PEDAGOGICAL DEVELOPMENT FOR NON-DEGREED CAREER AND TECHNICAL EDUCATION ADJUNCT FACULTY: A PHENOMENOLOGICAL STUDY

by

Robert M. Huffman

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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APPROVED BY:

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Abstract

The purpose of this qualitative transcendental phenomenological study is to explore how non-degreed career and technical adjunct faculty members nourish their pedagogical skillsets so that they can teach at the community college level. Throughout this research study, *nourishment of pedagogical skillsets* is generally defined as *professional development*. The theories guiding this study are Mezirow's transformational learning theory as it focuses on transitioning into a new role, and Tinto's theory of dropout, as it focuses on persistence and success. This qualitative study employs Moustakas' transcendental phenomenology research design. The qualitative research design was chosen due to the nature of the purpose of the study, as addressing the purpose of this study requires the voices and the stories of the participants to be told and heard. The setting for this study is a community college located in the midwestern portion of the United States and the sample size is 12 participants. The data collection process for this study consists of three techniques. The first technique that is used is semi-structured interviews. The second data collection technique that is used is observing the participants while they present their classes. The third data collection technique incorporates a survey that provides qualitative data. The findings of this study reveal that faculty peers and program chairs are the ones that non-degreed career and technical education adjuncts look to when seeking professional development. This study also reveals that some current students that are enrolled in career and technical education courses at community colleges are strong candidates for open career and technical education adjunct faculty positions.

Keywords: adjunct, teach, education, pedagogy, skilled trades, professional development

Copyright Page

Dedication

God guided me to teach as a non-degreed career and technical education adjunct faculty member at the higher education level in 2006, and He later guided me to investigate that story a little further through evolving into a college-degreed full-time associate professor seeking a doctoral degree. I acknowledge God as being a part of every word and facet of this manuscript.

I dedicate this dissertation to all higher education adjunct faculty members.

I dedicate this to every high school teacher and college professor that has shared their knowledge with me throughout my educational journey.

To my wife and children, who unknowingly acted as the key motivator for my quest of earning a doctorate degree.

To my friend Russ, who trusted in me and hired me to serve as a full-time higher education faculty member; even though I did not possess a college degree.

To my adoptive parents, who provided a stable life during my childhood and served as key supporters of my doctoral studies.

To my peers Don, Phil, Mike, Scott, and Jim, who provided support as I navigated my way through pedagogical development during my early tenure as a college instructor.

To the memory of Granny Wright, who introduced me to The Holy Bible and to Our Lord Jesus Christ.

To the memory of my friend John, who showed me that a skilled tradesman is more than capable of serving in an upper-level higher education leadership role.

Acknowledgments

I would like to thank the non-degreed and degreed career and technical education adjunct faculty members for conquering the task of creating the next generation college-degreed skilled tradespersons. The value that you bring to higher education is taken for granted by uninformed college executives, and it is my hope that this study will create an interest for those executives to recognize and ethically compensate you for your contribution to higher education. There is no doctoral degree that can match your expertise in the knowledge of the skilled trades subject matter that you possess and willingly share with your students.

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List of Abbreviations

Affordable Care Act (ACA)

Central Research Question (CRQ)

Code of Federal Regulations (CFR)

Coronavirus Disease 2019 (COVID-19)

Data Sharing Agreement (DSA)

Heating, Ventilation, and Air Conditioning (HVAC)

Institutional Review Board (IRB)

Internal Revenue Service (IRS)

Max Weber Qualitative Data Analysis (MAXQDA)

National Center for Education Statistics (NCES)

National Institute for Automotive Service Excellence (ASE)

Principal Investigator (PI)

Science, Technology, Engineering, and Math (STEM)

Sub Question One (SQ1)

Sub Question Two (SQ2)

Sub Question Three (SQ3)

Tests of General Educational Development (GED)

To Be Determined (TBD)

CHAPTER ONE: INTRODUCTION

Overview

The contents of this chapter include a background section that describes the historical, social, and theoretical implications that are associated with the practice of community colleges employing adjunct faculty members that do not have college degrees. This chapter also includes the problem statement, purpose statement, and details that explain the significance of the study. The background section introduces how community colleges place and utilize adjunct faculty members, and a significance of the study section is provided so that the reader can grasp the underlying driver of the purpose of the study. The problem statement that exposes the lack of professional development opportunities aimed to nourish the non-degreed career and technical education adjunct faculty pedagogical skillsets are presented in this chapter. A purpose statement that explains the guiding theories is also provided in this chapter. The contents of this chapter also include the study's research questions which consist of a central research question and three sub-questions, and a term definitions section. The chapter concludes with a description of the research questions and closes with a chapter summary.

Background

Executive leaders at community colleges are under constant pressure to do more with less funding. One of the strategies that executive level community college leaders implement as a cost savings tool is reliance of cheap labor. Ott and Dippold (2017) suggested that institutions of higher education rely heavily on the use of adjunct faculty members because of the cost savings that are associated with employing adjunct faculty over full-time faculty members. It is understandable for institutions of higher education to employ adjunct faculty members as a means of financial responsibility, but that does not remove the institutions responsibility of

ensuring that the employed adjunct faculty members are provided with pedagogical professional development training. Witt and Gearin (2020) described that the reliance on adjunct faculty is an ethical oversight due to the fact that those individuals receive low wages and little to no benefits for their services. The most common form of cheap labor that roams the hallways of a community college is the adjunct faculty member. According to the National Center for Education Statistics (2020), the number of adjunct faculty in all postsecondary education institutions increased by 72% in degree-granting postsecondary institutions between 1999 and 2011. Gonzalez and Ayers (2018) explained that there is a void in empirical research that focuses on and deeply examines the labor expectations that community college leaders have placed on full-time and adjunct faculty members. The expanding use of adjunct faculty members has allowed executive level community college leaders to be viewed as having positive fiscal responsibility, but that positive perception comes at the cost of others within the organization.

Historical Context

Institutions of higher education have sought the services of adjunct faculty members for several decades. According to Nica (2018), 22% of college teaching positions were held by adjunct faculty members in 1969. The teaching duties that were placed on adjunct faculty members in 1969 are different than those that are placed on today's adjunct faculty members. The amount of instructional and technical knowledge that is required for the modern adjunct faculty member was not present in 1969. Belt and Lowenthal (2020) presented a study that revealed recurring gaps in teaching with technology; gaps that were derived from a study with seasoned faculty as participants. Gleason and Manca (2019) presented their study where the findings revealed that the use of social media platform Twitter increased student participation. Internet-based social media avenues did not exist in 1969.

The modern-day novice non-degreed career and technical adjunct faculty members are experts of the subject matter in the courses in which they teach, but in most cases, those individuals are not considered as pedagogical experts. Vilppu et al. (2019) described how high-quality pedagogy promotes collaborative learning. Vilppu et al. also explained that pedagogy and the learning process involves more than transmitting knowledge to students, and that teaching should be delivered in a learning-focused manner rather than content-focused manner.

There is a gap in the literature where little is mentioned on the perceived working conditions and professional development offerings for the non-degreed career and technical adjunct faculty member, but there is a large amount of literature that focuses on adjunct faculty working conditions and professional development needs in general. Gappa and Leslie's (1993) work was chronologically positioned to bring awareness of the working conditions that adjunct faculty faced, and their work exposed how adjunct faculty at two-year community colleges were under-resourced during the latter part of the 20th century. Sam (2021) explained that the poor working conditions described by Gappa and Leslie (1993) are still visible in the modern community college, where the work of the adjunct faculty member is in many cases unsupported.

As the demand for higher education increased, the demand for the services of adjunct faculty members also increased. Xu (2019) explained that those that opposed the heavy reliance of adjunct faculty revealed several potential problems that could be identified among the temporary labor force. Xu identified those problems as insufficient engagement with the department and lack of experience, professional training, and institutional support. The problems mentioned by Xu have evolved to a point where executive leaders at community colleges have distanced themselves from the reality that their institutions do not provide adequate professional development avenues to nourish their adjunct faculty members' pedagogical skillsets. Henkel

and Haley (2020) suggested that adjunct faculty are often viewed as second-class citizens by higher ranking individuals within colleges and universities. By providing professional development avenues to career and technical education adjunct faculty members, community college leaders would make a gesture to disprove Henkel and Haley's second-class citizen suggestion.

The chronological evolvement of the problem of failure to provide adequate pedagogical professional development to non-degreed career and technical education adjunct faculty members mirrors the chronological evolvement of the term *computer literacy,* the use of computer-based information technologies, and the expanding content of the world-wide internet web. Prior to the beginning of the third millennium, the internet played little to no role in the typical skilled tradesperson's job duties and had limited use in higher education. Molnar (1978) created the term *computer literacy* to describe the looming crisis that educators would face due to the lack of knowledge of computer technology. Molnar's term has been the focus of numerous research articles, one of which was presented by McNeil, et al. (2006). McNeil et al. presented a qualitative research report that exposed the need to integrate computer literacy into baccalaureate nursing education programs. If computer literacy was a weak link in baccalaureate level nursing programs in 2006, it was more than likely also an issue with those working as skilled tradespersons in industries such as welding and construction.

Eamon (2006) presented a report that questioned the importance of the use of the world-wide web when teaching history courses and that question resulted in the conclusion that the internet was poised to captivate the modern student audience. Poynton (2005) also presented a report that questioned the importance having computer literacy in an educational setting, where the findings of that study revealed that higher education institutions needed to offer basic

computer literacy courses. As time evolved, some of those students transitioned into college degreed full-time or adjunct faculty members; bringing their embraced passion of what the internet had to offer to the classroom. Those that never attended college were not exposed to computer literacy support in a higher education setting. The use of internet and computer-based technologies progressed rapidly in higher education settings after 2006 and play a large role in today's classrooms. Non-degreed career and technical education adjuncts need to be directed on how to effectively use the available technologies that can be found in the modern community college classroom.

Social Context

Novice career and technical education adjunct faculty members have little say in the direction, mission, and curriculum of their department. It is common for career and technical education adjunct faculty members to be excluded from departmental and institutional conversations. Burroughs (2019) explained that failure to include adjuncts from program and departmental conversations can have negative effects on the adjunct members and the school as a whole. Burroughs also explained that psychological research has shown that people who feel out of control experience elevated levels of anxiety and depression. Lack of inclusion in departmental conversations and pedagogical professional development can create occupational stress for the adjunct faculty member that is not comfortable with their pedagogical skillset level. The anxiety and depression that some adjunct faculty experience in the workplace is not switched off when they are not on campus, creating social ramifications in their home-life as well. Askari (2019) explained that anger is often associated with occupational stressors, and those occupational stressors can fuel anger and aggression amongst couples.

Institutions of higher education are often measured by their student retention and

graduation rates. According to Li (2019), the performance funding model is utilized by some states when allocating appropriations to public higher education institutions. Institutions of higher education that fail to meet the performance funding model metrics of student retention and graduation rates are penalized by receiving reduced state funding. The student loan debt crisis is an issue that many believe is a burden to society, and students that leave college before completing a degree have fueled that crisis.

By using simple math and assuming that the adjunct-faculty to full-time faculty ratio is approximately three to one, one can see that during a 60 credit-hour associate degree the community college student will receive most of their academic instruction from an adjunct faculty member. Ran and Sanders (2020) suggested that a student's educational experience could be enhanced through the service of nonacademic professionals and the work experience that those individuals bring to the classroom. Ran and Sanders also suggested that the lack of teaching experience held by those nonacademic professionals requires more institutional support and professional development in pedagogy to achieve the same student outcomes as a tenured faculty member. Ran and Sanders' suggestion demonstrates how a professional welder, automotive technician, or heating and air conditioning technician can benefit society by sharing their trade knowledge in a community college classroom, especially when they are cognizant of student learning styles. Robertson (2018) presented a study that analyzed how economic development hinges on the skillsets that those within a community possess; noting that economic development struggles within a community that has a skills gap. The career and technical education adjunct faculty member served their duty by filling an economic development need while working and becoming an expert in their skilled-trades industry.

The mission of every community college is carried out using adjunct faculty services.

Schlaerth (2022) explained that the language in many colleges' mission statements involves making society a better place by educating people. There are non-degreed career and technical education adjunct faculty members that educate their students in skilled-trades areas, creating a viable workforce that serves society with their higher education acquired skills. Schlaerth also explained that adjunct faculty comprises up to 80 percent of the faculty workforce at some higher education institution, creating a need for community college executives to open their eyes and see the importance of providing those adjunct faculty members with a true professional development plan that focuses on pedagogical skillsets and student learning styles.

Theoretical Context

Newly hired non-degreed career and technical education adjunct faculty members that have never formally taught at any educational level must be able to adapt to their new role. Eschenbacher and Fleming (2020) described how theorist John Mezirow (1991) developed his transformational learning theory by studying the phenomenon of mental discourse. Mezirow's transformational learning theory explains how individuals' transition from one role to a new role. Tinto's (1975) theoretical model of dropout behavior provides a vision of the causes of why people quit, give up, or walk away. There is a gap in the literature and research where pedagogical professional development that caters to the non-degreed career and technical education adjunct is not mentioned. A literature review search on the topic of adjunct faculty professional development led to a study that was conducted by Diegel (2013). One of the criteria for the participants of Diegel's study was that the adjunct faculty members had to have a master's degree. This study would add new information on the topic of adjunct faculty pedagogical professional development because it will focus on non-degreed adjunct faculty members, and not those that hold an associate, baccalaureate, or master's degree.

There have been similar adjunct faculty professional development studies that applied different theoretical framework approaches. Parsons et al. (2021) applied Lave and Wenger's (1991) situated learning theory to conduct a study on learning communities as an avenue of professional development for adjunct faculty. The situated learning theory fit Parsons' et al. study but it differed from this study, as the subjects in Parsons et al. study had previous teaching experience. Paynter et al. (2022) also conducted a similar study where Bandura's (1989) social cognitive model was applied. The social cognitive model could have served as the theoretical framework for this study, as it focuses on learning from peer interactions. However, Mezirow's (1991) transformational learning theory was chosen as this study's theoretical framework because this study focuses on how non-degreed career and technical education adjunct faculty transform from skilled tradespersons to skilled educators.

Problem Statement

The problem is community colleges do not provide adequate pedagogical professional development for non-degreed career and technical education adjunct faculty members. When looking at adjunct faculty job openings that are posted on many community college websites, one would see that most community colleges do not require a college degree of any level for career and technical adjunct faculty members. However, those colleges do require that the prospective adjunct faculty member holds an industry recognized certification in the field in which they teach. Wagoner (2019) explained that "there are two distinct groups of adjunct faculties at community colleges: Those who are trained and interested in a traditional academic discipline and career, and those trained and skilled in areas outside of traditional academics" (p. 91). In many cases, the career and technical education adjunct faculty member falls into the category of being trained outside of traditional academics, supporting the need for specialized

pedagogical professional development that teaches the career and technical education adjunct how to teach. Narcrisha et al. (2020) conducted a study that examined adjunct faculty needs. One of the recommendations that Narcrisha's et al. study provided was that adjunct faculty members should have easy access to support resources and teaching tools. The teaching tools that Narcrisha et al. mentioned are not material items such as overhead projectors and dry-erase boards; they are intangibles such as knowledge of learning styles and the ability to keep a classroom full of students engaged. Diaz-Maggioli (2019) suggested that the needs of college faculty professional development vary based on the tenure timeline and career stage of the faculty member. A seasoned career and technical education full-time faculty member may have reached the pedagogical expert level while at the same time witnessing diminishing personal knowledge of the subject matter being taught.

There are many career and technical education adjunct faculty members that do not have a college degree, and according to Parsons et al. (2021), there is a need to provide adjunct faculty with professional development opportunities that enhance their teaching skills. Pedagogical professional development comes in many forms. One way to provide non-degreed adjunct faculty members with professional development opportunities involves connecting a novice adjunct faculty member with a seasoned faculty member, where the seasoned faculty member serves as mentor to the non-degreed adjunct faculty member. Snook et al. (2019) supported the idea of novice-to-seasoned mentorships by explaining that a supportive teaching community within a department allows for teacher identity and security. Buffardi (2019) explained that he served as a newly hired adjunct faculty member and found that adjunct faculty members need to know how to perform an assessment of student learning outcomes. Buffardi's statement exposed

the need for professional development that instructs non-degreed adjunct faculty members how to assess student learning outcomes.

Purpose Statement

The purpose of this transcendental phenomenological study is to explore how non-degreed career and technical adjunct faculty members nourish their pedagogical skillsets so that they can teach career and technical education courses at Edgar Monroe Community College. Edgar Monroe Community College is a pseudonym that is used for the site of this study. Throughout the body of this manuscript, nourishment *of pedagogical skillsets* will be generally defined as *professional development*. The theories guiding this study are Mezirow's (1991) transformational learning theory as it focuses on transitioning into a new role, and Tinto's (1975) theory of dropout, as it focuses on persistence and success.

Significance of the Study

Institutions of higher education are not going to refrain from taking advantage of the low-cost labor that adjunct faculty members provide. Ramlo (2021) explained that institutions of higher education have been stuck in a decades-long financial crisis due to public disinvestment in higher education. One way that executive leaders in higher education have dodged those financial crises is through use of and dependance on adjunct faculty. Theoretically, it is possible that the basic principles of supply and demand will promote a more positive perception where adjunct faculty members become ranked as first-class.

As the demand for adjunct faculty members increases, the importance of their services becomes better known. Institutions of higher education that provide professional development that allows a skilled tradesperson to transition into the role of college instructor will see fewer adjunct faculty members drop out from their teaching role. Reeder (2020) conducted a study that

focused on adjunct faculty satisfaction and the results of that study revealed that adjunct faculty satisfaction is directly related to student success. Adjunct faculty job satisfaction is a strong precursor of adjunct faculty retention.

The geographic location of the setting cannot be disclosed, as it would create the risk of setting identification. However, the data provided by the Bureau of Labor Statistics (2022) shows that the geographic location of the setting is in dire need of qualified skilled tradespersons to fill vacant job openings. Increasing the strength of the pedagogical skillsets that non-degreed career and technical education adjunct faculty members possess would allow those adjuncts to produce a stronger available workforce to fill those job openings. The non-degreed career and technical education adjuncts are already doing an acceptable job with their current teaching skills, as the Bible tells us "Let the wise listen and add to their learning, and let the discerning get guidance" (*New International Version*, 1973/1984, Proverbs 1:5).

Theoretical Significance

This study contributes to Mezirow's transformational learning theory by studying how an individual evolves into a college instructor. This study will also contribute to Tinto's theory of dropout, as it will examine how colleges can use professional development as a means to retain adjunct faculty members. Lee (2019) describes how he had served as an adjunct faculty member at six different colleges within a six-year timeframe. Lee explained that within those six years, there was not one invite to a departmental meeting. Lee's experience illustrates how it is possible for adjunct faculty to wander from institution to institution due to the lack of interaction with those within their department; leading to stalled personal transformation and growth, which can ultimately lead to dropout.

Reeder (2020) conducted a study that questioned why adjunct faculty members see no barriers to leaving their position. One might think that the recent doctorial graduate has the edge, but it is the skilled tradesperson that has the edge in the adjunct faculty hierarchical race. Most community colleges do not require a doctoral degree for any courses taught by an adjunct faculty member; but the career and technical education programs require that adjunct faculty members hold an industry recognized certification and have hands-on, on-the-job experience of at least five years. The doctoral student was exposed to course presentations many times during their educational endeavors, while the skilled tradesperson was exposed to mastering their trade.

Practical Significance

Newton's third law of motion provides an empirical metaphor that demonstrates how this study will add to the existing literature that focuses on college faculty professional development. Newton's third law of motion in which Hewitt (2017) also referred to as Newton's law of action and reaction can be applied to how novice career and technical education adjunct faculty members learn how to teach by gauging the reaction that their students provide during the delivered pedagogical actions. Peterson and Fogelson (2021) explained how gauging student perceptions allow faculty members to embrace new and innovative teaching strategies. Peterson and Fogelson also explained how being cognizant of those perceptions allows faculty members to foster student engagement in the classroom. Community colleges serve their community; providing an educational resource that is only a few miles away for those that seek learning a skilled trade, and it is expected that those community colleges employ faculty members that possess strong pedagogical skills. By applying Newton's law of action to reaction, this study exposes how the action of providing pedagogical professional development to non-degreed career and technical education adjunct faculty can create a reaction that benefits all stakeholders

at Edgar Monroe Community College. This study provides data that can be used to create professional development opportunities that transform skilled tradespersons into pedagogical experts.

Empirical Significance

It has been documented by the U.S. Bureau of Labor Statistics (2020) that skilled trades jobs provide an avenue to achieve middle-class and, in many cases, upper-class economic status. Providing just a textbook that contains what the career and technical adjunct faculty already knows does not serve as a manual that teaches how to teach, exposing the need to put every effort into developing and retaining novice and seasoned adjunct faculty members. With adjunct faculty making up well over 50% of the faculty bodies within the community college system, it would benefit society by training the trainer, where the seasoned faculty member is the trainer and that adjunct is the trainee. Danaei (2019) explained that the increasing number of adjuncts has impacted students and institutions of higher education in a negative way. Danaei identified those negative impacts as decreased graduation rates and a reduced number of student transfers from two-year community colleges to four-year degree granting institutions.

The negative impacts that Danaei (2019) identified could be reduced through the creation of avenues where the needs of adjunct professional development are met. Hewitt (2017) explained that “you cannot touch without being touched” (p. 14). Career and technical education adjunct faculty members that are properly trained can leave an impression on the lives of every student that they encounter. Newton’s third law of motion is usually applied to inanimate objects, but it can be applied to the motivational factors that drive human beings to acquire new knowledge and move on to new endeavors. The approach of using Mezirow’s (1991) transformational leaning theory and Tinto’s (1975) theoretical model of drop out as the

theoretical models for this study will add to the literature because each of the models are polar opposites, where one focuses on success and the other on failure. Like many other researchers, Lunsford et al. (2018) studied how faculty job satisfaction was related to peer relationships, and how those relationships promoted faculty retention. Hill and Klockseim (2022) looked at adjunct faculty retention from a negative lens boldly stating that adjunct faculty are exploited. Mezirow and Tinto's theories have been used untold times, but this study is one of very few, if not the only one that researches how non-degreed career and technical education adjunct faculty learn how to teach.

Research Questions

Community colleges are engaging in the practice of hiring non-degreed career and technical education adjunct faculty members. The following research questions will guide this study:

Central Research Question

How do non-degreed, adjunct career and technical education faculty describe their experiences with learning how to teach in higher education?

Sub Question One

How do non-degreed career and technical education adjunct faculty learn from pedagogical support provided by seasoned full-time faculty members?

Sub Question Two

How do non-degreed career and technical education adjunct faculty describe their experiences with pedagogical support provided by the college as an institution?

Sub Question Three

How are pedagogical professional development opportunities utilized by non-degreed

career and technical education adjunct faculty members?

Definitions

1. *Adjunct* – A part-time higher education faculty member (Burroughs, 2019).
2. *Dropout* – To depart from college (Tinto, 1975).
3. *Gap* – The lack of a workforce that meets community needs (Robertson, 2018).
4. *Private* – Outside of the realm of higher education (Ran & Sanders, 2020).
5. *Reliance* – Having trust in (Xu, 2019).
6. *Second Class* – Below full-time faculty level status (Henkel & Haley, 2020).
7. *Sessional* – An adjunct faculty member (Heffernan, 2018).
8. *Touch* – To make an impact on one's life (Hewitt, 2017).

Summary

As the demand for a skilled-labor workforce increases, the demand for qualified career and technical education adjunct faculty members will increase. Community colleges have found an avenue to provide instruction to students that are enrolled in career and technical education programs, but there are cases where that avenue consists of adjunct faculty members that have not completed a college degree and have not sharpened their pedagogical skillsets. The problem is that community colleges do not provide adequate pedagogical professional development for non-degreed career and technical education adjunct faculty members. The purpose of this study is to examine how novice level career and technical education adjunct faculty members nourish their pedagogical skillsets so that they can effectively teach at the higher education level. The central research question and the two sub-questions provide a foundation that will be used to examine how non-degreed career and technical education adjunct faculty learn how to teach.

This study has a theoretical framework that is based on Tinto's theory of dropout and Mezirow's transformational learning theory.

CHAPTER TWO: LITERATURE REVIEW

Overview

Community colleges are institutions that produce many phenomenological occurrences which can be traced back to the practice of employing adjunct faculty members. Researchers have explored and examined many of those phenomena, but there is a gap in the literature where the pedagogical skillsets of non-degreed career and technical education adjunct faculty have been overlooked. The contents of this chapter include a theoretical framework where Tinto and Mezirow's theories are discussed.

There has been a great deal of research that focuses on college faculty professional development. A deep dive into the literature that focuses on college faculty professional development reveals a gap where employing and pedagogically developing non-degreed career and technical adjunct faculty members to teach at the community college level has not been addressed. This chapter provides support to narrow that gap. There are many facets of higher education faculty professional development. This study focuses directly on professional development that is designed to strengthen non-degreed career and technical education adjunct faculty pedagogical skillsets. This study serves as an entry point for research that explores how non-degreed college adjunct faculty members learn how to teach. This chapter includes a theoretical framework that is based on Tinto's (1975) theoretical model of dropout and Mezirow's (1991) transformational learning theory. This chapter also includes a related literature section that will contain existing knowledge on the topic of adjunct faculty and their experiences with serving at an institution of higher education. This chapter concludes with a chapter summary.

Theoretical Framework

The theoretical frameworks that guide and frame this transcendental phenomenological study are Tinto's (1975) theoretical model of dropout behavior and Mezirow's (1991) transformational learning theory model. Those two theoretical models were chosen because both can be applied to thoughts and experiences while looking through the perspective lens' of the new adjunct faculty member. The two theoretical models are also applied to examine how seasoned faculty members and college leaders interact with new adjunct faculty members. Tinto's theory was focused on college student dropout, but the facets of Tinto's student dropout model strongly resemble the reasons for adjunct faculty member failure and departure.

Tinto's Theoretical Model of Dropout Behavior

Tinto developed the theoretical model of dropout in 1975. According to Braxton (2019), Tinto's model was based on Durkheim's 1951 theory of suicide. Acting as the primary theoretical framework for this study, the concepts of Tinto's theoretical model of dropout behavior will be applied. Braxton (2019) presented one such study explaining that college student departure could be caused by student experiences both on and off campus.

Skilled trades experts had to gain knowledge of their subject matter at some point, and some of those skilled tradespeople felt a need to drop out of a higher educational endeavor and enter into the skilled trades workforce to provide a means of monetary survival. Monaghan and Sommers (2022) explained how low student retention rates at community colleges can be partially blamed on a strong job market, where the students drop out of college and are diverted into the workforce. At the higher education level, a skilled trades expert may decide to test the waters on their ability to pass on their knowledge by becoming an adjunct faculty member at the local community college. Barnes and Fredericks (2021) noted that adjunct faculty are faced with

challenges such as the feelings of lack of support, value, respect, and inclusion in their employing higher education institution. If the support is not there for the aspiring career and technical education adjunct faculty member, they will drop out of their teaching position just as some college student's dropout of college.

Mezirow's Transformational Learning Theory

Mezirow began the development of the transformational learning theory in 1978. According to Eschenbacher and Fleming (2020), Mezirow based most of his theory on the work of German philosopher and sociologist Jurgen Habermas, and also built on the Habermasian ideas which include discourse, instrumental, communicative, and emancipatory knowledge. Newly hired career and technical education adjunct faculty members must be able to transform from individuals that are accustomed to working in a skilled trades industry to the role of being educators. According to Hockett (2019), Mezirow suggested that adult learners do not remain stationary within a frame of reference. Hockett described those frames of reference as cognitive, conative, and emotional. New adjunct faculty members are personally exposed to the transformational learning process when they begin their teaching career. At the onset of employment, new adjunct faculty members enter into an expanded cognitive spectrum where they are required to acquire new knowledge. The requirement of acquiring new knowledge forces the new adjunct faculty member to enter into a conative spectrum where action is taken. The cognitive and conative processes result in emotions, which lead to the transformation of being a skilled trades worker and an adjunct faculty member.

Application of Tinto and Mezirow's Theories

Tinto's (1975) theoretical model of dropout can be applied to the perceived experiences of career and technical education adjunct faculty members. Tinto explained that individuals enter

institutions of higher education with a variety of attributes. Many new adjunct faculty members possess attributes that can promote student academic success but lack knowing how to apply those attributes in the classroom. Tinto also explained that individuals have lived experiences that guide the level of commitment that are placed on personal goals and institutional commitment. Tinto went on to suggest that new personal commitments must be made for a person to successfully integrate into the academic and social systems within a higher education institution.

New adjunct faculty members enter into the role of teacher with a strong commitment to being effective educators, but that commitment can be damaged when commitment to provide professional development is not reciprocated by college leadership. Providing new adjunct faculty members with training on how to teach will enhance their teaching experience and foster continued commitment to the organization. Culver et al. (2020) found that institutions of higher education can increase a faculty member's intent to continue to work at the institution is strengthened when institutional leaders communicate support that builds faculty commitment.

Higher education has been blessed with the services of thousands of individuals that hold the title of adjunct faculty. Wirrig (2019) explained that adjunct faculty face constant barriers that are levied by the higher educational system. The key barrier that those educational systems impose on adjunct faculty is the failure to provide professional development that covers practical teaching skills. Wirrig also explained that adjunct faculty may teach one semester and not the next. There are cases where the adjunct faculty member was not assigned any future classes due to their teaching performance. Brennan and Magness (2018) explained that adjunct faculty are essentially contract workers with no job security. Under-performing adjunct faculty members can easily be relieved of their teaching duties. There are also cases where the adjunct faculty member

drops out of a teaching position due to a perceived lack of institutional support. Reeder (2020) explained that the strongest factor for adjunct faculty commitment is satisfaction, and that investing in adjunct faculty professional development fosters satisfaction. Martinez (2019) noted that faculty credentials and professional orientations promote classist or caste systems within higher education institutions. Providing professional development sessions on how to teach during the new adjunct faculty onboarding process can act as a promoter of professional orientations for new adjunct faculty members.

Mezirow's transformational learning theory provides college leaders with a perception of what new career and technical education adjunct faculty members visualize when assuming the role of educator. Those new adjunct faculty members know that they are experts in the course subject matter, and they also know that they are entering uncharted personal territory where they will face the challenge of learning how to teach at the college level. The fundamental changes that new adjunct faculty members go through during the early stages of their teaching career can create either a positive or negative perception on the overall teaching experience. Strategically placing teacher training milestones for new adjunct faculty members to achieve would allow for a transformation where a skilled tradesperson becomes a skilled teacher. The transformation would also allow the new adjunct faculty member to believe that they fit the role of college educator.

The technology that is integrated into the modern college course requires some form of training to navigate. Johnston et al. (2020) suggest that the transformation of technology is pushing higher education faculty members to transform into new roles and take on additional tasks. New career and technical education adjunct faculty members are bombarded by the number of tasks that they must master before being able to effectively present course material to

a classroom full of students. The professional development sessions that teach pedagogical skillsets will need to include how to properly use the new technologies that are now commonplace in classroom. Mezirow's transformational learning theory would provide a solid foundation for the design of professional development that promotes pedagogical skills.

Related Literature

As students shuffle their way into their first college course classroom, there just might be an adjunct instructor that also shuffled their way into teaching their first college course. The level of self-perceived pedagogical skillsets surely enters the mindset of that newly minted adjunct faculty member, and those self-perceived pedagogical skillsets serve as a foundation for this study. Harwood and Koyama (2021) explained that the professional development sessions that take place during adjunct faculty onboarding are designed to promote success in acquiring comfort in the new work environment and have little to do with providing pedagogical support. At the community college level, it is common to find career and technical education adjunct faculty members teaching college courses; without having a college degree. This literature review opens with a definition of a non-degreed career and technical education adjunct faculty member and includes sections that examine the development of adjunct faculty pedagogical skills, social networks, and support mechanisms. This literature review also examines the impact that poor pedagogical skills have on student academic performance, the program chair role in assisting in adjunct faculty pedagogical skillset development, and the political barriers that hinder adjunct faculty pedagogical development. The final three sections of this literature review describe the fear of public speaking, how COVID-19 created an adjunct faculty shortage, and concludes with a summary.

Definition of Non-Degreed Career and Technical Education Adjunct Faculty

There are many open adjunct faculty teaching positions that are posted on numerous community college careers and employment websites. A review of those open positions lead to job postings for career and technical education adjunct faculty members where the job credentials require an industry recognized certification, but do not require a college degree. The result of those required job credentials for career and technical education adjunct faculty members is that many newly hired adjunct faculty members gain employment without previously earning a college degree.

At the time of this writing, I spent less than five minutes searching the internet for adjunct faculty job openings. I viewed the job openings at Chattanooga State Community College (CSCC, 2022) and quickly found a job opening for an adjunct instructor of industrial electricity. The position requirements that Chattanooga State Community College clearly stated "Education: Current Journeyman's License. Experience: Three years' verifiable experience in electricity field." The adjunct faculty job opening that does not require a college degree at Chattanooga State Community College is one of hundreds that I have viewed over the duration of writing this dissertation manuscript. Michaels et al. (2020) described career and technical education as an avenue for preparing students for high demand careers in fields such as construction and manufacturing. Michaels et al. noted that the experiential learning that students gain from attending career and technical education courses resulted in higher general education assessment scores. Michaels et al. also noted that career and technical education is not a lesser form of learning. Non-degreed career and technical education adjunct faculty members should possess pedagogical skillsets to ensure that career and technical education remains its status as a valid form of education.

Adjunct Faculty Position Requirements at Edgar Monroe Community College

I reviewed the adjunct faculty position requirements on Edgar Monroe Community College's (2022) academic support and operations manual. I cannot provide a hyperlinked reference for this section because it would risk disclosure of the real Edgar Monroe Community College pseudonym. The adjunct faculty credential requirements for educators teaching automotive technology courses, diesel technology courses, welding courses, HVAC courses, machine tool courses, industrial maintenance courses, and construction technology courses is as follows:

> Possesses a Department of Labor, Bureau for Apprenticeship Training recognized journeyman's card in the discipline directly related to credentials, certifications, and competencies listed in the Curriculum of Record, and in journeyman status for two years or more with experience that is specifically linked to the competencies listed in the Curriculum of Record and, possesses any specialized certifications required for the class being taught as indicated in the Curriculum of Record. Or possesses any specialized certifications or credentials required for the class being taught as indicated in the Curriculum of Record and, 5 years directly related work experience in the field that is specifically linked to the competencies listed in the Curriculum of Record.

The industrial electricity adjunct faculty credential requirement at Chattanooga State Community College (2022) and the details contained in Edgar Monroe Community College's (2022) academic support and operations manual provide a clear definition of who non-degreed career and technical education adjunct faculty members are; they are

educators that have industry recognized certifications and years of experience working within the field in which they teach.

Developing Pedagogical Skills

The onboarding processes at most colleges are void of providing professional development that focuses on teaching and curriculum, career and technical education faculty members must find avenues to nourish their pedagogical skillsets. Farakish et al. (2022) explained that the common model for higher education adjunct faculty onboarding includes a few hours of orientation and a brief meeting with college administrators. Farakish et al. presented a faculty professional development model that is described as faculty learning communities. According to Farakish et al., these faculty learning communities are designed to support faculty pedagogical efforts. Farakish et al. found that the implementation of faculty learning communities provide adjunct faculty with an avenue that fosters the transition of practitioner to educator.

Buch et al. (2023) also explained how learning communities could alleviate some of the challenges that new adjunct faculty are confronted with. The study conducted by Buch et al. focused heavily on virtual learning communities where adjunct faculty can communicate with seasoned faculty members. New adjunct faculty members that fail to find avenues that provide knowledge of effective pedagogical approaches will struggle in the classroom. Higher education leaders must provide pedagogical skillset acquisition support for their adjunct faculty members. Fox and Powers (2017) suggest that higher education institutions should want all faculty members to expand their experience as teachers and increase their expertise in their subjects. Career and technical education adjunct faculty members are experts in their course subject matter, and the cost of having a tenured faculty member teach new adjunct faculty members how

to teach would be less costly when compared to the costs of paying for subject matter professional development for the tenured faculty member.

Danaei (2019) explained that adjunct faculty are excluded from professional development opportunities on a regular basis. Danaei also explained that it is perceived by some that higher student academic performance results when courses are delivered by full-time instructors. It can be argued that pedagogical skills played a role in higher student performance, and institutions of higher education must provide pedagogical support for new adjunct faculty members. Danaei (2019) further explained that there is a perception of the increased use of adjunct faculty has negatively impacted students and has also impacted the future of educational institutions and reputation of higher education in general. Cummins et al. (2021) described how adjunct faculty are not provided with adequate professional development, and how the lack of professional development opportunities negatively affects non-traditional age community college students. Institutions of higher education cannot continue to neglect the topic of providing pedagogical support for career and technical education adjunct faculty members, as doing so will eventually result in declining student retention and graduation rates and damage the image of those institutions.

Institutions of higher education are faced with unintended political barriers that inhibit monetary compensation for adjunct faculty that attend professional development sessions. The Affordable Care Act that was created during Barack Obama's tenure as the president of the United States pressured the executive leaders at Edgar Monroe Community College to limit adjunct faculty weekly workhours. The limitation of adjunct weekly work hours resulted in limited possibilities of monetary compensation for adjunct faculty that attend professional development sessions.

Why Teachers Teach

It can be questioned why an individual without any formal teacher training decides to teach at the college level. Smith (2019) suggested that there are some adjunct faculty members that teach because they believe that teaching is their calling. Smith also suggested that there are five themes to the phenomenon of why adjunct faculty members chose their profession. Smith reported those themes are enjoyment, alignment, significance, connection, and commitment. Culver et al. (2020) identified four factors that foster commitment to an organization and listed those factors as personal characteristics, role-related characteristics, work experiences, and organizational structure. For the non-degreed adjunct faculty member that is an expert in their skilled trade, community college leaders need to ensure that the on-campus work experiences provide the same comfort level as the adjuncts skilled trades position provides. Failing to do so could lead to a loss of adjunct faculty dedication.

Commitment and Impact

The career and technical education adjunct faculty member has the ability to impact society by training the next generation of skilled laborers. Providing that training takes a commitment from the adjunct faculty member where personal sacrifices are sometimes made. Schenkewitz (2019) described one of his memories of serving as an adjunct faculty member as that of being cognizant of the limited commitment that the college at which he served placed on his teaching contract. The perception of limited commitment that Schenkewitz described would not exist if institutions of higher education invested in the pedagogical growth of their adjunct faculty. Schenkewitz also explained that he never fully invests himself in the college at which he serves part-time. The honest words that Schenkewitz shared are words that most adjunct faculty members would not share with their department chair. Even though adjunct faculty members are

shadowed with the fears of fully investing themselves in a college that provides part-time employment, those same adjunct faculty also possess feelings of investment in the performance of their pedagogical skillsets. Collay (2017) suggested that faculty that desire to possess exemplary pedagogy critically reflect on their teaching abilities. Those critical reflections are a self-measure of why teachers teach. College leaders need to understand that commitment from their adjunct faculty should be reciprocated through providing access to professional development.

There are many reasons why an individual decides to serve as an adjunct faculty member. Bakley and Broderson (2017) explained that there are community college adjunct faculty members that aspire to reach full-time faculty status. The desire to reach full time faculty status provides a disturbing picture for adjuncts that serve at community colleges. Bakley and Broderson described the perceptions of some adjunct faculty as feeling undervalued and unappreciated by college leaders and administrators. Even though some of the adjunct faculty felt undervalued and unappreciated, Bakley and Broderson reported that those individuals chose to serve as adjunct faculty as a means to fulfill their love for teaching. Harrell (2019) shared his thoughts on why he serves as an adjunct faculty member, stating that he teaches because the knowledge that he shares with his students matters. Providing professional development that centers on pedagogical skillsets is a simple way to allow non-degreed career and technical adjunct faculty members to effectively fulfill their love for teaching.

Lack of Teaching Commitment

Not all adjunct faculty members feel the need to possess a sense of dedication to the college that employs them on a part-time basis. Xu and Ran (2020) described the role of adjunct faculty as one that is filled with various challenges. Adjunct faculty members are subjected to

low pay, no benefits such as health insurance or vacation pay, and a lack of job security. Those pitfalls are a common reality that most adjunct faculty members face. Xu and Ran (2020) singled out community college adjunct faculty and suggested that those serving at the adjunct level at a community college feel no loyalty towards the college, while having a sense of frustration with their place within the institution at the same time. Hendrickson et al. (2018) suggested that perceptions of self-competence are drivers of faculty satisfaction, supporting the need for pedagogical professional development opportunities for non-degreed career and technical education adjunct faculty. Community colleges owe their current existence to the services of the adjunct faculty member, and those institutions should implement initiatives that foster adjunct faculty loyalty.

Adjunct faculty members that lack dedication and loyalty to their employing higher education institution are unlikely to serve long-term at the institution. Sheets et al. (2018) explained that adjunct faculty retention is promoted by implementing practices that increase faculty morale. According to Sheets et al., those practices include providing adjunct faculty with adequate administrative support for research and teaching. Non-degreed career and technical education adjunct faculty members are not accustomed to conducting research that focuses on the art of teaching, and those adjunct faculty members will not retain dedication to an institution that does not invest in the professional development of individuals that are trusted to educate future tradespeople through career and technical education.

Social Networks and Interactions

Social networks play a vital role in the new adjunct faculty onboarding process. Benbow and Lee (2019) explained how social networks contribute to the overall teaching experience for college faculty members, and the overall learning experiences for students. Benbow and Lee also

described how social interactions amongst college faculty members can benefit the professional development of college faculty members. Rice (2016) explained that colleges and universities should provide support for the development of adjunct faculty, as adjunct faculty serves important functions within the institution. Gelman et al. (2022) described the role that departmental chairs play in new adjunct faculty development, suggesting that department chair-to adjunct faculty mentoring bolsters professional development. New adjunct faculty members enter into a new environment when they begin their teaching journey at a higher education institution. College department and program chairs can create social network avenues that connect seasoned faculty members with new adjunct faculty members during the onboarding process. Simpkins and Tafari (2019) provided a narrative of their experiences of serving the role of adjunct faculty members. Simpkins and Tafari described the experience as feeling hidden and forgotten. The lack of social networks and interactions can create a sense of discomfort when an individual has the perception of clearly being ignored while engaging in group activities.

Learning from Peer Observations

New adjunct faculty members can learn from watching a seasoned faculty member teach a class. Fletcher (2018) explained that peer observation of teaching is typically avoided in higher education by faculty members and departments. Fletcher also explained that even though peer observation is often avoided, it does have numerous documented benefits. Actions such as fostering student engagement within the classroom, and basic teacher mannerism can be passed on to a new adjunct faculty member through peer observations. Fletcher suggested that the developmental model of peer observations allows the novice adjunct faculty member to focus on the process as well as the mechanics of teaching. Lunsford et al. (2018) described how faculty mentoring sessions can lead to enhanced teaching effectiveness, while Reeder (2020) suggested

that mentorships between full-time and adjunct faculty fosters commitment to teaching. New adjunct faculty members must understand that teaching involves more than standing in front of a class teaching, and peer observations allow new adjunct faculty members to grasp the correct use of mannerisms that foster student engagement and learning.

Peer observations can also benefit seasoned faculty members. Guthrie et al. (2019) explained that there are adjunct faculty that hold a greater deal of expertise of subject matter when compared to tenure-track faculty. That superior expertise is a result of adjunct faculty members being current full-time employees working in the industry, which allows that adjunct to provide students and tenured faculty with a classroom experience that reflects current trends in the field. Guthrie et al. also suggested that "the opportunity to engage adjunct faculty at a higher level re-professionalizes teaching, can improve job satisfaction, and has the opportunity to advance graduation and retention rates" (p. 23). Heffernan (2018) conducted a study where one of the findings revealed that adjunct faculty found satisfaction in formal and non-formal mentoring sessions. Peer observations create a learning experience that benefits new adjunct faculty members, seasoned faculty members, and the students.

Integration Into the College System

In most cases, adjunct community college faculty members are not provided with office space and are not required to attend college-wide meetings. Bolitzer (2019) described office space as a basic resource that adjunct faculty do not receive. Bolitzer also explained that the lack of resources provided to adjuncts limits the adjuncts' feeling of being valued. Cummins et al. (2021) explained that community college adjunct faculty members are rarely invited to join in on professional development sessions and other activities that promote integration into the college system. Non-degreed career and technical education faculty members make up a group of

individuals that could benefit from being exposed to pedagogical skillset professional development sessions. Bolitzer (2019) reported that adjunct faculty that receive limited teacher development feel disconnected from their institution. Initiatives such as inviting adjunct faculty to attend college-wide meetings and the creation of pedagogical skillset training could foster a sense of belonging and ease adjunct faculty college system integration. Non-degreed career and technical education faculty members make up a group of individuals that could benefit from being exposed to pedagogical skillset professional development sessions. The lack of exposure to training sessions prohibits integration into the college system, which could lead to withdrawal and dropout from the adjunct faculty position.

Adjunct Faculty Transformation

The new adjunct faculty member holds ultimate ownership of transforming into a teaching role. Crick et al. (2020) explained that human motivation is derived from external and internal factors, and that transitioning into healthy adjunct faculty role is directly related to perceived job satisfaction. The phenomenon of placing those without a college degree into a college teaching position involves a great deal of personal transformation. Leaders at institutions of higher education also have ownership in transforming new adjunct faculty members into highly trained teaching professionals that a cognizant of student learning styles. Layou et al. (2022) described adjunct faculty as a critical component of community colleges. Layou et al. explained how community college full-time faculty can serve as change agents, where they transform adjunct faculty into pedagogical experts.

Mezirow's (1991) transformational learning theory provides a solid foundation for examining how new adjunct faculty members succeed or fail in their teaching endeavors. Those that are unable to undergo that transformation will not succeed in becoming an educator at the

higher education level. One of the participants in Sam's (2021) study explained that their transformation to be a great educator was aided through adjunct faculty inclusion. The new adjunct faculty member onboarding process must provide training on how to embrace the transformation process to ensure that the adjunct faculty member is confident in their new teaching role.

Adjunct Faculty Dropout

Institutions of higher education spend little time looking at the well-being of their adjunct faculty members. According to Braxton (2019), Tinto compared the relationship between the student's experiences within the college classroom and the student's experiences with other facets of the college. The phenomenon of student dropout closely mirrors the phenomenon of adjunct faculty member dropout. Newly hired adjunct faculty members need support avenues such as professional development that fosters pedagogical skillsets so that they can blend into the college community, as failing to do so could lead to the adjunct faculty member to enter Tinto's (1975) dropout stage. In a study conducted by Heffernan (2018), the researcher found that over 25 percent of the responses suggest that part-time faculty did not have sense of support from their institution. Community colleges could increase adjunct faculty retention rates and overall perceived job satisfaction by increasing the support that they provide to the adjunct faculty member. Pedagogical support would also provide empowerment to the non-degreed career and technical education adjunct faculty member.

The phenomenon of college student dropout or departure has been researched for several decades. The phenomenon of acquiring and retaining highly skilled adjunct faculty members has also been heavily researched. Tinto's (1975) theory of dropout warned that dropout from college has many facets. Although Tinto's warning was directed at college students, it can also be

applied to the career and technical education adjunct faculty member. Community colleges struggle with finding skilled trades experts that are willing to serve as a career and technical education adjunct faculty member, and those institutions must provide professional development opportunities to those that do decide to serve as an ongoing adjunct faculty member. A participant in Birdsall's et al. (2022) study described their adjunct role as one that lacked support and professional development, resulting in a sink-or-swim scenario for adjuncts. Failure to provide professional development that nourishes the career and technical education adjunct faculty members pedagogical skillsets and student learning styles can lead to adjunct faculty member sinking and dropout. Ownership of adjunct faculty member dropout has to take place at all departmental levels within an institution of higher education.

Adjunct faculty members play a major role in student retention. Hutto (2017) explained how Tinto's latter 1993 theory of student retention identified faculty to student interaction as a positive student experience that is central to student success. Hutto also found that faculty employment status influences student retention and success rates, where student retention and success rates were surprisingly higher in courses taught by adjunct faculty. Hutto's findings reveal that adjunct faculty have the ability to increase the dismal student retention rates at community colleges across the United States. Carrier et al. (2022) described how student success and retention rates are similar between courses taught by full-time and adjunct faculty, however those adjunct faculty members must have a solid pedagogical skillset.

Acquiring pedagogical skillsets requires dedication to professional development from the adjunct faculty member and the employing higher education institution. Bolitzer (2019) conducted a study where adjunct faculty reported that they were actively seeking to improve their teaching skills, while at the same time reporting that they neglected to participate in

professional development that was provided by their institutions teaching and learning center. Bolitzer (2019) suggested that the lack of long-term employment security, and participation in an activity that does not provide monetary compensation as reasons why adjunct faculty members failed to engage in available professional development opportunities. Bolitzer also suggested that adjunct faculty learn how to teach through interactions with fellow instructors and from feedback provided by those instructors. Hobson et al. (2021) explained how the majority of adjunct faculty that participated in professional development sessions were intrinsically motivated, noting that their findings were consistent with Deci and Ryan's (1985) self-determination theory. The peer-to-peer relationships that flourish through those interactions can promote overall adjunct faculty satisfaction and decrease adjunct faculty dropout.

Support Mechanisms

Chun et al. (2019) explained that there are many ways to provide support for adjunct faculty. That support can occur in many ways, and Chun et al. (2019) identified mentoring, orientation, and professional development as three key support mechanisms. Severs (2017) explained that there is a knowledge gap that is present for many college instructors. Severs further explained that faculty must be given opportunities that allow the faculty member to narrow that knowledge gap, fueling the rising importance of developmental education. Severs (2017) and Chun et al. (2019) described the need for mentoring and professional development for faculty in general. Non-degreed career and technical education adjunct faculty members should be given the same professional development support as degreed faculty.

Coaching as a Support Avenue

Employing new adjunct faculty members that lack pedagogical skills is common practice within the community college setting. Coaching can play a key role in new adjunct faculty

professional development. Kraft et al. (2018) explained that coaching is an effective approach to adjunct faculty professional development, and that institutions of higher education would benefit by allocating resources to support coaching. The implementation of a coaching program would provide new adjunct faculty members with an avenue to create relationships with seasoned faculty members. Informal coaching sessions would also allow the new adjunct faculty members to ask questions, no matter how irrelevant they may seem. Cooke et al. (2021) described how librarians are an overlooked asset when it comes to adjunct faculty professional development. Librarians can direct new adjunct faculty to the colleges open educational resources, where thousands of pedagogical professional development related journal articles and books can be accessed.

Institutional Support

As pedagogical technology becomes increasingly complex, individuals entering the adjunct faculty arena will be faced with many challenges. Ridge and Ritt (2017) explained that the demand for distance education is rapidly expanding, which is increasing the demand and need for academically and experientially qualified faculty. Witt and Gearin (2020) explained that adjunct faculty members fulfill one of the most important positions within a college, and that those colleges do not financially invest in the human resource that adjunct faculty supply. Higher education institutions cannot sit idle while pedagogical technology advances at a high rate. Those institutions must implement an adjunct faculty onboarding process that is deep and rich with training sessions that teach new adjunct faculty members how to teach. Those institutions must also realize that the adjunct faculty onboarding process should pay a monetary salary to compensate the adjunct faculty members for their time. Bolitzer (2019) explained that the current pay model for adjunct faculty does not follow the pay-per-activity model where adjunct faculty

are monetarily compensated for activities above and beyond that of time spent in the classroom. Bolitzer (2019) suggested that monetary compensation for attending professional development sessions would give adjunct faculty a perception where the institution's leadership recognizes the values and efforts of adjunct faculty. Institutions of higher education forget that full-time faculty are often compensated for attending professional development sessions while the adjunct faculty member is expected to sit in on professional development sessions somewhere in between working full-time at their regular job and while also serving as an adjunct. The time spent attending professional development for free does not appeal to many adjuncts when that time could be spent working extra hours for pay at their regular place of employment. The oversight may not seem like a big deal to college leaders, but that oversight is hurtful and demeaning to some adjunct faculty members.

Disciplinary Societies and Communities of Practice

Professional development that improves pedagogical skillsets provides benefits to the adjunct faculty member and to the students. Bickerstaff and Ran (2021) conducted a study that examined how disciplinary societies positively impact the professional lives of community college adjunct faculty members. Bickerstaff and Ran (2021) defined disciplinary societies as a resource that provide community college adjunct faculty with field-specific professional development. The issues that disciplinary societies play a role in resolving are the perceptions of personal isolation and the lack of mentorship and professional development. Bunin and Survey (2022) used the phrase "community of practice" to describe how faculty members can engage in peer-to-peer professional development. The inclusion of disciplinary societies communities of practice as a means of delivering professional development to the non-degreed career and technical adjunct faculty member is a way create a bi-directional communication line where

industry professionals serving as adjuncts can share their knowledge with full-time faculty. The ability to display up-to-date industry knowledge and share that knowledge with individuals that have been out of industry for long periods of time creates a sense of importance and belonging for the adjunct faculty member. Another bi-directional facet that adjunct faculty members bring to institutions of higher education is their ability to look at the organization from an outside perspective. Latz (2022) explained that in many cases, the adjunct has more than one employer. Latz also explained that many adjuncts have years of non-academic workplace experience. Those years of experience can evolve into role reversal where the non-degreed career and technical education adjunct provides knowledge of program discipline industry advances to full-time instructors within the same discipline.

Impact on Student Academic Performance

The pedagogical skillsets that college faculty members possess can be directly related to student academic performance. Cummins et al. (2021) explained that at the community college level, faculty members often serve as front-line advisors. Referring back to the data that the National Center for Educational Statistics (2020) provided, the number of adjunct faculty increased by 72 percent between 1999 and 2011. Ortiz et al. (2021) conducted a study where they defined pedagogy of care as the act of having a deep, holistic care for students. The findings of the study that Ortiz et el. presented revealed that adjunct faculty are guided by their identities and teaching philosophies, and they also strive to value and respect their students. Non-degreed career and technical education adjunct faculty members that have not been exposed to adequate pedagogical professional development more than likely do not have a teaching philosophy; simply because they have never been asked to provide one in writing.

The idea of having a deep, holistic care for students can lead to unethical actions. Blum (2017) explained that the current model where student evaluations are used to determine instructor effectiveness is a customer-based model that is dysfunctional. The dysfunctional model that Blum (2017) described puts pressure on the untrained adjunct faculty member where the faculty member engages in grade inflation in order to receive respectable student evaluations. Latz (2022) viewed the holistic care that adjuncts have towards their students from a different spectrum than Blum. Latz explained how institutional rule-breaking carried out by adjunct faculty can lead to student success. Proper pedagogical professional development sessions would allow the non-degreed career and technical adjunct faculty member to understand how damaging it is to falsify student grades.

Academic Diversity

The student population at community colleges is one that is fully diverse. Valiandes and Neophytou (2018) explained that in order to meet the needs of a diverse student body, the faculty body must possess knowledge of differentiated instruction. Valiandes and Neophytou also explained that specialized professional development is needed to ensure that community college faculty members have a solid grasp of how differentiated instruction impacts student academic achievement. Cross and Carman (2022) explained that the community college student body is the most diverse in higher education. The implementation of a high-quality professional development session that focuses on student diversity and the diverse learning styles of those students should take place, and all adjunct faculty members should have access to those professional development session to ensure student success for all students.

Many of the non-degreed career and technical education adjunct faculty members that are serving at community colleges came from a work environment where there was a lack of

demographic diversity. Varty (2022) described the importance of ongoing professional development, suggesting that diversity-based training sessions would allow individuals to recognize implicit bias. Students from different demographic backgrounds have differing norms and beliefs. Having a lack of knowledge of those norms and beliefs could result in adjunct faculty members unintentionally offending some of their students. For example, an adjunct faculty member could order pizza for the students as a simple appreciative gesture. That appreciative gesture could turn into an event that creates a division if the pizza contained a topping that is not edible due to religious beliefs. Latz (2022) explained that full-time faculty are trained to stay within policies written by their higher education institution through professional development. Latz also noted that some adjunct faculty are not concerned with job security, and that the adjuncts that are unconcerned with job security sometimes break the rules written within the college's policies. Simple actions like the pizza scenario are things that are overlooked by community college leaders and are things that some skilled-trades background adjunct faculty members are not aware of. Proper pedagogical professional development sessions could help avoid such scenarios.

Program and Department Chair Overload

Program and department chairs that serve at community colleges spend a great deal of time ensuring that the full-time faculty members that teach in their programs are prepared to effectively present course material. Ensuring that full-time faculty members are prepared to present a class is one of many administrative job duties that are levied on program and department chairs. According to Samuels and Hammons (2021), there are many instances where program and department chairs at the community college level are expected to teach a full load and serve as a college administrator at the same time. Kruse (2022) explained how program and

department chairs are expected to complete institutional administrative tasks while at the same time serve as faculty members and serve as the support person for faculty members. Kruse described the mental stress placed on program and department chairs as task tensions. The load that is placed on community college program and department chairs makes it difficult for the chairs to allot time to administer pedagogical professional development for adjunct faculty members.

In the long term, the failure to administer pedagogical professional development to non-degreed career and technical education adjunct faculty members results in the creation of more work for the program and department chair. Spinrad et al. (2022) described how the increasing use of adjunct faculty has led to a decrease of the use of full-time faculty. The reduction of full-time faculty puts an added burden on program and department chairs when new adjuncts are hired, as they are the only ones that the new adjunct has to turn to for pedagogical skillset support. Samuels and Hammons (2021) explained that mentoring and evaluating faculty, as well as encouraging professional development for faculty and staff are a few of the duties that program and department chairs engage in. It is hard to encourage non-degreed career and technical education adjunct faculty members to engage in professional development when their institution does not provide it for adjunct faculty. The work overload that is placed on community college program and department chairs creates a perception that the chair is not fully vested in the well-being of the adjuncts that serve in their programs. In many cases, that perception leads to adjunct faculty withdrawal, which in turn leads to the phenomenon mentioned by Tinto (1975) where the adjunct faculty member drops-out of their teaching assignment. The constant departure of adjunct faculty members results in additional work for the program or department chair, as they now have to onboard a new adjunct faculty member.

Adjunct Faculty Inclusion

Adjunct faculty are often forgotten and overlooked. Bystydzienski et al. (2017) described how there is a need for program and department chairs to form a departmental culture that is welcoming and inclusive. In many cases, the attempt to welcome and include adjunct faculty in departmental activities and initiatives fail due to time conflicts. Buch et al. (2023) conducted a study that revealed that zoom-based virtual meetings fostered adjunct faculty support and inclusion. The program or department chair could reach out to several adjuncts at once while utilizing modern technology tools such as zoom, without consuming a large amount of time. The nature of the position requires program and departments chairs to be available during the traditional daytime hours; a timeframe where many career and technical education adjunct faculty members are occupied serving their full-time job duties.

Some would suggest that a simple email would make the adjunct faculty member feel included in program initiatives, but the truth is that adjunct faculty members are often annoyed by what they perceive as clutter in their email inbox. Bickerstaff and Ran (2021) explained that adjunct faculty members that teach during the evening often feel isolated, and that isolation creates a challenge for adjunct faculty members that seek interaction with program and department chairs, and full-time faculty members. Bickerstaff and Ran reported that formal structures that foster professional connections between adjunct faculty and full-time college employees are uncommon. Parsons et al. (2021) described how the use of virtual friend collaboration amongst all faculty can create connections. One initiative that would foster professional connections between adjunct faculty members and full-time faculty and program chairs would be regular lunch meetings where the college provides lunch vouchers for the colleges cafeteria where the faculty members could meet during their lunch period, allowing time

for the professional connections to grow. The cost of those lunch vouchers would be minimal and would provide a strong sense of inclusion for the adjunct faculty member.

Ethical Responsibility

College program and department chairs have an ethical responsibility to ensure that the students that enroll in their program's courses are provided with a knowledgeable, competent instructor. The ethical responsibility that is placed on program and department chairs in terms of ensuring that their adjunct faculty members are competent is often hampered by the lack of monetary support from their institution. Bickerstaff and Ran (2021) described how adjunct faculty members wish to receive professional development from their institution and how some institutions provide unpaid professional development opportunities. Housel et al. (2022) conducted a study where the adjunct faculty participants had a strong desire to feel valued as an educator. Program and department chairs must have the ability communicate the importance of the adjunct faculty role to the adjunct faculty member.

Institutions of higher education are ignoring their institutional responsibility by not providing program and department chairs with funding that can be strictly allocated for the purpose of train-the-trainer. Spinrad et al. (2022) explained that adjunct faculty possess less-effective pedagogies when compared to full-time faculty. Spinrad et al. also noted that the implementation of learning communities puts added pressures on full-time faculty. Weller et al. (2023) conducted a study where one of their findings showed that adjunct faculty perceived that the barrier of risk taking was removed when the department chair presented professional development courses. Weller et al. also found that adjunct faculty sense of community grew when professional development sessions were provided by full-time faculty members. The train-the-trainer funding would provide course download compensation to seasoned faculty members

to train the non-degreed career and technical education adjunct faculty member how to teach and would also pay the adjunct faculty member to learn how to teach. The funding would take some of the non-degreed career and technical education adjunct faculty member onboarding pressure off of program and department chairs and provide an avenue for seasoned faculty members to earn additional salary.

The Cost of Time

Training new employees is a time-consuming process. Program and department chairs that fail to dedicate part of their time interacting with their adjunct faculty members will find themselves in situations where they are constantly engaged in onboarding new adjunct faculty members. However, Paynter et al. (2022) explained that some college faculty have little or no training in teaching. The statement made by Paynter et al. suggests that program and departments chairs must have strong pedagogical knowledge. Gregory and Clark (2019) explained that hiring the right employee is paramount to the success of an organization. Gregory and Clark's statement makes obvious sense to those in leadership roles, but the success of a collegiate academic program or any other organization hinges on the ability to retain the right employees.

The time involved in retaining an employee is far less than the time involved in the hiring, onboarding, and training of new employees. The Work Institute (2018) published a report that contained exit interview data from 34,000 employees that left their job. In that report, it was noted that the top reason for employees to leave their job was the lack of career development. Christie and Dean (2022) provided a similar cause for adjunct faculty departure, stating that inhibited pedagogical growth and improvement pushed some adjuncts away from teaching. The long-term time savings that result from providing career development for non-degreed career and technical education adjunct faculty members would allow program and department chairs to

focus their efforts on initiatives such as creating community partnerships with local employers to ensure that recent program graduates have a viable source of job opportunities when they complete their degree.

Political Barriers

There are political barriers that interfere with proper adjunct faculty professional development opportunities. An online document provided by the Internal Revenue Service (2021) presents a blurry description of the allowable adjunct faculty hours under its *Adjunct Faculty Application of Hours-of-Service* section where under the guidelines of the Affordable Care Act, the allowable adjunct faculty hours can be calculated by:

> Various commenters also suggested, however, that, in the interest of predictability and ease of administration in crediting hours of service for purposes of section 4980H, regulations specify a multiple that might be applied to credit additional hours of service for each credit hour or hour of classroom time assigned to the adjunct faculty member. Commenters suggested a number of possible multiples that might be used for this purpose. After reviewing these comments, the Treasury Department and the IRS have determined that, until further guidance is issued, one (but not the only) method that is reasonable for this purpose would credit an adjunct faculty member of an institution of higher education with (a) 2.25 hours of service (representing a combination of teaching or classroom time and time performing related tasks such as class preparation and grading of examinations or papers) per week for each hour of teaching or classroom time (in other words, in addition to crediting an hour of service for each hour teaching in the classroom, this method would credit an additional 1.25 hours for activities such as class preparation and grading) and, separately, (b) an hour of service per week for each additional hour

> outside of the classroom the faculty member spends performing duties he or she is required to perform such as required office hours or required attendance at faculty meetings. (pp. 8551-8552)

The confusion that the IRS provided document created has forced colleges and universities to formulate loading policies where the rules levied by the IRS prohibit overloading adjunct faculty members to the point where the institution has to provide coverage for the cost of health care. In an act to avoid having to provide health care coverage for their adjunct faculty members, institutions of higher education limit adjunct faculty work hours, which reduces the possibly of being able to provide monetary compensation for adjunct faculty professional development.

Inability to Refuse Health-Care Coverage

A large percentage of career and technical education adjunct faculty members possess full-time employment serving as a skilled tradesperson working in the industry. Under the previously mentioned IRS (2021) guidelines, the employer of the career and technical education adjunct faculty members regular full-time job must provide health care coverage; eliminating the ethical need for college and universities to provide health care coverage for its adjunct faculty members. However, the guidelines levied by the IRS do not consider the possibility that adjunct faculty members are providing their services as a means to earn extra income and are in no way in need of additional heath care coverage. Leaders serving at institutions of higher education, namely community colleges, must limit the teaching load of non-degreed career and technical adjunct faculty members to ensure that those adjunct faculty members have reserve hours that can be used for institutional monetary compensated professional development that focuses on pedagogical skills development.

Fear of Public Speaking

The ability to speak in public is an art that some individuals take for granted. When a program or department chair reviews job applications from potential career and technical education adjunct faculty members, the question of the applicant's ability to speak in public is rarely pondered. Buser and Huaiping (2022) explained that even though fear of public speaking is common, little is known about its effects on individuals and organizations. According to Kahlon et al. (2019), one out of three individuals surveyed reported that they experience anxiety symptoms when presenting a speech in front of others. That anxiety is sometimes enough to drive an adjunct faculty member with a great deal of pedagogical potential away from becoming a pedagogical expert. Additionally, hiring committees may completely overlook a highly trained skilled tradespersons when choosing new adjunct faculty members based on their course presentation speaking abilities.

The fact that some individuals experience a near debilitating bout of anxiety when speaking in public brings a need for awareness of those fears. Broeckelman-Post et al. (2023) explained that college graduates are exposed to communication techniques through an introductory communication class. New non-degreed career and technical education adjunct faculty lack having that exposure. Broeckelman-Post et al. suggested that there is a difference in the perceptions of communication from college program to college program. If seasoned college professors have clouded perceptions on communication techniques, the non-degreed career and technical education adjunct will have the same clouded perceptions, namely in the form of oral communication and public speaking. Hiring committees that interview non degreed career and technical education adjunct faculty members should be educated on options that are available to help overcome the fear of public speaking. Members that hold leadership roles within higher

education institutions also need to have knowledge of those options. In the Kahlon et al. (2019) study, it was found that virtual reality exposure therapy was an effective tool to help adolescents overcome the fear of public speaking. Institutions of higher education could implement virtual reality exposure therapy into their adjunct faculty onboarding practices that foster the pedagogical skillsets of adjunct faculty members.

Additional Support of the Application of Virtual Reality Exposure Therapy

The topic of the fear of public speaking has deep roots. Daniels et al. (2019) explained that public speaking is one of the most feared forms of communication. Knowing that one-in-three individuals experience severe feelings of anxiety while speaking in public, it would be beneficial for higher education institutions to provide ongoing professional development sessions that foster public speaking skills. Daniels et al. described the virtual reality exposure therapy tool as one that is portable, cost-efficient, and convenient to use anywhere at any time. Fussell and Truong (2022) explained that virtual reality training devices promote active learning and provide a dynamic learning environment. The convenience and ease of use that the virtual reality exposure therapy equipment provides makes it a tool that should be readily available for all non-degreed career and technical education adjunct faculty members to use to help overcome their personal fear of public speaking.

COVID-19 Induced Worker Shortage and Adjunct Faculty Compensation

As the global effects of the COVID-19 pandemic continue to accumulate, the phenomenon of a worker shortage is beginning to have its own effects on the pay scales of employees within the United States. Massey (2021) described how poultry companies in Arkansas are in desperate need of workers. All states and all industries across the U.S are also in desperate need of workers, and Massey's report on worker shortage is one of thousands that are

listed in Liberty University's virtual library. The worker shortage phenomenon has forced employers to dramatically increase their employee salary level and as Massey explained, also provide payroll bonuses. Hira (2022) suggested that there is not a science, technology, engineering, and mathematics workforce shortage. Ingoglia (2023) had a different take by explaining that trash removal companies are giving out $7,500 signing bonuses for garbage truck drivers. Ingoglia's statement critiques the question of what the signing bonus for a skilled tradesperson that has the skillset to repair the diesel engines and hydraulic systems on those garbage trucks would be. The higher wages that are being provided to employees by industry are beginning to have an effect of the availability of non-degreed career and technical adjunct faculty members. In many cases, it is no longer cost effective for a skilled tradesperson to pursue a position as a part-time adjunct faculty member as their regular full-time employer may offer a substantially higher pay rate for those individuals to serve over-time hours.

Executive leaders at higher education institutions need to understand that the wages that they are offering for adjunct faculty compensation are no longer competitive with what industry is providing. Hill and Klocksiem (2022) compared the current practice adjunct faculty compensation to that of a hardware store over-pricing snow shovels during a blizzard. Gelman et al. (2022) explained that adjunct faculty have a perception that they lack access to resources, one being access to professional development. Paid professional development sessions could be the deciding factor that pushes non- degreed skilled tradespeople into the field of career and technical education, drawing potential adjunct faculty members towards a part-time career as an adjunct faculty member. Institutions of higher education and skilled trades employers are now in a game of who-can-pay-the-most with potential career and technical education adjunct faculty members.

Providing monetary compensation for all minutes spent completing adjunct faculty duties is a practice that higher education leaders must become accustomed to; including time spent engaging in professional development. If they fail to do so, industry will hoard the available workforce through salary generosity. If higher education executives continue to overlook the importance of transforming skilled tradespersons into highly skilled adjunct faculty members, the adjunct faculty pool will eventually dry up.

One other COVID-19 pandemic induced issue that is straining the available career and technical education adjunct faculty pool is transition to blended online college courses. Krishnamoorthy and Keating (2021) suggested that the COVID-19 pandemic will result in a pivot to online learning where faculty reskilling will be critical. The transition to presenting course material through an online format will be a challenge for newly hired career and technical education adjunct faculty members.

The typical skilled tradesperson working in industry is accustomed to training newly hired employees in a kinesthetic manner. It is going to take a heavy dose of professional development to prepare individuals that normally teach by physically doing a task to teaching by talking through a computer screen. The old ways of onboarding newly hired non-degreed career and technical education adjunct faculty member are not sustainable. The mixture of continually emerging new pedagogical-based technology, the requirements of wearing facemasks and succumbing to the pressures of being vaccinated, and less than stellar monetary compensation and recognition is not going to fade away in the near future.

Community colleges will not survive without the services that career and technical education adjunct faculty members provide. The employment aspirations of the students that enroll at community college are those that involve doing God’s work with their hands. If

community colleges fail to provide highly skilled career and technical education adjunct faculty members to serve their student body, those students will quit enrolling in career and technical education courses and eventually leave the college all together.

Summary

This chapter provided a review of the literature that demonstrates that the need for higher education faculty professional development is well documented. Full-time college faculty receive many benefits from engaging in professional development sessions. Those benefits include relationship building that leads to a sense of belonging, knowledge of how to use new classroom technologies, how to navigate the college's learning management system, and updated on college-wide policies and procedures. In many cases, college leaders forget to invite or include adjunct faculty members to join in on the professional development sessions. There are many career and technical education adjunct faculty members that do not have a college degree, and those individuals must be exposed to professional development sessions that teach how to teach. There is a transformation that takes place when a non-degreed skilled tradesperson delves into teaching college courses. That transformation follows the steps of Mezirow's (1991) transformational learning theory. Institutions of higher education that shun the idea of providing professional development that nourishes a non-degreed career and technical education adjunct faculty members pedagogical skillsets will see employee withdrawal, following the steps of Tinto's (1975) theory of dropout.

The purpose of this literature review is to examine the phenomenon of the willingness of higher education institutions to employ new adjunct faculty members that have no formal training of how to teach, and to examine how those adjunct faculty members learn how to teach. At the community college level, most institutions have a new adjunct faculty onboarding process

where the faulty member is introduced to the rules, regulations, and policies that are written in the faculty handbook. The typical topics that are covered in a community college faculty handbook include codes of professional conduct, compliance with federal laws such as the Family Educational Rights and Privacy Act and Title IX of the Higher Education Act. There are two questions that drive the related literature portion of this report, and those questions are: Will executive leaders at higher education institutions provide funding to support the costs of professional development for newly hired career and technical education adjunct faculty members *and* will current and prospective career and technical adjunct faculty members cherish and engage in professional development sessions that teach how to teach, without receiving monetary compensation?

CHAPTER THREE: METHODS

Overview

The purpose of this transcendental phenomenological study is to explore how non-degreed career and technical adjunct faculty members nourish their pedagogical skillsets so that they can teach at a career and technical education courses at Edgar Monroe Community College. Throughout this research study, *nourishment of pedagogical skillsets* is generally defined as *professional development*. The theories guiding this study are Mezirow's transformational learning theory as it focuses on transitioning into a new role, and Tinto's theory of dropout, as it focuses on persistence and success.

The contents of this chapter include the design of the study, a reflection of the research questions pertaining to this study, and a description of the setting where the study was conducted. This chapter also includes the participant selection technique, the procedures of conducting the study, a description of the researcher's role, and the details of the data collection process. The data collection methods used in this study include semi-structured interviews, observations, and surveys. This chapter also includes a description of the data analysis procedures that were used for the study, a description of the steps that will be taken to ensure trustworthiness of the study, and the ethical considerations that were adhered to throughout the study. A chapter summary concludes this chapter.

Research Design

This qualitative study employs a transcendental phenomenology research design. The qualitative research design was chosen due to the nature of the purpose of the study, as addressing the purpose of this study requires the voices and the stories of the participants to be told and heard. Creswell and Poth (2018) explained that one of the defining features of a

phenomenological study is that it allows the researcher to explore a phenomenon with a group of individuals that have experienced the phenomenon. Edgar Monroe Community College employs a large number of non-degreed career and technical education adjunct faculty members, and that group of adjuncts serves as the prospective participant pool for this study. Creswell and Poth (2018) defined transcendental phenomenology as an approach that is used to collect and examine data from a sample pool that includes several individuals who have experienced the phenomenon. The subjects that were selected to participate in this study have a shared experience where they have engaged in teaching college level courses without having a college degree. Clark Moustakas (1994) is recognized as the primary source of transcendental phenomenology, and I utilized Moustakas' ethnographic qualitative inquiry as a framework piece for this study. Moustakas explained that the ethnographic observation approach allows the researcher to learn things that the study participants may not be willing to disclose. I applied the ethnographic approach through the use of a survey that allowed the study participants to anonymously provide information that they may not normally disclose. The transcendental phenomenology design was implemented through what Creswell and Poth (2018) refer to as textural description and structural description. Textural descriptions that were developed during this study describe what the participants experienced while serving as non-degreed college educators. The structural descriptions that were developed during this study describe how the participants became non-degreed college educators.

Research Questions

This study is guided by one central research question and three sub questions. The research question are as follows:

Central Research Question

How do non-degreed career and technical education adjunct faculty describe their experiences with learning how to teach in higher education?

Sub Question One

How do non-degreed career and technical education adjunct faculty learn from pedagogical support provided by seasoned full-time faculty members?

Sub Question Two

How do non-degreed career and technical education adjunct faculty describe their experiences with pedagogical support provided by the college as an institution?

Sub Question Three

How are pedagogical professional development opportunities utilized by non-degreed career and technical education adjunct faculty members?

Setting and Participants

The setting for this study is a community college located in the midwestern portion of the United States. Like most community colleges, the college chosen for this study has extension sites that cater to the local community and most importantly, to the needs of local college-going students. The rationale for choosing this community college can be supported by public information provided on the college's employment website tab, where a highly skilled tradesperson could apply for an adjunct faculty college instructor position without having earned a college degree themselves.

Setting

This setting was chosen based on the transparency that the community college demonstrated through its public job openings website, displaying adjunct faculty positions where the prospective adjunct would not need a college degree to meet the job requirements. The college chosen for this study employs more than one-hundred individuals that have experienced the phenomenon that this study explores. The organizational structure of the college that is used in this study is complex.

The college has a board of directors, one president, and more than 20 vice-presidents. Those individuals work at a central location and serve as leaders of the 17 chancellors that oversee the 17 individual campuses. Each individual campus has a vice chancellor of academic affairs, and a vice chancellor of student affairs. The vice chancellors of academic affairs serve as leaders of the deans of the various schools, and the deans serve as leaders of the program and department chairs. The program and department chairs serve as leaders of the full-time and adjunct faculty members. The pseudonym that is used to name the college throughout this study is Edgar Monroe Community College.

Participants

The sample pool of this study consists of currently employed community college non-degreed career and technical education adjunct faculty members. Creswell and Poth (2018) explained that in a phenomenological study, a diverse sample pool makes it difficult for the researcher to find common experiences among the participants. Based on Creswell and Poth's statement, the sample pool for this study is limited to non-degreed adjunct faculty members that teach automotive technology, diesel technology, welding, construction technology, industrial maintenance technology, and machine tool technology, which is predominantly comprised of

males. The sample pool for this study included 12 participants. A detailed description of the participant sample pool is provided in the *Recruitment Plan* section of this manuscript.

Researcher Positionality

I began my college teaching career by serving as an automotive technology adjunct faculty member at a community college. I acquired that teaching position one week before the start of the summer 2006 semester, which gave me one week to prepare to present my first class. The only pedagogical tool that the department chair provided me with was the course textbook that came with a compact disc that had PowerPoints that covered the textbook chapters. I was an Automotive Service Excellence (ASE) Master Certified Automotive Technician, which satisfied the employment requirement of holding an industry recognized certification; but I did not have a college degree.

Through the grace of God, I excelled as an adjunct faculty member and three weeks before the start of the fall 2006 semester, the college offered me a full-time faculty position. I thought about the offer for almost a week, and I called the Vice Chancellor of Academic Affairs and told him that I would accept the position. I put in my two-weeks' notice to my employer of 15 years later that afternoon.

My first semester as a full-time faculty member went smoothly, and I enrolled in college during the spring 2007 semester; taking classes so that I could earn an associate degree. I continued on with my educational endeavors and completed a master's degree in higher education leadership in 2012. Shortly after earning that degree, I was promoted to program chair of the automotive technology program and later promoted to department chair.

While serving in those leadership roles, I have had a great deal of experience with onboarding new adjunct faculty members; many of those did not hold college degrees. I have

experienced the demanding task of ensuring that the adjunct faculty that work within the programs that I oversee are prepared to present the course material to their students. The biases that I bring into this study are that I am not confident that other program or department chairs within the Edgar Monroe Community College system are sufficiently dedicated to providing pedagogical support for their adjuncts. Being cognizant of those biases makes me aware of practicing Epoché while conducting this study so that my experience does not influence how I view the data that were collected during the study.

Interpretive Framework

The interpretive framework that I applied in this study is constructivism, as I have had deep experiences with personally acquiring and personally teaching pedagogical skillsets. Bringing on a skilled tradesperson that can elevate the desire to teach others to transition into the role of a skilled tradesperson deserves a true study where the philosophical assumptions are guided by epistemological assumptions. We are guided to "commit to the Lord whatever you do, and your plan will succeed" (*New International Version*, 1984, Proverbs 16:3). My plan is to provide a study that shows the importance of adjunct faculty member professional development that focuses on pedagogical skills training.

Philosophical Assumptions

Over the past nine years, I have hired several adjunct faculty members. The philosophical assumptions that motivated me to conduct this study are epistemological. In a sense, I have been conducting research through what Creswell and Poth (2018) refer to as epistemological assumptions for years. Creswell and Poth offer three distinctly different philosophical assumptions that can be applied to a qualitative study. Those philosophical assumptions are ontological, epistemological, and axiological. Epistemological assumptions guided this study as

they allow the researcher to be an insider where the researcher ultimately has a high level of ownership. I have spent many hours working with newly hired adjunct faculty members, providing support in any way I can. I have also spent many hours observing how those adjunct faculty members teach, giving me the ability to coach the adjunct faculty member during one-on-one meetings.

Ontological Assumption

Having constructivism as my interpretive framework shows that I follow Creswell and Poth's (2018) idealism that my lived experiences have pushed me to believe in multiple realities. However, I believe that every single one of those multiple realities originated from our Lord Jesus Christ. I believe that God puts us in places where we can interact with others, giving us the opportunities to witness His message as it is through the voice of His creations.

Epistemological Assumption

Epistemological assumptions guide this study as they allow me to be an insider where the I ultimately have a high level of ownership. I have spent many hours working with newly hired adjunct faculty members, providing support in any way I can. I have also spent many hours observing how those adjunct faculty members teach; giving me the ability to coach the adjunct faculty members during one-on-one meetings. Even though I have spent a great deal of time coaching adjunct faculty members that report to me, I remained unbiased in this study because I have not had any type of a mentor relationship with the participants of the study.

Axiological Assumption

The axiological assumptions that I possess on my dissertation topic is that I have a strong respect for career and technical education adjunct faculty members. Creswell and Poth (2018) explained that researchers should expose their position in relation to the research study and

sharing my thoughts of how important adjunct faculty are to higher education is something that I do on a regular basis. I believe that my personal experience of previously serving as an adjunct is what drives my perspective on the value of the adjunct faculty member, but I have the ability to bracket my axiological assumptions and did not let them persuade my data analysis.

Researcher's Role

The relationship that I have with the participants of this study varied. One commonality is that we are all employed by the same higher education institution. Some of the participants are individuals that I know. Conversely, some of the participants are individuals that I do not know. The purpose of this study is to examine how career and technical adjunct faculty members without college degrees nourish their pedagogical skillsets.

I began my college teaching career as a non-degreed career and technical education adjunct faculty member where learning how to teach was solely my responsibility. I did not allow my biases of questioning how individuals outside of my program areas provide pedagogical support for their adjuncts interfere with the research process. I assume that non-degreed career and technical education adjunct faculty members that are experts in their skilled trade can easily teach someone else to become an expert of that trade, while never knowing the meaning of the term kinesthetic learning.

Procedures

The steps that were taken to conduct this study began with gaining the Institutional Review Board's approval from the college at which the participants are employed, and the approval of Liberty University's Institutional Review Board. After gaining approval from both colleges' institutional review boards, I met with the human resource department at the college where the participants are employed. In those brief meetings, the email addresses of every

adjunct faculty member that teaches automotive technology, diesel technology, welding, construction technology, industrial maintenance technology, or any other career and technical education courses was be obtained. I also used Edgar Monroe Community College's Faculty Credentialing System to mine for potential study participants. More details of the procedure process are provided in the *Recruitment Plan* section of this manuscript.

Permissions

Permission to conduct this study was acquired from the college that serves as the setting where the research will take place. I conducted an online search and located the document that contained all the necessary steps and requirements to request their institutional approval to conduct research involving human subjects. Appendix A contains Liberty University's IRB approval letter. Appendix B contains the site/setting IRB policies.

Recruitment Plan

Email addresses and phone numbers were collected from the human resource department's faculty credentialing system of the college that employs the adjunct faculty members that served as participants in my study. I composed a private email that contained my email recruitment letter and sent it individually to the potential participants. The recruitment letters provided a description of my study and those emails served at the initial step in the participant recruitment process. I expected to have less than 20 individuals that agreed to participate in the study, and I included every respondent that agreed to and met participant criteria in the study. I had 12 individuals that agreed to participate in my study. There was not a need to narrow my search. Data were gathered through interviews, observations, and surveys. Interviews were conducted face-to-face and virtually and lasted approximately 30 minutes. Observations were conducted on-site, where the adjunct faculty members were completely aware

of my presence. The duration of the observations lasted approximately two hours. The surveys were delivered through the participant's email of choice, with a survey completion time of less than twenty minutes. The analysis procedures that I used are open coding, and the data analysis section of this chapter includes more details on open coding as an analysis tool.

The sample pool included adjunct faculty members at several of the college's individual campuses, resulting in an available sample pool of well over 50 individuals. Creswell and Creswell (2018) suggested that the phenomenological research sample size should range from three to ten participants; however, the sample size of this study consists of 12 participants, meeting the requirements listed in Liberty University's (n.d.) School of Education doctoral sample size guidelines. Saunders et al. (2017) explained that saturation in qualitative research is "commonly taken to indicate that, on the basis of the data that have been collected or analyzed hitherto, further data collection or analysis as unnecessary" (p. 1). The 12-participant sample size was not driven by saturation.

Purposeful sampling was used for this study. Creswell and Poth (2018) explained that purposeful sampling allows the researcher to understand the research problem. The sample procedure that was utilized in this study was criterion sampling. Creswell and Poth (2018) explained that criterion sampling works well in phenomenological studies where the participants have experienced the phenomenon. All participants of this study have experienced the phenomenon of teaching college courses without having a college degree. The demographics of the study participants include adults that are at least 18 years old that do not have a college degree but do have a high school diploma or GED. The ethnicity and gender of the study participants unintentionally consists of white males. Informed consent was gathered by using a modified version of Creswell and Poth's (2018) S*ample Human Subjects' Consent-to-Participate*

Form (p. 155). The participants were informed that they could withdraw from the study at any time. I will store the data that was collected from this study for at least three years to ensure that I comply with federal guidelines. Appendix F contains the consent-to-participate form.

Data Collection Plan

The data collection process for this study consisted of three techniques. The first technique that was used is semi-structured interviews. The second data collection technique that was used is observing the participants while they present their classes. The third data collection technique incorporated a survey that provides qualitative data. The interview questions and survey questions were submitted to the two institutional review boards, where both boards granted approval for this study.

Individual Interviews

Semi-structured interviews were used to collect the stories of the study participants. Husband (2020) suggested that semi-structured interviews encourage a deep reflection of the thoughts of the participant. The interviews were face-to-face or web-based where audio and video are transmitted. A one-hour interview timeframe allowed enough time for the participants to share their stories. This study utilizes ten questions to gather the thoughts of the participants of this study.

Individual Interview Questions

1. Please introduce yourself and tell your story of how you became a career and technical education adjunct faculty member. This question allows for a simple meet-and-greet and provides the interviewer a vision of how the participant entered the realm of teaching at the higher education level. CRQ
2. Please describe your thoughts on your educational level and its relation to your

pedagogical skillsets. This question is based on the purpose statement that seeks to explore how non-degreed career and technical education adjunct faculty learn how to teach. At first glance, question two appears somewhat intrusive, but it is a question that is critical to this study. Harrell (2019) stated that the online educational universe has created an avenue for the role of the adjunct professor to grow in importance. For the non-degreed career and technical education adjunct faculty, it is imperative for them to know that their importance will grow, leading into the dialogue that question three will foster. CRQ

3. Describe how you became an expert of your skilled trade. This question is based on the purpose statement that seeks to explore how non-degreed career and technical education adjunct faculty learn how to teach. Question three allows the participants to reflect back to their comfort zone of being the best-of-the-best at their skilled trade. Asking a skilled tradesperson how they became an expert of a skilled trade could provide a deep insight of those with varying learning styles. Asali (2019) explained how colleges are shifting away from long-term faculty contracts and focusing more on utilizing adjunct faculty. Asali narrowed his statement to the point where applied and vocational education program needs could be met by employing non-tenured faculty. Community colleges in most cases do not have tenured and non-tenured faculty; those institutions have either full-time or part-time adjunct faculty members. SQ1
4. Please explain why you decided to serve as an adjunct faculty member. This question is based on Mezirow's transformational learning theory and provides the participant with a time to open up. The question of why someone chose to teach at the career and technical higher education level is one that allows the participant to provide a description of what

called them to teach. Smith (2019) conducted a research study that found that some adjunct faculty members chose to teach due to a calling from God, and question four will allow the participants to reflect on what lead them to the role of educator. SQ3

5. What is your most memorable positive teaching experience? This question is based on Tinto's theory of dropout and will give the participants time to reflect on a moment when teaching gave back to the teacher. Reeder (2020) explained how adjunct faculty commitment is based on job satisfaction. Memorable teaching moments provide an avenue for adjunct faculty retention and job satisfaction. SQ3
6. At what point did you become comfortable serving as an adjunct faculty member? This question is based on Mezirow's transformational learning theory and will allow the participants to explain their view of self-competence. Hendrickson and Francis (2018) identified self-competence as one's perception of their own performance. An adjunct faculty member should have a grasp of self-competence in order to improve their pedagogical skills. SQ2
7. Describe the peer support that full-time faculty members have provided during your adjunct teaching career. This question is based on Tinto's theory of dropout and will provide data that can be used to determine if the college needs to invest more time in the adjunct faculty mentoring process to ensure adjunct faculty retention. Lunsford et al. (2018) explained that quality mentoring relationships foster job satisfaction. Adjunct faculty members that struggle with job satisfaction could become satisfied through an effective peer mentoring initiative. SQ1
8. Describe the support that the college as an institution has provided during your adjunct teaching career. This question is based on Tinto's theory of dropout and will

provide data on perceived institutional adjunct faculty support. Crick, Larson, and Seipel (2020) explained that a positive link between perceptions of administrative support and faculty job satisfaction in part-time faculty were revealed in previous investigations. SQ2

9. Please explain what you believe would strengthen your pedagogical skillsets. This question is based on the problem statement that reveals that community colleges do not provide adequate pedagogical professional development for non-degreed career and technical education adjunct faculty members. This question also provides the participant with the time to open up and possibly provide direction on new approaches that could be used to nourish adjunct faculty pedagogical skillsets. CRQ
10. Thank you for taking the time to sit in on this interview. What else would you like to add as concluding thoughts? Question ten provides a time for open dialogue and interview closure. CRQ

Individual Interview Data Analysis Plan

The data analysis process for this study included the use of the Epoché, phenomenological reduction, imaginative variation, and textural descriptions. The process of using Epoché, phenomenological reduction, imaginative variation, and textural description was chosen based on the transcendental phenomenological design of this study. Moustakas (1994) explained that Epoché is the first step when conducting an interview data analysis. Moustakas defined the Epoché process as having the ability to ignore any personal prejudgments of the phenomenon that is being studied. I have experienced the phenomenon that is being studied and I am well aware of the possibility of presenting skewed data if Epoché is not practiced while analyzing the data that I collected during the interviews. Epoché was practiced during the interview data analysis of this study to ensure that accurate data is presented.

Moustakas (1994) placed phenomenological reduction as the second step of the interview data analysis plan. Moustakas explained that phenomenological reduction involves the act of bracketing and horizonalizing. Moustakas described bracketing as perceiving that the interview topic and questions are the root of the study and having the ability to focus only on the topic and question while conducting the interview data analysis. Moustakas described horizonalizing as initially placing equal value on the answers that were provided during the interview, and then processing the answers to the point where insignificant and redundant statements are removed. I practiced phenomenological reduction during the interview data analysis process to ensure that the statements that the study participants provided during the interviews were vetted and were void of irrelevant and redundant statements.

The third interview data analysis step that Moustakas (1994) presented was imaginative variation. Moustakas described imaginative variation as an act where the researcher is cognizant of the many meanings of the statements that were collected from the study participants during the interview process. The fourth interview data analysis step that Moustakas presented was textural descriptions, explaining that textural descriptions are created by using the themes that were generated from the descriptions of the participants' experience with the phenomenon. I proceeded with an open mind when looking at the meanings of the statements that were provided by the participants and I provided a description of the themes that emerged when conducting the interview data analysis.

Observations

The observation data was collected by using the nonparticipant observer data type collection method. Bosman and Voglewede (2019) explained that ineffective teaching methods are still being used by many higher education faculty members. Creswell and Creswell (2018)

explained that the nonparticipant observer approach is useful when the participants feel discomfort, and I employed the nonparticipant observer technique for this study to reduce participant discomfort. The observations were scheduled so the participants will be able to schedule a time when the students are not taking a quiz or exam. Each participant was observed for the duration of approximately two hours during one class session.

The observational protocol involves observer generated descriptive and reflective notes. The data that I expected to collect while conducting the observations are faculty member preparedness, instructional delivery methods, faculty mannerisms, the ability to keep the students engaged, a description of the setting, the number of students that are present during the observation, and the viewpoints that the participants may provide during the observation. The observations included the use of note taking so that I could review what took place during the observations. The IRB at the study site was informed of the use of an audio recording device and acted as the gatekeeper of what is allowed to be recorded. The site IRB was informed that the audio recordings may contain the voices of non-participants such as students, but those voices were not included in any part of this manuscript. An illustration of the observation protocol that was used while conducting the observations is provided in Appendix G.

Observations Data Analysis Plan

The observation process allowed me to analyze the instructor to student interaction. I will describe the techniques and mannerisms that the instructor used to keep the students engaged during classroom and lab activities. The descriptions of the adjunct faculty's teaching techniques and mannerisms are in written form and were derived from field notes that were also taken in written form during the observations. I also describe the different course material delivery modalities that the instructor used. The data analysis of the content of the observations is coded

to ensure that bias is controlled. Bias was not an issue, as I simply provided an honest point of view of what I witnessed while conducting the observations. I relied on the coding process to generate themes. I clustered all of the data from my analysis to find common themes that arose from the observations.

Surveys

Surveys are the third modality of collecting data for this study. Eller (2021) explained that there are challenges that are associated with the use of surveys as a qualitative data collection method. However, the survey questions that I created provide qualitative data that allowed me and the audience that reads this research report to visualize the pedagogical knowledge that non-degreed career and technical education adjunct faculty members possess.

The surveys were delivered to the study participants in a completely anonymous manner where even I do not know which participant provided what answers. Some of the participants were not able to correctly answer the questions in the survey, and I placed a note explaining the importance of providing an answer to the questions without looking up the meaning of the terminology used in the questions; even if they had to answer, “I do not know.” The answers allowed me to analyze the instructor’s pedagogical knowledge.

The protocol that I used to analyze the answer of “I do not know” was clustered into groups to determine instructor knowledge. The purpose of these questions was not to determine instructor preparedness or qualifications; it was to simply determine the awareness of pedagogical terminology. This analysis helped to determine if the institution in which the adjunct is employed has provided basic pedagogical professional development. The questions that were presented in the survey are:

Survey Questions

1. Please describe your teaching philosophy. SQ2
2. Please describe your experiences with visual learning styles. CRQ
3. Please describe your experiences of auditory learning styles. CRQ
4. Please describe your experiences of reading/writing learning styles. CRQ
5. Please define your experiences with kinesthetic learning styles. CRQ
6. How often do the tasks assigned to you by your supervisor help you grow professionally? SQ1
7. Describe the professional development opportunities that the college has provided to you. SQ3

The answers to the seven survey questions provide an overall view of the participants' perceptions of their pedagogical skills. Having a view of those perceptions could serve as useful when implementing professional development opportunities that focus on pedagogical skills training. Survey question one allowed me to analyze the teaching philosophies of non-degreed career and technical education adjunct faculty. Husmann and Mussell (2019) suggested that learning styles are not associated with course outcomes, but they do play a role in effective course delivery methods. Survey questions two, three, four, and five allowed me to see how the adjunct faculty members perceive the four different learning styles. Survey question six provided a view of how the program or department chair utilizes the skills of the adjunct faculty member, and question seven allowed the participant to share their college provided professional development experiences.

Survey Data Analysis Plan

The answers to the survey questions resulted in qualitative data to which I applied the

triangulation technique as a means to find common themes among the surveys, interviews, and observations. The answers to the survey questions provided an additional data source that was blended into the data synthesis process where common themes were generated. The MAXQDA computer software was used as the texts interpretation analysis tool to generate those common themes.

Data Synthesis

Moustakas (1994) provided a qualitative research guide for those that choose to utilize the transcendental phenomenological design while conducting research. The components of Moustakas' phenomenological design can be placed in three separate categories. The primary category that Moustakas described consists of the major components of his transcendental phenomenological design, while the secondary and sub-secondary categories consist of concepts that contribute to the major components of the design. The primary components of Moustakas' (1994) design include ethnography, grounded research theory, hermeneutics, empirical phenomenological research, and heuristics. The secondary concepts that Moustakas described include intentionality, noema, and noesis, and the sub-secondary category that Moustakas described include Epoché, phenomenological reduction, imaginative variation, and synthesis of meaning and essences. A detailed summary of each of the primary components of Moustakas' design is as follows.

Ethnography requires the researcher to participate in interaction. Moustakas (1994) explained that ethnographic studies require the researcher to conduct direct observations as a data collection means. Moustakas also explained that ethnographic studies require trust-building where the researcher gains the trust of the participant, allowing the researcher to create fieldnotes that accurately describe the words and natural actions of the participant. When conducting an

ethnographic study, the researcher must refrain from being judgmental. Ethnography is an important component of this study because it is focused on the human act of keeping others engaged in what they are presenting. Ethnography will allow the participant of this study to act naturally in their classroom setting.

The primary source for the transcendental phenomenology research design is Edmund Husserl (1931). Moustakas (1994) recognized Husserl's idea of transcendental phenomenology as one of value when utilizing phenomenological research methods in a qualitative study. The data analysis for this study incorporates Moustakas' methods where the complete transcription of each participant is used. The phenomenological data analysis procedures that Moustakas provided is a seven-step process. According to Moustakas, the steps include horizontalization, reduction and elimination, clustering, identification of themes, validation of themes, description of the experience, and construction of a meaning of the themes. Triangulation was used to group the data that was collected through interviews, observations, and surveys. Common themes among the interviews, observations, and surveys were extracted during the data analysis stage of the study.

Through what Moustakas refers to as horizonalization, the data produced by the survey responses was triangulated so that every recorded participant response provided what Moustakas referred to as an expression relevant to the experience. The data was analyzed to the point where any perceived non-relevant expressions were put into their own cluster. The data that had commonalities amongst the participant responses and observations were put into additional separate clusters where each cluster provided a common theme. Creswell and Poth (2018) recommend the use of lean coding. By implementing the lean coding method, the use of qualitative data analysis software was only used for data organizing purposes. Through the use of

hand coding, the first step of the data analysis was to transcribe the interviews and field notes. The second step was to reflect on what the participants said, and the third step involved organizing the data into categories. The fourth step of the data analysis process involved looking for common themes in the data and the fifth step entailed looking for subthemes and similar participant quotations. The sixth step involved interpretation of the themes and subthemes, and step seven involved re-categorizing the data so that a preliminary analysis could be performed. The themes and subthemes were generated by what Creswell and Poth (2018) referred to as analysis and collection of significant statements, and the re-categorization of the themes resulted in a single set of themes where the statements were perceived as equal. I used Moustakas' (1994) composite textural description technique to arrive at a point where all of the themes blended into a single set of themes.

Trustworthiness

The trustworthiness of this study is guided by credibility, transferability dependability, and confirmability. Credibility is supported through member checks while transferability is supported through the use of thick description. Dependability and confirmability are supported through peer-reviewed literature that has been subjected to an audit process.

Credibility

In qualitative research, credibility is defined as the accuracy in which stories told by the participants are conveyed by the researcher. To ensure credibility in this research study, member checking was applied. DeCino and Waalkes (2019) explained that properly designed member checks can strengthen credibility in qualitative research. Creswell and Poth (2018) described member checking as an action where the researcher solicits the views of the study participants to ensure credibility of the findings and interpretations. Member checking provides trustworthiness

to this study because it ensures that I accurately conveyed the thoughts and stories that were provided during the data collection stage of the study. The use of triangulation was also used to illustrate the credibility of the study.

Transferability

In this research study, transferability is defined as the ability to gather near-exact data by performing the same study at a similar institution and setting. Creswell and Poth (2018) described transferability as an act where the researcher provides a detailed description of how the study was conducted and what data was collected during the study. The findings of this study provide a rich description of the course material delivery modalities, voice tone, mannerisms, and student engagement abilities of career and technical education adjunct faculty members as they present their classes.

Dependability

The participants of the study had the ability to provide study validation through member checking. Creswell and Poth (2018) described member checking as an activity where the participants of the study review the researcher's manuscript during different phases of the research process. The participants provide feedback on the manuscript, ensuring that the researcher provided an accurate account of the data that the participants provided. Nowell et al. (2017) explained that an audit process is one way for a research study to demonstrate dependability.

The use of member checking served as an audit tool for this study. Creswell and Creswell (2018) described member checking as a process where the study participants and the researcher engage in ongoing dialogue during the study to ensure true value in the data. I shared the contents of this study manuscript with the participants to obtain feedback that was used to ensure

study dependability. Additionally, the dissertation committee that guided this study provides accountability in procedures and ensure that the dissertation template provided by Liberty University was followed while creating this manuscript. Dependability was accomplished through an inquiry audit, which at Liberty University occurs with a thorough review of the process and the products of the research by the dissertation committee and the qualitative research director.

Confirmability

Nowell et al. (2017) explained that "confirmability is concerned with establishing that the researcher's interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached" (p. 3). To ensure confirmability for this study, peer reviews were conducted, the research data was shared with full-time faculty members and program chairs for review, and necessary changes were made to meet qualitative research confirmability standards. The participants of this study are geographically dispersed in an area that is over 35,000 square miles in size and serve at campuses that have little communication between regions. The reviewers did not have access to the identification of the participants, and the participants were informed of the peer review process, as it was included in the consent form. Creswell and Poth (2018) described peer reviews as an act where colleagues and students provide feedback that is based on their familiarity of experiencing the phenomenon that is being researched. I did not use students as peer reviewers of this study. The peer review process for this study included colleagues that have served or are currently serving as a full-time or adjunct faculty member and are not participants in this study. The use of audit trails, reflexivity, and triangulation was also used to illustrate the confirmability of the study.

Ethical Considerations

This study follows the guidelines that are provided by the setting's IRB and Liberty University's IRB. I disclosed the purpose of the study to the participants and the data that was collected during the interviews is stored on an audio recording device. The recorded audio and video from the interviews were transcribed word-for-word to ensure accuracy in presenting the participant's voice. The audio recording device is stored at my home in a locked cabinet. The writing process for this study was only conducted on my personal home computer, which is password protected. Back-up files are in the form of an external hard drive that is also stored in a locked cabinet at my home. The use of pseudonyms was used throughout this research study, ensuring that the institution and participants remain anonymous. As mentioned in the *Recruitment Plan* section of this manuscript, informed consent was gathered by using a modified version of Creswell and Poth's (2018) S*ample Human Subjects' Consent-to-Participate Form* (p. 155). The participants were informed of their ability to withdraw from the study at any time and were informed of the privacy guidelines that were followed during this study. I will store the data and recordings that is collected from this study for at least three years to ensure that I comply with federal guidelines. This study presented very little risks to the participants, and it is highly unlikely that the leaders at Edgar Monroe Community College would be offended by the contents of this study. The participants were informed of the extremely low risk. The benefit of this study is that it has the purpose of making the classroom environment more robust for the students that attend a course that is being presented by a non-degreed career and technical education instructor.

Summary

Chapter three included an explanation of how this qualitative study employs a transcendental phenomenology research design that seeks to find how career and technical education adjunct faculty nourish their pedagogical skillsets. The transcendental phenomenological design was chosen for this study because it allowed me to avoid prejudgments while conducting the study. The data collection process contains interviews, observations, and surveys. An explanation of the interview questions were presented, and Moustakas' (1994) phenomenological research methods were discussed. Chapter Three also included the research procedures for the study, and a description of my role as the researcher. The data analysis sections provided details of the use of horizontalization, triangulation, and lean coding. Study trustworthiness was also discussed, where the use of member checking, peer reviews, and thick description ensured trustworthiness. Chapter Three closed with a description of the ethical considerations that I will follow during and after the study.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this transcendental phenomenological study is to explore how non-degreed career and technical adjunct faculty members nourish their pedagogical skillsets so that they can teach at a career and technical education courses at Edgar Monroe Community College. The purpose of this chapter is to present the results of my data analysis as findings. This chapter provides participant descriptions, and themes that were generated with the incorporation of MAXQDA coding software. This chapter also includes the responses to the research questions, anonymous survey responses, and descriptions of what took place during the observation sessions. The chapter closes with a summary.

Participants

The desired sample for this study was originally placed at 10 to 15 participants. The desired sample size was met with 12 individuals agreeing to participate in my study. The demographics of the individuals that agreed to participate in the study are all male. Table 1 provides a view of the participants current skilled trade employment status, skilled trade field specialization, skilled trade certification holder status, and the number of years that the adjunct faculty member has been employed in the skilled trades industry.

Table 1

Adjunct Faculty Participants

Adjunct Faculty Participant	Skilled Trade Employment Status	Skilled Trade Specialization	Industry Certification	Skilled Trade Employment
Jim	Retired	Machine Tool	Yes	42 Years
Jarod	Employed	Machine Tool	Yes	34 Years
Anthony	Employed	HVAC	Yes	13 Years
Matt	Employed	Advanced Automation and Robotics	Yes	7 Years
Andy	Retired	Construction Technology	Yes	32 Years
George	Retired	Automotive/Diesel Technology	Yes	24 Years
Duane	Employed	HVAC	Yes	5 Years
Richard	Employed	Welding	Yes	4 Years
John	Employed	Automotive Technology	Yes	3 Years
Jeff	Employed	Machine Tool	Yes	4 Years
Mark	Employed	Automotive Technology	Yes	22 Years
Paul	Retired	Machine Tool	Yes	44 Years

Jim

Jim is a white male who is in his late 60's. He has over 40 years of experience working in the machine tool industry, serving as a tool and die maker, and he is retired from the industry. Jim has served as an adjunct at Edgar Monroe Community College for over five years.

Jarod

Jarod is a white male who is in his that is in his early 60's. He has over 30 years of

experience working as a machinist, and he is currently employed in the industry. Jarod has served as an adjunct at Edgar Monroe Community College for almost 10 years.

Anthony

Anthony is a white male who is in his late 30s. He has over 10 years of experience working in the heating, ventilation, and air conditioning (HVAC) industry, and he currently works in the industry. Anthony has served as an adjunct at Edgar Monroe Community College for two years.

Matt

Matt is a white male who is in his late 20s. He has seven years of experience working in the advanced automation and robotics industry, and he is currently employed in the industry. Matt has served as an adjunct at Edgar Monroe Community College for one year.

Andy

Andy is a white male who is in his late 60s. He has over 30 years of experience working in the construction industry, and he is retired from the industry. Andy has served as an adjunct at Edgar Monroe Community College for almost seven years.

George

George is a white male who is in his late 40s. He has almost 25 years of experience working in the automotive repair and heavy truck/diesel repair industries, and he is retired from the automotive repair and diesel/heavy truck repair industry. George has served as an adjunct at Edgar Monroe Community College for three years.

Duane

Duane is a white male who is in his early 20s. He has five years of experience working in the HVAC industry, and he is currently employed in the industry.

Duane has served as an adjunct at Edgar Monroe Community College for less than one year.

Richard

Richard is a white male who is in his late 20s. He has four years of experience working in the welding industry, and he is currently working in the industry. Richard has served as an adjunct at Edgar Monroe Community College for less than one year.

John

John is a white male who is in his early 20s. He has three years of experience working in the automotive repair industry, and he is currently working in the industry. John has served as an adjunct at Edgar Monroe Community College for less than one year.

Jeff

Jeff is a white male who is in his mid-20s. He has four years of experience working in the machine tool industry, and he is currently working in the industry. Jeff has served as an adjunct at Edgar Monroe Community College for less than two years.

Mark

Mark is a white male who is in his early 40s. He has over 20 years of experience working in the automotive repair industry, and he is currently working in the industry. Mark has served as an adjunct at Edgar Monroe Community College for almost 10 years.

Paul

Paul is a white male who is in his late 60s. He has almost 45 years of experience working in the machine tool industry, and he is retired from the industry. Paul has served as an adjunct as Edgar Monroe Community College for over 15 years.

Results

The results of this study are presented in narrative form. The narrations describe the themes and subthemes that were generated during the data analysis process. In vivo participant quotes that were collected through the interview and anonymous survey process are presented. Those quotes are used to support the development of themes and subthemes. The themes and sub-themes are then applied to the central research question and the three sub-questions.

Student Centered Teaching Philosophy

The student-centered teaching philosophy theme is created from data that were collected during the anonymous surveys, observations, and the one-on-one interviews. The participants show a clear concern for the well-being of their students. The participants show a desire for their students to excel in the classroom, and in their chosen field's workforce. Question number one on the anonymous survey provide a theme where the participants demonstrate that their teaching philosophy is student centered. Question number one on the survey specifically asks the study participants to describe their teaching philosophy. One participant describes their teaching philosophy by simply stating "I am here to help guide students." Another participant stated that they "will do their best to give their students as much knowledge and experience as possible." One interesting teaching philosophy quote states that "I teach students as if they were going to work for me one day."

The observations also support the student-centered teaching philosophy theme. While observing Anthony's class, I noted how he ensures that his presentation style caters to his students. I did not see any sign of disinterest in the class from any of the students in Anthony's class. I enjoyed observing Matt's class. He is very active in the lab setting while working with four three-student groups that were programming robotic controls. Matt ensures that every

student is satisfied with his answers to their questions. My interview with Duane also supports the student-centered teaching philosophy theme. When I presented question five asking Duane what his most memorable teaching experience was, he stated “it actually happened on Thursday. The students got their schedule for next semester, and they asked me if I was teaching it. I wasn’t planning on it, but they talked me into it.”

Why Adjunct Faculty Members Decided to Teach

Question number four of the one-on-one interviews also presents a student-centered theme. The question asks the study participants why they decided to serve as an adjunct faculty member. Duane went through a skilled trades program at the high school level and entered into those skilled trades workforce after graduation. Duane’s response to interview question number four is “I wanted to return the favor of being taught a skilled trade.” Richard had a similar response to question four by stating “I love seeing the student progression as I teach them things that they need to know in order to be a valuable builder to a company.”

The responses to the anonymous survey question number one provides a view of why adjunct faculty decide to teach. The question asks the participants to describe their teaching philosophy. That question led to three participant responses that are student centered. One participant stated, “I present my classes in a way that we become successful together.” A second participant stated. “I want to make sure my students learn what they came here to learn.” The third participant stated, “I’m here to teach these guys how to earn a living.”

The observations also allowed me to see the participants’ dedication to teaching. All but one of the participants demonstrates their desire to provide excellent instruction while presenting the course material. The classroom and lab atmosphere in 11 of the 12 settings that I observed was full of action. The adjunct faculty members were lively and upbeat, and I could see that the

students enjoyed being in class. The adjuncts' expertise stood out while they interacted with the students while the students performed hands-on lab tasks. I could see that 11 of the 12 adjuncts were there to teach at their highest level, and those 11 were obviously dedicated to sharing their knowledge.

Inadequate Professional Development Opportunities

Question number seven of the anonymous survey asks the participants to describe the professional development opportunities that the college previously provided for them. One respondent stated that "the college has offered professional development opportunities, but none of them were about being a teacher." Another respondent stated, "the stuff that the college offers doesn't seem like it's worth doing." Interview question number eight asks the participants to describe their perceptions of the institutional support that they received during their teaching career. Jarod's response was off-track with his statement "the classrooms have all of these nice computers and stuff, but a lot of times they don't work." Jim's response to interview question eight was "Sarah helps me with all of that stuff. I wouldn't stay if I didn't have her help."

Interview question number nine asks the participant to explain what they believe would strengthen their pedagogical skillsets. The question illustrates the inadequacies of the college's professional development opportunities. I had to provide the definition of the word *pedagogy* to several of the participants before they could provide an answer to the question. The responses that were provided illustrate how Edgar Monroe Community College lacks in the area of providing pedagogical related professional development opportunities for its career and technical education adjunct faculty members.

Lack of Pedagogical Terminology Knowledge

The anonymous survey responses for question five illustrates the need for a simple professional development session that describes various learning styles. Question five asks the respondents to describe their experiences with the kinesthetic learning style. One respondent wrote “I don’t have any,” another respondent wrote “not affected,” and another respondent wrote “my experiences with this style has been great.”

Interview question six asks the participant to explain when they became comfortable serving as an adjunct. Matt’s response was “I don’t have any issues being in front of people, but I still haven’t found my stride yet.” Having a solid grasp of pedagogical terminology could help Matt find his stride. Interview question number two asks the participants to describe their thoughts of their education level in relation to their pedagogical skillsets. George responded “I don’t think my educational level has ever had anything to do with that. Never had any pedagogical education.”

The responses to anonymous survey question two also reveal how the participants lack pedagogical terminology knowledge. The answers to anonymous survey question two which asked the participants to describe their experiences with visual leaning styles were “not much success” and “I am very new to teaching, and I rely heavily on the course content.” The lack of pedagogical terminology knowledge could create a sense of incompetence from students and peers that ask an adjunct faculty member to incorporate kinesthetic learning projects into their lesson plans.

Catering to the Various Learning Styles

The anonymous survey and interview responses indicate that there is a need for a simple pedagogical terminology professional development session. Some of the participants were able

to answer the anonymous survey questions that asks about their experiences with visual and auditory learning styles, but the responses to anonymous question number five asking about their experiences with kinesthetic learning shows that some of the participants do not understand the definition of kinesthetic. However, the classroom observations provide a clear picture of how the non-degreed career and technical education adjunct faculty members actually incorporate learning techniques during their course delivery.

Matt began his class in a classroom setting using an overhead projector to deliver a PowerPoint presentation. After approximately 30 minutes, Matt moved his class to a lab setting where the students began working on hands-on lab competencies. Richard delivered his class in an almost exact manner. There was a short lecture that took place in the classroom, and then the students were moved into a lab setting where they engaged in hands-on lab tasks. Paul also put his students to work in the lab setting, where kinesthetic learning was obviously taking place. The mix of visual, auditory, and kinesthetic teaching delivery methods were used during the duration of most of the observation sessions that I sat in on, even though some of the participants were unaware that they were catering to the kinesthetic learning style.

Interview question number seven asks the participants to describe the peer support that they received from full-time faculty. Andy's answer was "they let me hang out when they are out in the lab so I can learn from them." Non-degreed career and technical education adjunct faculty members can learn how to cater to students with different learning styles by observing how an instructor that is well versed in teaching styles delivers the course material.

Adjunct Faculty Confidence

Interview question number six asks the study participants to explain when they became comfortable serving as an adjunct faculty member. George's response interview question six was

"I don't have a college degree, and that kind of bothers me. I'm still not comfortable." Paul's response to the same question was "I don't really see myself so much as an instructor. I'm more of a machinist that shares my knowledge of the trade." Providing a brief training session that covers the various learning styles could bolster non-degreed career and technical education adjunct faculty member pedagogical confidence.

Interview question number nine asks the study participants to explain what they believe would strengthen their pedagogical skillsets. Duane responded by stating "I've learned a lot from the program chair. Just watching him and other teachers has helped me be a better teacher." Joe also mentioned how he learns from observing other faculty members, saying "Chuck is my go-to person when I need help with things when I'm teaching. I try to be like when I teach."

The observations allowed me to witness the confidence that the participants possess in terms of their teaching ability. I did not see any signs of nervousness or reservation from the adjunct faculty as they presented the course material. During the observation, there was an aura of confidence from the 12 participants while they were presenting their course material and helping their students.

Peer and Institutional Support

Interview question number seven asks the study participants to describe the peer support that full-time faculty members provided during their adjunct faculty teaching career. Mark's response to the question was "the full-time faculty are always there if I need anything. The college is constantly changing things, and having a full-time day job makes it hard to keep up with those changes." Mark went on to explain that "I wouldn't be able to do this without help from the full-time guys." John also found a great deal of support from his full-time peers. John explained "this is my first semester teaching, and I would be completely lost without the help

from full-time faculty. I would not know where to find anything." Individuals that have a full-time job outside of their teaching duties do not have time to spend looking for and navigating the college's websites to find essential information, technical support, and learning management systems.

Peer Availability

Full-time faculty peer support is a clear positive theme amongst the study participants. Question number seven on the one-on-one interviews asks the study participants to describe the support that their peers had provided. Jeff described his interactions with full-time faculty as "extremely valuable." Jeff stated that "even though I teach at night, I can still call the other teachers if I need something, even if its late and they are at home." Anthony had a similar response and stated that "I can call my program chair Chris anytime I need something, even if it's on the weekend." Andy stated that "I would not teach here if I didn't get any help from the other teachers." Andy explained that "the changes by the college are hard to keep up with, and sometimes not even the full-time guys know how to help." Adjunct faculty need some sort of peer support that is available when they need it, not the next day when the adjunct is at their full-time place of employment.

Anonymous survey question number six asks the participants to describe how the tasks that their program chair charged them with helped them grow professionally. One participant responded, "the assigned tasks always help me learn something new or learn how to do something I already know better." Another participant simply responded, "he gives me much help."

While I was observing John's class, one of the full-time faculty members came into the classroom prior to the beginning of the class and asked John if he needed anything. There was a

similar incident that took place while observing Andy's class. Andy was having trouble loading an exam that required login information; information that Andy did not know. Andy made a phone call and there was a full-time faculty member there to help within five minutes.

Institutional Support

Interview question number eight asks the study participants to describe the support that the college as an institution had provided during their adjunct teaching career. The theme that is created by this question focuses on program chair support. Richard, Duane, Anthony, Jeff, John, and Andy mentioned how much they rely on their program chairs. Andy explained that "I can always call JW when I have any kind of problem. He helps me out all the time." Jeff, John, and Richard mentioned that this was their first semester teaching, and that their program chair provided a great deal of support. Jim's response to question eight was "the support that I get from Phil helps a lot." The responses from the study participants illustrate how non-degreed career and technical education adjunct faculty members associate program chairs as their link to "the institution." When asked to describe the support that the college as an institution provided during their teaching career, first semester adjunct faculty member John responded, "my program chair Pat visits with me every time I'm in class to see if I'm doing ok."

Institutional support could also be seen while I conducted the observations. All the classrooms had modern computer stations with overhead projectors. The labs had modern, state-of-the-art equipment which ranged from what appeared to be new central air conditioning unit props to electrical oscilloscopes.

Anonymous survey question number seven asks the participants to describe the professional development opportunities that the college had provided. Five of the participants provided positive answers such as "the college has given me many development opportunities,

"and "I get emails regularly regarding development opportunities, but I have not taken advantage of the offers." The college is offering professional development opportunities, but they are not received as valuable.

Hands-On Teaching Ability

An outsider that accidentally wanders into 11 of the 12 study participants classroom/lab settings would never know that this group of adjuncts do not have a college degree. I am impressed with how the non-degreed adjunct faculty presented the course material. Jim had a small group of students, and he was demonstrating how to use a precision measuring device. Jim purposefully exclaimed a false measurement reading and wrote the reading down on a piece of paper. Jim then passed the measuring device off to the students to get their readings. All four of the students confidently provided their own readings, which were correct. Jim used that short measuring demonstration to support the adage of measuring twice. Anthony used a similar technique when using a digital multimeter to measure system voltage on an air conditioning unit. He placed the multimeter dial to the ohms setting before handing it to a student. The student quickly noticed the mistake and reset the multimeter to the proper setting, which was voltage.

Classroom Mannerisms

During the observation sessions, I noticed that all but one of the study participants demonstrated what I consider effective classroom mannerisms within a lab setting. There were hand gestures, liveliness in their voice tones, and an overall sense of a passion for teaching. Paul projected a loud but pleasant voice tone while explaining lathe machining techniques. Paul needed to speak loud enough for the students to hear him over the machinery that was running in the lab, while at the same time avoiding coming across as yelling. Richard's lab setting was also somewhat loud, and he chose a hands-on teaching approach where he engaged in close proximity

instruction, allowing him to communicate without having to escalate the volume of his voice when helping his students.

Interview question number three asks the participants to describe how they became an expert of their skilled trade. Anthony responded, “I dedicated myself being a professional HVAC technician. I have to talk with customers on a regular basis, and it’s important to look and act professional.” The professional mannerisms that the participants display while working their daily jobs is carried over to the mannerisms that they display in their classroom.

Anonymous survey questions two, three, and four asks the participants to describe their experiences with visual, auditory, and reading/writing learning styles. The responses were “not much success,” and “not getting message to clear for student,” and oddly, one participant exclaimed that their experiences with reading/writing learning styles “are the best.” I am not sure how teaching a hands-on skilled trade through the use of reading and writing learning styles could be considered the best.

Student Engagement

It was hard to not notice the student engagement that took place during the observation sessions. Although this study is focused on non-degreed career and technical education adjunct faculty pedagogical skillsets, student engagement did play a role in what I witnessed while conducting the observations. I arrived at all of the sites prior to the start of class, and I noticed that the students in all but one of the class sites arrived on time. The punctuality of the students demonstrates respect for the adjunct faculty members. I also noticed that student cell phone usage was non-existent in all but one of the classrooms. Again, this demonstrates student respect and the ability of the adjunct faculty members to keep their students engaged in their course presentation.

Anonymous survey question number one asks the participant to describe their teaching philosophy. One participant responded, “I believe it’s not important to have all the answers memorized. I teach teamwork in my classes, so we are successful together.” Another participant responded, “My philosophy is to get students to learn from each other.” The teamwork that the participants mentioned is what pedagogical experts refer to as learning communities. The participants were delving into alternative pedagogical techniques without realizing it.

Interview question number two asks the participants to describe their thoughts on their educational level in relation to their pedagogical skillsets. Mark’s response was “I’m ok with it. I’d like to have a degree, but not having one makes me relate to my students.” Richard provided a similar answer by stating “I’m taking classes now too, so I am really aware of what my students are going through.” The common educational demographic between instructor and student creates an evident student engagement environment in the classroom.

Outlier Data and Findings

There was one study participant that presented the course material in a classroom setting. The facility that the class was being held in did not have a lab area where the students could perform hands-on tasks. The classroom setting did not appear to be an effective learning environment for the students. The instructor did not appear to care that his students had no interest in what he was trying to teach.

Another outlier is that two of the study participants are also current skilled trades students. I did not consider the possibility that some of the study participants could also be current students at Edgar Monroe Community College. These two study participants met the colleges career and technical education adjunct faculty credentialing standard by holding an

industry recognized certification within the fields in which they teach. They also met the college's minimum on-the-job experience timeframe.

Outlier Finding #1

The study participant that used only a classroom setting to present the course material lost the attention of his students within the first five minutes of class. The students appeared to lose all interest in what the adjunct faculty member was saying and planted their attention to their cell phones. The adjunct faculty member continued with his teaching style and seemed oblivious to the fact that his students were in a completely different zone. That observation was the only one where I witnessed complete disinterest from both the adjunct faculty member and the students.

Outlier Finding #2

During the interview processes, two of the study participants revealed that they are also currently taking skilled trades courses. I did not disqualify the participant from this study, as I only engaged with the individuals while they were serving as career and technical adjunct faculty members. The age demographics of these two adjunct faculty members are mid-to-late 20's. While conducting the observations, I found that these two adjuncts had the most engaging and entertaining classroom and lab presentations.

Research Question Responses

The research questions that are presented in chapter one provide a foundation for the observations, interviews, and surveys. The research questions consist of a central research question and three sub questions. This section incorporates the themes that were previously presented to answer the research question. The answers to the research questions are supported through the use of study participant quotes.

Central Research Question

How do non-degreed, adjunct career and technical education faculty describe their experiences with learning how to teach in higher education? The participants described their experiences with learning how to teach as program specific, where they rely on fellow faculty members and the program chair. As mentioned earlier, Duane and Joe described how their confidence in their teaching ability increased through interactions with seasoned faculty and their program chair. Matt described his experiences with learning how to teach as "I had a lot of people take time to teach me things, and so you know, looking back, it's my turn to teach." Matt is referring to what he was taught while serving as a skilled tradesperson, and he carried that learning experience into his classroom environment.

The observation sessions provide a view of how a skilled tradesperson transitions into a pedagogical expert. The participants excelled when providing hands on instruction. It appears the non-degreed adjuncts are most comfortable while working with the students in the lab settings, simulating their skilled trades industry environment.

Interview question number two asks the participants to describe their thoughts on their educational level and its relation to their pedagogical skillsets. Two participants responded by stating that they are currently taking college courses, and that they are comfortable with their educational level. One avenue for non-degreed career and technical adjuncts to learn how to teach is to enroll in one college course each semester. The experience of seeing how a seasoned adjunct or full-time faculty adjusts to their students learning styles would enrich the adjuncts pedagogical skillsets.

Sub Question One

How do non-degreed career and technical education adjunct faculty learn from pedagogical support provided by seasoned full-time faculty members? The themes that were previously presented show how important full-time faculty and program chairs are when examining how non-degreed career and technical education adjuncts learn how to teach. When responding to interview question eight, Mark mentioned that "full-time faculty are always there." John stated, "I would be lost without the help from full-time faculty." Anthony explained that his program chair "is always available, no matter what time of the day it is."

When responding to anonymous survey question number six, several participants mention how big of a role program chairs play in their pedagogical development. One participant stated that the tasks that their program chair assigns helps them "grow professionally very often." Another participant responded to anonymous survey question six by stating "the tasks assigned to me always help me grow professionally."

Interview question number nine asks the participants to explain what they believe would strengthen their pedagogical skillsets. Matt responded, "I learn a lot from watching how Gary teaches. He is in the lab on Tuesday nights when I'm here." Jeff provided a similar response stating, "just watching how Paul teach has made me better teacher."

Sub Question Two

How do non-degreed career and technical education adjunct faculty describe their experiences with pedagogical support provided by the college as an institution? Interview question number eight addresses this question, but some of the participants did not provide a clear answer to this question; their answers narrowed in on their program chairs instead of Edgar Monroe Community college as an institution. When asked to describe their experiences with

support from their institution, Richard, Duane, Anthony, Jeff, John, and Andy automatically associated the program chair as the face of the institution. John stated that his program chair checks in on him every time he is in class “to see if he is ok.” The responses illustrate how the study participants do not completely understand the question, and that lack of understanding results in random responses involving actions from their program chair.

When presenting interview question number two which again asks the participants to describe their thoughts on their educational level, Richard mentioned that he had a welding certificate. Having read Edgar Monroe Community Colleges faculty handbook, I am aware that the college will provide free tuition for adjuncts after they have served for two semesters. Richard was surprised by my statement and did not know that he qualified for free tuition. Edgar Monroe Community College should ensure that all adjuncts are aware of this benefit, as it could foster pedagogical development.

The classroom observations revealed that the college does provide pedagogical support through its Canvas learning management system. The Canvas shells were well built and contained teaching aids such as PowerPoint presentations and subject matter animations. The classroom technology was also sufficient, being equipped with overhead projectors, a teacher’s station, and audio systems that clearly conveyed audio content of the animations and other presentations that were embedded in the canvas shells.

Sub Question Three

How are pedagogical professional development opportunities utilized by non-degreed career and technical education adjunct faculty members? Question number seven on the anonymous survey asks the participants to describe the professional development sessions that were provided by the college. The responses from the participants illustrate that the opportunities

offered by the college are not well received.

When responding to interview question number eight, John and Jarod referred to the offerings as busy work. Interview question number eight asks the participants to describe the support that the college has provided. When asked to expand on their answers, John stated that he is "constantly getting emails about stuff that doesn't have anything to do with him." Jarod stated that "we have these useless training sessions that we have to do online." The anonymous survey responses to question number seven support their thoughts. One respondent stated "they make us do those dumb computer security password trainings. I don't learn anything from those." Another respondent responded to the same question by stating "they send out so many emails. I'm not sure what is junk and what is real."

Referring to interview question number two which asks the participants to describe their thoughts on their educational level, Edgar Monroe Community College does provide a professional development avenue for non-degreed career and technical adjuncts to further their education. This opportunity would bolster their pedagogical skillsets. The experience of watching a pedagogical expert master their classroom duty gives the non-degreed career and technical adjunct a view of how to master their classroom duties.

Summary

The findings provide a clear picture of how much non-degreed career and technical education adjunct faculty depend on their full-time peers and their program chairs. The findings also reveal how non-degreed career and technical adjunct faculty have a limited perception of the organizational chart at Edgar Monroe Community College. In the eyes of the adjuncts, the organizational chart becomes blurred above the program chair level.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this transcendental phenomenological study is to explore how non-degreed career and technical adjunct faculty members nourish their pedagogical skillsets so that they can teach at a career and technical education courses at Edgar Monroe Community College. This chapter provides my interpretations of what was revealed in the Findings section of this study. This chapter also includes four additional subsections that present the implications for policy and practice, the theoretical and methodological implications, limitations and delimitations, and my recommendations for future research.

Discussion

The themes that were generated during the data analysis stage provide a great deal of insight, which allowed me to generate my own interpretations of the study's findings. The findings fall in line with Mezirow's (1991) transformational learning theory model and Tinto's (1975) theoretical model of drop out. The purpose of this transcendental phenomenological study is to explore how non-degreed career and technical adjunct faculty members nourish their pedagogical skillsets so that they can teach career and technical education courses at Edgar Monroe Community College. I believe that the findings of this study provide direction for institutions of higher education when looking at effective approaches to deliver pedagogical-based professional development to non-degreed career and technical education adjunct faculty members.

Interpretation of Findings

There are four thematic findings that are discussed in the Findings section, and each of the four themes have at least two sub-themes. The four themes include in vivo quotes that were collected from the participants during the observations, interviews, and surveys.

Summary of Thematic Findings

The four thematic findings are: The study participants have a student-centered teaching philosophy, the study participants have a lack of pedagogical terminology knowledge, there are conflicting thoughts of peer and institutional support, and non-degreed career and technical education adjunct faculty are well versed in providing hands-on instruction. There are also two outlier findings. The first outlier is that one of the study participants showed very little interest in keeping his students engaged in his presentation. The second outlier is that two of the participants are also current career and technical education students.

Non-Degreed Career and Technical Education Adjuncts are Student Centered. Non-degreed career and technical education adjuncts have a sincere desire to see their students succeed. My observations allowed me to see how the students reciprocated the sincerity from the adjuncts. Harper (2022) explained that students perceive adjunct faculty as being invaluable, and I witnessed what Harper described while conducting the observations, as the students in 11 of the 12 were completely focused on what the adjunct was presenting.

Non-degreed career and technical adjunct faculty also have a sincere desire to train individuals to serve in the skilled- trades field in which they teach. Legg et al. (2022) explored the importance of skilled-trades industry stakeholders and their relevance to career and technical education. The adjunct faculty that I observed demonstrated that they are stakeholders in their

skilled-trades industry by sharing their knowledge with individuals that strive to become experts in the field in which they are studying.

Non-Degreed Career and Technical Education Adjuncts Lack Pedagogical Terminology Knowledge. While conducting the interviews and presenting question nine which asks the participants to explain what they thought would strengthen their pedagogical skillsets, I had to explain the definition of *pedagogy* to several of the participants. I also found that a couple of the participants did not know what kinesthetic learning styles are. Bolitzer (2022) explained that there are four areas of teaching. Bolitzer described those areas are pedagogical knowledge, subject matter knowledge, knowledge of the students, and knowledge of the contexts. The lack of pedagogical terminology knowledge certainly falls into the area of pedagogical knowledge, and the participants that I interviewed need to be trained in the first of the four areas that Bolitzer described.

Even though the participants lack pedagogical terminology knowledge, they excel in the area of subject matter knowledge. Layou et al. (2022) described how adjunct faculty have limited interactions with peers about teaching. I believe that it could be beneficial for full-time faculty to engage in more interaction with their adjunct faculty peers. The adjuncts that I observed are very knowledgeable of the up-to-date facets of their skilled trade. Interactions between full-time and adjunct faculty could foster pedagogical growth for both parties. The full-time skilled trades faculty members could gain knowledge of up-to-date practices in their skilled trades field, while in return, the adjuncts could gain pedagogical terminology knowledge.

Non-degreed career and technical education adjunct faculty can use their industry experience to bolster their confidence in teaching. Wagner et al. (2021) explained that industry experience is significant for adjunct faculty that serve at community colleges. Wagner et al. also

explained that there are challenges for skilled tradesperson that transition into community college teaching. My observation is that non-degreed career and technical education adjunct faculty members rely heavily on their in-the-field experience to train an individual how to perform a skilled trades task. Observing the hands-on lab sessions allowed me to see how easily the skilled tradespersons changed capes and switched to teacher mode.

Program Chairs are the Institution. The participants of this study appear to have a limited view of Edgar Monroe Community College as an institution. While looking through the themes, the vision of a horse with blinders comes to mind. My perception is that non-degreed career and technical education adjunct faculty have a vision where the program chair is the institution. Prentice and Guillaume (2021) stated that the biggest challenge for community college program chairs is bureaucracy. I see program chairs as the ones that have to act as a communication buffer between executive level bureaucracy and part-time adjunct faculty. When adjunct faculty need direction, they go directly to the program chair, not to individuals on the executive cabinet.

Implications for Policy or Practice

Data from the interviews and the surveys did not have a single mention of Edgar Monroe Community College's Human Resource department. However, new adjunct faculty onboarding takes place within the college's Human Resource department. Question nine on the one-on-one surveys asks the participants what would strengthen their pedagogical skillsets. I do not get a sense that any of the participants even considered being coached through pedagogical professional development. Knowing that pedagogical professional development sessions are not even on the radar of non-degreed career and technical education adjunct faculty, there needs to be changes to Edgar Monroe Community Colleges onboarding approaches. I believe that

providing robust pedagogical professional development sessions during onboarding and through continued coaching would ensure that Edgar Monroe Community College is doing its part in transforming skilled tradespeople into pedagogical experts.

Implications for Policy

One of the current policies at Edgar Monroe Community College is that program and department chairs can claim up to eight additional pay days if they desire. The college could create an in-depth pedagogical based presentation that would be delivered to adjunct faculty members by the department chair, program chair, or a full-time faculty member. Full-time faculty at Edgar Monroe Community College are required to serve eight office hours per week. Department or program chairs could also delegate some of the pedagogical professional development training sessions to full-time faculty.

Bickerstaff and Ran (2021) suggested that the creation of a society with the inclusion of adjunct faculty within each program discipline is an effective way to provide support to those adjuncts. Bickerstaff and Ran also explained that disciplinary societies provide an avenue for college employers to recognize areas of adjunct faculty needs. Having program chairs and full-time faculty there to support adjunct faculty with pedagogical professional development activities would benefit the adjuncts. The adjuncts would benefit from having a familiar face to confide with when looking to strengthen their pedagogical skillsets. The adjuncts would also benefit from having someone to reach out to when navigating the college's information technology systems, classroom technology systems, and learning management systems.

Implications for Practice

A great deal of resources can be consumed when bringing on new non-degreed career and technical education adjunct faculty. When a program chair is fortunate enough to find a talented

adjunct faculty member, it is in that program chair's best interest to retain that faculty member. Culver et al. (2023) explained how sustained professional development opportunities can act as a support mechanism for adjunct faculty. Culver et al. also explained how issuing certifications or badges to adjunct faculty can be a formal way for adjunct faculty to display their teaching expertise. The pedagogical training certifications and badges may also act as an adjunct faculty retention tool, as the certifications and badges could increase adjunct faculty confidence and morale, which may result in increased adjunct faculty retention.

Empirical and Theoretical Implications

The theoretical frameworks that I used as the foundation for this study are Tinto's (1975) theoretical model of drop out and Mezirow's (1991) transformational learning theory. When I presented the applications of Tinto and Mezirow's theories in Chapter Two, I cited Tinto's (1975) thoughts of individuals entering institutions of higher education with a variety of attributes. Wendler (2023) described how negative attributes from institutions of higher education can alter the career plans for new faculty that have taught for only one to four semesters. Wendler found that some of the participants of her study reported that they would not return to teaching, with one participant reporting that they would definitely not teach for the same college again.

Empirical Implications

I have served as a department chair at a community college for over a decade. I have been fortunate to have worked alongside some of the top expert skilled tradespersons in the nation, and I have witnessed those skilled tradespersons transition into pedagogical experts. I began my college teaching career as a non-degreed career and technical adjunct faculty in May 2006, and I became a full-time non-degreed career and technical college instructor in August 2006. The

findings of this study allow me reflection on my own career, where I had full support from full-time and adjunct faculty members. The literature review section of this study includes a citation from Housel et al. (2021) where they explained that adjunct faculty have a strong desire to feel valued as an educator. I also presented Weller et al. (2023) where they found that full-time faculty to adjunct faculty delivered professional development sessions create a sense of belonging for the adjunct.

The support that I was given during the first few semesters of my teaching career allowed me to see how important a sense of belonging can be. Engaging in what I call brief, informal professional development sessions gave me that sense of belonging. The theme of peer support that I presented in the Findings section reinforce my application of Newton's third law of motion. Christie and Dean (2022) found that inhibited pedagogical growth pushes some adjuncts away from teaching. The actions of peers can guide non-degreed career and technical adjuncts in a direction that leads to pedagogical competence, job satisfaction, and adjunct faculty retention.

Theoretical Implications

In Chapter Two, I note that Culver et al. (2020) found that institutions of higher education can increase a faculty member's intent to continue to work at the institution. Retention is strengthened when institutional leaders communicate support that builds faculty commitment. The theoretical implications that are rooted in Tinto's (1975) model of drop out are real within the settings of institutions of higher education. In Chapter Four, I mention how study participant Andy stated that "I would not teach here if I didn't get any help from the other teachers." Adjunct faculty will walk away from their teaching position if they do not sense support from the colleges at which they serve.

The literature review section of this study includes a citation from Schenkewitz (2019). Schenkewitz stated that he served as an adjunct and that the thoughts of having a limited teaching contract embedded unpleasant memories in his mind. Bolitzer (2019) explained that the lack monetary compensation was one of the reasons why adjunct faculty were not interested in engaging in professional development opportunities. None of the participants in my study mentioned anything about monetary compensation when I posed the question of professional development opportunities offered by Edgar Monroe Community College.

I also presented Mezirow's (1991) transformational learning theory in Chapter Two. While conducting my observations, I was impressed with how well the non-degreed skilled tradespeople transition into the college adjunct faculty role. Tarbutton and Swisher (2023) described how new adjunct faculty can go through acculturation by reflecting on their knowledge of course content. Tarbutton and Swisher (2023) further explained that those reflections result in transformative learning and improved pedagogical skillsets. The observations allowed me to see that the non-degreed career and technical education adjunct faculty study participants had become somewhat comfortable with the culture of Edgar Monroe Community College.

My study confirms previous retention and drop out based research. I presented Xu and Ran's (2020) study in my literature review, where they explained that adjunct faculty serving at community college's feel no loyalty towards the college. I also presented Hendrickson et al. (2018) where they suggested that perceptions of self-competence are drivers of faculty satisfaction. One of the themes that arose from this study is the significance of peer and institutional support. If Edgar Monroe Community college can provide an avenue for non-degreed career and technical education adjunct faculty to feel a sense of job satisfaction, the college will likely retain those adjuncts.

My study also confirms previous role transformation-based research. The participants in this study rely heavily on the help of their program chairs and seasoned faculty peers while transitioning into their adjunct faculty role. I cited Paynter et al. (2022) in my literature review, where they explained that some college faculty have little or no training in teaching. *I would be a completely different teacher if I had been with a different mentor* (Wexler, 2020) is a depiction of how mentorship quality effects the self-reflection of one's pedagogical expertise. The novel contribution that my study brings to higher education is an awareness of the need for career and technical education program chairs and full-time faculty to possess pedagogical skillsets that they can pass on to newly hired adjunct faculty, regardless of their educational status.

I am confident that I chose two appropriate theoretical frameworks for this study. Applying Tinto's (1975) model of drop out allowed me to understand how important the program chair role is when looking at adjunct faculty retention. Additionally, Mezirow's (1991) transformational learning theory effectively aligns with my study, as it allowed me to understand how skilled tradespeople transition from an expert in their field to an expert career and technical adjunct faculty member.

Limitations and Delimitations

The desired sample size for this study was set at 10 to 15 participants. The participant criteria required the individuals in the study to be non-degreed and at least 18 years old. The participants also had to be current career and technical adjunct faculty members at Edgar Monroe Community College; I successfully recruited 12 study participants.

The participant demographics could be considered a limitation to this study. I directed this study to specifically focus on non-degreed career and technical adjunct faculty, creating a delimitation for adjuncts that hold a college degree. The limitations of this study could be viewed

as weaknesses, but the delimitations of this study are intentional, and should not be considered as a weakness.

I chose Moustakas' (1994) transcendental phenomenology research method for this study based on my career position and personal experiences with adjunct faculty and higher education in general. Moustakas (1994) describes transcendental phenomenological research as being able to set one's judgements aside. Using the transcendental phenomenological research method allowed me to conduct the participant observations and interviews without letting my perceptions cloud what I witnessed.

Limitations

The participant demographics can be viewed as a limitation to this study. All the participants are white males with an age range from approximately early twenties to mid-sixties. As mentioned, I did not limit this study to only white males**.** Females were not excluded from the participant search, but every female career and technical education adjunct faculty member that I found had a college degree, meaning that they did not meet participant criteria. The addition of females and non-white individuals could provide data that would create additional themes.

Delimitations

There are three clear delimitations to this study. The participants are non-degreed, and all participants serve as career and technical adjunct faculty. I did not include any adjunct faculty that serve in non-skilled trades programs such as massage therapy or public safety. The study site is limited to Edgar Monroe Community College, which is comprised of several satellite sites.

Recommendations for Future Research

When I created the participant criteria for this study, I did not consider the possibility that some of the participants could also be current students in a college skilled trades program. Two

of the study participants divulged that they are also students. I did not violate any IRB rules or alter the participant criteria, as I did not direct any part of this study at researching the study participant in any capacity other than adjunct faculty. I found that those two individuals are extremely knowledgeable of the course content. These two individuals are also excellent instructors who have the skillsets to run a class that is full of student engagement.

I recommend that future research on the teaching abilities of current skilled trades students is needed. Edgar Monroe Community College is always in need of career and technical adjunct faculty, and I believe that there are many qualified adjunct faculty walking the halls at Edgar Monroe Community College in the form of current students. I am not talking about supplemental instructors or teaching assistants; I mean being the actual instructor of the class.

I recommend that future research on utilizing current career and technical education students as career and technical adjuncts should follow this study's theoretical framework, using Mezirow's (1991) transformational learning theory. I do not recommend using Tinto's (1975) model of drop out as a framework for a study that is based upon career and technical education students that serve as adjunct faculty, as Tinto's model does not apply to the topic. I also recommend the use of a narrative research design to study how current career and technical education students transition in the adjunct role, as the narrative design would allow the participants to tell their story.

While conducting research for this study, I did not see any studies that focus on non-degreed female career and technical adjunct faculty. I believe that using multiple community college sites to mine for study participants could allow for a broader demographic sample pool. One of the reasons for recommending future studies on non-degreed female career and technical adjunct is based on the push to bring more females into college STEM programs.

Conclusion

The problem statement that exposes the lack of professional development opportunities aimed to nourish the non-degreed career and technical education adjunct faculty pedagogical skillsets are presented in this research study. The purpose of this transcendental phenomenological study, which looks at how non-degreed adjunct faculty learn how to teach is also presented in this research study. There is a gap in the literature where little is mentioned on the perceived working conditions and professional development offerings for the non-degreed career and technical adjunct faculty member, but there is a large amount of literature that focuses on degreed adjunct faculty working conditions and professional development needs in general. Institutions of higher education such as Edgar Monroe Community College have the responsibility of ensuring that every one of their adjunct faculty members are provided with pedagogical professional development training.

The historical context of this study discusses the use of emerging classroom technologies, while the social contexts examine how the mission of every community college is carried out through the use of adjunct faculty members. The theoretical context of this study explained how newly hired non-degreed career and technical education adjunct faculty members must be able to adapt to their new role. Mezirow's transformational learning theory explaining how individuals' transition from one role to a new role was presented. Tinto's (1975) theoretical model of dropout behavior provides a vision of how community college can retain non-degreed career and technical adjunct through professional development opportunities was also presented.

The onboarding processes at Edgar Monroe Community College are void of providing professional development that focuses on teaching and curriculum. The themes that were created in this study show that non-degreed career and technical adjuncts rely heavily on their faculty

peers and their program chair when seeking professional development. This study also revealed that there are an untold number of potential career and technical adjunct members walking community college hallways, and those potential adjuncts are current students that are enrolled in career and technical education courses.

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Appendix A

Liberty University IRB Approval

Date: 7-31-2023

IRB #: IRB-FY22-23-1777

Title: Pedagogical Development for Non-Degreed Career and Technical Education Adjunct Faculty: A Phenomenological Study Creation Date: 6-19-2023 End Date:

Status: Approved

Principle Investigator: Robert Huffman

Review Board: Research Ethics Office

Appendix B

Site/Setting Institutional Research Policy

Purpose

Edgar Monroe (pseudonym throughout Appendix B) Community College values and supports research efforts by and on behalf of our faculty, staff, and students. It is important for the College to ensure that those conducting research protect the rights and welfare of human subjects. As such, the purpose of this policy is to establish responsibility for review and approval for research involving human subjects. This policy refers to research projects sponsored by, or associated with, Edgar Monroe Community College. This policy includes all proposed research projects that have one or more of the following characteristics: a) the human subjects of the project will be faculty, staff, students,

Trustees (State Board or Campus Boards), or Foundation Directors of Edgar Monroe Community College; b) the research project will be conducted by, or on behalf of, Edgar Monroe Community College faculty, staff, students, trustees, or directors.

Policy Statement

To ensure the rights and welfare of human subjects involved in research are protected, it is the policy of Edgar Monroe Community College that any research project involving the use of human subjects be reviewed and approved by the Institutional Research Board (IRB) or an approved designee or representative of the Board. Research covered by this policy includes dissertations, theses, publications, conference presentations, or coursework outside of instructional or administrative College purposes.

Definitions

For the purpose of this policy:

Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes (see 46 CFR Sec. 102(d)).1

Human Subject is defined as a living individual about whom an investigator (whether professional or student) conducting research obtains a) data through intervention or interaction with the individual, or b) identifiable private information (see 46 CFR Sec. 102(f)).

Intervention includes both physical procedures by which data are gathered, as well as manipulations of the subject or subject's environment that are conducted for research.

Interaction includes communication or interpersonal contact between investigator and human subject.

Private Information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which s/he can reasonably expect will not be made public. Private information must be individually identifiable (the identity of the subject is or could be ascertained by the investigator) in order for obtaining the information to constitute research involving human subjects.

Role of the Institutional Review Board

The purpose of the IRB is to protect the rights and welfare of human research subjects participating in research studies. The IRB reviews applications to conduct research projects with the primary aims of evaluating the risk to human subjects and appropriate protections against such risks. The Edgar Monroe IRB reviews research proposal applications to ensure that rights

and welfare of human subjects are protected; that PIs have considered risks to human subjects and made all efforts to minimize those risks; that the potential for benefit to human subjects has been identified and maximized; that human subjects are voluntary participants in the study and have been provided with informed consent; and that research is conducted in an ethical manner. The IRB reviews each research project proposal to see that it is compliant with ethical standards with regards to informed consent, confidentiality, and risk to human subjects.

Types of Research

The Institutional Review Board can grant approval at three levels:

- Exempt
- Expedited review
- Full review

Exempt: This type of research typically is low-risk research in which no personal identifiers are collected and that meets certain Federal regulations regarding IRB review and approval. Under 45 CFR 46.101(b), certain categories of activity are considered research but may be declared exempt by the IRB. Determination still must be made by the IRB before a study may be identified as exempt (in other words, a PI may NOT simply determine that his/her research is exempt and proceed without IRB approval). If a study falls under one of the six federal categories for exempt research, the PI still has a responsibility to protect the rights of the human subjects. The six categories are as follows. a) Research conducted in established or commonly accepted educational settings, involving normal educational practices. This may include research on regular and special education instructional strategies, or research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management techniques. b) Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement);

survey procedures (paper-based or online); interview procedures (in person or via technology); or observation of public behavior, unless i) information obtained will be recorded in a manner that may allow human subjects to be identified, directly or through identifiers linked to them, except under explicitly agreed-upon conditions delineated in a data sharing agreement (DSA) with the college or ii)disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. c) Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement); survey procedures (paper-based or online); interview procedures (in person or via technology); or observation of public behavior does not exempt under (b) but involving public officials or candidates for public office, or where federal statutes require without exception that confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. d) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or the information will be recorded by the investigator in such a way that subjects cannot be identified, directly or through identifiers linked to the subjects. e) Research or demonstration projects conducted by or subject to the approval of Department or Agency heads that are designed to study, evaluate, or examine public benefit or service programs; procedures for obtaining benefits or services; possible changes in or alternatives to programs or procedures; or possible changes in methods or levels of payment. f) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below a level and for a use found to be safe, or agricultural chemical and environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or

approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Expedited Review: Federal regulations allow certain types of research to quality for expedited review (45 CFR 46.110). This type of research typically involves no more than minimal risk. Expedited review may be conducted by a single IRB reviewer, without the involvement or approval of the full IRB. Research included under expedited review does not meet one of the categories described in exempt review. Research conducted under expedited review should present no more than minimal risk to human subjects. Research that falls under expedited review may include, but is not necessarily limited to, the following categories: a).Clinical studies of drugs or medical devices one of the following conditions are met: i) research on drugs for which an investigational new drug application (21 CFR 312) is not required (although research on marketed drugs that significantly increase the risks or decreases the acceptability of risks associated with the use of the product are not eligible for expedited review); or ii) research on medical devices for which an investigational medical device application (21 CFR 812) is not required, or the medical device is cleared/approved for marketing and the device will be used in accordance with its cleared/approved labeling. b) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: i) from healthy, non-pregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8-week period and collection may not occur more frequently than two times per week; or ii) from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8-week period and collection may not occur more frequently than two times per week. c)

prospective collection of biological specimens for research purposes by noninvasive means. d) Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. e) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected, solely for non-research purposes (such as medical treatment or diagnosis). Some research in this category may be exempt from federal regulations for the protection of human subjects. f) Collection of data from voice, video, digital, or image recordings made for research purposes. g) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. Some research in this category may be exempt from federal regulations for the protection of human subjects. h) Continuing review of research originally approved through full review process where the research is permanently closed to the enrollment of new subjects; all subjects have completed research-related interventions; and the research remains active only for long-term follow-up of subjects, or where the remaining research activities are limited to data analysis; or where no subjects have been enrolled and no additional risks have been identified. ***Full Review***: Any research that does not meet the criteria listed under exempt or expedited review is required to undergo full IRB board review. When full board review is necessary, the IRB application is presented and discussed at a meeting at which a quorum of IRB members is present. For the research to be approved, it must receive the approval of a majority of voting members present.

IRB Review Process

Those wishing to engage in research involving Edgar Monroe faculty, staff, students, trustees, or directors may not begin the proposed research project (including subject recruitment and data collection) until IRB approval has been sought and gained, either through exempt, expedited, or full review processes. It is the responsibility of each PI to seek review by the IRB prior to beginning a research project. Note that only projects that meet the definition of research are subject to IRB review. Normal educational practices, including activities solely for instructional purposes, as well as data collection solely for use by college faculty or staff in making determinations for best practices in education and administration for the college, are typically not subject to IRB review. However, if a student, faculty, staff, trustee, or director wishes to collect or utilize data in order to present or publish the information, whether for a college or graduate school research project, thesis, or dissertation; in conjunction with other researchers wishing to present or publish; or for other reasons that will result in presentation or publication in a context beyond the class or situation in which it was gathered, the activity is considered research and must be reviewed by the IRB. Any Edgar Monroe student, staff, faculty, trustee, or director who is unsure about whether an activity constitutes research should contact the IRB. Once submitted, IRB personnel will review the application and make a determination. The determination may be one of the following:

- The activities do not constitute research as defined in this policy; therefore, IRB approval is not necessary.
- The research is determined to be exempt (see description under TYPES OF RESEARCH). If research is determined to be exempt, an exempt notification will be sent to the PI and no further action is required. The approximate timeline for exempt review is

ten (10) business days.

- The research is determined to fall under expedited review (see description under TYPES of RESEARCH). Under the expedited review process, the reviewers may take one of the following actions:

o Approve the research application and determine the length of time the study is approved. An approval notification will be sent to the PI and no further action is required. The approximate timeline for expedited review, when no additional information or revisions are required, is fifteen (15) business days.

o Require additional information or revisions. The designated IRB reviewer will contact the PI to request the additional information; the designated reviewer may determine that additional IRB members need to review the information. If the reviewer(s) are satisfied that the research application meets the IRB review criteria, the research project will be approved for a designated period of time. An approval notification will be sent to the PI upon determination that the research application meets the IRB criteria.

o Determine that the application requires full board review. If full board review designation is determined, notification will be sent to the PI, along with an anticipated timeline for full board review.

- The research is determined to fall under full board review (see description under TYPES OF RESEARCH). Under the full board review process:

o An IRB reviewer will first review the application, prior to presenting it to the full IRB. The initial reviewer may contact the PI and request clarification or modifications to the application. Once the completed application, with revisions (as needed) is received, the

application will be reviewed at the next full IRB meeting, or a special meeting may be called. The application materials will be distributed to IRB members at least five (5) business days prior to the meeting. The PI will be notified of the meeting and may attend if desired.

o The IRB may take one of the following actions, following full review:

♣ Approve the research application for a determined period of time. An approval notification will be sent to the PI and no further action is required.

♣ Require additional information or revisions. During the IRB meeting at which the application is being reviewed, the IRB may request additional information from the PI. If the PI does not have the additional information available at the meeting, the PI must submit the information to the designated IRB reviewer. The IRB may also request modifications. Once the modifications have been submitted, the designated IRB reviewer (and other IRB members, as deemed necessary), will review the modifications and may approve the application. An approval notification will be submitted to the PI. If the modifications are determined to be insufficient, the IRB reviewer may continue to assist the PI until the modifications are determined to be sufficient and the application may be approved. Approval may require an additional full IRB meeting.

♣ Deny the research application. If an application is denied, notification (along with the reasons for denial) will be submitted to the PI. The PI may revise the research application and resubmit for review or withdraw the research application.

Recruitment of Participants

If the PI will recruit human subjects to participate in a research study, the PI must ensure that recruitment is conducted in a way that makes it clear that participation is voluntary. This is particularly important when Edgar Monroe faculty/staff or students are the human subjects, or

for studies that may include subjects who are likely to be vulnerable to undue influence. As part of the research application, the PI must submit all recruitment materials, as well as a description of how participants will be recruited, and Edgar Monroe IRB will review the materials. Procedures should be clearly outlined in the application to assure that information collected will be handled appropriately. Prior to recruiting students or faculty for studies involving Edgar Monroe students or faculty, PIs should contact the Chancellor or Vice Chancellor of each campus for which they intend to recruit students or faculty to obtain their approval. Note that it is the sole responsibility of the PI to recruit subjects for the study. The IRB and the Decision Support team will not assist in participant recruitment. While the PI may request assistance in subject recruitment from other Edgar Monroe faculty or staff, the faculty and staff have no responsibility to assist in the recruitment, and any assistance will be voluntary.

Informed Consent

When an individual participates in a research project, the individual is entitled to certain information, including a full disclosure of the facts and probabilities which a reasonable person might be expected to consider prior to giving consent. Informed consent documentation, as well as a description of how informed consent will be obtained, is required as part of the IRB application. While each informed consent document will need to be tailored to the specific study, informed consent documents should include, at a minimum, the following information:

- The purpose of the study and statement that the study involves research;
- A description of the procedures for the study, including duration and types of activities;
- A statement of any risks and benefits to the participants
- A statement that all information collected will be confidential; will be stored confidentially; and will be reported in a manner that individual identity cannot be ascertained;

- A statement that participation is voluntary and that there are no adverse effects for electing not to participate, and that persons may withdraw from the study at any time with no penalty or consequence.
- A description of incentives, if any.
- The contact information of the principal investigator and faculty advisor (if applicable);
- A verification that participants are 18 years of age or older; and
- Date and signature lines for the participant or legally authorized guardian. Informed consent documents must be written in a manner that is clearly understood and should be absent of jargon or technical language. Acronyms should be avoided, if possible; if acronyms are used, they should be clearly spelled out and explained. If a study involves minors or participants with impaired decision-making ability, the consent of the legally authorized representative of the minor or individual with impairments must be provided, along with assent of the minor or individual with impairments. Signed consent forms must be retained and stored so as to be available upon IRB request. Consent forms should be stored securely in locked files or files maintained by the PI. Waiving the consent procedure may be approved if the research is considered minimal risk or justification is provided for informed consent waiver in the application for approval. To obtain a waiver, the justification must include documentation that the research involves minimal risk to participants; that waiver or alteration will not adversely affect the rights of the participants; that research could not be carried out without the waiver or alteration; and that participants will be provided with additional pertinent information after participation, if appropriate. Approval to waive informed consent is at the sole discretion of the Edgar Monroe IRB. The Edgar Monroe IRB will approve waiver of informed consent in cases

where a) the only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality; or b) where the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context – this may include surveys or interview data collection techniques. Note that additional detail on informed consent may be required if the proposed study will involve human subjects who fit the definition of vulnerable populations.

Confidentiality/Anonymity

In any research study, the PI and any other researchers involved in the study must make every effort to ensure the confidentiality of the data gathered. The IRB application requires the PI to describe the processes that will be used to maintain confidentiality, including the ways in which data will stored; ways in which quantitative and qualitative data will be coded; and the ways in which access to the data will be limited. The IRB recommends that informed consent include a statement that all efforts will be made to protect the privacy and confidentiality of participants, but there may be a slight risk of disclosure from participating in any research study.

Cooperative Research

Cooperative research projects involve Edgar Monroe and another institution or entity. Each institution or entity is responsible for safeguarding the rights and welfare of human subjects and for complying with federal and institutional policies. PIs at Edgar Monroe who are conducting research with another institution or entity must abide by Edgar Monroe IRB requirements, as well as the requirements of the other institution or entity. The PI may be required to submit evidence of IRB approval from the other institution along with his/her IRB application to Edgar Monroe. Research that is not being conducted by an Edgar Monroe faculty or staff member or

student, but which involves Edgar Monroe faculty, staff, students, trustees, or directors as human subjects, or when research is being conducted on behalf of Edgar Monroe, but the PI is not an Edgar Monroe faculty or staff member or student, the PI must submit an application to the IRB, as well as confirmation of IRB approval from the institution that will be conducting the study. Edgar Monroe IRB, at its discretion, may agree to waive IRB review and approval and instead accept IRB review and approval from the partner institution. However, the PI (and Edgar Monroe faculty or staff involved in the research) must contact Edgar Monroe IRB prior to the research being conducted. Edgar Monroe IRB will review the research and may require the non-Edgar Monroe PI to submit a full research application or may agree to sign a joint letter waiving Edgar Monroe IRB review.

Appendix C

Email Recruitment Letter

Dear Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy in Higher Education Administration: Educational Leadership degree. The purpose of my research is to explore how non-degreed career and technical education adjunct faculty members nourish their pedagogical skillsets so that they can teach college level career and technical education courses, and I am writing to invite you to join my study.

Participants must be 18 years of age or older and non-college degreed career and technical education adjunct faculty members that are currently teaching college level automotive, welding, construction, heating and ventilation, industrial maintenance, machine tool, precision agricultural equipment, advanced manufacturing, or diesel technology courses. Participants will be asked to take an anonymous, online questionnaire, take part in a one-on-one, audio and video-recorded, in-person interview, and take part in an observation session while they are teaching a career and technical education course. It should take approximately 30 minutes to complete the anonymous questionnaire and one hour to complete the in-person interview. The classroom observation will last for the duration of one class session. Member checking will be used as a means for the participant to ensure that their thoughts and stories are accurately conveyed. The member checking session should take a total time of approximately one hour. Names and other identifying information will be requested as part of this study, but participant identities will not be disclosed.

To participate, please respond to this email with a message stating that you are willing to participate in my study.

A consent document is attached to this email. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me through email prior to participating in study.

Sincerely,

Robert M. Huffman
Doctoral Candidate, Liberty University

Appendix D

Verbal Recruitment Script

Hello Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy in Higher Education Administration: Educational Leadership degree. The purpose of my research is to explore how non-degreed career and technical education adjunct faculty members nourish their pedagogical skillsets so that they can teach college level career and technical education courses, and if you meet my participant criteria and are interested, I would like to invite you to join my study.

Participants must be 18 years of age or older and non-college degreed career and technical education adjunct faculty members that are currently teaching college level automotive, welding, construction, heating and ventilation, industrial maintenance, machine tool, precision agricultural equipment, advanced manufacturing, or diesel technology courses. Participants will be asked to take an anonymous, online questionnaire, take part in a one-on-one, audio and video-recorded, in-person interview, and take part in an observation session while they are teaching a career and technical education course. It should take approximately 30 minutes to complete the anonymous questionnaire and one hour to complete the in-person interview. The classroom observation will last for the duration of one class session. Member checking will be used as a means for the participant to ensure that their thoughts and stories are accurately conveyed. The member checking session should take a total time of approximately one hour. Names and other identifying information will be requested as part of this study, but participant identities will not be disclosed.

Would you like to participate? Great, (yes) could I get your email address so I can send you a consent document? The consent will need to be signed and emailed back to me before you can participate in the study.

Appendix E

Recruitment Follow-Up Letter

Dear Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy in Higher Education Administration: Educational Leadership degree. Last week an email was sent to you inviting you to participate in a research study. This follow-up email is being sent to remind you to contact me if you would like to participate. The deadline for participation is [Date].
Participants must be 18 years of age or older and non-college degreed career and technical education adjunct faculty members that are currently teaching college level automotive, welding, construction, heating and ventilation, industrial maintenance, machine tool, precision agricultural equipment, advanced manufacturing, or diesel technology courses. Participants will be asked to take an anonymous, online questionnaire, take part in a one-on-one, audio and video-recorded, in-person interview, and take part in an observation session while they are teaching a career and technical education course. It should take approximately 30 minutes to complete the anonymous questionnaire and one hour to complete the in-person interview. The classroom observation will last for the duration of one class session. Member checking will be used as a means for the participant to ensure that their thoughts and stories are accurately conveyed. The member checking sessions should take a total time of approximately one hour. Names and other identifying information will be requested as part of this study, but participant identities will not be disclosed.

To participate, please respond to this email with a message stating that you are willing to participate in my study.

A consent document is attached to this email. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me through email prior to participating in study.

Sincerely,

Robert M. Huffman
Doctoral Candidate, Liberty University

Appendix F

Consent-to-Participate Form

Consent

Title of the Project: Pedagogical Development for Non-degreed Career and Technical Education Adjunct Faculty: A Phenomenological Study
Principal Investigator: Robert M. Huffman, Doctoral Candidate, School of Education, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18 years of age or older non-college degreed career and technical education adjunct faculty members that are currently teaching college level automotive, welding, construction, heating and ventilation, industrial maintenance, machine tool, precision agricultural equipment, advanced manufacturing, or diesel technology courses. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of my research is to explore how non-degreed career and technical education adjunct faculty members nourish their pedagogical skillsets so that they can teach college level career and technical education courses, and I am writing to invite you to join my study.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Participate in a web-based (Zoom) audio and video recorded interview that will take no more than 1 hour.
2. Participate in an anonymous online survey that will take no more than 1 hour.
3. Participate in an observation session where I will visit your classroom while you are presenting a class to your student. The observation session will last the duration of one of your class sessions.
4. Participate in members checking sessions. Member checking involves reviewing how I have presented the information that I gained from you during the survey, interview, and observation processes. Members checking will be used as a means for the participant to ensure that their thoughts and stories are accurately conveyed. The members' checking sessions will take no more than 1 hour.

How could you or others benefit from this study?

Benefits to society include the possibility of the creation of a professional development process that nourishes the pedagogical skillsets of non-degreed career and technical adjunct faculty members, resulting in a more robust learning experience for career and technical education community college students.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant online survey responses will be anonymous. Participant interview responses and researcher generated observation data will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data collected from you may be used in future research studies and/or shared with other researchers. If data collected from you is reused or shared, any information that could identify you, if applicable, will be removed beforehand.
- Data will be stored at the researcher's home in a locked cabinet. The writing process for this study will only be conducted on the researcher's home computer, which is password protected. Back-up files will be in the form of an external hard drive that will also be stored in a locked cabinet at the researcher's home. After five years, all electronic records will be deleted and all hardcopy records will be shredded.
- Recordings will be stored on a password locked computer five years and then deleted. The researcher and members of his doctoral committee will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or Ivy Tech Community College. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study prior to or while participating in the web-based online survey, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

If you choose to withdraw from the study prior to interview or observation process, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Robert M. Huffman. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact me at [redacted].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

_____

Printed Subject Name

_____

Signature & Date

Appendix G

Observational Protocol

Date:	Time:
Duration of the Meeting:	Site:
Participants:	
Documents passed:	
Notes	
Descriptive: Description of participants, activities, interactions, and events Reflective: Questions to self, observations of nonverbal behavior, interpretations/inferences	

Adapted From Johnson, L.R. (2016).