunct faculty and may contribute potentially to job burnout.

New Adjunct I explained that due to the size of Tesla Community College's campus, requests for technological resources require adjuncts to plan multiple days in advance depending on where they teach.

> If you're on [one side of] campus . . . then you have to request things way in advance to get them over there. . . . If you want to do anything involving multimedia, you have to put in your request two days ahead of time whereas if you're in [a different] building, you [need] two hours [notice].

New Adjunct I elaborated on the geographical barriers that prevent some adjuncts from accessing certain resources, such as the copy center.

> They really don't have a copy center over here. That way they have to get everything from . . . the west side. So they have to have it shipped over here. You have to submit that online, and it goes to [one] building, and then they have to inter-office mail it over. . . . If you don't order in time, you won't get it for the next day.

Department Chair I explained that the current construction projects at TCC are partly responsible for the limited access to certain resources.

The other thing which is really a challenge . . . at this time . . . [is] this huge construction . . . project. People are displaced. They're not in tech-enhanced rooms. They have to really go the extra mile to make the reservations with circulation services. It just complicates that resource issue.

At FCC, Department Chair II pointed to the location of classrooms as integral to the formation of a sense community within the department. In Department Chair II's department, classes have been dispersed throughout the campus, reducing the amount of interaction between faculty.

When more [department] classes were in one building, then they all saw each other between classes and they knew where the [department] classrooms were, but then again that was more social and informal. . . . It was a smaller common area, but . . . because there [were] so many [department] people there at the same time, that worked well. Now, our classes have dispersed a little bit, and as a result, the faculty have [dispersed]. There's not really common area for [department] faculty or [department] adjunct faculty because now they're really spread among three different buildings. It still gives them a chance to talk to other departments but less so within the department.

Threat to full-timers. Multiple interviewees at both colleges stated or implied that some full-time faculty view adjunct faculty as a threat. The nature of this threat took on various forms across the interviewees.

For instance, Union Officer I viewed the threat as economic in nature. When asked how adjunct faculty were viewed by full-time faculty, Union Officer I stated the following:

I think number one as a threat. Often as an inconvenience. The basic idea I think is that if there weren't any adjuncts, there would be a lot more full-timers. . . . The full-time faculty has nowhere to go but down. They've got as much as they could possibly have in my point of view. Their health benefits, the whole package of which we have [none]. From that point, everything's a threat.

Veteran Adjunct I relayed a story about the time he/she helped to develop a new course. After helping to prepare the course, he/she perceived that the full-time faculty in the department felt threatened by his/her involvement.

> That's like they were talking to me about co-teaching, some team teaching a new class they had, and I put some input into it and stuff like that and then they asked me if I wanted to teach this one section of it . . . and I said sure. I started, you know, getting ready . . . and the full time faculty, the people that were involved, got real nervous. . . . And then they said, no, we're going to take care of it ourselves.

Administrator I explained that some full-time faculty view adjunct faculty as competition at TCC and may not respect the quality of adjunct teaching. Regarding the full-time view of adjunct faculty, Administrator I stated, "They're competition. I think that full-time faculty really believe that we need more full-time faculty. That our ratio is not what they think it should be."

This sense of competition was also evident at FCC. Veteran Adjunct II relayed a story in which he/she replaced a full-time faculty member who had passed away. Veteran Adjunct II was placed into a class instead of another full-time faculty member in order to gain classroom experience prior to teaching an online course. After doing so, he/she sensed unfriendliness from full-timers in the department.

> But then the problem was . . . that since the full timer here died, two men had been sharing all the . . . classes, so they had to bump one of them to put me in. One's no longer here . . . but the other one who still is here, still doesn't talk to me.

While he/she does not hold these feelings, Department Chair II commented on the negative perception of adjunct teaching ability that some full-time faculty

hold. Additionally, full-time faculty may express resistance to sharing course materials with adjunct faculty.

> I think some of [the full-time faculty] will think that adjunct[s] will take the easier way. Now in our subject area, that sometimes means that an adjunct will ask for a test, let's say, then there's some resentment when an adjunct uses the test almost exactly as it is. They only make small changes to it. . . . [and full-time faculty members may say], "They should make up their own test. I make up my own test." I think sometimes when full-time faculty are asked to share materials. . . they're generally happy to do [it] until they find out that they're sort of being used as is or with very minor changes. Then they feel like the adjuncts aren't doing their full job.

Informal communication. Formal orientation is not required for adjunct faculty at either TCC or FCC. Instead, adjunct faculty seem to learn about college policies and procedures from their department chairs and other faculty. As a result, some adjunct faculty fail to benefit from critical information. Additionally, some adjunct faculty are unaware of resources that the college is able to provide to them.

Department Chair II shed light on the informal nature of orientation for adjunct faculty at FCC. Typically, they are given a syllabus and some preliminary information about the course they are teaching, but some details may not be communicated effectively.

> They're all given a syllabus, that's not a problem but some of the details get lost and are not communicated very well. Topics that should be covered but covered lightly. Topics that are a big focus [but do not] translate in a syllabus necessarily. . . . Small details like the correct book and detailed course learning outcomes are not always communicated clearly.

Veteran Adjunct II expressed frustration with the minimal preparation provided to him/her when he/she first began teaching. He/she stated, "[Adjuncts]

get a couple of syllabi for whatever course they're teaching [and] samples of what

other people have used and as far as I know that's all they're getting."

Department Chair I explained that orientation at TCC is also an informal

process. In a short amount of time, Department Chair I is responsible for providing

information to new adjuncts, including the availability of instructional resources.

> That's part of our current challenge is we don't currently have an
> orientation program for adjunct faculty standardized college wide.
> Then it falls on the [department chairs] . . . that hire the individuals in. I
> have them for an hour, hour and a half after hire and I try to educate
> them on how to gain access to all of the resources.

Veteran Adjunct I also conveyed that new adjuncts do not receive much

orientation. Instead, they learn the "ins and outs" while on the job.

> The one guy that we did hire here recently . . . what happened was he
> came in and basically he was talking to me about some of the ins and
> outs of what you needed to do and he was talking to [name removed]
> who is actually a full timer here . . . talking to him about some of the
> ins and outs and some of the other part time instructors about some of
> the ins and outs and what they needed to do at the college. He didn't
> get much other information than what he got from us.

Administrator I described the informal manner in which policies and

procedures are communicated to adjunct faculty due to the lack of a formal

orientation program.

> They're posted on the website. They're available, but they would have
> to search it out where a full-timer would have been exposed to that in a
> different way. It's all available but . . . they might have to search for it a
> lot harder.

At FCC, college policies and procedures are communicated to adjuncts during

in-services. New Adjunct II explained that he/she is unable to attend most in-

service days due to external work responsibilities. Since he/she could not attend,

New Adjunct II had to "learn the ropes" on his/her own. New Adjunct II stated, "I

haven't attended any of the adjunct [in-services]. The in-services are voluntary, but [my supervisor] had kind of trained me on certain things. I basically learned the ropes on my own and everything else."

Department Chair I described the problem of adjunct faculty being unaware of the wealth of resources available at TCC.

> I would say their number one obstacle to teaching in the classroom is not being aware of all of the resources that the college has to offer them. I always tell people when I'm orientating the adjunct faculty, [Tesla Community College] is huge. There is absolutely nothing that it cannot offer you. . . . I think that is the biggest challenge is knowing what resources they have at their disposal.

Similarly, Administrator II explained that some adjunct faculty at FCC are unaware of possible solutions to problems that may arise during the semester.

> I think another thing that contributes to the feelings of stress, and I get this a lot from adjuncts, [is] that they feel that they're alone as adjunct faculty members when it comes to creating their syllabus or it comes to figuring out what they should do on campus or what they should do in the classroom. If they have an issue with a student, who do I call? What should I do? If I want supplies or if I need more materials, where do I go, who do I talk to?

Veteran Adjunct II expressed cynicism regarding an administrator's view of adjunct faculty resources at FCC. Veteran Adjunct II explained that while these resources exist, not all adjunct faculty are informed about of them.

> And I know of one administrator . . . who said, "Well, adjuncts have access to all of the things that full timers do." Well, we don't. We might, but we don't have the perception of it or we don't know about it.

At TCC, adjunct faculty receive a handbook that includes information about resources and college policies. However, Department Chair I expressed doubt as to

whether the handbook is an effective way to communicate the availability of these resources.

> The instructor's guide book is good. I mean it's listed there, but it depends on the type of learner that they are. Are they someone who's going to sit and go through a guidebook or do they respond better to someone taking them on a tour and explaining, "Well here's where this is?"

New Adjunct I did not find the handbook that he/she received upon being hired helpful. This handbook describes the types of resources available to adjunct faculty. New Adjunct I preferred to seek out guidance from full-time faculty colleagues.

> They give you a part-time faculty handbook, which I perused. It's really just a matter of getting in there and doing it. When you encounter a situation and you're forced to go seek out the answer. . . . If I can't find the answer myself, I'll email the full-time faculty that I'm in touch with.

Scheduling (FCC). Interview data from FCC suggest that adjunct faculty have limited control over their own teaching schedules. This is due primarily to the priority given to full-time faculty in selecting course loads. The limited ability of adjunct faculty to control their own schedules may serve as a risk factor for burnout.

Union Officer II expressed frustration with supervisors who wait until very late in the semester to finalize the schedule for the upcoming semester. He/she also implied that the timing for the scheduling process differs between departments. Union Officer II stated, "Some [supervisors] make you wait until right before the semester ends to find out about the next semester, and that can be a little frustrating, that inconsistency."

Department Chair II explained that scheduling conflicts may force adjunct faculty to teach new courses each semester. In order to teach their maximum possible course loads, many adjuncts feel compelled to take on the additional workloads. This forces them to contribute significant amounts of time and effort preparing for these new courses. Department Chair II stated, "Their courses tend to change every semester. The prep work that is involved changes every semester. . . . If they want 12 hours, then they might have three preps and teach five days."

Department Chair II explained further that some adjunct faculty may feel compelled to teach a new course for which they may not be academically prepared.

> When it's an upper level course they might not have taught before, have not seen in a while, they may not be comfortable saying to me, I don't think I can teach this. I don't know that I can prepare myself. I try to give them an out. I try to say . . . a lot of people don't like teaching this course . . . and I usually give them time to think about it and let them look at the book. A lot of them don't feel comfortable sort of admitting they don't feel prepared academically wise to teach a certain course.

Administrator II commented on the monotony that some adjunct faculty experience from teaching the same course repeatedly. When asked if adjuncts are often successful in requesting new courses, Administrator I stated, "No, I think department chairs they just want to staff their classes. If it falls into the adjunct teaches the same thing over and over, then so be it."

New Adjunct II suggested that newer adjunct faculty may experience more issues related to scheduling than experienced adjuncts. Upon starting at FCC, New Adjunct II wished to teach higher level courses. While these were not made available to him/her at first, New Adjunct II was offered these courses after a few semesters.

You may not get exactly the times you want, but once you're there for a couple of semesters, you tend to move up on their [list]. . . . It took a few semesters for me to get [higher level] courses.

Research Question 5: What Impact Do Adjunct Unions Have on Addressing the Underlying Causes of Burnout Among Adjunct Faculty?

To address the fifth research question, data from interview questions 14 through 16 were coded so that *a priori* and emerging themes could be identified. Tables 51-53 summarize the findings that correspond to these interview questions. Each table displays findings for the interview participant groups included in this study.

Table 51

Findings for Interview Question #14: Are You a Member of the Adjunct Faculty Union? If Yes, Are You an Active Member?

Respondent Group	Summary of Findings
1. New Adjuncts	New Adjunct I – No; ineligible
	New Adjunct II – Yes; active
2. Veteran Adjuncts	Veteran Adjunct I – No; ineligible; not interested
	Veteran Adjunct II – Yes; active
3. Union Officers	Union Officer I – Yes; active
	Union Officer II – Yes; active
4. Department Chairs	Question not asked of instructional administrators
5. Administrators	Question not asked of instructional administrators

Table 52

Findings for Interview Question #15: Does the Union Provide Support for Adjunct Faculty? If Yes, What Forms Does the Support Take?

Respondent Group	Summary of Findings
1. New Adjuncts	Compensation
	Benefits
	Grievance process
	Professional development funding
	Shows appreciation to adjuncts

Table 52 (continued)

Findings for Interview Question #15: Does the Union Provide Support for Adjunct Faculty? If Yes, What Forms Does the Support Take?

Respondent Group	Summary of Findings
2. Veteran Adjuncts	Little support for non-members Non-members still pay fair share dues Support for individual problems Compensation Benefits
3. Union Officers	Grievance process Health insurance Communication with adjuncts Treats during holiday season
4. Department Chairs	Compensation and rights Addresses issues outside of classroom primarily
5. Administrators	Multiple contract provisions – compensation, benefits, etc. Responsible for office space and instructional resources Decision making status Job security

Table 53

Findings for Interview Question #16: What Is Your Perception of the Effectiveness of the Adjunct Faculty Union?

Respondent Group	Summary of Findings
1. New Adjuncts	New Adjunct I feels expendable as non-member Creates sense of community Provides job security
2. Veteran Adjuncts	Positive effect for adjuncts Limited due to eligibility requirements Many potential members not interested Anti-union sentiment from administration
3. Union Officers	Increasingly effective Limited support for non-members Contract serves as a barrier to involvement Many potential members not interested Weak leadership affected contract negotiations
4. Department Chairs	Gives adjuncts someone to talk to besides supervisor Limited due to eligibility requirements
5. Administrators	Limited due to eligibility requirements Contract has weaknesses

Collective findings from both institutions revealed the dominant theme that

unions provide support for adjunct faculty; however, that support is limited for

multiple reasons. *A priori* and emerging subthemes elaborate on the ways that the unions help to support adjunct faculty and also the ways that the effectiveness of the adjunct faculty unions is limited.

Dominant theme: Adjunct faculty unions provide multifaceted yet limited support for adjuncts. Coding of qualitative data from both Tesla Community College and Feynman Community College revealed that each college's union provides support for adjunct faculty; however, this support is limited for multiple reasons. The *a priori* and emerging subthemes that expand on this theme are presented in the ensuing subsections.

A priori subthemes. Through the process of coding interview transcripts from both institutions, two *a priori* subthemes related to the support provided by adjunct faculty unions were identified. The first subtheme suggests that adjunct union contracts effectively deliver "nuts and bolts" contract provisions, such as compensation and employment rights, described in adjunct union literature (Maitland & Rhoades, 2005; NEA, n.d.). The second subtheme, which was identified at TCC only, provides an explanation for the limited ability of adjunct unions to increase their memberships (Maitland & Rhoades, 2005; NEA, 2007).

"Nuts and bolts" contract provisions. The adjunct faculty unions at TCC and FCC are associated with the Illinois Education Association/National Education Association (IEA/NEA) and the American Federation of Teachers (AFT), respectively. According to the NEA (n.d.), adjunct faculty contract negotiations should include the following five major goals: (a) salaries and benefits, (b) job security, (c) paths to tenure, (d) professional status, and (e) union rights.

Additionally, the adjunct union operates separately from the full-time faculty union at each college. Maitland and Rhoades (2005) explain that separate adjunct unions at two-year colleges typically have contracts that focus on compensation, course preparation, professional development funds, tuition waivers, and committee service.

Union Officer I explained that his/her focus was on adjunct faculty compensation and tangible issues. He/she believed that the level of compensation was the biggest concern for most adjuncts.

> I don't know about anybody else, but I'm a real . . . nuts and bolts kind of union leader. Meat and potatoes, hours and money, that kind of thing. . . . At the end of the day, I find that most people are concerned about the dough; that's what it really comes down to.

Veteran Adjunct I described his/her perception of the mission of the adjunct union at FCC as being related to compensation and benefits. Veteran Adjunct I stated, "Well, I think . . . what happens here is that the unions want to address some of the inequity in pay. They want to address some of the inequities in terms of benefits."

Administrator I believed that the union at TCC was effective at negotiating an appropriate compensation level. Administrator I stated, "They have worked very hard to try to get some benefits. They have worked to keep the pay competitive with other institutions."

Veteran Adjunct II expressed appreciation for the presence of the union on campus. Veteran Adjunct II was particularly impressed with the retirement and health-related benefits provided to adjunct faculty at FCC.

> I'm glad we have a negotiating team, so it's worth it to me to have the dues, to have that support. And they do. They can do health screenings, they've gotten the 403b plan going for us and other things, so I see the union as having value.

Administrator I described a contract provision at TCC that helps to provide some level of job security to adjuncts. Specifically, the provision relates to the process of "bumping" an adjunct from a course prior to the start of the semester.

> We've not bumped part-timers as much to fill full-timers' roles. We don't cancel classes until almost the beginning of [the semester], so one of the things [for] the union members is if they're bumped and . . . it's like within two days or something, they do get a small compensation . . . Now, when we're going to cancel classes, we think it might cost us money to do that.

Review of the adjunct faculty union contract at TCC clarified the description provided by Administrator I regarding the process of "bumping." A $200 stipend is provided to an adjunct faculty member who is removed from a class within five days of the first class meeting. The contract stipulates that the adjunct may be removed due to a class cancellation or the need for a full-time faculty member to complete a full course load.

Administrator II spoke positively of some of the provisions for which the adjunct union at FCC has been able to bargain.

> They support adjunct faculty in terms of bargaining for vacation days, the number of classes they're allowed to teach up to a certain point without being considered full-time. Also, requesting such things as additional work areas on campus, professional development opportunities, and instructional resources.

Department Chair II gave credit to the adjunct faculty union for the emergence of increased office space for adjuncts at FCC.

> I know some of the common work areas . . . came as a result of their union saying "We need a place to work. We need a place for our

faculty to be able to work." I think that was something they heard and the union was able to act on that and get it as a result.

Limited outreach. Despite the increasing presence of adjunct faculty unions nationwide, large numbers of adjunct faculty are not union members. While 46% of all community college adjunct faculty are eligible for union membership, only half of those who are eligible actually become union members (NEA, 2007, p. 6). As a result, they may not experience the same level of support as other adjuncts who hold union membership.

Maitland and Rhoades (2005) report that a 1997 NEA survey of unions in four states found that non-members were 10% more likely than members to hold primary employment outside of higher education (p. 76). The authors suggest that their job responsibilities outside of the college may make it difficult for unions to recruit them (p. 76). These results indicate that *specialists,* as defined by Gappa and Leslie (1993), may have a decreased likelihood of joining adjunct unions.

Findings from the interviews with adjunct faculty and instructional administrators revealed that the outreach of the adjunct faculty union on each campus was limited. At Tesla Community College, eligibility requirements for union membership prevented many adjunct faculty from joining. At Feynman Community College, a lack of interest or awareness among adjunct faculty was described as a barrier to union growth.

Not all adjunct faculty at Tesla Community College are eligible for membership in the adjunct faculty union. According to the adjunct faculty union contract at TCC, an adjunct faculty member must teach for three consecutive academic years and also teach a minimum number of credit hours in the third year

to become eligible. Furthermore, an adjunct faculty member must teach a minimum number of credit hours each year to maintain his or her eligibility.

Union Officer I explained that the union has limited abilities to help non-members. Union Officer I stated, "We do as much as we can, but once again, if you're not a member, there's a lot that you're precluded from."

Department Chair I, who at one time was an adjunct faculty member at TCC, spoke of the limited effectiveness of the union due, in part, to the eligibility requirements.

> I think that . . . it's a relatively small percentage that are eligible to be union members and . . . of that percentage a fraction of that are actually active in the union itself and then on the college . . . committees where they could make their options known. I just think that they're not very effective because they just don't have many engaged members.

New Adjunct I expressed a desire to join the union during the interview. However, as a non-member, New Adjunct I expressed a sense of being an outsider. He/she stated, "If I became eligible I probably would [join] because they . . . get paid. They get benefits. . . . I think I'm sort of expendable until I become a member and I start paying dues."

At Feynman Community College, a lack of interest or awareness among adjunct faculty was described as a factor that limited the ability of the union to increase membership and thus provide support for additional adjunct faculty. Many adjunct faculty who are eligible to join the union elect not to or are uninformed about the existence or benefits of union membership.

Union Officer II cited difficulty communicating with adjunct faculty as a major factor that prevented building union membership. He/she stated, "You know

that's been a real struggle for our executive committee is just communicating with the adjuncts. . . half the adjuncts don't check their email. Of the half that does check their email, maybe 10% will respond."

Additionally, Union Officer II explained that adjuncts have different goals and expectations for their part-time employment at the college. For instance, those adjuncts who work full-time may not wish to be involved with the union due to their responsibilities outside of the college.

> Well, some adjuncts they just want to come in here and do their thing and leave. They're not interested in being part of the school. . . . It might be somebody who works full-time who's just picking up teaching as extra stuff.

While he/she did not specify a particular group of adjunct faculty, Veteran Adjunct II explained that some adjunct faculty do not believe that joining the union is important. Veteran Adjunct II stated, "I've seen the union officers try to get through to people . . . but a lot of the adjuncts don't see the union as important."

Emerging subthemes. Two emerging subthemes that shed light on the abilities and inabilities of the adjunct union to provide support for adjunct faculty were identified. First, data from both colleges suggested that the adjunct unions help to foster a sense of community among adjunct faculty. Second, inexperienced leadership on the first adjunct union executive committee at FCC resulted in a weak contract and limited the effectiveness of the union.

Sense of community. Interviewees from both institutions expressed the belief that being a member of a formally represented group on campus helps to create a sense of community among adjunct faculty. This sense of community is fostered

through communication and by providing adjuncts with a place to go with work-

related problems.

Union Officer I spoke of the ways that the union officers maintain contact

with other adjunct faculty at the college.

> We have an open line of communication, as I said, with our website,
> and people email us information. They ask questions, and we respond.
> We try to keep open lines of communication, and we try to keep
> abreast of what's going on. We also, you know, do things like treats
> and so forth for the holidays and things like that.

New Adjunct I, who is not eligible to be a union member, still recognized the

outreach of the adjunct union.

> They give us treats on the holidays. They give us . . . materials like
> what our rights are, they put the posters up. I'm not sure how much
> influence that they have over what goes on. In that way they're sort of
> indirectly supporting us I guess because what they determine a lot of
> times will affect us as well.

New Adjunct II, who is not yet eligible to join the union, explained how the

union made him/her feel like part of a group. Since the college is so large, New

Adjunct II expressed the importance of feeling like he/she belongs. New Adjunct II

also mentioned the adjunct newsletter that is sent to all adjunct faculty, both

members and non-members.

> It's really effective. Yeah, it's one of the best. . . . I had no idea just how
> effective, but they really do make you feel like you're part of a group,
> that you do have representation. You're not just a small, insignificant
> dot in this big pool of college. They send out that newsletter every
> week, and they really make it known that our presence is here. We
> teach a big part of this college, and, you know, we're definitely on your
> side. It really makes a big difference.

New Adjunct II also expressed the belief that the union represented a place

he/she could go with any problems related to employment. New Adjunct II stated,

"They do make you aware . . . that there's always someone you can come speak to if you have any concerns of any kind."

Department Chair II shared a similar perception of the union as New Adjunct II. Department Chair II explained that sometimes adjunct faculty may not be entirely comfortable confronting their supervisors with a problem. The union provides adjunct faculty with an additional place to receive support.

> It does give them another resource. If their department chair is their only resource and they view their department chair as their boss, they're not going to bring up certain things to me . . . they could get a more direct answer from their union.

Finally, Veteran Adjunct II recalled a time when he/she received advice from the union about a potentially stressful situation. Veteran Adjunct II stated, "It got resolved favorably from my standpoint, but it was something concerning. I right away had somewhere to go to and ask. Because I learned that, I thought that was real important."

Inexperienced leadership (FCC). The faculty union at FCC is relatively new on campus and has only had one contract thus far. Data collected during semi-structured interviews suggested that the contract may be weak in some areas due to the lack of experience of the negotiating team. Specific details regarding the strengths or weaknesses of the contract were not mentioned during interviews.

Administrator II believed that the current contract could be stronger than it is. However, Administrator II was confident that the next contract would be much improved now that the adjunct union leaders have a clearer picture of what they want from the contract.

From taking a look at the contract, I think they could probably do a better job in negotiating for some things. I think they have realized this too. When they did their first negotiations, they negotiated for certain things like how many days off and things like that. Once it was done, I think they kind of realized what they should have asked for or what they should have bargained for and they didn't. I think the new negotiations, when they come up, I think it will be a lot different.

Union Officer II criticized the individuals who served on the negotiating team

and held them responsible for weaknesses in the contract.

Okay, you remember the island of misfit toys? Okay, so our union started off with some non-business majors and so our contract is [expletive deleted]. . . . The wording in it is horrible. They were horribly intimidated at the last contract negotiations and their leadership was very weak.

Research Question 6: What Strategies Are Employed to Prevent or Address the

Manifestation of Burnout Among Adjunct Faculty?

To address the sixth research question, data from interview questions

seventeen through twenty were coded so that *a priori* and emerging themes could be

identified. Tables 54-57 summarize the findings that correspond to these interview

questions. Each table displays findings for the interview participant groups

included in this study.

Table 54

Findings for Interview Question #17: What Strategies Do Adjunct Faculty Employ to Prevent Stress and Burnout?

Respondent Group	Summary of Findings
1. New Adjuncts	Personal interests
	Talking/venting with other adjuncts
	Talk to faculty and department chair
	Set realistic expectations
2. Veteran Adjuncts	Schedule personal downtime
	Avoid conflict
3. Union Officers	Individualized approach needed
	Some adjuncts ignore problems
	Smart scheduling
	Personal interests

Table 54 (continued)

Findings for Interview Question #17: What Strategies Do Adjunct Faculty Employ to Prevent Stress and Burnout?

Respondent Group	Summary of Findings
4. Department Chairs	Humor and energy
	Prepare to teach new courses through
	professional development
	Take control of their schedules
5. Administrators	Take a break/reduce teaching load
	Teach a new course
	Professional development

Table 55

Findings for Interview Question #18: What Institutional Strategies Are Employed to Prevent Stress and Burnout?

Respondent Group	Summary of Findings
1. New Adjuncts	Shared office space
	Faculty development center
2. Veteran Adjuncts	Professional development
	Adjunct advancement program – dissolved due to cost
	Workshops at in-service
3. Union Officers	Compensation for required meetings
	Ability to teach 80% of a full-time course load
	Workshops at in-service
	Appreciation from department chair
4. Department Chairs	Scheduling to reduce bumping
	Faculty development center
	Shared office space
	Technology has improved communication and access to resources
	Adjunct advancement program – dissolved due to cost
	Adjunct advisory committee
	Grouping same discipline in one building
	Workshops during in-service
	Administrator devoted to adjunct activities
5. Administrators	Modest compensation for workshops
	Compensation for bumping
	Faculty development center
	Orientation – dissolved due to cost
	Adjunct advisory committee
	Shared governance
	Shared office space
	Adjunct advancement program – dissolved due to cost
	Administrator devoted to adjunct activities

Table 56

Findings for Interview Question #19: If You Could Improve One Aspect of How the College Provides Support for Adjunct Faculty, What Would It Be?

Respondent Group	Summary of Findings
1. New Adjuncts	Evaluation
	Grading assistance
2. Veteran Adjuncts	Decision making ability
	Communication
3. Union Officers	Office space
	Professional development
4. Department Chairs	Orientation
	Recognition
5. Administrators	Orientation
	Parking

Table 57

Findings for Interview Question #20: Can You Think of Any Other Strategies That Could Be Used to Address Adjunct Faculty Burnout?

Respondent Group	Summary of Findings
1. New Adjuncts	Equally spaced paychecks
	Take a break from teaching
	Online training
	Optional involvement outside of the classroom
2. Veteran Adjuncts	Improved health insurance
	Tuition reimbursement
	Improved communication with department chair
3. Union Officers	Improved compensation
	Consistent investment in adjuncts
	Take a break from teaching
4. Department Chairs	Face-to-face orientation
	Personal desk in shared offices
5. Administrators	Face-to-face training
	Additional administrative help for large departments
	Improved evaluation procedures
	Adjunct professional development curriculum

The qualitative data collected through semi-structured interviews revealed multiple personal and institutional strategies that prevent or address burnout. Maslach et al. (2001) explain that both personal and organizational strategies are needed to help prevent burnout (p. 419). Therefore, two dominant themes were

defined that correspond to personal and institutional strategies, respectively. *A priori* and emerging subthemes provide details surrounding these specific personal and organizational strategies. An additional dominant emerging theme revealed the cost-related challenges associated with providing programmatic support for adjunct faculty.

Dominant theme: Personal strategies employed by adjunct faculty address job burnout. According to Maslach et al. (2001), most studies of burnout prevention focus on enabling the employee to cope with the workplace through individualized strategies (p. 418). For instance, Wood and McCarthy (2002) explain that some teachers assume a reduced teaching load or engage in interests outside of the workplace (p. 5). Additionally, Godt (2006) suggests new instructional strategies, exercise, and personal downtime as individual approaches to dealing with burnout (pp. 59-60).

A priori subthemes. Coding of qualitative data from both Tesla Community College and Feynman Community College revealed specific personal strategies that help to address burnout among adjunct faculty. The following personal strategies are presented as *a priori* subthemes: (a) personal interests outside of work, and (b) scheduling changes.

Personal interests. Multiple authors have commented on the effect that outside interests have on reducing job burnout and increasing energy levels (Godt, 2006; Kyriacou, 2001; Wood & McCarthy, 2002). New Adjunct I and Veteran Adjunct I from TCC expressed the importance of having something outside of the college, such

as hobbies or personal interests, to do or look forward to as a break from teaching.

Both mentioned exercise as a possible outlet. New Adjunct I stated the following:

> Home life has a lot to do with . . . how they deal with things. Just having someone there to go home to. . . . For me it's like, I try to get my frustrations out through exercise.

In addition to exercise, Veteran Adjunct I implied that having a full-time job outside of the college may prevent burnout from occurring.

> Well, I think a lot of them, they work in their field. If they have a regular job, they go to their regular job, you know. The school does have some workout facilities here, so you can do some stuff there, some physical stuff. I think a lot of people do volunteer type things here, you know, get involved in some of the volunteer organizations.

Multiple interviewees from FCC stressed the importance of spending time away from course-related responsibilities. For instance, Union Officer II exercises regularly and engages in hobbies such as reading and exercise.

> Right now I'm walking five miles four times a week to work out those frustrations. I try to make sure I get enough sleep. Just simple things. I've been reading stuff that has nothing to do with my classes that I think is fun. . . . I've got to have those elements to kind of chill, make sure I have plenty of down time.

Veteran Adjunct II builds personal time into his/her schedule. Veteran Adjunct II stated, "For me personally, I found that I have to make time for life outside of school. So I have to purposely build downtime with my calendar, but I found that that's a big help"

Another way adjuncts ensure that they have sufficient downtime is to separate work life from home life. Veteran Adjunct II described a method that some other adjuncts use to prevent working excessively at home.

> Some of the adjuncts . . . spend more time on campus and they never take anything home. Even if it means sitting here until seven or eight

[o'clock], they'll do all of their grading and prep work here and leave it in the locker and not take it home. And they found that separating the two has helped.

Scheduling changes. Wood and McCarthy (2002) suggest that reducing the teaching load, when possible, is a viable strategy for reducing feelings of job burnout (p. 5). Additionally, Harris and Prentice (2004) find that making changes to the work environment, perhaps by taking sabbaticals or research-related travels, helps to increase energy levels among faculty (p. 741). Interview findings suggest that adjunct faculty also make scheduling changes to reduce feelings of burnout.

Sometimes the monotony of teaching the same class each semester may give rise to feelings of boredom. Administrator II described this problem of monotony and a solution employed by some adjuncts.

> There is no variety in what they're teaching or what they're doing. . . . They teach the class that they're asked to teach and nine times out of ten it's the same class. . . . I think some of them try to teach in more than one area if they're qualified because it adds to the variety.

Department Chair I also alluded to the monotony that some adjunct faculty start to feel over time. Department Chair I explained that through professional development, adjunct faculty may prepare themselves to teach new courses and stay refreshed. He/she stated, "I think another way that they're able to be successful and not get burned out is by educating themselves and preparing themselves to teach other courses."

Union Officer II described how he/she prevents feelings of monotony from arising. In addition to teaching different courses, Union Officer II spreads out the start dates for the courses.

Well, I keep my classes mixed up. I teach some semester-long classes. I teach some five-week classes. So right now even though I have seven classes this semester, this week I'm teaching four. Next week I'll be teaching six.

Administrator II explained that some adjuncts take a break from teaching or reduce their course load when their stress level rises. Administrator II has seen this strategy prove effective when adjuncts come back feeling refreshed.

Some of them reduce their teaching load . . . [someone I know] started teaching adjunct and I remember last semester she said to me, "You know, it's just too much. I'm going to cut back." She said, "I'm not going to take a full load; I'm just going to do two classes." They seem to be more excited and more enthusiastic [afterwards].

New Adjunct II believed that if he/she experienced burnout, then taking some time off would likely rejuvenate him/her. He/she personally experienced the positive effects of taking a short break.

I loved going to work, but for some reason, if you took off and came back after a few days, it just made a world of difference. I all of a sudden had way more patience for everything. . . . In that case I would imagine just taking a good semester or so off . . . would make a world of difference.

Administrator I shared the belief that the monotony of teaching the same courses each semester may lead to burnout. Administrator I mentioned that some adjunct faculty take a break from teaching or try to teach something different. However, Administrator I also implied that the college does not make an attempt to identify adjunct faculty who may benefit from a change. He/she stated, "They may take a break or they may ask to teach something different. . . . I think they will reach out and try to change something. But they basically have to reach out to do that."

Making changes to their schedules requires that adjuncts be proactive in working with their department chairs. Department Chair II often has adjunct faculty

approach him/her with scheduling requests well in advance of the normal

scheduling timeframe.

> I think some of them are taking more control of their schedule so when
> they do need to coordinate among schools, they'll remind me often. I
> think more of them understand that they can take a little bit more
> control of their schedule, that they don't have to wait not knowing at
> any point when they're going to get a schedule and what it might look
> like.

Dominant theme: Institutional strategies help to prevent adjunct faculty

burnout. Maslach et al. (2001) argue that individual-oriented approaches to coping

with job burnout may help to reduce exhaustion but are not typically effective for

dealing with depersonalization and feelings of reduced personal accomplishment (p.

418). Furthermore, "individual strategies are relatively ineffective in the workplace,

where a person has much less control over stressors than in other domains of his or

her life" (p. 418). Therefore, improvements related to the six organizational domains

(workload, control, recognition, community, fairness, and values) should

complement individual strategies (p. 418).

A priori subthemes. Coding of qualitative data from both Tesla Community

College and Feynman Community College revealed specific institutional strategies

that help to prevent burnout among adjunct faculty. *A priori* subthemes are used to

describe these institutional strategies related to the following areas of employment:

(a) office space, (b) professional development, (c) recognition, and (d) decision

making.

Office Space. It has been well-documented in literature that insufficient office

space is a major challenge for adjunct faculty (CCSSE, 2009, p. 19; Gappa, 2000, p. 80;

Jacoby, 2006, p. 1085; Jaeger, 2008, ¶ 19; Jones, 2008, p. 214). This problem has been

addressed at each institution included in this study. Common work areas are

designated for adjunct faculty at both Tesla Community College and Feynman

Community College. At TCC, two adjunct faculty centers provide adjuncts with

spaces to work that include support staff, computers, photocopiers, desk space, and

other physical resources, such as office supplies. At FCC, one main adjunct office is

open and staffed from morning until late evening. This main office includes

computers, a photocopier, desk space, and physical resources. Multiple smaller

offices throughout the FCC campus provide similar amenities but are not staffed.

Department Chair I described the features of the adjunct faculty offices at

TCC. In addition to providing a space to work, the offices include support staff,

computers, photocopiers, and other resources. Department Chair I also spoke of the

sense of community that is fostered by the adjunct offices.

> Well, let me tell you that is the gem of this institution in terms of
> adjunct faculty support. We have two part-time faculty offices . . . it is a
> refuge for the adjunct faculty. It has absolutely every resource. If you
> need markers for the white board, if you need to make a set of
> emergency classroom copies. . . . Students can go there to submit their
> papers to their instructors. That's where their mailbox is. If they have a
> delivery of textbooks, desk copies, that's there. They have a very nice
> work area. There's usually treats. Tables for working and computers.
> They also have a couple of private offices so that if . . . they'd like to
> hold conferences with their students, they can sign out those rooms.
> Then there's a whole computer lab that is dedicated to adjunct faculty
> with probably at least 40 work stations. . . . It has printers. It has like
> every software program that they could need. . . . That is where the
> adjunct faculty . . . develop that sense of community.

The adjunct faculty offices are also open during the evenings, so nearly all

adjunct faculty are able to take advantage of their resources. Department Chair I

explained, "The actual office I think is open until 9 or 10 P.M. If an instructor is

calling in sick, they're there and they take care of it. They call students. They do

everything."

New Adjunct I explained that the offices are a great place to socialize and

receive advice with colleagues. This has been particularly important to New

Adjunct I since he/she is a new teacher.

> You know, I think it does [help alleviate feelings of burnout] just . . . for
> the simple fact that you can talk to someone who knows what you're
> going through and can relate to situations. It gives you someone to
> bounce off of specific situations that you encounter. You can ask for
> their advice. I'm one of the youngest adjuncts here so it helps me to
> have a lot of older people around to say, have you ever encountered
> this? What do I do in this situation?

New Adjunct I also explained that the offices are sometimes a place where

adjuncts can "vent" their frustrations. He/she stated, "It also helps that we can all

sort of vent together. You know that you're not the only one. I think that helps."

Administrator II described the features of the adjunct offices at FCC.

> For example, in [one building] we have the main adjunct office, which
> has computers for adjuncts where they can go. They have the mail
> room, the copier, they can go there for help. They have the forms there
> they can fill out to get their printing done.

Department Chair II spoke of the intangible benefits of having shared office

space for adjunct faculty, such as the ability to socialize.

> We have two or three large areas with computers, and I'm talking 20 to
> 25 people can congregate. I think that has made a difference because
> when I've walked through . . . there's always people in there talking to
> each other. You half work, you half ask questions, half whatever. I
> think the socialization among adjuncts has improved as we've been
> giving them common areas. . . . It's not only a place for them to work
> and have computer access, but it's a place for them to socialize at least
> a little bit.

Professional development. Another significant challenge facing adjunct faculty is the limited availability of professional development opportunities (Eagan, 2007; Phillips & Campbell, 2005). Both institutions provide professional development opportunities for adjunct faculty via a centralized faculty development center that offers workshops for both adjunct and full-time faculty. TCC also provides compensation for participation in faculty development workshops and funding for professional development outside of the college.

Administrator I, who oversees adjunct faculty professional development at TCC, described some of the ways that the faculty development center serves adjunct faculty. One major function of the center is to provide assistance with technology, such as Blackboard or the online system used to enter grades. It appears that the center is able to offer individualized help for problems as they arise. Furthermore, technological assistance is provided during the evening.

> Yes, we try to have something for the part-timers as well like introduction to Blackboard. . . . Now when we have midterm verification . . . we will have our lab open and I will be available and I will sit in there and help them do that. . . . We do a lot of on the phone help with part-time faculty as well. I have an electronic leash, and I have been known to help them on weekends and evenings. . . .We also have a . . . technology help desk that is manned more than the traditional 8 to 5, so that support is there for them as well.

Administrator I also explained that the faculty development center provides workshops to both adjunct and full-time faculty. One such workshop deals with advising and counseling students. Administrator I did note that adjunct faculty must proactively seek out these workshops, though.

> We offer things like advising and counseling workshops that part-time faculty can come to and learn more about the process here and what's

required. . . . So we do offer those things, but they have to self-select
and seek it out.

Furthermore, Administrator I explained that adjunct faculty receive modest

compensation for participating in some workshops through the faculty development

center. Administrator I stated, "[For] any professional [development], three hours or

more, that stems from the teaching and learning center . . . they get [26] dollars [per

hour] to defray the cost."

Additionally, the adjunct faculty union contract stipulates that members may

have access to professional development funds to apply towards the cost of tuition,

attending conferences, or related expenses. A modest hourly compensation is also

provided for attendance at required meetings. Department Chair I stated that

compensation was also provided for adjunct faculty who serve on shared

governance committees.

> They are now offering a stipend for . . . shared governance committees
> where it is deemed critical to have that adjunct faculty perspective.
> That's really a step in the right direction. It's not a huge stipend, I think
> it's maybe $26 an hour, but it's definitely a gesture that indicates we
> value your opinion.

Union Officer I expressed satisfaction with the level of compensation for these

meetings. Union Officer I stated, "We here have finally got some compensation for

going to some of these meetings. In the past, we've never got[ten] compensated, so

we have a little bit of compensation for the more important ones."

The college also holds optional adjunct in-service days throughout the

academic year. New Adjunct I described some of the training opportunities that are

provided during in-service. However, since in-service is optional, many adjuncts do

not attend.

> We have in-service days, and of course adjuncts are welcome at those as well. . . .There are just different workshops on like curriculum, lesson planning, things like that. I'd rather have a day off. . . . I think adjuncts will just prefer to take the day off.

Similar professional development opportunities are also offered at FCC. Department Chair II explained that teaching workshops are offered during the adjunct in-service. These workshops are geared typically towards new adjunct faculty.

> They usually offer new adjuncts or any adjuncts workshops before the semester starts. It would be middle of August, and they usually do it again in mid-January. One I think is just general classroom management. I think the other one is just an effective teaching strategy. A very general sort of session just to prepare people, especially the ones who haven't taught at the college level before or taught anything before. Again, it gives them a chance to get together with a group of other adjuncts and start a little bit of socialization.

Union Officer II found great value in the workshops offered during in-service. He/she stated, "The best one is the one that they do at the in-service meetings for the training and they have ongoing stuff, but you have to want it."

Veteran Adjunct II commented on the workshops offered during in-service. While they may be beneficial, Veteran Adjunct II explained that many adjuncts take the day off since in-service is optional.

> I can remember them doing a stress reduction workshop as one of the things offered on that day [during in-service]. But then it was your choice of what you went to. . . . You have to decide [if you are] taking it as a day off or if you're going to go to campus and participate in some of the stuff going on.

Recognition. A lack of recognition or reward is identified by Maslach and Leiter (2008) as one of six organizational risk factors for job burnout (p. 500). Specifically, a lack of intrinsic or extrinsic rewards may lead to feelings of

diminished personal accomplishment (Maslach et al., 2001, p. 414). Both institutions make formal efforts to recognize the accomplishments of adjunct faculty. At both TCC and FCC, this is done through adjunct faculty awards honoring top instructors. Also, evidence for informal recognition on a smaller level was present at FCC. Specifically, department chairs and other administrators show their appreciation for adjunct faculty through small, informal gestures.

Administrator I explained that adjunct faculty awards at TCC are given for each discipline. Administrator I stated, "We do adjunct faculty awards – one for each discipline and [an] overall adjunct faculty award that's from the students. There is a monetary award given through our foundation."

Administrator II explained that one award is given for the adjunct professor of the year at FCC. This individual is honored at a special awards ceremony and at in-service.

> Well, right now we have the adjunct professor of the year award. That's the main award we have. The adjunct faculty member who receives that receives $500 and is invited to attend our employee . . . recognition ceremony at the end of the year. Then they're also recognized at in-service, and they receive a plaque in addition to the money.

Informal means of recognition are evident through the actions of department chairs and other administrators at FCC. For instance, Department Chair II shared a means through which the college shows appreciation directly to adjunct faculty. Department Chair II believed that this sort of appreciation should be shown more often.

> At the beginning of every semester we have an adjunct in-service. Every time, one administrator, whoever happens to be in charge, will always make a point in saying how much we appreciate the adjuncts.

How much your experiences contribute to our school. . . . Maybe it needs to be said more, but it's said at the beginning of every semester to the adjuncts.

Union Officer II responded positively to the acts of appreciation shown by his/her department chair and the college. However, at the college level and in other departments, Union Officer II believed that these expressions of appreciation were inconsistent.

[My department chair] is very appreciative. He lets us know all the time how much he appreciates us. My [other department chair] does too. She's like, thank you so much. They do . . . the Christmas dinner and stuff. It's like that once or twice a year thing. There's no consistent thing. Some department chairs don't do anything.

Finally, New Adjunct II explained that his/her department chair frequently shows appreciation for adjuncts through electronic correspondence.

[My department chair] does send out letters every now and then; he/she just says thanks to everybody. So you can tell that he/she really does appreciate everybody that's there and says, "Hey, listen, just wanted to let you guys know, here's some updates, thank you all very much for all of your efforts." . . . Any positive feedback is good.

Decision making (FCC only). Lack of control is defined by Maslach and Leiter (2008) as one of six organizational risk factors for burnout (p. 500). Along the same lines, Bakker et al. (2005) find that autonomy helps to prevent the manifestation of burnout due to job demands (p. 171). Adjunct faculty at FCC appear to have some opportunities to exercise control by making decisions at the institutional level. This can be seen through the adjunct advisory committee at FCC.

Administrator II described the composition and purpose of the adjunct advisory committee at FCC.

The advisory team is made up of one adjunct faculty member from every department on campus. They are recommended to serve on the

advisory team by the department chair. They kind of serve as the spokespeople for all of the adjunct faculty members. What they do is at the meetings they bring to me issues regarding professional development, what they would like to see on campus, things that they think are going well, things that they think are not going well, and ways that they think that [we] can better help our adjunct faculty.

Department Chair II believed that the advisory group was effective in representing adjunct faculty and communicating with the administration. However, finding people to participate may be a challenge.

I think that's a worthwhile group. They speak directly to a dean. . . . It's difficult to find the right mix of people to serve on that committee because the ones with a lot of issues might not have time to say I want to serve on an advisory committee, even if it's a very small time commitment.

Union Officer II also held a positive perception of the adjunct advisory committee. However, he/she did explain that due to the existence of a union contract, the changes that this group can bring about may be limited.

The progress of the adjunct advisory committee is limited because of the whole "it's not in the contract" kind of deal. They have made some great strides. The adjuncts meet together a couple times a semester. . . . Whatever question is posed, then the adjuncts give their input [into] how things should go.

Emerging subthemes. Within this dominant theme, multiple emerging subthemes were identified that relate to institutional strategies. The emerging institutional strategies (subthemes) that help to prevent adjunct burnout include the following: (a) technology, (b) centralized support for adjunct faculty, and (c) scheduling.

Technology (FCC only). At FCC, technology was described as beneficial to the overall adjunct experience. Specifically, the use of technology has been employed at FCC to provide resources and enhance communication with adjunct faculty.

The standardization of technology across the campus has helped to prevent stress among adjunct faculty. Instead of needing to reserve a classroom with such resources as a computer and projector, adjuncts are able to access these resources in every classroom on campus. Department Chair II stated the following:

> Some rooms had different technology. Some had none. . . . They have certain things prepared on PowerPoint that they suddenly can't use for the entire semester. Then there's a scramble, "Can I change my room?" Again, that's pretty much all been eliminated now because at least the technology is fairly standard across all our classrooms.

Department Chair II also explained how the internet has helped adjunct faculty to easily access resources. This allows adjuncts to access instructional materials without having to come to campus.

> Again, we've tried to supply websites for adjuncts to be able to access so that they don't always have to come to me, since I haven't taught all the preps before. We've made more available online as far as resources are concerned, even the publishers have. . . . They almost prefer it [rather] than lugging around books everywhere. The resources have become much easier to access in the last couple of years.

Furthermore, Department Chair II described how email has improved his/her communication with adjunct faculty. Only recently have adjunct faculty been given school email accounts that they are expected to check.

> They have their school [e-mail] account now. It's much easier for me to send an announcement to all adjunct faculty, and it's more accepted now . . . that they need to check that. . . . If I send something out, I can expect that they know it.

Finally, Department Chair II explained that new adjunct faculty are given email addresses prior to the start of the semester. This has helped them to be prepared before the first day of class. Department Chair II stated, "Again, it's much less stress when an adjunct has their email address weeks before the semester starts. They know how to access the information they need for the first day of school."

Centralized support for adjunct faculty (FCC only). One of the primary responsibilities of Administrator II at FCC is to oversee professional development and communication with adjunct faculty. Since Administrator II's office is not located in a single academic department, he/she provides support for adjunct faculty across the entire college.

Administrator II described himself/herself as the person that many adjunct faculty turn to for advice. Administrator II provided details of his/her job description in relation to adjunct faculty.

> If there was a complaint, if there was something they didn't like, they told me about it. If there was something they loved, they told me about it. I would just make it a point to go out and get to know people and speak to them. Every now and then, I would have evening hours. I would stay on campus in the evening because most of our adjuncts teach in the evening, so that way I could also get to know the evening people and find out and kind of see what's going on at night and if anybody needs any help or if there are any special needs that they would need. And then also . . . I would get to know them at the in-service programs or different activities that we would do. I don't know, they just kind of, from me being around all the time, they got to know me. Seeing me at all the in-service programs there would be people that would speak to me that I couldn't remember their name and I couldn't remember them, "Oh, you're the adjunct person." I'd be like yeah. I didn't realize people would email me. They would call. Everyone, when you say adjunct, they would think of my name. I think that's kind of a relationship that any person who's responsible for adjunct faculty development, I think that's a good thing. I think more persons should be associated with the adjunct faculty. So, they would also know if there was a problem or there was an issue, call [me].

Administrator II described evidence of continued innovation in training adjunct faculty and integrating them into the educational processes of the institution. He/she described an optional orientation program for adjunct faculty that is held on a Saturday in an attempt to appeal to adjuncts who may work elsewhere during the week.

> I created a new adjunct faculty orientation session, and it ran last year on a Saturday for the first time. We had 50 seats and 35 participants, so it was very well attended. It was like an open forum discussion dialogue. They really enjoyed it. We had people come and speak about campus safety, different things they needed to know on campus. We had someone here who could help them access their e-mail, show them how to open their class rosters. They found it very valuable. They got to meet one another, exchange phone numbers, cards, and so that is just one example of something they've come up with and we've instituted.

Finally, the office in which Administrator II works produces and distributes an adjunct faculty handbook annually. This handbook is available on the adjunct faculty resource website that contains information that is useful to adjunct faculty. Furthermore, Department Chair II mentioned that a condensed version of the handbook is also distributed in the form of a tri-fold brochure.

> They've revised . . . an adjunct faculty handbook, which was good. Then they even decided to strip it down a little bit further to just to a tri-fold brochure of the most important things that people look for because they're not going to read the whole handbook before they start. Communicating to them sort of these are the forms you're going to run into during the semester. This is what you can do when a student is trying to get into your class. A lot of little things. Here's Xeroxing. Here's your codes. Here's this. That would cause a new adjunct faculty member a lot of stress; they now have something that was prepared by the college to alleviate a lot of that.

Scheduling (TCC only). Innovation in adjunct faculty support at TCC was evident through various scheduling practices. For instance, compensation is provided to an adjunct faculty member if a course that he or she was scheduled to teach gets cancelled or taken over by a full-timer. Additionally, department chairs employ scheduling practices that minimize the chance of "bumping" an adjunct from a course.

Administrator I described a measure that the institution employs to provide a form of job security. Adjunct faculty are compensated $200 if they are "bumped"

from a course at the last minute due to low enrollment or replacement by a full-time

faculty member. This has resulted in less frequent "bumping" due, in part, to the

associated cost.

> We've not bumped part-timers as much to fill full-timers roles. That
> happens fairly late. We don't cancel classes until almost the beginning
> of [the semester], so one of the things the union members [did is] if
> they're bumped . . . they do get a small compensation. . . . Now, when
> we're going to cancel classes, we think it might cost us money to do
> that.

Department Chair I provided a scheduling strategy that he/she uses in

his/her department to reduce the likelihood of "bumping" an adjunct to fulfill a full-

time course load. If a full-time faculty member is assigned a class that is likely to

have low student enrollment, Department Chair I assigns an extra class to the full-

timer. If the full-timer's class is cancelled due to low enrollment, there is a

replacement class for him or her to teach. If it is not cancelled, Department Chair I

needs only to find an adjunct faculty member to teach the extra course. Department

Chair I expressed a preference for finding an adjunct to fill in at the last minute

instead of "bumping" an adjunct to fulfill a full-time faculty member's course load.

> If [a full-time faculty member] had something that was really
> specialized or they were very unsure of, I put them on an additional
> section as a backup. Even though they only need five classes, I
> probably [give them] six [classes] so that . . . [it is] easier to find an
> adjunct faculty [member] to staff that [extra] section versus bumping
> someone.

Dominant Emerging Theme: Effective Programs that Support Adjunct

Faculty May Be Difficult to Sustain Due to Cost. Interview participants from both

TCC and FCC described programs aimed at supporting adjunct faculty that were no

longer provided by their institution. Examples of these programs included

orientation and structured professional development geared towards adjunct

faculty. While these programs were considered highly effective by interview

participants, the cost associated with the programs made them unsustainable. No

subthemes were identified for this theme; therefore, this was categorized as a

dominant emerging theme.

At TCC, orientation for new adjunct faculty was provided in the past.

However, due to the expense of the program, it was cancelled. Administrator I

commented on the effectiveness and costliness of the former orientation program.

> When we did the orientation, it was a full day and they [could] do it in
> halves. The morning was the institution overview . . . what's here,
> what you need to know, who would you contact. And the afternoon
> would be like a mini conference where they can pick and choose the
> subjects that they need. I'm working to get that back, but it was very
> expensive to do.

Despite the cancellation of the original orientation program, Department

Chair I explained that plans are in place to implement an online orientation program

for adjunct faculty. He/she commented on the significant expense associated with

this initiative.

> At an institutional level there is a huge project underway right now for
> an orientation program for adjunct faculty online. Really kind of multi-
> media, videos so that no matter what an adjunct faculty's availability
> this is something they could do anywhere in the world at any time. It's
> a very complex series of training modules which will represent a huge
> investment both financially and time wise on behalf of the institution,
> because they recognize the importance and we see what happens when
> that orientation is not there. It definitely causes additional challenges.
> That's definitely an initiative by the institution that demonstrates their
> willingness and their need to invest in adjunct faculty.

In the past, FCC provided an optional professional development program for

adjunct faculty called the adjunct advancement program. This program utilized a

cohort model to deliver professional training to adjunct faculty. In return, adjunct

faculty received increases in their credit hour pay rate. Administrator II described

the positive aspects of the adjunct advancement program.

> [The adjunct advancement program] was a professional development program for adjunct faculty and they kind of went through the series of modules in a cohort . . . . Once they completed the modules, they moved up one step on the salary pay scale. I offered the courses on Tuesdays, Thursdays, Mondays, Wednesdays, and then Saturdays. . . . The groups that went through it, they loved it. They got to know each other. They were sort of like their own group. I mean we just had people on the waiting list to get into this program. Of course, one incentive was the bump on the pay scale, but then the other thing was once they got in the group, they had to look forward to meeting with each other. . . . They looked forward to seeing each other, and they shared ideas. It was just really exciting.

Administrator II explained that adjuncts would participate in the program for

a variety of reasons. Some desired the involvement outside of the classroom, others

were motivated financially, and some saw it as a chance to build their resumes by

taking advantage of professional development.

> For some it was the money. For others it was the involvement because they really liked the modules that were being offered, and then it was the convenience. It was the times that they were being offered. I think that was very attractive. It was like, "Wow, I get all of this professional development, it's at a time where I can take it and I'm going to move up on the pay scale." . . . A lot of them put that on their résumé when they interviewed because it showed that they had been through a series of classes like instructional classes.

Veteran Adjunct II, who participated in the adjunct advancement program,

spoke to the strengths of the program.

> We got ideas on how to . . . engage the classroom, how to get people to talk. Ideas on activities that could be used in a subject to try to do more in the classroom. . . . I know some of the sessions were just on campus resources so that we knew where to send students for different things, like about the testing center or counseling. So it was a whole gamut of different topics.

Despite the apparent success of the program, it was not financially sustainable. Specifically, the extra funding needed to provide pay increases became too expensive. According to Administrator II, "we had to stop the program because of the funding."

Summary of Qualitative Findings

Themes and subthemes were identified for each research question based on the findings from semi-structured interviews with adjunct faculty and instructional administrators. Review of relevant documents – adjunct faculty union contracts, adjunct faculty handbooks, and institutional strategic plans – helped to corroborate findings from the interviews. The themes and corresponding subthemes are summarized in Table 58. Nearly all dominant themes were applicable at both institutions; however, some differences in subthemes between institutions were identified.

The multidimensional nature of job burnout (Maslach & Leiter, 2008) was supported by the findings from interviews conducted with adjunct faculty, adjunct faculty union officers, and instructional administrators. Evidence of exhaustion, depersonalization, and reduced personal accomplishment was observed in the interview data. Additionally, burnout appeared to be influenced by various employment characteristics and also teaching discipline. In addition to the academic nature of the teaching discipline, non-academic departmental factors were found to influence the presence of adjunct faculty burnout.

Many challenges faced by adjunct faculty were identified as potential organizational risk factors for job burnout. While multiple risk factors were

Table 58

Summary of Dominant Themes and Subthemes

Dominant theme	*A priori* subthemes	Emerging subthemes
Burnout manifests itself in multiple ways among adjunct faculty.	Exhaustion Depersonalization Lack of personal accomplishment	
Employment characteristics influence adjunct faculty burnout.	Multiple part-time jobs Full-time aspirations Great expectations Non-financial motivations (FCC)	
The nature of the curriculum and discipline taught by adjunct faculty influences the manifestation of burnout (TCC)	Transfer disciplines	Lower level courses
Non-academic departmental factors influence the manifestation of burnout.		People in department (FCC) Department size
Various risk factors for burnout are experienced by adjunct faculty.	General employment conditions Access to resources Evaluation Interaction with other faculty Decision making	Geographical challenges Threat to full-timers Informal communication Scheduling (FCC)
Adjunct faculty unions provide multifaceted yet limited support for adjuncts.	"Nuts and bolts" contract provisions Limited outreach	Sense of community Inexperienced leadership (FCC)
Personal strategies employed by adjunct faculty address job burnout.	Personal interests Scheduling changes	
Institutional strategies help to prevent adjunct faculty burnout.	Office space Professional development Recognition Decision making (FCC)	Technology (FCC) Centralized support for adjunct faculty (FCC) Scheduling (TCC)
Effective programs that support adjunct faculty may be difficult to sustain due to cost.		

identified at each institution, strategies that appeared to reduce or prevent job

burnout were present at each college. Personal strategies served to reduce job

burnout, and institutional strategies helped to prevent job burnout. Additionally,

the adjunct faculty union at each college was found to provide multifaceted yet

limited support for adjunct faculty.

In Chapter 6, an extensive comparison of qualitative findings between Tesla Community College and Feynman Community College will be presented. Chapter 7 will discuss conclusions, implications, and recommendations based on these findings.

Chapter 6

CROSS-CASE ANALYSIS

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study sought to provide insight into the ways in which burnout manifests itself within and affects this unique group of faculty. Furthermore, this study elicited strategies that may assist in the prevention and handling of adjunct faculty burnout.

To address the problem of adjunct faculty burnout, the following research questions were developed:

1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?

2. How is burnout experienced by adjunct faculty of various employment characteristics?

3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?

4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?

5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?

6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?

Both quantitative and qualitative methods were employed to address the purpose of this study. For the quantitative component of the study, a pre-existing survey instrument – the MBI-ES – was administered to adjunct faculty at two suburban community colleges in Illinois. The analysis of data collected using this survey shed light on the extent to which burnout was present among adjunct faculty at each college. Additionally, survey data provided insight into the effects of teaching discipline and various employment characteristics on job burnout.

Semi-structured interviews with adjunct faculty and instructional administrators from both institutions served as the primary sources of qualitative data. Additional qualitative data were collected through document review. The analysis of qualitative data through coding and theming complimented the quantitative analysis and provided added depth into the issues surrounding adjunct faculty burnout and potential strategies to reduce and prevent adjunct burnout.

Overview of Quantitative Findings

The quantitative findings revealed four overarching themes that described the nature of job burnout among adjunct faculty. These overarching themes differed from the qualitative themes and subthemes identified from the interview data and document review. Each overarching theme was based on the literature related to adjunct faculty or the multidimensional model of job burnout; therefore, these overarching themes were classified as *a priori* themes. Three of the four overarching themes were identified independently at each institution.

The first overarching theme to materialize from the quantitative findings for each institution showed that adjunct faculty experienced burnout levels similar to

other postsecondary faculty, in general. Using a sample of 700 postsecondary

faculty, Maslach et al. (1996) established ranges for low, moderate/average, and high

MBI-ES scores (p. 5). With the exception of the emotional exhaustion dimension at

Feynman Community College, the mean for each burnout dimension at both schools

fell within the moderate/average range for postsecondary faculty provided by

Maslach et al. Despite the low emotional exhaustion mean at FCC, it was concluded

that the burnout levels experienced by adjunct faculty at both institutions were

similar to those experienced by other postsecondary faculty.

The second overarching theme to become apparent showed that employment

characteristics influenced adjunct faculty burnout. At both Tesla and Feynman

Community College, additional employment outside of the college and the desire to

earn full-time status influenced burnout levels. *Freelancers* – adjunct faculty who

hold part-time employment at multiple institutions – experienced higher levels of

burnout for multiple dimensions than other adjunct groups defined by Gappa and

Leslie (1993). *Aspiring academics* – adjuncts who wish to become full-time faculty –

experienced lower levels of burnout for multiple dimensions than other adjunct

groups.

The third overarching theme revealed a weak, yet significant association

between adjunct category (i.e., *career enders*, *aspiring academics*, *specialists*, and

freelancers as defined by Gappa and Leslie, 1993) and teaching discipline. The

strongest associations were observed for *freelancers* and *specialists* – adjuncts who

hold primary employment outside of the college. *Freelancers* were more likely to

teach in transfer disciplines than in any other discipline group. *Specialists* were more

likely to teach in a career-based discipline than in any other discipline group. To

ensure statistical power, quantitative data collected from each institution was

combined to study the association between adjunct category and teaching discipline.

The final overarching theme, which was observed at TCC only, showed that

the burnout experience differs across teaching disciplines. Specifically, adjunct

faculty from transfer disciplines tended to experience higher levels of burnout than

adjuncts in other disciplines. Statistically significant differences in burnout levels for

each dimension were observed between adjuncts in transfer disciplines and adjuncts

in other teaching disciplines.

Overview of Qualitative Findings

The qualitative findings revealed nine dominant themes involving adjunct

faculty burnout and strategies that prevent or reduce burnout. These themes

differed from the overarching themes identified from the quantitative data. For each

dominant theme, several *a priori* and emerging subthemes were identified that

provided further insight into the phenomenon of adjunct faculty burnout. Most

themes and subthemes were identified for each respective institution; however,

some themes and subthemes were found from the data at only one institution.

The first dominant theme that arose from the qualitative data suggested that

burnout manifests itself in multiple ways among adjunct faculty. Each of the three

dimensions of burnout described by Maslach and Leiter (2008) – exhaustion,

depersonalization, and lack of personal accomplishment – were found to be present

among adjunct faculty at both TCC and FCC.

Second, a dominant theme was identified that revealed the ways in which certain employment characteristics influence adjunct faculty burnout. At both institutions, increased levels of burnout were described for adjuncts with multiple part-time jobs and great expectations for teaching. Adjuncts who hold aspirations for full-time employment experience both feelings of burnout and engagement. Finally, adjunct faculty who hold primarily non-financial motivations for teaching were identified as experiencing low levels of burnout at FCC.

A third dominant theme, identified at TCC only, involved differences in adjunct faculty burnout between teaching disciplines and curriculum level. Namely, adjunct faculty in transfer disciplines and lower level courses were described as most likely to experience job burnout.

Furthermore, a fourth dominant theme identified at both institutions cited non-academic departmental factors as contributors to the manifestation of job burnout. These non-academic factors included department size and the people who work in the department.

The fifth dominant theme to materialize from the qualitative data pointed to various risk factors for job burnout that are experienced by adjunct faculty. The risk factors that have been cited in literature related to adjunct faculty include: (a) general employment conditions, (b) access to resources, (c) evaluation, (d) interaction with other faculty, and (e) decision making. Additionally, risk factors emerged from the qualitative data that were not described in related literature. These included the following: (a) geographical challenges, (b) threat to full-timers, and (c) informal

communication. Each aforementioned risk factor (subtheme) was identified independently at each institution.

Multifaceted yet limited union support for adjunct faculty surfaced as the sixth dominant theme. The adjunct faculty union at each institution was found to support adjunct faculty by providing "nuts and bolts" contract provisions and helping to create a sense of community. However, each union has limited outreach due to stringent eligibility requirements (TCC) or a lack of union awareness among potential members (FCC). Inexperienced leadership by the previous union leaders at FCC was also identified as a major factor limiting the union's effectiveness.

The final three dominant themes focus on strategies that prevent or address adjunct faculty burnout. First, adjunct faculty from both institutions employ personal strategies (personal interests/hobbies and scheduling changes) to address feelings of burnout when they begin to emerge. Second, institutional strategies help to prevent the manifestation of adjunct faculty burnout. Such strategies include providing office space, professional development, and recognition at each institution. At FCC, adjuncts also participate in decision making, have access to technology, and receive support through a centralized office. At TCC, multiple scheduling strategies are employed by department chairs to help prevent burnout. Despite the multitude of strategies identified at both institutions, the final dominant theme suggests that some effective institutional programs that may prevent job burnout for adjunct faculty are costly and, as a result, difficult to sustain.

Organization of the Cross-case Analysis

A comparison of the qualitative findings for TCC and FCC is presented in this chapter. The findings are presented as they relate to each of the six research questions posed in this study. In the following sections, convergences and divergences between the two institutions are described to provide a thorough comparison of the two cases and contribute ultimately to the development of conclusions, implications, and recommendations for practice.

Research Question 1: To What Extent Are the Dimensions of

Burnout Present Among Adjunct Faculty?

The findings related to the first research question revealed one dominant theme that appeared independently within the data from both TCC and FCC. This dominant theme stated that burnout manifests itself in multiple ways among adjunct faculty.

Dominant Theme 1: Burnout Manifests Itself in Multiple Ways Among Adjunct Faculty

Three *a priori* subthemes described in detail how burnout was experienced by adjunct faculty at each institution. These subthemes corresponded to the three dimensions of burnout – exhaustion, depersonalization, and lack of personal accomplishment – described by Maslach and Leiter (2008). Table 59 summarizes the convergences and divergences between institutions for each subtheme.

Exhaustion. Participants from both institutions described exhaustion as a noticeable aspect of the adjunct burnout experience. While the subtheme of exhaustion was identified at each institution, both convergences and divergences

Table 59

Convergences and Divergences between Institutions for Dominant Theme 1

	Subthemes	TCC	FCC	Convergences	Divergences
MULTIPLE MANIFESTATIONS OF BURNOUT	• Exhaustion	✓	✓	• Multiple part-time jobs	• Classroom-related stress for New Adjunct I (TCC)
	• Depersonalization	✓	✓	• Boredom and lack of interest • Job performance affected negatively	• Inability to cope with students (TCC) • Monotony of teaching same class (FCC)
	• Lack of personal accomplishment	✓	✓	• Present for new adjuncts	

between TCC and FCC were identified.

- Multiple interviewees from both institutions cited responsibilities outside of the college – in particular, additional part-time employment – as a contributor to feelings of exhaustion for adjuncts.

- New Adjunct I, in his/her second semester at TCC, experienced emotional exhaustion due to classroom-related stress and other issues with classroom management.

    Depersonalization. Aspects of depersonalization among adjunct faculty were

described by interviewees at both TCC and FCC. While depersonalization is

associated typically with a withdrawn personality, instances of "snapping" or

confrontation with students were described at TCC.

- Boredom and loss of interest in teaching were cited as ways that adjunct faculty from both institutions experience burnout.

- Administrator II from FCC explained that the monotony of teaching the same class each semester contributed to the loss of interest.

- Administrators from both institutions expressed the belief that depersonalization affected negatively classroom performance. Specifically, adjuncts who had lost interest or appeared withdrawn were not motivated to try innovative classroom techniques or perform basic job functions, such as grading, in a timely manner.

- Two cases of "snapping" due to student-related issues at TCC were described by Department Chair I. Rather than depersonalize, these adjuncts dealt with student problems in an aggressive or confrontational manner.

Lack of personal accomplishment. Feelings of reduced personal

accomplishment were described by adjunct faculty from both institutions. However,

it should be noted that only the newer adjuncts – New Adjunct I and New Adjunct II

– expressed these feelings during their interviews.

- Both New Adjunct I (TCC) and New Adjunct II (FCC) felt that poor student performance was responsible for their feelings of reduced personal accomplishment as new teachers.

- Both New Adjunct I and New Adjunct II expressed doubt in their own abilities as teachers when they first started at their respective colleges.

Research Question 2: How Is Burnout Experienced Across Adjunct

Faculty of Various Employment Characteristics?

The findings related to the second research question revealed one dominant

theme that appeared independently from the data at each institution. This dominant

theme stated that employment characteristics influence adjunct faculty burnout.

Dominant Theme 2: Employment Characteristics Influence Adjunct Faculty

Burnout

Four *a priori* subthemes described how certain employment characteristics

influenced the manifestation of job burnout among adjunct faculty. These *a priori*

subthemes included the following: (a) multiple part-time jobs (Gappa and Leslie,

1993), (b) full-time aspirations (Gappa and Leslie, 1993), (c) great expectations

(Chauhan, 2009; Maslach et al., 2001), and (d) non-financial motivations (Martin &

Sinclair, 2007). The first three subthemes were identified at each institution

independently. Non-financial motivations was identified as a subtheme at FCC

only. Table 60 summarizes the convergences and divergences between institutions

for each subtheme.

Table 60

Convergences and Divergences between Institutions for Dominant Theme 2

	Subthemes	TCC	FCC	Convergences	Divergences
EMPLOYMENT CHARACTERISTICS INFLUENCE BURNOUT	• Multiple part-time jobs	✔	✔	• Exhaustion • Financial pressures	• Lack of connection to institution (TCC)
	• Full-time aspirations	✔	✔	• Motivation and engagement • Frustration and cynicism • New adjuncts doubtful about full-time prospects	
	• Great expectations	✔	✔	• High expectations felt by new adjuncts • Student performance impacts feelings of efficacy	
	• Non-financial motivations		✔		• Little burnout for those with full-time jobs (FCC) • Little burnout for retired adjuncts (FCC)

Multiple part-time jobs. Adjunct faculty who hold multiple part-time jobs

were described as particularly susceptible to feelings of job burnout. Most

interviewees suggested that these adjuncts held adjunct faculty positions at multiple

institutions. While this subtheme was identified at each institution, both

convergences and divergences between TCC and FCC were identified.

- At both institutions, the workload and commute associated with teaching at multiple schools were identified as contributors to feelings of exhaustion.

- Adjuncts from both institutions teach at multiple schools due to financial need and/or their lack of full-time employment. Their financial pressures contribute to feelings of stress.

- Adjunct and administrator participants from TCC cited lack of connection to the institution as a significant problem for adjuncts who work multiple part-time jobs. Due to their limited time on campus, these adjuncts may not be able to access certain support systems or integrate into campus life.

Full-time aspirations. At both institutions, adjunct faculty with aspirations to

become full-time faculty members appeared to experience either engagement or

burnout. Overall, the findings related to this subtheme appeared to be similar for

TCC and FCC.

- At both institutions, some adjunct faculty display motivation and engagement in the hopes of earning a full-time position.

- The lack of full-time positions available leads to frustration or cynicism among some adjunct faculty.

- New Adjunct I and New Adjunct II expressed doubt over their chances of being hired full-time due to the number of qualified candidates.

Great expectations. Findings from both institutions showed that high

expectations or aspirations for teaching at the college level contribute to feelings of

burnout. These feelings were held primarily by the new adjuncts interviewed at

TCC and FCC.

- Upon starting, New Adjunct I and New Adjunct II held high expectations for helping students through the teaching and learning experience. The reality of underprepared students did not match the new adjunct faculty expectations.

- Poor student performance caused both New Adjunct I and New Adjunct II to experience feelings of reduced personal accomplishment as teachers.

Non-financial motivations. The findings from FCC revealed that adjunct faculty who are motivated to teach for non-financial reasons are unlikely to experience feelings of job burnout. Retired adjuncts and adjuncts holding full-time employment outside of the college were mentioned as having mainly non-financial motivations.

- Adjuncts with full-time employment elsewhere tend to teach fewer classes than adjuncts who hold only part-time employment. Also, these adjuncts can stop teaching more easily than others due to a lack of financial dependence on the job.

- Retired adjuncts typically supplement their income through teaching and, as a result, experience less burnout than other adjuncts.

Research Question 3: Does the Nature of the Curriculum or Discipline Taught by Adjunct Faculty Influence the Presence of the Dimensions of Burnout? If so, how?

The findings related to the third research question revealed two dominant themes. First, the nature of the curriculum and discipline taught by adjunct faculty influences the manifestation of burnout. This theme was identified at TCC only. Second, non-academic departmental factors influence the manifestation of burnout. This theme was identified at both institutions.

Dominant Theme 3: The Nature of the Curriculum and Discipline Taught by Adjunct Faculty Influences the Manifestation of Burnout

One *a priori* and one emerging subtheme provided insight into how curriculum and discipline influence adjunct faculty burnout at TCC. The *a priori*

subtheme identified higher levels of burnout among adjunct faculty in transfer
disciplines. Multiple authors have written about the unique challenges faced by
adjunct faculty in these disciplines (AFT, 2010; Levin, 2007; Wagoner, 2007). The
emerging subtheme suggested a greater tendency for adjuncts to experience burnout
in lower level courses than in upper level courses. Table 61 summarizes the
divergences between TCC and FCC related to this dominant theme. No
convergences exist since this dominant theme was identified for TCC only.

Table 61

Convergences and Divergences between Institutions for Dominant Theme 3

	Subthemes	TCC	FCC	Convergences	Divergences
CURRICULUM AND DISCIPLINE	• Transfer disciplines	✔			• Few employment opportunities (TCC) • Egos in liberal arts departments (TCC) • Undervalued in departments (TCC)
	• Lower level courses [a]	✔			• Underprepared students (TCC) • Faculty preference to teach higher level courses (TCC)

[a] Emerging subtheme

Transfer disciplines. Adjunct and administrator interviewees provided data
that suggested adjunct faculty in transfer disciplines at TCC may be prone to
experiencing burnout. Multiple unique challenges were described for these
adjuncts.

- Few employment opportunities (including full-time faculty positions) are available for individuals with liberal arts backgrounds.

- Veteran Adjunct I, who teaches in a career-based program, explained that liberal arts faculty have little real world experience. As a result, egos present conflict in these departments.

- Administrator I believed a negative view of adjunct faculty was held by full-time faculty in transfer disciplines.

- New Adjunct I felt undervalued as an adjunct in a transfer discipline.

Lower level courses. Adjunct and administrator interviewees from TCC also identified unique challenges associated with lower level courses. Typically, adjunct faculty teaching these courses experience greater frustration and burnout than their colleagues in higher level courses.

- The lack of preparedness and immaturity of students were cited as the primary challenges that may lead to burnout for adjunct faculty in lower level courses.

- Department Chair I has observed that faculty prefer to teach higher level courses.

Dominant Theme 4: Non-academic Departmental Factors Influence the Manifestation of Burnout

In addition to curriculum and discipline (as noted above), non-academic department factors were found to influence the manifestation of burnout at both TCC and FCC. These non-academic factors included (a) people in the department, and (b) department size. The former subtheme was identified at FCC only. Both of these non-academic factors served as emerging subthemes associated with the fourth dominant theme. Table 62 summarizes the divergences between TCC and FCC for each subtheme. No convergences were identified between the two institutions.

Table 62

Convergences and Divergences between Institutions for Dominant Theme 4

	Subthemes	TCC	FCC	Convergences	Divergences
NON-ACADEMIC DEPARTMENTAL FACOTRS	• People in department [a]		✔		• Attitude of faculty and chair shape experience (FCC) • Departmental support impacts effectiveness (FCC)
	• Department size [a]	✔	✔		• Adjuncts teach more preps in small departments (FCC) • Difficult for one chair to manage a large department (TCC) • Inconsistency in organizational structure (TCC)

[a] Emerging subtheme

People in department. Through interviews with adjuncts and administrators, it was conveyed that the adjunct experience is shaped largely by the individuals who work within each department. This emerging subtheme was identified at FCC only.

- The challenges faced by adjuncts at FCC are shaped more by interactions with department colleagues than by the nature of the discipline itself.

- The level of support from people in the department impacts the effectiveness of adjunct faculty at FCC.

Department size. Department size was identified as an emerging subtheme at both TCC and FCC. However, the effect of department size was described differently at each institution.

- At FCC, adjuncts who teach in small departments must teach multiple course preps to meet a full teaching load. This is a result of the limited availability of course sections in small departments. Consequently, adjuncts who need a full course load for financial reasons may experience increased workloads.

- At TCC, a single department chair may experience difficulty overseeing a large department consisting of numerous adjunct faculty and course sections.

- According to Administrator I, at TCC there is inconsistency in the organizational structure across departments. Some large departments have coordinators while others have a single department chair.

Research Question 4: To What Extent are Organizational Risk Factors for Burnout

Experienced by Adjunct Faculty at the Selected Community Colleges?

The findings related to the fourth research question revealed one dominant theme that was applicable to both TCC and FCC. This theme focused on the various risk factors for burnout that are experienced by adjunct faculty.

Dominant Theme 5: Various Risk Factors for Burnout Are Experienced by Adjunct Faculty

Five *a priori* and four emerging subthemes were identified as potential risk factors for job burnout among adjunct faculty. The *a priori* subthemes included the following: (a) general employment conditions (AFT, 2010; Gappa, 2000; Green, 2007), (b) access to resources (CCSSE, 2009; Gappa, 2000; Green, 2007; Jacoby, 2006; Jaeger, 2008; Jones, 2008), (c) evaluation (AAUP, 2008), (d) interaction with other faculty (Gappa, 2000; Green, 2007; Meixner et al., 2010; Wallin, 2004), and (e) decision making (Christensen, 2008; Jacoby, 2006; Phillippe & Sullivan, 2005; Wallin, 2005). The emerging subthemes included the following: (a) geographical challenges, (b) threat to full-timers, (c) informal communication, and (d) scheduling. Table 63

summarizes the convergences and divergences between institutions for each

subtheme.

Table 63

Convergences and Divergences between Institutions for Dominant Theme 5

	Subthemes	TCC	FCC	Convergences	Divergences
VARIOUS RISK FACTORS FOR BURNOUT	• General employment conditions	✔	✔	• Compensation	• Job security (TCC) • Benefits (TCC) • Parking (FCC)
	• Access to resources	✔	✔	• Limited time on campus • Timing of professional development	• Office space (TCC) • No compensation for professional development (FCC)
	• Evaluation	✔	✔	• Lack of supervisor evaluation • Evaluation spurred only by major problems • Adjuncts desire feedback	
	• Interaction with other faculty	✔	✔	• Few opportunities to interact • Separation of adjunct and full-time events • Other time commitments for adjuncts	• Little interaction within department (FCC)
	• Decision making	✔	✔	• Little influence at institutional level • Minimal involvement on committees	• Provide input, but do not make decisions (FCC) • Formal means to provide input (FCC) • More classroom-related freedom at TCC than FCC

Table 63 (continued)

Convergences and Divergences between Institutions for Dominant Theme 5

	Subthemes	TCC	FCC	Convergences	Divergences
VARIOUS RISK FACTORS FOR BURNOUT	• Geographical challenges [a]	✔	✔		• Accessing resources (TCC) • Interaction with colleagues (FCC)
	• Threat to full-timers [a]	✔	✔	• Competition • Negative perception of adjunct ability	
	• Informal communication [a]	✔	✔	• Lack of formal orientation • Adjuncts learn on their own or from other faculty	• Adjunct handbook not sufficient (TCC)
	• Scheduling [a]		✔		• Late notice from chairs (FCC) • Unprepared for new courses (FCC) • Difficulty getting assigned to new courses (FCC)

[a] Emerging subtheme

General employment conditions. Interviewees cited problems with general employment conditions as challenges facing adjunct faculty. Both similar and distinct challenges were described at both institutions.

- Adjunct interviewees from both institutions considered the financial compensation to be disproportionately low for the amount of work done.

- New Adjunct I expressed displeasure with not receiving a paycheck for extended periods of time between semesters.

- "Bumping" of adjunct faculty prior to the start of the semester was described as unfair at TCC.

- New Adjunct I was dissatisfied with the benefits offered to adjunct faculty at TCC.

- Lack of parking for adjunct faculty was identified as a problem by both adjunct and administrative interview participants from FCC.

Access to resources. Adjunct faculty were described by interview participants as having limited access to resources. In some cases, certain resources, such as office space, were unavailable to adjuncts. In other cases, adjuncts were unable to access certain resources due to their limited time on campus.

- Adjunct interviewees described a limited amount of office space at TCC.

- While part-time faculty offices are present on campus, Veteran Adjunct I explained that they do not provide quiet environments that are conducive to working.

- Participants at both institutions cited the limited amount of time spent on campus as a reason that adjuncts may not be able to access certain resources. This problem was especially relevant for adjuncts who teach during the evening.

- Adjuncts at both institutions have difficulty participating in on-campus professional development opportunities due to time constraints.

- Veteran Adjunct II explained that few adjuncts are motivated to participate in professional development due to the lack of compensation.

Evaluation. A consistent, formal evaluation process for adjunct faculty involving a direct supervisor was not present at either TCC or FCC. It appeared that student evaluations were the primary instrument used to evaluate adjuncts.

- At both institutions, adjunct faculty are rarely observed in the classroom and receive little feedback from department chairs.

- Administrator I described an inconsistent approach to adjunct evaluation at TCC.

- At both institutions, evaluation in the form of classroom observation is initiated typically due to the emergence of a significant problem. This may be brought to the department chair's attention through student evaluations or a student complaint.

- Adjuncts at both institutions expressed the desire for increased supervisor feedback.

Interaction with other faculty. Limited interaction with colleagues was described as a challenge facing adjunct faculty at both institutions. Several factors were described that limit the interaction between adjunct faculty and other faculty – both adjunct and full-time.

- Few formal opportunities exist for adjunct faculty to interact with other faculty members and form meaningful relationships.

- Adjunct and full-time events, such as in-service, are held at separate times.

- Off-campus commitments for adjuncts result in limited availability or limited interest in interacting outside of the classroom.

- Veteran Adjunct II explained that adjuncts are not invited often to department meetings and experience infrequent interaction with their department chair.

Decision making. At both institutions, adjunct faculty experience limited ability to make decisions. The role of adjunct faculty in decision making was described at both the institutional and classroom levels.

- Adjunct faculty at both institutions have little influence in decision making at the institutional level.

- At FCC, adjunct faculty provide input at the institutional and departmental levels but do not make decisions.

- While they may participate on shared governance committees at each institution, few adjuncts actually get involved.

- At FCC, an adjunct advisory committee provides a formal means for adjuncts to offer input to the college administration.

- Adjuncts at TCC were described as having more freedom to make classroom-related decisions regarding textbook, syllabi, and curriculum than adjuncts at FCC.

Geographical challenges. Both TCC and FCC are classified as very large two-year colleges according to the Carnegie Foundation for the Advancement of Teaching (2011) size and setting classification. Geographical challenges related to the size of each campus surfaced during interviews. The nature of these challenges differed between the two campuses, however.

- At TCC, New Adjunct I experienced challenges accessing resources that were located on the opposite side of campus from where he/she teaches.

- In Department Chair II's department at FCC, classes have been dispersed throughout multiple buildings. As a result, faculty from within the department have few opportunities to interact.

Threat to full-timers. Interviewees from both institutions described the perception that some full-time faculty view adjuncts as a threat. While the nature of this threat took on different forms across the interviewees, the general subtheme was present at both institutions.

- At both institutions, adjuncts were viewed as a form of competition by full-time faculty.

- Union Officer I from TCC believed that adjuncts were an economic threat since they perform similar job duties as full-time faculty at a lower cost to the institution.

- Veteran Adjunct I (TCC) and Veteran Adjunct II (FCC) experienced resentment from full-time faculty as a result of their increased involvement within their respective departments.

- Administrator I believed that full-time faculty respect the teaching ability of full-timers more than adjunct faculty at TCC.

- Department Chair II from FCC explained that some full-time faculty feel resentment towards adjuncts when they use materials created by full-timers.

Informal communication. At both institutions, information about resources, policies, and procedures is communicated most frequently to adjunct faculty

through informal means. As a result, some adjunct faculty may fail to receive critical

information.

- At the time of data collection, a required orientation program for new adjunct faculty did not exist at either institution.

- Department Chair I (TCC) and Department Chair II (FCC) indoctrinate each new adjunct faculty member by providing a syllabus, course materials, and related information.

- Adjuncts at both institutions described "learning the ropes" on their own or with the assistance of other faculty.

- While a handbook is provided to new adjunct faculty at TCC, New Adjunct I and Department Chair I believed that not all adjuncts consult it when a problem arises.

Scheduling. At FCC, challenges related to scheduling were described by

adjunct and administrator participants. These challenges centered on the lack of

control adjuncts have over their schedules from semester to semester.

- Union Officer II expressed frustration with department chairs who wait until very late in the semester to finalize the schedule for the upcoming semester.

- Some adjuncts may teach a new course at the request of the department chair or in order to reach a full course load. Their lack of preparedness to teach a new course may increase significantly their workload.

- Some adjuncts wish to teach new courses; however, adjuncts possess little ability to influence chairs to place them into new courses.

Research Question 5: What Impact Do Adjunct Unions Have on Addressing the

Underlying Causes of Burnout Among Adjunct Faculty?

The findings related to the fifth research question revealed one dominant

theme. This theme stated that adjunct faculty unions provide multifaceted yet

limited support for adjuncts. This theme was identified independently at both TCC

and FCC.

Dominant Theme 6: Adjunct Faculty Unions Provide Multifaceted yet Limited Support for Adjuncts

Two *a priori* and two emerging subthemes provided insight into how adjunct faculty unions support adjunct faculty. The *a priori* subthemes focused on "nuts and bolts" contract provisions (Maitland & Rhoades, 2005; NEA, n.d.) and limited outreach (Maitland & Rhoades, 2005; NEA, 2007). The emerging subthemes described how unions help to foster a sense of community and also suffer from inexperienced leadership. Each subtheme, with the exception of inexperienced leadership, was identified at both institutions independently. Table 64 summarizes the convergences and divergences between institutions for each subtheme.

Table 64

Convergences and Divergences between Institutions for Dominant Theme 6

	Subthemes	TCC	FCC	Convergences	Divergences
MULTIFACETED YET LIMITED UNION SUPPORT	• "Nuts and bolts" contract provisions	✔	✔	• Compensation and benefits	• Compensation for "bumping" (TCC) • Resources including office space (FCC)
	• Limited outreach	✔	✔		• Stringent eligibility requirements (TCC) • Difficulty recruiting new members (FCC)
	• Sense of community [a]	✔	✔	• Sense of belonging to a group	• Support for work-related problems (FCC) • Adjunct newsletter (FCC)
	• Inexperienced leadership [a]		✔		• Weaknesses in contract (FCC)

[a] Emerging subtheme

"Nuts and bolts" contract provisions. Interviewees suggested that the

adjunct faculty union contracts at both institutions contain provisions for general

employment conditions. These primarily include compensation, benefits, and

resources.

- Interviewees from both institutions suggested that the adjunct faculty union contracts at both institutions were effective at improving compensation and benefits for adjuncts.

- Compensation for adjuncts who are "bumped" from a course prior to the start of the semester is provided at TCC.

- The adjunct faculty union at FCC was described as effective in bargaining for resources including additional adjunct office space.

Limited outreach. Despite the contract provisions for which these unions

have successfully bargained, the effectiveness of the adjunct faculty union at each

institution appeared to be limited. The factors limiting the effectiveness differed

between TCC and FCC.

- At TCC, the eligibility requirements for membership limit the ability of the union to recruit and support members. According to the adjunct faculty union contract at TCC, an adjunct faculty member must teach in three consecutive academic years and also teach a minimum number of credit hours in the third year to become eligible. Furthermore, an adjunct faculty member must teach a minimum number of credit hours each year to maintain his or her eligibility.

- At FCC, the eligibility requirements are less stringent than at TCC. Adjuncts become eligible after teaching two consecutive semesters of at least six contact hours. To maintain eligibility, adjuncts must teach at least six contact hours each year.

- At FCC, many adjuncts are unaware of how the union is able to provide support for them. Union Officer II explained that it has been difficult to communicate with adjunct faculty and increase interest about the union.

- Union Officer II believed that many adjuncts do not want to increase their levels of involvement on campus due to other responsibilities.

Sense of community.   Interviewees from both institutions described how the adjunct union on their campus has helped to foster a sense of community. Convergences and divergences between TCC and FCC were found that relate to this subtheme.

- Adjuncts at both institutions felt that it was important to belong to a group on campus.

- At FCC, the union is viewed as a place to receive support for work-related problems. Veteran Adjunct II had a personal experience that the union helped to resolve.

- The union at FCC distributes an electronic newsletter to all adjunct faculty.

Inexperienced leadership. The faculty union at FCC is relatively new on campus and has only had one contract thus far. Qualitative findings from interviews at FCC revealed that the lack of experience among the original union leaders produced negative consequences.

- Administrator II explained that the current contract has weaknesses due to the oversight of the original negotiating team. Administrator II believed that the next contract would be improved, however.

- Union Officer II believed that the original negotiating team had poor leadership, which led to a weak contract.

Research Question 6: What Strategies Are Employed to Prevent or Address the

Manifestation of Burnout Among Adjunct Faculty?

The findings associated with the sixth research question revealed three dominant themes. First, personal strategies employed by adjunct faculty address job burnout. Second, institutional strategies help to prevent adjunct faculty burnout. Third, effective programs that support adjunct faculty may be difficult to sustain due to cost. All dominant themes were identified at TCC and FCC independently.

Dominant Theme 7: Personal Strategies Employed by Adjunct Faculty Address

Job Burnout

Two *a priori* subthemes provided insight into the personal strategies used by

adjunct faculty to address feelings of burnout. Personal interests and scheduling

changes were identified as strategies at both institutions (Godt, 2006; Wood &

McCarthy, 2002). Table 65 summarizes the convergences and divergences between

TCC and FCC related to these subthemes.

Table 65

Convergences and Divergences between Institutions for Dominant Theme 7

	Subthemes	TCC	FCC	Convergences	Divergences
PERSONAL STRATEGIES	• Personal interests	✔	✔	• Exercise and hobbies	• Schedule downtime (FCC) • Separate work and home life (FCC)
	• Scheduling changes	✔	✔	• Teach new courses • Take a break	• Proactive scheduling (FCC)

Personal interests. Adjunct faculty from both institutions relieve stress

through personal interests. While it may be challenging to find time for personal

interests, adjuncts from FCC described ways that they make time for such interests.

- Adjuncts from both institutions use personal interests, such as exercise and hobbies, to reduce feelings of stress and burnout.

- Veteran Adjunct II from FCC builds personal time into his/her schedule.

- Veteran Adjunct II explained that some adjuncts choose not to bring any work home with them. Separating work and home life has helped them to relieve feelings of stress.

Scheduling changes. Adjunct faculty also address feelings of burnout by making changes to their schedules. This subtheme was identified at both institutions.

- Teaching different courses was described as a strategy to address feelings of monotony among adjuncts. Monotony, which is related to lack of interest, is associated with the depersonalization dimension of burnout (Hakanen et al., 2006, p. 498).

- Taking a break from teaching or reducing the teaching load was described as an effective strategy for reducing feelings of burnout.

- Department Chair II from FCC explained that some adjuncts take control of their schedule by submitting requests well in advance of the normal scheduling timeframe.

Dominant Theme 8: Institutional Strategies Help to Prevent Adjunct Faculty Burnout

Four *a priori* and three emerging subthemes elaborate on how institutions help to prevent adjunct burnout. The following *a priori* subthemes were identified: (a) office space (CCSSE, 2009; Gappa, 2000; Jacoby, 2006; Jones, 2008) (b) professional development (Eagan, 2007; Phillips & Campbell, 2005), (c) recognition (Maslach & Leiter, 2008; Maslach et al., 2001), and (d) decision making (Bakker et al., 2005). The emerging subthemes included the following: (a) technology, (b) centralized support for adjunct faculty, and (c) scheduling. Table 66 summarizes the convergences and divergences between TCC and FCC related to these subthemes.

Office space. Institutional support for adjunct faculty was provided at both TCC and FCC through the designation of shared office space for adjunct faculty. Multiple work areas were provided at each institution.

Table 66

Convergences and Divergences between Institutions for Dominant Theme 8

	Subthemes	TCC	FCC	Convergences	Divergences
INSTITUTIONAL STRATEGIES	• Office Space	✔	✔	• Work space and resources • Socialization	
	• Professional development	✔	✔	• Faculty development center • Training during in-service • Low attendance at in-service	• Compensation for workshops (TCC)
	• Recognition	✔	✔	• Formal awards	• Awards for each discipline (TCC) • Informal but inconsistent recognition (FCC)
	• Decision making		✔	•	• Adjunct advisory committee (FCC) • Contract and participation limit effectiveness (FCC)
	• Technology [a]		✔		• Classroom resources (FCC) • Communication (FCC)
	• Centralized support for adjunct faculty [a]		✔		• "Go-to" person for adjuncts (FCC) • Develop adjunct programs (FCC) • Publish handbook (FCC)
	• Scheduling [a]	✔			• Compensation for "bumping" (TCC) • "Back-up" courses (TCC)

[a] Emerging subtheme

- The office spaces at both institutions provided adjuncts with a place to work, space to meet with students, access to resources, and the assistance of support staff.

- The office spaces at both institutions provided the added benefit of fostering socialization among adjunct faculty.

- One benefit of socialization described by New Adjunct I and Department Chair II was that adjuncts could share problems and questions with each other.

Professional development. Both TCC and FCC support adjunct faculty by providing them with professional development opportunities. Despite the apparent benefits of such opportunities, limited adjunct involvement limits the effectiveness of such efforts.

- Both institutions offer professional development opportunities, including workshops and technological assistance, through a faculty development center. At each campus, this center provides support to both adjunct and full-time faculty.

- Adjunct faculty at TCC receive a small hourly stipend for professional development activities, such as workshops.

- Workshops and specialized training opportunities are offered during adjunct faculty in-services at both colleges. For instance, at FCC, a stress-reduction workshop has been offered during in-service.

- Since the in-services are optional for adjuncts, attendance is limited. As a result, not all adjunct faculty are able to benefit from these professional development opportunities.

Recognition. Recognition of adjunct faculty was identified from interview data as another institutional strategy. Evidence of formal recognition for adjuncts was observed at each institution while informal recognition was observed at FCC.

- Formal awards for teaching excellence are presented at each institution.

- An award is presented for each discipline annually at TCC while FCC presents only one institutional award each year.

- At FCC, evidence of informal recognition of adjunct faculty was observed. Department chairs and other administrators convey verbally their appreciation for adjunct faculty.

- Both Department Chair II and Union Officer II believed that informal appreciation for adjuncts should be shown with greater consistency.

Decision making. Evidence of adjunct faculty influencing decision making was observed at FCC only. A formal adjunct advisory committee is the vehicle through which adjuncts may shape decisions made at the college.

- Members of the adjunct advisory committee serve as spokespeople for all adjuncts. Their input is provided to an administrator chairing the committee who in turn communicates with other college leaders.

- Department Chair II explained that it is challenging to find adjuncts who are willing to serve on the committee. As a result, some issues facing adjuncts may not be presented.

- Union Officer II believed that the adjunct faculty union contract serves as a barrier that limits the ability of the adjunct advisory committee to influence change.

Technology. The use of technology is employed at FCC to provide resources and enhance communication with adjunct faculty. Department Chair II described how technology helps the college to provide support for adjunct faculty.

- All classrooms are equipped with similar technological resources. As a result, adjuncts need not adjust their teaching methods based on their classroom.

- Adjuncts are able to access course resources through publisher websites.

- Adjuncts are now expected to check their e-mail regularly. As a result, communication with adjuncts has improved.

Centralized support for adjunct faculty. At FCC, one of the primary responsibilities of Administrator II is to oversee adjunct activities across the college. The centralized support of adjunct faculty was viewed as a positive influence on adjunct faculty.

- From running adjunct in-services and other activities, Administrator II has become recognized as the "go-to" person for adjunct faculty. Adjuncts recognize Administrator II as someone who can provide them with direct and immediate support.

- Administrator II described evidence of innovation in training and supporting adjunct faculty through the office in which she works.

- The office in which Administrator II works produces and distributes an adjunct faculty handbook annually. This handbook contains information pertaining to resources, policies, and procedures.

   Scheduling. Institutional strategies related to scheduling were identified at

TCC. Both formal and informal strategies were described.

- Adjunct faculty are compensated $200 if they are "bumped" from a course at the last minute due to low enrollment or replacement by a full-time faculty member. This has reduced the frequency of "bumping."

- When possible, Department Chair I schedules a "back-up" course for full-time faculty who teach courses with traditionally low enrollment. If a course is cancelled due to low enrollment, the full-timer teaches the "back-up" course instead of bumping an adjunct.

Dominant (Emerging) Theme 9: Effective Programs for Adjunct Faculty May be

Difficult to Sustain Due to Cost

   The final dominant theme was based on qualitative evidence that each

institution had implemented innovative programs in the past for adjunct faculty. In

some instances, programs that appeared to support adjunct faculty successfully were

abandoned due to the associated costs. No subthemes were identified for this

theme; therefore, this was categorized as a *dominant emerging* theme.

- Adjunct orientation was offered in the past at TCC; however, the cost associated with the program made it unsustainable.

- Presently, a new online orientation program is being developed at TCC. Despite the significant expense, Department Chair I explained that an increased number adjuncts should be able to benefit from the program because it is offered online.

- At FCC, the adjunct advancement program provided professional development opportunities to adjuncts and rewarded their participation with pay increases. Despite the financial, professional, and social benefits of the program, the expense associated with the program made it unsustainable.

Chapter Summary

Regarding the research questions posed in this study, the cross-case analysis demonstrated numerous similarities between Tesla Community College and Feynman Community College. In fact, of the nine dominant themes that surfaced from the qualitative data, eight themes were identified independently at each institution. Furthermore, a majority of the subthemes were also identified independently at each institution. Distinctions in specific subthemes between the two institutions are summarized in Table 67. Due to the relatively few differences between institutions, not all dominant themes and subthemes are included in Table 67.

Regarding the burnout experience, adjuncts at both institutions experienced the phenomenon of job burnout in similar ways. The three dimensions of burnout – exhaustion, depersonalization, and lack of personal accomplishment – were described at each institution. Furthermore, employment characteristics and non-academic department factors were found to influence the presence of burnout at each institution. Only at TCC did the qualitative data associate teaching discipline with the manifestation of burnout. The potential risk factors for job burnout were largely similar between TCC and FCC. Eight of the nine risk factors (subthemes) were identified independently at each institution.

Table 67

Critical Distinctions in Theme and Subtheme between TCC and FCC

Dominant Theme	Subtheme	TCC	FCC
Employment characteristics	Non-financial motivations	N/A	Less burnout
Curriculum and discipline	Transfer disciplines	Greater burnout	N/A
	Lower level courses	Greater burnout	N/A
Non-academic departmental factors	People in department	N/A	Faculty and chair attitudes impact adjunct support and burnout
Risk factors	Scheduling	N/A	Scheduling practices present challenges for adjuncts
Union support	Inexperienced leadership	N/A	Resulted in contract weaknesses
Institutional strategies	Decision making	N/A	Adjunct advisory committee
	Technology	N/A	Resources and communication
	Centralized support for adjunct faculty	N/A	Administrator oversees adjunct activities
	Scheduling	Department strategies and compensation for "bumping"	N/A

Next, unions were found to provide multifaceted yet limited support for adjunct faculty. Unions provide "nuts and bolts" contract provisions and help to create a sense of community on campus. However, the effectiveness of unions is limited due to strict eligibility requirements (TCC), difficulty recruiting potential members (FCC), and inexperienced leadership (FCC).

Finally, personal and institutional strategies were identified at each institution. Personal strategies appeared to help address feelings of burnout that had already begun to manifest themselves in adjunct faculty. Institutional strategies appeared to help prevent feelings of burnout from arising. Despite the success of some institutional strategies, the costs associated with effective programs for adjunct faculty made them difficult to sustain.

Chapter 7, the final chapter of the dissertation, will include a discussion of the findings, conclusions, implications, and recommendations. The analysis of both quantitative and qualitative data will help to inform the final chapter.

Chapter 7

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. Through both quantitative and qualitative methods, the manifestation, causes, and prevention/reduction of adjunct faculty burnout were explored. While nearly all research in the field of job burnout among educators focuses on full-time employees, burnout appeared to be present among some adjunct faculty at the selected community colleges. This chapter provides discussion, conclusions, implications, and recommendations related to job burnout among adjunct faculty in community colleges.

Research Questions

To address the problem of adjunct faculty burnout identified in this research study, the following research questions were employed:

1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?

2. How is burnout experienced by adjunct faculty of various employment characteristics?

3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?

4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?

5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?

6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?

Discussion of Quantitative Findings

The quantitative component of this study produced findings that were relevant to the first three research questions. This discussion is organized into the following four subsections based on the overarching themes that surfaced from the quantitative findings: (a) adjunct faculty experience burnout levels similar to other postsecondary faculty, (b) employment characteristics influence adjunct faculty burnout, (c) adjunct category is associated with teaching discipline, and (d) elevated adjunct burnout is present in transfer disciplines. The first two overarching themes correspond to the first two research questions, respectively. The final two overarching themes correspond to the third research question.

While a significance level of $\alpha = 0.05$ is employed typically in scholarly research, a more lenient significance level of $\alpha = 0.10$ was used for this study. According to Simon (2006), measures of significance at the $\alpha = 0.10$ level provide suggestive evidence against null hypotheses. Additionally, even modestly significant findings helped to complement the qualitative component of this study and inform the analysis of data.

Similar Burnout Levels to Other Postsecondary Faculty

The MBI-ES was employed to measure quantitatively burnout levels among adjunct faculty respondents at the selected community colleges. The survey

instrument allowed burnout scores to be calculated for each of the three dimensions of burnout – emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach et al., 2001). Using a sample of over 11,000 education and human services employees, Maslach et al. (1996) define "low," "moderate," and "high" ranges for each burnout dimension. These ranges correspond to the lower third, middle third, and upper third of the scoring distribution. The authors suggest using these ranges to analyze survey results. The authors also provide "low," "moderate," and "high" ranges for the postsecondary faculty (n = 695) included in their overall sample. Both sets of ranges were employed to help understand the extent to which adjunct faculty at the selected institutions experienced job burnout.

When compared to the suggested ranges provided by Maslach et al. (1996), the mean burnout score for each dimension was found to be low for the entire sample at Tesla Community College and Feynman Community College, the institutions selected for this study. However, using the postsecondary ranges provided by Maslach et al., it was revealed that mean scores corresponded to moderate levels of burnout. Only emotional exhaustion still corresponded to low burnout at FCC when compared to the postsecondary ranges. **These findings suggest that, on average, adjunct faculty may experience levels of burnout similar to other postsecondary faculty.**

Inspection of the distribution of burnout scores for each dimension revealed a non-normal distribution. At each institution, each dimension was skewed towards low levels of burnout. Furthermore, the mode for each burnout dimension corresponded to low burnout. **While moderate levels of burnout (compared to**

other postsecondary faculty) were indicated by the mean scores, the distributions suggested that adjunct respondents were most likely to experience low levels of burnout.

Multiple authors have presented evidence that a significant correlation exists between the presence of emotional exhaustion and depersonalization (Chauhan, 2009; Maslach & Leiter, 2008). Exhaustion usually is the first dimension to appear and causes the employee to become detached from his or her work in an effort to deal with work overload (Maslach & Leiter, p. 499; Maslach et al., 2001, p. 403; Schwarzer & Hallum, 2008, p. 155). The results of these previous studies were echoed at TCC and FCC, where a moderate positive correlation was observed between emotional exhaustion and depersonalization at the α = 0.01 level. **Therefore, adjunct respondents who experienced exhaustion tended to experience depersonalization as well.**

Maslach and Leiter (2008) explain that studies have shown mixed results regarding the relationship between reduced personal accomplishment and the other burnout dimensions (p. 499). At both TCC and FCC, a weak negative correlation was observed between personal accomplishment and each of the other dimensions (emotional exhaustion and depersonalization). **That is, adjuncts who experienced increased levels of exhaustion or depersonalization also experienced reduced levels of personal accomplishment.** This correlation was observed at the α = 0.01 significance level.

Employment Characteristics Influence Adjunct Faculty Burnout

The quantitative findings of this study demonstrated that adjunct groups of distinct employment characteristics experienced different levels of burnout at the

selected institutions. For each burnout dimension measured by the MBI-ES, one-way ANOVAs were performed between the four adjunct groups defined by Gappa and Leslie (1993). These groups included the following: (a) *career enders* – retired from primary employment, (b) *specialists* – hold primary employment outside of the college, (c) *aspiring academics* – wish to become full-time faculty members, and (d) *freelancers* – hold purely part-time employment with no desire to become full-time (Gappa & Leslie, pp. 47-61).

No group differences in burnout scores were observed for any dimension at TCC at either the $\alpha = 0.10$ or $\alpha = 0.05$ significance levels. ANOVAs revealed significant group differences in only personal accomplishment at FCC ($p < 0.05$). Even though significant group differences were not observed for each dimension, pairwise group differences were still examined as recommended by Hsu (1996, p. 178). The Tukey HSD test was used for this analysis due to the unequal sample sizes between groups (Ramsey & Ramsey, 2008, p. 116).

The results of the pairwise comparisons from both TCC and FCC revealed that two groups – *aspiring academics and freelancers* – experienced burnout in unique ways. *Aspiring academics* experienced relatively low levels of burnout while *freelancers* experienced increased levels of burnout compared to other adjunct groups

Aspiring academics. For the purposes of this study, *aspiring academics* were defined as adjuncts who seek full-time employment at the community college. Nationwide, approximately 50% of adjunct faculty would prefer to teach full-time (AFT, 2010, p. 9; Jacoby, 2005, p. 141; Leslie & Gappa, 2002, p. 62). Included in this

group are "freeway fliers" – adjuncts who have pieced together academic careers at multiple institutions (Gappa & Leslie, 1993, p. 59).

Post hoc comparisons of means revealed that *aspiring academics* experienced lower levels of burnout than other adjunct groups for multiple dimensions. At TCC, *aspiring academics* reported significantly lower levels of depersonalization than *freelancers* ($p < 0.10$) and significantly higher levels of personal accomplishment (lower burnout) than *specialists* ($p < 0.10$). At FCC, *aspiring academics* experienced higher levels of personal accomplishment (lower burnout) than *freelancers* ($p < 0.10$). **These findings suggest that *aspiring academics* experience lower levels of burnout than other adjunct groups.**

Aspiring academics may be protected from feelings of burnout by their motivation to gain full-time faculty status at a community college. Their passion for teaching may serve as a mediating factor against the risk factors for burnout. Additionally, in an effort to perform well and impress department chairs and supervisors who make hiring decisions, these adjuncts may be more engaged in their work than other adjuncts. Since engagement is the antithesis of burnout, according to Maslach et al. (2001, p. 416), *aspiring academics* may avoid feelings of burnout.

Another possible explanation for reduced burnout levels among *aspiring academics* is survival bias. If feelings of burnout were to emerge among an *aspiring academic*, it is conceivable that he or she may over time lose interest in the pursuit of a teaching career. As a result, that individual would fit into another adjunct group or even stop teaching altogether, preventing his or her inclusion in this study.

The findings of reduced burnout among *aspiring academics* conflict somewhat with the literature related to partial inclusion theory. Thorsteinson (2003) uses partial inclusion theory to argue that part-time workers who compare themselves to full-time workers tend to experience less job satisfaction than part-time workers who compare themselves to other part-time workers (p. 171). Similarly, Feldman (1990) hypothesizes that employees who hold part-time work status voluntarily are more satisfied with their jobs than those who work part-time but would prefer full-time employment (p. 105). It is conceivable that their desire for full-time status may cause *aspiring academics* to compare themselves to full-time faculty. As a result, Thorsteinson's argument suggests that these adjuncts should experience reduced levels of satisfaction and, as a result, increased levels of burnout - the association between reduced job satisfaction and burnout has been confirmed by multiple authors (Bayram et al., 2010; Bilge, 2006; Sharma et al., 2010). Instead, *aspiring academics* report significantly lower levels of burnout than other adjunct groups for multiple dimensions.

Freelancers. For the purposes of this study, *freelancers* were defined as adjuncts who do not hold primary employment outside of the college and do not aspire to earn full-time status. This definition is consistent with that of Gappa and Leslie (1993) who suggest that these individuals build careers around part-time jobs and "[prefer] not to have ties to any particular institution or position" (p. 61). According to the AFT (2010), 34% of adjuncts who prefer part-time employment cite family or personal reasons as determining factors in their employment preference (p. 8).

At TCC, *freelancers* reported significantly higher levels of exhaustion than *career enders* and significantly higher levels of depersonalization than *aspiring academics* (p < 0.10). At FCC, *freelancers* reported lower levels of personal accomplishment (higher burnout) than *aspiring academics* (p < 0.10). **These results suggest that *freelancers* may be the most likely of the four adjunct groups to experience burnout.**

The stressors associated with multiple part-time teaching jobs may lead to feelings of burnout. One such stressor that could lead to burnout is an increased workload associated with course preparation, teaching, grading, and commuting between campuses. According to Maslach et al. (2001), excessive job demands such as these may lead to exhaustion (p. 414). The correlation observed commonly between exhaustion and depersonalization – and confirmed in this study – may explain increased depersonalization scores among *freelancers* (Chauhan, 2009; Maslach & Leiter, 2008). Additionally, teaching at multiple institutions may prevent *freelancers* from experiencing a sense of community – another risk factor for burnout. Lack of community or support from co-workers and supervisors may lead to feelings of reduced personal accomplishment (Maslach & Leiter, p. 500).

According to Gappa and Leslie (1993), some *freelancers* may be experimenting with the idea of teaching as a profession (p. 61). As a result, these adjuncts may have little teaching experience. Burnout research suggests that elevated levels of burnout are felt commonly by employees with little work experience compared to veteran employees who have developed skills and coping strategies (Bayram et al., 2010, p. 45; Goddard et al., 2006, p. 869; Maslach et al., 2001, p. 409). Therefore, the lack of

teaching experience among some *freelancers* is another possible explanation for their increased levels of burnout.

A final possible cause for increased burnout among *freelancers* is related to their financial dependence on part-time employment. Family or personal responsibilities may prevent some *freelancers* from pursuing full-time employment at one college; however, they may depend financially on part-time employment. Using a theoretical framework of partial inclusion theory, Martin and Sinclair (2007) find that part-time employees who depend financially on part-time employment demonstrate lower turnover rates than employees who do not demonstrate considerable financial dependence (pp. 310-312). As a result of their financial dependence on the part-time job, it is possible that some *freelancers* continue to teach despite feelings of burnout. Other adjuncts with lower levels of financial dependence may have an easier time leaving the institution when burnout appears, resulting in lower overall burnout levels for their corresponding adjunct groups.

Adjunct Category Is Associated with Teaching Discipline

Data from both selected institutions were combined so that a chi-square calculation could be performed to explore the relationship between adjunct category and teaching discipline. It was necessary to combine data from both institutions to ensure the statistical power of the chi-square test. The findings from the chi-square test indicated a significant association ($p < 0.10$) between adjunct category and discipline category. The Cramer's V value ($V = 0.132$) indicated a weak association between these categories. Review of the crosstabulation between adjunct category and teaching discipline demonstrated that the association was strongest for

freelancers and *specialists*. **Freelancers were more likely to teach in transfer disciplines than in any other discipline group. Specialists were more likely to teach in a career-based discipline than in any other discipline group.**

According to Wagoner (2007), adjunct faculty who teach in career and technical fields are "two-thirds more likely to work in a full-time position outside their…institution than [are] part-time faculty from the arts and sciences" (p. 26). Wagoner's finding corroborates the finding that *specialists* were most likely to be found teaching in career and technical fields.

The finding that *freelancers* were most likely to teach in transfer disciplines is not supported directly by research related to adjunct faculty. Instead, the AFT (2010) notes that full-time faculty employment is preferred by 50% of adjunct faculty teaching the transfer disciplines of social sciences and humanities (p. 9). This statistic suggests that *aspiring academics* would be more likely than other adjunct groups to teach in transfer disciplines. One possible reason for the discrepancy between findings is that the AFT included both two-year and four-year adjunct faculty in their sample. Also, the AFT did not include other possible transfer disciplines such as the physical and biological sciences.

Elevated Adjunct Burnout is Present in Transfer Disciplines

The quantitative findings of this study showed that adjunct faculty who taught in transfer disciplines experienced elevated burnout levels compared to other teaching disciplines. However, this finding was observed only at TCC. For each burnout dimension measured by the MBI-ES, one-way ANOVAs were performed between the following three teaching discipline groups at the selected community

colleges: (a) transfer, (b) career, and (c) developmental. Adjuncts teaching in non-credit disciplines were not included due to their ineligibility for union status.

While statistical significance was calculated at the $\alpha = 0.10$ and $\alpha = 0.05$ levels, no group differences in burnout scores were observed for any dimension at FCC. At TCC, ANOVAs revealed group differences in emotional exhaustion ($p < 0.05$) and personal accomplishment ($p < 0.10$). Even though significant group differences were not observed for depersonalization, pairwise group differences were still examined for all three dimensions as recommended by Hsu (1996, p. 178). The Tukey HSD test was used for this analysis due to the unequal sample sizes between groups (Ramsey & Ramsey, 2008, p. 116).

The results of the pairwise comparisons from TCC revealed that adjuncts in transfer disciplines experienced higher levels of burnout than adjuncts in other teaching disciplines. Adjunct faculty teaching in transfer disciplines experienced significantly higher levels of emotional exhaustion and depersonalization than those in career-based disciplines ($p < 0.10$). Additionally, adjunct faculty teaching in transfer disciplines experienced significantly lower levels of personal accomplishment (higher burnout) than those teaching in developmental disciplines ($p < 0.10$).

One of the primary findings from the quantitative component of this study revealed that a weak yet significant relationship ($p < 0.10$) existed between adjunct group and teaching discipline. One artifact of this relationship was that *freelancers* were more likely to teach in transfer disciplines than in any other discipline group. As discussed earlier, *freelancers* at TCC experienced significantly higher levels of

depersonalization and exhaustion than other adjunct groups. Therefore, the

abundance of *freelancers* in transfer disciplines may help to explain elevated levels of

burnout in transfer disciplines.

Financial dependence on part-time employment may also help to explain the

elevated levels of burnout among adjuncts teaching in transfer disciplines.

Wagoner's (2007) analysis of the 1999 NSOPF found that liberal arts (transfer)

adjuncts earned an average annual income of $37,556 while adjuncts teaching in

career and technical education programs earned $47,144 (p. 25). Wagoner argues

that liberal arts adjuncts are more reliant on academic sources of income than are

career and technical adjuncts who may hold professional employment within the

field that they teach (p. 25). Their financial dependence on part-time employment

may prevent transfer adjuncts from leaving the community college when feelings of

burnout arise. This effect would be consistent with research related to partial

inclusion theory. Specifically, Martin and Sinclair (2007) illustrate that part-time

employees who depend financially on part-time employment display lower turnover

rates than employees who do not demonstrate considerable financial dependence

(pp. 310 – 312).

Higher burnout levels among transfer adjuncts may also be explained by the

apparent motivations that community colleges have for employing these faculty.

Adjuncts in career and technical programs are often hired for their specialized, up-to

date knowledge of their field (Levin, 2007, p. 19). Liberal arts faculty are hired

instead "not for their expertise but rather for their labor as substitutes for full-time

faculty" (p. 18). This may contribute to a sense of being undervalued among some transfer adjuncts.

Summary of Quantitative Discussion

The quantitative findings provided insight into the overall levels of burnout experienced by adjunct faculty at TCC and FCC. The relationship between burnout dimensions was also observed. Finally, differences in burnout levels between adjuncts of various employment characteristics and teaching disciplines were identified. The findings from the quantitative component of this study are summarized in Table 68.

Table 68

Key Quantitative Findings by Research Question

Research Question	Key Quantitative Findings
1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?	• Compared to other postsecondary faculty, adjuncts reported moderate or average levels of burnout associated with each dimension (except for emotional exhaustion at FCC) based on mean MBI-ES scores. • The distributions of burnout scores were non-normal and skewed toward low levels of burnout. • A moderate positive correlation was observed between emotional exhaustion and depersonalization. • A weak negative correlation was observed between personal accomplishment and both emotional exhaustion and depersonalization.

Table 68 (continued)

Key Quantitative Findings by Research Question

Research Question	Key Quantitative Findings
2. How is burnout experienced by adjunct faculty of various employment characteristics?	• *Aspiring academics* reported significantly lower levels of burnout associated with depersonalization and lack of personal accomplishment than other adjunct groups, including *freelancers* and *specialists*. In total, three mean differences were observed at both institutions. • *Freelancers* reported significantly higher levels of burnout associated with all three burnout dimensions than other adjunct groups, including *aspiring academics* and *career enders*. In total, three mean differences were observed at both institutions.
3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?	• *Freelancers* were more likely to teach in transfer disciplines than in any other discipline group. • *Specialists* were more likely to teach in a career-based discipline than in any other discipline group. • Adjuncts teaching in transfer disciplines at TCC reported significantly higher levels of burnout associated with all three burnout dimensions than adjuncts in other disciplines.

Discussion of Qualitative Findings

The qualitative component of this study produced findings that were relevant to all six research questions. This discussion is organized into the following nine

subsections based on the dominant themes that surfaced from the qualitative findings, each of which is linked to a research question: (a) burnout manifests itself in multiple ways among adjunct faculty (research question 1), (b) employment characteristics influence adjunct faculty burnout (research question 2), (c) the nature of the curriculum and discipline taught by adjunct faculty influences the manifestation of burnout (research question 3), (d) non-academic departmental factors influence the manifestation of burnout (research question 3), (e) various risk factors for burnout are experienced by adjunct faculty (research question 4), (f) adjunct faculty unions provide multifaceted yet limited support for adjuncts (research question 5), (g) personal strategies employed by adjunct faculty address job burnout (research question 6), (h) institutional strategies help to prevent adjunct faculty burnout (research question 6), and (i) effective programs that support adjunct faculty may be difficult to sustain due to cost (research question 6). This discussion is based primarily on the findings from semi-structured interviews with adjunct faculty and instructional administrators at TCC and FCC. Data collected through document review also contributed to the qualitative findings.

Burnout Manifests Itself in Multiple Ways Among Adjunct Faculty

Each of the three dimensions of job burnout defined by Maslach & Leiter (2008) was described as being present among some adjunct faculty at both institutions included in this study. **The dimensions of burnout observed among adjunct faculty included exhaustion, depersonalization, and lack of personal accomplishment.** Insight into how these dimensions of burnout manifest themselves in adjunct faculty was provided during the interviews.

Exhaustion – the most common dimension of burnout – was observed in physical and emotional forms. Both physical and emotional exhaustion are commonly associated with job burnout (Maslach et al., 2001, pp. 399-403). Adjuncts experience physical and emotional exhaustion associated with preparing and grading for multiple classes. This was identified as a problem particularly for adjuncts who work part-time at multiple institutions. The daily commute between institutions contributes to physical exhaustion for these adjuncts as well.

Emotional exhaustion was attributed to classroom-related stress for New Adjunct I at TCC. Specifically, classroom management problems centering on student behavior were his/her major sources of stress. Multiple authors have described a connection between job stress and burnout (Chauhan, 2009, ¶ 1; Pillay, et al., 2005, p. 22; Schwarzer & Hallum, 2008, p. 166). New Adjunct I's feelings of emotional exhaustion were evident in his/her occasional feelings of dread towards facing another day of work. Burnout research suggests that new or inexperienced teachers may be more prone to feelings of burnout than experienced teachers due to a lack of classroom management experience (Tumkaya, 2006, p. 917). Brewer and McMahan's (2003) observation of increased stress among inexperienced teachers also supports this finding. The authors argue that teachers develop coping strategies to deal with job pressures as they gain experience (p. 135). Furthermore, Bayram et al. (2010) report that university professors with fewer than 10 years of experience display higher levels of emotional exhaustion than professors with greater than 10 years of experience (p. 45). Since adjunct faculty members typically teach only one

or two classes each semester, it may take several semesters for new adjuncts to gain
sufficient experience to deal with job stressors.

The next dimension of burnout – depersonalization – was observed at both
institutions in the forms of boredom and lack of interest. While depersonalization is
commonly interpreted as the adoption of a cynical attitude, Hakanen et al. (2006)
associate boredom and lack of interest with depersonalization (p. 498). Related to
boredom, Administrator II described feelings of monotony among some adjuncts
who teach the same courses each semester. While some adjuncts may prefer the
routine nature of teaching the same course each semester, this finding suggests that
other adjuncts may desire more variety in their teaching load. However, it may be
difficult for an adjunct to introduce variety into their teaching schedule. For
instance, adjuncts tend to teach night classes or courses that full-time faculty are not
interested in teaching (Cohen & Brawer, 2003, p. 89). Additionally, full-time faculty
have priority in selecting their courses before adjunct faculty (Green, 2007, p. 30).
These factors are likely to limit an adjunct faculty member's ability to teach new
courses. **Consequently, feelings of depersonalization associated with boredom or
monotony may be experienced by some adjuncts**.

Depersonalization was described as the easiest aspect of burnout to identify,
and administrators from both institutions believed that feelings of depersonalization
had a negative impact on the classroom performance of some adjunct faculty.
Adjuncts experiencing depersonalization displayed little motivation to try
innovative classroom techniques or perform basic job functions, such as grading, in a
timely manner. Pillay et al. (2005) report a negative association between

depersonalization and competence – a measure of job performance (p. 29). The

authors argue that depersonalization helps the employee to mask the sense of

incompetence that arises when the employee lacks the ability to perform his or her

job well (p. 29). The research of Pillay et al. suggests that reduced performance

levels may not be caused by depersonalization. Rather, feelings of depersonalization

may arise after an adjunct faculty member begins to sense feelings of incompetence

or ineffectiveness.

The final dimension of burnout – lack of personal accomplishment – was

observed only among the new adjunct faculty members interviewed at TCC and

FCC. **Feelings of reduced personal accomplishment among new adjunct faculty**

were caused by poor student performance. In reality, the lack of community or

support from co-workers and supervisors may also contribute to a reduced sense of

personal accomplishment among new adjuncts (Maslach & Leiter, 2008, p. 500).

New adjuncts may blame themselves for poor student performance when, in some

cases, it may be common for a certain class or program to have a high attrition rate.

It is possible that new adjuncts have not been socialized effectively to the point

where they are able to glean information from other faculty that would help them to

understand the appropriate level of expectations for their students.

Employment Characteristics Influence Adjunct Faculty Burnout

Burnout among adjunct faculty was found to depend somewhat on the

employment characteristics of adjuncts. Certain employment characteristics

appeared to influence the manifestation of one or more dimensions of burnout.

These employment characteristics included the following: (a) multiple part-time jobs, (b) full-time aspirations, (c) great expectations, and (d) non-financial motivations.

Multiple part-time jobs. During interviews, adjuncts with multiple part-time jobs were described as being particularly susceptible to burnout. Their grading and preparation for classes at multiple institutions creates an increased workload, which may lead to physical and emotional exhaustion (Maslach et al., 2001, p. 413). The daily commute between institutions also appeared to contribute to their exhaustion levels.

In addition to the workload associated with working at multiple institutions, adjuncts with multiple part-time jobs were described at TCC as having little connection to the institution. Their lack of connection to the institution may correspond to two of the six organizational risk factors for burnout – insufficient control and lack of community (Maslach & Leiter, 2008). Time constraints may not allow these adjuncts to spend much time on campus; therefore, they may not be able to access certain support systems or resources related to instruction. Consequently, they may lack the control over job resources needed to effectively meet job demands, leading to exhaustion (Bakker et al., 2005, p. 173; Godt, 2006, p. 59; Hakanen et al., 2006, p. 504; Maslach et al., 2001, p. 414). Additionally, adjuncts who spend little time on campus outside of the classroom may not develop a sense of community with co-workers or supervisors. This lack of community may lead to a reduced sense of personal accomplishment for adjuncts with multiple part-time jobs (Maslach & Leiter, 2008, p. 500). **Altogether, adjuncts with multiple part-time jobs appear**

susceptible to experiencing exhaustion and reduced personal accomplishment due

to their workload, commute, and lack of connection to the institution.

Financial pressures were also cited as stressors for those adjuncts who depend

financially on their part-time employment. Adjunct faculty in community colleges

are paid at a significantly lower rate than full-time faculty (Phillippe & Sullivan,

2005, p. 98). According to the adjunct faculty contracts at both institutions, the

highest paid adjuncts still make less than $1,000 per credit hour. Therefore, teaching

at multiple institutions is a necessity for some adjuncts. Martin and Sinclair (2007)

note that part-time employees who depend strongly on their employment

demonstrate reduced turnover rates (p. 310). **Therefore, some adjuncts may be**

unable to abandon their part-time assignments when feelings of burnout arise

due to their financial dependence on teaching.

Full-time aspirations. Aspiration to achieve full-time faculty status compels

many adjuncts to pursue and maintain part-time employment. Nationally,

approximately half of all adjuncts would prefer full-time faculty positions (AFT,

2010, p. 9; Jacoby, 2005, p. 141; Leslie & Gappa, 2002, p. 62). The findings from this

study of adjunct faculty burnout suggested that **adjuncts experience either**

motivation and engagement or frustration and cynicism based on the prospect of

earning full-time status. Interviewees suggested that engagement evolved into

frustration over time for some adjuncts who were unable to obtain full-time faculty

positions. This lends credence to the possibility that some adjuncts who were

originally *aspiring academics* became cynical about their full-time prospects and

abandoned hope of being hired full-time. Financial dependence on part-time

teaching may have compelled them to continue teaching part-time as *freelancers.*

According to the literature related to partial inclusion theory, part-time

employees who work part-time voluntarily tend to experience more positive job-

related attitudes than those who would prefer full-time employment (Tansky et al.,

1997, p. 321; Thorsteinson, 2003, p. 171). This phenomenon may help to explain the

aforementioned transition from engagement to cynicism. New adjuncts may

understand the need to "put in their time" until a full-time position opens and, as a

result, be content with part-time employment. However, their desire for full-time

employment may grow over time, and their lack of success in earning a full-time

position may lead to feelings of dissatisfaction and cynicism. It should be noted that

this transition from engagement to cynicism may occur quickly since both new

adjuncts interviewed for this study expressed doubt over their chances of being

hired for full-time positions.

Great expectations. Findings from both institutions suggested that high

expectations or aspirations for teaching at the college level contribute to feelings of

burnout. Similarly, Chauhan (2009) reports that employees with "high expectations

and a sense of purpose" run a significant risk for burnout (¶ 1). It is conceivable that

many adjuncts possess these characteristics since a majority of adjuncts (57%)

express a passion for teaching, rather than financial gain, as their primary motivation

for working in higher education (AFT, 2010, p. 4). Additionally, "highly educated

people have higher expectations for their jobs, and are thus more distressed if these

expectations are not realized" (Maslach et al., 2001, p. 410).

The interviewees who held initially high expectations described feelings of reduced personal accomplishment related to poor student performance. It should be noted that both of these interviewees were new adjunct faculty with fewer than two years of experience. This implies the possibility that over time expectations may normalize as new adjuncts gain increased exposure to the student body. A corresponding increase in personal accomplishment would be expected.

Non-financial motivations. The qualitative data collected from FCC revealed that **adjuncts who teach for primarily non-financial reasons experience little burnout**. Specifically mentioned were adjuncts who hold full-time jobs outside of the college (*specialists*) and retired adjuncts (*career enders*).

Interview data suggested that *specialists* tend to experience little burnout. Interviewees explained that *specialists'* lack of financial dependence on part-time teaching, due to primary employment outside of the college, enables them to stop teaching if feelings of burnout arise. This finding is supported by Martin and Sinclair's (2007) research related to partial inclusion theory, which demonstrates increased turnover rates for part-time employees who do not depend strongly on the income from their part-time employment (p. 315).

Another possible explanation for reduced burnout among *specialists* is related to their motivations to teach. According to Gappa and Leslie (1993), *specialists* are well-compensated in their primary fields of employment and tend to be motivated primarily by their desire to teach (p. 51). Consequently, this group may have greater immunity to burnout than other adjunct faculty groups.

Career enders were also described as experiencing little burnout. Again, lack

of financial dependence on part-time teaching was cited as the primary reason that

these individuals rarely experience burnout. This finding is supported by research

that shows over 64% of all adjuncts over age 50 are motivated to teach for enjoyment

rather than for financial gain (AFT, 2010, p. 4). Additionally, some *career enders* may

have held primary employment in education prior to retiring. As a result, these

more experienced adjuncts may be able to "cope with the problems they encounter

because of the ease and confidence they have acquired by the late stage of their

academic life" (Tumkaya, 2006, p. 917).

The Nature of the Curriculum and Discipline Taught by Adjunct Faculty

Influences the Manifestation of Burnout

At TCC, transfer disciplines and lower level courses were cited as areas in

which adjunct faculty experience unique challenges that may contribute to burnout.

Similar challenges were not observed at FCC.

Financial and interpersonal challenges may lead to job burnout among

adjuncts in transfer disciplines. From the financial perspective, the lack of

employment opportunities for adjuncts with liberal arts backgrounds was described

by interviewees. Levin (2007) argues that individuals with liberal arts backgrounds

are less marketable to employers than individuals with career and technical

experience (p. 19). Consequently, liberal arts adjuncts may be most affected by

issues related to salary or job security (Gappa, 2000, p. 82; Wagoner, 2007, p. 23).

Feeling that the compensation for teaching is unfair compared to full-time

compensation may lead to depersonalization and cynicism (Maslach et al., 2001, p.

415). Additionally, lack of full-time employment may prevent some adjuncts in transfer disciplines from leaving the institution when feelings of burnout arise (Martin & Sinclair, 2007, p. 310).

From the interpersonal perspective, some adjuncts in transfer disciplines appeared to feel undervalued by their departments. The fact that these adjuncts are hired often "for their labor as substitutes for full-time faculty," rather than for their expertise, may contribute to these feelings (Levin, 2007, p. 18). Additionally, the lack of real-world experience among some full-time liberal arts faculty was cited as being a source of insecurity. As a result of this insecurity, some full-time faculty may project negative feelings onto adjunct faculty. While the primary aspect of teaching involves interaction with students, "repeated exposure to emotionally charged social situations" with other faculty may contribute to feelings of job burnout (Schwarzer & Hallum, 2008, p. 154). Furthermore, insufficient sense of community may result in feelings of reduced personal accomplishment for adjuncts in transfer disciplines (Maslach & Leiter, 2008, p. 500).

The challenges that lead to adjunct burnout in lower level courses appeared to focus on the lack of preparedness and maturity of students in these courses. Consequently, **poor student performance in lower level courses may lead to feelings of burnout, especially feelings of reduced personal accomplishment**. Since many students may enter these courses with little preparation for college-level work, instructors need to be well-versed on teaching and learning methods in addition to being content experts. Due to their limited presence on campus or the lack of institutional focus on adjunct faculty, adjuncts often lack access to

professional development opportunities (Eagan, 2007, p. 12; Jaeger, 2008, ¶ 18; Phillips & Campbell, 2005, p. 63). As a result, adjuncts may be unable to implement instructional techniques that cater to students in lower level courses.

Non-academic Departmental Factors Influence the Manifestation of Burnout

At both institutions, departmental issues unrelated to academics were cited as potential contributors to adjunct faculty burnout. Problems with both large and small departments were described. Additionally, at FCC, interactions with the people who work in the department contributed to adjunct burnout.

Department size. Inconsistency in the organizational structure of each department was described at TCC. Some large departments have only a department chair to oversee adjunct activity while other departments may have multiple coordinators. One department chair may experience difficulty overseeing a large department consisting of numerous adjunct faculty and course sections. Bakker et al. (2005) find that a "high-quality relationship with [one's] supervisor" tends to prevent the manifestation of burnout related to exhaustion (pp. 176-177). Similarly, Hakanen et al. (2006) find that insufficient supervisor support is associated with the presence of burnout (p. 508). **Therefore, adjuncts in large departments with only one acting supervisor may be prone to job burnout**.

Adjuncts who taught in small departments at FCC faced different challenges. Department Chair II from FCC explained that small departments typically have only a few sections of each course. In order to meet their maximum teaching load, an adjunct may need to teach multiple preps, rather than teach multiple sections of a single prep. **Teaching multiple unique course preps may lead to an increased**

workload – one of the six organizational risk factors for burnout – and subsequent exhaustion (Maslach et al., 2001, p. 414). New adjuncts may be particularly susceptible to exhaustion if they are asked to prepare for multiple courses during their first semester. Additionally, *freelancers* and *aspiring academics* may also be at risk for exhaustion in small departments since adjuncts in these groups are likely to teach a maximum load due to their lack of income from primary employment (Gappa and Leslie, 1993, pp. 48-49).

People in department. The findings from FCC revealed that the attitudes of the department chair and other faculty in the department shape the adjunct experience. **Negative interactions with department chairs, faculty, and staff contribute to adjunct faculty burnout.** According to Maslach et al. (2001), interpersonal stressors are the primary causes of job burnout (p. 399). While these stressors may pertain to interactions with students, it appears that interactions with fellow faculty and staff act also as stressors.

Various Risk Factors for Burnout are Experienced by Adjunct Faculty

Maslach & Leiter (2008) explain that a mismatch between the employee and the following six domains of the job environment may lead to burnout: (a) workload, (b) control, (c) reward, (d) community, (e) fairness, and (f) values (p. 501). **Potential risk factors for burnout were observed that correspond to five of the six organizational domains**. Risk factors related to values were not observed.

Workload. Adjunct faculty with responsibilities outside of the college, such as additional part-time employment, were described as susceptible to burnout due to an increased workload. Additionally, scheduling issues that may potentially

increase adjunct workload were described at FCC. Some adjuncts may teach a new course at the request of the department chair or in order to reach a full course load. Developing a new course adds to the adjunct's workload. Furthermore, some adjuncts may be unprepared to teach a new course but feel compelled to do so for financial reasons or to make a positive impression on the department chair. Consequently, excessive job demands may lead to feelings of exhaustion (Maslach et al., 2001, p. 414).

Control. Several mismatches related to lack of control were described during interviews with adjunct faculty and instructional administrators. These mismatches pertained to resources, decision making, and scheduling.

During interviews, it was apparent that adjuncts had limited access to resources at both TCC and FCC. In some cases, their limited time on campus prevented adjuncts from accessing instructional resources. This is likely to be a problem for adjuncts who teach during the evening when most regular staff have left campus (Green, 2007, p. 31). At TCC, the size of the campus created geographical barriers that prevented adjuncts from accessing certain resources, such as the copy center. Additionally, the timing of professional development opportunities, such as workshops, made it difficult for some adjuncts to participate due to external work or personal responsibilities. The lack of compensation for professional development also discouraged some adjuncts from participating at FCC. Schuetz (2002) reports that adjunct and full-time faculty express similar levels of interest in professional development opportunities (p. 43). Therefore, adjuncts who wish to improve themselves professionally may be unable to do so due to the limited availability of

such opportunities. Furthermore, control issues in the classroom may be exacerbated since some adjuncts may be unable to learn new, innovative instructional techniques through professional development opportunities.

In addition to limited access to resources, some adjuncts were unaware of available resources. The lack of formal orientation for new adjuncts required them to "learn the ropes" on their own. While adjuncts at each institution are provided with an information handbook when hired, interviewees from TCC suggested that additional orientation or training would have been more effective at informing new adjuncts of the existing resources. The importance of job resources as a buffer for job demands has been explored in burnout research. Job resources help employees to avoid stress, feel engaged, and prevent burnout (Godt, 2006, p. 59; Hakanen et al., 2006, p. 504; Maslach et al., 2001, p. 417). Without sufficient job resources, job demands, including disruptive student behavior, work overload, and a poor physical work environment, may give rise to exhaustion and depersonalization (Hakanen et al., 2006, p. 504). Therefore, insufficient resources or the perception of insufficient resources may permit job demands to give rise to feelings of burnout.

Another way that adjuncts lacked control was evident in scheduling practices at FCC. Some department chairs wait until late in the semester to notify adjuncts of their scheduling for the upcoming term. This may cause considerable stress for adjuncts who depend financially on part-time employment at the college. Additionally, adjuncts at FCC were described as having little control to influence department chairs to place them in new courses. This may prevent adjuncts from

overcoming feelings of burnout related to lack of interest or monotony (Hakanen et al., 2006, p. 498).

Finally, adjunct faculty possess little decision-making power. Adjuncts at TCC were described as having more freedom to make classroom decisions regarding textbooks, syllabi, and curriculum than adjuncts at FCC. However, at the institutional level, adjuncts influence minimally decision making. As described in the literature related to adjuncts, few adjuncts at TCC or FCC become involved with institutional committees (Jacoby, 2006, p. 1085; Phillippe & Sullivan, 2005, p. 99). Furthermore, those who do become involved may provide input but hold little or no power to actually influence decisions. While some opportunities exist for adjuncts to serve on committees, inadequate compensation or time constraints are likely to prevent many adjuncts from increasing their involvement in these types of institution-level efforts (Jacoby, 2006, p. 1085).

Reward. At both institutions, extrinsic reward was observed through adjunct instructor-of-the-year awards. Intrinsic or social reward appeared to be lacking at each institution, however. Specifically, evaluation of adjunct faculty was rarely conducted, despite the strong desire for increased supervisor feedback expressed by adjunct interviewees. The large number of adjuncts made it difficult for some department chairs to conduct regular evaluations. While student evaluations were distributed regularly, classroom observations and feedback from department chairs were scarce and inconsistent. This appears to be consistent with the most common methods of adjunct faculty evaluation described by the AAUP (2008, ¶ 13). At both institutions, classroom observations were administered usually when a problem was

identified, rather than as part of a consistent evaluation process. Consequently, insufficient intrinsic reward has the potential to lead to a reduced sense of personal accomplishment (Maslach et al., 2001, p. 414).

Community. A lack of community was experienced by adjuncts at both institutions due primarily to little interaction with other faculty. For instance, adjunct and full-time events, such as in-services, were held at separate times. Additionally, instructors who teach similar courses may be dispersed throughout the campus, limiting their ability to interact or collaborate. This problem is most likely to exist in large departments. Even if more opportunities existed for interaction with fellow faculty, off-campus responsibilities might prevent some adjuncts from increasing their involvement.

Multiple interviewees explained that adjuncts were resented or viewed as a threat by some full-time faculty. Perhaps contributing to this perception held by some full-time faculty is the fact that adjuncts perform similar job functions to full-timers at a considerably reduced cost to the institution (Green, 2007, p. 30; Pearch & Marutz, 2005, p. 31; Valadez & Anthony, 2001, p. 97). This view of adjuncts as "second-class faculty" may have negative consequences (Pearch & Marutz, 2005, p. 32). According to Pearch and Marutz, "the attitudes that result from strained relationships among faculty affect students' perceptions of the part-time faculty members and, ultimately, their education at the institution" (p. 32). Furthermore, insufficient support from co-workers may lead to a reduced sense of personal accomplishment (Maslach & Leiter, 2008, p. 500).

Fairness. A disparity in fairness is most evident in the general employment conditions experienced by adjunct faculty. Compared to full-time faculty at TCC and FCC, adjuncts receive substantially lower levels of compensation, job security, and benefits. Additionally, adjuncts select their classes only after full-time faculty have determined their schedules. While some adjuncts may accept these differences in employment conditions, those adjuncts who compare themselves to full-time faculty are most likely to view their situation as unfair and experience dissatisfaction, as described in the literature related to partial inclusion theory (Thorsteinson, 2003, p. 171). Consequently, *aspiring academics*, who desire full-time employment at the college, may be most likely to experience dissatisfaction.

Of the six organizational domains, a mismatch in fairness appears to be the most likely to contribute to feelings of depersonalization and exhaustion (Maslach & Leiter, 2008, p. 507). Job-related attitudes, such as organizational commitment, are lower for employees who express reduced perceptions of fairness on the job (Tansky et al., 1997, p. 322). However, a fair work environment may produce feelings of engagement among employees who are at risk for burnout (Maslach & Leiter, 2008, p. 507). Failure among college leaders to recognize and reduce workplace inequities may exacerbate feelings of burnout rather than increase engagement.

Adjunct Faculty Unions Provide Multifaceted Yet Limited Support for Adjuncts

The adjunct faculty unions from both institutions were successful at providing tangible and intangible benefits for adjunct faculty. Contract provisions related to the following employment issues, as defined by the NEA (n.d.), were observed: (a) salaries and benefits, (b) job security, (c) professional status, and (d)

union rights. Key contract provisions from each institution are provided in Table 69.

Only "paths to tenure," another employment issue defined by the NEA, was not

addressed in either contract; however, the adjunct handbook at TCC described a

policy that allowed adjuncts to be considered prior to outside applicants during the

application process for new full-time faculty positions.

Table 69

Contract Provisions from TCC and FCC Related to Employment Issues Defined by the NEA

Employment Issue	Union Support at TCC	Union Support at FCC [a]
Salaries and benefits	Experience-based compensation	Experience-based compensation
	Paid sick and personal leave	Paid sick and personal leave
	Access to health insurance*	
Job security	Compensation for last-minute "bumping"	Course selection prior to non-bargaining unit adjunct faculty
Paths to tenure	None	None
Professional status	Professional development funding allocation*	Tuition waiver for one class at FCC each year
	Choice of delivery methods and instructional materials including textbook	Choice of delivery methods and instructional materials
		Independent determination of student grades
Union rights	Well-defined grievance process	Well-defined grievance process

[a] Contract provisions apply to all bargaining unit employees
* Applies to adjunct faculty union members only

During interviews with adjunct faculty and instructional administrators,

compensation and benefits, such as health insurance, were viewed as the most

favorable contract provisions. While both institutions employed experience-based

compensation for adjuncts, TCC provided additional compensation for adjuncts who

were "bumped" from their classes prior to the beginning of the semester.

Additionally, reimbursement for professional development participation was provided at TCC.

The effectiveness of an adjunct contract appears to be dependent on the individuals involved in the negotiating process. At FCC, inexperienced leadership was cited as the reason that the existing contract had several flaws. Poor use of language and inadequate contract provisions were described by interviewees. Newly formed adjunct unions undertaking their first contracts may experience similar problems due to a lack of negotiating experience.

The sense of community fostered by the adjunct union at each institution was an intangible means by which the union provided support for adjunct faculty. The sense of belonging to a group was described as important by adjunct faculty interviewees. At FCC, an adjunct newsletter was distributed to all adjuncts. Additionally, the union served as a place where adjuncts went with work-related problems.

A lack of community may be detrimental to adjunct faculty. According to Gappa (2000), "instead of feeling connected to or integrated into campus life, [adjunct faculty] often feel alienated, powerless, and invisible" (p. 81). Furthermore, lack of community is one of the six organizational risk factors for job burnout that may lead to feelings of reduced personal accomplishment among adjuncts (Maslach & Leiter, 2008, p. 500). Therefore, a strong sense of community and solidarity among adjuncts may lead to engagement and reduce the risk of burnout.

Despite their positive influences on both campuses, each adjunct union was limited in its ability to attract and retain members. At TCC, stringent

eligibility requirements for membership meant that relatively few adjuncts could join the union. Nationally, adjunct union membership is also low since only 46% of all community college adjunct faculty are eligible for membership (NEA, 2007, p. 6). At FCC, recruiting potential members was challenging. While communication was cited as a challenge in recruiting potential members, a lack of interest in joining the union also prevented union growth. Job responsibilities outside of the college may make it difficult for unions to recruit new members (Maitland & Rhoades, 2005, p. 76). This may be especially relevant for *specialists* and *freelancers*. Additionally, adjuncts with little financial dependence on part-time teaching (*specialists*, *career enders*) may not be interested in joining the union since they may view it as having little benefit to them. This is evident on the national level where only half of eligible adjunct faculty adjunct become union members (NEA, p. 6). Finally, *aspiring academics* may avoid joining the union for fear of being branded as an adjunct, possibly jeopardizing their chances of being hired full-time.

Personal Strategies Employed by Adjunct Faculty Address Job Burnout

The strategies implemented by adjuncts themselves appeared to address feelings of burnout that had already begun to manifest. These strategies included developing personal interests, such as exercise, volunteering, and reading. Similar strategies for reducing stress have been described by Godt (2006) and Kyriacou (2001). To ensure that he/she ha sufficient time for personal interests, Veteran Adjunct II builds downtime into his/her professional calendar. Additionally, some adjuncts complete all of their preparation and grading work while on campus so that their home life is completely separate from their work life.

Adjuncts also make scheduling changes to reduce feelings of burnout. In some cases, taking a break from teaching or reducing their course loads helped adjuncts to feel rejuvenated. Teaching a new course was also cited as a strategy to reduce feelings of monotony, which is associated with the depersonalization aspect of burnout. However, limited control over scheduling prevented some adjuncts from making changes to their schedules. **Overall, personal strategies appeared to be effective at reducing feelings of exhaustion**, as suggested by Maslach et al. (2001, p. 418). **However, these strategies did not seem to have significant impact on the reduction of depersonalization or feelings of ineffectiveness**, as suggested by Maslach et al. (p. 418).

Institutional Strategies Help to Prevent Adjunct Faculty Burnout

Several institutional strategies aimed at supporting adjunct faculty were identified at both TCC and FCC. **These strategies seemed to play a role in preventing job burnout by addressing some of the potential organizational risk factors defined by Maslach & Leiter (2008), such as lack of control, reward, community, and fairness**. Institutional strategies are preferable to individual strategies since they prevent burnout rather than address symptoms of burnout that have already arisen (Wood & McCarthy, 2002, p. 6).

The availability of critical resources provided adjuncts with some level of control by assisting them with basic job functions. For instance, office space allowed them to prepare for classes and meet with students. Professional development opportunities, such as on-campus workshops, helped to educate adjuncts on teaching and learning. Funding for professional development at TCC provided

extrinsic motivation for some adjuncts to pursue such opportunities. Additionally, workshops offered during in-service allowed many adjuncts to have access to professional development. Finally, technological resources at FCC helped to support adjunct faculty instruction. These resources included campus-wide "smart classrooms" equipped with up-to-date technology and also campus email that helped adjuncts to stay updated with key dates and important events. The presence of job resources helps to buffer the stress associated with job demands and prevent the manifestation of burnout, particularly exhaustion (Godt, 2006, p. 59; Hakanen et al., 2006, p. 504; Maslach et al., 2001, p. 417).

Recognition of adjunct faculty was evident at both institutions and addressed the organizational risk factor of insufficient reward. Awards for outstanding adjunct instructors were disseminated at each institution; however, at TCC these awards were presented in each department while an overall award was presented at FCC. According to Kyriacou (2001), this type of positive feedback helps to create a "healthy school" with reduced levels of stress and burnout (p. 31). Realistically, relatively few adjuncts are likely to experience a sense of recognition through the receipt of an award. Smaller, informal gestures of recognition appeared to be appreciated by adjunct faculty at FCC. Emails of appreciation from department chairs and statements of gratitude during in-services were examples of informal displays of appreciation. However, multiple interviewees were in agreement that these acts of recognition should occur more frequently. Doing so may help to increase feelings of personal accomplishment among adjunct faculty (Maslach et al., 2001, p. 414).

Nationally, only 25% of adjunct faculty report interacting with fellow faculty on their most recent work day (Schuetz, 2002, p. 43). Institutional strategies that help to increase this interaction and foster a sense of community were described by adjuncts and instructional administrators. Shared office space for adjunct faculty not only provided a place to work, but also served as an environment in which adjuncts could interact professionally and socially. Adjunct I explained that the adjunct office was a place where he/she could vent his/her frustrations with colleagues. Collaborating with other adjuncts and sharing stories from the classroom may prevent adjuncts from experiencing feelings of reduced personal accomplishment (Maslach & Leiter, 2001, p. 500). This may be particularly beneficial to new adjunct faculty who are experiencing feelings of ineffectiveness related to poor student performance.

Centralized support for adjunct faculty at FCC also helped to foster a sense of community by providing adjunct faculty with a place to go for immediate support. Administrator II described himself/herself as recognizable to many adjunct faculty. His/her presence at adjunct in-services and other adjunct events made him/her identifiable to adjuncts as someone who could provide them with immediate support. However, with nearly 600 adjunct faculty at FCC, the demand placed on one position may, at times, be burdensome.

Finally, strategies that improved equity in the workplace were observed at both institutions. These strategies are particularly crucial since a lack of fairness is described as the "tipping point" for employees on the verge of burnout (Maslach & Leiter, 2008, p. 507). Compared to full-time faculty, adjunct faculty have little

priority in course selection. This inequity sometimes results in an adjunct being "bumped" from a class so that a full-time faculty member can meet his or her desired course load. Department Chair I employed unique scheduling strategies in an effort to minimize the "bumping" of adjunct faculty prior to the start of the semester. Furthermore, in cases where an adjunct was "bumped" shortly before the start of the semester, a contract stipulation at TCC provided a $200 compensation to that adjunct.

The adjunct advisory committee at FCC is another example of how workplace inequities are addressed. This committee of adjuncts provides input to the administration regarding various employment issues. While they do not hold the power to make decisions, their input influences decisions made on campus that may be relevant to adjunct faculty. The success of the advisory committee is limited by the low level of participation, however. Interviewees suggested that only a small number of adjuncts are involved in educational processes of the institution outside of the classroom. Since many adjuncts, such as *specialists* and *freelancers*, have responsibilities outside of the college, they may be unable or unwilling to participate on the advisory committee (Gappa & Leslie, 1993, pp. 49-51). Still, continuing to implement institutional strategies that improve fairness may help to reduce feelings of depersonalization and cynicism among adjuncts (Maslach et al., 2001, p. 415).

Effective Programs That Support Adjunct Faculty May Be Difficult to Sustain

The costs associated with some programs that help to support adjunct faculty may make them difficult to sustain. At TCC, an optional orientation program was offered to adjunct faculty, but it was abandoned due to excessive cost. At the time of

this study, a new orientation program was being developed for online implementation with reduced costs. At FCC, the adjunct advancement program encouraged adjunct faculty to participate in professional development activities by providing pay increases based on their level of participation. Multiple interviewees cited the professional and social benefits of the program. Despite the success of the program from the adjunct perspective, it was abandoned due to the costs associated with pay raises for adjuncts. **The large number of adjunct faculty at each institution and continual financial investment appeared to prevent some programs from being viable financially**. The continual financial investment needed to support programs for large numbers of adjunct faculty appeared to prevent the sustainability of these programs.

Summary of Qualitative Discussion

Qualitative findings addressed each of the six research questions posed in this study. The key findings from the qualitative component of this study are presented in Table 70.

Table 70

Key Qualitative Findings by Research Question

Research Question	Key Qualitative Findings
1. To what extent are the dimensions of burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment) present among adjunct faculty?	• Physical and emotional exhaustion are experienced by some adjuncts. • Depersonalization is experienced by some adjuncts in the forms of boredom or monotony. • Reduced personal accomplishment is associated with poor student performance.

Table 70 (continued)

Key Qualitative Findings by Research Question

Research Question	Key Qualitative Findings
2. How is burnout experienced by adjunct faculty of various employment characteristics?	• Adjuncts with additional part-time employment are prone to exhaustion and feelings of reduced personal accomplishment due to workload, commute, and lack of connection to the institution.
	• Adjuncts with aspirations to become full-time faculty tend to experience either engagement or cynicism due to their perceived full-time prospects.
	• New adjuncts are susceptible to exhaustion due to classroom-related stress.
	• New adjuncts hold high expectations for student success and experience feelings of ineffectiveness when students perform poorly.
	• Financial dependence prevents some adjuncts from taking a break or leaving the institution when burnout begins to arise.
	• Adjuncts with non-financial motivations for teaching tend to experience little burnout.
3. Does the nature of the curriculum or discipline taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?	• Elevated levels of burnout in transfer disciplines are attributable to financial and interpersonal challenges.
	• Poor student performance in lower level courses may lead to reduced feelings of personal accomplishment.
	• Insufficient supervisor support in large departments may contribute to adjunct burnout.
	• Teaching multiple unique course preps increases workload and may lead to exhaustion.
	• Negative interactions with department chairs, faculty, and staff contribute to adjunct burnout.

Table 70 (continued)

Key Qualitative Findings by Research Question

Research Question	Key Qualitative Findings
4. To what extent are organizational risk factors for burnout experienced by adjunct faculty at the selected community colleges?	• Potential risk factors for burnout exist that pertain to the following organizational domains: workload, control, reward, community, and fairness.
5. What impact do adjunct unions have on addressing the underlying causes of burnout among adjunct faculty?	• Contract provisions related to compensation and benefits are effective and viewed favorably. • Adjunct unions help to foster a sense of community. • The quality of the adjunct union contract is influenced by union leadership. • Eligibility requirements and lack of communication with potential members inhibit the outreach of adjunct unions.
6. What strategies are employed to prevent or address the manifestation of burnout among adjunct faculty?	• Individual strategies address existing feelings of exhaustion but do not reduce substantially depersonalization or feelings of reduced personal accomplishment. • Institutional strategies help to prevent all dimensions of job burnout by targeting the following organizational domains: control, reward, community, and fairness. • Large adjunct faculty populations and the need for continued financial investment prevent some programs from being viable financially.

Conclusions

This mixed methods study explored the causes, manifestation, and prevention of job burnout among adjunct faculty in Illinois community colleges. Additionally, differences in the burnout experience for various groups of adjunct faculty, separated by employment characteristics and teaching discipline, were examined.

The analysis of survey data, documents, and interview data shaped the conclusions to each research question posed in this study.

Presence of Burnout

The first research question was designed to investigate the overall extent to which burnout was present among adjunct faculty in community colleges. The following conclusions were made based on the analysis of quantitative and qualitative data:

1. Adjunct burnout levels are moderate or average compared to other postsecondary faculty; however, most adjuncts experience low levels of burnout.

2. Physical and emotional exhaustion arise from classroom-related stress, the workload associated with teaching multiple courses, and the commute between institutions for adjuncts with multiple part-time jobs.

3. Depersonalization exists in the forms of lack of interest, boredom, and monotony.

4. Lack of personal accomplishment arises from poor student performance.

5. The presence of one burnout dimension is likely to indicate the presence of another dimension. This effect is strongest for exhaustion and depersonalization.

Burnout Across Employment Characteristics

The second research question examined the differences in burnout between adjunct faculty of various employment characteristics. The following conclusions were made based on the analysis of quantitative and qualitative data:

1. Adjuncts with multiple part-time jobs (*freelancers*) experience exhaustion and lack of personal accomplishment due to their workload and lack of connection to the institution.

2. Financial dependence on part-time employment prevents some adjuncts – especially *freelancers* – from taking a break or leaving the institution when feelings of burnout arise.

3. New adjuncts experience exhaustion due to classroom-related stress and lack of personal accomplishment due to poor student performance.

4. The development of a cynical attitude regarding their full-time faculty prospects causes engagement to evolve into burnout for some *aspiring academics*.

5. Adjuncts who teach primarily for enjoyment, rather than financial gain, experience little burnout.

Burnout Across Teaching Disciplines

The third research question sought to identify differences in burnout between adjunct faculty teaching in different disciplines and curriculum levels. The following conclusions were made based on the analysis of quantitative and qualitative data:

1. Elevated levels of burnout for adjuncts in transfer disciplines are influenced by financial and interpersonal challenges.

2. A disproportionately large number of *freelancers* teach in transfer disciplines.

3. A disproportionately large number of *specialists* teach in career-based disciplines.

4. The tendency for *freelancers* to teach in transfer disciplines may contribute to elevated levels of burnout in these disciplines.

5. Negative interactions with the people in the department influence adjunct burnout more than the nature of the subject matter being taught.

6. Lack of interaction with the supervisor in a large department may allow adjunct burnout to develop.

7. Adjuncts teaching in small departments may experience burnout if they must teach multiple course preps to reach their maximum teaching loads. This appears to occur most often for new adjuncts, *freelancers,* and *aspiring academics.* In such cases, work overload may bring about exhaustion.

8. Poor student performance is most common in lower level courses and may give rise to feelings of reduced personal accomplishment among adjuncts.

9. Adjunct faculty are being employed primarily as inexpensive labor substitutes for full-time faculty.

Risk Factors for Burnout

The fourth research question was designed to investigate the organizational risk factors for burnout that were present at the selected community colleges. The following conclusions were made based on the analysis of qualitative data:

1. Mismatches between adjunct faculty and the following domains of the work environment, as defined by Maslach & Leiter (2008), exist: (a) workload, (b) control, (c) reward, (d) community, and (e) fairness.

2. Institution and department size influence the organizational risk factors for burnout.

3. Employment characteristics of adjuncts may exacerbate existing organizational risk factors for burnout.

Union Role in Preventing Burnout

The fifth research question explored the impact that adjunct faculty unions had in addressing the underlying causes of burnout among adjuncts. The following conclusions were made based on the analysis of qualitative data:

1. Contract provisions related to compensation, benefits, sick leave, and grievance processes are beneficial to adjunct faculty.

2. Adjunct unions help to foster a sense of community among adjunct faculty.

3. Strict eligibility requirements limit the ability of an adjunct union contract to provide coverage to many adjuncts.

4. Inexperienced union leadership may lead to flaws in adjunct union contracts.

Strategies for the Prevention and Reduction of Burnout

The sixth research question sought to identify strategies aimed at the prevention or reduction of adjunct faculty burnout. The following conclusions were made based on the analysis of qualitative data.

1. Individual strategies address symptoms of burnout that have already begun to manifest themselves in adjunct faculty. These strategies appear most effective at reducing exhaustion.

2. Organizational strategies help to prevent job burnout by reducing the mismatches between the employee and the domains of the job environment – particularly, workload, control, reward, community, and fairness.

Collectively, these strategies help to prevent the manifestation of all three burnout dimensions.

3. Programs and on-campus improvements that support adjunct faculty are sometimes expensive and difficult to implement or sustain.

4. The role of the department chair is critical in helping adjuncts to stay engaged and prevent burnout. Department chairs support adjunct faculty by providing recognition, employing effective scheduling strategies, and including adjuncts in the decision making process.

5. Centralized support for adjunct faculty ensures an institutional commitment to adjunct faculty; however, large numbers of adjunct faculty may limit the effectiveness of this approach.

Implications

Job burnout among adjunct faculty has implications for community colleges, their stakeholders, and adjuncts themselves. By understanding the causes of adjunct faculty burnout and how burnout is experienced by this unique group of faculty, institutions may be able to develop strategies aimed at preventing job burnout. This section addresses the implications as they pertain to each research question posed in the study.

Presence of Burnout

The first research question was designed to investigate the overall extent to which burnout was present among adjunct faculty in community colleges. The moderate mean levels of burnout observed among adjunct faculty present the following implications for community colleges and adjunct faculty themselves:

1. Elevated levels of burnout may reduce job satisfaction among adjuncts and lead to turnover (Bayram et al., 2010, p. 47; Bilge, 2006, p. 1157; Chauhan, 2009; ¶ 1; Maslach & Leiter, 2008, p. 499; Maslach et al., 2001, p. 406; Sharma et al., 2010, p. 351). The loss of talented adjuncts may impact negatively student learning. Additionally, institutions must spend additional time and resources training and preparing new adjuncts.

2. Elevated levels of burnout may have a negative impact on job performance and impact negatively student learning (Chauhan, 2009, ¶ 1; Pillay et al., 2005, p. 29; Vahey et al., 2004; ¶ 21).

3. Burnout may act as a mechanism by which underperforming adjuncts transition out of the institution, only to be replaced by new, engaged adjuncts.

Burnout Across Employment Characteristics

The second research question sought to investigate differences in the burnout experience between adjuncts of various employment characteristics. Several employment characteristics were found to influence the manifestation of burnout, thus creating the following implications for adjuncts and the community colleges at which they teach:

1. Burnout among adjuncts with multiple part-time jobs is likely to result in reduced job performance since these adjuncts (*freelancers*) often are dependent financially on part-time employment and unable to leave the institution when feelings of burnout arise.

2. Burnout among *aspiring academics* may cause them to leave the college or become *freelancers.* In addition to losing experienced adjunct faculty, the pool of potential full-time faculty candidates might be reduced.

3. Feelings of exhaustion and ineffectiveness among new adjuncts may cause them to leave the college to pursue other employment, rather than develop into talented instructors over time. Their lack of seniority may contribute to this effect since new adjuncts sometimes teach courses that are undesirable to other faculty.

Burnout Across Teaching Disciplines

The third research question posed in this study examined the differences in adjunct faculty burnout between teaching disciplines and curriculum levels. While notable differences were identified only at TCC, potential implications for community colleges exist based on these findings:

1. Adjuncts in transfer disciplines are likely to serve the greatest number of students compared to other disciplines. Elevated burnout levels observed among these adjuncts may affect negatively job performance and, ultimately, student learning on a large scale in transfer disciplines. This may lead to reduced student transfer rates to four-year institutions.

2. Students who take more than three-quarters of their first-year credits with adjunct faculty display significantly lower persistence rates than students with less exposure to adjuncts (Jaeger, 2008, ¶ 10). In lower level courses, poor student performance appears to give rise to feelings of reduced personal accomplishment among adjuncts. Burnout and the corresponding effect on

job performance may magnify the reduced rates of student persistence in lower level courses taught by adjuncts.

3. The environments of both large and small departments in transfer disciplines may especially be conducive to adjunct burnout, leading potentially to turnover, reduced job performance, and reduced student learning.

4. The use of adjunct faculty as labor substitutes for full-time faculty is likely to increase due to the current economic climate. The increasing use of adjunct faculty will require the investment of additional time and resources from the institution to prevent the development of job burnout.

Risk Factors for Burnout

Through purely qualitative methods, this research question explored the challenges facing adjunct faculty at their respective institutions that may serve as risk factors for burnout. The following implications may impact adjuncts and community colleges:

1. Large institutions and departments may be most prone to inadequacies in the following areas: (a) evaluation, (b) access to resources, (c) professional development, (d) orientation, and (e) interaction with other faculty. Consequently, mismatches between adjuncts and the following organizational domains may emerge and lead to burnout: (a) control, (b) reward, and (c) community.

2. Adjuncts in small departments may need to teach multiple preps to reach their maximum possible teaching loads. Consequently, a mismatch between these adjuncts and the organizational domain of workload may emerge.

3. All institutions, regardless of size or employment characteristics, may be susceptible to challenges related to the following areas: (a) scheduling, (b) compensation and job security, (c) decision making, and (d) attitudes of full-time faculty. Consequently, mismatches between adjuncts and the following organizational domains may emerge: (a) workload, (b) control, (c) community, and (d) fairness.

4. Adjuncts who spend little time on campus outside of the classroom may experience inadequacies related to resources and social interaction with other faculty. Consequently, mismatches between these adjuncts and the organizational domains of control and community may occur.

Union Role in Preventing Burnout

The fifth research question was designed to assess qualitatively the impact that adjunct faculty unions have on addressing the underlying causes of burnout. The following implications affect adjunct faculty unions and the individuals whom they represent:

1. The presence of an established adjunct union on campus may prevent the manifestation of burnout by providing support through contract provisions and the creation of a sense of community.

2. New adjuncts and adjuncts who teach few courses may be ineligible for union coverage or membership. These adjuncts are unable benefit from the positive aspects of the contract and may also feel like outsiders due to their lack of involvement with the union.

3. Adjuncts who wish to take a break to alleviate feelings of burnout may become ineligible for union coverage. This may contribute to feelings of burnout upon their return to the college.

4. Institutions at which new adjunct unions have recently formed or are currently forming may undergo early "growing pains" due to inexperienced leadership and difficulty recruiting members. As a result, the union may be unable to gain strength and institution-wide representation if the membership base does not grow.

5. At large institutions, it is conceivable that some department chairs or other instructional administrators may not be well-versed on the adjunct union contract. Consequently, some contract provisions may not be enforced uniformly across the institution.

Strategies for the Prevention and Reduction of Burnout

The final research question sought to identify strategies that were effective at preventing or reducing burnout among adjunct faculty. Several implications exist that relate to the strategies identified in this study:

1. Providing additional resources, such as increased office space, is costly and may require capital funding. As a result, inexpensive strategies to increase job resources may prove beneficial and realistic.

2. Large institutions that employ a sizeable number of adjunct faculty may face the greatest difficulties in implementing strategies that support adjuncts and prevent burnout.

3. The diversity of employment characteristics among adjunct faculty makes it difficult to develop strategies that appeal to a large number of adjuncts.

4. Once feelings of burnout have developed, institutional strategies may be ineffective at reducing burnout among some adjuncts. Failure to provide support to adjunct faculty through institutional strategies and initiatives early in their careers may lead to persistent feelings of burnout.

Model for Adjunct Faculty Burnout and Engagement

Based on the conclusions and implications drawn from this study, a model of adjunct faculty burnout and engagement has been developed. Multiple challenges that adjunct faculty face in the selected community colleges correspond to risk factors for burnout associated with the following organizational domains identified by Maslach and Leiter (2008): (a) workload, (b) control, (c) fairness, (d) reward, and (e) community. Several strategies may be employed potentially by community colleges to reduce the impact of the challenges related to these domains and lead to engagement. Figure 7 displays a model for the development of adjunct burnout and engagement. Organizational strategies are proposed that may prevent the manifestation of burnout and lead to engagement, the antithesis of burnout. Instead of the exhaustion, depersonalization, and lack of personal accomplishment associated with burnout, engagement is characterized by energy, involvement, and a sense of personal accomplishment (Maslach et al., 2001, p. 416). The proposed strategies that may contribute to adjunct engagement are elaborated upon in the recommendations section of this chapter.
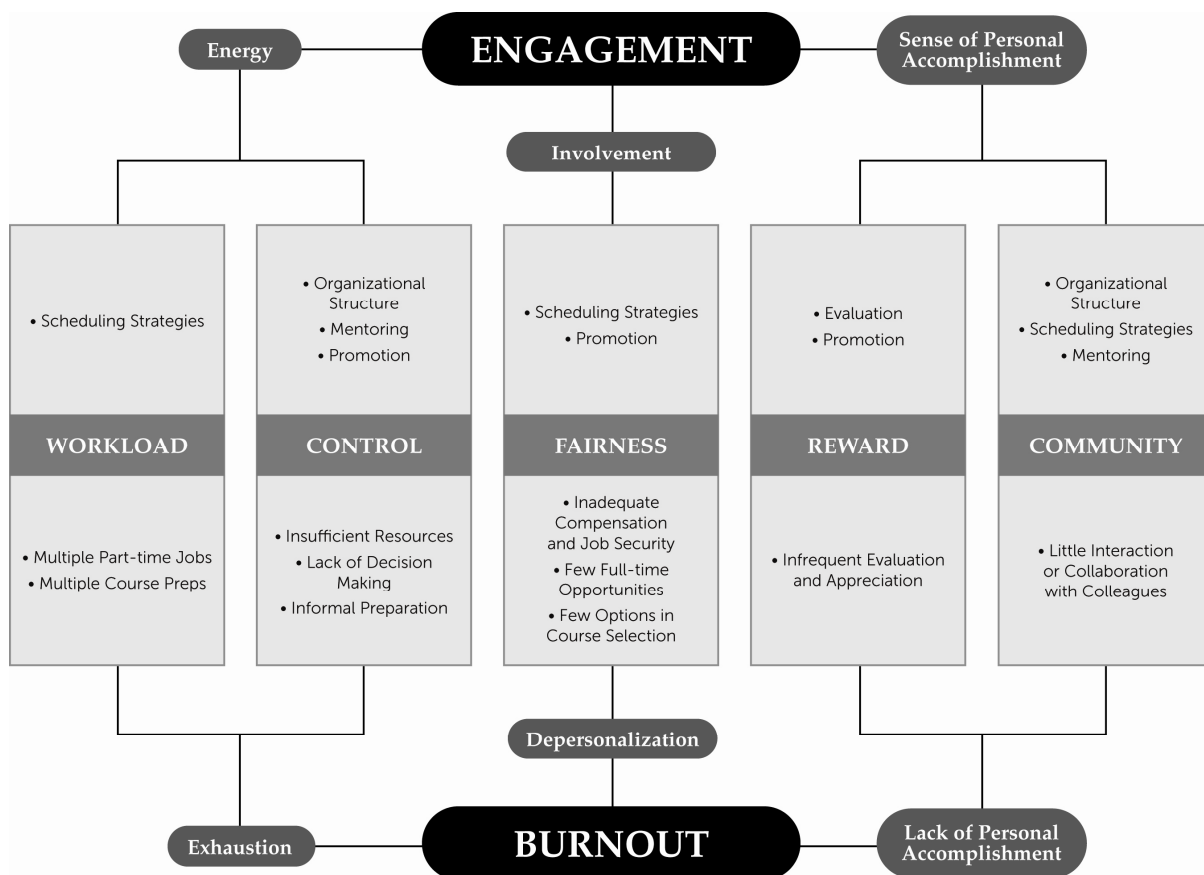
Figure 7. Preventing Adjunct Faculty Burnout: The Bates Model

Recommendations

This section includes recommendations for the improvement of practice, dissemination of findings, and future research in the area of adjunct faculty burnout. While these recommendations are based solely on the findings from this study of two large community colleges in Illinois, it is conceivable that other similar institutions may benefit from the consideration of these practices.

Recommendations for Improvement of Practice

The analysis of quantitative and qualitative data collected during this study has identified several risk factors for burnout present at the selected community colleges. Differences in burnout experiences and potential strategies that may prevent or address burnout were also identified. Based on these findings, several

recommendations for the improvement of practice were developed that pertain to the following areas: (a) promotion, (b) mentoring, (c) scheduling, (d) organizational structure, (e) evaluation, and (f) union priorities.

Promotion. It is recommended that a promotion system for adjunct faculty be instituted that rewards both experience and professional development, such as workshops or graduate-level coursework. At predetermined experience and professional development levels, adjuncts may be given titles similar to those bestowed upon full-time faculty, such as "adjunct instructor," "assistant adjunct professor," "associate adjunct professor" and "full adjunct professor." This approach would help to provide adjuncts with intrinsic rewards (title) and extrinsic rewards (compensation), while encouraging them to participate in professional development activities aimed at improving classroom instruction. Offering workshops online or during in-services may be a convenient way for adjuncts to earn the professional development experience needed for promotions. Utilizing the resources available to them, such as professional development workshops, may help adjuncts to improve their classroom techniques and reduce feelings of exhaustion.

The promotion system also may be employed to allow access to certain employment privileges. For instance, an institution may offer guaranteed interviews for full-time faculty positions to all qualified adjuncts at a certain level. This may help to engage *aspiring academics* and prevent depersonalization by building a sense of fairness. Additionally, by using both experience and professional development participation to determine course selection priority, a less experienced adjunct may

have the opportunity to teach a new course and relieve feelings of monotony associated with burnout.

Mentoring. A required mentoring program for all new adjunct faculty is recommended. New adjuncts were identified as susceptible to job burnout, particularly reduced personal accomplishment and exhaustion. Either a full-time faculty member or an experienced adjunct faculty member may serve as a mentor for a modest stipend. **A mentoring program would enable the new adjunct to build a sense of community by interacting with faculty colleagues. Furthermore, seasoned faculty should be able to recommend relevant resources and classroom strategies that may prevent exhaustion among new adjuncts.** In some cases, department chairs may consider allowing the new adjunct to team-teach with a veteran faculty member to allow for a gradual transition while he or she learns valuable teaching strategies.

Scheduling. Several strategies related to scheduling are recommended for administrators or faculty heads, such as department chairs and coordinators. Scheduling strategies may help to prevent burnout among adjunct faculty of various employment characteristics.

When possible, new adjuncts should teach few courses and only one or two unique course preps during their first semester at the college. This should help to prevent exhaustion and may provide time for the new adjunct to pursue professional development activities offered through the institution.

Department chairs and coordinators in charge of scheduling should be cognizant of the adjuncts in their departments who hold employment at multiple

institutions. These adjuncts may benefit from having only one or two unique course preps overall. Teaching several sections of a single course, rather than multiple course preps, may help to prevent exhaustion by keeping these adjuncts' workloads from becoming unmanageable.

Efforts should be made to ensure that the classes within each discipline are scheduled in relative geographical proximity to one another. Doing so may foster a sense of community by encouraging informal communication between all faculty. It should be noted that this may be challenging to accomplish for large departments at small colleges, where building space may be insufficient.

Finally, proactive efforts to avoid the "bumping" of adjuncts should be undertaken. For instance, scheduling an unstaffed "back-up" course for a course with traditionally low enrollment taught by a full-timer provides an alternative option to "bumping" an adjunct. If the low-enrollment course does indeed run, then another adjunct may be employed to teach the "back-up" course. Helping to maintain some level of job security may cultivate the perception of an equitable workplace, preventing depersonalization.

Organizational structure. Adjunct faculty in large departments tend to interact infrequently with their department chairs and are rarely evaluated. **It is recommended that large departments employ the use of faculty coordinators to assist with hiring, scheduling, and evaluation.** Doing so should allow for greater interaction with adjunct faculty. Coordinators, who may come from multiple disciplines within the department, also should be able to disseminate information about specialized resources to adjuncts teaching in similar disciplines. Therefore,

improvements to the organizational domains of community and control could be made. Furthermore, the department chair would be able to increase his or her involvement in academic, college, and community endeavors rather than focus heavily on the oversight of adjunct faculty. To help ensure uniformity across the college, a fixed ratio of adjunct faculty to coordinators should be prescribed.

Evaluation. Presently, it appears that the selected institutions evaluate adjunct faculty in the classroom during their first semester and, subsequently, only when a problem is perceived. **It is recommended that evaluation be performed regularly for all adjunct faculty to help ensure quality while providing the intrinsic reward desired by many adjunct faculty.** With only one department chair, it has been difficult for the selected institutions to evaluate adjuncts regularly. However, the use of faculty coordinators to evaluate adjuncts should make the process realistic, even for large departments.

New adjuncts should be evaluated during each of their first two semesters at the college. Evaluation for new adjuncts should be tied to the mentoring process. A new adjunct should have the opportunity to observe a class taught by a mentor in addition to being observed informally by his or her mentor. Following this informal evaluation, the mentor will provide feedback intended to help prepare the new adjunct for his or her classroom evaluation performed by the department chair or faculty coordinator.

After this introductory period, adjuncts should be evaluated every other semester until they reach a certain promotion level, such as "associate adjunct professor." Adjuncts at this level may choose to participate in optional classroom

evaluations. Departmental adjunct awards based on student and classroom evaluations may serve as an incentive for some adjuncts to participate in optional evaluation, even after reaching a certain promotion level.

   Union priorities. The final recommendation set forth in this study encourages adjunct faculty unions to focus their priorities on eligibility requirements. Adjunct unions with strict eligibility requirements may only provide support for a limited number of adjunct faculty. Lack of eligibility among potential members also limits union growth. **Negotiations should focus on lowering the requirements for eligibility. Additionally, unions should attempt to negotiate for the right to maintain eligibility despite a short break in service.** This would allow adjuncts who experience burnout to rejuvenate themselves by spending one or two semesters away from the college without fear of losing coverage by the adjunct faculty union contract.

Recommendations for Dissemination of Findings

   The findings from this study may inform practice at community colleges across the nation, particularly large institutions with adjunct faculty of various employment characteristics. First, the findings of this study will be shared with both institutions selected for investigation. Second, presentations at state and national conferences related to community college leadership are other possible forums to disseminate findings. Finally, the researcher may pursue opportunities to publish the findings of this study to journals and newspapers aimed at higher education and community colleges.

Recommendations for Future Research

It is recommended that studies be performed to explore further the impact of employment characteristics and teaching discipline on adjunct faculty burnout. Specifically, *freelancers* are of particular interest since they report the highest levels of burnout. Combining data across multiple institutions may help to support the findings of this study that suggest *freelancers* are the most likely group of adjuncts to experience burnout. A similar approach may be taken for adjuncts in transfer disciplines and new adjunct faculty, for whom evidence suggests burnout to be a problem as well.

Of the four adjunct categories defined by Gappa and Leslie (1993), *aspiring academics* are the greatest in number. Therefore, burnout among this group has the potential to impact negatively community colleges. While quantitative evidence suggests relatively low levels of burnout among *aspiring academics*, qualitative evidence implies that these adjuncts may experience frustration or cynicism when they are unable to secure a full-time faculty position. Therefore, the potential exists for *aspiring academics* to experience burnout. Feelings of burnout may compel them to leave the college or reconsider their aspirations for full-time employment. Therefore, the burnout scores for *aspiring academics* may not reflect truly the burnout experience for these adjuncts. To explore this proposed phenomenon further, a longitudinal study is recommended. At an initial time, a sample of *aspiring academics* should be identified using a survey instrument that gauges their interest in becoming a full-time faculty member. Over a two or three year period, these adjuncts should be tracked to determine whether they have become full-time, still

hold interest in becoming full-time, have transitioned to another adjunct group, or left the college. Doing so may help to confirm or reject the possibility that *aspiring academics* evolve into *freelancers* after experiencing burnout due to their inability to earn a full-time faculty position.

This findings of this study implied that the risk factors for adjunct burnout may differ between small and large departments or institutions. However, since this study included only two institutions categorized as very large by the Carnegie Foundation for the Advancement of Teaching (2011), the implications for small institutions and departments warrant further treatment. Therefore, the manifestation of burnout and prevention strategies should be investigated at smaller institutions – in terms of total faculty and also adjunct to full-time faculty ratio – to explore the impact of institution size on the phenomenon of adjunct burnout.

Finally, evaluations of successful programs aimed at supporting adjunct faculty should be performed. Such programs include orientation, mentoring, and evaluation for adjunct faculty. Program evaluation enables the researcher to "judge the effectiveness of particular . . . practices or innovations" (Leedy & Ormrod, 2010, p. 137). Considering the costs associated with some initiatives that provide support for adjunct faculty, community college leaders should gauge the effectiveness of such initiatives prior to implementation at their own institutions.

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BIOGRAPHICAL SKETCH

Michael Bates is currently a faculty member in Physics at Moraine Valley Community College in Palos Hills, Illinois. In his six years at Moraine Valley, he has served as advisor for the Engineering Club, participated in community outreach related to the sciences, served on committees related to the college's reaccreditation process, and also served on hiring committees. Before working at Moraine Valley, Bates was an inventory analyst for a large industrial supply company and held an adjunct faculty position at Morton College in Cicero, Illinois.

Bates holds a Bachelor's degree in Physics from Indiana University in Bloomington, Indiana, and a Master's degree in Physics from the University of Illinois in Urbana, IL. As a student, he participated in research in the field of high energy physics for experiments based at Fermi National Accelerator Laboratory and Brookhaven National Laboratory. Bates is a member of the American Association of Physics Teachers and Sigma Pi Sigma, the Physics honor society.

Appendix A

Part II of the Adjunct Faculty Survey Instrument

1) How would you describe the category or classification of the course(s) you typically teach?
    a. Transfer education (liberal arts, sciences, etc.)
    b. Career/technical education
    c. Developmental education
    d. Non-credit/community education
    e. My primary role within the institution is not in a teaching capacity

2) How would you describe the meeting format of the course(s) you typically teach?
    a. Face-to-face
    b. Online/distance learning
    c. N/A

3) Overall, how many years of experience do you have as an adjunct faculty member in all community colleges for whom you have worked?
    a. Less than one year
    b. 1 year
    c. 2 years
    d. 3 years
    e. 4 years
    f. 5 or more years

4) How many years of experience do you have as an adjunct faculty member in this specific community college?
    a. Less than one year
    b. 1 year
    c. 2 years
    d. 3 years
    e. 4 years
    f. 5 or more years

5) Have you been employed previously as a full-time employee in a career/field other than postsecondary education?
    a. Yes
    b. No

6) If you answered yes to the previous question, are you officially retired from your previous full-time position or planning to be retired in the next year?
    a. Yes
    b. No

7) Do you currently hold full-time or primary employment elsewhere?
  a. Yes
  b. No

8) Do you aspire to become a full-time faculty member at this or another community college?
  a. Yes
  b. No

9) If you would be interested in participating in a face-to-face interview concerning job burnout among adjunct faculty, please provide your name and contact information below.

Name: _____

Institution: _____

Email: _____

Phone: _____

Appendix B

Email Invitation to Complete Adjunct Faculty Survey

Dear [institution] Adjunct Faculty Member:

The purpose of this communication is to request your participation in a brief online survey focusing on job burnout among adjunct faculty in Illinois community colleges. This survey is part of research being conducted by Michael Bates, a doctoral student in community college leadership at National-Louis University in Chicago. As part of his dissertation research, he is investigating issues facing adjunct faculty and also potential strategies employed by both institutions and adjunct faculty themselves for recognizing and preventing job burnout.

It should only take about 15 minutes to complete the survey available at the following link:

[link to survey]

Please note that participant identification and survey responses will be kept confidential (unless you self-identify at the end of the survey). Further, all survey responses (including demographic information) will be reported as aggregate data only to help ensure your anonymity. Submitting the survey indicates that you have given your consent voluntarily to participate.

Thank you for taking the time to assist in this research. If you have questions about the study or would like a summary of the survey results, please contact the researcher as indicated below.

Appendix C

Expert Panel Review and Pilot Recommendations

Expert Panel Review Recommendations

Four expert reviewers were asked to provide their recommendations for improving the quantitative survey instrument and the qualitative semi-structured interview questions to be used for data collection. The reviewers were comprised of the following individuals: (a) the Director of Institutional Research at Feynman Community College , (b) the Department Chair of Developmental Education at Feynman Community College, (c) the Assistant Dean of Science, Business, and Computer Technology at Feynman Community College, and (d) an adjunct faculty member from a community college not included in this study.

Quantitative Data Collection

No changes to Part I of the data collection survey instrument were recommended. The following recommendations pertaining to the survey cover letter and Part II of the survey instrument were incorporated in the final data collection instrument:

Cover Letter.	Change wording from "I am interested in the issues facing adjunct faculty and potential institutional strategies for improving job-related satisfaction" to "I am interested in the issues facing adjunct faculty and potential strategies employed by both institutions and adjuncts themselves for recognizing and preventing job burnout."

Survey, Part II.	Question #1	Clarify the four discipline categories since some adjuncts might not be familiar with this terminology.

Qualitative Data Collection

	All Questions	Clarify whether adjunct faculty interviewees are responding from their own personal point of view or that of adjunct faculty in general.
	Questions #1-3	Change language to be less technical so that it may be more easily understood by interviewees.
	Question #7	Adjunct faculty interviewees are unlikely to be able to elaborate on the relationship between discipline and job-related attitudes.

Questions #15-20   Questions may be somewhat leading.

Pilot Study Recommendations

Prior to the pilot study, revisions were made to the survey instrument and interview questions based on the expert panel review recommendations. Five adjunct faculty were asked to complete the electronic survey as part of the pilot study. Their feedback was collected regarding the clarity of the cover letter that accompanies the survey and the survey questions. Revisions to the survey were made based on their feedback. Additionally, pilot interviews were conducted with an adjunct faculty member and a department chair from Feynman Community College. Their feedback and responses were used to revise the interview questions. None of the pilot participants were included as participants in the actual study.

Quantitative Data Collection

No changes to Part I of the data collection survey instrument were recommended. The following recommendations related to the survey cover letter and Part II of the survey instrument were incorporated in the final data collection instrument:

Cover Letter.   Reduce the use of the term "burnout" as it carries a negative connotation and may affect negatively the accuracy of the responses.

Qualitative Data Collection

Question # 5   Clarify what is meant by external roles.

Questions #8-9   Differentiate between challenges inside and outside of the classroom.

Questions # 16, 18   Simplify wording.

Semi-Structured Interview Questions

Research Questions	Original Interview Questions Reviewed by Panel of Experts	Revised Interview Questions Used in the Pilot Study	Final Interview Questions Incorporating Panel and Pilot Input
1. To what extent are the dimensions of burnout present among adjunct faculty?	1) How do physical and emotional exhaustion manifest themselves among adjunct faculty? 2) How do depersonalization and cynicism manifest themselves among adjunct faculty? 3) How does inefficacy manifest itself among adjunct faculty?	1) What does teacher burnout mean for you? 2) How does burnout manifest itself in adjunct faculty? 3) Please describe a time when you have experienced feelings of burnout.	1) How would you define job burnout? 2) How do adjunct faculty experience burnout? 3) **Faculty only:** Please describe a time when you have experienced feelings of burnout.
2. How is burnout experienced across multiple categories of adjunct faculty?	4) How does the desire to achieve full-time faculty status affect job-related attitudes of adjunct faculty? 5) How does additional full-time employment affect job-related attitudes of adjunct faculty? 6) Does the retired status of some adjunct faculty influence their job-related attitudes? - If "yes," how?	4) What characteristics or traits of adjunct faculty members contribute to feelings of burnout? 5) How do adjunct faculty members' ambitions or external roles contribute to feelings of burnout?	4) **Faculty only:** Why did you decide to teach at the community college? 5) What traits of adjunct faculty members contribute to feelings of stress and burnout?
3. Does the nature of the curriculum taught by adjunct faculty influence the presence of the dimensions of burnout? If so, how?	7) Are the job-related attitudes of adjunct faculty influenced by the curriculum they teach? - If "yes," which curriculum yields the most positive job-related attitudes – transfer, technical, developmental, or community	6) Are the job-related attitudes of adjunct faculty influenced by the curriculum they teach? - If "yes," which curriculum yields the most positive job-related attitudes – transfer, technical, developmental, or community	6) Do the challenges facing adjunct faculty relate to the nature of the courses or to the general subject area they teach? - If "yes", how?

Research Questions	Original Interview Questions Reviewed by Panel of Experts	Revised Interview Questions Used in the Pilot Study	Final Interview Questions Incorporating Panel and Pilot Input
	education? - Please explain why. - If "yes," which curriculum yields the most negative job-related attitudes – transfer, technical, developmental, or community education? - Please explain why.	education? - Please explain why. - If "yes," which curriculum yields the most negative job-related attitudes – transfer, technical, developmental, or community education? - Please explain why.	
4. To what extent are the risk factors for burnout, as identified by Maslach and Leiter (2008), present in the selected community colleges?	8) Do you consider the physical or emotional workload placed on adjunct faculty to be excessive at times? - If "yes," in what ways might the workload be excessive? 9) In what ways do issues of control or access to resources impact the ability of adjunct faculty to perform job duties or achieve personal goals? 10) What forms of reward or recognition are given to adjunct faculty? 11) How is a sense of community or support fostered for adjunct faculty? 12) What issues related to fairness do adjunct faculty face? 13) In what ways might personal aspirations of adjunct faculty	7) How are adjunct faculty viewed by full-time faculty members and other staff? 8) What problems related to employment do adjunct faculty face? 9) What problems related to instruction do adjunct faculty face? 10) What, if any, issues related to fairness do adjunct faculty face? 11) Are there any other factors that cause stress or burnout among adjunct faculty that we have not yet discussed? - If "yes," please describe these factors.	7) How are adjunct faculty viewed by full-time faculty members? 8) How are adjunct faculty viewed by the administration? 9) What challenges related to instruction do adjunct faculty face? 10) What challenges outside of the classroom do adjunct faculty face? 11) How would you describe the role of adjunct faculty in decision making at the college? 12) What forms of reward or recognition are offered to adjunct faculty? 13) Please describe

Research Questions	Original Interview Questions Reviewed by Panel of Experts	Revised Interview Questions Used in the Pilot Study	Final Interview Questions Incorporating Panel and Pilot Input
	conflict with the values or culture of the institution?		any other factors that cause stress or burnout among adjunct faculty that we have not yet discussed.
5. What impact do adjunct faculty unions have on addressing the underlying causes of burnout among adjunct faculty?	14) How does the union help to address issues related to workload? 15) How does the union help to address issues related to resources and control? 16) How does the union help to address issues related to reward and recognition? 17) How does the union help to promote a sense of community and support? 18) How does the union help to maintain fairness? 19) When the values or goals of adjunct faculty conflict with the values of the institution, how does the union provide support for adjunct faculty?	12) Are you a member of the adjunct faculty union? - If "yes," are you an active member? 13) What is your perception of the effectiveness of the adjunct faculty union? 14) How does the union help to provide support for adjunct faculty? 15) Is there anything else that the adjunct faculty union does that helps adjunct faculty prevent stress and burnout?	14) **Faculty only:** Are you a member of the adjunct faculty union? - If "yes," are you an active member? 15) Does the union provide support for adjunct faculty? - If "yes," what forms does the support take? 16) What is your perception of the effectiveness of the adjunct faculty union?
6. What institutional strategies are	20) What strategies do adjunct faculty employ to increase	16) Describe the things that adjunct faculty do to feel energized,	17) What strategies do adjunct faculty employ

Research Questions	Original Interview Questions Reviewed by Panel of Experts	Revised Interview Questions Used in the Pilot Study	Final Interview Questions Incorporating Panel and Pilot Input
employed to address the dimensions of burnout among adjunct faculty?	their own energy, involvement, and efficacy? 21) To what extent are these strategies effective? 22) What strategies do administrators employ to promote energy, involvement, and efficacy among adjunct faculty? 23) To what extent are these strategies effective?	involved, and effective. 17) What qualities are present in an effective and content adjunct faculty member? 18) What strategies do college administrators employ to promote energy, involvement, and a sense of accomplishment among adjunct faculty? 19) Are there other strategies, not currently implemented, which may help prevent or address adjunct faculty burnout?	to prevent stress and burnout? 18) What institutional strategies are employed to prevent stress and burnout? 19) If you could improve one aspect of how the college provides support for adjunct faculty, what would it be? 20) Can you think of any other strategies that could be used to address adjunct faculty burnout?

Appendix D

Participant Informed Consent

Thank you for agreeing to participate in this study that will take place from October 2010 to June 2011. This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

I consent to participate in a research project conducted by Michael A. Bates, a doctoral student at National-Louis University located in Chicago, Illinois.

I understand that this study is entitled Investigating Adjunct Faculty Burnout and Prevention Strategies in Illinois Community Colleges. The purpose of this study is to investigate the nature of burnout among adjunct faculty employed in Illinois community colleges. This study intends to provide insight into the ways that burnout manifests itself within and affects this unique group of faculty. Furthermore, this study seeks to elicit institutional strategies that address adjunct faculty burnout.

I understand that my participation will consist of one interview lasting 1 – 2 hours in length with a possible second, follow-up interview lasting 1 - 2 hours in length. I understand that I will receive a copy of my transcribed interview at which time I may clarify information.

I understand that my participation is voluntary and can be discontinued at any time without prejudice until the completion of the dissertation.

I understand that only the researcher, Michael A. Bates, will have access to a secured file cabinet in which will be kept all transcripts, taped recordings, and field notes from the interview(s) in which I participated.

I understand that the results of this study may be published or otherwise reported to scientific bodies, but my identity will in no way be revealed.

I understand that in the event I have questions or require additional information I may contact the researcher:

> Researcher: Michael Bates
> Email address: XXXX@XXXX.edu

If I have any concerns or questions before or during participation that have not been addressed by the researcher, I understand that I may contact the researcher's primary advisor and dissertation chair:

> Chair: Dr. Martin Parks
> Address: National Louis University, 122 South

Michigan Avenue, Chicago, IL 60603

Email address: martin.parks@nl.edu

Participant's Signature: _____   **Date:** _____

Researcher's Signature: _____   **Date:** _____

Appendix E

Confidentiality Agreement for Data Transcriptionist

This confidentiality form articulates the agreement made between Michael Bates, the researcher, and transcriptionist.

I understand and acknowledge that by transcribing the audio files provided to me by Michael Bates, that I will be exposed to confidential information about the research study and the research participants. In providing transcription services, at no time will I reveal or discuss any of the information of which I have been exposed. In addition, at no time will I maintain copies of the electronic or paper documents generated. Further, upon completing each transcription, I agree to provide the electronic and paper documents to the researcher:

I understand that breach of this agreement as described above could result in personal and professional harm to the research participants for which I will be held legally responsible.

Transcriptionist's Name (please print): _____

Transcriptionist's Signature: _____ **Date:** _____

Researcher's Signature: _____ **Date:** _____