ACCELERATED DEGREE PROGRAM FACULTY: MOTIVATION TO TEACH

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Adult educators are a growing part of American higher education. Because of their increasing prominence in adult education, it is essential to understand what roles these educators play and what motivates them to remain in the profession despite poor work prospects and conditions. Research to date, however, focuses primarily on the adult learner and not the adult educator.

The purpose of this qualitative, multiple-case study was to explore the role and motivation for teaching of adult educators employed as adjunct faculty in an accelerated degree program at a small, liberal arts college in the northwest United States. Purposeful sampling was used to select the five participants for the study. All participants taught in the program for more than five years and were considered to be successful in their positions by peers, students, and administrators. The study employed a preliminary demographic survey to solicit initial background data on the instructors. Other data collection included in-depth, open-ended, face-to-face interviews, document analysis, and classroom observation.

The results showed that all five participants identified the following roles and assumed them in the classroom: (a) facilitator, (b) listener, (c) specialist, (d) guide, (e) adviser, and (f) co-learner or colleague. Further results showed that all five participants were motivated to teach in the program for reasons other than monetary compensation. Although participants shared different levels of personal commitment to the institution, they all expressed extensive commitment to teaching, their discipline, and students. Motivating factors for teaching were (a) opportunity to teach part time, (b) love for the subject, (c) opportunity to gain more expertise in

the field, (d) opportunity to grow and learn, (e) opportunity to give back, and (f) student success and growth.

A major practical implication of this study is that adjunct faculty in an adult education program are motivated to teach for different reasons, but the primary motivation can be seen as altruistic versus monetary and practical. If college administrators want to produce and retain successful adjunct faculty, they must recruit and hire those individuals whose motivation for teaching is altruistic with a desire to enrich the lives of students.

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CHAPTER 1

INTRODUCTION

Adults are returning to college in significant numbers. As many as 38 % of students currently enrolled in higher education programs can be considered adult students, that is, students over 25 years old (American Council on Education, 2014). Furthermore, over 40% of those students are enrolled in nontraditional programs. Some of these students started college and left prematurely having failed to complete a degree. Now, their primary goal is to finish what they have started. These returning students typically enroll in degree completion programs that are normally conducted in an accelerated format (Donaldson & Graham, 2001; Kasworm, 2003; Swenson, 2003; Wlodkowski, 2003, et al.). Some of these students completed high school, but joined the job market rather than enrolling in college immediately. These may have returned in hopes that a degree would allow them to achieve a higher salary and a more secure professional life (Apps, 1988; Brown, 2004; Diefenderfer, 2009; Kiely, Sandmann & Truluck, 2004; Schaefer, 2010). A specific group of returning students is adults (typically age 25–70) who are entering the college or university following a break after earning their high school diplomas. They are nontraditional students who enter the accelerated program at different levels (e.g., the associate degree completion track, the baccalaureate degree completion track), attend college part time, and usually work full time. Returning adult learners seek relevancy of subject matter, and they expect the faculty to be competent in the field and to manage a classroom effectively. They also expect an adequate and balanced course workload (Howell & Buck, 2012).

In many cases, colleges and universities may not be fully aware of the fact that almost half of students currently enrolled are not typical traditional students. Traditional students are usually defined as those who enroll in college immediately after graduation from high school,

pursue college studies on a continuous full-time basis, and complete a bachelor's degree program in four to five years. Traditional students are often financially dependent on others, may be employed part time, do not have children, and consider their college studies their primary responsibility. Nontraditional students share a different set of characteristics. Their entry to college is delayed by at least one year following high school, they have dependents, they may be single parents, they are typically employed full time, they are financially independent, and they usually attend school part time (Choi, 2002). Nontraditional students are adult learners with rich and varied backgrounds that bring valuable social and vocational experience as well as informed views and life experience to the programs. They may also come with a different set of needs that must be met (Bash, 2003; Hadfield, 2003; Maehl, 2004; Maher, 2002; Matkin, 2004; Schaefer, 2010; Scott, 2003). For example, adult students are more likely to choose programs that provide them with quick results—programs where the time invested in achieving the desired goal (personal growth or career advancement) is necessarily shorter—to accommodate their other commitments such as career and family. Accelerated programs allow adult learners to complete degree requirements faster than traditional programs (Giles, 2012).

Nontraditional students may often be more reluctant to participate in the same activities as traditional students do to become well-rounded, socially, and emotionally mature graduates—clubs, organizations, sports, and other extracurricular activities. They may have already *lived* through these experiences and are now primarily interested in obtaining the knowledge and credits required to receive their degree in the most cost-efficient and timely way. These "adult students are not simply older versions of the traditional-age students who sit in respectful silence in the lecture hall on campus" (Pappas & Jerman, 2004, p. 95), but rather are students with a specific set of needs, skills, and learning preferences (Scott, 2003), as well as a unique set of

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priorities (McCann, Graves, & Dillon, 2012). They bring "a diverse combination of knowledge, experience, and independence to the classroom" and expect their particular needs and their previously acquired knowledge and experience to be considered by the college staff (Kiely et al., 2004, p. 21).

The needs of adult learners, whether their goal is to obtain a degree or to engage as a lifelong learner, have been addressed by community colleges, numerous programs geared towards adults offered by for-profit colleges and universities, accelerated programs, and adult degree programs (which are often accelerated). Adult degree programs, or degree completion programs, continue to grow. Some are doubling their enrollment annually and are gaining in numbers on the enrollment of traditional programs (Chao, DeRocco, & Flynn, 2007; Bragg et al., 2009; Kiely et al., 2004; Lumina Foundation, 2014; Maehl, 2004; Matkin, 2004; Ross-Gordon, 2011; Scott, 2003; Taylor, 2000). An adult degree program (ADP) is designed to allow students who started college—but did not graduate—to *complete* what they previously started (Giles, 2012). An accelerated ADP typically allows a student to graduate faster because classes are compressed and are fewer in number. Programs continue throughout the year with no breaks between semesters or academic years. Program eligibility requirements may vary from school to school.

Because adult degree programs are increasing in number and popularity in the higher education arena, they will continue to be a major part of the academic landscape (Bash, 2003; Gast, 2013; Immerwahr, 2002; Lumina Foundation Report, 2014). However, these programs remain uncharted territory for many institutions currently struggling financially. They are also often, and unfortunately, institutionally marginalized, which puts them more at risk than more established traditional programs. Nontraditional student programs are thus "forced to address

challenges they face with creativity and innovation—in other words, to be entrepreneurial"
(Bash, 2003, p. 35). As Bash noted, this can result in those schools associated with adult degree
completion programs becoming "successful models of entrepreneurial behavior" (p. 34).

Traditional education is constantly being challenged to meet the unique demands of the
adult learner (Giles, 2012; O'Donnell & Tobbel, 2007). Some institutions adapt to these needs,
while some refuse to accommodate them. Although adult degree programs are growing and
flourishing at some institutions, other institutions are closing doors to their adult students. Those
institutions that are considered effective and successful have accepted that adult education is a
driving force in today's higher education and have demonstrated an ability to change or be
flexible to meet the demands of such a large segment of the student market (Giles, 2012;
Schaefer, 2010).

Two major factors play a crucial role when it comes to the ability of a college to open,
promote, and sustain an adult degree program: (a) the administration's ability to design and run a
self-sustained program and (b) the faculty's ability to embrace the adult learner as a student who
has the same potential as the traditional student to become an accomplished college graduate, but
who has different needs than the traditional student. In a successful program, the administration
ensures that the program design is adequate for and adaptable to the lifestyle of incoming adults.
Certain accommodations are made and priorities may be shifted. The administration ensures that
the program is successfully marketed, students have access to qualified, effective advising, and
the financial aid office is retrained to work faster and more effectively when it comes to helping
adults fund their education. The administration's full comprehension and approval of the
specific, rigorous components of the adult degree program is a key to a program's success.
Engaging and keeping qualified and committed faculty is another (Brown, 2004).

The Adult Degree Program (ADP) (previously titled the degree completion program) at Warner Pacific College (WPC) has been operating since 1989; and its enrollment continues to grow. The college underwent an adaptation and integration process when the program first opened its doors to nontraditional students. Although the change presented challenges, the traditional faculty is convinced and accepts that the adult student population will continue to increase and that Warner Pacific will benefit from the opportunity to educate nontraditional students. The faculty also recognizes that adult students learn differently and must be taught differently, using different methods and a more experiential, cooperative, and vigorous curriculum design.

Statement of the Problem

Often, traditional faculty that teach in conventional programs have opinions of what college education involves and how and to whom college degrees should be granted (Giles, 2012). Traditional programs question the integrity and qualification of accelerated programs; they may criticize the quality of instruction and learning, and question the mission of the institution (Clarke, 2004; Scott, 2003; Shafer, 1995; Traub, 1997; Wolf, 1998). However, literature highlighting the success of adult students enrolled in accelerated adult degree programs is abundant. The literature also notes the growing popularity of adult degrees which promise equal or better graduation rates and student satisfaction compared to traditional programs (Bash, 2003; Daniel, 2000; Kiely et al., 2004; Seamon, 2004; Swenson, 2003).

Research, however, has focused primarily on the adult student, not the adult educator. The literature does review the motivation, satisfaction factors, training, and other aspects of the adjunct profession in general. However, studies that address the adult degree instructors'

perspectives on teaching, as well as what specific characteristics result in their success versus failure, are few. We do not know the background of these instructors or how prepared they are, why they are entering the field of higher education, or what happens to them while they are in the program. There is insufficient information on what motivates them to teach adult and nontraditional students, especially in accelerated programs, how effective they are, or what reasons they may have for leaving the adult education system.

Purpose of the Study

The general purpose of this study was to explore in-depth selected faculty of a growing and popular adult degree program at a liberal arts college in the Northwest. Consideration of two critical factors shaped this study: (a) the need to profile the adult educator and investigate their self-identified roles in classroom and (b) the need to learn about the faculty's motivation to stay in the program regardless of possible negative aspects of adjunct profession.

By evaluating the roles of the faculty, I wanted to investigate how these related to valued, successful teaching. My goal was to add to an understanding of the academic field of adult education by examining the reflections and personal perspectives of the faculty who had eight to ten to more years of experience in the field of adult education and who were considered successful and esteemed by their peers, administration, and students.

Programs close when the adult students are not adequately served and when their needs are not met. Because the faculty is the main point of contact and are the people who listen to, care about, and serve students' needs, they are critical to the program's success. Therefore, it is essential that we understand not only the perspectives of the student, but also that of the faculty.

Research Questions

This study considered the following two main research questions:

1. What role does an adult educator adopt in the adult degree program?

2. What is the motivation for instructors to engage in adult education?

Significance of the Study

This study contributes a broader perspective to the existing literature on adult learner faculty and their relationship to adult learners. The faculty were encouraged to reflect on and evaluate today's adult students, their motivation and demands, as well as academic and social qualities, in light of their teaching. Many of the interviewees had been teaching adult students in both alternative and traditional programs (community college settings, for example) over several decades. The literature shows that there is a significant disconnect between the specific needs of an adult learner and the corresponding teaching applications instructors use (Scott, 2003). This may in part be because the scope of these needs is quite varied. For example, recent research identifies a group of older adult students, termed Older Baby Boomers (OBB), who continue to enroll in adult degree programs, who have their own complex needs, and different aspirations and motives for returning to or starting college (Schaefer, 2010).

Remedial students, though not mentioned in literature as part of adult degree program students (ADP typically does not offer remedial education), also present adult educators with specific challenges (Eney & Davidson, 2012; Meixner, Kruck, & Madden, 2010). Moreover, research into the professional development needed for educators who teach underprepared adult students, is scarce (Eney & Davidson, 2012). Newly hired faculty is therefore often left to rely on its own experiential methods of trial and error (Clarke, 2004). If the error made is too great,

the instructors lose confidence in their ability to provide effective instruction and may leave the program prematurely. Therefore, effective training for adult educators may result in better retention of the faculty that was so carefully selected. Adult students are also ensured successful instruction that serves their specific needs. Moreover, educators are given the opportunity to develop professionally and to reach their full potential.

Because there is little or no special training for faculty for teaching in an adult degree program, even instructors who are extremely competent in their content area need to be aware of and prepared for teaching a group of learners that may be very different from the traditional student (Freed & Mollick, 2009). The experience of years of teaching by nontraditional program faculty can provide a broad view of the characteristics of adult students. Therefore, it was my aim to obtain an in-depth and current description of the adult learner and thus to understand how the nature of the adult learner shapes the current needs and concerns of the adult programs' faculty. These findings contribute a broader perspective to the existing literature on adult and nontraditional students.

A better understanding of adult educators—their motivation for teaching, their background and experience, their values and beliefs—is needed to develop teacher training that is more relevant to and more effective for the educator of adult students. When considering faculty profiles, this study incorporated one important characteristic that is often overlooked: the faculty's role as *they* see it (see first research question). It considered what specific types of behavior—merely lecturing versus reaching out, co-learning, and facilitating, for example— enabled some educators to succeed and others to fail. Furthermore, ADP faculty at WP were invited to share any prior understanding of the nature of the adult student and of adult learning theory that they had already possessed. Thus, the study allowed teachers an opportunity to

evaluate their own teaching beliefs and to add their expertise to the shared knowledge about teaching in the adult degree program.

The second purpose can be realized within the faculty community or the faculty learning community (FLC) (Cox, 2004; Finlay, 2008). Adult degree program instructors, even more so than traditional faculty, may be labeled as "loners," because most of them hold full-time jobs elsewhere and only come to campus for one or two night classes per week. Collaboration with other faculty is very important because it stimulates faculty's intellectual development, encourages faculty to learn and embrace ambiguity through multidisciplinary perspectives, and allows teachers to increase awareness of different teaching and learning styles. Through such faculty collaboration and sharing, changes to curriculum are made faster; both faculty and students benefit from instructors' ongoing professional development. ADP faculty development meetings at Warner Pacific are quite similar to FLCs and serve the same purposes. However, many ADP faculty members find themselves overworked and underpaid, and the majority are employed full time. And as a result, although professional development workshops are offered, only 30–40% of ADP faculty attend meetings, according to the Director of General Education (2015), faculty liaison, personal communication. Nonetheless, commitment to faculty development, remains a key component of success in an adult degree program. According to Kagan (1992), one solution is to encourage faculty to learn from each other, to evaluate and label one's own beliefs and to assess them, and to encourage sharing experiences, using any prior knowledge offered by other faculty as "filter and foundation for acquisition of new knowledge" (p. 75). According to Kagan,

> [R]esearchers have little direct information about how a teacher's personal
> pedagogy evolves over the course of his or her career—a crucial gap in our understanding

of teaching. …We know that changes in teacher belief are generally not effected by reading and applying the findings of educational research. Instead, teachers appear to obtain most of their ideas from actual practice, primarily from their own and then from the practice of fellow teachers. … [S]tudent teachers are more influenced by their cooperating teachers than by their college supervisors. (pp. 74–75)

The insights shared by the WPC faculty members, who were interviewed for this study, can be utilized for training of other instructors, especially those new to teaching in adult degree programs, and can be applied in ADP professional development seminars.

Definition of Terms

Accelerated degree programs are degree programs composed of compressed courses that can be completed in a shorter time by being held during a single week or on weekends with individual class sessions that usually last four hours or more (Reynolds, 1993). Programs are typically tailored for working adults—their primary audience—and blend experience with education and teaching in an interactive format.

An *adjunct professor* is a professor who does not hold a permanent or full-time position at a particular institution. He/she typically teaches no more than two courses per semester on a contractual basis (Maynard & Joseph, 2008; Meixner, Kruck, & Madden, 2010), may have a job outside the academic institution, and is often hired to teach courses in a specialized field. Adjunct professors usually do not receive benefits such as health, life, or disability insurance, nor do they receive employer contributions for retirement

Adult students are those students entering a college or university following a break after getting their high school diploma. Their ages typically range from at 25 to 70 years old, and they

may enter the accelerated program at different levels (e.g., the associate degree completion track or the baccalaureate degree completion track). Throughout this study, this term is used interchangeably with "adult learner."

Adult degree programs (ADP) or *adult degree completion programs* (ADCP) are programs designed for nontraditional students desiring to receive either an associate or a bachelor's degree. For a bachelor's degree track, programs review 60 hours of previous credit or the applicant's previous records from an associate degree. The programs last for two or fewer years of continuous enrollment. Motivation and retention is usually achieved through formation of groups (cohorts) of students that move through the program (Maehl, 2004; Taylor, 2000). Adult degree programs within traditional institutions do not fall within the same category as for-profit institutions and their traditional programs. An ADP offers classroom-based instruction and should not be compared with online distance education (Matkin, 2004, p. 63).

Higher education institution refers to colleges, universities, community colleges, and technical schools that offer degrees or certificates to students admitted to programs after the completion of high school education requirements.

A *nontraditional student* is a student who delayed enrollment after graduating from high school, attends school part time, typically works full time, is typically financially independent, typically has dependents other than a spouse, is often a single parent, and has served or still serves in the military.

A *traditional student*, for the purpose of this study, is a student who enrolls in college immediately or shortly after high school graduation and who is usually between 17 and 18 years of age.

Limitations

The researcher is employed by the program being researched. The researcher, however, was fully aware of her role in the study and what impact it could have on the process. It is to the reader to decide how to interpret the findings of the study. As a result of that professional relationship, assumptions that the researcher makes must be carefully examined to ensure that researcher biases do not affect, taint, or skew the data presented. Also, this is a single type of an institution.

Another limitations of the study is that the researcher cannot, for example, request a particular number of documents for a review from each participant or determine what the page length should be or ask the faculty directly what type of documents they might share (personal documents such as emails to students, general feedback, or comments made after class vs. strictly subject-related written materials). I provided suggestions, but the materials were still imbalanced in length, and the nature of the text was still irregular and inconsistent.

Delimitations

The study focused solely on faculty of accelerated programs that use live instruction and regular classroom settings (distance learning programs were excluded). These are instructors who have direct, live engagement with students. Also, this study is limited to a single institution. It is not expected that the results of the study will be relevant to similar programs and institutions.

Assumptions

The interviewees were assumed to be cooperative and open during interviews. I also assume that the faculty was able to honestly self-assess their practices and provide valuable responses to the questions of the study.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of literature includes selected references related to topics critical to the study of adult educators. These topics include adult education and adult learning theory; adult degree programs (their criticism and commendation); the adult learner; the adult educator (identity, beliefs, and values); and professional development of adult educators.

Adult Learning Theory

Over the past two decades, many adult educators have tried to conceptualize an adult learning theory. However, although various authors have applied a broad spectrum of descriptions to the process of learning in adulthood; however, no one theory captures it all. As Kiely et al. (2004) noted, the theory remains "extremely diverse and complex" (p. 18). According to Mackeracher (1996), adult learning is "a dynamic and interconnected set of processes that are emotional," social (Chlup & Collins, 2010), physical, cognitive, and spiritual (as cited in Kiely, Sandmann, & Truluck, 2004). Merriam (2001) viewed adult learning as an ever-changing mosaic that remains rooted in traditional adult learning theory (andragogy, self-directed learning, and transformational learning). Recent research indicates that adults learn differently and should, therefore, be taught differently using the principles of andragogy— transformational learning, experiential learning, and integration of practice of critical reflection (Bass, 2012).

Merriam and Caffarella (1999) identified three lenses through which to view adult learning theory: the nature of the adult student, the current life context of that student, and the process in which the student engages. They also suggested that adult theory should encompass

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new traditions, such as multicultural, critical, and feminist traditions, which can result in the emergence of new approaches, proving that context affects adult learning.

Adult Education

It would not be accurate to ascribe to adult education the purpose of only preparing students for new and better jobs. Rather, previous research has organized the purpose of adult education into five distinct categories: the preparation of a generalist, preparation of a practitioner, activism training, civic education, and workforce development. Adult educators especially want to see research in the field remain focused on the improvement of practice, through practitioners learning from practitioners. They argue that the focus needs to remain both practical and eclectic to meet the needs of adult students from widely diverse environments (Giles, 2012; Maher, 2002; Schaefer, 2010).

Because of those diverse environments, adult learners face different challenges than do their younger counterparts – challenges such as changing work environments, major life changes, family issues, and financial issues (Brown, 2004). Marshchall and Davis (2012) maintained that these students no longer came from homogenous populations, but from culturally and socially diverse communities, thus the adult student profile continuously changes. For many, this is also their first college experience or represents re-entry after years of being away from formal college education. Although older, some adults experience difficulties typical for high school students, such as a lack of critical reading skills. Deficiencies like this may prevent many adults from succeeding, especially if they are enrolled in accelerated or online programs in which advanced reading skills are essential (Kennedy-Manzo, 2006; Marshchall & Davis, 2012). Additionally, adults may experience fear when considering what may be for them a complicated and

uncomfortable decision with regard to returning to school. Studies like Brown's have shown that adult students prefer weekday and evening classes, perhaps because this allows them to accommodate other commitments. Adult students may also feel apprehensive when surrounded by younger students who may outperform them. Moreover, adult students also tend make their decision carefully, taking more time when considering further education: Brown (2004) noted that some adult students took several years to deliberate about their college options.

When it comes to assessing adult learning, the following principles are typically considered: content (knowledge, skills, attitudes), context (culture of learning and community of practice), learner (characteristics, history, goals), and instructional practice (strategies, goals, actions that incorporate real-life experiences into the learning process) (Howell, 2008; Howell & Buck, 2012; Kasworm & Marienau, 1997). The assessment process is not easy because the pattern of adult participation in learning varies and adult lives are complex. Kasworm and Marienau (1997) testified that purely adult-oriented assessment is somewhat limited, while higher education institutions continue to assess and evaluate young adults' programs assuming a linear, continuous participation of a residential academic learning community. Giles (2012) similarly noted that adults could enter college from a variety of locations, including online programs; they may enter at any time between their mid-twenties and their seventies; and they also rarely participate on a full-time basis. These factors make adult learning assessment complicated.

Cross (1981) continually observed that adult students may have had a variety of previous school experiences and they may have received formal learning through work communities or have experienced learning in other settings. Their learning experiences become more varied and differentiated as they advance through their life cycle. Kasworm and Marienau (1997) added that

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adults differ from younger students in terms of their developmental stage (cognitive, moral), knowledge and experience base, citizen identity, and the available resources they have for learning outside of the campus. Thus many adult programs offer a more flexible and individualized approach to the curriculum. Adult students can tailor areas of concentration and whole programs to address their competencies and knowledge needs. These differences clearly emphasize the disparity between formal learning in an academic context and learning that focuses on direct, everyday performance in the adult world. This results in noticeable differences in the assessment of abstract knowledge and non-contextual problem solving, and in the assessment of real world problem-solving skills in the complex contexts of adult lives. The assessment approach suggested by Kasworm and Marienau (1997) addressed the importance of context connections among knowledge, skills, and experience. According to their study, adult-oriented learning assessment should be based on an understanding of the following:

> Learning is derived from multiple sources; learning engages the whole person and contributes to that person's development; learning and the capacity for self-direction are promoted by feedback; learning occurs in context; and learning from experiences is a unique meaning-making event that creates diversity among adult learners. (p. 7)

In addition to traditional pretest and posttest programs, therefore, any approach to adult-oriented assessment should consider how to provide successful outcomes and self-directed learning, and how to be responsive to adult life circumstances.

Adult learners' priorities when considering returning for further education include accessibility to courses at a variety of times in a variety of convenient formats, financial assistance, creative program completion options, proactive academic advising, safety and security, campus climate, and instructional effectiveness (Brown, 2004; McCann, Graves, &

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Dillon, 2012). Furthermore, the most effective way to retain an adult student once that student has returned is to set the stage right. First contact should include a welcome environment and professional counseling. A one-on-one relationship with a counselor or advisor yields the best retention results, and continuity of great services leads to high graduation rates (Brown, 2004; pp. 57–58).

Educators and administrators continue to pursue understanding adult learners' prior experiences, knowledge, and needs as well as they can so they can build on that understanding and provide effective service. Giles (2012) specified, for example, that when returning to college, adults may encounter obstacles in three particular areas—situational (cost, time, life situation), dispositional (beliefs, attitudes, confidence), and institutional (lack of support services, facilities' inadequacy). Faculty and administrators need to address issues that arise in these areas if they wish to retain these students. Another effective retention strategy suggested by Kiely, Sandman, and Truluck (2004) lies in the continuous administration of learning style inventories and personality tests that help adults identify their personal learning preferences to develop effective instructional strategies. In agreement with Meziow (2000), administrators and faculty need to keep in mind that the highest goal of adult education is to help adults "realize their potential for becoming more liberated, socially responsible, and autonomous learners" (p. 30).

<center>Adult Degree Programs</center>

Programmatic responses to the needs of adult students are presented in great detail by a number of sources. Institutions respond to adult students through programs offered at community colleges (Cross, 1981); accelerated learning (Wlodkowski & Kasworm, 2003); distinguished

innovative programs including those offered by many for-profit institutions (Maehl, 2000); and adult degree programs (Pappas & Jerman, 2004), the focus of this research.

Adult degree programs share a number of characteristics. The first characteristic is an emphasis on self-directedness: Most academic work is done outside the college or university and assignments often include at-work projects, individual readings, and independent research. In addition, credit is given for experience. Students engage in experiential learning, which may require presenting a portfolio of evidence of field-based learning. Field experience may include visiting or attending museums, current community events, concerts, or conferences. Programs may also ask students to apply what they are learning to concrete work situations (Giles, 2012; Parris, 2006). Moreover, programs focus on program outcomes, not merely credit accumulation. For example, students are required to complete a final project to demonstrate their ability to apply theoretical material to practical situations. The programs are designed to prove that not only have the students acquired credits, they have acquired specified skills and abilities as a result of participating in the degree program (Parris, 2006).

Administrative arrangements vary from institutions to institution. Some schools blend adult degree programs with traditional programs, for example. The programs may share the same administrative staff and traditional students often take classes with adult students. On other campuses, adult degree programs are located within a continuing education division, in a division of extended education, in the graduate school, or in a separate school organized to administer only adult degree programs (Giles, 2012).

Who teaches in the adult programs also varies greatly from institution to institution. At some schools, traditional faculty also teaches adult degree courses (Giles, 2012). Many schools, however, continuously employ faculty on an ad hoc basis, bringing in instructors who are

business professionals who have the everyday practical knowledge of the topics they are selected to teach (Apps, 1988). As Apps (1988) remarked, students enjoy the opportunity to work with professionals, instructors enjoy the teaching experience, and colleges enhance public relations.

Accelerated Format

For the purposes of this study, accelerated and adult degree programs are viewed as the same type of adult learning program. Out of 250 colleges and universities offering accelerated programs, the vast majority serve working adults (Wlodkowski, 2003). Moreover, although institutions such as the University of Phoenix, known for focusing on nontraditional education, represent the type of school that one would expect to offer accelerated programs, in reality, 200 out of 250 institutions offering these programs are traditional institutions (p. 5). Clearly, the number of available adult degrees is increasing (Giles, 2012). According to Kiely, Sandmann, and Truluck (2004), the most successful growth within the last two decades has been in the part-time enrollment of students over age 25. Interestingly, Wlodkowski (2003) showed that adult education is growing especially fast in faith-based institutions. It is also growing rapidly internationally.

Institutions offer two types of accelerated programs—ground-based and online programs. Ground-based programs generally require a smaller number of instructional hours than conventional programs. They are also referred to as intensive courses and may include weekend, evening, and workplace programs (Wlodkowski, 2003). Online accelerated programs also require fewer instructional hours, but contact hours are difficult to calculate. As noted by Wlodkowski (2003), because of the individual engagement of students and instructors in web

media (chat rooms, internet searches, bulletin boards, email, etc.), the concept of a contact hour "begins to blur" (p. 6).

Wlodkowski, Mauldin, and Gahn (2001), in their research on adult learner persistence and success in accelerated programs, revealed that it was not easy to quantify the hours of learning and determine with certainty whether students from accelerated programs actually graduated faster than traditional students. The difference did not seem to be significant: consider, for example, 32% versus 37%, in a conventional versus an accelerated program, respectively, covering the same period of time and the same program. However, according to the researchers, the fact remains that adults earning their degrees through an accelerated program did graduate in a shorter amount of time than their traditional counterparts.

Evaluating the Quality of Accelerated Learning Courses

Determining the quality of education is a complex issue, complicated by conflicting values, standards, and criteria set by both scholars and the public. Wlodkowski (2003) proposed that some of the "barometers of quality in higher education" that can be used to evaluate accelerated learning programs are accreditation, learning, student attitudes, and alumni attitudes (pp. 8–10).

When it comes to learning effectiveness, Walberg noted that "time is a necessary but not sufficient condition for learning, [being …] only a modest predictor of achievement" (as cited in Wlodkowski, 2003, p. 8). Caldwell, Tenofsky, and Nugent (2010) further explored the issue and testified that the amount of time committed to a learning process did not necessarily determine learning effectiveness. Boyd (2004) proposed that accelerated learning in adult degree programs can be justified by the difference in student learning behavior. Other researchers agreed that adult students are self-directed learners and that an accelerated mode excluded irrelevant work.

Study groups, learning teams, and cohort modes are designed to support inter-student learning and development (Bash, 2003; Wheelan & Lisk, 2000). Many accelerated programs practice academic immersion (linking content and concepts from course to course by faculty's close collaboration in curriculum alignment and ensuring that all topics are not taught in each and every course) (Caldwell, Tenofsky, & Nugent, 2010).

Researchers agreed that there are other factors that contribute to successful learning and that these factors vary depending on the task. For example, student capability, quality of instruction, and personal motivation are important (Kimmel & McNeese, 2006; Wlodkowski, Wlodkowski (1999/2003) also referenced relatively recent brain research, pointing out that networks that make up long-term memory will still fade "unless the memory unit is reused or reinforced through application or relationships relevant to one's life" (Ratey, as cited in Wlodkowski, 2003, p. 8). Several studies conducted by Wlodkowski and colleagues compared student performance at the end of the same courses taught in two different formats—traditional (16 weeks) and accelerated (5 weeks). The findings showed that the level of learning attained by students in the accelerated program was comparable to or exceeded the level of learning demonstrated by younger students enrolled in a traditional program. In another study that compared four different courses, students in the accelerated program scored higher (Wlodkowski, Iturralde-Albert, & Mauldin, 2000). Wlodkowski (2003) concluded that "findings from these two modest studies exemplified the possibility that factors such as motivation, concentration, work experience, self-direction, and, paradoxically, an abbreviated amount of time for learning may catalyze learning" (p. 9).

With regard to student attitudes, student evaluations are usually positive about both traditional and accelerated programs. Students similarly express positive attitudes toward both

courses and faculty (Howell & Buck, 2012; Wlodkowski, 2003). Kasworm (2001) reported, though, that in evaluations, adult students emphasized that their experience in adult programs was more positive than their previous experience as young adults in a more impersonal, bureaucratic program because of support for the specific needs of adult learners.

Time and actual work experience shape the perceptions of alumni. Overall, their perceptions were positive, but this may be partially due to the fact that alumni were providing evaluations for courses related to their majors. However, Wlodkowski (2003) noted that one self-report survey randomly selected alumni from various colleges and had them evaluate a broad range of course sections and instructors from accelerated courses.

In addition to these means of evaluating perceived quality of education—accreditation, learning, student attitudes, and alumni attitudes—Wlodkowski (2003) suggested a fifth factor, *the initial evidence.* Adult students consistently reported a positive perspective about their college experience. It may be that adult students self-select into accelerated programs because those programs are designed to make the most of their experience and maturity, meaning that they will do well. Moreover, their previous work experience often enhances their writing, organization, and reporting skills.

What Makes ADPs Successful

Successful programs are those that foster greater autonomy and self-direction (Giles, 2012; Merriam & Caffarella, 1999). They also generally share five common characteristics: "short duration, more frequent and lengthier lessons, compressed learning information, efficient activities, and intense learning processes" (Serdyukov & Serdyukova, 2004, p. 59).

Bash (2003) indicated that in terms of content and teaching methods, adult degree programs "tend to be organic and ever-changing" (p. 35). Giles (2012) continued to support the ADPs mark being autonomous, flexible, innovative, and speedy. Syllabi, for example, are routinely rewritten and books and other sources change. In a traditional program these things may only happen every 7 to 10 years. Adult degree programs are successful when they adapt based on the needs of students and indeed treat them as customers, a term usually reserved for students at for-profit institutions. Bash called this "simply entrepreneurial thinking practiced for years by adult learner programs" (Bash, 2003, p. 35).

<center>Marketing Adult Degree Programs</center>

Research on marketing adult degree programs showed that those programs that take marketing initiatives seriously, succeeded. Those that succeeded usually incorporated four essential strategies: they had an integrated marketing plan, knew their students, shaped programs and services to meet adult needs, and focused on student retention (Brown, 2004). Moreover, they recognized that decisions regarding marketing had to be supported by data. Brown (2004) mentioned that ADPs were rather quick to poll students across disciplines and throughout the duration of the program; therefore, strategies for marketing actions or program changes were actually justified by students' needs and concerns. The researcher also pointed out that advertisements that aimed at adult students usually omitted information about campus events, sports, social activities, and other aspects of campus life designed to appeal to younger, traditional students. Kasworm (2011) took a similar position: he observed that ADPs marketing trends frequently addressed three emerging issues: "contextual learning for the workforce, easy

access to information technology support systems and the development of critically reflective individuals who will exercise critical thinking, invention and creative decision making" (p. 105).

In the same way that successful marketing for ADPs focuses on a particular demographic—the adult learner—successful administration of ADPs requires an approach that takes the unique needs and experiences of its adult students into consideration (Giles, 2012; Pappas & Jerman, 2004). Pappas and Jerman developed a set of strategies for administrators of adult degree programs. Researchers specified that ADP administrators had to be strategic and recognize that they (the programs) were part of the future. Many schools opened advanced ADPs (graduate) for students to pursue graduate education from their alma mater. Administrators were encouraged to design implementation steps, to create ADP development plans (instead of doing it ad hoc). Institutions also needed to recognize the diversity of the public they served. Pappas and Jerman (2004) insisted that for ADPs' successful development, the administration had to be adult oriented. It should focus on attending to needs of adult students, specifically, and on providing appropriate infrastructure to support those learners. As Pappas and Jerman stated, "If you are ready to accept additional revenue, be ready to be ethical and treat adults as adults" (p. 92). Hughey (2007) also explored ethical responsibility and the relationship between instructors, students, and the institution.

A number of researchers agreed that administration needed to be committed to quality. Staff and faculty must be clear and in agreement about what constitutes quality for such programs (Giles, 2012; Howell, 2008; Howell & Buck, 2012). Pappas and Jerman (2004) also offered a quality criterion indicating that programs were validated when they were of the same quality as traditional programs when assessed on rigor level.

Regarding the role of administration in marketing, Pappas and Jerman (2004) recognized the importance of establishing of a clear marketing plan for program development. Being market savvy meant moving away from a plain catalogue to a more sophisticated communication process that informed consumers about the strengths of the adult program and what it had to offer—high-quality faculty, resources, and reasonable costs, for example. Goto, Spitzer, and Sadouk (2009) also added to the concept of marketing, stating that successful marketing tactics should not rely only on quantitative demographic student data, but should also ask *why* certain adult populations did not engage in adult education and develop strategies that would encourage personal contact and building of relationship with targeted communities. Furthermore, as recognized by Bohm, Meares, and Pearce (2002), administration should keep in mind the growing international student population. Students not able to access higher education because of distance, cost, or work are becoming a new market segment. Researched reported that by 2025, the number of international students was expected to reach 7.2 million, with at least 70% being from Asia. Adult degree programs should be prepared to target those students.

Howell and Buck (2012), as well as Pappas and Jerman (2004), stated that a program's relevance and an administrations' commitment could be demonstrated by their ability to draw on the experience of the broader faculty as a hallmark of successful adult degree programs. Pappas and Jerman suggested several ways that this could be achieved. Programs should include practicum or service-learning projects as components of the curriculum and field practitioners should be hired. Moreover, because curriculum is not only built on relevance, but on theory, which presents material so that it is understood in context, engaging full-time traditional faculty would be beneficial to any adult degree program. They also charged ADP administrators with the challenge of being fiscally proactive. If a for-profit model was not suitable for adult degree

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budgeting, they recommended a combination of for-profit elements and non-profit budgeting and accounting in the form of a flexible model for implementation. Programs could engage in programs sponsored by government agencies and corporations. They insisted that the key is to be responsive to market pressure and to remain committed to institutional priorities. The researchers also emphasized the need for assessment programs in order for programs to meet accreditation criteria because adult degrees are continuously reviewed by accreditation agencies' special teams. The authors believed that it was likely that the same criteria would be used (by state licensure boards and accrediting groups) to evaluate all academic programs. Programs would be evaluated on outcome measures. Consequently, an ADP administration must develop assessment programs that measure for appropriate outcomes. Student learning, rather than input or normative interviews, would become the new metric. Simon (2007) highlighted the "weekend university" model as a growing trend in adult degree programs with weekend classes offered alone or in combination with online classes. Many researches agreed that this format should include traditional and nontraditional students who worked full time and needed to enroll in these programs for convenience's sake. Because this trend is part of a larger current trend that combined face-to-face education and online instruction, administrators and staff had to commit to effective technology use and to adequate professional development to provide general and specific technology assistance (Meixner, Kruck, & Madden, 2010; Pappas & Jerman, 2004).

Finally and most importantly, Pappas and Jerman (2004) believed that administrators needed to commit to faculty development. They pointed out that typically faculty training was done one of two ways. Initial technical training, especially if an instructor taught online courses or used other media tools, would be required, not merely recommended. A second type of training would focus on adult learning style orientation. These involved periodic

meetings among ADP faculty that promoted open and friendly communication to ensure that faculty was committed to the needs, skills, and learning preferences of adults.

Criticism of Accelerated Programs

Negative attitudes toward continuing and adult education persist. There is a number of criticisms commonly aimed at accelerated programs. Some research suggests that they are designed to generate higher enrollment and emphasize convenience over substance and rigor (Giles, 2012; Scott, 2003; Wolfe, 1998). In the past, some traditional faculty has viewed adult education as second-rate courses taught by second-rate teachers (Giles, 2012; Harrington, 1977).

Wlodkowski (2003) stated that ADPs were too compressed "to produce consistent educational value" (p. 7). Traub (1997) drew an analogy to fast food restaurants, calling accelerated programs "McEducation" or "Drive-Thru Us." However, as Pappas and Jerman (2004) noted, "there are no data to indicate that adult students taking courses at night are any less capable of meeting the academic requirements of the institution" (p. 92). Concern about whether accelerated programs lack rigor in comparison to traditional programs can be addressed by comparing both accelerated and traditional programs using the same assessment. They also noted that "common assessment of rigor can separate the good institutions from those simply developing new revenue streams" (p. 92).

It is important to pay attention to what is at the root of this controversy. Accelerated programs are able to modify or move away from certain policies like tenure, non-profit status, the semester system, and the use of full-time faculty (Wlodkowski & Westover, 1999). The programs also rely on the use of adjunct working professionals who are marketed as people "more attuned to the realities of today's work-place" (p. 7). This may seem to some institutions

to suggest that traditional, established programs are viewed as less relevant, especially to a certain population of potential students. They may view these straightforward policy differences as a challenge to the beliefs of traditional faculty and management and will therefore continue to criticize (Giles, 2012; Wlodkowski, 2003). However, as Lynton and Elman (1987) insisted, the quality of the academic environment improves in schools that promote close relationship among the following areas: strong teaching, traditional scholarship, and externally oriented professional activities.

In a study by Latta (2004), one business professor who taught as an accelerated program adjunct attributed the length of his employment with the college to his success and experience in both the world of business and of academia. He confirmed that an adjunct was expected to instruct at a high level of competence while producing student satisfaction in a shorter amount of time. Moreover, adjuncts were sensitive to the substantial tuition involved and understood that the knowledge they delivered had to qualify as a good investment in intellectual capital. Successful adjuncts "must adapt to the things that have value in the real world and bring them into the classroom" (Latta, 2004, p. 22). Wallin (2004) also noted that effective adjuncts brought diversity to an institution, enthusiasm for teaching, and a great deal of professional and personal experience They brought real world perspective that full-time faculty, who operated outside of industry, could not. They built true connection with community.

Furthermore, when speaking of criticism about the programs, Apps (1988) stated with regard to the continued reluctance to embrace ADPs by some institutions:

> Combine a negative attitude toward adult education with a generally conservative stance toward innovation and change, and spice that with the freedom to avoid change

because of autonomy, and it becomes clear what formidable problems colleges face as they attempt to excite their campus faculty about contributing to learning society. (p. 186)

Program Issues

Wallin (2004) noted that although adjuncts possessed a great deal of knowledge about a subject matter, they might not have experience in teaching it. They may be unfamiliar with textbooks, uncomfortable with preparation, or unable to conduct class discussions effectively.

Wallin went on to say that the perception of lesser competency may be part of why compensation for part-time faculty remains an issue. Institutions typically pay adjuncts 25–35% less than full-time faculty and do not provide benefits such as health insurance or retirement. Adjuncts' salaries usually remain static, whereas full-time faculty can negotiate and potentially increase their salaries (pp. 380–381). Wallin also stated that adjuncts' commitment to their college and their discipline is greater than the college's commitment to them, especially when it comes to providing them with professional development opportunities. "Adjunct faculty needs a clear contract, a handbook than outlines rules and policies, a comprehensive orientation, mentoring, and ongoing professional development activities. Many institutions have responded well to one or two of these needs; few have responded to all" (p. 384). For example, when serving underprepared or remedial students—though these students are not typically mentioned when referring to adults seeking degree completion—researchers have pointed out several areas in which adult educators have sought improvement: adequate compensation; necessary services (technology, office space, filing space); involvement in campus decision-making process; practical professional development; and peer-to-peer mentoring programs (Eney & Davidson, 2012; Meixner, Kruck, & Madden, 2010).

Regarding financial support, according to Bash (2003), ADPs also frequently face a lack of support by the larger institutions; indeed, they are often marginalized. Consequently, they must survive on their own and must be innovative and fiscally responsible.

Many researchers agreed that ADPs use of ad hoc faculty has presented certain issues and introduced negative criticism about the programs (Berschback, 2010; Greive & Worden, 2000; Langen, 2011; Thirolf, 2012). Apps (1988) specified that many schools with ADPs employed faculty on an ad hoc basis because these instructors from the business and professional world had day-to-day knowledge of the topics they taught. Students enjoyed working with professionals, instructors enjoyed the teaching experience, and colleges develop strong public relations. This may sound like a win-win model; however, adult degree programs are under scrutiny by traditional programs for the liberty taken to hire whomever they want. Traditional faculty has complained that these programs often refuse to hire mainline instructors and could therefore be considered of lower quality (Apps, 1988; Hudd, Apgar, Bronson, & Lee, 2009; Monhollon, 2006). Apps (1988) suggested a way to diffuse this criticism by having adult degree faculty engage in training programs where they could help ad hoc instructors become acquainted with the latest research in understanding adults as learners and with appropriate instructional approaches. The researcher also suggested the criticism of ad hoc faculty could be allayed by using student and administrative (when administrators observe classes) evaluations to assess teaching.

Although questions about quality remain, Caldwell, Tenofsky, and Nugent (2010) reported that in reality many adult degree graduates and many instructors would attest that they found the programs to be of an equal or higher quality. They maintain the opinion that the programs were of high quality, especially when it came to providing a curriculum tailored to the

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needs of specific students. Apps (1988) also referred to programs as being of high quality specifically when it came to providing an opportunity to implement theory in a practical way. These programs provided excellent quality with regard to accessibility through media, multiple remote campuses, and other means. Furthermore, Apps stated that adult students gave their nontraditional programs high marks for the quality and rigor of instruction.

As the use of technology in the field of adult education advances, some experts have expressed concern over potential loss of personal interaction and relationships (Maher, 2002). Rodriquez and Nash (2004) conducted a thorough analysis of instructors' proficiency with technology and students' satisfaction with services provided by faculty via distance learning and concluded that often it was not the technology that gave rise to criticism that higher education was becoming "commercialized" and "automated" (p. 73), but rather the human factor involving the effectiveness of interaction between learner and instructor. If technology was used in an appropriate and timely way, both faculty and students would benefit.

In his 2003 study, Bash addressed the controversy concerning the speed of the programs, indicating that the strategy behind effective accelerated teaching and learning lies in the adults' specificities as learners. However, many faculty members remained skeptical about reducing seat time. Another reported criticism of adult degree programs was the emergence of specialized "camps" (Maher, 2002, p. 8) that, in the opinion of expert adult educators, could overtake the field. Their concern was that "learning for earning" could greatly reduce the focus on liberal education (p. 9).

In Favor of Accelerated Adult Degree Program Format

In spite of the concerns raised, there is much research that indicates that accelerated

courses offer learning opportunities that are as effective as traditional courses (Daniel, 2000; Reynolds, 1993; Scott & Conrad, 1991; Seamon, 2004; Swenson, 2003). According to Scott (2003), there is no research supporting the idea that the format of intensive courses discourages rigor or impedes learning. Some students and faculty find the experience of an intensive course more rewarding. Scott observed that effective intensive courses possessed attributes that were generally characteristic of adult programs, such as engaged instructors and active learning. When these attributes were present, students' experiences were positive and satisfying. In a successful intensive course, instructors were enthusiastic about their job, able to bring the subject to life, and adept at relating students' own experiences to the material presented. Scott also pointed out that instructors were often willing to learn from students and to consult with students, making students and instructors fellow learners. In these programs, students participated in active learning as well as lectures, and benefited from interaction with peers and instructors and from being able to verbalize their opinion. The best teaching methods, those preferred by students, were reported to be problem solving, role playing, simulation exercises, and skill-training practice. Furthermore, the relaxed classroom atmosphere encouraged participation and helped establish a high level of trust with peers and the instructor.

In 2004, Seamon conducted a research study comparing results of a test taken by two groups of students registered for an Education Psychology class. One group registered for an intensive (accelerated) course, the other, for a traditional semester-long class. The intensive course students actually scored significantly higher than the traditional students did. The author indicated that three years after the study, the results were not repeated (there was no significant difference in test results at that point); the study however definitely proves that intense courses do not yield lower results, but yield equal or better results.

Swenson (2003) summarized effective teaching and learning outcomes using the following formula: "at the end of an independent lesson… course, or program, do learners know what they should know? Can they do what they should be able to do?" He stated that "[t]here should be no differences in expectation regarding quality practices or outcomes" (p. 86). Successful outcomes therefore should be determined by the amount of learning that takes place.

Giles (2012) insisted on a number of program components that explained the success of the compressed or accelerated courses. First, students enrolled in one course at a time and thus focused their efforts on one single course. Furthermore, absence rates were low because they attended fewer (though longer) classes offering larger amounts of valuable information and instruction. Moreover, Feldhaus and Fox (2004) remarked that students met only a few days a week—they focused on one subject and could not afford to procrastinate. It is also important to recognize that ADPs are quite competitive with traditional programs concerning the geographical region they may service. Typically, they have numerous locations across one metroplex and are thus no longer limited to serving only one particular geographical location (Giles, 2012; Kiely, Sandmann, & Truluck, 2004). They are independent in terms of time and place. Wlodkowski (2003) found these programs competitive in regard to budget. Furthermore, his statistics suggested that adults graduated sooner at a higher rate (26% vs. 18%) from accelerated programs than from traditional programs.

The Adult Learner

The average adult student is 36 years old, wants or needs to go to school part time with a flexible weekly or evening schedule, and prefers a choice of locations. According to American Council on Education (2014), adult students may range in age from 25 to 70 years old, and these

are the students who enter accelerated programs at different levels. According to numerous

researchers, these students may struggle with the tension between family and work

commitments. They have taken some previous college courses and their goal is to get a degree.

To serve such students well, an educator or administrator must speak their language and be

familiar with instructional methods geared specifically for adults (Bass, 2012, McCann, Graves,

& Dillon, 2012; Pappas & Jerman, 2004). Brown (2004) pointed out that in conversations with

adult students the word *degree* was used more often than *education* when discussing admission.

Programs, therefore, were urged to treat these students as customers who were serious about

obtaining a final product: a degree (Brown, 2004; Giles, 2012; Schaefer, 2010).

The needs of the adult learner can be met by a variety of delivery methods: traditional,

distance (Giles, 2012), hybrid (mix of distance and interactive), collaborative (Barkley, Cross, &

Major, 2005), and small group learning (Imel, 1999), compressed learning (accelerated)

(Feldhaus & Fox, 2004), and direct and explicit instruction with adult basic education (ABE)

learners, especially adults with cognitive barriers to learning (Mellard & Scanton, 2006).

Furthermore, when discussing preferences for course modes and structures, Zemke and Zemke

(1981) concluded that adults preferred single-concept, single-theory courses that focused heavily

on the application of the concept to relevant problems. Schaefer (2010), in her qualitative

research on Older Baby Boomers (OBB) within adult education, concluded that older adult

students were faced with a rather complex set of needs when it came to understanding the formal

higher education process, and that those adults (who are 60 years old or more) sought degrees

primarily for reasons related to their careers because of economic issues and postponed

retirement. OBB students were interested in instruction that was relevant to their career and that

was expedient for career path changes (Schaefer, 2010). Successful methods and delivery forms

were related to the unique traits of the adult student. Knowles and colleagues (Knowles, 1984; Knowles, Holton, & Sawnson, 1998) identified six characteristics that distinguished the adult learner from a traditional younger learner. First, adults saw themselves as more responsible, self-directed, and independent. Second, they had a larger and more diverse knowledge base as well as experience to draw from. Third, their readiness to learn was based on developmental and real-life responsibilities. Fourth, their orientation to learning was problem-centered and relevant to their current life situation. Fifth, they had a stronger need to know the reasons for learning something. And finally, they tended to be more internally motivated.

A number of conclusions about persistence (retention) and success (graduation) in adult learners in accelerated programs can be drawn from these characteristics. Adults benefit from previous college experience: Any previous credits received boosts confidence making them more likely to graduate. They know what to expect when coming to college. Students with higher grades are more likely to persist and graduate (Wlodkowski, 2003). Financial aid greatly strengthens persistence; lack of it weakens persistence (Sorey & Duggan, 2008; Wlodkowski, 2003). Lack of time (working adults, parents) negatively affects persistence as well, according to (Wlodkowski, 2003). He also agreed that good advising means positive influence and increases persistence. A lack of follow-up is a major complaint of adult students. Women are twice as likely as men to graduate. Finally, several researchers agreed that social integration (cohort, peer-group model) correlates with persistence (Sorey & Duggan, 2008; Wheelan & Lisk, 2000; Wlodkowski, 2003).

Sorey and Duggan (2008) concluded that an administration could help retain adult students by increasing financial assistance, especially to women and by expanding course modes (i.e., creating weekend courses). Retention could also be aided by creating effective and

understandable advising (which is critical during the first year because of the fast pace of the program), by helping students with course selection and sequencing of the courses, as this was often a make-it or break-it point in terms of confidence and success that would facilitate or impede persistence. Finally, many researchers agreed that the administration should recognize that promoting or keeping peer programs and cohorts was crucial as it remained instrumental in retaining students (Dillard, 2006; Wheelan & Lisk, 2000; Wlodkowski, 2003).

According to Sissel, Hansman, and Kasworm (2001) and to O'Donnell and Tobbel (2007), adult students may also experience a sense of neglect on traditional campuses. The authors pointed out that the interests of these students were often be neglected in terms of public policy, programming, and an institution's mission. They raised questions about "the lack of privilege of adult learners and the reality of too few resources for adult learner on campuses and … posit ways of challenging reified youth-oriented ideologies and hegemonic practices through concrete acts of resistance" (Sissel, Hansman, & Kasworm, 2001, p. 18). The authors referred to higher education as an elitist environment rather than a nurturing environment for all. Because, historically, higher education has focused on traditional or residential and selective education, as well as offering a privileged place and role for young adult leadership development, adult students were often viewed as invisible or of lesser importance and frequently labeled as "nontraditional," "commuter," or "reentry," therefore accentuating their identity as "other" and "marginal" (p. 19). Sissel et al. encouraged higher education institutions to recognize the changing landscape of campuses and to promote leadership for all students in "developing a new understanding of adult life, adult work, and the adult place in civic responsibility and aligning that valued role with adults' role as leaners in higher education" (p. 25).

The Adult Educator

The focus of past research on adult educators has typically been on educators that have taught in both traditional and nontraditional programs (Apps, 1988). Research on part-time or contingent faculty is largely quantitative, and it usually focuses on the comparison of part-time with full-time faculty, on the growing percentage of contingent faculty, and on the effective utilization of contingent faculty in academia (Curtis & Thornton, 2013; Figlio, Schapiro, & Soter, 2013; Meixner, Kruck, & Madden, 2010). It is valid to assume that most colleges and universities engage their traditional program faculty in teaching in adult degree accelerated programs offered by the same institution. However, this is no longer necessarily true. At Warner Pacific College (WPC), on average, only 34% (43 out of 126 professors teaching in the ADP, as presented in the WPC faculty roster 2011–2012 by the ADP Director of General Education) teach in both traditional and ADP programs. There is clearly a unique group of educators who teach primarily in adult degree programs (66%), and their adjunct teaching is done only on a part-time basis (typically one course a week). Most ADP adjuncts are employed elsewhere full time (in corporate offices, as business owners, school principals, etc.) and commit to teaching just one course a week in the ADP. This makes their involvement with the program unique, peculiar, and worthy of research. These teachers' need for professional development (technology assistance, peer review and sharing of teaching strategies with other faculty, course planning strategies, motivating students) have been noted but not yet addressed (Meixner, Kruck, & Madden, 2010).

Merriam and Caffarella (1999) outlined three main areas of focus important to the consideration of adult learning theory: the nature of an adult learner, the context within which the student learns, and the learning process in which the student engages. In a 2004 study, Kiely,

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Sandmann, and Truluck (2004) suggested that a more holistic vision of learning in adulthood should include a fourth, important lens, in addition to the nature, the context, and the process of the adult student: the educator. Usually, ADPs and accelerated programs are evaluated by the adult students, who use their own particular measure of success or failure (Kasworm, 2003, 2008). The role of the educator becomes almost secondary: the educator provides services and services are evaluated by the customer. However, as Merriam and Caffarella's study(as cited in Kiely, et al.) showed, the educator's perspective is important for understanding and applying learning theory to practice. Because the demand for ADPs will continue to grow, the use of contingent faculty will continue to be a trend (Clarke, 2004; Kezar & Sam, 2013; Leslie, 1998; Zaback, 2011), making better understanding of the educator's role critical.

According to Apps (1988), college faculty can be divided into two broad categories. The first includes campus faculty—full-time instructors, as well as assistant, associate, and full professors, who teach in degree programs, do scholarly work, and perform public service. The second includes continuing education faculty, represented by groups such as full-time on-campus faculty (administrators of programs and also instructors in the same programs), full-time off-campus faculty (cooperative extension agents at land grant universities), and part-time instructors (instructors from other colleges, and business professionals from the community with the experience and/or credentials to teach). Reybold (2008) and Whitchurch (2012) also classified these two groups either as academic or nonacademic (project oriented) or as academic or adult educators. A more recent study on contingent faculty by Street, Maisto, Merves, and Rhoades (2012) categorized the adjunct faculty, alarmingly and negatively, as "professor staff" or "just-in-time professors" who suffer the "double-contingency." Nevertheless, Apps (1988) insisted that the two distinctive categories reflected the differences in how many colleges and universities

viewed their mission. Moreover, while these roles were clearly different, the distinctions between categories blur, as most instructors, no matter the category, would somehow be involved in educating adult students. Therefore, the researcher pointed out that educators, whether traditional or adjunct faculty, could all benefit from:

1. Understanding the characteristics of adult learners, which should include developing instructional approaches that recognize the learning styles of adults

2. Becoming comfortable with a broad range of instructional formats, such as assisting students with self-directed learning projects

3. Developing connections with business and industry

4. Learning how to respond to requests from government, business and industry, and community organizations

5. Learning how to work with faculty members representing disciplines other than one's own, so that interdisciplinary contributions can be made to many problems (pp. 182-200)

Issues Facing Adult Educators

Research related to adjunct teaching in higher education and concerns related to adjunct hires mainly focuses on the following: funding considerations, quality of instruction, grade inflation, adjunct training and development, salary and benefits, job security, distance learning and technology, and implications for the future of adjunct hiring/employment (Comeaux & McKenna, 2003; Dubson, 2001; Eney & Davidson, 2012; Fagan-Wilen, Springer, Ambrosino, & White, 2006; Street, Maisto, Merves, & Rhoades, 2012). This section addresses many of these concerns.

Giles (2012), Kezar and Sam (2013), Zaback (2011), and many other researchers maintained that colleges and universities would increasingly rely on the services part-time faculty could provide. This trend is expected to continue. Giles (2012) specified that accelerated programs, degree completion programs, and for-profit institutions tend to rely on adjunct faculty most. For example, Winston (1999) stated that one of the largest for-profit institutions in the country, University of Phoenix, reportedly employed over 45,000 part-time versus 45 full-time faculty. Langen (2011) rationalized the large number indicating that accrediting agencies did not require hiring a specific percentage of full-time faculty. Greive and Worden (2000) also noted that the general requirement for hire typically stated that part-time faculty had to be qualified and had to have professional experience. Langen (2011) concluded that it was not surprising that "with little incentive to limit the use of part-time faculty, and multiple motives for doing so, … increasingly the person delivering higher education is a part-time faculty member" (p. 186).

Fagan-Wilen, Springer, Ambrosino, and White (2006) spoke of the benefits of hiring adjuncts as not merely an approach that saved colleges money, although this was viewed as the single most important factor influencing the increase in adjunct faculty use. Certain professional disciplines (nursing, law, medicine, etc.) preferred hiring adjunct faculty because adjuncts were believed to be established practitioners in the community who brought a particular expertise to the classroom. Researchers also observed that colleges often relied on adjuncts because they were simply unable to fill rapidly growing programs with full-time doctoral instructors. Thomson (1984) also noted that these working professionals often held successful jobs and had careers for which they strived to prepare students.

In spite of this increase in adjunct use, Eney and Davidson (2012) revealed that it remained extremely difficult for administrators to create a consistent process for measuring the

performance of adjunct faculty. To ensure the quality of learning, institutions regularly employ a variety of methods and sources to evaluate the work of their part-time instructors (Kezar & Sam, 2013; Langen, 2011). According to Stoops (2000), successful evaluation methods would emphasize the values of the institution that were supported by the administration and accepted by faculty. However, Stoops also insisted that whatever process was to be used, it had to employ multiple sources of information, such as student evaluations, peer evaluations, self-appraisals, and review of teaching portfolios.

Langen's research (2011) on evaluation of part-time faculty, in which data were presented by higher education administrators of 94 two- and four-year public institutions in Michigan, with 25% of the total number selected as a study sample, revealed that 20% of those institutions studied did not require evaluations of adjunct faculty on a regular basis. Of the total number of institutions, 7% did not require any evaluation at all. In this study administrators were asked to rate their reliance on various sources of information when assessing the work performance of their adjunct instructors. The results indicated that for *formative purposes*, the student evaluations and classroom observations were rated the highest. Langen's study also asked administrators to rate their reliance on sources (student evaluations, classroom observations, syllabus review, review of teaching materials, informal faculty feedback, peer evaluation, grade review, informal student feedback, and instructor self-evaluation) for *overall summative evaluation purposes*. Interestingly, peer evaluations received a higher rating for summative evaluation process than other sources. Langen suggested that this trend—an administrator's greater reliance on peer evaluations for the evaluation process—needed to be studied further. The author also reviewed factors that were considered important in reappointment decisions, revealing that teaching performance was considered the strongest

factor, followed by work experience, positive student evaluations, and availability. Part-time faculty comprises 40–48% of all teaching faculty (Landrum, 2009; Leslie, 1998; Maynard & Joseph, 2008; Monks, 2009), and the number of adjunct faculty continues to grow (Eney & Davidson, 2012; Giles, 2012). However, according to Todd (2004), institutions sometimes still treat them as second-class instructors and may use adjuncts as "cheap labor … [and] … may often over use them"(p. 17). Fagan-Wilen, Springer, Ambrosino, and White (2006) also observed that adjuncts may experience isolation from the broader academic environment.

Furthermore, although the view of adjuncts as having lower rank or as being less qualified to teach at a college level has been widely accepted, Gappa and Leslie (1993) found that in reality, generally adjunct faculty were often *better* qualified for teaching in their discipline than was commonly assumed. Strom-Gottfried and Dunlap (2002) described adjuncts as "individuals who typically possess relevant, contemporary practice experience and who bring specialized knowledge and skills to the curriculum … making them highly sought after by administrators and highly prized by students" (p. 3). A recent study by Figlio, Schapiro, and Soter (2013) presented strong evidence that adds to the consistent belief that adjuncts are often found to be very effective teachers and in some courses even out-performed full-time and tenure-track professors. Not all faculty found their experience enriching and fulfilling, however. The author of *In the Basement of the Ivory Tower,* Professor X, (2011) reflected honestly on the frustrations that came from teaching adults. The book collected confessions of an adjunct professor of English who identified himself as "Professor X." The book accurately portrayed the dissatisfaction with one aspect of an adjunct's position—the dissatisfaction with the student (his attitude and preparedness). The professor revealed that he often felt a similarity to his older

students who showed up for his evening classes, students who were as lost in their careers as X was. The imagery used by the professor was rather grotesque:

> Our presence together in these evening classes is evidence that we all have screwed up. … I'm working a second job; they're trying desperately to get to a place where they don't have to. … We all show up for class exhausted from working our full-time jobs… . We smell of the food we have eaten that day, and of the food we carry with us for the evening. We reek of coffee and tuna oil. (p. 258)

The professor believed that the majority of the adult students enrolled in classes actually required remedial education. He felt he was being harsh when he failed half of his class, but his superiors hardly ever complained. The author questioned whether he really belonged in academia, saying he felt like an intruder at a traditional campus during the day. He stated that while outsiders and students usually did not know the difference between adjuncts and tenure-track professors, the adjuncts and the professors did. His book contained many bitter reflections about the job of an adjunct. Street, Maisto, Merves, and Rhoades (2012) and Anderson (2013), as well as The House Committee on Education and the Workforce (2014), noticed similar frustrations expressed by the adjunct faculty they studied. Still, many studies on part-time faculty job satisfaction agreed that the overall strong dissatisfaction expressed by adjuncts occurred mostly when it came to their employment contracts (Anthony & Valdez, 2002; Curtis & Thornton, 2013; Feldman & Turnley, 2001; Gappa & Leslie, 1993, 2002; House Committee on Education and the Workforce, 2014).

Maynard and Joseph (2008) specifically focused on the most commonly addressed negative aspects of the job: underemployment and "worker needs-job supplies fit" (p. 142). According to the authors, underemployment is best understood as an instance when an instructor

was overly qualified and experienced but underpaid, and was not hired for a desired time period (part-time employment, intermittent work). Worker needs-job supplies fit "refers to the match between the employee's desires or preferences for certain work conditions and the actual work conditions on that job" (p. 142). Dooley and Prause (2004), as well as Feldman (1996), also noted that both factors resulted in negative outcomes, such as a lack of psychological well-being, an adverse effect on family and social relationships, a poor attitude about the job, or a poor job performance.

Not all part-time faculty expressed consistently negative attitudes towards their employment (Anthony & Valadez, 2002; Martston, 2010; Thirolf, 2012; Clery, 2001), and many studies reported that part-timers' reasons for accepting a part-time position may influence their future job satisfaction. Maynard and Joseph (2008), for example, conducted an excellent single institution study on faculty job satisfaction that primarily focused on examining job satisfaction and differentiating between adjuncts that would prefer full-time employment and adjuncts that voluntarily remained part-time and preferred part-time employment. Their research was based on the assumption that faculty were not homogenous in their goals and preferences (Conley & Leslie, 2002; Halfond, 2000; Landenberg, as cited in Maynard & Joseph, 2008). Maynard and Joseph (2008) concluded that when it came to commitment to an institution, contrary to the hypothesized expectation that higher commitment would be expressed by voluntary part-timers and full-time faculty, the affective commitment was actually higher among both involuntary and voluntary part-time faculty than full-time faculty. This finding was unexpected and shows that though part-time faculty often lacked technical and emotional support, they still reported slightly higher emotional commitment to the institution than full-time faculty.

Adjuncts may be more dissatisfied about advancement, compensation, and security than full-time faculty, but they may also be just as satisfied about other aspects of their positions as full-time faculty and voluntary part-time faculty are. It is fair to say that many institutions provide their adjuncts with better support and security than commonly assumed. Maynard and Joseph (2008) remarked that instructors who taught part-time *by choice* reported the most positive attitudes about their jobs. They also suggested that institutions may, therefore, actually benefit from "focusing on initiatives that attempt to increase the proportion of part-time faculty who prefer not to teach full time, such as the targeted recruitment of professionals with full-time positions elsewhere who might find value in applying their expertise to the classroom, and for whom the typically meager compensation is less problematic" (p. 150).

Maynard and Joseph (2008) pointed out that some studies on job satisfaction of part-time faculty yielded contradictory results simply because the measures employed in the studies differed in content and consistency. Faculty may be dissatisfied with their employment, but often that dissatisfaction had to do with a single component (e.g., autonomy, pay, coworkers, salary, benefits, students, etc.). Kezar and Sam's (2013) study highlighted the negative self-image and delineation expressed by contingent faculty. The authors proposed campus-wide institutionalization and implementation of practices that would focus on the deeper issues involving contingent faculty, which could lead to a change in culture, climate, and underlying values of a school and faculty, as the most effective tactic to implement change in promoting contingent faculty policies. However, when considering global dissatisfaction, Maynard and Joseph (2008) found the issue of part-time faculty satisfaction to be atheoretical in nature They added that further research is needed to develop a hypothesis that would allow a deeper understanding of *why* the faculty feel the way they do.

Another issue that arises persistently, especially as the use of adjunct faculty increases, is grade inflation (Barriga, Cooper, Gawelek, Butela, & Johnson, 2008; Kezim, Pariseau, & Quinn, 2005; Sonner, 2000). According to Grenzke (1998), adjunct faculty is usually evaluated more frequently than full-time faculty. Consequently, the pressure to receive positive feedback from students increases. A college or university may blame part-time faculty for failing to maintain academic integrity in the classroom and for actual grade inflation. In his study conducted at a small public university, Sonner (2000) reported that some grade inflation indeed took place (a 2.8 grade point average was given by adjuncts compared to a 2.6 grade point average given by full-time faculty). Sonner's findings suggested that grade inflation might be a result of several things. First, adjuncts who taught smaller classes were able to develop strong rapport with students, accepting responsibility for their possible failure and thus for any inability to move forward in the program. Second, adjuncts who did not possess terminal degrees (such as doctorates) gave slighter lower grades than adjuncts with only a master's degree. Instructors with terminal degrees may have set higher standards because of their greater knowledge of the subject. Finally, adjuncts' grading patterns varied based on the course levels: lower course levels received lower grades due to students being less prepared and to weaker performance; higher course levels received slightly higher average grades because students were able to choose classes they were interested in, in their major.

Rewards and Incentives for Adult Educators

Institutions reward traditional faculty for research and scholarly productivity. Clarke (2004) noted that faculty wanted rewards such as additional pay, progress toward tenure and promotion, distinguished faculty categories, and peer recognition. However, Clarke's study

referred to faculty who taught adult education courses *in addition* to their regular teaching, not to adjunct faculty. Currently, there is no clear-cut reward system in place for adjunct faculty teaching in adult education. Many reports suggest awarding adjunct faculty the same or similar benefits as traditional faculty, such as tenure and promotion (American Association of University Professors, 1993; Curtis & Thornton, 2013; House Committee on Education and the Workforce, 2014; Schmidt, 2008).

Wallin (2004) insisted that compensation issues for adjuncts should not be ignored. If an institution could not increase salaries, then it needed to offer other, lower-cost benefits, such as childcare, health insurance, life insurance, or tuition reimbursement. The institution could also create a graduated pay scale that would reward degrees, professional development, certifications, and longevity. However, recent research consistently reports that adjuncts are considerably underpaid for the work that they do (Curtis & Thornton, 2013; House Committee on Education and the Workforce, 2014; Street, Maisto, Merves, & Rhoades, 2012). Fagan-Wilen, Springer, Ambrosino, and White (2006) also mentioned that tangible, visible institutional support for adjuncts such as telephones and office space was noted to significantly affect students' perception of quality of the instructor. Furthermore, several university faculty guides suggested recognizing adult educators for their outstanding contributions to continuing education and their public service efforts (Apps, 1988). Nonetheless, there is no evidence in the literature that performance leads to promotion and tenure. There is no evidence that ADPs have actually designed and implemented a reward system comparable to those found in the traditional campus, at least in value, if not in measurement of quality of work.

An adult educator's incentive for teaching cannot, however, be limited to compensation (Degeneffe & Offut, 2008; Kezar & Sam, 2013). For example, in a survey administered to

adjuncts teaching in rehabilitation counseling programs, Degeneffe and Offutt (2008) found that adjuncts taught for several reasons: 34% taught to influence future counselors; 24% taught for the enjoyment of teaching and sharing knowledge; 14% taught as part of professional development; and 5% wanted to give back to the profession. All four reasons were intrinsically driven by altruism. Only one person mentioned money as the reason for teaching. The majority of respondents also believed that they influenced the mission and direction of their program by teaching and contributing their practical knowledge, and by bringing relevance and validity to the classroom

Clearly, adult educators are also motivated by the reminder of the potential that they can possibly touch the future of society by opening the doors to lifelong learning. As Maher (2002) stated, "it is not how much I have built or how much I've accumulated, … but it's what I have done with my life that's affected other people for the time I was here" (p. 14).

Wallin (2004) noted that there were additional reasons for adjuncts to teach. Some would like to get a full-time position in the end. Some were free-lancers and had multiple part-time teaching positions. Some were transitioning from one career to another. Brown (2007) in particular said she wanted to invest in helping create new professionals in her field and stay current in her skills. There is simply not one common reason.

In her study "Why Do They Teach?" Marston (2010) surveyed experienced teachers from elementary school, high school, and college regarding job satisfaction; possible satisfaction factors were categorized into professional, practical, and social. For all three groups, these factors were found to be powerful motivators for remaining in the profession. College professors also noted that student interaction energized them; they found it inherently rewarding to build the relationships with students. Marston (2010) shares a testimony from one of the teachers: "The

primary motivation for me has been watching transformation changes in people as individuals …

and … to experience[ing] and shar[ing] in the growth that occurs within them during that

semester" (p. 441). The professional factor identified as the "joy of teaching your subject" was

identified by college professors as the strongest factor contributing to job satisfaction and to

remaining in teaching. Unlike elementary and high school teachers who had given somewhat

general responses to the question about their love for the subject they teach, college professors

admitted that they were motivated by their love for the subject.

Regarding practical satisfaction factors, Marston (2010) reported that salary and benefits

"were not as much an influence in professors' decision to remain in the classroom as it was for

elementary and high school teachers" (p. 442). Tenure, though, was ranked as an important

factor. When it came to rating social satisfaction factors (good colleagues, good administrator),

the college professors found having competent and supportive colleagues to be a powerful factor,

while having a supportive administrator appeared to be significantly less important. One

administrator suggested that an administrator with a full-time day job might still engage in

teaching adults in evening programs because, according to him, administrators understood that

academe was about teaching and learning (Culross, 2004). However, if they engaged in other

important activities (service, research, administration), but forgot the principle at the foundation

of higher education, those administrators risked straying from a university's main mission.

Professors, on the other hand, taught because they loved to teach: they loved observing students'

knowledge transformed. They also taught to maintain personal integrity: "If I need to have a

conversation with a faculty member about poor teaching, I do so as a colleague who also has

given up Saturday nights to grade papers, struggled with inadequate technology in the classroom,

and felt divided about finishing a research paper when advisees were clamoring to see me" (p.

63). Finally, professors taught because it helped them measure their own knowledge and skills: teaching spurred scholarship and scholarship fed teaching.

Adult Education Faculty Patterns: Identity, Beliefs, and Main Characteristics

Maher (2002) found that many faculty members who engaged in adult education early in their careers had similar patterns when it came to their own education and background. Although many modern adult educators had worked in diverse practices prior to entering academia, others worked either full time or part time as educators in adult basic education or in religious education. Other educators had been or were ordained clergy. Lindeman (1961) referred to adult educators as very cooperative in nature and insisted that they had to remain so in order to be successful. The author noted that adult education by nature was non-authoritarian, informal, and co-operative, with the main purpose of discovering the meaning of experience, "a quest of the mind which digs down to the roots of the preconceptions which formulate our conduct; a technique of learning for adults which makes education conterminous with life, and hence elevates living itself to the level of an experiment" (pp. 7–8).

Bash (2003) and Giles (2012) noted that adult degree faculty was also more flexible, less resistant to change, and open to new applications and use of technology. For example, the administration of an ADP could easily establish strict policies for faculty (also outlined in students' syllabi) that required faculty to reply electronically to students' questions without unreasonable delay.

ADP Faculty Identity

There is a significant disconnect when it comes to teacher identity in traditional faculty

versus adult degree faculty. Adult educators are often seen as lower ranking, not fully committed to the campus, not fully immersed in the mission and values of their institution, and not fully aware of their own identity (Eney & Davidson, 2012; Meixner, Kruck, & Madden, 2010; Schmidt, 2008; Thirolf, 2012). According to Apps (1988), traditional campuses typically look for instructors with superior training in their discipline. A demonstrated commitment to the field and research related to their discipline is a priority. It is a commitment to *personal* and intellectual fulfillment and growth that drives most traditional faculty, rather than a commitment to a department or an institution.

Higher education is also often criticized for its inability to build interdisciplinary relationships. The ideal is loyalty to the individual discipline combined with a commitment to the department and to the overall mission of the college or university (Apps, 1988; Allen, 2006). However, the current demands of a learning society "require interdisciplinary efforts—faculty members working together to examine issues and solve problems" (Apps, 1988, p. 188).

Giles (2012) reported that institutions that embraced ADPs often possessed value systems different from those who did not, and this could result in the development of a different kind of faculty identity. The specific needs of adult learners require a type of faculty that may conflict with the traditional values of the school. However, Clarke (2004) pointed out that because there was little formal training for adult educators, successful instructors were either found within the institution and thus exemplified necessary traits for teaching in the adult programs or they were hired from outside. Regardless, most suitable adult education faculty would "demonstrate the requisite creativity, respect for experiential knowledge, openness to nontraditional methodologies, and willingness to be challenged" (Clarke, 2004, p. 38).

Numerous researchers have explored past and current tactics for professoriate training, as well as suggesting and developing new models for faculty training in teaching various disciplines (Beane-Katner, 2014; Buskist, 2013; Reybold, 2003; Yendol-Hoppey, et al, 2013). Reybold (2003) studied preparation of traditional faculty extensively and observed a common trend in how typical faculty preparation begins. She indicated that the actual preparation to teach at a college level usually begins when students who could become future professors entered graduate school—usually a doctorate program. Students engaged in *faculty socialization* (Reybold, 2003, p. 237); they shadowed and learned from existing faculty about a subject and observed how to engage in the teaching process. One positive aspect of this approach was that it developed competency in a particular discipline. The drawback, however, was that "[it ignored] a complex faculty identity [development] that encompasses teaching, research, and service" (p. 236). In other words, they did not yet know themselves as teachers. Buss and Kopala (1993) have defined professional identity as "the formation of an attitude of personal responsibility regarding one's role in the profession, a commitment to behave ethically and morally, and the development of a feeling of pride for the profession" (p. 686). Reybold's findings (2003) on traditional faculty development highlighted a definite process for becoming a professor and a variety of pathways to the professoriate.

In a later study, Reybold (2008) testified that there was an abundance of literature addressing professional development and faculty identity, but that it typically pertained to traditional faculty. In contrast, research on the faculty identity formation of nontraditional faculty—adjuncts, accelerated program educators, business professionals, and specialists who chose academia as their secondary vocation—was quite limited. Langen (2011) also specified that "[w]hile there is much debate regarding the positive and negative impact of the

transformation of who is teaching in the classroom, there is little direction or guidance regarding the role adjunct faculty should play in an educational institution" (p. 186). Reybold (2008) went on to state that all educators had a set of beliefs, values, and assumptions about the place of adult education and the role of the adult learner and the adult educator. According to Reybold, teachers taught in ways that reflected their experiences and their training. They created strategies based on practical knowledge, accumulated experience, and intuitive insight. However, teachers did not always reflect on the philosophical assumptions that shaped their approach to practice. They did not often pause and think about their own role in adult education.

Kiely, Sandmann, and Truluck (2004) in their study on professional identity of adult educators insisted that faculty's reflection on their own professional identity in adult education was important yet remained neglected by many educators. They summarized their research on philosophical traditions in education by maintaining that developing an awareness of philosophical traditions in education was important and useful for the following reasons:

1. Philosophies make us aware of the underlying values, beliefs, and theories guiding our practice

2. Philosophies provide different quality criteria for making decisions and framing policy

3. Philosophies highlight different educational purposes and help us construct a social vision

4. Philosophies help us understand our own assumptions regarding learning content and processes

5. Philosophies expand our awareness of different learning traditions and the impact on adult learning (p. 26).

Who are they really? Adult educators are given many labels, including "sage on stage" (controlling agent), "guide on a side" (facilitator) (Kiely, Sandmann, & Truluck, 2004, p. 26), and "co-investigator of reality and teacher of democracy" (Fleming, 2012, p. 134). Reybold (2003) identified five types of emerged faculty in the traditional college: the anointed (establishing and maintaining relationship with the mentor, p. 240); the pilgrim (having a strategic plan to get to a goal, p. 243); the visionary (feeling the call toward a higher goal, reform, p. 245); the philosopher (on a personal quest for intellectual growth and enlightenment, p. 246); and the drifter (no commitment to academe; other career options are open, p. 248). These labels often also pertain to nontraditional faculty.

According to Swenson (2003), adult educators should not simply transmit information but should see themselves as managers of the learning process, or even co-participants in the learning process. In accelerated programs teachers have less time; thus, learning becomes the primary goal, and "parity in expectations between traditional and accelerated instruction becomes possible" (p. 86).

Faculty Beliefs and Values

The behavior of faculty is not random. Instructors choose to participate in one thing and refuse to participate in another; they may favor some practices and dislike others. This is due in part to preconceived beliefs and values. Kagan (1992) and Sheridan (2007) stressed the importance of studying teachers' pre-existing beliefs, which may be faulty and also tenacious, resistant to change. Kagan (1992) signaled that without corrective feedback, these misconceptions would likely be confirmed. Pratt and Margaritis (1999) also pointed out that existing beliefs and values influenced attitude and behavior, and attitudes developed

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subconsciously over time (Pratt & Margaritis, 1999). Sheridan (2007) recognized that if faculty

believed that adult education theory was distinct from pedagogy, they would teach accordingly.

If they believed in the value of adult education—in responding to adult needs, adjusting teaching

methods to adults' learning habits, promoting the culture of collaboration and reflection, and so

forth—successful learning would take place. Horton (2010) added that mentoring adult students

during midlife was also a key to successful teaching and learning, and Fletcher (2007) insisted

that faculty needed to help adults realize their "possible selves" in order for students to achieve

their desired goals. Unfortunately, according to Reybold (2008), many adult educators who work

with adult students are not even aware that they belong to a distinctive group of instructors: adult

educators.

Kezar and Sam (2013) as well as Pratt and Margaritis (1999) mentioned the actual beliefs

of the faculty did not always relate to or coincide with the beliefs of the program's

administration. Likewise, the administration or management could potentially aim to reinforce

certain beliefs among faculty that did not necessarily represent their own behavior and values.

Williams, Dobson, and Walters' (1993) study on organizational culture showed that a set of

beliefs contributed to an organization's culture. These included beliefs about the nature of the

organization's environment, about acceptable levels of organizational performance, about what

was necessary for the organization's success, and beliefs about the organization itself and about

the work environment. Currently, there is little or no research literature specifically focusing on

the beliefs and values of faculty of accelerated programs.

According to Thirolf (2012), teacher beliefs can take two forms, that of the teacher's

sense of self-efficacy and that of the teacher's content-specific beliefs. Professional identity is

essential in the process of becoming an effective teacher. Faculty may develop positive identity

through teaching and their relationships with students (self-efficacy), but they may also develop negative faculty identity through interactions with their peers. Kagan (1992) identified self-efficacy as the ability to influence students and to perform professional tasks. The teacher with a strong sense of self-efficacy demonstrates certain positive classroom behaviors: that teacher tends to use praise rather than criticism, to persevere with low achievers, and to be enthusiastic and accepting of student opinion. Teachers who believed that they could make a difference in a student's life celebrated student success as well as accepted responsibility for student failure. The author indicated that content-specific beliefs included epistemological conceptions about the field being taught and judgments about appropriate instructional activities, goals, and forms of evaluation. Thus, a teacher's professional knowledge was regarded as a belief, a "belief that has been affirmed as true on the basis of objective proof or consensus of opinion" (p. 73).

Haughey (2007) and Freire (2005) supported the view that educators also form certain beliefs regarding the nature of their relationship with students, that is, their closeness to students and the extent to which the teacher personally revealed those beliefs and values to the students. Freire (2005) documented some insights into the educator's role in the formation of the cultural identity of the learner. According to Freire, the teacher is a living testimony. Because a perception of authenticity was important to adult students, an instructor could not present certain values as ones held to be true, yet live a life built on opposite values. Freire charged such educators with hypocrisy, saying, "Anything that is being said but not lived loses its force" (p. 98).

Freire (2005) also believed that it was important for a professor to assume authority in the classroom and not show weakness, doubt, or insecurity. Professors possessed academic freedom that makes them strong. Students would test educators to see *how* they would conquer their own

fears. The majority of students, in his opinion, did not want the teacher to fail. They wanted the

teacher to succeed so they could start building their trust in that teacher.

Freire (2005) reflected that a teacher could talk about or discuss anything; educators

should therefore carry the testimony of sobriety, discipline, and health. However, although

learners may be looking for or expecting saints, Freire (2005) reminded the readers that

educators were not saints. It was not an educator's job to develop the discipline of a learner; it

was the learner's responsibility. He believed that while students may express disappointment in

professors, those professors would not be offended if they admit and accept that they are not

perfect or infallible. He pointed out that some students may doubt the professors, but they would

not be able to accuse them of dishonesty. Freire regarded the relationship between learner and

educator as fundamental and indicated that one had to think about it constantly. Finally, he

remarked that professors could do anything they wanted, but had to be able to prove that their

behavior was "appropriate, pedagogically, scientifically, humanly, and politically" (p. 109).

On the relationship between student and educator, Pascarella and Terensini's (1979)

study proved that the higher the students' level of social and academic integration the more

likely the student was to persist at the institution Their research stated that informal contact with

faculty beyond the classroom was an important positive influence on student academic

integration.

Professional Training and Development of Adult Educators

A primary concern about adult programs is that they lack training institutes that

specifically prepare future adult educators to enter the professoriate and become successful

professors. Most graduate students simply learn on the job, occasionally lecturing and

conducting research. Success is therefore usually accidental and cannot be attributed to particular factors or previous training experience (Beane-Katner, 2014; Degeneffe & Offutt, 2008; Gaff, 2000; Reybold, 2003; Yendol-Hoppey et al., 2013).

Rodriquez and Nash (2004) noted that the quality of a program could often be assessed by the quality of the instructors. In the past, quality would have simply been equated with professors with outstanding credentials, a background in teaching the subject, and research or publications. According to Rodriquez and Nash, there is no research that shows how much instruction instructors actually receive on *how* to teach effectively, however. There is merely an assumption that professors' educational background included some apprenticeship that prepared them to teach. Carusetta and Cranton (2005) also pointed out that although faculty development has been practiced for over 30 years, the literature remains limited when it comes to explaining how faculty "form and revise their perspectives on teaching" (p. 285).

Finlay (2008) admitted that formal training in teaching was not a normal part of professional preparation for faculty. Other authors maintained the view that professors entered the classroom hoping that the teaching would naturally take care of itself (Apps, 1988; Freed & Mollick, 2005). Clarke (2004) also found orientation programs for adult educators frequently ineffective. Cox (2004) and Finlay (2008), therefore, proposed that adult educators needed strong professional development. One approach to professional development was the creation of faculty learning communities, or FLCs (Cox, 2004; Finlay, 2008). Many researchers wrote about faculty learning groups or communities that could be organized based on faculty cohorts, discipline, topical interests, or experience level, all with the purpose of sharing resources that would allow participants to acquire new strategies for teaching, realize their own teaching identity, and help develop self-esteem (Cox, 2004; Finlay, 2008; Meixner, Kruck, & Madden, 2010). Clarke (2004)

specified that professional development should focus on teaching and learning or should be issue focused. Issue-focused FLCs may include a broader group of an institution's constituencies. The researcher insisted that because few instructors had gone through training specifically in adult education theory, the solution for equipping adult educators with the most current, most effective instructional methods would be for faculty to engage in systematic retraining.

Carusetta and Cranton (2005) stated that the nature of teaching in higher education depended on a variety of factors, including "the philosophy and personality of the faculty member, the characteristic of students, the discipline and the course content, the vision and the atmosphere of the institution, and the larger social context within which the teaching takes place" (p. 285). The authors also noted that "when one of these factors changes, teaching changes" (p. 285). Consequently, an instructor and the methods the instructor uses could not stay the same when transitioning from a traditional program to a nontraditional program.

One study conducted by the School of Social Work at Carnegie Research University found that the administration made a significant effort to recruit, train, and retrain their competent adjunct faculty. The first step the study took was to conduct an inventory of demographics of existing adjuncts. Educational, professional, vocational, and social background of adjunct faculty was evaluated. After the inventory, they conducted a needs assessment. The adjuncts were asked to articulate their interests and concerns. The results revealed that adjuncts determined that the following needed to be given more support: the creation of a position of faculty adjunct liaison, a department-wide recognition of adjuncts as essential contributors to the program, more intentional information systems to facilitate departmental and university-wide informational sharing with adjuncts, tenure track and adjunct faculty meetings to discuss course work-group planning and share resources, and in-service teaching workshops to provide

increased familiarity with instructional methodologies and classroom teaching strategies (Fagan-Wilen, Springer, Ambrosino, & White, 2006).

According to Wallin (2004) adjuncts were usually interested in professional development opportunities, especially, as Galuser-Patton (2010) adds, if they were offered at a convenient time and in a hands-on format. Adjuncts might need further training particularly in organizational and grading software, critical thinking development in students, the implementation of industry standards in curriculum, and the use of web-based course development software (Wallin & Smith, 2005). Greive and Worden (2000) also noted that it was important for institutions to keep in mind that adjuncts "may lack an understanding of the institutional mission, the purpose of the course in the overall curriculum, and characteristics of students. They may lack an understanding of the institutional policies and procedures" (p. 255). Giles (2012) and Grieve and Wordern (2000) agreed that adjuncts often felt less connected to full-time faculty and administrators and may feel marginalized and unappreciated. Therefore, as Wallin (2004) strongly states: "Professional development represents an investment in an individual's future capabilities. Providing such opportunities to adjunct faculty is an indication of their importance to the college and to its mission" (p. 388). Other authors have suggested that the importance of assimilating adjuncts into the broader academic community could be shown by implementing collaboration sessions between full-time and part-time faculty, thus establishing a strong professional link (Bethke & Nelson, 1994; Gappa & Leslie, 1993). Furthermore, research showed that the teaching performance of part-time or contingent faculty was equal to that of full-time faculty even if the former group was not connected to the "full mission of faculty in a … college setting" (Clarke, 2004, p. 39). Institutions need to consider all of these issues when strategizing professional development activities for adjuncts.

Summary

Summative thoughts post review of literature emphasizing the importance and significance of this research appear in the following paragraphs. The academic workforce is clearly changing. The typical tenure-track professors with stable salaries belonging to middle class are becoming a minority. American colleges and universities will continue to rely heavily on contingent faculty to achieve their goals (Zaback, 2011). Publications that analyze the current state of adjunct instructors and their needs report some rather concerning facts. Many adjuncts live on the edge of poverty yet, paradoxically, teach their students about the economic prosperity that education can grant (House Committee on Education and the Workforce, 2014; Street, Maisto, Merves, & Rhoades, 2012). More than 50% of adjuncts hold PhDs. Many have been published or have completed postdoctoral studies. "Adjuncts and other contingent faculty likely make up the most highly educated and experienced workers on food stamps and other public assistance in the country" (House Committee on Education and the Workforce, 2014, p. 26). And yet, many teachers remain in this profession, despite poor work prospects and conditions (Curtis & Thornton, 2013; House Committee on Education and the Workforce, 2014). Because academe relies heavily on—and will continue to rely on—adjuncts, their performance is continuously being evaluated. Results consistently suggest that students often learn relatively more from non-tenure line faculty than from tenure-track teachers (Figlio, Schapiro, & Soter, 2013).

Why do teachers remain in this profession despite poor work prospects and conditions? Some stay in hopes of securing a full-time or tenure-track position, some stay out of a love of teaching and dedication to their students. For many adjuncts, teaching is their core passion (House Committee on Education and the Workforce, 2014), and many adjuncts are devoted to

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their profession. "Their sense of professional duty is what, ironically, prevents them from finding a job in which they're treated like professionals" (Anderson, 2013, para 6).

Because adjuncts are a guaranteed part of the future of American higher education, their motivation for teaching and their beliefs, values, and competency should make up a significant portion of the present research on faculty. Much research has focused on students and how their demographics have changed from traditional to adult. Given that this demographic increasingly represents adjuncts' clientele, we should understand how and why adults learn. The majority of teachers (over 66% at the college of proposed research) hired to teach adult students are adjuncts. The literature, unfortunately, does not adequately cover the motives, satisfaction factors, values, and aspirations that shape the adult educators. Literature that considers the background of the instructors, asks why they are in the field of higher education and what happens to them while they are in the program, is scarce. It was of particular interest to investigate what motivates instructors to teach in accelerated programs, how effective they were, or what reasons they had for leaving adult education. Without knowing more about who these individuals are, why they teach, and what they need in order to be successful, schools may not be able to retain quality instructors to ensure that students receive the quality of education they pay for.

Theoretical Foundation

This study can be classified as a quasi-deductive grounded theory (GT) (Miles & Huberman, 1994), with a use of limited theoretical framework that guided my inquiry. As outlined by Charmaz (2006), one of the leading theorists in grounded theory, a more constructive approach can be employed by a qualitative study. Even though I, the researcher, was "the primary instrument of data collection and analysis [that] assumed and inductive stance and

strive[d] to derive meaning from the data" (Merriam, 2009, p. 29), the research cannot be classified as grounded theory in its purest sense, because several theorists' research ideas, even though limited, were used to help me co-create a theory and formulate my research questions.

My initial interview questions were based on the prior knowledge received from exhausting existing literature on roles, motives, and experiences of adult educators. Thus, this study uses a constructivist grounded theory approach, coupling GT methods with theoretical frameworks, particularly on faculty motivation, roles, identity, and teacher presence. The work of Reybold (2003, 2008) was used to frame inquiries on faculty identity and roles. Arbaugh et al.'s (2008) instrument on teacher presence was used to redesign an observation protocol. Clark and Gabert's (2004) study on faculty issues related to adult degree programs provided an organizational structure for the research in its beginning stage.

CHAPTER 3

METHOD

For this qualitative study, I chose case study methodology. This method allowed me to explore, describe, and examine a real-life phenomenon, and then provided a basis for the application of ideas to human situations, with results and reports that directly related to educators as well as to common readers. This qualitative study, which aimed at exploring the roles and motivation to teach of adjunct faculty of accelerated programs, adopted a multiple-case study design.

Qualitative research offers several approaches from which to choose: narrative research, case study, grounded theory, phenomenology, and participation action research. Various criteria govern the selection of one approach over another. For example, the nature of the research questions may prompt a choice for a specific qualitative diagram. Other factors that may inform the selection of a research design include the preferences of the researcher and the institution for a particular approach, the tone of the researcher's writing, or the interviewees' greater familiarity with one versus another approach (Creswell, 2007).

Case study research is popular and widely used in numerous disciplines. This method has been carefully studied and presents us with several approaches based on the work of experts such as Creswell (2007), Merriam (1998), Seidman (2006), Stake (1995), and Yin (2009), whose work provides the framework for this study. Generally, case study research is viewed as an inquiry strategy or comprehensive researcher strategy (or methodology) type of design in qualitative research (Creswell, 2007; Denzin & Lincoln, 2005; Nerruanm, 1998; Yin, 2009).

Case study research can be approached from many different angles and, as Stake (1995) shows, is not so much a methodological choice but a choice of what is to be studied. It can be

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briefly defined as "a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes" (Creswell, 2007, p. 245). Case study focuses on an *issue*; the individual case is selected to illustrate the issue. Yin (2009) further defines the case study as an empirical inquiry that "investigates a contemporary phenomenon in depth and within its real-life context." According to Yin, the case study inquiry "copes with the technically distinctive situation in which there will be more variables of interest than data points. … [It] relies on multiple sources of evidence, with data needing to be covered in a triangulation fashion, [and it] benefits from the prior development of theoretical propositions to guide data collection and analysis" (p. 18).

There are further variations and categories within case study research based on applications, size, and intent. Case studies may vary depending on size (one vs. several individuals studied) and intent (single instrument, collective, or intrinsic case study), according to Stake (1995). Yin (2009) has suggested three categories of case studies based on applications and type of research questions. Explanatory or causal case studies aim to answer "how" or "why." Exploratory case studies answer the "what" question: they illustrate certain topics within an evaluation. Descriptive case studies describe "an intervention and the real-life contexts in which it occurred" (pp. 19–20).

Based on the aforementioned classifications, the current study was identified as several individual, collective case studies within one bounded system (adult degree program bounding). It could further be defined as an explanatory case study because it attempted to answer *why* selected participants chose to teach in a selected program and why they chose to continue. Miles and Huberman (1994) suggested that for many years researchers leaned towards multiple

individual cases (in this study, teachers) in complex settings (in this study, the Adult Degree

Program), because the goal was "to see processes and outcomes across many cases, to

understand how they are qualified by local conditions, and thus to develop more sophisticated

descriptions and more powerful explanations" (p. 172). Thus, the first important reason to use a

multiple case study method in this research was to consider whether my findings were relevant

or applicable to other similar settings. Will my findings make sense beyond this specific case?

The second reason for cross-cases analysis was that it would better explain and deepen my

understanding. In addition, according to Miles and Huberman, multiple cases could help me

"find negative cases to strengthen a theory, built through examination of similarities and

differences across cases" (p. 173).

Site Description

Warner Pacific College (WPC) is a private Christian college located in Portland, Oregon,

that offers a rigorous liberal arts education in an urban setting (five campuses in the Portland

metro area), coupled with a service-oriented, faith-based approach to community outreach and

personal transformation. WPC has an enrollment of approximately 1680 students; 59% of all

students are enrolled in an adult degree program. The college is accredited by the Northwest

Commission on College and Universities (NWCCU). It offers associate, bachelor, and master's

degrees and post-baccalaureate certifications in 27 majors, 27 minors, four pre-professional

programs, and three graduate programs.

The Researcher's Role

According to Creswell (2007), in qualitative analysis the researcher becomes an active

learner rather than an expert or judge. By using the case study approach, I took advantage of a knowledge base shared by professors from various disciplines to identify common themes and patterns among faculty motivation and attributes of success. This approach provided a description and an understanding of a particular institutional culture (adult degree program) and considered how much impact that culture had on issues of faculty involvement and faculty success. As Merriam (1998) stated, it encourages "an in-depth understanding of the situation and meaning for those involved" (p. 19). Moreover, faculty self-reflection was especially effective as it allowed respondents to expose and challenge already established teacher beliefs. Consequently, the case study approach was effective in promoting the restriction of personal beliefs, which was critical (Kagan, 1992).

Data Collection

In a typical case study the following types of information are collected: documents, archival records, interview transcripts, the researcher's direct observations, participant observations, and physical artifacts (Yin, 2009). The use of a variety of data sources increases the depth of understanding about each participant and that participant's work. This study utilized (a) a preliminary demographic survey, followed by in-depth interviews with five representative faculty members; (b) document analysis; and (c) direct observations of faculty. Data for this study were collected through individual interviews, document analysis, and field notes taken while observing a participant's classroom instruction.

Population and Sample

The research study was conducted within an Adult Degree Program at a northwest private

liberal arts college. Purposive sampling was utilized to select five ADP instructors for interviews. My intention was to interview faculty members who (a) were found to be successful and effective teachers by both students and the college, (b) have been teaching continuously in the ADP program for at least five years, (c) taught courses across a range of cohorts (beginning to upper level courses), and (d) taught in the ADP program part time (i.e., they held full-time employment elsewhere, were retired, had alternative sources of income). The participants' names were replaced with pseudonyms. Five participants in the study were selected by the dean of the ADP and the ADP's Director of General Education and contacted for an interview. These selected instructors were chosen not merely for the convenience of the study, or simply because faculty had agreed to participate, but rather because they fit the study's parameters; they had been commended for excellence and were considered experienced and committed. The dean of the Adult Degree Program and the Director of General Education (ADP) were normally responsible for recruiting and hiring new faculty, reviewing student evaluations of existing faculty, and reviewing feedback provided by faculty upon course completion. Therefore, I relied on the faculty appointments made by the dean and the Director of General Education for the selection of participants to be interviewed.

Sampling Strategy

Many important topics cannot be empirically investigated (Stake, 1995; Yin, 2009). Many case studies, including this one, would require a large number of cases to allow for any statistical significance of the results. Therefore, case study research must employ a different sampling logic for case selection. "Each individual case consists of a 'whole' study, in which convergent evidence is sought regarding the facts and conclusions for the case; each case's conclusions are then considered to be the information needing replication by other individual

cases" (Yin, 2009, p. 56). The goal was not to generalize results about other cases, but rather to gain understanding about the case being investigated. This study used purposeful sampling with participants' self-selection (participants' agreement to be interviewed).

Interviews

A preliminary demographic survey (Appendix A) was e-mailed to the instructors prior to the live interviews. Respondents received a reminder email one week before the actual scheduled interview. The informed consent form, interview protocol, and biographical survey were attached. Copies of these were brought to the actual interview for review and, in the case of the informed consent form, for signatures, if not previously submitted.

I conducted five semi- structured and open-ended interviews with those ADP's adjunct professors selected for the study. Interviews lasted between 50 and 90 minutes. The interviews took place at the faculty members' preferred location. They were audio recorded and transcribed for further analysis. The research focused on understanding and interpreting faculty member motivation, roles, and goals within the program context.

Interviews were scheduled based on the preferred times and places suggested by participants. Interviews lasted from 45 minutes to two hours, depending on each participant's availability and overall preparedness. All participants received the questionnaire ahead of time and did not need clarification on the questions at the time of the interview. I had a chance to transcribe the first interview prior to conducting the second and saw a great difference in regards to participant focus, researcher focus, and overall sound quality, between the first and the second interviews, which were conducted late in the morning in a quiet, empty setting and early in the morning in a busy breakfast café, respectively. From this, it seems that the interview process can

be improved if the researcher and participant meet at a quiet place with a minimum of people and unexpected loud conversation (e.g., an empty classroom, a private room in a church building, or a separate room in a large coffee house). Also, the positioning of the researcher and the participant may contribute to the focus and completeness of participant responses; responses to the questions were more complete, focused, and included more full sentences when the participant was sitting next to the interviewer rather than across from the interviewer.

Having noted the difference between the physical settings of the first two interviews, I was able to suggest a more conducive setting for the remaining three, which allowed me to gather interview data with great sound quality, full responses, and, in all likelihood, greater satisfaction on the part of the respondent. Having a printed copy of the interview questions that included main questions and sub-questions, which can be found in Appendix D, eased the interview process: the main question did not yield a full response, I could rephrase it, asking several detailed sub-questions. Having this master list in their hands and referring to it allowed the participants the freedom to go back to items that they believed were not fully covered as well as point out specific questions they felt were important to respond to (even if they were in the list of minor sub-questions). Several participants said, "Yes, I wanted to respond to that. I wanted to talk about that," suggesting that they prepared for the interviews and viewed certain questions as important for them to cover. I allowed time for open response to these questions and let the participants drive the process. I recorded all the interviews and followed the protocol outlined in Chapter 3 for minimizing potential risks and protecting participants. After the first two interviews, I followed up with the participants to give them an opportunity to provide feedback regarding the interview process and whether it needed improvement in terms of place, time, or wording of the questions.

Observation

I observed each of the five instructors for a minimum of two hours during a regular class session. I kept field notes of my observations and a journal of my emergent questions, hunches, and tentative understandings and made a chart to record communication patterns in class discussions. To obtain an understanding about the academic and social climate in class, I attempted to record most of the personal comments by both students and instructors.

Observation Protocol

Observations of live classes were conducted for all five study participants. The main observation goal was to investigate and present a comprehensive analysis of typical student and instructor interactions, classroom dynamics, interaction patterns (if any), and other behavior related to social, cognitive, and instructional instructor categories.

To formulate the patterns related to this particular study—positive or negative teacher characteristics—I thoroughly reviewed Sheridan and Kelly's (2010) study of the indicators of instructor presence, Anderson et al.'s (2001) study on teaching presence in a computer conferencing context, and Arbaugh et al.'s (2008) *Community of Inquiry Survey Instrument*, which was used as part of the theoretical framework for the first two studies mentioned. Thus, the observation protocol was created using literature about teacher presence, the role of instructor, and community building, as well as my own teaching experience.

Arbaugh et al.'s (2008) instrument was designed to evaluate teacher presence in the following three categories: teaching presence, social presence, and cognitive presence. In the first category (teaching presence), I attempted to observe classroom techniques and interactions between teacher and students. I considered the following elements: organization of class, design

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of the course, facilitation of objectives, due dates, and overall explanation of the design of the

course. In the social presence category, I hoped to discern the instructor's tone, the instructor's

specific attempts to generate group discussions, and any affective expressions the instructor may

use. In the next category, cognitive presence, I hoped to observe the instructor's recognition of

student comprehension of material, which may have included agreeing to and commending

correct answers and addressing or redirecting wrong answers.

Using Sheridan and Kelly's (2010) survey items (some reworded), I observed teachers' instruction

and made inferences related to the following questions, thus linking the presence of these behaviors to

teachers' role in the classroom:

- Did the teacher make course requirements clear?

- Did the teacher clearly communicate important due dates/time frames for learning activities?

- Did the teacher set up clear expectations for discussion participation?

- Did the teacher provide clear instructions on how to participate in course learning activities?

- Did the teacher clearly communicate important course topics?

- Did the teacher explain how to navigate the course if an online module was used?

- Did the teacher communicate important course goals?

Students who completed the questionnaire in this particular survey listed the items above as the most

important indicators of teacher presence, giving them the highest rankings. The items below (from the same

study) were also evaluated in the study, yet received lower ratings. I observe and attempted to answer these

questions as well:

- Did the teacher use icebreakers to help students become familiar with one another?

- Was the teacher's feedback and comments always positive?

- Was the teacher actively participating in the discussion?

Anderson et al. (2001) studied teacher presence using a different approach. Their study focused on evaluating teacher presence in an online course. Teacher transcripts provided content, and analysis was made from inferences from the text. Anderson et al. studied three categories in which teacher presence could be explored: design and organization, facilitating discourse, and direct instruction. Only items that added greater understanding of teacher motivation and role (the focus of this study) were selected. Some items were reworded for observation in a regular (vs. an online) classroom. I have also added questions to certain items for a more complete exploration of the issue.

Under design and organization:

- How did the teacher set curriculum? What will be discussed in a certain week?

- How did the teacher establish etiquette in the classroom? What were the rules for entering a discussion? How did students take turns?

- How did the teacher divide students into groups? What were groups expected to do?

- How did the teacher utilize medium effectively? Did the instructor address the issues that students raised earlier in class or via email?

Under facilitation of discourse:

- How did the teacher identify areas of agreement/disagreement?

- How did the teacher seek to reach consensus/understanding?

- How did the teacher encourage, acknowledge, or reinforce student contributions?

- How did the teacher establish a climate for learning? How did the teacher encourage students to overcome fear of responding and encourage them try their ideas in front of the class?

- How did the teacher draw in other participants, thus promoting discussion?

- How did the teacher assess the efficacy of the process (discussion)?

Under direct instruction:

- How did the teacher present content? What methods were used?

- How did the teacher confirm understanding and how did he/she diagnose misconceptions?

- Did the teacher inject knowledge from diverse sources, aside from the prescribed curriculum?

- Did the teacher respond to technical concerns?

Finally, I used my personal teaching experience and considered how a teacher used time (e.g., Did the teacher arrive early to offer additional help to students? Did the teacher stay after class to respond to students' needs? What did the teacher do during the break—isolate and rest from students or continue interaction with students?) What was the teacher's dress code? How did the teacher position himself/herself (e.g., standing, sitting down, and in what proximity to students)? I also observed body movement, use of specific language, use (or absence) of humor, personal story, and testimony.

Each observation took two and a half hours, which allowed time for observing the teacher and students before class, during class, and during breaks. Observation notes were organized according to the planned design: margin notes (including reflections, questions and answers) and the actual thick description of the class (including physical settings, attire, positioning of students and instructor, etiquette, and communication prompts). Every little detail was noted, from the shoes the participants wore (signaling a desire for comfort and the ability to move freely around the classroom), to the food and drink they consumed (signaling their readiness to stay in class during breaks and continue working with students), to the organization of their desks and materials brought to class, to the use of their cell phones, and many other factors that could give

clues to the quality of instruction, level of student engagement, and ultimately the teacher's role in the classroom. The observation notes were carefully studied, and researcher reflections, comments, and questions were separated from the actual activities and words of instructors and students. Field notes were edited, and page numbers were assigned to the entire document.

Documents

With permission from the program administrator and participants, I enrolled in the classes taught by two of the participants as an auditing instructor and was able to review all class-related communication, including emails, instructions, clarifications to assignments, assignment feedback, and other messages. These personal pieces of written documentation were very helpful in further analysis and as part of data triangulation. Four out of five participants emailed in class-related documents, messages, letters, assignment descriptions, and syllabi that they sent to students. One participant provided printed materials related to class. In general, some instructors were more open to sharing documents and had a lot to offer for analysis, while others strictly provided assignment descriptions, rubrics, and other non-personal materials they use in class. All documentation was compiled into one large document for each participant and assigned page numbers.

Biographical Questionnaire

This study employed an embedded design (preliminary biographical information survey followed by in-depth interviews). Respondents selected for the interviews were initially contacted by e-mail (Appendix B). Participants were also provided with consent forms (Appendix C) and the interview protocol (Appendix D). Once the participants have agreed to

participate in the interview, a biographical survey was emailed to them (Appendix A). Respondents were asked to send the biographical survey back to the researcher before the interview. The time and place for the interview was chosen by the participants to ensure a convenient, familiar, and private environment.

In case study research, the researcher is often considered to be the instrument, or is identified with the term *instrument* (Stake, 1995). Yin (2009) noted that the demands a case study makes on a researcher's intellect, ego, and emotions are greater than those made by any other method (p. 68). The successful investigator must conduct a study that has a continuous interaction between the theory studied and the data that being collected. The researcher must also take advantage of unexpected opportunities, rather than being trapped by them. The case study collection procedure cannot be routinized [sic] (Yin, 2009, p. 68); no one other than the designer of the study can carry out the study (compared to other methods, such as laboratory experiments, for example, that can be conducted by a trained research assistant). Yin (2009) described a skilled researcher (or investigator) as someone who has "a firm grasp of the issue being studied, even if in exploratory mode. Such a grasp reduces the relevant events and information to be sought to manageable proportion … [and] a person should be unbiased by preconceived notions, including those derived from theory. Thus, a person should be sensitive and responsible to contradictory evidence" (p. 69).

This study design employed semi-structured interview questions that allowed participants to provide in-depth responses without interruption from the researcher (Appendix D). In addition to interviews, hours of observations of teaching and in-depth analysis of related documents were expected to offer grounds for cross-case analysis with the goal of identifying the major themes regarding faculty motivation to teach and their role in the classroom. The researcher's primary

responsibility in this approach was to play the role of an active listener. According to Yin (2009), "'listening' means receiving information through multiple modalities—for example, making keen observations or sensing what might be going on—not just using the aural modality" (p. 70). In the role of the active listener, the researcher thus strives to "assimilate large amounts of new information without bias … capture the mood and affective components … [and] … understand the context from which the interviewees were perceiving the world" (p. 70). Because the study also employed a preliminary biographical survey, the researcher also considered these documents and responses, carefully observing and weighing whether they included any additional important messages or insights, and whether this information could be corroborated from other sources of information. Preliminary demographic survey data was also helpful in writing introductory narratives for each participant.

<center>Data Analysis</center>

The problem addressed in this study was the insufficiency of research on motivation, satisfaction factors, training, and other aspects of the adjunct teaching profession. Studies that address the wants, needs, values, and aspirations that shape the adult degree instructors' perspectives on teaching are limited. The goal was to join the conversation on faculty roles and add to the research on adult faculty motivation to teach adult and nontraditional students, especially in accelerated programs. The purpose of the research was to explore faculty self-identified roles in the classroom as well as their motivation to teach adults, despite insufficient rewards, and their own formula for effective teaching. The research questions guiding this multiple case study, as described in Chapters 1 and 3, are as follows:

    1. What role does an adult educator adopt in the adult degree program?

2. What is the main motivation for instructors to engage in adult education?

Data collection began immediately after I had obtained IRB approval to conduct research at Warner Pacific College. In order to collect and triangulate data about teacher motivation and roles in the classroom, I used three sources for data collection that were related to teacher motivation and self-selected roles: interviews, observations, and documents related to teaching.

Procedures outlined in Chapter 3 were followed during the period of data collection. After the initial invitation to participate in the study was sent via email to a large group of instructors that met the criteria for study participation as outlined in Chapter 1 and 3, three female instructors responded immediately. In order to solicit more responses and vary the gender of participants, I sent a follow-up email and received a higher number of responses indicating desire to participate in the study from both female and male instructors. The participant list had to be limited to only five respondents who were teaching classes at the time of data collection because observation of live instruction was a necessary element of triangulation. Thus, two male and three female instructors were selected to participate in the study. Their demographics, as collected from the preliminary biographical survey, are included in Appendix E. All instructors had reviewed the consent form prior to any type of data collection. Consent forms were signed before the interviews, and instructors were provided with copies of the form.

After preliminary data were collected, they were analyzed and emerging key issues were identified. The strategy of the study was to identify issues within each case and then look for themes that arose after review of all individual cases (Yin, 2009).

Each interview transcript was independently reviewed. Data relevant to the research goal—to describe how ADP faculty viewed its role and what their main motivation for teaching

were—was highlighted and coded. Yin's (2009) pattern matching analytic technique was used to analyze the responses for predominating patterns and prevailing themes.

Member Checking

All interviews were digitally recorded and then transcribed. Transcripts and their interpretations were then given to the participants for "confirmation of credibility of information and narrative account" (Creswell & Miller, 2000, p. 127). Content validation of each interviewee was established through member checks in which participants were offered the opportunity to review and correct their transcripts, and their interpretations, participant narratives, and within-case results narratives. Several participants made minor revisions to their transcripts, and these were addressed by the researcher.

Data Reduction

Based on Miles and Huberman's (1994) advice, the data reduction process takes place before and during data collection, and continues after fieldwork and interviews are complete. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions" (Miles & Huberman, 1994, p. 10). While reduction is not the actual analysis, it is a part of the analysis (Miles & Huberman, 1994, p. 11). As Yin (2009) mentioned, the researcher should "play" with his or her data in order to form an analytical strategy. Yin specified that data analysis strategy should tell a story that is based on objective responses given to the research questions. Moreover, "conceptual frameworks and research questions are the best defense against [data] overload" (Miles & Huberman, 1994, p. 55). Data reduction, or condensation, allowed me to sort, sharpen, focus,

discard, or extract data that needed to be coded for further analysis in order to form patterns. Yin (2009) advised researchers not to form preconceived ideas or to form hypotheses that would allow one to support or refute an existing theory. The current analysis utilized an inductive approach: interview transcripts were studied until clear patterns and themes emerged. Patterns and themes were then categorized and coded.

Creating Codes and Categories

This phase of the analysis included the within-case analysis that allowed me to become familiar with each case as a whole and to generate a list of initial codes. Using literature on faculty motivation (Bedford, 2009; Brunetti, 2001) and faculty roles and identity (Fleming, 2012; Kiely, Sandmann, & Truluck, 2004; Reybold, 2003), the codes developed ranged from descriptive (basic code, very little interpretation), to interpretive (some interpretation, in-context review), to inferential (pattern codes, which illustrated an emergent pattern) (Miles & Huberman, 1994). They were was compiled from a conceptual framework, the list of research questions, and problem areas. Following the open coding, axial coding (analyzing data for similarities and differences) was conducted (Corbin & Strauss, 1990). During axial coding, main categories and subcategories were developed and a master list of codes was established. Following axial coding, selective coding involving integration of categories that had been developed to build the theoretical framework was done (Corbin & Strauss, 1990). During the cross-case analysis, I again examined the codes in terms of their presence in or absence from the cases, which, according to Miles and Huberman (1994), was to help me identify the similarities and differences across the cases, as well as common themes. At this stage, a story line was generated, a "descriptive narrative about the central phenomenon of the study" (Corbin & Strauss, 1990, p.

15). I continued to evaluate the original data to ensure it matched the story (Corbin & Strauss, 1990; Yin, 2009).

Data from the case study for each participant were first analyzed separately. The data for each teacher were compiled, disassembled, then reassembled by emerging themes. Each interview transcript was independently reviewed, and then interviews were read through altogether (Corbin & Strauss, 1990). The strategy of the study was to identify issues within each case and then look for shared themes that go beyond individual cases using Yin's (2009) pattern matching analytic technique. The initial codes were developed when the data was disassembled and presented case-by-case, and were then recombined using a word table to identify emerging patterns and note the resulting themes cross-case. During the second stage of coding, data relevant to the research questions was combined from all three sources for each participant – interviews, documents, and observation field notes – and emerging themes were further formulated during axial coding.

After each teacher's transcript was read several times, memos were added after each question asked, responses were summarized, and irrelevant interruptions and side notes were removed; data was then reduced with irrelevant text removed and saved in a separate document in case it needed to be retrieved later for any verification. Open codes were then assigned to sections of the text in the margins of each interview transcript, set of observation field notes, and set of documents. I initially assigned an average of 200 codes for data collected from each participant (ranging from 170 to 260). There were two approaches taken to assigning codes and sub-codes. I would read a piece of data that reflected an aspect, for example a role a teacher self-selects in classroom. I would review my questions and the participant's response. I would initially categorize this chunk of data as "role in classroom," but I would not lock or merge any

cells for codes and sub-codes under this category, nor would I lock the category as an established theme. I would try to enter as many codes and sub-codes based on actual keywords as I could. At this point, the *final* codes under "role" were not formulated, and I read the section again to reflect the essence of the respondent statement within a sentence or paragraph. Certain sub-codes fell into a code selected for an earlier piece of the transcript, for example. I included direct quotes from interviews, text from documents, and my field notes from observations immediately, with the data source indicated, so I would be able to refer the codes to the text in order to write a narrative later.

Table 1

Code Assignments in Table. Initial Draft

Category	Code	Sub-code	Actual Comment/observation	Source
Role in classroom	Being himself	Hard question		Tom 5
	No mask	Not talking much about himself Not getting personal		
	Wants to make students enthusiastic about discipline	Assumes they are not Had negative experiences with this subject		
	Breaking stereotypes	Not pretending something he is not		
	Coach	Possible stereotype – students having bad English teachers		Tom5
	Mentor			
	Motivator	Delightful Gives reasons for doing things		TomO1
	Peer			
	Realist			

At this time, sub-codes were grouped under specific codes that fell into the category of good teaching. Table 1 shows the initial draft of the working table that was filled with key-words and phrases, and Table 2 is a finalized coded section of the same excerpt. To keep track of

sentences and pages from where the codes were extracted, actual comments and sentences were copied into the table and the source column had the participant's pseudonym and page number from the interview transcript, observation field notes, or documents.

Table 2

Code Assignments in Table

Category	Code	Sub-code	Actual Comment/observation	Source
Role in Classroom	Coach Mentor Motivator Peer Realist Helper	Hard question Not talking much about himself Not getting personal Not pretending Students may have had negative experiences Delightful There are existing stereotypes reason for doing things	"What you see is what you get. I am being myself." "I try to get students enthusiastic about those things, with an assumption- I have a presupposition that they're probably not, that in fact, they've probably had some pretty negative experiences with English teachers over the years. This isn't always the case, of course, there's a stereotype. But if they leave workshop one, you have one enthusiastic, delightfully surprised [student] [thinking] 'that this isn't so bad after all.' Or, you know, 'Where was this guy when I was in a junior in high school?'"	Tom5 TomO5 TomD6
			Tom changes the tone of voice. Sounds excited about projects and presentations. Explains why students should be excited.	Tom4 TomD1 TomO1

Note. Sub-codes represent key words from transcripts before codes were assigned. Actual comments represent exactly what was said. The source column refers to the participant's pseudonym and page number of the transcript. For excerpts from observations and documents, the corresponding capital letters *O* and *D* were added to the source label (E.g. TomO5, TomD6).

It was essential to have an open mind and allow flexibility for final labeling of categories. Once all data (interview transcripts, observation field notes, and documents) were reviewed and coded, categories were further grouped through the process of axial coding, combining and recombining closely related categories. The regrouping reduced the categories to a smaller size, and each case had seven major general themes that are formulated and detailed in Chapter IV.

Data Display

Data display is a visual format that presents information systematically, allowing users to draw conclusions and take necessary action. Corbin and Strauss (1990) found that typical qualitative research case study reports are weak and are cumbersome forms of display. They noted that these reports are usually dispersed over many pages, cannot be viewed as a whole, and are read sequentially rather than simultaneously, making it difficult to consider multiple variables at the same time. The key to an effective display is the researcher's knowledge of what the researcher *wants* to display. An effective display allows a researcher "to absorb large amounts of information quickly" (p. 92).

Corbin and Strauss (1990) have outlined multiple formats for data display. Format selection depends on what the researcher is trying to understand: general situation, detailed chronologies, the behavior of people in different roles, or the interplay of variables. After reviewing the strengths and case applicability of several display types (partially ordered display, context charts, checklist matrix, time-oriented display, event listing, event-state network, role-ordered matrix, conceptually oriented display, conceptually clustered matrix, cognitive map), I chose the conceptually oriented display, possibly clustered matrix, as a data display type (Corbin & Strauss, 1990, pp. 127). The data from the analysis portion of this study were organized into the matrix and presented in Appendix F.

I interpreted the results of the study and provided an outline of the lessons learned. Possible generalizations were drawn and recommendations for improvements to the adult program were outlined and presented to the administrators of the program at Warner Pacific College.

Verification

Qualitative research employs a variety of procedures for establishing validity of results, such as member checking, triangulation, thick description, peer reviews, and external audits (Creswell & Miller, 2000, Lincoln & Guba, 1985; Maxwell, 1996; Merriam, 1998). The most appropriate verification strategies for this study were found to be triangulation, researcher reflexivity, member checking, and thick description (Creswell & Miller, 2000, pp. 126–128; Seidman, 2006, pp. 124–126).

Triangulation

This study employed data triangulation, one of the four triangulation types discussed by Patton (2002). Data triangulation requires collection of information from multiple sources with the goal of corroborating the same phenomenon. For this study, five participants were interviewed. Their responses were compared with findings from studies previously published on the same subject. Several interviewees also made their self-reflective written responses available for references. This type of data validation helped tie the experiences of the faculty to the general theories of faculty identity; original patterns and themes were identified. Two other sources of evidence were direct observations of teaching and instructor documents that were available to students (correspondence, postings, publications, and other documents pertaining to a written course). As Creswell and Miller (2000) concluded, "Triangulation is a validity procedure where researchers search for convergence among multiple and different courses of information to form themes or categories in a study" (p. 126). It is a process of sorting through data "to find common themes or categories by eliminating overlapping areas" (p. 127).

In summary, the data triangulation process included the following steps: (a) responses of participants were compared with findings from previous studies; (b) all interviewees were asked to provide self-reflective written responses to a list of questions from interview protocol, making their written responses available for references; (c) peer debriefing was performed by two colleagues employed by the program but not selected for interviews critiqued the field notes; (d) transferability of results was enhanced the preliminary background surveys submitted by instructors prior to inviting any to participate in interviews; and (e) content validation of each interviewee was established through member checks in which participants were offered the opportunity to review and correct their transcripts and within-case results narratives.

<div align="center">Researcher Reflexivity</div>

Researcher reflexivity refers to the possibility of researcher bias that needs to be accounted for (Buckner, 2005; Humphreys, 2005; Lietz, Langer, & Furman, 2006). Personal beliefs, values, and biases that could potentially shape the inquiry need to be acknowledged and presented to a reader for better understanding of the researcher's position; the reader is then able "to bracket or suspend those researcher biases as the study proceeds" (Creswell & Miller, 2000, p. 127).

As a relatively new faculty member of the program being studied (ADP at Warner Pacific College), I naturally take an interest in establishing the profiles of other faculty who have taught in the same program for a longer period of time and in discovering their motivation for continuing to teach. I acknowledge the often negative views of for-profit universities and their accelerated programs (Hassler, 2006; Howard-Vital, 2006; Kinser, 2006; Lechuga, 2006; Snell & Allen,1999; Stimpson, 2006; Tierney & Hentschke, 2007; Tooley, 2007; Wilson, 1989, 2010), as well as the criticism that often surrounds accelerated programs or degree completion programs

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established by traditional nonprofit colleges and universities, which are often compared to or associated with online programs administered by for-profit schools (CAEL & ACE, 1993; Clarke & Gabert, 2004; Freed & Mollick, 2009; Matkin, 2004; Rodriquez & Nash, 2004; Simpson, 2004; Watkins & Tisdell, 2006; Wlodkowski, 2003). However, instead of rebutting these criticisms, which would require a separate manuscript, I chose to focus on examining the profiles and motivation for teaching of the leading and most successful faculty members. Furthermore, faculty members who were interviewed were given an opportunity to address the existing criticism and to assess the effectiveness of their own program.

At one faculty development meeting, a long-time ADP faculty member commented that "we certainly do it [teach] not for the money." The crowd nodded in agreement. At that moment the goal of and focus for this study became the examination of why ADP faculty teach and why they strive to teach adults, with a high level of professionalism, in spite of being underpaid and never becoming full-time faculty.

Thick Description

With thick description, credibility is established through the viewpoint of the reader. By providing vivid details, rich descriptions of people and settings, and a clear presentation of the subjects' feelings, the researcher helps readers accept the credibility of the account, allowing them to feel what a participant (or subject) experiences, and helps them determine whether the findings can be applied to other contexts (Creswell & Miller, 2000; Denzin, 1989; Stake, 1995). I comprehensively documented the behavior, language, settings, and overall interaction of the participants of this study, ensuring thick description of all accounts.

Peer Debriefing

Creswell and Miller (2000) stated that "a peer debriefing is the review of the data and research process by someone who is familiar with the research or the phenomenon being explored" (p. 129). In peer debriefing, credibility is established through the viewpoint of someone external to the study in close collaboration with the researcher, preferably throughout the course of the entire project (p. 129). I worked closely with several people employed by Warner Pacific College, both inside and outside the adult degree program. These individuals were not interviewed for the study, but were given an opportunity to question, critique, and challenge the assumptions and methods of this study.

Ethical Considerations

Stake (1995) recognized the many possible faults of case study research and qualitative research in general: "Qualitative study has everything wrong with it that its detractors claim" (p. 45). He admits that qualitative research is subjective. It can take a long time for qualitative research to conclude and the research may subsequently have evolved (p. 46). Qualitative research is expensive and researchers often lack sufficient funding. In case studies, because of the personal nature of the research, privacy may be at risk (p. 46). Another common criticism of case studies is that they lack grounds for generalization (Stake, 1995; Yin, 2009).

My personal involvement with the ADP program could present a potential researcher bias, as I am a teacher in the program, as well being the researcher for this program. I might naturally attempt to critique or command the participants' teaching methods or "try" the self-identified role on myself as an instructor. It was therefore necessary to guard against my own biases by keeping detailed field notes, which reflected my own subjectivity (self as researcher,

and self in relation to the topic of my research). My field notes had an additional column for possible reflections; the content of these self-reflections was later checked for personal prejudices or premature expectations. Two colleagues employed by the program but not selected for interviews critiqued my field notes. The reviewers were asked to indicate anything that stood out in my personal research style or was undesirably controlling; they also helped me explore my preferences for certain interpretations and explanations and to discover any blind spots and possible omissions.

It is important to note that the adjuncts were not employees of the program. They were individual, independent contractors. They contract for one class at a time, without promise of future work or any other benefits employees usually receive from an employer. Many of the adjuncts did not know one another, which created another significant difference between the adjunct independent contractor community and a more regular employee committee. The unusual relationship of the adjunct instructor to the program resulted in a situation that suggested less personal bias by the researcher looking at her own (adjunct) program than one might expect if the researcher was considering a more traditional program.

CHAPTER 4

RESULTS

Once all data were reviewed and coded, categories were further regrouped and reduced, the following seven themes emerged from the five cases: 1) deep self-analysis: identity and self-image, 2) self-identified role in classroom, 3) altruistic motivation to teach, 4) student affinity, 5) valued teaching and teaching temperament, 6) commitment to education, and 7) understanding of andragogy. The themes can be formulated as follows:

1. Deep Self-Analysis: Identity and Self-Image

This theme relates to the participant's view of one's self as a person and as a teacher, participant's reminiscence of life experiences, review of major life decisions, life goals and ideals, and character traits.

2. Self-Identified Role in the Classroom

This theme relates to the participant's self-identified role in the classroom as well as suggested roles as evidenced from class observations and documentation.

3. Altruistic Motivation to Teach

This theme encompasses the participant's initial decision to teach and continued motivation to stay in the adjunct teaching profession. It also includes practical, monetary and non-monetary factors of the job in relation to motivation as well as the participant's attitudes toward full-time and part-time teaching.

4. Student Affinity

This theme relates to the participant's relationship with students, availability to students, awareness of student learning styles and academic needs, and finally, to student persistence.

5. Valued Teaching & Teaching Temperament

This theme encompasses good teaching skills, teacher presence, and teaching temperament in adult teaching.

6. Commitment to Education

This theme relates to the participant's attitudes toward personal and professional growth, participant's attitudes toward professional development, training for teaching adults, teaching community partnerships, and commitment to the institution or program.

7. Understanding of Andragogy

This theme reveals the participant's general views of adult education, adult students, accelerated programs, and other alternative programs available to adults. It also discusses the participant's view of differences or similarities between traditional and adult students.

Case-by-case review of these themes and supporting evidence are presented in this chapter. The study also revealed five major themes present across cases (self-analysis, self-identified role in classroom, altruistic motivation to teach, student affinity, and valued teaching and teaching temperament). A detailed cross-case analysis is further presented. Finally, I formulate, analyze, and discuss the responses to two major research questions of the study.

Appendix G demonstrates how the master list of open codes for the first participant was put together. During open coding, the table was split each time the text shifted to address a different issue. This helped group codes during axial coding. Data were re-read during axial coding to make sure the codes reflected what was being said, observed, or documented to eliminate repeated concepts, and to fill in the blanks in partial phrases in which the codes stopped carrying particular meaning. Appendix G demonstrates how, using axial coding, the master list was re-ordered and regrouped into a table with emerging themes.

Once I finished axial coding for the first participant, I could see that certain categories were more related to each other (and thus could be grouped closer together). The process became more meaningful and focused, and the exercise received a more clear direction when I coded data for the rest of the participants. Participants often responded to questions with extensive, one to two page-long narratives. Dissecting such responses into meaningful pieces of data that could be labeled and sorted into categories was essential. For example, a response to the question "What do you consider to be an ideal teaching temperament in teaching adults?" could potentially give answers that could be coded under the following categories: temperament, motivation to teach, role in classroom, preparation, commitment to student, and more categories in some cases. Thus, the master code table needed to be restructured into loose categories that were somewhat related to each other and then re-ordered hierarchically during axial coding. The new order began with categories that addressed the main two research questions (RQ1: What role does an adult educator adopt in the adult degree program? RQ2: What is the main motivation for instructors to engage in adult education?) and cascaded into subsidiary categories that carried answers to questions that could help answer the main research questions: effective teaching theme, personal contribution to the field of adult education, major influences that shaped the career of each participant, perspectives on teaching and learning, beliefs regarding participants' self-efficacy and their role as educators in relationship to students, academia, adult degree programs, and other themes if present. It was important to be flexible with the way initial codes table was displayed. The matrix did not look pretty; some cells grew longer, while others remained empty with limited comments or quotes to fill, and it was important to let go of "pretty" and make sure that the data accurately supported emerged categories, quotes matched

initial codes, and the codes were grouped properly under themes. It could look uneven and imbalanced, but it had to be truthful and tell the story.

During cross-case analysis, I grouped and listed all codes and sub-codes under a category like "role," for example, and copied corresponding comments from all five respondents; I was thus able to develop emerging themes across all cases for insight into the roles the participants assumed in the classroom. It was difficult to regroup certain codes that could be combined by similar or closely related ideas that formed categories. Merriam (1998) and Creswell (1998) recommend continuing reading and listening to recordings of data to identify combinations of ideas, find new insights, and possibly develop additional codes. I re-read all of the transcripts one more time to test categories for overlapping and search for new insights, and I also allowed a program administrator at Warner Pacific, who was supportive of this research, to review my tables and make recommendations. As mentioned in Chapter 3, I worked closely with the Adult Degree Program administrator throughout the research project and sought advice and criticism on any aspect of my work – interview protocol, wording of questions, initial wording of codes – during the process. To ensure credibility of within-case results, the coded tables (with actual direct quotes from respondents) were emailed to each participant for verification and any editing for clarification on their part.

Case-by-Case Results

Case 1: Tom

Background: Becoming a Teacher

Tom has been teaching on and off for sixteen years, with eight years of teaching experience in the Adult Degree Program. Tom was the first person in his family to go to college.

After his first year of college, he joined the army and believes that only after the service he was serious enough to finish his degree. Tom chose literature, not teaching, as his major, and he was happy about his choice. After receiving his undergraduate degree, he began teaching English in a junior high school, and at that time developed a liking for teaching and a desire to teach older students at some point. He went back to school to receive his master's degree with the goal of teaching adults at a community college, which he did for four consecutive years upon graduation, and continued teaching adults in the evenings even after a career change. Tom went into the corporate world and dedicated the next 25 years of his life to his career, hoping to retire early and go back to part-time teaching.

Being an Adjunct

Tom initially taught full time at a community college in the department of basic adult education. He taught basic reading and writing skills, GED classes, high school completion classes, and English as a Second Language. During the interview, he noted that that "full time teaching was a high burn-out position for anyone," and he did not regret leaving teaching full time for a corporate position, which, he said with laughter, "granted him tenure." In the business world, he learned a lot about the world outside of academia, people in general, and technology. Tom, unlike any other participant, made many comparisons between college campuses and the corporate world. Tom recollected the response he received from a person who interviewed him for a position at a corporate organization: "You know, you are not going to be happy here.... You are far too creative." Tom said that after a few years of working there, he came to realize that [the person] was doing a disservice to the company and him because "that's *exactly* what the corporate world environment needed." He mentioned several times that the corporate world

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could learn a lot from a school campus, and a school campus could also learn a lot from a corporation. He asserted that the corporate world understands the value of alternative programs, and higher education should get on board with ensuring wider access to alternative forms of education. He also pointed that there was also criticism toward colleges that they were changing too much too fast like corporations, and it could be viewed negatively by traditional academics.

Once he retired, Tom taught part-time, as planned, at several liberal arts schools, community colleges, and for-profit schools in the area. He mentioned that his father wanted him to follow his example and join the world of the construction business. "But I did not want to… I often revisit that decision," Tom said humorously. Currently, Tom is teaching four or five courses at Warner Pacific College that are of different levels, from introductory associate program courses to upper level baccalaureate level courses. Tom prefers being a part-time teacher; he is interested in volunteering opportunities such as being involved in the writing lab where students seek help. He also plays the guitar, would not mind teaching an instrument to others, and writes poetry in his spare time.

Within Case Analysis: The Emerged Results for Case 1.

The resulting themes for the first participant, Tom, were gathered from interview transcripts, observation field notes, and document analysis (with additional self-responses provided by Tom to several questions after the interview). The seven major themes were regrouped hierarchically beginning with those most closely responding to the issues outlined in the purpose of the study and those addressing the research questions directly.

Corbin and Strauss (1990), discussed the drawback of qualitative research results being displayed sequentially rather than allowing the reader to view results simultaneously and be able

to consider multiple variables at the same time. With this in mind, I tried to connect the themes and demonstrate the relationship between the studied phenomena by drafting and revising Figure 1 to demonstrate a large and complex phenomenon using just one page. The arrows on the display, however, are suggestive and should be understood as those demonstrating loose connections and correlations according to the researcher's interpretation and should not be viewed as definite causal relationships. The same strategy was applied to all cases.

Figure 1: Major themes
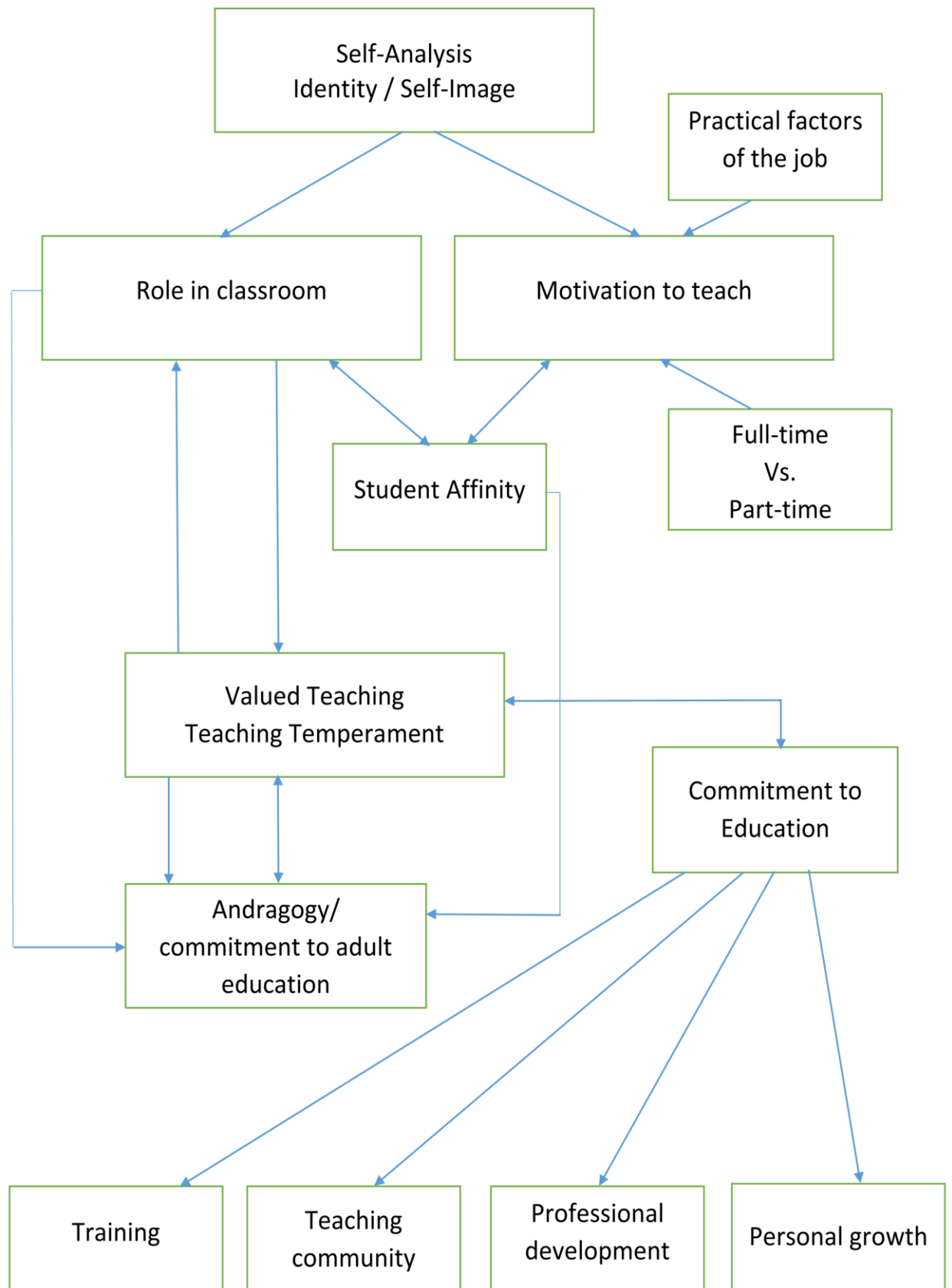
Theme 1. Deep Self-analysis: Identity and Self-image.

During our interview, Tom often revisited the past: considering his decisions, his view of life, and his understanding of human priorities and needs. He made references to the ideas that were discussed and were pondered on in the past, listed several books and authors whose ideas he was interested in exploring, and made comparisons to today's view of academia and teaching, wondering whether these ideas are finding a place in today's world of education. Tom reminisced about the fact that life used to be somewhat simpler for teachers and students. He talked about his early teaching career, when he was not highly paid, with fondness and mentioned that people's needs and priorities were different from one another.

Tom ruminated upon people's definitions of success, riches, human needs and wants, and priorities, and he viewed his life as being free from the prescribed stigma of the continuous race-like run as being necessary to one's happiness.

From Tom's self-reflection and self-analysis, honesty and humility appeared to be important to his teaching personality. Tom found it easy to label himself as what he believed he was and what he was not. He said things like, "I am not an academic," and "I am not an outgoing person." He also qualified many of his statements with statements like, "I am being too critical," or "I am exaggerating." When asked about the extent of relationships with the students, Tom indicated that the focus should be students' understanding of the world. He does not make a big deal about introducing himself and does not want students to think "Who's this guy thinks he is?" even though he makes himself available for whatever questions students might have for him. Tom would rather "connect students to content rather than with who [he] supposedly [is]…. We tell a lot of myths about ourselves, you know…" he noted. He admits that many students may have better paying jobs than instructors and with laughter adds that "…they'll be surprised, you

know, when they see you in your part-time barista job on Saturday mornings." Tom is very comfortable with who he is and what he has, and tries not to get "too personal" and "too wrapped up" in personal things or discussions of success with students unless the material they are studying together calls for it. He believes that "there is a human predicament that … various situations we find ourselves in… and you could be 'riding high in April and shot down in May,' as the song goes, … so you need to be humble about whatever you are doing, and wherever you came from, and whatever you have."

Tom also demonstrated his longing for and interest in new ideas, whether they come from students, texts, or peers. He values alternative forms of education and open access to academia. He enjoys having the freedom to create his own materials and write syllabi. He is willing to offer volunteering services to the program in order to help students with their writing skills and is willing to write materials and possibly texts that would be more geared toward adult students.

Theme 2: Self- identified Role in Classroom

When asked about his role in the classroom, Tom's response was, "It's a hard question." To answer this question, instructors have to pause and really be able to evaluate, select, identify, and label what they do and who they are in the classroom. Tom responded to the question during the oral interview as well as in a written self-response. Tom's role aside from addressing student needs could not really be identified. These two – teacher role and student role – ultimately go together in his case. The fact that Tom considered this a hard question testifies that the faculty are more concerned with the student role and student learning vs. their own views of the one who teaches.

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Tom used the word "authenticator" in our discussion of labels and roles for teachers. He noted that he was honest about who he was:

> What you see is what you get. I am myself. I don't put on any kind of mask, I don't talk about myself and get real personal, as we mentioned earlier. But, neither do I try to pretend I'm something that I'm not.

Tom was also genuinely excited about his discipline; he invited students to explore the limitless possibilities of language:

> I'm interested in ideas. I'm interested in literature. I'm interested in words and writing and language and all these things. I try to get students enthusiastic about these things, with an assumption …that they're probably not; that in fact, they've probably had some pretty negative experiences with English teachers over the years. … if they leave workshop one, [and] you have one enthusiastic, delightfully surprised [student thinking] that 'This isn't so bad after all,' [then] I guess my role is coach, mentor, motivator, peer as much. Writing is not easy. Not even for professionals that do it all the time, every day. And I can not make writing easy for you. I can help you become more efficient at it. More effective. I can help you become more disciplined.

In his self-reflective narrative, Tom indicated that the roles the instructor assumed in classrooms varied, came forward, retreated, and changed depending on the situation, and some situations called for assuming multiple roles simultaneously. These roles, as mentioned earlier, were assumed to be in sync and in response to the student roles in class:

> No student comes to class completely ready, nor does the teacher, because the unexpected, the unknown, the random, the improvised, the uncontrolled - all lurk in the air. The classroom is like the stage of a live theater, with both teacher and student sharing roles of actor and audience. The actors know their lines, but sometimes they forget them, no matter how many times they've recited them before. Mistakes happen. A particular audience fails to respond. An actor has an off night. So there is another role that must be assumed by both teacher and student, and that is the role of the humanitarian, the caring person, the good Samaritan, the fellow human being, the helper who holds the candle up that both reflects and illuminates.

He continued discussing the interplay between student roles, dictated by their expectations and attitudes, and instructor roles evolving to address these expectations:

> Student needs, expectations, readiness, experience, assumptions, presuppositions, definitions, values (wants, desires) will all influence the teacher's assumed role. Students

might assume their own roles, as student in a student/teacher relationship, for example, or as consumer with a degree as commodity attitude. No student comes to class empty of wants and expectations, assumptions and definitions, personal bias for and against ideas, issues, authority.

To sum up, Tom's role in the classroom was indicative of who he was and what his students needed. The following list of possible roles that Tom suggested he could adopt were as broad as possible:

> facilitator, adviser, instructor, coach, critic, proofreader or editor, umpire or referee, diplomat, specialist, professional, grader, enforcer, motivator, listener, analyst, first-responder, fixer, authenticator, mentor, partner, team member, advocate, lecturer, reader, writer, artist, manager, leader, tutor, academic, guide.

Theme 3: Altruistic Motivation to Teach

Tom stated that he was aware that adjuncts had different reasons for teaching, and the two obvious distinctions were that there were those who continuously sought full-time employment and those who did not. Tom mentioned that he was retired and was primarily interested in teaching part-time. He was motivated by his love for his subjects (literature, reading, writing) and his interest in student learning in these disciplines. He was also motivated by student growth and the opportunity to help students overcome the fear of writing. He took his students seriously. To the question of how he would respond if a student told him of his or her intention to write a book, he said:

> I would respond to it seriously… if I thought they were serious. …Actually it wouldn't matter whether they were serious or not, I would respond seriously. I would encourage somebody, but I would caution them. I guess [I would] ask them, 'Why are you doing that?' And see what reasons they had, and if they had some grandiose plan to be published or something like that, within a few months. I would try to work on getting them to better understand that whole process.

He was motivated by a possibility to generate ideas and see new ideas of students come to life. Tom repeatedly stated his interest in ideas during the interview. His course materials and student communications included phrases like "here is an idea for you to [accomplish]…" or "we

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can experiment with …" or "feel free to experiment with…." In his feedback to students on their papers he encourages them: "Experiment. Let me know what you are doing. Simply interrupt your writing with a note directly to me, using brackets, to ask a question or bring something to my attention."

During the interview with Tom, it was clear that he was very aware and well-read on the subject of the adjunct teaching profession in the United States. He was aware of the fact that for the most part, adjuncts are underpaid and overworked; moreover, he believed that his institution could take better care of its adjuncts. Regardless of monetary benefits, however, there were greater reasons for which he continued teaching. These adjunct instructors, he maintained "can do whatever they want," "they don't have to worry about particular aspects of [the job]," they teach because they want to teach.

Tom believed that practical factors of the job such as salary, job security, tenure, and benefits were certainly important, but he addressed these with humor:

> Well, job security, tenure, salary and benefits were important to me in 1982 when I made a decision to [laughs]…to leave teaching, and so I did that. So, I think these things are important.

He had specific beliefs about what the corporate world was responsible for and what non-profit organizations could and could not do. He mentioned that he understood that companies and universities were struggling with providing their workers with adequate compensation. He believed that tenure at some would go away, and a lot of other things were changing in academia – not always in a positive way. Tom jokingly mentioned that "the corporate world granted him tenure," referring to his retirement. He also pointed out that people who were responsible for changes (good and bad) in academia were often forced to make these changes. Tom was well aware of the general state of the adjunct teaching profession – he discussed publications on the

subject – and made a final reference about the type of adjuncts for whom money (and other

typically desired benefits) were not the first priority and who chose to teach in the Adult Degree

Program:

> One of the benefits to society, to business, to everyone is this: people will be more likely to pursue things they want to pursue. In other words, they won't take a job simply because this job pays benefits. They can do whatever they want. And so, I think that that's a good thing. That's why you get these adjuncts that … now they're okay. They're don't have to worry about that particular aspect of [the job], nor does the administration.

After having worked with Tom, having observed his class, and having read his

correspondence with students, it was clear that Tom willingly gave *more* effort, time, and energy

to the job than possibly required by his job description. He mentioned that he was willing to

tutor, to volunteer, to write additional materials, and to give his free time to the program and the

students.

Theme 4: Student Affinity

Tom spoke of students with fondness, seriousness, and accountability in his tone. He

mentioned that the teacher should be aware of his or her understanding of the world as well as

recognizing that the student view of the world may be different. As quoted earlier, Tom believed

teachers should be humble and also honest about who they were and where they come from.

Observations revealed that during the second week of classes, Tom knew all of his students by

name. He felt comfortable approaching them in class and sitting by them during discussions.

Tom did not bring or use his cell phone during class or during the break. During the break, he

stayed in class and responded to student concerns. He admitted that he tried not to be too

personally involved with students. Some students stayed in touch with him, and he did not

discourage nor encourage it. He remarked that students "are too busy, they move on… by the

time they have taken three to five classes, they have forgotten you. [Students are] too caught up in their whole program. Which is as it should be." Tom humorously described teachers as "a stuck old record, still doing the same thing," whereas students engage in a program that is "developmental, ongoing, continuous…. They grow in a way that [instructors] may not."

It was obvious that Tom was very focused on students and student learning. "There is me, there is student, and there is what we are studying… focus on that," he said. He preferred to stay out of the way and bring content material and student needs forward. He believed students needed to understand the reasons for completing certain assignments, how these assignments related to the course, and how the course translated to the overall degree/program. He took time explaining and making these connections in class. For every student input or presentation, Tom made references to the material they were studying, explaining how one point illustrates another. During students' mini discussions and presentations, he listened with great concentration, made a lot of hand-written notes – as if talking to the students in writing, giving feedback, but not interrupting. Later, he was able to evaluate what the student was saying and connect it to the objectives of the class.

When discussing student persistence and retention initiatives, Tom had several specific ideas in mind. He noted that some students enter the adult degree program at a remedial academic level, and they could greatly benefit from a tutoring program addressing these needs. "This is an internal threat to the program," he mentioned, "…if we don't address the issue of remedial need." Tom believed that a writing and reading lab would be a helpful solution to the problem, and he would not mind offering his volunteering service. He even wrote a proposal of how this lab could be developed and function efficiently. Tom also indicated that there were other students who excelled in certain areas, for example, students who "are capable and

competent writers… where can they go to get extra attention? Where can they go to get that kind of help? [This] can be satisfied through a volunteer tutoring program as well."

Another key to increase student persistence, according to Tom, was the college's responsibility to both recognize and understand the community that students belonged to or came from and to create a collegiate community for students:

> Where do [students] come from and … what kind of community does the program create for them? I like the X campus. … I like the entrance, the exit. It's simple. I like the fact that it looks like a real campus; there's [often] something going on in the gym… You have this feeling that 'I'm going to school, I'm in a college now.' You know? …It's quite different at the Y campus where you have the feeling it's an extension of my office environment. 'This is like a meeting I might have at work, only, you know, there is a textbook.'

Tom mentioned that certain physical improvements, like creating a student lounge, adding seating space, and giving better options in vending machines would not be difficult for a college to implement but would mean a lot to students.

Tom speculated that adding advisors to the program could require expansion of the budget, but proper advising was necessary in order to give adult students the assistance they need to continue with the program. He recalled that the college used to have student representatives that brought forth the concerns of their cohort to the program administrator, but due to budget issues, such practices were obsolete. He admitted that most improvements require time, people, and money, and he was not sure what exactly would increase student persistency. He concluded that one possible thing that could improve persistency would be "the professionalism of the overall staff which is improved by *their* persistency as opposed to their turnover, and coming and going."

Tom noted that he heard students express certain concerns about systems being in place (the website, the textbook delivery system). If the same problems, expressed by students,

periodically surfaced, someone needed to address them. Whether things were "a big deal" or "it would blow over," Tom continued, students needed to be paid attention to.

Theme 5: Valued Teaching & Teaching Temperament

Tom recognized that good teaching came with experience. There were certain skills involved, but one had to still continuously work on improving his or her skills:

> I think that teaching can be learned, [and] I think there are skills involved: all kinds of interactive skills, multiple things going on simultaneously. We learn about ourselves, and [about]things that work and don't work, whether it's an approach or an attitude, or a temperament, or listening skills, assignments, the syllabus or rubric, whatever. I think people can become better teachers. Sure. And things can be measured… I think I'm a better teacher today than I was, and I think that I always have ideas of how I might improve different things.

Tom mentioned that not all instructors were liked, and he also did not like all instructors when he was in college, though he added that it was probably more of a reflection on him than on the instructors because other students liked the same instructors he disliked. To be a good teacher, one had to have a combination of skills: having an expertise, being a professional, understanding the learning styles just to name a few:

> There needs to be a blend there for all, students and instructors. You can be an expert in your field and just be a terrible lecturer or poor listener. You can be an expert in your field but be incapable of communicating. So there needs to be a nice blend there of taking whatever you think you know and communicating it to others in such a way that they are engaged, informed, motivated, appreciative. All these things. There's a difference between teaching ability and just having knowledge. And then there are, of course, all kinds of different learning styles, right?

In class, Tom was very clear and direct with his instructions. He gave students individual attention, and he spent extra time with a student during his break explaining very simple things (for an upper level course) with complete focus and attention to detail, making comments on student's paper, and responding to every small question the student had:

From observation field notes: During the break a student immediately approaches participant with a draft of the paper or an outline. "This is fine. This is exactly what we want." Comments on format, paragraphs. Comments on use of citations and direct quotes. Explains how to write an abstract. Asked about experience in previous class. Explains simple rules and principles in a very friendly manner. Makes notes with his pen on student paper. Leaves the room only after the student is done with questions.

Review of Tom's documents revealed that he used sentences containing imperative mood and very clear and specific instructions to students: "don't forget [this]," "take one of the images and [do this]," "you may use," "when working on next assignment, remember [this]." He also brought students into the process and into the project they were working on by switching to the second person (you), placing the student in the middle of their work: "You are now writing….You are not….You might find it puzzling…You should have some paragraphs…. You may incorporate…"

Even though Tom mentioned that he restricted personal relationships with students, he was very personable and relational in class during observation. He shared examples from his life and from his youth. He made references to TV programs he assumed both he and his students watched. He used humor and responded to students' humorous comments as well.

The principles to great teaching, according to Tom, could be further outlined as follows: love the discipline and continuously exercise in it (Tom indicated several times that he loved literature, loves language, likes reading and writing and wants to do more of it); focus on the student and his or her learning (Tom said that a good teacher needed to give professional feedback to the student to be able to adequately evaluate student growth and student areas for improvement); know student learning styles; question teaching methods, and be flexible and open to improvise, invent, and create.

According to Tom, an ideal teaching temperament would feature a lot of patience and consideration for human virtues:

> The virtues, as opposed to values of things… We value certain things as academics, but these are not virtues necessarily. We value a paper that has no errors. But a paper with no error is not in and of itself a virtuous paper.

He noted that someone teaching adults also had to have kindness, patience, perseverance, and discipline. From class observation, one could describe Tom's teaching temperament as very engaging, lively, and personable. His tone and voice were changing from excitement to whisper, to wonder. His humor did not cease and engaged a rather large class in lively discussion. Tom was also very considerate, appreciative, and polite with his students. He commended students for good work, saying things like, "That was a masterful engagement of the text and you did a great job with it." He thanked students for input, saying "Again, thank you for your attentiveness and participation in Workshop One. Please continue reading in the texts daily, if possible. Send me an email should you have any questions" and, in another piece of correspondence, "I received a question via email the answer to which I would like to share with everyone. I thanked the sender of the question already." Throughout his communication with students, Tom used polite commands such as "try to keep reading daily," "considering [doing this]," "please continue [doing this]." Several times during the interview, he mentioned that "the students are very busy," and he was very considerate about their work schedules and did not mind giving them several reminders about upcoming assignments during class and also through written correspondence.

Theme 6: Commitment to Education

When I sent Tom interview transcripts and open coded data for a review, he inserted a comment in the "training for teaching adults" category, writing, "Yes, this is a very important category." Tom indicated that training, formal or informal, was important and necessary for the effective teaching of adults. He also noted that any type of preparation, including other jobs,

another career experience, would help teach adults who were undoubtedly a diverse group of people. He also speculated that many adults had different and sometimes better careers than the instructor, bringing a very valuable experience to the classroom.

> I think that training and preparation [are] important. You can't just waltz into one of these classes and think that you're going to connect and be successful. You have to have some idea of what you want to do, and where you want to go, and how you're going to do it. Understand the objectives, and how plan on moving the group there. And I think that a lot of it is on the job training, though. Uncertain things that will happen in your class are really hard to prepare for, really hard to experience. Until you experience it, you really don't know.

Tom specified several times that one had to know adult learning styles and had to understand how adults learned in order to be great adult educator, but experience in teaching adults, years of doing and experimenting, was regarded as very significant as well.

Teaching for Tom meant always evolving, using creativity, testing ideas and alternative methods, and believing that students could master more than one might initially think. He mentioned that the teaching and learning process should not be driven by the "canned" syllabi but by what was being studied and what the students needed. He searched for alternative texts that were more suitable for adults than traditional students and suggested these to the program coordinators. His suggestions, he believed, could be viewed as too original and too alternative. For example, he had an idea to avoiding using textbook companies, which could save students money, by instead selecting alternative texts or allowing instructors to write their own texts. He said he wished the college would believe more in the faculty who were willing to create and contribute more.

When teaching, Tom made his subject relevant and demonstrated how it connected to student reality:

> And so I ask them, 'What kinds of writing do you think you're going to do out in this so called real world?' 'Write papers, proposals.' 'How do you think those are constructive?

How are they different from this academic paper? … [I am] trying to make sure that you understand that what you're learning is a skill, and if you can't apply that skill to different formats, then you really haven't mastered the skill'

When addressing student learning, Tom was honest and direct about his expectations for students. He mentioned that he did not "make things easy" for students, but he can help students become more disciplined. He noted that he did not encourage procrastination, but he was also considerate of students' busy schedules. He maintained that students' learning styles varied, and the teacher's role needed to be adaptable to these learning needs. He invites students to create and experiment in their learning.

Tom was committed to professional development and personal growth as well as to opportunities offered by the program. He said that that the quarterly faculty meetings offered by the ADP were valuable and that they were "where you got fresh ideas,… find out what other people were doing in their classes," and the faculty should commit to them. He also realized that not everyone cared and attended, and the college could improve these by selecting better meeting times and offering incentives for attending. He noted that the attendance in professional development meetings should be improved and that the faculty turnover was obvious. Tom suggested that a newsletter or a publication to which faculty could contribute would be effective but also speculated that it would take time and some money, and the faculty could be reluctant "to put certain things in writing."

Tom revealed that the opportunities for building relationships with faculty were pretty limited. According to Tom, a lot of how partnerships developed depended on each instructor's personality and needs. He specified that some were loners, and many instructors were new to the program, and "you've got families, you got full time work, you live distally, it's hard."

Tom suggested the college could maximize the opportunities to create a better social environment for faculty. Some needed social interaction more than others, but the opportunities had to be there. He mentioned that he did not have an outgoing personality, so he was not in a lot of need for social interaction, but he was comfortable socializing and building relationships with the faculty who initiated the communication. He specified, "Other instructors, have sort of found out who I am, and if they have a question, some of them are not afraid to send me an email, or send a student to me or something like that.…"

Theme 7. Understanding of Andragogy

Tom was well aware of the existing criticism of adult degree programs, especially accelerated programs, expressed by other institutions and also by the traditional program of the same institution. He believed that the two programs "obviously [had] differences." Adult students might have different reasons for attending college, and traditional students might benefit from taking courses through the adult program. Tom had taught in the traditional program as well, thus the comparison of the two was common and ongoing in his life. He pointed out that a lot of time could be wasted during a traditional sixteen week course and students often had more distractions, whereas to some traditional faculty, the idea of teaching a course in five weeks "was shocking."

Tom stated that he believed in alternative forms of education and was committed to adult learning in particular. He mentioned that the criticism towards an adult degree program could also be rooted in political and budgetary issues: instructors were often viewed as intruders, "taking a piece of a pie," and "somehow […] don't deserve it," because the class is only five weeks long. Tom said that comparing the two programs individually did not lead anywhere. One

should focus on the purpose of what he or she was doing and be sincerely committed to teaching

adults:

> I'm a believer of alternative education and alternative programs. Always have been. I think the corporations are quick to respond to this need too. The need to be innovative, and to change and to be able to change quickly when somethings not working. … Now there's this threat coming in that somebody's doing it quicker, faster, whatever. It's taking your market away. That's happening in education too. And all you hear [is] a lot of complaints about that and a lot of criticisms that are not valid. And so it becomes this fallacious argument against what it is we are trying to accomplish. I think that we do need be advocates for what we're doing. Believe in what we're doing. … I believe in this alternative form of education. I don't believe there's any kind of correct and right, and this is the paradigm we should follow.

Tom mentioned that he wanted to advocate more for the program because many people

obviously had no clue of what these programs were and how they worked. For this reason, he

said, he started a blog. "People make all kinds of assumptions… based on your occupation,"

Tom said, but they really did not know what he was doing. He also pointed out that in the

corporate world, people knew exactly what the programs were about and respected the

alternative degrees very much. He shared an illustration about a person he knew in his

neighborhood who received a graduate degree from a similar adult degree program, became a

successful entrepreneur, traveled the world, was an experienced businessman, and was now an

adjunct in a similar program:

> … I find that when I talk to him, I don't need to advocate. He understands what's going on. He understands both sides, …he understands that there is an argument a foot about what it is that we're doing and how we're doing it, that extends out to upper higher education and not just our program.

When we discussed faculty commitment to the program, observing a high turnover of

faculty teaching in the program, Tom observed that the turnover was not necessarily bad. "As

long as you have a core group that is in place over time," he said, the program would continue

developing.

Tom was a believer in alternative methods of education, and he fully supported the adult

education model and recognized the specific characteristics and needs of adult students:

> [There are] systems built for a particular kind of student, [of] particular kind of
> socioeconomic age… bracket, demographic… And it's not going to work for our
> students. If it did, the community colleges missed a huge opportunity in creating what we
> are doing for their community… That's the community that we are serving at least
> initially. So, it's different, of course. Because you have [students] that went to
> community college, and now they are working… they would like to finish [their] degree,
> but they can't because they are working full time.

Tom offered the following characteristics of adult students: they were mature, they had

different reasons for being in college (than traditional students), they were busy, they did not like

to waste time, they were serious, they were less distracted, they had diverse backgrounds, and

their needs and concerns could be different from those of traditional students. He also observed,

that traditional students often found themselves "delightfully surprised" when they took a night

class with adults, due to the maturity level of adult students. Several times Tom addressed the

issue that college materials were not typically written for adults, and changes could greatly

improve adults' experiences in college:

> I've deliberately tried to find alternative methods and alternative texts that we can bring
> in. As an example, when I started with [entry level courses], we were using textbooks,
> [and] there was nothing wrong with them, but they were written for … entry level college
> students. They were not really written for adult students. There really is not very much
> available. And I think there's room for a lot of creativity in selecting texts, and evolving
> texts for the adult student, the adult learner.

Tom wished that instructors were trusted more when selecting materials, and he offered

to write instructional material in the form of a text (accompanying a traditional textbook), that

would relate more to the world and needs of adult students.

Case 2: Agnes

Background: Becoming a Teacher

When I met Agnes and began our interview, she seemed prepared and eager to answer the questions. The first question dealt with her decision to teach. Agnes had a comprehensive view of the path that led her to teaching. Agnes initially pursued a bachelor's degree in chemistry. She was interested human behavior, more specifically in the choices and the reasons for the choices people make. She puzzled herself with questions like, "Why [do] human beings do things they do, and if they have ideals, why don't they live according to these ideals?" In the interview, she said, "The suffering of the world has really weighed heavy on me, and what do I do about that?" In order to fulfill her duty to help people, she decided to pursue a medical degree and become a doctor. Towards her senior year of college, however, she encountered a situation in which she wanted to help her friend who was in a bad relationship, knowing the friend came from a family who also had unhealthy relationships. "How do you interrupt this cycle of repeating patterns?" she asked herself. "Education is the only way to really make a permanent change," Agnes realized; "Education really offers a way to try to make things better in a long range perspective."

Still not being firm on choosing education as a career, Agnes went into volunteer work for a year after college, and this experience again urged her to explore the teaching profession. She met with a guidance counselor to discuss her career options and remembered a comment the counselor made about how most doctors were too busy stamping out pathology to spend time dealing with the whole person. "And there it was," she said, "I didn't want to stamp out pathology, I wanted to deal with the whole person, and help them be healthier, make better choices."

Agnes decided to pursue a graduate degree in public health education and received her first job teaching communication and human relations in a corporate organization. "So my career has become trying to teach skills that could help people make choices that would be beneficial for them and others," she said. She also taught teens at a local county program, covering topics such as pregnancy prevention, drug abuse prevention, and avoidance of violence, all driven by the same question, "What can I teach to help kids make […] [the right] choice?"

Being an Adjunct

Agnes sought an opportunity to teach at the college level, and through a friend who was teaching at Warner Pacific College at the time, she submitted her résumé for a teaching position. She was hired to teach part time in the discipline that she was trained in and still teaches three to four courses a year, while having a full-time job and providing for her family. Her college students were always mainly adults, and she preferred teaching adults to teaching teens. She had been teaching at Warner Pacific College for eleven years; however, she had also been teaching in other capacities most of her professional life. She was a training specialist at Blue Cross, trainer of teens and pre-teens in prevention programs, and a tenant educator for people experiencing homelessness and low income.

Agnes preferred teaching part time to teaching fulltime, in part because she enjoyed having breaks between courses. In her interview, she revealed that she did not consider herself a very outgoing person who preferred being and speaking in front of a crowd. She mentioned that she was excited before every course, and she was also relieved when the course was over. She concluded that teaching classes routinely, daily, full time "would just be too much."

When Agnes was asked if she would still be teaching in five years, she said "yes," and upon retirement, she planned to somehow "continue to contribute, learn, and grow spiritually." About her plan to work with students in some capacity in the future, she responded that "I see us all as students seeking ways to create a meaningful and joyful life."

Within Case Analysis: The Emerged Results for Case 2, Agnes

The resulting themes for the second participant, Agnes, were gathered from interview transcripts, observation field notes, and document analysis (with additional self-responses provided by Agnes to several questions after the interviews).

Theme 1: Deep Self-Analysis: Identity and Self-Image

As mentioned in her bio brief concerning how she decided to become a teacher, Agnes had always been concerned with human suffering, human inability to make wise choices, and human need for improvement to break the negative cycles that prevent them from making wiser choices. Agnes questioned "why we [had] ideals and not live up to them, and how [could] we? What's worth dedicating my life to?" She was concerned with issues like ethics, role models, social responsibilities, and spiritual growth. She mentioned several times that she was interested in understanding human behavior and exploring the reasons for humans' decisions. She always wanted to help people be better: "We try to do good, [and] we want to do good even if it gets frustrating a lot." in the interview, she often revisited the reasons for her own decisions in life. Agnes vividly remembered her path to her teaching career, reflecting on school choices "seeking more learning and wisdom," quoting certain conversations word for word. In her introductory email to the new class of students, she wrote, "I love to learn, laugh, and ask why." In class, she

wanted students to reason and be able to answer questions like, "Why does the teacher think this is important for me to know?" Agnes noted:

> For as long as I can remember I always wanted to ask, 'Why?' And so I really just try to inquire and try to ask the kind of question that will help the student maybe throughout their own awareness rather than labeling or giving advice... I try to just genuinely inquire, with genuine curiosity. 'I am wondering why. What do you think about this?'

Agnes taught students concepts that she practiced herself. During class observation, she conducted a meditative type of activity in which she also fully participated. She then reviewed weekend assignments that she gave to the students, and she gave them a report of how she accomplished that assignment during her weekend as well.

Honesty, humility, and transparency could be listed as Agnes's values. She mentioned that she valued these in people and strived to demonstrate these herself. "I have been teaching conflict resolution in a variety of ways for about 20 years," she said, "Unfortunately, that doesn't mean I always put theory into action in the moment I need to. But I'm slowly improving." Throughout the interview, many of Agnes's sentences began with "I think I know," "I try to," "I am not so sure," "I am thinking," "I think I want," and "I am still trying to be." While retelling a story about a challenging student experience she once had, she admitted that positive results may take time to surface, in students' lives as well as in her own: "maybe something somebody said that I didn't really get in the moment… comes back to inform my life a little bit." She openly said that "[she] was not the most exciting teacher," and she was comfortable knowing that "not everybody is going to like [her]." She admitted that even though she was teaching conflict resolution and conducted mediation in her full-time job, she made mistakes and wanted to improve.

Another of Agnes's major traits is appreciation/gratitude for people she was surrounded by. Agnes spoke highly of many teachers in the program. She referred to these relationships as "meaningful," "wonderful"; she said her colleagues were "doing a fabulous job"; she referred to meetings with them as time "really connecting," "time well spent." She mentioned that she "appreciated [people] on so many levels," calling them "honest, transparent," and crediting a program administrator as someone "who [led her] into the learning community" and "helped [her] feel more a part of Warner community."

Theme 2: Self-identified Role in the Classroom

Agnes stated that her role in the classroom varied and was not static. She did not consider herself an instructor because that would imply she is there to instruct, and she was not a professor because that would mean she is "going to profess something and [students] are supposed to believe it." She called herself a facilitator and an educator, someone who tried "to make it easier for [students] to develop the ability to make positive choices." She distinguished between the two approaches to education, *educare* and *educere,* as highlighted by Bass and Good (2004), and concluded that she leans toward the *educere* approach, that from Latin implies "to lead out," rather than the *educare* approach meaning "to mold or train":

> I don't see myself as a lecturer at all. I educate in the sense of drawing out your own wisdom, your own capacity… I step back [and ask] 'Should I do this or not?' … In ethics class, I think, students would prefer that I lecture more, but I don't …. Drawing out a discussion is better. [I am a facilitator] trying to collaborate with the student.

Agnes mentioned several times that the class was really not about her but about students making decisions, deciding "what is the most [they] want to leave with," and making changes that are relevant for them. She specified that as an educator, it was her responsibility to promote

self-awareness in students, to have them analyze "what they were doing," "how it served them," "what could serve [them] better," and "what could serve them and others better."

Agnes used an analogy of someone who sowed the seeds knowing that the fruit will be there; in the same way an educator should be patient and not be discouraged when not seeing immediate positive results. She recalled an incident with a student that "resisted everything," and later, after some time, she met the student again and could tell that "he was able to process whatever happened," "so maybe there aren't results right away, but students do receive help on some level whether they acknowledge it or not."

Agnes also filled the role of a co-learner. In her correspondence to students she wrote, "My hope for us as mutual learners and teachers…," and in her class, she often referred to students as "we," saying things like "we are going to change something." In our conversation about students' readiness, she used phrases like "we learn when we are ready," and "we can learn with and from each other."

Theme 3: Altruistic Motivation to Teach

From the beginning of her teaching career, it did not matter to Agnes where she taught or whom she taught (teens or adults); the goal was always to help people and to teach people to make better choices, "choices that would benefit them and the others." Having explored several career opportunities, she found that "education really [offered] a way to try to make things better in a long range perspective":

> I wanted to deal with the whole person, and help them be healthier, make better choices, so my career has become trying to teach skills that could help people make choices that were beneficial for them and for others.

Agnes's motivation to teach was closely tied to the role she assumed in the classroom. She viewed herself as someone helping and guiding; thus, her motivation lied not in distributing

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information but in seeing students being helped, being enabled to analyze life and make necessary changes in behavior. She enjoyed teaching and had not considered leaving because she felt that she could still teach someone "how to fish," instead of simply "giving someone fish."

Agnes was also motivated to continue teaching because of her confidence from many years of teaching and her collegial relationships. She encouraged faculty to give teaching time. She mentioned, however, that the institution should offer substantial support to beginning faculty in order to retain them, but also to seasoned faculty. Even with her many years of experience, she sought support, especially in cases when there was a problem with a class or a dissatisfied student. She clarified, recalling a recent incident:

> I do think people should give it more time, and I think [the support] is really important [during the time like] PTSD, [after] getting a negative [feedback]. I just got this blistering [feedback], and I think I want to talk to an [administrator] about it because I don't want it to be used against me. Because it is traumatizing, and it can make you go, 'I don't need this.' Or even if it's fair, what can you learn from this? What ticked this [student] off so much that I can learn from? Because I had him before and we liked each other.

She was grateful to Warner for the opportunity to teach at the college level and for giving her an opportunity to continue to teach and reinforce her own learning. She appreciated the friendships that she had made and referred to her collegial relationships as "meaningful" and "precious" that she would not want to leave.

Agnes's motivation to teach came from her motivation to learn. She mentioned that if she was given a reason to learn a new discipline, reason to "commit time and energy," "to research it and teach it," she could consider teaching different subjects she was interested in. Throughout our interview as well as in her written materials, the yearning for learning was very present. "I was seeking more learning and wisdom," "what can I learn from this?" "we learn when we are ready," "I appreciate Warner for giving me … an opportunity to continue to learn, to reinforce

my learning," "I am invited into a learning community," "we can learn with and from each other," "I am looking forward to learning together," "I love to learn," "my hope for us as mutual learners and teachers" – these were just some of the phrases that displayed her commitment and motivation to learn more.

When discussing financial concerns, Agnes identified herself as the primary income provider in her family. She mentioned that the college could pay its faculty more because they "put in more time than they get paid for," but ultimately concluded that although her adjunct job did not grant tenure, did not give any benefits, and could pay more, she would not consider leaving teaching as it "would [be] very sad." She said: "The fields I have chosen do not pay well: non-profit and education. Okay, that's the way it is. But I have passion for it and it is of interest to me."

In sum, Agnes was motivated by her passion to serve people and interest in teaching over and above monetary gain.

Theme 4: Student Affinity

During our interview, Agnes barely spoke of her own needs and concerns. The focus was always on students, on humans in general, their problems, their suffering, and how a teacher could help them increase self-awareness and make better choices. In fact, the words she used to describe an ideal teaching temperament were "sacrifice" and "servant." She was concerned with student persistence and mentioned personal attention as a major key to student retention. She mentioned that she tried suggesting to program administrators conducting exit interviews with students, whether they left on time or prematurely, as it would be helpful to know what worked and what did not work during their time at Warner. During our interview, she spoke highly of students, admitted that some were very successful in life, and with commendation, recalled an

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instance of one of her former students graduating and eventually working for the college. In class, she invited students to give her ideas about seating arrangements, also suggesting that "if something did not work for [them], [she] would really invite [them] to let [her] know" and maybe they could change things. Agnes said, "[I am] trying to really value their experience and their insight and awareness, to really allow myself to be impacted by what they say rather than just hoping on making an impact." In her communication with students, she wrote, "I want to help your experience in the class be as valuable as possible. Please know that I will always welcome your perspective and suggestions about what could assist you better or what is working well."

She empathized with students, making statements like "I have been in that situation too." Agnes enthusiastically commended students for their good work. "That's really a great awareness," she said, "understanding that your voice has a value." She also referred to some students as "amazing" during our interview. In her communication to students, she sounded excited, saying she was looking forward to going over assignments with them.

Theme 5: Valued Teaching & Teaching Temperament

Agnes's good teaching could be attributed to the following factors: care for students, ability to distinguish specific characteristics of adult students, continuous desire to improve and grow, training and preparation, and purposeful structure of the academic experience. The bottom line for good teaching in Agnes's thinking lay in loving the subject and loving the student.

To summarize what made someone a great teacher according to Agnes, the following statements could be made: teaching could be learned and in one way or another; we all teach as we model our behavior to others; one should give enough time; one should really care about the

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craft and students; one should continuously research and self-educate; one should seek support and advice from college and colleagues; one should prepare well, connect material to real life experience, be creative, and know the students; and one should strive to provide students with a high-quality, structured, and meaningful educational experience.

Agnes stressed that the most important temperament one should have when teaching adults was one of respect. She said "respect is absolutely critical" when one knew how much adults brought into the classroom in terms of experience and expertise, how much they sacrificed to be back in school in terms of time and money, and how "scary" it could be for them in terms of academic preparedness and personal vulnerability.

In Agnes's view, every adult was a teacher, modeling certain behaviors, and a good teacher was one who "really cared about trying to impact people in a positive way." Agnes's own teaching temperament, based on her class observation and her communication with students, could be described as patient, attentive, careful, caring, helpful, empathetic, concerned, and sacrificial. In her communication with students, both oral and written, she sounded polite and considerate, used simple language, and allowed humor. In class, she paid attention to details such as textbook distribution, technology glitches, and seating preferences. She listened carefully to student responses, avoided interrupting, and often followed up with questions like, "Is this what you mean?" "What do you think I want you to remember?" "Have you thought about addressing…" and "If I remember correctly you mentioned…." She paid attention to student body language, "Your body language says like you are ready to respond," she said with humor to one of the students in class during a discussion. Agnes mentioned that she worked especially hard to make sure that the classroom became a safe place for students, and she believed that her experience at work and in the classroom enabled her to do so.

Theme 6: Commitment to Education

When discussing professional development and learning opportunities, Agnes maintained that experience mattered, but faculty could learn a lot from each other by observing and/or auditing each other's classes. By doing that, she said, "you are not only [seeing] what the instructor is doing and how it impacts [students], [but you] are being a student on some level." Agnes mentioned that she was "never a traditional classroom teacher," so training for teaching adults compared to teaching teens, as she had done in the past, would have been beneficial and yielded better results.

At her full-time job, she was practicing exactly what she is teaching, and this experience helped tremendously. She admitted that she enjoyed quarterly professional development seminars, and it was a good place to build collegial relationships. She spoke of herself as a loner in the beginning of her adjunct career and was not sure if that was a problem; however, there were people who readily made themselves available for friendship, and she appreciated those opportunities. She mentioned that she was very interested in her field and continuously tried to self-educate by reading editorials in her field to stay aware of the pertinent issues in a variety of perspectives. She specified that in the adult world, modeling was very significant, and the choices that we make as adults carry lessons, regardless of whether we recognize their effects. "If someone really cares about trying to impact people in a positive way, they can," she mentioned, referring back to her definition of education as *educere,* leading forth and bringing out, as opposed to instructing.

Agnes mentioned that she put in significant time in preparation for her courses in order to be confident in front of students. She said she was "not comfortable to just get up and sort of ad lib," as some people probably are. She really needed to know what she was doing and how

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she was doing it. Adjusting to an evening course of four hours, adjusting curriculum and objectives was important and had to take some time.

In the interview, Agnes talked about the program as a holistic, meaningful experience for the student. She mentioned that the sequencing of courses had to be meaningful and intentional, as it could play a big role in student performance and persistence. She believed that students should be able to recall previous material and relate it to the next class they take. Students should be able to learn something, take it to the next class, and consciously build on it. The program was responsible for "helping the student build" the sequence. As mentioned throughout Agnes's narrative, the application of learned concepts to students' real life experiences was the main goal of her teaching. In one of her assignment descriptions, she wrote, "Describe specifically how *you* plan to apply personally meaningful ideas and skills from the text."

Theme 7: Understanding of Andragogy

Agnes appreciated the experiences that adult students brought to the classroom and was also very aware of their busy schedules and the monetary sacrifices they made to be back in college. With adult students, she said, "I just need to give patience and respect… even more than knowledge because maybe that's just what they need." In her self-reflective response, she wrote, "I like the idea of adults bringing more experience and hopefully more motivation to their role as a student than younger students often did."

In her opinion, adults were aware of how much they invested in education, they were there not because of their parents' expectations (like traditional students), they exhibited a big difference in life experiences, and they brought more richness from their experiences. In her correspondence with students, Agnes gave clear directions, specific dates and times for

submission of assignments, and reminders. She did not mind counseling students on their class work-load. Agnes' classroom was probably the only one of those observed that had a near 50/50 mix of adult and traditional students. She listened equally to all students, gave feedback to all, and no boundary or any type of separation between the two groups could be observed.

When we discussed adult education and adult degree programs in general, Agnes mentioned that she did not think of herself as someone who needed to advocate for the program, but she then closed with the following statement:

> Yes, people have the idea that it's, you know, dumbed down… So, thank you for [the question]. I think what I would like to do now … if [the conversation] comes up is to say, 'Yes, it's such a great experience to be able to work with adults who really want to continue their education and have so much to bring to it, and expecting quality…. It's amazing. I mean so many students in my class probably make more than I do. …They are high skill, and that they are coming back … for whatever reason. [It] is really impressive.

Case 3: Jim

Background: Becoming a Teacher

Jim's teaching career began in 1966. For five years, he taught high school English. After this, Jim changed his career; he made a decision to go into church ministry, moved across the country, and enrolled in seminary. It took him being away from teaching to "experience a profound loss of the classroom." "I realized it was a mistake," he recalled, "…the first five years of teaching were …wonderful, amazing, … foundational years, … I am still grateful for."

During his seminary years, Jim loved studying, being a student, reading, and "thinking about important things," but he knew this was not the direction he wanted to pursue. This led to his corresponding with a colleague from Warner Pacific, which later led to a job change. Jim was a graduate of Warner Pacific College (WPC). At that time, a new program was in the developmental stage at WPC, and he was considered a valuable resource to the program. He was

invited to come back and teach at the college in 1972, and he has been at WPC for 23 years. Jim taught full time for about 10 years. After that, he assumed an administrative role in the college but continued teaching part time.

Being an Adjunct

Jim served as an administrator during very challenging times at WPC and has continued teaching part time throughout his career. He referred to his classroom as "his haven," the place through which "he kept his sanity." He said, "I was able to walk out of my otherwise highly demanding time into a kind of sanctuary … for at least fifty minutes…. That was the means of mental health for me."

In 1995, Jim left his administrative position, moved to another state, and worked full time at a church publishing house. He continued working there for 15 years, and during this time, he often taught part-time at a local university. Upon retirement, Jim moved back to the Northwest and continued teaching as an adjunct at WPC. He had been teaching in the associate and bachelor's programs of the ADP program at WPC for about six years. Now that he was retired, he believed that he was fulfilling his post-retirement plan of being a senior adjunct professor of humanities, and he hoped to continue to work with students in some capacity for years to come.

Within Case Analysis: The Emerged Results for Case 3, Jim.

The resulting themes for the third participant, Jim, were gathered from interview transcripts, observation field notes, and document analysis.

Theme 1: Deep Self-Analysis: Identity and Self-Image.

Looking back at his early career decisions and changes, Jim had always identified himself as a teacher. When he walked away from teaching for a number of years in pursuit of another vocation, he remembers experiencing "a profound loss of the classroom," and he referred to his early teaching years as "wonderful, amazing, formational" for which he was still grateful. Jim recalled the experience of first walking into a classroom and having goosebumps. He said that he knew right then that the classroom was his "home," "where [he] belonged," his "sanctuary" and "haven." When reflecting on his job as a college administrator as compared to his job as a teacher, Jim called the classroom "his haven…in which he kept his sanity," "the means of mental health."

Jim taught who he was, and he practiced what he taught. In the interview, he mentioned that he would never ask students "to go somewhere where I am not willing to go." In class, before assigning an activity of a personal nature to his students, he first demonstrated how he would approach the assignment. He pointed out to me in our conversation, "If you can't fully present yourself in the classroom, you have no right of asking students to go there."

Jim was humble in terms of how he referred to himself as a teacher and how he refered to his decades of teaching experience. "To insist on some title does not make any sense to me," he said, "[especially] when I walk into the classroom of ADP students some of whom are closer to my age." He insisted on students calling him by his first name. Jim admitted that he did not know it all; in class he used phrases like "I never thought of that," and in our conversation, he revealed that "students were very generous to him" when he first started teaching in the adult degree program.

In class, Jim was very honest and direct about expectations and the overall learning process. When a student complained about the course load, Jim listened carefully and insisted

that the student took this challenging course seriously, referred to it as the student's job to do so, and gave extra attention to this particular student during the break. He did not back down on expectations but gave full support to the students, engaged in a personal conversation, and felt comfortable speaking to the student who had complained throughout the class. This testified to the fact the he was consistent, honest, and persistent in what he did in his classroom, not compromising class expectations but also opening himself up for assistance. He did not show any disappointment, regardless of whether he indeed experienced any setbacks.

Jim used the word "fortunate" several times during our interview. He referred to himself as fortunate because he was free to do what he liked, fortunate because he had many years of experience teaching, and fortunate for his relationships with co-workers. He expressed a strong sense of gratitude in what the college, the students, and his teaching career had given him. To sum up Jim's personality, one could call him honest and transparent. He was open to criticism and easily admitted his flaws. He sought learning and growth and pursued self-discovery, encouraging self-discovery in his students as well.

Theme 2: Self-identified Role in the Classroom

Jim identified his role in the classroom as "colleague." He speculated that some people could find it silly, but he believed that being a student colleague was very powerful. He identified himself as learner as well, stating that students "have so much to teach [him]." He also called himself a coach and a facilitator, meaning the term "coach" to be understood in the life-coach sense and "facilitator" in the sense that he always sought ways to facilitate greater discussion in class and a greater sense of safety for openness and vulnerability in the classroom. He also mentioned that typically he was not "a sage on stage," at least not in current practice. To add to Jim's self-selected roles, after reviewing and wrapping up all three data sources, the

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following evident labels also emerged: creator of safe place, witness of self-discovery, promoter of self-learning, friend, decision maker, one who has great power, enabler, valuable resource, helper, guide, builder of relationships, and philosopher.

Theme 3: Altruistic Motivation to Teach

Jim was motivated by his conviction that teaching was what he was meant to do. He admitted that some people went into teaching only "because they did not know what else to do." For him, though, the classroom was the "place in which [he] belonged," and he indicated that if he "ever got to the point of dreading it, [he] would quit it." He was deeply motivated by his students' learning, desire to change, and self-discovery, reflecting:

> When I hear or read a student who says, 'I never noticed that about myself before, I never realized the impact of that in my life before' or 'I never saw this pattern before.' And they are able to go beyond saying 'I see it,' but also to reflect on it and ask the questions that lead to, 'Well, what am I going to do about that if it's a harmful or negative pattern… How do I reinforce it, if it's a positive and healthful pattern?' That's what pulls me back into the classroom day after day, after day.

Teaching itself motivated Jim. He referred to teaching as "an energizing experience" and mentioned that it could sometimes take him an hour to calm down when he got home after class. He was very aware of his main reasons for teaching, and he daily affirmed them. Jim mentioned that he had other sources of income, so he did not teach at Warner solely for money; however, he also pointed out that he did not do it just for fun. He was aware that Warner was not the best in terms of compensation to his teachers, but it was also not the worst.

Jim speculated that some teachers may leave the program prematurely due to lack of collegiate relationships. He observed that for the most part, the adjunct teaching profession is pretty lonely, and besides the quarterly faculty meetings, teachers really do not have a way of building strong ties within the college community. He believed he was fortunate to be able to

build history and strong relationships with many faculty, and he added that relationships had to be sustained.

He pointed out that relying heavily on adjuncts was an unavoidable reality, but it posed certain inherent risks (like turnover) because many instructors never developed any sense of personal obligation. Like Tom, Jim also believed that unless there was a core of highly motivated and valued professors, the program would not continue to advance. Some professors, he mentioned, never develop any sense of personal obligation. As a graduate of Warner, Jim exhibited a rather strong sense of obligation and belongingness to the institution.

Theme 4: Student Affinity

The student was the main focus and subject in Jim's classroom. Jim said that he co-learned with his students and admitted that he allowed students be part of his learning process. He tried what worked and what did not and revealed it to students, engaged them in practicing different techniques. Jim respected students' expectations of their learning experience, and he mentioned that "most students really want more out of their learning experience than what we think they do."

Jim genuinely liked his students, which was evident from his correspondence with them, in which he said things like "I am looking forward to meeting you and journeying with you for a few weeks," "I really appreciate knowing a little more about the students I will be with," "I am looking forward to spending these five workshops with you, helping to guide and facilitate your learning and self-discovery," and "…It does not often happen that I get to work with the same students, and I am always happy when I do." During class observation, he gave students extra time during the break and remained in class communicating with them and responding to their questions until all issues were resolved. He patiently listened to a student complaining about the

amount of work in class and explained, "Nobody can do it for you, you have to figure out how you will make it work for yourself, you are the only one who can figure it out." Jim pointed out that a teacher had a great deal of power, and he was very self-conscious about that. He believed that "certain [teachers'] decisions could impact students for the rest of their lives, everything from a grade to a conversation." He readily praised students for good work, he clapped after each student presentation in class, and, in his emails, he thanked them for the "thoughtfulness and intelligence of [their] work." He also mentioned that he attended student graduations. Additionally, Jim pointed out that being a parent and "raising two difficult and challenging children" was helpful and positive for him, as it "created an understanding about the lives of students."

During class observations, he was very personable and close to students. He knew their names. He told students that they could email him, call him, and even text him with any concerns. In class, he sat very close to them and approached them even closer during breaks. He brought personal items to class from his home and allowed students to investigate them, touch them, and pass them around. For an activity demonstration, he used real photographs from his personal life and displayed them for students. Jim's teaching was foundationally relational, he pointed out. He did not believe in insisting on some title with his students, but wanted the students to recognize that they had a role to fulfill in the classroom, "fulfill it in a relational kind of way."

Jim was honest with his students, forthcoming about expectations, and uncompromising when it came to the integrity of the course. During class, he pointed out to one student that it was her responsibility to make it in the course and he would not be reducing the work that had to be accomplished. During our conversation, he recalled a situation with a student

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who failed his class, and he was open and friendly to discuss the consequences with the student, whose intent after all was to re-take the class with Jim in the future.

In regards to the extent of the relationships he formed with students, Jim believed in clearly identified boundaries and stated that there were certain boundaries he would never cross. There were exceptions, (possibly five students during forty years of teaching), however, for whom he stretched certain boundaries to help, concluded that the outcome was good, and did not regret his decision to do so. He mentioned that there were times at which he extended grace to students, and also there were times when he felt that allowing a student to drop his course was the right decision for the student's sake.

Theme 4: Valued Teaching & Teaching Temperament

Jim's view of teaching and the learning process was rather distinctive. He viewed learning as self-learning and self-discovery. He referred to textbooks and other instructional resources as means to an end, in that they provided different lenses through which students could study their own lives, but the students were ultimately the subjects of the study. Jim pointed out that the courses that he taught recognized the student as the subject of study, and in this regard, the subject matter mattered to him greatly and was "of paramount importance":

> This is what I say to students, 'The subject is you. The subject is not this textbook, the subject is not some esoteric thing called humanities or religion. The subject is you. So when we say faith, living, learning, we are talking about your faith, your life, and your learning. And when we talking about spirituality, character, and service, we are talking about what you believe and who you are, and how you live in the world.' So the focus of those courses is on the student.

He elaborated, saying that texts, materials, and writing processes were designed to provide the means for students to do important self-work. He stated, "The subject could not happen if they were not in the room."

Jim's demeanor in class was light, and he used humor. He was also serious and thoughtful during certain activities, and was very straightforward with students with course expectations. Jim's teaching was relevant, and it had everything to do with the student and students' real life experiences. It was clear that he believed that without concepts being directly applied to students' lives, learning would not take place. Jim pointed out that some students struggled with this concept, because they did not think that this was the reason for their being in class. He said, "They think they are here to learning something, but they are not here to learn about themselves, even though on some level that's what they really want to deal with." Jim specified that in a liberal arts college like Warner, all disciplines had everything to do with questions like, "What does it have to do with you? What surprised you? What inspired you? What was life giving to you? What was life taking from you? What did you learn about yourself? What did you learn about God?" His main question to students had remained, "So what? Everything comes back to this question. How then shall we live? So this is what I believe, and this is who I am, how do I manifest this in the world?"

According to Jim, good teaching was "a gift that could be constantly honed and improved." He specified that "on one level anybody could be a teacher, but not everybody could be a *good* teacher." Teaching was "a matter of vocation," he mentioned, and one had to be "willing to give himself to this vocation and constantly work and improve it." Jim mentioned that he was a seasoned teacher and could most likely teach under any circumstance, because he would have an idea of what alternative plans might work if initial plans did not for some reason.

Jim was very proficient with technology in class and addressed technology issues with students with ease. The design for his computer presentation was thoughtful, colorful, and sophisticated. He was very prepared and organized, presenting students with the overall structure

of the course. His personal emails contained numerous reminders for assignment submissions, listed deadlines, warned of any changes to the syllabus, and informed students that he was more concerned with the quality of their work than the quantity of pages of writing. His communication with students contained many personal statements, kind remarks, and colorful text.

Jim indicated that the classroom not only taught one to teach, but also to be an administrator, a leader, and a manager. If one was able to manage and lead a classroom of 20-30 students, Jim said, he or she was prepared to do a lot more things.

Jim's idea of teaching, as mentioned earlier, was purposed in building relationships with the students. Jim noted, "I have a deep conviction about all kinds of teaching, [and] whatever the setting … teaching is ultimately relational." The task was to build relationships and use relationships to achieve trust and safety in the classroom that would allow for learning. A teacher could not be successful, according to Jim, if he or she was only there to pass on information. He pointed out that a good teacher, especially in the Adult Degree Program, had to be relationally present, honest, humble, not playing a role, but being himself/herself. If he ever asked students to engage in the work of self-assessment and self-discovery, he said "he [had] to go there first, … be willing to go there first, not picking something dramatic, but something that is very real." Being this honest and present with the students, he said, created a safe environment for students to learn in which they were in control of the process. He expressed concern that he sometimes heard students admit that they did not feel comfortable with certain professors in class, did not feel safe to share, and, in some cases, did not feel interested in knowing the teacher.

Theme 6: Commitment to Education

Jim considered his return to Warner, specifically to the adult degree program, "a learning curve"; he called it a "foreign territory," mentioned that "[he] was blown away," and "did not know what [he] walked into," and at times, he said, he wished he "could go back and apologize to those [first] students." He added that students were not surprised to have someone inexperienced teaching within the program. Jim acknowledged that he used a trial and error method a lot, had alternative plans if things did not work out, and allowed students to give input to improve his teaching.

Jim maintained that for teachers who were graduates of similar programs, who never taught in these formats, it would be a challenge. He insisted that training for professors in the adult degree program was extremely important; moreover, he believed that everyone who desired to teach in the program should go through a mentorship program, observing, shadowing a model instructor, and possibly even being compensated for this training. He also noted that the program administrator could observe the faculty, but he or she would need to be trained in how to conduct meaningful observations that would not be threatening, but thoughtful and meaningful instead, allowing learning and questioning, and giving attention to each teacher's ability and skill to facilitate learning. Jim also recalled that he was not trained in certain technologies the college was implementing, and this created some confusion for students; however, the college was now implementing very comprehensive technology orientations and training, which were ongoing and accessible to all faculty.

There were several methods which Jim used to stay current in his specialty. As he mentioned, he put effort into reading extensively and indiscriminately, paying attention to his colleagues, researching, reading blogs, reading the *Chronicle of Higher Education*, participating in the events of the teaching and learning centers, engaging in regular conversations with people

whom he deeply respected as individuals as well as teachers, and being open for people to observe and assess his classroom.

When discussing professional development, Jim pointed out that the quarterly ADP meetings were helpful but could be improved if the leaders implemented the andragogical methodology and the leadership team demonstrated to the new faculty what was expected of them in the classroom. These seminars could be used to model to the faculty how not "to show how much you know about a subject, but demonstrate an understanding of andragogical methodology in classroom." Jim mentioned that during these seminars, he paid attention to his colleagues and enjoyed the opportunity to learn what they were doing and how they were doing it. He speculated that the college could do more to inspire the faculty to attend these meetings, possibly by offering more adjunct contracts or allowing desiring faculty members to enter a pool of potential full-time faculty. He maintained that the college could benefit from creating a "tiered system, [that had] people who were tried and tested, proven and gifted in the classroom on the basis of observations of their peers and ... feedback of students." Jim suggested that the program could cultivate this tier, suggest benefits, work on building these relationships, and by doing this, create a great sense of commitment on the faculty's part.

Theme 7: Understanding of Andragogy

When I asked Jim to share his view on the difference between adult students and traditional students, he gave a response that was unique from that of everyone else. He indicated that at some point, he quit talking about the differences as a substantive issue but instead viewed students as one harmonized group of various ages to which he could easily apply an andragogical approach, instead of changing his teaching approaches depending on the age of his students:

> I think I am a good teacher…I was teaching in a [similar to] our version of ADP in those days, the degree completion program… The way it was set up … was a little

closer to the traditional program than … to ADP as we have it today. So when I came back to Warner after fifteen years, [having taught] in a pretty traditional school, there was a pretty significant learning curve for me moving to ADP. But I quit talking about the differences, and I would say that there are more similarities now between the traditional student and the adult student than it was. I could not have said that before. There are some pedagogical differences, but they are not huge. I find myself employing more andragogical methodologies in the traditional classroom. I find satisfaction in both, and in some ways quite similar… because the course I tend to teach really focus on human condition and faith, life, learning integration, both traditional and non-traditional courses. [They] invite students to really engage their lives, and it's just very difficult for me to say, 'This is how it's different.'

He added that there were obvious differences, like the structures of the two programs (fifteen week courses in the traditional program vs. five week courses in the ADP) and different levels of expectation. He viewed these differences, however, as superficial in terms of his role in the classroom and the role of the students. Jim also pointed out that adult students seemed to be readier than traditional students due to their life circumstances, and adult students greatly valued the fact that the teacher "[was]present, actually listening to them, responding in a positive and affirmative way."

Jim mentioned that he was aware of the existing criticism of adult degree programs, and often, the criticism was unfounded and expressed by faculty who never taught in an adult program or who taught adult classes more than ten years ago. Jim observed that the programs had evolved and were not the same, and in order for colleges to build understanding and respect among traditional faculty and adult degree faculty, traditional faculty could benefit from teaching at least one ADP course to be able to make knowledgeable remarks about the program. In summary, he stated:

> There are a great number of ways that the college could significantly enhance the overall educational experience for all the students, traditional and ADP students, by paying more attention to the care and feeding of adjuncts and the ADP program.

Case 4: Ruth

Background: Becoming a Teacher

Ruth studied psychology in college, and her initial plan was to practice psychology. She began teaching in the traditional program when she was a graduate student at a local university and realized that she "enjoyed teaching more than doing therapy." She decided not to pursue a psychology license but to seek a full-time teaching opportunity instead. This was the original plan: to teach full time. Shortly after realizing that full-time teaching positions were very competitive and hard to get, she settled on being an adjunct professor. Ruth received her doctoral degree and continued teaching part time, as well as working another job to support her family.

Being an Adjunct

Ruth was a graduate of WPC. She graduated from a night program from which the current ADP program has evolved. She reached out to the school she graduated from with her bachelor's degree and was given an opportunity to teach in the ADP program. She had been an adjunct at WPC for 14 years, and she mentioned that she attributed her comfort and confidence in teaching adults to having graduated from a similar adult degree program. Ruth enjoyed teaching adult students and would leave teaching only if she were physically unable to teach. She enjoyed this job and planned to continue teaching part-time post retirement age.

Within Case Analysis: The Emerged Results for Case 4, Ruth.

The resulting themes for the fourth participant, Ruth, were gathered from interview transcripts, observation field notes, and document analysis (with additional self-responses provided by Ruth to several questions after the interviews).

Theme 1: Deep Self-Analysis: Identity and Self-Image

Ruth was very honest during our interview, admitting to flaws, struggles, and personal dilemmas, and she was also honest and transparent in her classroom. During our interview, she pointed out that she was truthful with her students and would not refer them to herself as their therapist because she had been out of practice for some years. She never used her title to recruit students to use her services. During her class, she felt comfortable sharing personal information with students, demonstrated certain psychology concepts using her own real-life examples, even including the real names and ages of her family members. She was frank with students to the point of even describing her house, living conditions, family habits, schedules, and other very specific details. During the break, she engaged in an even more personal conversation with a student, sharing certain stories regarding hers and students' children's upbringing.

Ruth was genuine when revisiting her own past, her decisions, her career, and her personal life changes. In class, she was genuine in asking students to do the same. Her class assignments were directed to self-discovery and self-assessment. One of the assignments called for students to write their own eulogies. Ruth's view of herself was not only one of a teacher, but also of a mother and a grandmother.

Theme 2: Self-Identified Role in the Classroom

Ruth self-identified her role in the classroom as a facilitator and partner in learning. Having much of life experience, she relied heavily on classroom discussions and did not see her role as someone who "regurgitated the textbook to the students" or someone who would stand up and lecture all night. She mentioned that she strived to help students learn from each other. She was a listener, wanted to hear what students had to say, paid close attention to their responses, and wanted to able to move in any unexpected, unplanned direction students might take her. In

class, Ruth stood aside the teaching pulpit, allowing the class presentation to be at the center of everyone's attention.

Theme 3: Altruistic Motivation to Teach

Ruth's motivation to teach stemmed from her love for students and for teaching as a vocation. Ruth mentioned that she would only quit teaching if life events were so severe that they would prevent her from continuing to teach. She stated, "I absolutely love interacting with students. The information can get old…but the students are always different, every cohort is different."

Ruth was motivated by the success of her students. She wrote in her self-reflective response:

> My all-time most rewarding experience happened just a few minutes ago. I had a student a few years ago who, despite some personal hindrances, has succeeded in getting a master's degree, and I was just on the phone with an agency director who plans to hire the former student for a very impressive position. Watching my students achieve their academic dreams and move on to new careers or advance in their careers is the most rewarding part of my job. Knowing many of the life stories and backgrounds that lie behind their educational pursuits makes it that much more rewarding.

Initially, Ruth was interested in a full-time teaching position, but after being an adjunct for over fourteen years, being full-time was no longer important. She stated that as of today, being an adjunct at Warner *was* her ideal teaching position. She decided a long time ago that she would not enjoy being full-time because of her perception that full-time faculty spend a lot of time in meetings, doing paperwork and administrative types of work, which was not appealing to her. She said, "I just want to be able to teach, so for me this is ideal."

In regards to job security and practical factors of the job, Ruth admitted that job security was very important to her and she wished she taught more classes each year. Being a part-time teacher was a big part of her financial picture, and this was her personal reality. In the interview,

she did not compare Warner's compensation to other campuses but mentioned having heard from colleagues that Warner was not the best paying institution. She said that she had accepted this reality – having no benefits or tenure, not counting on Warner as a guaranteed source of income – stating, "It is what it is. I am committed to Warner, and I am not going to go and look outside of it for higher pay." She discussed only one non-monetary award that she thought would be meaningful to faculty – a "teacher of the year" award – which she indeed received one year. However, she insisted that the selection process could be more objective and should be based on peer as well as student testimonies.

Ruth speculated that the ADP had a core group of instructors that were very committed to their program, more so than other instructors. She pointed out that she saw them at quarterly professional development meetings, and she knew they had been around for a long time because their faces were familiar to her. She observed that many beginning adjuncts may glamorize the teaching job, thinking, "Wouldn't it be wonderful to teach?" In reality, she said, the job was more challenging and demanding than what one might expect, regardless of whether one wanted to teach traditional or adult students. One had to be "cut out" for the teaching job.

Ruth was motivated to teach at Warner by her strong commitment to the program and to the institution in particular. She hoped to teach to her retirement age at this institution.

Theme 4: Student Affinity

In class, Ruth paid very close attention to her students: their concerns, questions, discussions, and stories. She remembered former students, their stories, and shared them in vivid detail when responding to discussions students had in the current class. She was honest and admitted that she could forget a student's name or mispronounce it, and she apologized for it. She was concerned about the health of one of her students and checked on his well-being. When

students were discussing certain issues, she reassured them that their problems were common and their fears were valid.

In discussing student assignments, Ruth said that she "she wished she [could] take the pressure off them." She commended their work, calling it "fine" and "fabulous," and stated they had really good writing skills.

Concerning student relationships, Ruth pointed out that during her fourteen years of teaching, she had "tightened up the boundaries." She explained that she does not want to use social media, as she has no desire to offend students who might want to connect with her online by rejecting their requests. She mentioned that she made herself available for communication even after the class, wrote recommendation letters for students, and attended their graduations. She said that there were some former students who would send her an email maybe twice a year, and she found it endearing, "that someone in the world would want to touch base a couple of times a year."

Discussing student persistency, Ruth stated that she went beyond what was expected of her to ensure that students completed the course:

> I have been told by an advisor that I chase after students more so than probably anyone else. I email students weekly, 'Hey, I did not get your assignment from last week. Are you planning to do it?' … I keep in touch with them all through the five weeks and then I hound them for a week and a half after the course ends. …Sometimes I feel like I am pleading with the students: 'Don't let this happen. Don't fail this class. …I am very diligent to try a hard as I can to keep them from failing.

Ruth believed it was her responsibility to let students know if they had missing work. This eliminated a possibility of work being lost to any technological issues, such as files failing to upload or emails failing to send. She saved correspondence of this sort that showed to her and

the students that "she tried harder than she should have." Ruth expressed great concern for

students who failed and sadness that she was unable to help them:

> The most depressing part of my job is seeing students show up to class five weeks in a row, participate in discussions, and do their learning team presentations, but never turn in any written work and fail the course. It's a strange phenomenon that I've seen too many times.

Theme 5: Valued Teaching & Teaching Temperament

Ruth believed that one had to have some natural proclivity for teaching to be a good

teacher. Many could convey information that is subject specific, but not everyone could do it

well. She specified:

> Just because you know something, does not mean you can transfer this knowledge to someone else and make it interesting and engaging. So yes, you have to have some degree of natural giftedness, [and] you can get better at it with practice [vs.] someone telling you how to do it.

Ruth was aware that some instructors were better than others; she mentioned that she

heard students praised certain instructors over time, and the same names came up repeatedly.

In class, Ruth was very professional and attentive to detail. Her desk did not have a chair,

which indicated she had no intention of sitting down. She understood technology and discussed

technology issues with students. She provided students with clear guidelines on how their work

would be graded and gave them detailed feedback on their assignments. She used simple

vocabulary, did not interrupt student responses and discussion, and gave relevant examples to

support theoretical concepts she was covering. Her voice was calm, and she looked serious and

focused.

Ruth mentioned that she felt very free in her decision-making process, and a lot of

years of experience allowed her to maintain her freedom. She respected the work of her

colleagues who wrote the syllabi and created assignments, and she could easily adapt to existing materials.

Ruth found the discussion about teacher temperament interesting because she believed there was a great variety of teacher personalities and temperaments in the ADP, but there was not one clear-cut successful temperament that would work for all students. She recalled student evaluations in which students had different, almost opposite opinions about her temperament and teaching personality. Therefore, she concluded, it was essential to examine the temperament of the learner and what the learner needed and be able to adjust one's own temperament to students' needs, personalities, and learning styles. As she put it, "Teachers could do that by having some of these questions in mind: Do they like somebody who is upbeat and bubbly? Do they like somebody who is very structured and provides a lot of information? Do they like to take a lot of notes?"

Ruth's teaching could be described as very human, down to earth, full of real-life examples and humor. She valued being real and transparent with her students:

> I use a lot of humor in the classroom. It's late at night. They are tired. You have to keep them interested, and I get a lot of positive feedback on my use of humor in the classroom. I think some teachers take themselves way too seriously, … they come across as experts, 'you just need to hand on to my every word and I will teach you everything you need to know.' And other teachers are more down to earth and a little more real, a little more human.

Ruth found students' feedback that mentioned that she was "real and down to earth" encouraging and valuable.

Theme 6: Commitment to Education

Ruth stated that she was committed to personal growth and professional development. She listed several ways she strived to stay current in her discipline: she did a lot of research online in various aspects and attended quarterly meetings when she could. Additionally, if there

were ever any changes to the syllabus, she made sure she matched her materials to the new syllabus, and she reviewed her presentations and materials before each course for accuracy and relevancy.

When we discussed the effectiveness of the faculty development meetings, Ruth suggested ways that these could be improved. Activities could be designed so the faculty would interact more with each other, the time could be changed (so they would not have to be there on Saturday mornings), and the mode in which the meetings were conducted could be more interactive, involving less sitting and listening to someone speak.

Ruth mentioned that she felt "disconnected" from everyone else (other adjuncts). She expressed concern that because she had been teaching at Warner for such a long time, she would benefit from an opportunity to sit and observe other teachers teach to get new ideas. She would really "like to know what other people are bringing to the classroom."

In regards to initial training for teaching in the adult degree program, Ruth mentioned that the college was doing much more than what it did fourteen years ago when she started teaching. When she began teaching, no one trained her or told her what to do, and she did not recall anyone ever observing her classroom. "I could have been doing who knows what," she added humorously. Currently, she was part of a mentoring program through which she had mentored several new teachers. She said that the college was doing a good job requiring faculty to sample-teach during the hiring process, and overall, the college was more successful now in its ability to choose teachers. However, she said there was no specific training program in place that would prepare one to teach adults.

Theme 7: Understanding of Andragogy

Because Ruth was herself a graduate from a night program (analogous to current ADP programs), her transition to teach in the adult degree program was only natural. She had taught both traditional and adult students. Unlike other participants, Ruth stated that traditional students benefitted from having more time to digest information, and in some cases, they worked harder than adult students, specifically in her courses. She also added that traditional programs probably prepared students better for graduate programs. In regards to students' ability to express themselves verbally and in writing, however, Ruth found adult students to be more cooperative and willing, as they had a lot of experience to bring into the classroom. She pointed out "the big differences" and "huge contrast" between the two types of students in this regard.

Ruth mentioned that even though she had taught in the program for over fourteen years and tried to explain to people the way the program worked – as a convenient way for working adults to obtain a degree – people continued asking her the same questions, "sometimes the same people," she mentioned, indicating that they really did not have an understanding of the "concept and model" of the ADP. She stated that she defended the program, explaining its benefits to people, believing that these types of alternative programs were becoming much more common. She mentioned that ADPs also adjusted their bachelor's programs to the pace and model of ADP's master's programs, and a lot of students could benefit from "flowing right into a similar master's degree."

In summary, Ruth was foremost a committed alumni who enjoyed teaching, enjoyed the students, and enjoyed the novelty the students brought into her classroom. She was flexible and adaptable, preferred things a traditional way (did not desire to teach courses online, for example), exhibited a strong work ethic, and greatly related to students' real-life experiences.

Case 5: Chris

Background: Becoming a Teacher

Chris worked full-time as a business manager at a large organization in the Northwest. During his interview, he mentioned that he felt that he reached the point in his life at which he wanted to give back. Teaching seemed interesting, and he thought "it was a good way to do just that: [give back]." Teaching adults part time was not an improbable idea for him as his spouse was a professor at another university, and he had an idea of what teaching at the college level entailed. He wanted "to provide something of value to the students," and each and every workshop Chris said he tried to do just that: "… make sure [students] walk away with something of value, something that they feel they can use in their workplace or at home."

Being an Adjunct

Chris stated that he was teaching about six business courses in both the associate and baccalaureate level in the ADP. He had been with the college for nine years. Chris had a full-time job outside of academia and enjoyed teaching only part-time. Chris mentioned that his wife, a college professor of 30 years, testified that there was always something new and exciting happening in her career. The support and encouragement that he received from her helped him stay committed and excited about teaching at Warner. Even though he was not sure whether he would be teaching at Warner Pacific in five years, he was certain he would continue working with students in some capacity for years to come.

Within Case Analysis: The Emerged Results for Case 5, Chris.

The resulting themes for the fifth participant, Chris, were gathered from interview transcripts, observation field notes, and document analysis (with additional self-responses provided by Chris to several questions after the interviews).

Theme 1: Self-Analysis: Identity and Self-Image.

Chris was a successful business professional who sought an opportunity to share his knowledge and expertise as a way of giving back. Teaching was a perfect outlet for him to reach adults and equip them with knowledge and valuable skills that would help them in some way at home and at work. Chris was experienced, professional, engaging, and encouraging of student success. He also called himself friendly, open, and approachable.

Theme 2: Self-identified Role in the Classroom

Chris self-identified his role as a facilitator, being interested in seeing how "students were involved in the actual learning piece." He certainly did not see himself as a lecturer. His task was to make sure students were interested in the learning process. Chris believed in connecting course material to students' personal experiences, monitoring for understanding of concepts outlined in the course objectives, and overall, making students excited to learn and be back in class.

Theme 3: Altruistic Motivation to Teach

Chris was motivated to teach by the growth and success of his students. He mentioned that there were certainly difficult students and cohorts in his path that made him re-evaluate his reasons for teaching, but for the most part, he said his students were "absolutely fantastic":

> Since I teach more than one class, I have had the opportunity to see students two and sometimes three times during their experience at Warner Pacific. The most rewarding experiences for me is to see the tremendous amount of growth a student achieves, both academically, and personally from the time they start the program until they graduate.

Conversely, the most discouraging experience for him was when students entered the program simply "to get a degree, without wanting, expecting, or appreciating the learning experience."

Chis also mentioned that what made his efforts especially justified and worthy was the success of students who did not initially believe they would be able to graduate and then persevered until the end:

> Most exciting and encouraging things [were the students] who didn't think they could make it, and you encouraged them and you supported them, and you went to the graduation and they were walking. They were so excited, and their parents were so excited… that's what makes it all worth it.

Chris explained that money or goals to move up in the organization were not the factors that motivated him to continue teaching. In fact, one of Chris's students wrote on his feedback form, "I bet he would do it for free; that's how much he enjoys teaching." He did point out that the college could recognize its adjunct professors more:

> We're not listed in any kind of literature … in the college. I think recognition of some form might be good and that's nonmonetary, and I think that pat on the back is really worth a thousand words when you put in day in and day out. I have been here for nine years now.

Chris stressed again that he had knowledge of thirty years in the business world that he wanted to share as a means of giving back. He also speculated that his motivation was probably different from the motivation of other adjuncts. Chris reflected that his wife, professor of 30 years, always found something new about her teaching job. He concluded, "the excitement she had was why I started [teaching] to begin with."

Chris was aware of the high turnover of adjunct faculty at Warner. He suggested that it could pose an internal threat to the program and argued that the college could fix this problem by better preparing new faculty with special training for adult teaching.

Theme 4: Student Affinity

Chris believed that "learning [how] to develop successful relationships with the students" was essential for teaching and the learning process. He kept his relationship on the professional level, but "at the same time he [was] friendly, open, and want[ed] students to have a good time." He made sure that students knew that they could contact him via email or phone to ask him any questions they had. He believed that building relationships with students during the first night of the course was essential, and he allowed enough time for this. He added that this relationship would continue to develop for weeks, and he would try to give students all necessary support, respond to their needs, and be attentive to their personal circumstances.

In class, it was obvious that Chris felt at ease sitting close to students, even on their seats during student presentations. He also gave students a relatively large amount of power in the classroom. Students were allowed to assess each other's work and presentations. Right before the break in class, a student asked a question which Chris deemed important to respond to. He asked students to give him ten minutes to adequately answer the question. Students cooperated, quieted down, and were fully engaged listening. There was a strong sense of collaboration in the classroom.

In our discussion of student persistence, Chris pointed out that he had had students who got behind and failed his class. He mentioned that he worked closely with student advisors to make sure they were aware of student attendance and class progress. Chris encouraged students to stay in the program and gave them opportunities to catch up if they needed to. He specified:

> I tell them how important college is in the marketplace, how much it's worth. We go over that,… the advantage,… how many people are employed that have bachelor's degrees, how much money they make, how much they make with an associate's degree, with a master's degree and so on and so forth. So, they see the value in education and the commitment. I tell them a lot of times people hire people because they finished college. They don't care what they majored in, they just want to know that you were disciplined and dedicated enough to go through four years and make it happen. … I give them those kinds of things to keep them excited about staying in the program.

Theme 5: Valued Teaching & Teaching Temperament

According to Chris, to be a good teacher, one had to have something inherent, something initially there, a passion and desire to share knowledge with someone. However, he also believed that the majority of skills and methods could certainly be learned.

Based on observation, Chris's teaching could be described as current, relevant, focused, and organized. He was exact and detailed in assignment overviews. He used sophisticated means of technology, from a presentation to an interactive game prepared for students. He monitored time for every activity. Chris related text material to real life scenarios; for example, in a discussion of goals, he asked students to evaluate their personal goals and determine how those were aligned with their companies' goals. There was a clear order of tasks and activities that Chris followed. His desk was very neat and organized. He gave students a clear explanation of how feedback would be given for assignments. He listened carefully to student responses and followed up with questions; he categorized responses into sets of concepts being studied, connected responses to particular text sections, and monitored the length of the responses. He encouraged students to read materials outside of the prescribed curriculum and provided them with selected articles to broaden their knowledge on the subject matter. Chris pointed out that in order for students to be successful in his course they had to be "active participants."

Chris mentioned that he felt free in his academic decision making process. He did not mind helping writing syllabi, and he was not resistant to changes in the curriculum. He added that he was comfortable upgrading things, that it kept him excited, and he tried "to change things up on a regular basis anyway."

In Chris's view, a successful adult educator had to have a lot of patience, flexibility, and the ability to work with a wide range of knowledge and experiences brought into the classroom by adults. A good teacher had to be aware that students entered the program at different academic levels and be able to recognize the type of help the students needed. A good teacher had to continuously analyze the classroom for a variety of maturity levels, knowledge, and work experiences. In class, Chris used a very soft voice, gestures, and a lot of humor.

Theme 6: Commitment to Education

One of the ways Chris stayed current in his profession and discipline was by extensive reading and research. He mentioned, "I probably have either read or purchased most of the recent business management books that are out there." He added that he was a member of the Academy of Management, as well as a subscriber to the *Harvard Business Review*, which provided him with access to relevant case studies. He admitted that he naturally took an interest in researching more in his field and also believed that he had to be current and keep up with his students, who also brought in a lot of knowledge and experience.

Chris found quarterly professional development meetings helpful but wished he could have more interaction with adjuncts of his discipline so he could get ideas from them. Even though the opportunities for social interaction were limited, Chris believed that anyone who wanted to build and develop relationships within the program could easily do so.

During our discussion of adequate training for teaching adults, Chris pointed out that for business professionals who were not originally teachers in any capacity, adjunct teaching was a "totally different ballgame." He speculated that the program would greatly benefit from implementing an initial training and mentoring program for new faculty that would teach adjuncts what to expect of the accelerated format, adult learning styles, and "anything [else] they

need to do to be successful." He suggested it would be "critical" for new teachers to co-teach a class with an assigned mentor, to "[get] their feet wet," "see how the [mentor] works," and "participate in class." Chris referred to his beginning experience in teaching as "very difficult," as a "thrown into it, learn as you go" type of process. He did not know what to expect, and it took years of practice and a realization that it was the development of successful relationships with students that would allow him to teach successfully. With time, one understood the processes and material better, he pointed out, and the teacher learned as much as the students. He added that it was a relatively quick transition for him because he was dedicated to his craft, and he believed that he had to "give it a reasonable amount of time to see if it's going to work. … Some people give up too early before they've had an opportunity [to see if] it's working."

Theme 7: Understanding of Andragogy

Chris's expectation of adult learning was for students to experience continuous academic and personal growth. He believed that adult students were more prepared than traditional students, and they brought a lot of life experience to the table. Having a mix of both in class, however, was especially effective, he noted, as younger students had an opportunity to work with experienced business professionals who had a great impact on them. Chris stated that the ability of adult students to perform, for the most part, was a lot higher than that of traditional students.

Chris asserted that the accelerated program implied covering "a whole lot of stuff in a short period of time," and indeed, at times he was not sure how much material students were able to retain. He was not certain what the long-term impact of this type of learning had on students compared to a ten-week class. However, he also said that learning in the accelerated format was challenging, but "if anybody could do it, it would be the adult person, with experience within the business world or [anything] that they were studying [because] things made sense to them."

Chris pointed out that accelerated adult programs, as well as online programs, were growing and the market was saturated with them, which potentially posed an external threat to Warner. "There is only so much you can grow and gain in the market share," he added.

Cross-Case Analysis and Discussion

Evidence of Trustworthiness

According to Guba and Lincoln (1994), the principle of trustworthiness in qualitative research lies in the idea of making sure that the purpose and findings of the research are worth the attention. Credibility, transferability, dependability, and confirmability are the four main properties of trustworthy research.

To ensure the credibility of this study, I tested the interview questionnaire by soliciting feedback from the program administrator and fellow teacher (who was not interviewed for the study, as promised in the Peer Debriefing section of Chapter 3). The administrator was familiar with the studied phenomenon and was able to provide feedback on the wording and focus of the questions. There was also a healthy balance in the sample when it came to the gender of participants, moving from including only female participants, who were more eager to participate in the study and responded first to the invitation, sending out a follow up email and waiting for a response from male instructors as well. The sample size could be increased, but having five participants was consistent with what was outlined in Chapters 1 and 3 and sufficient for collecting data for each unit of analysis. Even though several teachers taught courses online, and observations could have been conducted remotely, having access and permission to be in their live classrooms was essential to observe for all factors intended.

As stated in the triangulation section, the responses of participants were compared with findings from studies previously published on the same subject. Also, all interviewees were

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asked to provide self-reflective written responses to a list of questions from interview protocol, making their written responses available for references. Four participants responded, providing additional written responses to questions. This type of data validation helped connect the experiences of the faculty to the general theories of faculty identity; original patterns and themes were identified.

I also referred back to my researcher-reflexivity section and focused diligently during coding procedures to report and enter key-words that were evident in the data and not code information that could be inferred and interpreted. Similarly, field notes taken during observations had sections that clearly indicated what was observed and what was interpreted from the observed phenomenon. As promised, two colleagues employed by the program but not selected for interviews critiqued the field notes. The reviewers were asked to indicate anything that stood out as stylistically off-putting or as undesirably controlling; they also helped me explore my preferences for certain interpretations and explanations and to discover any blind spots and possible omissions.

Transferability of results was enhanced the preliminary background surveys submitted by instructors prior to inviting any to participate in interviews. It was also enhanced by sampling participants of very different professional backgrounds and experiences. With each participant, I was transparent, describing the research context of the study and sharing the assumptions and existing fundamental literature findings central to the study.

To ensure dependability of this study, I sent the interview protocol to participants one to two weeks ahead of time so they would be comfortable and familiar with the nature of the questions. I explained to the participants the idea of triangulation and its vitality to the validity of

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results. All five participants gladly invited me for observations and shared their documents (some more than others).

Content validation of each interviewee was established through member checks in which participants were offered the opportunity to review and correct their transcripts. All interviews were digitally recorded and then transcribed. Moreover, transcripts and their interpretations, participant narratives, and within-case results narratives were also sent to participants for confirmation of credibility of information and narrative account.

Confirmability of the study was achieved by detailed explanation of all procedures undertaken, as well as careful electronic scheduling and filing of all documents and all correspondence items for each participant. All transcripts received a new file name and date if and when the original data was changed or reduced, allowing collaboration needed to confirm results at any time and ability to go to raw data. Every procedure mentioned in Chapter 4 was tested against the proposed methods and design of the study described in Chapter 3 to eliminate discrepancies and deviation from the proposed research plan.

<div align="center">Cross-Case Analysis of Results</div>

Review of the Purpose

The purpose of this study was to explore in-depth the faculty of the adult degree program. I closely considered two factors when attempting to answer the research questions: (a) the need to profile the adult educator (who that person is, how one views himself/herself) and what role does one adopt in the classroom (b) the need to learn about motivation of faculty to engage and remain in the program. My goal was to add to an understanding of adult education by examining the reflections and personal perspectives of the adult educators who had taught adult students for 8 to 15 (or more) years. The faculty were asked to explore and identify their personal role in the

classroom and within the program. The study focused in particular on the faculty's teaching

identity and role, their motivation, beliefs, and perceptions of students and the program. The

faculty was the main point of contact; they were the people who listened to, cared about, and

served students' needs. They were critical to the program's success; therefore, it was essential to

understand their perspective.

Cross-Case Analysis

I compared findings from the five cases to ascertain concepts and themes that were

applied to each participant. Following Yin's (2009) suggestions, I thoroughly analyzed each

participant's interview transcript, documents, observation field notes, and self-reflective response

notes before I did the cross-case analysis. Each case was examined and a cross-case matrix

display was developed for the five major themes underlying the research questions and the

purpose of the study: self-analysis, role in classroom, motivation, valued teaching, and student

affinity. Table 3 demonstrates the format I used to display comparisons between the resulting

themes from the within-case analysis and highlighted themes relevant to research questions, and

the purpose of the study across all cases. These matrices developed for each theme allowed a

brief analysis of what was prevalent or what stood out. Moreover, while reviewing the within-

case results and entering condensed responses into the matrix, I placed the results present in each

case that complimented each other at the top of the column, and unique and competing results

further down the column (Miles & Huberman, 1994). This procedure helped organize the text of

cross-case analysis as presented below.

Table 3

Cross-Case Matrix Display: Roles

Theme	Case 1:Tom	Case 2:Agnes	Case 3:Jim	Case 4:Ruth	Case 5:Chris
Role in Classroom	Facilitator Listener Specialist Manager Guide Leader Coach Enabler Mentor Himself Engager Motivator Adviser Instructor Critic Editor Referee Motivator Advocate Tutor Writer Artist	Facilitator Listener Specialist Guide Leader Co-learner Promoter of self-learning Creator of safe place Enabler Helper	Facilitator Listener Advocate Manager Co-learner Colleague Coach Creator of safe place Promoter of self-learning Relationship builder Friend Decision maker Enabler Helper Philosopher	Facilitator Listener Specialist Co-learner Helper	Facilitator Listener Specialist Motivator Relationship builder Engager

Deep Self-Analysis: Identity and Self-Image

Tom, Jim, Agnes, and Ruth considered teaching early in their careers, some during their college studies. They worked other jobs and they relocated, but the idea of teaching—whether traditional or adult students—was always there. Agnes, Tom, Ruth, and Jim reminisced extensively on the past, considered their decisions and their view of life, human priorities, and needs. Tom, in particular, considered the definition of success, riches, and wants, and elaborated on different views of contentment and happiness. Agnes had asked herself, "What's worth dedicating my life to?" She made a conscious decision to be involved in non-profit and in education, accepting that both areas would not necessarily result in much remuneration. Jim has always identified himself as a teacher. From the first day that he walked into his classroom, he felt at home: the classroom was his haven, his sanctuary, "the means of mental health." He referred to his early years of teaching as "wonderful, amazing, formational," and when he was not teaching, he experienced "a profound loss of classroom." No one regretted the decision to teach. Chris identified himself as a business professional, but after 30 years of experience began looking for opportunities to give back and to share his knowledge. He chose teaching adults to provide them with "something of value" that they could use at work and in their lives.

Jim and Agnes shared a common desire and a goal: to promote self-awareness in students and to enable students to see what changes they could make in their lives and what changes they could bring to the world. Early on, Agnes was concerned with the cause of human suffering and sought opportunities to help humans make better choices in life, finding education the most effective way to help people. She was concerned with issues like ethics, role models, social responsibilities, and spiritual growth. Tom was interested in ideas: in new ideas, in ideas from students or from texts, and in comparing ideas he grew up with to those prevalent today.

All five participants reflected on their capacities as well as personal weaknesses. They easily admitted to flaws and doubts; all five participants indirectly but also explicitly stated that they had made mistakes, their lives were not perfect, and their familial relations had not always been smooth. For example, Agnes admitted that even though she taught conflict resolution for over 20 years, she did not always put theory into practice. She made mistakes and believed she needed to improve. In fact, humility was a major character trait that Tom, Agnes, and Jim explicitly spoke of. None of them boasted about their credentials and accomplishments during interviews; for the most part, I learned about their credentials from the preliminary survey. Jim stated that insisting on some titles when teaching adult students was unnecessary. Tom pointed out that teachers needed to be humble about who they were and where they came from. Jim admitted that his students could teach him a lot. He also mentioned that teachers possessed a great deal of power, allowing one to greatly impact a student's life; therefore, the teacher had to exercise great care, had to be a student's friend, and should never think of or present oneself as better than his students. Instructors admitted that some of their students were probably more successful in life than they were, and they marveled at their success. Agnes said she was "not the most exciting teacher." Tom mentioned that he did not want to make a big deal about his persona and did not want students to ask, "Who does this guy think he is?" For instance, he used phrases like "I am not an academic," "I am not an outgoing person," "I am being too critical," or "I am exaggerating." All five participants knew and explicitly stated "who they were" and "who they were not."

Authenticity and honesty were other major character traits that were important. From class observations, it was clear that the instructors possessed these traits. Ruth, for example, never used her classroom as a platform to recruit students for her counseling services and never

referred them to herself as therapist. Moreover, she did not provide them with recommendations for therapists if she was out of therapy practice herself for several years. Jim believed that for students to be able to share openly, the teacher had "to be honest about his own feelings and realities and recognize them, and present [oneself] as a real human being." Ruth mentioned that many instructors can take themselves too seriously. Students valued those who were "human, down to earth," and she was pleased when students saw her this way and indicated this to her. Authenticity and honesty were evident when Jim and Agnes indicated that they also did the assignment they had assigned to students. Tom, Ruth, Agnes, and Jim used examples, scenarios, and situations (including names, ages, locations) from their personal lives when they demonstrated certain concepts to the students. As Jim indicated, "When I ask students to work at self-assessment and self-disclosure, I have to go there first. I have to be willing to be there first." He felt that if he could not present himself honestly in the classroom, "he had no right [to ask] students to go there."

All five participants praised their colleagues and students. Tom, Jim, and Agnes spoke highly of colleagues and administrators. Agnes referred to relationships with her colleagues as "meaningful," "wonderful," and "time well spent," and said that she could "really connect" with them. She appreciated people on many levels, calling them "honest and transparent." Jim said his students "were generous to him." In fact, all five participants spoke highly of their students, calling them "amazing," "fabulous."

When it came to participants' perception of academic freedom, of the possibility to create, design, or implement new material, some were more interested in academic freedom and independence than others were. Tom and Jim seemed especially interested in the decision-making process of the program. They contributed to choosing curriculum and had ideas about

how to improve it with adult students' in mind. Four out of five participants developed the syllabi and were glad to be involved on that level. On the other hand, Ruth said she enjoyed the freedom of *not* having the extra responsibilities such as writing her own syllabi. She gladly followed the syllabi that someone else had written for her and regarded their work with respect.

In summary, participants—to a greater (Jim, Tom, Agnes) or lesser (Ruth, Chris) degree—reminisced about and analyzed their past, examined certain life choices, and were able to trace their path to teaching. They had a fairly well-defined self-image: they knew who they were and were not, who they are now, and what their purpose was in the classroom. Honesty, humility, and authenticity appeared to be three main traits they all possessed and that they felt to be most critical to teacher success.

Self-Identified Role in Classroom

In the classroom, all five participants assumed the following roles, inferred from documents and/or demonstrated during my observations: facilitator (a term specifically chosen and stated by each of the five respondents), listener, specialist, guide, adviser, and co-learner or colleague. Four out of five were identified as helpers. Also, all five participants directly stated that they were not lecturers or sages on stage and that they did not simply regurgitate the textbook to students. Chris and Jim, in particular, stressed the importance of their role as relationship builders. Tom and Jim called themselves "coaches." Agnes and Jim discussed their responsibility of being creators of a safe place for students; they saw their position as being witnesses of student self-discovery. Chris, Agnes, Ruth, and Jim identified themselves as promoters of self-learning, stimulating activities through students could learn from each other. Other labels and roles suggested by professors that are assumed in classes are enabler, mentor, manager, leader, enabler, friend, decision maker, engager, and advocate. Tom also added the

following roles related to his specific discipline (writing course): critic, editor, tutor, referee, and artist.

Tom and Agnes spoke about how roles can change. In their opinion, roles are not static and can vary; they may be dictated by students' needs, biases, expectations, and attitudes. Tom indicated that the role the instructor plays may be minor or major, depending on the situation, and that some situations call for assuming multiple roles simultaneously. He noted that the instructors' roles should be responsive to the students' roles. Instructors should be able to adjust their role from "critic" to "good Samaritan." When things did not go as planned, or when mistakes happened, instructors had to be able to adjust. Jim invited students to experiment with him about what did and did not work, trying one plan then another, making students part of the process. Agnes spoke about personal sacrifice as important to her understanding of her role. Ruth acknowledged that being flexible and adjusting one's role to suit the temperament and learning styles of the students was also important.

In summary, the five participants specified certain roles as critical and all five assumed them in the classroom. Some instructors found certain roles more essential to them, and some mentioned roles that were specific to their particular discipline. Participants agreed that the roles were not static, but changed and evolved. They should be responsive to students' needs and attitudes, and complement the students' roles.

Altruistic Motivation to Teach

All five participants admitted that earning money was not their main motivation for teaching; however, they admitted that income and job security were important factors and, as Jim put it, "they [were] certainly not doing it for fun." Four out of five participants observed that they were underpaid and the college could take better care of its adjuncts. Tom pointed out that the

college benefits from having instructors "who can do whatever they, [instructors], want" and who do not worry about the monetary aspect of the job. Jim stated that at that point in his life he could "do what [he] wanted." Moreover, all participants responded to practical considerations (money, tenure, benefits) with a little bit of humor. While they regarded these factors as important, they were aware that the job does not guarantee this. As Agnes stated, "it is what it is," and Ruth admitted that she was told from the beginning that she should not rely on this job (alone) to provide her with a comfortable living. Tom humorously added that it was the corporate world that granted him tenure.

The five participants talked about non-monetary rewards that would enhance motivation and job satisfaction, such as being recognized in college literature, having their name in the directory, or having administration share positive feedback from student evaluations. Agnes, Jim, and Tom, for example, specified that they typically did not hear from the administration after the class unless "it was bad, or someone complained." They "never hear[d] when [they] did well." Jim noted that a "simple pat on the back" would go a long way.

Jim and Ruth were Warner graduates and were very committed to the institution itself. All five participants expressed a great deal of personal commitment to the program, to students, to colleagues, and to certain members of the administration who were especially encouraging and helpful, regardless of possible criticisms of the institutions. Jim pointed out that if faculty did not develop strong collegial relationships with each other, did not develop a strong sense of personal obligation and commitment to the institution, they could leave teaching prematurely. Despite criticism expressed by the participants towards the program, no one indicated that they would leave teaching.

The motivation and drive of all participants were attributed to teaching part time. None of them expressed a desire to teach full time. Ruth believed that working full time entailed spending a lot of time in meetings and doing paperwork and administrative type of work, when she "just wanted to be able to teach." Tom reflected on the amount of meaningful feedback he would like to give to students on their work. Teaching full time would make it impossible. Agnes said she enjoyed breaks between classes and would not want to teach on a daily basis.

The faculty was also motivated by their love of the subject or discipline. All five participants taught in fields they were actively engaged in during non-teaching time: they taught what they knew. For example, Tom is motivated by his love for words, for reading and writing, and he is interested in students' ability to learn and improve in this discipline, as well as to overcome a fear of writing and speaking.

All five participants noted that to stay motivated to teach, a person needs to give the vocation enough time to develop. They indicated some faculty left too soon and attributed their departure to either misplaced motivation or lack of professional training for teaching in the program. Agnes insisted that the college should give substantial support to both new and seasoned faculty to increase their persistence. Tom, Jim, Ruth, and Agnes talked about a "core" group of instructors whom they found faithful and committed; they pointed out that they saw these "familiar faces" at professional development meetings. These were the people they built relationships with. Tom believes that if a college or program has a core of dedicated and motivated faculty, then the turnover becomes less of a problem. Tom and Jim pointed out that the college was responsible for cultivating and developing such a group of people.

Four out of five participants talked about being in classroom not only to give and share, but to learn from students (Jim, Agnes), to hear new ideas (Tom), to receive different

perspectives (Agnes), and to be renewed (Ruth and Tom, who said that students brought new experiences vs. instructors "doing the same old thing" or being "stuck like an old record"). Agnes appreciated the college for giving her an opportunity to learn more. She referred to it as her learning community and referred to herself and her students as "mutual learners and teachers." Jim mentioned that teaching in itself was an energizing experience that he craved. Ruth loved teaching for teaching. Chris recalls that he saw the excitement his spouse exhibited when teaching at a college, and this, along with the wish to give back, motivated him to begin teaching.

Other motivation to teach came from their students' success. Not only did students receive an academic degree, but they were able to make enduring, positive improvements to their lives. Jim, Agnes, and Chris were motivated by a fervent desire to witness students' self-discovery, to give the students the knowledge and type of thinking that would allow them to make positive changes in their lives and in their work. Jim also finds motivation in students' ability to relate course material to their own lives—first finding surprising new knowledge about themselves and then making decisions about how they will live after obtaining this new knowledge. Four out of five participants admitted they attended students' graduations and rejoiced with them and their families; they said this "makes it all worth it." Chris said students who graduated after initially having doubts about whether they had the capacity to complete the program motivated him. Ruth mentioned that she gladly wrote recommendation letters for her students. She was gratified that some of her students had gone onto graduate school or had gotten a desired employment.

Practical factors (salary, job security, benefits), therefore, were not the main motivators for participants' desire to teach. Participants deemed these important; however, they

were fully aware that their adjunct status did not guarantee these, and they had accepted this fact. Participants were motivated to stay in teaching by love of their discipline, love and care for student, student success, collegiate relationship, and personal opportunity to grow and learn.

Student Affinity

Building and developing relationships with students throughout the course was a goal expressed by everyone. Jim, in particular, mentioned that teaching was relational. Chris pointed out that his teaching had significantly improved once he began focusing more on building relationships with his students, making himself more available to them. In class, each instructor listened to students' responses, including personal stories or illustrations, with genuine focus and interest. All five instructors were available to students outside of class via Moodle and email; Jim and Chris allowed students to reach them by phone. All stayed in their classrooms during at least one break in the course of a four-hour class, continuing to listen until students had exhausted their questions and had their issues addressed. Jim and Chris actively invited students to participate in the teaching process and give ideas about the class in general, and had students assess each other's work. Ruth indicated that she also strived to create an environment in which students would be able to learn from each other's experiences.

The participants were friendly with students and easily shared personal information in class. These included factual details of their lives. They also admitted to dealing with issues that were similar to those of the students. Jim even showed personal photographs during an activity demonstration. Ruth, Jim, Tom, and Agnes, however, reflected on student-teacher boundaries and indicated that these were expected in a professional setting. Exceptions had been made in the past for the sake of students, but with experience, these boundaries tightened. Yet, though they admitted that they did not encourage any personal relationship outside of classroom, Ruth said

that she found it endearing when students stayed in touch, sent an occasional email, invited them to graduations. She also noted that she made a decision not to be on social media because she did not want to offend any student not able to join her network.

The focus on the student (vs. teacher, subject, teaching, process) is paramount. Jim pointed out that the student "was the subject" of the study in his classes. Agnes barely mentioned anything personal about her life in our conversation, but was very concerned with students' lives and predicaments. The goal of her teaching is to help them make better choices, and the word she used describing her ideal temperament in the classroom was "sacrifice." Tom pointed out that it was not important to communicate how the teacher viewed the world, but how the student viewed the world. For Tom, the growth of the student was more important than his own was. During class discussions, all five participants listened intently to student responses and followed up with meaningful questions, connecting responses to the concepts being studied.

Though the participants stressed that teaching students was the primary focus of their job, they not only taught them, but seemed to genuinely like them, liked being with them and listening to them. Four out of five instructors knew students by their names within the second or third week of class. I also observed that many instructors related positive stories about former students in detail. Instructors described current students as "fabulous," "amazing," and "great." Agnes, Tom, and Jim communicated to students that they were excited to learn from and work with them. They told them they were "happy" to have them in class and "really appreciating learning more" about them. During class, Agnes and Ruth validated students' fears and concerns, sharing their similar experiences. Agnes, Jim, Ruth, and Tom empathized with students and talked about students' busy schedules, difficult lives, adversities, struggles. Jim pointed out that having raised two children, he was better able to understand the students.

All five participants were concerned with student persistence. Four out of five said they put extra effort into making sure students did not fail the class by reminding them of assignments, accepting late work, and so forth. Chris also gave motivational speeches on the benefits of having a degree. All five mentioned that advisor involvement was critical to student persistence and tried diligently to collaborate with students' advisors. Jim believed that student needs could be addressed better, faster, and more professionally. Tom pointed out that overall improvement of staff professionalism could result in student persistence. Tom also suggested that the college should create tutoring programs run by volunteers that would address any remedial needs students had. Jim noted that faculty turnover could have an impact on student persistence. Agnes suggested that the program would benefit from learning from students during exit interviews about the highlights and successes, as well as their reasons for leaving.

Agnes and Tom discussed in detail the value of students' feedback and evaluations. They believed in listening to constructive criticism from students and taking that criticism seriously. In some cases, counseling or a conversation with a mentor would be helpful to address negative or upsetting feedback. Agnes also pointed out that teachers could be judged unfairly, but that the goal was "to learn" from such experiences.

In our discussion about adult students in general, all participants agreed that adults learn differently. Adults bring life and work experiences to the classroom and should be allowed to discuss their experiences and to teach each other. Interestingly, while Jim said that at some point he stopped talking about the differences of the students (traditional vs. adult), he saw more similarities between the two. He would actually apply more andragogical concepts to traditional students than pedagogical principles to adult students. Obviously the two programs were different, as pointed out by Jim, Tom, and Ruth, but the participants' view of the type and quality

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of relationships that had to be built with students and the carefully selected methods for teaching students were deeply rooted in andragogy. Syllabi, documents, assignments, and activities I reviewed and observed were designed with the adult student in mind. Here is an example from one of Jim's emails to students: "The dominant metaphor for this class is 'journey.' It's an old but important metaphor for life. We're all on a journey; we had no control over our beginnings; we have some control over our lives now; and, who knows what kind of control we have over our ending." One of Ruth's assignments asked students to write "their own eulogy."

Interestingly, though these adjuncts have been in the program for about ten or more years, four out of five mentioned they still found themselves explaining to people how adult degrees worked and what the format entailed. As these programs become more and more popular, as Jim pointed out, four of the five found themselves advocating for the program and adult students. This was a prevalent theme in my conversations with participants. For example, Jim and Tom had specific ideas on how the physical setting of the college could be improved to demonstrate to the students that the college cares about them and takes them seriously. Four out of five instructors mentioned that they spoke to advisors on students' behalf. Tom introduced the idea of exploring student communities, that is, where they came from and belonged, and thought that the program might create a close and learning community for them at Warner. Tom, Jim, and Ruth mentioned that they heard students express concerns about issues like technology and textbook distribution, and the instructors were willing to bring these concerns to a responsible administrator. They believed that if the same problems reoccurred, the college needed to become more serious about addressing students' concerns.

In summary, students are the main focus of the participants' jobs. The instructors are genuinely fond of them, and they respect and admire their success. Instructors can be very

personable and close to students, with a varying degree of relationship outside of the classroom. Instructors take the specific needs and learning styles of the adult student into consideration in their teaching.

Valued Teaching and Teaching Temperament

All five of my participants admitted that being a good teacher requires years of practice. They all believed that effective teaching had to be given time to develop, to try things, to experiment, and felt that many teachers quit prematurely because they were frustrated with the initial results of their teaching. When discussing their initial preparation for teaching in the program, they admitted that none of them had any formal training or had been assigned a mentor whom they could observe and learn from. Four participants strongly suggested that new faculty should co-teach and be assigned a mentor before teaching in the program. Also, all five participants said that they were open to mentoring new faculty. Jim suggested that it was healthy for administration to evaluate how faculty teaches, but they needed to be properly trained to give meaningful feedback. All of the participants stressed that having knowledge and expertise was not enough: there had to be a specific capacity for making this interesting and exciting for students. Jim pointed out that knowing methodologies did not make you a good teacher. All five believed that there had to be "some natural proclivity to teaching," "some giftedness," some "passion and desire," and "inherent piece," but that any teacher could become a better teacher if he/she wanted.

Participants exhibited a strong work ethic and many went beyond what was required of them by contract. Chris believed it was important to allot extra time to discuss the benefits of a college degree: he reviewed the earnings based on the highest degree acquired and talked to students about the value of education in general. Ruth mentioned that she went above and

beyond in her efforts to ensure students would not fail her class, "chasing after them," contacting them numerous times to motivate them to submit missing work. Tom made himself available outside of classroom to students who needed remedial help. He offered free tutoring services. He was also available to students for advice regarding writing and getting published. Tom offered his services in leading a volunteer-based tutoring program and offered to write text and other materials for the program.

All five participants acknowledged that they willingly participated in professional development opportunities offered by the college, agreeing that this was a place one could get new ideas. Moreover, Agnes and Jim participated in the teaching and learning forum. Tom, Ruth, Jim, and Chris had recommendations about how quarterly faculty training could be improved. (Those are listed under recommendations for administration.) In a discussion of the need for social engagement, Tom and Ruth indicated that they were somewhat disconnected and called themselves "loners," but said it was by choice, temperament, or circumstances. It was not of paramount importance to them. Agnes and Jim, on the other hand, mentioned that having relationships with other faculty was desirable and they worked at cultivating and developing those relationships. All five respondents agreed that anyone who desired to build closer relationships with each other could find an opportunity to do so.

Based on class observations, it was obvious that good teaching requires organization. All five instructors' desks were neatly organized, their boards were organized with concepts and outlines, and their presentations were professional and original. Tom, Jim, and Agnes gave students an outline of what had been and what was going to be covered in class and showed how concepts related to each other. All five teachers presented students with the big picture and the context of the course (how objectives related to each other, why certain concepts were important,

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and how the course connected to other disciplines). All instructors used relevant and vivid examples that all students could relate to.

In our discussion about their professional growth and class preparation, all five participants mentioned that they read a lot (books, periodicals, blogs, on-line materials) and read a variety of subjects. Ruth, Jim, and Agnes pointed out that they appraised materials before each new class: they reviewed presentations, made sure information was accurate and relevant, and updated assignments and materials if the syllabus had changed. While it was clear that all five participants loved to learn, Jim, Agnes, Tom, and Ruth, in particular, stated that they sought to learn, especially new ideas, and that they wanted to learn from students and fellow instructors.

According to the participants that I studied, the principles of good teaching can be summarized as follows: focus on teaching within one's own discipline, focus on student learning styles, be familiar with current technology, prepare, give professional feedback to students, question teaching methods, be relevant, make the classroom a safe place, demonstrate tasks to students, relate material to students' lives, be flexible enough to improvise and create, and be ready to go in unexpected directions.

In the discussion of ideal temperament for teaching adults, Tom and Agnes chose patience and respectfulness as important. Tom said it was important to exhibit kindness, patience, perseverance, and discipline. The participants also pointed out that as instructors they needed to be honest, flexible, down-to-earth, empathetic, and human.

Based on class observations, three of the participants' demeanors could be described as engaging, lively, and personable. The other two instructors were calm and spoke in soft voices. All five instructors could be described as considerate, appreciative, and polite with their students, and all used humor in classroom.

In summary, all agreed that there was a natural gift to teaching, but that teaching can be honed and improved if one regards it as true vocation and approaches it with passion. Participants differed in their teaching temperaments, but also had common temperament traits that they deemed critical for working with adult students: patience, respect, honesty, and humility.

Implications

During this research project, several participants indicated program improvements and possible changes that in their opinion would benefit the faculty and the students. As stated in Significance of the Study section, the instructors make recommendations to program administrators for review and consideration. The following is a summary:

- Select or write texts suitable for adults, addressing adult issues and topics

- Redesign physical appearance of campuses to make them look more like colleges and less like an extension of student work space

- Design student lounges with a variety of healthy snack options

- Listen to students, conduct round tables, invite students for interviews

- Improve book delivery process

- Designate a person who would line up all equipment and supplies before each class

- Utilize faculty who wants to volunteer and offer free services

- Have enough advisors for students and train them to be responsive to students in a timely manner

- Demonstrate trust in the faculty by allowing them to construct their own syllabi and materials

- Conduct oral student evaluations and listening surveys

- Provide face-to-face feedback to faculty after classes are complete, especially in cases

  with negative student feedback, and give support

- Do not hesitate to hire professionals in a particular field

- Conduct exit interviews with students to find out about success and failures

- Pay attention to details regarding room appearances (these are four-hour classes and

  students pay attention to their surroundings)

- Reward faculty, especially if it does not require money, in such ways as offering praise,

  being listed in literature, being in the directory, and affirmation of any kind

The results of this study may provide school administrators the opportunity to use valuable recommendations given by leading faculty to enhance program effectiveness, service to students, and effective faculty training prior to and during their teaching in the Adult Degree Program. The analysis and discussion of these results is present in the next chapter.

CHAPTER 5

DISCUSSION AND IMPLICATIONS OF THE STUDY

Summary

This chapter discusses the implications of this study, reviews researcher reflexivity and bias, presents responses to the research questions, addresses limitations and delimitations of the study, and proposes ideas for future research. The goal of the study was to explore in-depth the faculty of an adult degree accelerated program at a private liberal arts college in the Northwest. My objective was to profile the adjuncts who taught in the program (background, self-image, self-identified role) and to consider what made them successful (motivation, student affinity, professionalism, expertise). I aspired to add to the understanding of the academic field of adult education by examining the reflections and personal perspectives of the adult education faculty who had taught in the program for more than five years (in this study for 8 to 15 years). As a non-participant observer (Creswell, 2009), I investigated the motivation and roles of five long-standing adjunct faculty of an adult degree accelerated program. The data collected over eight months over the course of a year (2014−2015) was coded and analyzed using descriptive codes and crosses-cases analysis (Corbin & Strauss, 1990). The data collected included preliminary biographical survey, digitally recorded and transcribed in-depth personal interviews, observational field notes, and teacher documents.

Seven major themes emerged from the findings: deep teacher self-analysis, self-identified role in classroom, altruistic motivation to teach, student affinity, valued teaching and teaching temperament, commitment to education, and understanding of andragogy. The preliminary biographical survey, along with several questions addressing teachers' initial desire to teach, and past decisions/indecisions that may have led them into teaching, allowed me to create five

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educator profiles that I used to write vivid narratives for each study participant. The themes of a

teacher's altruistic motivation and self-identified role in the classroom emerged from data

findings; these were critical to providing responses to the research questions of the study. The

theme of student affinity covered teachers' views on relationships, on their openness and

boundaries with the students, as well as focusing on student persistence and student success. The

valued teaching and teaching temperament category revealed the skills, techniques, and ideas of

successful teaching, as well as the ideal temperament for teaching adults. The commitment to

education category gave faculty's positon on professional development, growth, and collegiate

relationship. Finally, the understanding of andragogy theme emerged from participants' general

stance on adult education and their perception of the present-day adult student.

Research Questions

Having reviewed the resulting themes from the within-case analysis, reduced data to

issues only reflecting the problem statement and purpose of the study, and conducted the cross-

cases analysis of the results, the answers to the research questions were formulated.

Research Question 1
What role does an adult educator adopt in the adult degree program?

The results showed that the five participants agreed on the following roles that all of them

assumed in the classroom: facilitator, listener, specialist, guide, adviser, and co-learner or

colleague. Four out of five could be identified as helpers. All five agreed that they were not

lecturers. Chris and Jim stressed the importance of the role of relationship builder. Tom and Jim

called themselves coaches. Agnes and Jim referred to themselves as creators of a safe place.

Chris, Agnes, Ruth, and Jim could identify with being promoters of self-learning. Other labels

and roles suggested by professors and assumed in classes are as follows: enabler, mentor, manager, leader, friend, decision maker, engager, and advocate.

Research Question 2
What is the main motivation for instructors to engage in adult education?

The results showed that all five participants were motivated to teach in the program for reasons other than monetary compensation. Participants shared different levels of personal commitment to the institution (all five being committed and not looking for jobs elsewhere; two being more committed as alumni of the institution), but all of them expressed a great deal of commitment to teaching, to discipline, and to the students. Part-time teaching appeared to be a factor for motivation and drive in teaching. The faculty was also motivated by a love for the subject or discipline: all of them taught in their field of preference or expertise. The participants were motivated by the opportunity to grow and learn, and to be enriched by students. Several instructors expressed the idea of "giving back" as a motivation for teaching. However, the participants were motivated mostly by their students' growth and success.

Discussion and Analysis of the Answers to the Research Questions

Research Question 1
What role does an adult educator adopt in the adult degree program?

Researchers have identified various faculty roles, often not distinguishing between the roles of traditional faculty, adjunct faculty, and elementary and secondary teachers (Langen, 2011; Kiely, Sandmann, and Truluck, 2004; Reybold, 2008). Indeed several of my participants found the question of self-identity and role in classroom challenging, and they took time, as some of them pointed out, to prepare their answers. As Reybold (2008) indicated, adult educators

possess a set of beliefs, values, and assumptions about adult education and the role of the adult learner, but had not always thought out and purposefully identified their own roles and philosophical approaches to practice. This was a new—and rare—opportunity for the participants to reflect on their professional identity, both aloud and in writing, which Kiley, Sandmann, and Truluck (2004) identified as an important practice that was often neglected.

The studies on faculty roles, identities, and self-selected labels are very limited, and several studies do not view adult educator roles as distinct from the roles of traditional faculty or adjuncts, regardless of the type of students and educational setting (Horton, 2010; Fletcher, 2007; Kiley, Sandmann, and Truluck, 2004; Reybold, 2003; Swenson, 2003). I am convinced, however, that we should identify distinct roles within each of the aforementioned categories: traditional faculty, adjunct faculty in the traditional program, and adjunct faculty in non-traditional programs or alternative adult programs. These roles are inherently linked to the type of student educators teach and the motivation that educators have for teaching, such as seeking full-time employment or giving back in spite of having full-time employment.

The labels proposed by Reybold (2003)—such as the "pilgrim" (someone who has a strategic plan to get to a goal)—cannot be applied or discussed among adult educators—my participants in this case—because adjunct instructors are not involved in the institution's or the program's strategic planning and vision; many prefer not to be. However, if we discuss the role of a "drifter," someone who has no commitment to academe and has other careers available to them, we find this label is inadequate when it comes to long-standing adjunct faculty who have a very strong sense of commitment, if not to the institution, then to the program and the students, and who are not seeking other careers or options. Therefore, I speculate there is a set of roles that are distinctive and pertain to faculty type, program type, and student type. The five study

participants have enriched the literature on adult education by suggesting the following roles for adult educators: facilitator, listener, specialist, guide, adviser, co-learner, colleague, helper, relationship builder, coach, creator of a safe place, witness of self-discovery, promoter of self-learning, enabler, engager, authenticator, mentor, manager, leader, friend, decision maker, advocate, critic, editor, tutor, referee, and artist. This list of roles might be useful for personal reflections on teaching roles and help identify current beliefs about teaching. It might offer ways to explore the possibility of assuming additional roles in the classroom.

An interesting point made by Tom and Agnes regarding the nature of teacher roles deals with the fluid and changing nature of roles. They believed the roles are not static, are variable, and should be dictated by students' needs, biases, expectations, and attitudes. The roles played may be major or minor, depending on the situation. Some situations call for assuming multiple roles simultaneously. The instructors' roles should be responsive to the students' roles.

Reybold (2008) indicated that many adult educators are not even aware that they belong to the distinctive group of adult educators. My participants, however, were quite aware of who they are and who they are teaching; moreover, their identities, beliefs, teaching philosophy, and methodologies stemmed from the fact that they were working with adults. I believe that the newer faculty, who do not have much training in andragogy or formal training on how to teach adults, would most likely overlook the fact that they belonged to a rather distinctive faculty group. The current participants' expertise and success in a classroom, however, are deeply rooted in understanding what andragogy is, how adults learn, what adults seek, and what teaching role the adults respond to.

Research Question 2
What is the main motivation for instructors to engage in adult education?

The study focused on instructors who had already committed to the college or the ADP program for 8 to 15 years of teaching who have, as Marston (2010), Culcross (2004), and Maher (2002) suggest, motives other than monetary benefits. Therefore, I raised the following questions: How often does the institution consider and endeavor to identify the motivation of this long-standing, prominent faculty? How can the institution value, cultivate, and sustain this faculty? How can the institution monitor motivation and, in case of its decline, intervene if it is necessary?

Participants agreed with research and discussion on tangible and intangible rewards for adjunct faculty. They indicated they would be even more motivated to teach if they were rewarded by non-monetary recognition from the administration, such as positive feedback, commendations, inclusion in college directory, or consideration for awards for contribution to continuing education (Apps, 1998; Curtis & Thornton, 2013; Street, Maisto, Merves, & Rhoades, 2012; Wallin, 2004).

An interesting new insight attained during research and discussion, which all five instructors touched on, was the presence of a "core" faculty. Instructors were more or less aware of the relatively high turnover of faculty in the program and attributed it to lack of training, misdirected motivation, or poor job fit. Moreover, some suggested, it might also be an effect on student persistence. The majority of instructors, however, did not consider turnover a problem. They indicated that the college should focus instead on cultivating core faculty—those who are committed and gifted—and offer this group opportunity for growth and social interaction, feedback on their work, and substantial support.

Implications

The overall purpose of this study was to explore the roles of faculty and gain an understanding of their motivation to remain in adjunct teaching despite inadequate compensation and benefits. The study supports the idea that to have a more holistic vision of adult learning, as suggested by Kiely, Sandmann, and Truluck (2004), the perspectives of adult educators on the adult student, adult education, and adult educator roles are critical; the educator's perspective is important for understanding and applying learning theories to practice. Adult educators are not just the teachers who provide services to customers (students). They are key players in higher education. Colleges will continue to rely on contingent faculty (Clarke, 2004; Kezar & Sam, 2013; Leslie, 1998; Zaback, 2011). Therefore, to understand who they are, where they come from, what roles they play in the classroom, what makes them successful, and what motivates them to stay is indeed critical.

Implications for Understanding of Faculty Motivation

Even though literature and research highlights the dissatisfaction and frustration with—and contempt sometimes for—the adjunct profession, and though there are drawbacks—poor compensation, heavy workload, lack of benefits and incentives—this study suggests that some adjuncts are fully aware of both the criticisms and drawbacks, yet are delighted to teach in the program. They are motivated to stay by reasons other than tangible compensation. In general, the results featuring participants' job satisfaction and attitudes included positive, grateful statements, and their motivation can be interpreted as pure and almost idealistic. The fact that these participants were not strictly bound by viewing this job as a primary source of income places them in a category separate from those who see themselves as adult educators who may be

teaching for monetary compensation. (In fact, many of them expressed that it did not matter if they taught adult or traditional students). This category includes adjuncts (a) who are not seeking full-time teaching (thus not fighting institutional political battles to move up the ranks and achieve a full-time teaching contract), and (b) who can afford to be driven by altruistic motives, because making money is no longer the primary focus—the goal of being a great teacher is more important. Interestingly, the instructors I interviewed had mentioned that their motivation differed from the faculty who teach as adjuncts in hopes of receiving a full-time position. This leads me to assume that the motivation of my studied participants cannot be viewed as universal or applied to all adjuncts in academia. The adjunct instructors are not one homogenous group; they share similar characteristics, but varied and individual motivation drive them. I also concluded that, when researching the state of the profession of adjunct faculty, certain evaluation criteria applied to all programs—such as schedules, contract hours, job security, benefits, rewards, incentives—but other factors should be reviewed separately, depending on whether the adjuncts teach part time by choice and whether they rely on the job as a primary source of income. Considerations about role in a classroom, motivation, and teaching skills may be affected by these two factors and may differ for different groups of adjuncts.

The study suggests that participants are motivated to work with adults students not only because they wish to give back, but also because they want to gain something. Instructors mentioned that they learn from students, they are exposed to new ideas, their lives are informed by students' experiences, they are enriched by students, and they are energized from working with students. The students are a source of renewal and they benefit from this reciprocal relationship.

Implications for Understanding Faculty Roles in the Classroom

The study of instructors' roles in classroom also revealed that the roles should be understood in a broader context. The teachers' self-image, identities, beliefs, philosophies (e.g., regarding success, happiness, humanity) are closely related to the roles they play inside *and* outside of the classroom. Teacher roles cannot be attributed to classroom behavior only. As one teacher said, the classroom prepares you for many tasks: if you can manage and lead thirty students, you can manage anything. Another way of looking at it is that teachers bring their business and corporate experience to the classroom, along with attitudes about work ethics, accountability, and productivity. The fact that the adult educators are not professional adjuncts (teaching numerous classes across several programs and schools), but are professionals who also share their expertise once a week, suggests that their roles should be viewed more holistically as one who teaches, whether in the classroom or not. It was also evident from a number of interviews that some of these instructors were ready to assume more roles in the program that those of a teacher in the classroom. They offered their services as managers, tutors, volunteers, writers, advisors, and administrators without asking for compensation. They did not want to be compartmentalized as instructors only. Every participant brings experience, practice, knowledge, wisdom, and accomplishments to the classroom. It is a loss for any program to not take advantage of their expertise and suggestions, especially because most private schools are faced with limited funding for many programs. These extra services, freely offered, should not be wasted. For instance, Jim spoke passionately about how advising services could be improved based on his experience at a publishing house:

> I had a boss who said, 'You will return every phone call and every email within 24 hours. You will do that. Even if you can't answer, you will write or call and say that [you have received] the question.' And he was insistent upon that. I think it's a pretty simple rule. I know part of the answer is there are not enough academic advisors, which is a budgetary

issue. But again, it would come back to that issue of the care of the student. …Somehow there's got to be a better place to stand in that, where students going away saying, 'They really care about me. They will work with you. They will try to figure this out. They understand life happens. And you can count on me to respond to you as quickly and helpfully as I am able.' And that's how you build a reputation.

Many of the instructors are extremely successful at what they do during the day, but do not brag about it. It is the responsibility of the institution to connect to them, to find out who they are and what they do, and to celebrate, respect, and utilize their successes to reach students.

Implications for Practice

One practical implication of this study is that teachers are obviously motivated to teach for different reasons, but the primary motivation can be seen as pure and altruistic versus monetary and practical. The challenge for the college, therefore, is to hire those who are driven to give back, to enrich others and be enriched, as well as hiring adjunct faculty whose motivation is not monetary (the determination of which is an ethically questionable practice, and not feasible). The challenge is to consider and apply the so-called pure motives of the faculty who teach for the sake of teaching and learning to faculty who may not share these aspirations and motivation yet or at all. The challenge is to change the focus from making extra money and teaching as many classes as possible to focusing on the student and his/her self-discovery is a challenge.

The study supports the idea from earlier research that faculty's reflection on their professional identity is important because teachers teach in the way that reflects their practical knowledge, accumulated experience, and intuitive insight. Other studies suggest that these practices—reflecting on philosophical assumptions, identify, beliefs—are often neglected by instructors (Kiely, Sandmann, & Truluck, 2004; Reybold, 2008). Several of my participants admitted that they did not reflect "so deeply" on their roles, motives, or personal identities until

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they were asked to participate in this research. Instructors indicated that they took time to respond to certain questions. All five were thankful to be asked to reflect on who they were, why they taught, and what their process was.

Implications for Understanding Relationships with the Students

Student affinity (relationship and openness with the students, and other student-related factors) became a major theme of this study, which offered some interesting insight. The nature of faculty's relationship with the students, as well as their attitude towards the students, is deeply rooted in who the students are. For example, they teach adults who have life experience, many of whom are their age (sometimes older, mature), which greatly influences faculty attitudes. Instructors pointed out that it is an important trait to treat these students with respect, valuing their life experiences, careers, successes, and failures. They referred to these students as "colleagues" and "co-learners," and said, "they have so much to teach me." A teacher teaches students, students teach the teacher, and students teach each other. Sometimes it is more of a study group, with teachers sitting next to students. Obviously, the adjuncts' perceptions of traditional, younger students would have been different.

Other important temperament traits instructors believed one should possess when teaching adults are honesty, humility, and authenticity. Adult students and professors have experienced life. Professors are not likely to mislead adult students or pretend to be someone they are not. Instructors mentioned that they worked hard to create a safe place for students in which both students and instructors could be open and share. Adjuncts may hold back information or experience, however, when teaching traditional students, who may also not be completely open because they lack experience or may not know how to share.

The adult educators are able to climb down off their pedestals, so to speak, when they are in the room with adult students. And although it is appropriate to set certain boundaries with traditional students, not permitting them to call them the first name, perhaps, one instructor said that one should not insist on titles with adults. In the traditional classroom, the teacher may be viewed as superior, more knowledgeable, a role model. Younger students are still molding themselves into responsible adults, therefore, the teacher's responsibilities may be different (coaching, mentoring, demonstrating, shaping). In adult classrooms, things are more transparent. Teachers accept that some students are more successful than they are (career-wise, for example), there is a mutual exchange of enrichment, and the teacher's responsibilities are more aligned with building relationships, becoming a co-learner and colleague, engaging in self-discovery, and observing students teaching each other.

Student affinity can also be attributed to the size of the classroom, which in this program is relatively small (5 to 20 students). Quality of relationships, closeness, ability to share personal information, attempts to increase student persistence—all would be almost unattainable if teaching at a traditional campus in a room of forty or more students. I credit the class size for giving instructors an opportunity to develop such student affinity.

Implications for Understanding Teacher Identity and Beliefs

During the research, it was impossible not to reflect on the principles outlined by Parker Palmer (2007) on teacher identity, integrity, authenticity, and presence. Parker's contribution is phenomenal, as it did does not reduce teaching to mere skills and methodologies, but views teachers as people who are able to make connections between themselves, their subject, and the students. These connections are made in the heart of the teacher where intellect, emotion, and spirit converge. During class observations, it was evident that all five instructors used

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distinctively different methods, activities, and tone of voice, for example, but were all fully present, fully aware of who they were. This study suggests that self-identity, self-image, and knowledge of personal truth are related to teachers' roles and motivation; moreover, they are related to knowledge of the students. To paraphrase Palmer (2007), if one does not know oneself, one cannot know the students, but merely sees them through the shadow of an un-examined life. Therefore, if one does not know the students well, one cannot teach them well.

During the study on teacher identities, roles, and motivation, the participants talked about the theme of freedom (academic, personal, institutional), and I saw this freedom expressed in their classroom behavior. All five instructors spoke of the tangible rewards with humor and wit, generally finding them inadequate. Tenure, job security, and benefits were addressed realistically, but with the understanding that these practical factors are not what gives them their identity or motivates them to teach. Their gratification for the freedom that they have—to create, to teach or not to teach, to not fight battles for tenure—gives them their teaching identity. Because of this freedom, instructors did not have to fear being paid less (it is already not much) or being promoted for tenure (there is no such thing), or being guaranteed a certain number of courses (there is no such guarantee). Because there are no guarantees, I believe that they may view each class session as a unique opportunity, their last opportunity to make a difference in the life of a student. Furthermore, with the status of "an adjunct by choice" comes relaxation and gratification. Moreover, instructors view themselves as resources; anyone can use what they offer if they find it to be of value. This is an important implication for the administration as it attempts to leverage this freedom without promising much in return and without exploiting adjuncts even further.

The study further explores successful teaching skills, methods, presence—what is referred to as valued teaching. When participants identify themselves as helpers, healers, relationship builders, servants, and so forth, these are not necessarily roles that they play, but who they are. Some roles cannot be learned or practiced: one inherently *is* or *is not* these things. These participants are considered successful and are praised by peers and students. The challenge for a hiring entity becomes how to recognize these identity traits in new faculty when hiring (e.g., instead of exploring what instructors know and do, exploring what their hope for the world is, and what role they would play in regards to achieving that hope), and to promote and cultivate noble and selfless aspirations in existing faculty. One of my participants, for example, knew early in life that she wanted to help people live in a world in which there is less pain and suffering, more healing, better choices. Her motivation thus stems from this early realization of who she is and what her personal goals are. How can college leadership inspire faculty to evaluate their identities and philosophies (about teaching, students, the world, success) and how can they inspire transition from bottom-line teaching (content, skill, curriculum, degree) to a more idealistic, liberal arts enthused education (whole student, connecting cross curriculum, relevance, relationship, learning). It is an interesting challenge; the leadership would be asking the underpaid adjuncts to all but become saints.

The study findings on instructors' roles support the idea that roles are not static but change, vary, adapt, and play off each other. One can be motivated solely by income to begin teaching as an adjunct, and when reaching a certain financial stability, become motivated by factors other than money. The reverse can be true. One begins teaching out of a pure motivation (e.g., a desire to give back), but difficulties in life demand tangible benefits. It would be valuable to explore how the motivation changes and whether the change of motivation affects the role and

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quality of teaching. It would be beneficial to faculty professional development leadership to assume practices that would encourage faculty to self-reflect in some manner: *Who* am I? *What* is my role in the classroom? *What* is my role in the world? *Why* am I doing this (teach)? Who is my student? Based on these responses, the question then becomes, *How* should I be doing this (teaching)?

Implications for Training of Faculty

The study confirms that the adjunct faculty does not require a formal or professional training, especially for teaching adults. Two of my participants had taught high school at some point, but even they admitted that training specifically for teaching adults is crucial to success in the classroom, to student success, and to teacher and student persistence. All five participants wished they had been better prepared and knew what to expect when they first began teaching, and they had strong recommendations about how the program should prepare and mentor new adjunct faculty. Their concerns align with research about insufficient training for the professoriate (Beane-Katner, 2014; Degeneffe & Offutt, 2008; Finlay, 2008; Freed & Mollick, 2005; Gaff, 2000; Reybold, 2003; Yendol-Hoppey et al., 2013). Regarding adult educators, administration should always be aware that these are not pedagogues but professionals in their field first who have adopted teaching and are learning as they go. The study confirms previous research that it takes years to become a good and noted teacher. The participants agreed that instructors should intentionally seek professional development opportunities, as these learning communities seem to be the only place for adjuncts to generate new ideas, share experience with colleagues, and learn from each other (Clarke, 2004; Cox, 2004; Finlay, 2008; Meixner, Kruck, & Madden, 2010).

The study also revealed that good instructors (and in this case all of them are good) may still show a different level of leadership and initiative when it comes to writing syllabi, designing materials, selecting texts. Some like to create and design new things and some do not. All of them are happy with their choices, however. As Tom pointed out, it is natural and healthy for a program to have faculty who are leaders, who are good at designing and creating, and faculty who are followers, good at executing objectives and utilizing syllabus in classroom written by someone else.

For my final observations, the most heartening concept in this study is that there is no limit to the affinity these teachers can have with their students, to how much they want to give and contribute, or to how much they desire to grow and learn in pursuit of excellence in their profession. They do these things by choice and for the students. They do not become better teachers because they are paid more, and they do not work harder for the chance of a slight raise. Their work to become a better teacher is almost a given. It is behavior that cannot be induced or compelled by tangible benefits. No particular thing makes someone a good teacher; the individual makes himself/herself a good teacher. The teachers who outperform others do so because of who they are. Therefore, to find the right teachers with the right motivation is a challenge for any institution.

Implications for Future Research

The findings of this study into the roles and motivation of long-standing faculty in the program provide insights for future research. A comparative analysis on motivation and roles of new faculty (first-year adjuncts, for example) to the motivation and roles of long-standing faculty would add additional insight on faculty sustainability, variability, and change of motives and roles. The results of such research would reveal the reasons for possible changes and the time or

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period when they may occur. The results would also empower faculty liaisons to capture shifts in motivation and roles and offer different or stronger support. Further, it would be interesting to trace the process of adjuncts becoming senior adjuncts and research their motivation at the senior adjunct level. In this particular case, adjuncts in a traditional program have a process for becoming senior adjuncts, while adjuncts in the adult degree program do not. Investigating the reasons for having two different processes for becoming a senior adjunct and comparing practices across institutions would aid our understanding of how colleges reward their adjuncts and whether offering a senior adjunct position adds to teacher motivation.

As touched upon earlier, results obtained from the investigation of roles of adjunct faculty would be more accurate if the study were conducted with faculty from two distinctive groups: adjuncts by choice (who prefer part-time, do not desire full-time teaching, as is the case of this study), and adjuncts who, in fact, are only teaching part-time temporarily while searching for full-time positions. Results of such a study would better reveal differences in labels and self-identify roles selected by two groups of faculty.

The participants noted that their adult degree courses often had students from the traditional program who took a course within the accelerated program to satisfy some credit requirements. They noted that the younger students especially benefitted from being exposed to the adult classroom, which features students with extensive life and work experience, relevant work discussions, and application lessons based on years of experience. Further research on the benefits and satisfaction of a traditional student attending an adult degree class would allow institutions to determine if continuing such practices (mixing students) should remain an exception or be advertised, expanded, and practiced more widely. In fact, the promotion of mixed-age classes would not only more accurately reflect the make-up of the student body, but

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could also become a trend in higher education. Otherwise, colleges will continue teaching theoretical business courses in the morning to unexperienced younger students, while business professionals continue teaching business courses in the evening to adults who are ready to actively implement these business concepts. The mix of students could decrease the gap between theory and practice, and reduce the criticism that college learning is often inapplicable or irrelevant and does not prepare students for real-life challenges.

This study focused on the faculty's self-selected roles in the classroom. A study of faculty's perceptions of student roles would add to an understanding of the interplay between instructor and students and to how these self-selected roles complement or conflict with each other. Moreover, a comparative study of faculty's perceptions of student roles in the adult versus traditional programs would allow exploration of student types in both. Would faculty change their perceptions of students if they taught in both programs? Are faculty's perceptions of students of both programs premature and inaccurate if they have not taught in both programs? On what does the faculty base its perceptions of students and their roles? The results of such a study would enable practitioners to interact with a variety of individual character types in the classroom. Finally, research into the motivation and roles of adjunct faculty across several institutions would yield more accurate and generalizable results. Results of such a study would provide insight into whether the roles and motivation of faculty differ by institution type, such as liberal arts college adjuncts, community college adjuncts, and for-profit institutions adjuncts.

Finally, research on the use of adjunct faculty in higher education should not only continue but also intensify. If higher education continues to rely on contingent faculty (currently 50% of faculty) while reducing tenure track positions (76% of all instructional staff are currently non-tenured), what will higher education look like when 80% or 90% of faculty are adjuncts?

(American Association of University Professors, 2015). Will adjuncts be required to engage in research at a high technical level and be required to publish? If humanities programs shrink, will the positions need to be draw from and filled by the business field adjuncts? What will motivate these people to join academia? Who will teach in higher education, and what effect will this teaching have on the student, college, society, community, and workforce? It is imperative that the questions and issues associated with student, college, society, community, and workforce? It is imperative that the questions and issues associated with using contingent faculty be further addressed.

Conclusion

This case study focused on the adjunct faculty of an adult degree program at a liberal arts college in the Northwest. The purpose of this study was to explore self-selected roles of faculty in the classroom and their motivation to remain teaching in the program, The study also profiled adult educators and attempted to determine what made them successful. The goal was add to an understanding of the academic field of adult education by examining the reflections and personal perspectives of the long-standing adult education faculty.

With the growing trend of alternative programs entering numerous traditional colleges and universities, it was essential once again to focus on the nature and needs of the adult students. The study revealed extensive beliefs and perceptions by faculty about the current adult students. Because faculty members are the main point of contact and are the people who listen to, care about, and serve students' needs, they are critical to the program's success. Therefore, it was essential that we understood the perspective of the faculty.

This study contained an exhaustive literature review on adult education, the adult student, and the state of the adjunct profession. The literature emphasizing the specific characteristics of

adult students is abundant; unfortunately, it does not adequately cover the motivation, satisfaction factors, values, and aspirations of adult educators. Literature that considers the background of the instructors including why they are in the field of higher education and what happens to them while in the program is scarce. This study added to existing research on adult faculty identity, motivation, relationships with the student, professional and social commitments, and reflections on andragogy. This study offered a number of practical and institutional implications, as well as recommendations for future research.

Two main research questions guided this study: What role does an adult educator adopt in the adult degree program; and what is the main motivation for instructors to engage in adult education? The results of this study may provide school administrators the opportunity to use valuable recommendations given by leading faculty to enhance program effectiveness and service to students, and to effectively train faculty prior to and during their teaching in the adult degree program.

The results showed that the five participants agreed on the following roles and assumed them in the classroom: facilitator, listener, specialist, guide, adviser, and co-learner or colleague. In addition, instructors sometimes played distinct or unconventional roles in the classroom. The study also suggests that the self-identified faculty roles should be viewed within three separate categories: roles of the traditional faculty, roles of adjunct faculty in the traditional program, and roles of adjunct faculty in non-traditional alternative programs. These roles are closely linked to the type of student educators teach and the motives that educators have for teaching. Furthermore, the study enriches existing literature on adult education by adding the following list of roles to those played by adult educators: facilitator, listener, specialist, guide, adviser, co-learner, colleague, helper, relationship builder, coach, creator of a safe place, witness of self-

discovery, promoter of self-learning, enabler, engager, authenticator, mentor, manager, leader, friend, decision maker, advocate, critic, editor, tutor, referee, and artist. Because this study focused on the perspectives of distinguished and established faculty in the program, this list could be offered to faculty for personal reflection on the roles they currently play in the classroom, as well as roles they might consider adopting.

The results on motivation of adult educators showed that all five participants were motivated to teach in the program for reasons other than monetary compensation. The participants shared different levels of personal commitment to the institution, but they all expressed a great deal of commitment to teaching, discipline, and students. The following factors attributed to teachers' motivation to remain in the program: teaching part time (lesser load), love for subject, expertise in the field, opportunity to grow and learn, opportunity to give back, and, finally, student success and growth. The study also brought to light the concept of the program having a core faculty. Even though the participants were aware of adjunct turnover, they did not consider it a problem. Rather, they indicated that the college should focus on attracting a core group of talented and committed faculty, and cultivating this group by offering opportunity for growth, social interaction, substantial support, and feedback.

In summary, the academic workforce is changing. American colleges and universities will continue to rely heavily on contingent faculty. The typical tenure-track appointments are already a minority. This study highlighted in-depth five cases of successful, effective, and rather content adult degree adjuncts, demonstrating that the adjuncts do not all belong to a homogenous group (dissatisfied, frustrated, seeking full-time positions), but may be driven by different motivation and assume different roles in the classroom. The study revealed profiles of gratified adjunct faculty and their reasons for teaching. These results stress how important it is for college

administrations to address the needs of leading faculty to retain quality instructors and ensure

that students receive the quality of education they are paying for.

APPENDIX A

PRELIMINARY SURVEY (ADMINISTERED BY EMAIL)

1. Name: (Pseudonym will be later assigned) _____

2. Gender: F / M

3. Age: ___Under 40,   ___40-49 ___50-59 ___over 60

4. What courses do you teach?

5. Do you primarily teach Associate track classes? (102-103) or Bachelor's track (200-300)

6. How many years total have you been teaching?

7. How many years total have you been teaching in this program?

8. Do you hope to still be teaching in 5 years?

        Yes ___   No____   I don't know___

9. What are your plans for when you retire from your full-time, regular job?

10. Do you plan to continue working with students in some capacity?

        Yes_____ No_____ I don't know.   If yes, please describe

    _____

APPENDIX B

E-MAIL MESSAGE SENT TO PROFESSORS

Dear Professor,

As a fellow faculty member at Warner Pacific College (WPC), I am sending you a request to interview you in a study related to faculty identity, beliefs, and motives to teach. The study focuses on faculty members in the Adult Degree Program at Warner who have been identified as integral faculty members who have been teaching at ADP for more than 5 years, and who have been teaching in the ADP program on part-time basis only. The interview, which will last approximately an hour, will be scheduled anytime prior to Month, date. I will come to your office or any other designated place at your convenience for the interview.

The purpose of the interview is for inclusion in a Ph.D. dissertation I am pursing through the University of North Texas. I am conducting a qualitative study investigating the faculty's motives to teach, self-acclaimed role in the classroom as well as in the adult program, and self-identified attributes of successful teaching.

If you permit me to interview you, you will sign a formal informed consent form, as part of the informed consent required by UNT. It is important to note the following:

- There are no known risks related to this study;
- Your identity will be kept strictly confidential;
- You may ask any questions prior to your agreement to participate in this study;
- If the data is presented or published, it will be in the form of aggregated data only;
- As a participant, you may view a copy of the study when completed.

Please contact me via phone or email if you would like to participate in the study. Your participation would make a valuable contribution to my research. I greatly appreciate your consideration of this request and look forward to talking to you soon.

Hanna Grishkevich
ADP Humanities
hgrishkevich@warnerpacific.edu
Tel. 503-753-0903

APPENDIX C

STUDENT INVESTIGATOR - INFORMED CONSENT NOTICE AND ADULT SUBJECTS

University of North Texas Institutional Review Board

Informed Consent Notice

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

Title of Study: Accelerated Programs' Faculty: Motivation to Teach

Student Investigator: Hanna Grishkevich, University of North Texas (UNT) Department of Counseling and Higher Education. **Supervising Investigator**: Dr. Barbara Bush.

Purpose of the Study: The purpose of this qualitative research study is to investigate adult degree program faculty's motives to teach, self-acclaimed role in the classroom as well as in the adult program, and self-identified attributes of successful teaching, motives for teaching, as well as learning from the faculty about their self-identified role in the classroom and their self-identified factors of successful teaching. You are invited to participate in the study because you have been identified by the dean of the adult degree program and the director of general education as integral faculty members who have been teaching in the program for more than five years and who have been teaching at the college on part time basis.

Study Procedures:
60-90 minutes for a personal interview. Interviews will be conducted at the place requested by the participant. Interviews will be audio-recorded.
5-20 minutes for filling out the preliminary survey. The survey can be filled out at home and emailed to the researcher.
20-40 minutes for a possible focus group meeting. The focus group will take place after all interviews are collected and transcripts reviewed by participants.
Instructors' live classes will be observed by the researcher for a minimum of 4 hours.
Instructors' general correspondence with students, emails to class, syllabus, assignments and instructions will be analyzed in the study.
The total time commitment for participation should amount 2 hours for interviews and survey, and at least 4 hours of direct observation.

Foreseeable Risks: There are no known risks associated with this study

Benefits to the Subjects or Others:
- This study will contribute a broader perspective to the existing literature on adult learner faculty and their relationship to adult learners.
-The faculty will be encouraged to reflect on and evaluate today's adult students, their motives and demands, as well as academic and social qualities, in light of their teaching.
- As a result of the study, professional training for adult educators may be developed that is more relevant to and more effective for the educator of adult students.

- ADP faculty at WP will be invited to share any prior understanding of the nature of the adult student and of adult learning theory that they already possess. Thus, the study will allow teachers an opportunity to evaluate their own teaching beliefs and to add their expertise to the shared knowledge about teaching in the adult degree program.
 - The insights shared by the WPC faculty members, who will be interviewed for this study, can be utilized for training of other instructors, especially those new to teaching in adult degree programs, and can be applied in ADP professional development seminars.

Compensation for Participants: None

Procedures for Maintaining Confidentiality of Research Records:
Any personally identifying information obtained during this study will be kept confidential. The data will be securely stored by the researcher and will only be accessible to the researcher. Audio-recorded data will be destroyed following transcription. The information obtained in the study may be published in professional journals or presented at meetings, but the data will be presented as cumulative report.

Questions about the Study:
You may ask any questions concerning this research before agreeing to participate in or during the study. You may call the researcher, Hanna Grishkevich, any time between 8:00 a.m. and 6:00 p.m. (PST) at 503-753-0903 and email at hgrishkevich@warnerpacific.edu. You may also contact the supervising investigator, Dr. Barbara Bush, at 940-565-4288 and by email at barbara.bush@unt.edu

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects.

Research Participants' Rights:
Your participation in the survey confirms that you have read all of the above and that you agree to all of the following:

- *Hanna Grishkevich* has explained the study to you and you have had an opportunity to contact her with any questions about the study. You have been informed of the possible benefits and the potential risks of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.

- You have been told you will receive a copy of this form.

Freedom to Withdraw:
You are free to decide not to participate in the study or withdraw at any time without adversely affective your
relationship with the research, the University of North Texas, or Warner Pacific College. Your decision will not
result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:
You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate, having read and understood the information presented. You will be given a copy of this consent form to keep.

_____
Printed Name of   Participant

_____
_____   Signature of Participant
    Date

For the Investigator or Designee:

I certify that I have reviewed the contents of this form with the subject signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

_____   _____
    Signature   of Investigator or Designee   Date

APPENDIX D

PROFESSORIAL INTERVIEW

On Educator:

	Original Questions		Questions combined into more general
1	Please tell me a little about your career as a professor. You may want to mention how you got interested in teaching, when you began teaching and where, what schools you taught at (if more than one), what subjects and kinds of students you have taught, what the highlights of your career have been, etc.	1	Can you describe your teaching career, explaining decisions or indecisions relevant to getting into or staying with the profession compared to other opportunities you may have had?
2	As you know, in this study I am principally interested in exploring with teachers their motivation for remaining in classroom. Can you tell me what has influenced your decision to continue as an [adjunct professor] for _____ years?		
3	Have there been times, during your years as a teacher, when you considered leaving [teaching]? Can you tell me what your thoughts were at the time and what ultimately happened to change your mind?		
4	What are the principal things you are trying to accomplish as an [instructor]?		
5	What do you see as your most important responsibilities as an [instructor]?		
6	Did you have any role models or mentors that influenced your becoming a teacher or the way you work as a teacher?	2	Describe how you stay current in your specialty and current with the field of teaching.
7	How important is your subject area to your work as a teacher? Is it, for instance, your passion for English (history, mathematics, psychology, sociology, etc) that energizes your teaching and continues to motivate you? Or is the subject matter primarily a vehicle for working with people in a college setting?		
8	How would you describe your relationship with students, and how important is this relationship to you?		
9	Do you consider teaching a true profession? [If so] Why? What would make it a stronger profession? [If not] What would make it a profession?		
10	Are there any other comments or observations you would like to make about your work as a teacher?		
11	What kind of activities do you undertake to remain current in your field and to develop and maintain your teaching skills?	3	How can you tell if other instructors are staying current with their specialty or the field of teaching, and how can you tell if you and/or your peers are teaching effectively?
12	In what ways have you been involved in the life of the college outside the classroom?		
13	How important do you think service to the college should be in the life of a professor? (serving on committees, being dept. chairs)		
14	Do you believe that you have a natural proclivity to teach?		
15	Can good teaching be learned? What aspects?		

On adult education, adult educator, adult learning theory

	Original Questions		Questions combined into more general
1	How did you make your decision to teach adults? How much did you know about specifics of teaching adults? What were you looking for in the profession of an adult educator?	1	Compare and contrast traditional programs versus ADP programs from the point of view of the adjunct instructor.
2	If you had previously taught in the traditional program (traditional students), please share about your perceptions of and expectations from traditional students vs. adult students. Are your requirements and demands as a professor different? If so, in what way?		
3	Do some adjuncts leave the program too soon? In your opinion, is there a certain breaking point (time) at which the number of positive experiences with students and teaching outweighs the negative setbacks thus possibly influencing an instructor's decision to stay in the program?		
4	What is your role in the classroom? Research has suggested possible positions adult educators associate themselves with, such as leader, facilitator, change agent, partner in learning, and many more. Please elaborate on your self-selected role.		
5	Does awareness of learners' needs impact the teacher's beliefs? How?		
6	Do you feel more committed to the discipline or the program?	2	What roles do you assume in the classroom, and how do student needs, expectations, or readiness conflict with or compliment those roles?
7	Share your view on level of commitment to the program of traditional faculty vs. adult degree faculty.		
8	Are there faculty attitudes that might possibly impede the results of the program? Success of the students?		
9	How do you view collaboration among adult degree faculty?		
10	Do you feel responsibility for the program to progress, further develop, and be successful?		
11	Would your teaching change if you were teaching full time vs. teaching as an adjunct once a week.	3	What is the most effective teaching temperament in the ADP program, and how do you get it or change it if necessary?
12	How free are you in your academic decision making?		
13	How do you handle change? How often do you experience change in ADP? Where do changes occur? Would you like to see more changes? Of what kind?		
14	How do you evaluate readiness of students who join the ADP program?		
15	What is your opinion of the accelerated program model?		

| 16 | How important is the instructor's self-confidence given the cohort model the program uses? | 4 | Who has what responsibilities, and how committed to that job is everyone? |
| | | 5 | What are the external and internal threats and opportunities facing the AD program? |

Practical Factors:

	Original Questions		Questions combined into more general
1	How important is job security to you (this particular job)	1	How important is job security, tenure, salary and benefits levels? Or What practical factors of the job are important to you?
2	How important is tenure?		
3	How adequate are your salary and benefits?		
4	Is Warner Pacific College your ideal institution to teach at or would you consider other offers?	2	Describe your ideal teaching position and compare and contrast it to what you currently do at WPC.
5	Share your feelings about the school in general and this particular program.		
6	How satisfied are you with your schedule? How does this particular schedule fit with our family dynamics?		
7	Would you like to teach full time in this program?		
8	What are some of the best rewards you can receive from a student/students?	3	To what degree are you reliant on WPC to meet professional, personal, or financial goals?
9	What rewards if any are you expecting from administration?	4	How would you describe the non-monetary rewards versus the challenges of teaching at WPC?
10	In your opinion, generally, what incentives/rewards does adjunct faculty desire/expect?		
11	What do you enjoy most about your profession (teaching at Warner)?		
12	How did you make your decision to teach adults? How much did you know about specifics of teaching adults? What were you looking for in the profession of an adult educator?	5	Describe the ideal training or preparation and continuing education process for an instructor in the adult education field.
13	If you had previously taught in the traditional program (traditional students), please share about your perceptions of and expectations from traditional students vs. adult students. Are your requirements and demands as a professor different? If so, in what way?		
14	Do some adjuncts leave the program too soon? In your opinion, is there a certain breaking point (time) at which the number of positive experiences with students and teaching outweighs the negative setbacks thus possibly influencing an instructor's decision to stay in the program?		
15	What is your role in the classroom? Research has suggested possible positions adult educators associate themselves with, such as leader, facilitator, change agent, partner in learning,	6	What is the relationship between specialty knowledge and

	and many more. Please elaborate on your self-selected role.		teaching ability? Or How would you describe your readiness to teach adults on an ongoing basis?
16	Does awareness of learners' needs impact the teacher's beliefs? How?		
17	Do you feel more committed to the discipline or the program?		
18	Share your view on level of commitment to the program of traditional faculty vs. adult degree faculty.		

Social Factors:

	Original Questions		**Questions combined into more general**
1	How do you evaluate your relationships with fellow teachers? Are these relationships important to your work as a professor?	**1**	What are the opportunities or limits to developing social relationships with others in the program?
2	How would you describe your relationship with administrators and how has this affected your work as an [instructor]?		
3	How important are relationships with the students? How involved do you get with a student?		
4	How do you treat the failure of an adult student in cases when a student fails a class or drops from the program?	**2**	What would you recommend to improve student persistency and success?
5	What have been your most rewarding experiences as an instructor? And conversely, what experiences have been the most depressing or discouraging?	**3**	How do you explain what you do to those unfamiliar with the program or to detractors of adult education efforts?
6	How has your life outside school (e.g., as a family person, a community member, a private citizen) influenced and been influenced by your work as a teacher?		
7	In looking back at your career as a teacher, how have you changed since your earliest years in the classroom?		

APPENDIX E

BACKGROUND INFORMATION ON PARTICIPANTS

Teacher Name	Gender	Age	Courses Taught	Course Level	Number of years in teaching capacity	Number of years teaching at ADP at Warner Pacific College	Planning to teach in in five years?	Plans post retirement	Planning to work with students in any capacity
Agnes	Female	Over 60	Conflict Resolution Communications Ethics Social Issues & Responsibilities	Associate Degree and Bachelor's Degree	Most of professional life	11 years	Yes	Contribute Grow spiritually	Yes
Jim	Male	Over 60	Spiritualty, Character, & Service Human Development: Faith, Living, Learning College Composition Introduction to Literature	Associate Degree; Mostly Bachelor's Degree	49 years on and off	6 years	Uncertain	Already retired, Fulfilling plans as an adjunct in ADP program	Yes
Tom	Male	Over 60	English 102, 103, 120, 200 (English composition, Introduction to Literature, Rhetoric)	Associate Degree and Bachelor's Degree	About 16 years	8 years	Yes	Retired Interested in volunteering; Reading & writing lab; Teaching guitar	Yes
Ruth	Female	50-59	Human Development	Bachelor's Degree	15 years	14 years	Yes	Continue teaching	Yes
Connie	Male	Over 60	Business 150, 220, 261, 310, 321, 450	Associate Degree and Bachelor's Degree	9 years	9 years	Uncertain	Continue to teach at Warner Pacific College	Yes

Note: All names of individuals in this study are pseudonyms

APPENDIX F

OPEN CODING. WITHIN-CASE ANALYSIS - TOM

#	Possible Category	Code	Sub-code	Actual comment/observation	Data Source
		Biography	Excited	Enthusiastically wrote 600 words	Tom2
		Not an academic	Picture	"I don't think of myself as an academic"	
		Free Creative freedom to create syllabus break the system Relying on system To be trusted more to create priorities needs Not outgoing alternative education change, innovation, flexibility, and access Revisits the past priorities and definitions of success and happiness Defining riches Defining poverty difficult to live a simple life today	Dislikes canned syllabus Same syllabus Understands process, system, sees reasons, part time instructors need it disadvantage Not seeking to build many relationships with other faculty members Not concerned with power and monetary success Being misunderstood by someone in power and money Views simple way of living with fondness Regretting that things are different today	"… I realize that there are good reasons for having a canned syllabus, with part-time instructors. But … who should write it? I wish that they had more confidence in us to do it." Reading authors that questioned "what we're doing and how we're doing it" Extended example about meeting friends in California during his two years of teaching	Tom2 Tom3 Tom12 Tom13 Tom14 Tom18 Tom20
		Able to laugh at himself Shares personal life stories	Addressed by someone as having a "poverty" life style with laughter	"[Students'] programs [are] developmental and ongoing and continuous. Whereas you are kind of stuck like the old record. That's you…. You are back there still doing the same thing. They grow in a way that you may not." Shares humorous stories from personal life	Tom14 Tom15 TomO7

		Intro Being humble about oneself Human predicament and unpredictability of future priorities, needs, reasons for sacrifices Honesty student's understanding of the world Students surprised faculty wear several hats Admits to flaws	Revisited Something small Does not care where [bio] is Humble about where you came from, who you are and what you have Did not like all instructors and it was not their fault "I am being too critical" " I am exaggerating" "I remember when I was a student, some teachers I liked, others I didn't. That was probably saying more about me than them. I knew other students that liked an instructor that I didn't like."	"Who's this guy think he is" "Don't make a big deal about introducing myself" "You need to be humble about whatever you're doing, and wherever you came from and whatever you have." "I don't want to mislead someone" "We tell a lot of myths about ourselves" "I wonder what happened to the ideas I grew up with" "They will be surprised when they see you in your part-time barista job on Saturday mornings."	Tom2 Tom3 Tom11 Tom12 Tom13
		Being himself No mask	Hard question Not talking much about himself Not getting personal Not pretending something he is not	"What you see is what you get. I am being myself."	Tom6
		Make students enthusiastic about discipline Breaking stereotypes Wants to do a better job Coach Mentor Motivate Peer	Assumes they are not Had negative experiences with this subject Delightful Possible stereotype – students having bad English teachers Gives reasons for doing	"I try to get students enthusiastic about those things, with an assumption- I have a presupposition that they're probably not, that in fact, they've probably had some pretty negative experiences with English teachers over the years. This isn't always the case, of course, there's a stereotype. But if they leave workshop one, you have one enthusiastic, delightfully surprised	Tom6 TomO2

| | | Realist
Helper (improve) | things | [student] [thinking] 'that this isn't so bad after all.' Or, you know, 'Where was this guy when I was in a junior in high school?'"
Tom changes the tone of voice. Sounds excited about projects and presentations. Explains why students should be excited. Students laugh [as not all may be as excited about the assignments]. Explains why certain assignments may be difficult.
"Writing is not easy. Not even for professionals that do it all the time, every day. And I cannot make writing easy for you. I can help you become more efficient at it. More effective. I can help you become more disciplined… But it's always going to be hard. But there are a lot of things that are hard. Let's talk about those things. What do you do now for enjoyment, that's actually hard, that I probably wouldn't want to do? And you'd get responses, right? I run marathons. Well that's not easy, is it?" | |
| | | Motive different other than money and full time position
Discipline/subject
Interested in ideas
Has ideas
Helping someone be efficient become better at [writing]
Can help become more disciplined | Adjuncts teaching adults part time have a different reason for doing it
Allows students to experiment
Can't make it easy
Discipline is not easy
It will always be hard
There are many things that are hard but they can be enjoyed (comparison with running a marathon) | "And those that really don't: they're in it for some other reason."
"For those of you with shorter papers, here's an idea for writing more…" | Tom5
Tom6
TomD3 |

		Adjuncts with different goals	Some want full time and some don't Those who want full time should teach in the traditional program	"I think this is probably an over simplification. But I think there are two types of adjuncts. Those that really want full-time employment. "	Tom5
		No job security in part time Job security and benefits are important Tenure eventually going away People really want it	Threat Working only for benefits Disliking the government initiative on medical care Important to have health care at a reasonable cost	"Job security, tenure, salary and benefits were important to me in 1982 when I made a decision to [laughs]…to leave teaching, and so I did that. So, I think these things are important." "People will be more likely to pursue things they want to pursue…. They won't take a job simply because this job pays benefits. They can do whatever they want. I think that's a good thing…. That's why you get these adjuncts that now they're okay. They don't have to worry about that particular aspect of [the job], nor does the administration."	Tom9 Tom10
		Student Content Human predicament: things change Students worry about different things that faculty or administration Listening with complete focus Reasoning Not distracted	Connect with student Possible different views on life with students, focusing on discipline to avoid argument Being aware of student issues and needs Listening to student needs Reasons with students and explains why he is asking questions Does not use cell phone (does not have it present)	"Not afraid to talk about it" "will share" if asked "just start teaching" "There is me, there is student, and there is what we are studying… Focus on that." "The systems that are set up like Moodle, the textbook delivery system which I understand has issues and problems, and all these things that students worry about that we don't. But I hear them talking about it occasionally." During presentations followed up with numerous questions, taking notes on student responses,	Tom2 Tom12 Tom16 TomO3

				linking to content Writes a lot and writes fast	
		Knows students	Knows all students by name Students view world differently Students are diverse Students with better jobs	Second week of class. Already knows all students' names. No nametags used.	TomO1 Tom2 Tom11
		Listen to the voice of students Conduct listening surveys Connecting with students Establish reliability Feedback and reports are important Not hearing positive feedback Hearing negative feedback	Listen to evaluations vs. reading written evaluations Roundtable for students Once a year Reliability of comments Engage advisors, have them rotate Funding may be involved Students complain	"And then the other thing is the reports that they get, those evaluations, it's important that they do that, I guess, and that they give feedback and everything. But, … it's negative. You never that you did a good job. You only hear that there's a problem. You drove one of your students [away], that you failed, … [someone] complained. Can you explain?	Tom18
		Student Personable Giving attention and time to student Sharing personal information	Before after class During break Early to class During break makes himself available Understanding the difference between adult and traditional students, their needs, the different way of learning	"If it's break or before or after class students ask about it" Asks students if they watched a specific sports' program During the break a student immediately approaches participant with a draft of the paper, or outline. "This is fine. This is exactly what we want." Comments on format, paragraphs. Comments on use of citations and direct quotes. Explains how to write an abstract. Asked about experience in previous class. Explains simple	Tom2 TomO1 TomO7

				rules and principles in a very friendly manner. Makes notes with his pen on student paper. Leaves the room only after the student is done with questions. Shares humorous stories from personal life	
		Take students seriously Engage in what students need help Human predicament transcending various situations Unpredictability of future Viewing the world differently Not being too wrapped up in personal things Trying not to be too involved Not discoursing personal relationship with students Advocate for students Integrity	Encourages Cautions Talking about the purpose of student endeavors Integrity, staying true to who he is Find with students dreaming big, does not discourage Avoid arguing, but focus on what you are studying Students forget faculty It's normal for students to move on Talks to administration about improving student campus, adding healthier options in vending machines	"I would respond to [their idea of writing a book] seriously. If, I thought they were serious…. Actually it wouldn't matter whether they were serious or not, I would respond seriously. I would encourage somebody, but I would caution them. I guess sort of ask them, 'Why are you doing that?' And see what reasons they had, and if they had some grandiose plan to be published or something like that, within a few months, I would try to work on getting them to better understand that whole process." Student approaches at 5:48 p.m. with a personal question. Can't hear the question. Response is "Ok, … you understand the rules, right?"	Tom7 Tom12 Tom14 Tom16 TomO1
		creative approaches to teaching adults	Essays are mostly for and about college freshmen	"There's room for a lot of creativity in selecting texts, and evolving texts for the adult student, the adult learner."	Tom3
		Adults have different reasons for being in class Diverse background Adults more serious about education	Reason for being in college is what separates the two Not one format Offering extra help to	"The students in those classes are in, in school for *more reasons than the adult student.*" "This kind … system built for a **particular**	Tom5 Tom17 Tom19 TomO3 TomD1

| | | Respecting autonomy
busy schedules of adults
Traditional students benefitting
from attending adult degree class
Traditional students more distracted
than adult students
Difference in student preparedness
Remedial classes is not the answer
Students are the same everywhere | address specific areas
Not interrupting students
Reminds them of holidays
Fewer distractions for
adult students. Teacher is
the main focus for 5
weeks
Some are more competent,
capable, not easily
distracted and frustrated
than others
Unprepared students can
catch up | **kind of student,** a particular kind of
socioeconomic age, … bracket,
demographic, that whole thing. And it's
not going to work for our students. If it
did, the community college missed a
huge
opportunity in creating what we're
doing
for their community, and that's the
community that we're serving at least
initially. So it's different…. Because
you
have people that went to community
college and now they're working, and
now
they would like to finish a degree but
they
can't because they're working full-time.
"You have to download the paper to see
comments and feedback. If you have questions –
you are supposed to email me back…You need
to get your money worth.
If you want me to particularly focus on
something in your writing, please let me know
and I will focus on that."
Lets students know that he won't interrupt them
during their presentations.
"Don't forget the following week is a holiday."
    "They are usually delightfully surprised
    by
    how the evening classes work and the
    maturity of the adult students, and the
    freedom that they have and the lack | TomD3 |

				of distractions in the class, and the maturity level, and so forth." " A lot of distraction these days for the traditional students. Technology, money, work, activities…" "Even though if someone comes in unprepared, … and you're disappointed in their performance, it doesn't mean that they won't eventually figure it out, and even succeed."	
		Reading and writing lab Tutoring Using services of volunteers Knowing student community create their own community real campus for students (college looking, not office) Life is passing by student needs Student opinion Increase staff professionalism student voice be heard glitches of systems (electronic delivery of content, book distribution service) retention numbers at the institution unware Discouraging procrastination	Addressing remedial needs Exceptional students (writers) getting help Students feeling like students Experiencing student life Feeling of being in college Creating student lounge Not extension of office environment Office looking campus is not good for adult students Healthy food options Break rooms, drop-in center Use space wisely Students should have a representative communicating their needs Advising more involved	"One [recommendation] would be the reading and writing lab. Another would be this idea of some sort of tutoring program where students can go somewhere and get one-on-one help, if they had remedial needs. Those students that are capable and competent writers, where can they go to get extra attention [if they want to publish]? What kind of community really are they part of? Where do they come from and what kind of community does the program create for them? I like the "X" campus. I like the entrance the exit it's simple. I like the fact that it looks like a real campus, there's always something going on in the gym. You have this feeling that I'm going to school, I'm in a college now."	Tom15 Tom16 Tom17

		Skill Motivating Encouraging appreciation Engaging Direct Clear Empowering the student	Attitude Temperament Listening Interactivity Measured Imperative mood of sentences Steps to being successful Using 2nd person	"Good teaching can be learned, but there are skills involved" "Things can be measured" "Here is an idea…Don't forget to consider…Take one of the images and [do this]…You may use…When working on next assignment, remember to…[the assignment] should convey the idea that…" "You are now writing….You are not….You might find it puzzling…You should have some paragraphs…. You may incorporate…"	Tom5 Tom12 TomD3
		Continuous self-improvement	Trial-error Self-learning Having new ideas	" We learn what works and what does not work" "I have new ideas of how I might improve things	Tom 5
		specialist and exceptional teacher blend Addressing needs of the student Difference between teaching ability and having knowledge familiar with learning styles Continuously examines the purpose of teaching and the way of teaching Missing opportunity to hire good but who has no time to fulfill credentials	Expert in the field Good communicator Not everyone is a teacher who knows things Not all instructors are liked Experienced in the field Technical skills With degree	"There needs to be a [nice] blend there for all students and instructors. You can be an expert in your field and just be a terrible lecturer or poor listener. Or…be an expert in your field but, but be incapable of communicating. Taking whatever you… …think you know, or do know, and communicating it to others in such a way that, they are engaged, informed, motivated, appreciative." "And there's not a night I don't go home, that I don't doubt from a class at least one of my students and myself, as to what we're doing and why we're doing it…"	Tom13 Tom18 Tom20
		Interested in is field		"I'm interested in literature. I'm interested in	Tom6

		Professional		words and writing and language and all these things. I'm happy to diagram a sentence on the board if that's what you want to do. …You want to look at the language in order to improve your reading and writing skills." Comes to class before beginning of class Very well groomed. Dress shirt, comfortable footwear	TomO1
		Formal or information training is good train in order to be successful understanding of the process of teaching adults Realistically on the job training	Business or anything else rather than teaching prepares you Having a plan in classroom Uncertain things Can't prepare for some things Must have experience	"I think that training and preparation [are] important. You can't just waltz into one of these classes and think that you're going to connect and be successful. You have to have some idea of what you want to do, and where you want to go, and how you're going do it."	Tom11
		Teaching full time would change things Full time teaching consumes Doing the job well The class requires a lot of work Having more time to volunteer Timely feedback welcoming questions Communicator Detailed not lazy	Has other interests Can be too much and more than one wants to do Grading with integrity Focusing on student improvement Communicating the feedback successfully Electronic feedback not effective Focusing on student learning	"Part of the problem with writing classes, is, there's so much follow up work to do….You have to read all these papers and make some sense of them for the student, so the student actually improves…their writing. That's hard to do. We might think that we've done a great job scoring up this paper, commenting on it, reading it, pointing things out, and so forth and so on. How often do we have any clear idea of whether or not any of that got communicated successfully to the student or writer? Especially in the Moodle	Tom7 Tom8 TomO3 TomD1

				environment, where it's all electronic. I think that's a weakness in both programs." "This is to let you know that I've read and returned via Moodle all of your first papers."	
		Student drive education/process Classroom is a place of freedom Freedom Independence Flexibility Within boundaries you are free You are your own Changing practices Adults degree should be quick to change innovation Initiative Experiment	No regulations like in corporate world, no audit Corporate world can learn from a campus Free to create Becoming more strict Less flexible with students Does not encourage procrastination	"We rely upon [existing syllabi, system] to our disadvantage at some point. So, that it becomes the driver, and not really the teacher or the students." "I enjoy that, and I'm able to be more creative I think. When I first interviewed for the corporate job that I eventually got, the person I was interviewing with told me, 'You know, you're not going to be happy here.' I said, 'Really? Well that's cool. Why not?' She said, 'Because you're far too creative.' But, after a few years, I came to realize that she was doing herself and the company and me a disservice because that's exactly what the corporate world environment needed." "Feel free to experiment with .pdf files if you are interested. They seem a little more difficult to edit within the text, but the placement and clarity of what the comments are pointing to might be superior to that of Word." "Experiment. Let me know what you are doing [simply interrupt your writing with a note directly to me,	Tom3 Tom 10 Tom 17 Tom 18 TomD1 TomD2

225

			using brackets, to ask a question or bring something to my attention].	
		Patience Kindness Perseverance Discipline Sense of humor Comfortable Alive Personable Polite Respectful Relevant Appreciative Goes above required Engaging Challenging	Throughout the class students and teacher exchanged jokes Changes the tone of voice from exciting to humorous, to whisper Vivid examples, real life examples Thanking students Commends students Encourages questions	One student says, "I changed my name" – Tom: "That's a good idea. I should do something like that." Tells students in a whispering exciting voice: what next assignment is. Not a paper. But outline. Blue print. Do you plan anything when you write? Gives a metaphor – we are drawing a kitchen, we might have bedrooms upstairs. But who said it's going to be a two story house? We want to focus on structure. Blue print. Outline." Exchanges jokes with students Offers additional clarifications to assignments Examples from today, every day "That was a masterful engagement of the text and you did a great job with it." Explains how students did a great job: applied text to assignment. Thanks students. "Again, thank you for your attentiveness and participation in Workshop One. Please continue reading in the texts daily, if possible. Send me an email should you have any questions." "*Try* to keep reading, even if a little bit, daily, and also try to write daily." "Consider watchin…" (vs. watch) "I received a question via email the answer to which I would like to share with everyone. I thanked the sender of the question already." "I will let you try to guess what the question was. Here is my answer, for your information."	Tom7 TomO1 TomO2 TomO3 TomO5 TomD1 TomD2 TomD3

		Meetings are valuable Faculty should commit Realize that not everyone cares	No alternative to these Possibly a newsletter or publication to which all contribute	"That's where you get fresh ideas." "But [publication, newsletter] possibly cost time and money. Maybe people are reluctant to put things in writing."	Tom4 Tom14
		Can be improved Creating social environment Maximize opportunities Selecting better time	Incentive needed for attending professional development meetings Monetary incentive if attending all 4	"Why does it always have to be Saturday morning at 9 o'clock? There are other things that they could do to create a social environment."	Tom4 Tom14
		Incentive We should be looking forward to it (and we are not)	Careful in giving rewards	"This becomes kind of a slippery slope. Where you know, be careful what you wish for [referring to awarding money for staff who attended all four quarterly meetings]. Then you create this hierarchy of some sort of class."	Tom4 Tom14
			Competition and class system	"Your best instructor may not be the guy who goes [to a professional development meeting]"	Tom4
		Specialty Reads a lot	Literature Writing Rhetoric composition	"I read a lot of old material"	Tom2
		Makes suggestions on behalf of students to administrators Not much adult-geared material available Proposing alternative text Proposing to write a text	Close to program people and staff Finding alternative Alternative texts Alternative methods Not all are comfortable with new ideas Not all instructors know how to teach adults Geared towards adult students	"I've deliberately tried to find alternative, methods and alternative texts that we can bring in" After introducing a text to an administrator: "But I could tell he was a little bit uncomfortable with it. Why? Because it was alternative and, … he wondered … what his other instructors would do with it." "We don't have to use textbook companies"	Tom3 Tom4 Tom15
		Aware of criticism by traditional programs and by other universities Adapting to quick changing	Funding issue Taking a piece of a pie Being seen as intruder		Tom18

		environment like business world Competing institutions Believing in the format of the program Different than community college Advocating for program People may form wrong assumptions about program	Undeserving Shocking 5 week class Alternative education believer Competition with who can make change faster Complaints that education is changing as corporations Community college missing an opportunity Blogging to let people know Corporate world understands the value of alternative programs		
		Works with administration	Reintroduces material	"I shared that book with [an administrator], for example, he'd never heard of it. Which is fine, that's not criticism of him. I just thought, 'Well, I should bring, I should try to reintroduce some of this material, I think would be good.' 'And that led to the selection of the [text for this class].'"	Tom2
		Offering volunteering services Focusing on the student Creating proposals for volunteering program (reading/writing lab) Recruiting volunteers in community	Have done a lot of volunteering Helping students who need remedial education Experienced in how volunteering works		Tom4 Tom7-8

		No office
		Using campus facility
		Unclear responsibilities
		Administrators are too busy to improve things and take faculty's suggestions into action
		Internal threat to the program
		More trusting people in the past (when it comes to volunteering)
		Volunteering on campus
		Not maximizing opportunities for building relationship among faculty is threat
			Willing to be involved
			Faculty responsible for volunteering to students and not given assistance
			Unclear job description
			Understanding of administration not having time
			Lack of funding preventing volunteering
			Lack of funding to work with student advocates
			Meetings with student leaders stopped
				Extended example about a volunteering experience at a community college and willingness to create a reading/writing lab run by volunteers at Warner
				"They do [volunteering] at hospitals, they do it at churches. They do it all over the place. Why shouldn't they do it on a campus?"
				    "If you're going have a reading and writing
				    lab, and you're going to wait for funding, it's never going to happen."
					Tom4
					Tom8
					Tom9
					Tom14
					Tom16

		Environment on campus matters Appalled by other schools when certain programs were cut Core community is important Aware of the situation	Too much comparing of institutions, too much attitude in this area Fighting about growth and advancement on behalf of adjuncts is not helpful Needs changes		Tom10

		Students engaged in the program
		Developmental, ongoing, continuous program
		No one successful paradigm of what works
		Believes in the program
			Students are growing
			Faculty staying the same
				"[Students'] programs [are] developmental and ongoing and continuous. Whereas you are kind of stuck
				like the old record. That's you.... You are
				back there still doing the same thing. They
				grow in a way that you may not."
				  " I believe in this alternative form of
				  education. I don't believe there's any
				  kind
					Tom15
					Tom18

				of correct and right, and this is the paradigm we should follow. Such as 16 weeks, 12 weeks, whatever you…"	
		Has taught in both criticism of traditional faculty towards adult degree Time can be wasted in traditional program It's not the time in class, but time dedicated by the student to class Programs are too different	There is a lot of filler in traditional program's 16 week class Unworkable way to teach a class in five weeks Objectives can be achieved regardless of time allotted Comparing them gets us nowhere	"I hear on the traditional campus instructors who have criticisms of the five-week class program for example. And yet, and I've done both. The sixteen weeks, you know, and there's a lot of filler in there." "And there's a lot of time wasted and a lot of busy work that's not necessary to achieving some of the specific objectives or goals of the class."	Tom5 Tom6 Tom18
		Not knowing many instructors in the program Many are loners Many are new Limited possibilities Different personalities Opportunities are there College not maximizing opportunities	Values relationship Available to instructors Is aware that it may be difficult to others to be connected Instructors are busy	"Other instructor, have sort of found out who I am, and if they have a question, some of them are not afraid to send me an email, or send a student to me or something like that." "Everybody's busy. You've got families, you got full-time work, you live distantly. It's hard."	Tom4 Tom14
		Improving attendance at quarterly	Turnover is not bad	"I think that's not a bad thing that, that there is	Tom6

		meetings Former graduates from adult degrees coming back to teach	Core group is present Understand the format and the needs of the students Former students	turnover like that. As long as you have a core group, that is, that is in place over time. Which I think we do have."	Tom19

APPENDIX G

AXIAL CODING. WITHIN-CASE ANALYSIS – TOM

#	Category	Code	Sub-code	Actual comment/observation	Data Source
1	Who one is View of One's self Self-analysis Humility Honesty Thinking retrospectively, evaluating, Connecting past and present Self- Analysis Self-Image Self-Description	Intro Biography Not an academic Free and Creative Likes freedom to create syllabus Wants to break the system Relying on system Wishes he was trusted more to create Reviewing priorities, needs Not outgoing Believer in alternative education Advocate for change, innovation, flexibility, and access Revisits the past Reviewing priorities and definitions of success and happiness Defining riches Defining poverty	Excited Picture Dislikes canned syllabus Same syllabus could be disadvantage Understands process, system, sees reasons, part time instructors need it Identifying success and happiness Not seeking to build many relationships with other faculty members Not concerned with power and monetary success Being misunderstood by someone in power and money Views simple way of	Enthusiastically wrote 600 words "I don't think of myself as an academic" "… I realize that there are good reasons for having a canned syllabus, with part-time instructors. But … who should write it? I wish that they had more confidence in us to do it." Reading authors that questioned "what we're doing and how we're doing it" Extended example about meeting friends in California during his two years of teaching	Tom2 Tom2 Tom3 Tom12 Tom13 Tom14 Tom18 Tom20
				"[Students'] programs [are] developmental and ongoing and continuous. Whereas you are kind of stuck like the old record. That's you…. You are back there still doing the same thing. They grow in a way that you may not." Shares humorous stories from personal life	Tom14 Tom15 TomO7

		It's more difficult to live a simple life today Able to laugh at himself Shares personal life stories Being humble about oneself Human predicament and unpredictability of future Reviewing priorities, needs, reasons for sacrifices Honesty Focus is on the student's understanding of the world. Students surprised these faculty wear several hats Admits to his flaws	living with fondness Regretting that things are different today Addressed by someone as having a "poverty" life style with laughter Revisited Something small Does not care where it is Humble about you came from, who you are and what you have Did not like all instructors and it was not their fault	"Who's this guy think he is" "Don't make a big deal about introducing myself" "You need to be humble about whatever you're doing, and wherever you came from and whatever you have." "I don't want to mislead someone" "We tell a lot of myths about ourselves" "I wonder what happened to the ideas I grew up with" "They will be surprised when they see you in your part-time barista job on Saturday mornings." "I am being too critical" " I am exaggerating" "I remember when I was a student, some teachers I liked, others I didn't. That was probably saying more about me than them. I knew other students that liked an instructor that I didn't like."	Tom2 Tom3 Tom11 Tom12 Tom13
2	Role in the classroom	Authenticator Breaking stereotypes Coach Engager Mentor Motivator Peer Realist Helper (improve)	Hard question Not talking much about himself Being himself No mask Not getting personal Not pretending something he is not Assumes they are not Had negative experiences with this subject Delightful Possible stereotype – students having bad	"What you see is what you get. I am being myself."	Tom6
				"I try to get students enthusiastic about those things, with an assumption- I have a presupposition that they're probably not, that in fact, they've probably had some pretty negative experiences with English teachers over the years. This isn't always the case, of course, there's a stereotype. But if they leave workshop one, you have one enthusiastic, delightfully surprised [student] [thinking] 'that this isn't so bad after all.' Or, you know, 'Where was this guy when I was in a junior in high school?'" Tom changes the tone of voice. Sounds excited about projects and presentations. Explains why students should be excited. Students laugh [as	Tom6 TomO2

			English teachers Gives reasons for doing things Wants to make students enthusiastic about discipline	not all may be as excited about the assignments]. Explains why certain assignments may be difficult. "Writing is not easy. Not even for professionals that do it all the time, every day. And I cannot make writing easy for you. I can help you become more efficient at it. More effective. I can help you become more disciplined… But it's always going to be hard. But there are a lot of things that are hard. Let's talk about those things. What do you do now for enjoyment, that's actually hard, that I probably wouldn't want to do? And you'd get responses, right? I run marathons. Well that's not easy, is it?"	
3	Motivation to teach	Motive different other than money and full time position Discipline/subject Interested in ideas Has ideas Want to help someone be efficient, become better at [writing] Can help become more disciplined Adjuncts have different goals Regardless of practical benefits	Adjuncts teaching adults part time have a different reason for doing it Allows students to experiment Can't make it easy Discipline is not easy It will always be hard There are many things that are hard but they can be enjoyed (comparison with running a marathon) Some want full time and some don't Those who want full time should teach in the traditional program	"And those that really don't: they're in it for some other reason." "For those of you with shorter papers, here's an idea for writing more…"	Tom5 Tom6 TomD3
				"I think this is probably an over simplification. But I think there are two types of adjuncts. Those that really want full-time employment. "	Tom5
4	Practical factors of the job	Part time teaching does not provide job security and desired	Threat Working only for	"Job security, tenure, salary and benefits were important to me in 1982 when I made a decision to [laughs]…to leave teaching, and so I did that.	Tom9 Tom10

	(related to motivation)	benefits Job security and benefits are important Tenure eventually going away People are at this job because they really want it	benefits Disliking the government initiative on medical care Important to have health care at a reasonable cost Changes bad and good Admins are forced to make changes	So, I think these things are important." "People will be more likely to pursue things they want to pursue…. They won't take a job simply because this job pays benefits. They can do whatever they want. I think that's a good thing…. That's why you get these adjuncts that now they're okay. They don't have to worry about that particular aspect of [the job], nor does the administration."	

5	Student-focused
	Student affinity
	Focus on student and content rather than himself
	(related to motivation)
		Student
		Content
		Human predicament: things change; be true
		Students worry about different things that faculty or administration does
		Listening with complete focus
		Reasoning
		Not distracted
		Knows his student
			Connect with student
			Possible different views on life with students, focusing on discipline to avoid argument
			Being aware of student issues and needs
			Listening to student needs
			Reasons with students and explains why he is asking questions
			Does not use cell phone (does not have it present)
			Knows all students by name
			Students view world differently
			Students are diverse
			Students with better jobs
				"Not afraid to talk about it"
				"will share" if asked
				"just start teaching"
				"There is me, there is student, and there is what we are studying… Focus on that."
				   "The systems that are set up like Moodle,
				   the textbook delivery system which I understand has issues and problems, and
				   all these things that students worry about
				   that we don't. But I hear them talking about it occasionally."
				During presentations followed up with numerous questions, taking notes on student responses, linking to content
				Writes a lot and writes fast
					Tom2
					Tom12
					Tom16
					TomO3

				Second week of class. Already knows all students' names. No nametags used.	TomO1 Tom2 Tom11
	Advocating for student	Listening to the voice of students Conduct listening surveys	Listen to evaluations vs. reading written evaluations	"And then the other thing is the reports that they get, those evaluations, it's important that they do that, I guess, and	Tom18

				that they give feedback and everything. But, … it's negative. You never that you did a good job. You only hear that there's a problem. You drove one of your students [away], that you failed, … [someone] complained. Can you explain?	
	Available to student	Student Personable Giving attention and time to student Sharing personal information	Before after class During break Early to class During break makes himself available Understanding the difference between adult and traditional students, their needs, the different way of learning	"If it's break or before or after class students ask about it" Asks students if they watched a specific sports' program During the break a student immediately approaches participant with a draft of the paper, or outline. "This is fine. This is exactly what we want." Comments on format, paragraphs. Comments on use of citations and direct quotes. Explains how to write an abstract. Asked about experience in previous class. Explains simple rules and principles in a very friendly manner. Makes notes with his pen on student paper. Leaves the room only after the student is done with questions. Shares humorous stories from personal life	Tom2 TomO1 TomO7
	Relationship with the student	Take students seriously Willing to engage in what students need help with Human predicament transcending various situations Unpredictability of future Viewing the world differently Not being too wrapped up in personal things	Encourages Cautions Talking about the purpose of student endeavors Integrity, staying true to who he is Find with students dreaming big, does not	"I would respond to [their idea of writing a book] seriously. If, I thought they were serious…. Actually it wouldn't matter whether they were serious or not, I would respond seriously. I would encourage somebody, but I would caution them. I guess sort of ask them, 'Why are you	Tom7 Tom12 Tom14 Tom16 TomO1

		Trying not to be too involved Not discoursing personal relationship with students Advocating for students Integrity	discourage Avoid arguing, but focus on what you are studying Students forget faculty It's normal for students to move on	doing that?' And see what reasons they had, and if they had some grandiose plan to be published or something like that, within a few months, I would try to work on getting them to better understand that whole process." Student approaches at 5:48 p.m. with a personal question. Can't hear the question. Response is "Ok, … you understand the rules, right?"	
	Understanding adult student	Seeking creative approaches to teaching adults	Essays are mostly for and about college freshmen	"There's room for a lot of creativity in selecting texts, and evolving texts for the adult student, the adult learner."	Tom3
		Adults have different reasons for being in class Diverse background Adults being more serious about education Respecting autonomy Being aware of busy schedules of adults Traditional students benefitting from attending adult degree class Traditional students are more distracted than adult students Difference in student preparedness Remedial classes is not the answer Students are the same	Reason for being in college is what separates the two Not one format Offering extra help to address specific areas Not interrupting students Reminds them of holidays Fewer distractions for adult students. Teacher is the main focus for 5 weeks Some are more competent, capable, not easily distracted and frustrated than others	"The students in those classes are in, in school for *more reasons than the adult student.*" "This kind … system built for a **particular kind of student,** a particular kind of socioeconomic age, … bracket, demographic, that whole thing. And it's not going to work for our students. If it did, the community college missed a huge opportunity in creating what we're doing for their community, and that's the community that we're serving at least initially. So it's different…. Because you have people that went to community	Tom5 Tom17 Tom19 TomO3 TomD1 TomD3

		everywhere	Unprepared students can catch up	college and now they're working, and now they would like to finish a degree but they can't because they're working full-time. "You have to download the paper to see comments and feedback. If you have questions – you are supposed to email me back…You need to get your money worth. If you want me to particularly focus on something in your writing, please let me know and I will focus on that." Lets students know that he won't interrupt them during their presentations. "Don't forget the following week is a holiday." 　　"They are usually delightfully surprised by 　　how the evening classes work and the 　　maturity of the adult students, and the 　　freedom that they have and the lack 　　of distractions in the class, and the maturity level, and so forth." 　　" A lot of distraction these days for the 　　traditional students. Technology, 　　money, work, activities…" "Even though if someone comes in unprepared, … and you're disappointed in their performance, it doesn't mean that they won't eventually figure it out, and even succeed."	
	Retaining the student Student persistence,	Reading and writing lab Tutoring Using services of volunteers Knowing student community	Addressing remedial needs Exceptional students (writers) getting help	"One [recommendation] would be the reading and writing lab. Another would be this idea of some sort of tutoring	Tom15 Tom16 Tom17

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	retention and faculty's responsibility in it	Program creating their own community for them Having a real campus for students (college looking, not office) Life is passing by Caring about student needs Student opinion must be heard Increase overall staff professionalism Allowing student voice be heard Dealing with glitches of systems (electronic delivery of content, book distribution service) Unaware of retention numbers at the institution Discouraging procrastination	Students feeling like students Experiencing student life Feeling of being in college Creating student lounge Not extension of office environment Office looking campus is not good for adult students Healthy food options Break rooms, drop-in center Use space wisely Students should have a representative communicating their needs Advising more involved	program where students can go somewhere and get one-on-one help, if they had remedial needs. Those students that are capable and competent writers, where can they go to get extra attention [if they want to publish]? What kind of community really are they part of? Where do they come from and what kind of community does the program create for them? I like the "X" campus. I like the entrance the exit it's simple. I like the fact that it looks like a real campus, there's always something going on in the gym. You have this feeling that I'm going to school, I'm in a college now."	
6	Valued Teaching Prized Teacher Good teaching What it takes to be a good teacher Effective teacher	Skill Motivating Encouraging appreciation Engaging Direct Clear Empowering the student Wants to do a better job Continuous self-improvement Blend between a specialist and exceptional teacher Addressing needs of the student Difference between teaching	Attitude Temperament Listening Interactivity Measured Imperative mood of sentences Steps to being successful Using 2nd person Trial-error Self-learning Having new ideas Expert in the field	"Good teaching can be learned, but there are skills involved" "Things can be measured" "Here is an idea…Don't forget to consider…Take one of the images and [do this]…You may use…When working on next assignment, remember to…[the assignment] should convey the idea that…" "You are now writing….You are not….You might find it puzzling…You should have some paragraphs…. You may incorporate…"	Tom5 Tom12 TomD3

		ability and having knowledge Being familiar with learning styles Continuously examines the purpose of teaching and the way of teaching Interested in is field Professional Believe in what you do Doubt, question what you do	Good communicator Not everyone is a teacher who knows things Not all instructors are liked Experienced in the field Technical skills With degree	" We learn what works and what does not work" "I have new ideas of how I might improve things	Tom 5
				"There needs to be a [nice] blend there for all students and instructors. You can be an expert in your field and just be a terrible lecturer or poor listener. Or…be an expert in your field but, but be incapable of communicating. Taking whatever you… …think you know, or do know, and communicating it to others in such a way that, they are engaged, informed, motivated, appreciative." "And there's not a night I don't go home, that I don't doubt from a class at least one of my students and myself, as to what we're doing and why we're doing it…"	Tom13 Tom18 Tom20
				"I'm interested in literature. I'm interested in words and writing and language and all these things. I'm happy to diagram a sentence on the board if that's what you want to do. …You want to look at the language in order to improve your reading and writing skills." Comes to class before beginning of class Very well groomed. Dress shirt, comfortable footwear	Tom6 TomO1
7	Teaching temperament for teaching adults	Patience Kindness Perseverance Discipline Sense of humor Comfortable	Throughout the class students and teacher exchanged jokes Changes the tone of voice from exciting to humorous, to whisper	One student says, "I changed my name" – Tom: "That's a good idea. I should do something like that." Tells students in a whispering exciting voice: what next assignment is. Not a paper. But outline. Blue print. Do you plan anything when	Tom7 TomO1 TomO2 TomO3 TomO5 TomD1

		Alive Personable Polite Respectful Relevant Appreciative Goes above required Engaging Challenging	Vivid examples, real life examples Thanking students Commends students Encourages questions	you write? Gives a metaphor – we are drawing a kitchen, we might have bedrooms upstairs. But who said it's going to be a two story house? We want to focus on structure. Blue print. Outline." Exchanges jokes with students Offers additional clarifications to assignments Examples from today, every day "That was a masterful engagement of the text and you did a great job with it." Explains how students did a great job: applied text to assignment. Thanks students. "Again, thank you for your attentiveness and participation in Workshop One. Please continue reading in the texts daily, if possible. Send me an email should you have any questions." "*Try* to keep reading, even if a little bit, daily, and also try to write daily." "Consider watchin…" (vs. watch) "I received a question via email the answer to which I would like to share with everyone. I thanked the sender of the question already." "I will let you try to guess what the question was. Here is my answer, for your information."	TomD2 TomD3
8	Training for teaching adults Preparation to teach Training to teach adults	Formal or information training is good Must train in order to be successful Importance of understanding of the process of teaching adults Realistically on the job training	Business or anything else rather than teaching prepares you Having a plan in classroom Uncertain things Can't prepare for some things Must have experience	"I think that training and preparation [are] important. You can't just waltz into one of these classes and think that you're going to connect and be successful. You have to have some idea of what you want to do, and where you want to go, and how you're going do it."	Tom11
9	Full-time vs. part-time teaching	Teaching full time would change things	Has other interests Can be too much and	"Part of the problem with writing classes, is, there's so much follow up work to	Tom7 Tom8

		Full time teaching consumes Doing the job well The class requires a lot of work for a teacher Having more time to volunteer Timely feedback, welcoming questions Communicator Detailed, not lazy	more than one wants to do Grading with integrity Focusing on student improvement Communicating the feedback successfully Electronic feedback not effective Focusing on student learning	do….You have to read all these papers and make some sense of them for the student, so the student actually improves…their writing. That's hard to do. We might think that we've done a great job scoring up this paper, commenting on it, reading it, pointing things out, and so forth and so on. How often do we have any clear idea of whether or not any of that got communicated successfully to the student or writer? Especially in the Moodle environment, where it's all electronic. I think that's a weakness in both programs." "This is to let you know that I've read and returned via Moodle all of your first papers."	TomO3 TomD1
10	Teaching and Learning process	Student should drive education/process Classroom is a place of freedom Freedom Independence Flexibility Within thick boundaries you are free You are your own Changing practices Adults degree should be quick to change	No regulations like in corporate world, no audit Corporate world can learn from a campus Free to create Becoming more strict Less flexible with students Does not encourage procrastination	"We rely upon [existing syllabi, system] to our disadvantage at some point. So, that it becomes the driver, and not really the teacher or the students." "I enjoy that, and I'm able to be more creative I think. When I first interviewed for the corporate job that I eventually got, the person I was interviewing with told me, 'You know, you're not going to be happy here.' I said, 'Really? Well that's cool. Why not?' She said, 'Because	Tom3 Tom 10 Tom 17 Tom 18 TomD1 TomD2

		Welcomes innovation Initiative Experiment		you're far too creative.' But, after a few years, I came to realize that she was doing herself and the company and me a disservice because that's exactly what the corporate world environment needed." "Feel free to experiment with .pdf files if you are interested. They seem a little more difficult to edit within the text, but the placement and clarity of what the comments are pointing to might be superior to that of Word." "Experiment. Let me know what you are doing [simply interrupt your writing with a note directly to me, using brackets, to ask a question or bring something to my attention].	
11	Commitment to Professional Development and Growth	Meetings are valuable Faculty should commit Realizing that not everyone cares Can be improved Creating social environment Maximize opportunities Selecting better time Incentive We should be looking forward to it (and we are not) Specialty Reads a lot	No alternative to these Possibly a newsletter or publication to which all contribute Incentive needed for attending professional development meetings Monetary incentive if attending all 4 Careful in giving rewards Competition and class system Literature Writing	"That's where you get fresh ideas." "But [publication, newsletter] possibly cost time and money. Maybe people are reluctant to put things in writing."	Tom4 Tom14
				"Why does it always have to be Saturday morning at 9 o'clock? There are other things that they could do to create a social environment."	Tom4 Tom14
				"This becomes kind of a slippery slope. Where you know, be careful what you wish for [referring to awarding money for staff who attended all four quarterly meetings]. Then you create this hierarchy of some sort of class."	Tom4 Tom14
				"Your best instructor may not be the guy who goes [to a professional development meeting]"	Tom4
				"I read a lot of old material"	Tom2

			Rhetoric composition		
12	Teaching Community Partnership	Not knowing many instructors in the program Many are loners Many are new Limited possibilities Different personalities Opportunities are there College not maximizing opportunities Improving attendance at quarterly meetings Former graduates from adult degrees coming back to teach	Values relationship Available to instructors Is aware that it may be difficult to others to be connected Instructors are busy Turnover is not bad Core group is present Must understand the format and the needs of the students Former students	"Other instructor, have sort of found out who I am, and if they have a question, some of them are not afraid to send me an email, or send a student to me or something like that." "Everybody's busy. You've got families, you got full-time work, you live distantly. It's hard."	Tom4 Tom14
				"I think that's not a bad thing that, that there is turnover like that. As long as you have a core group, that is, that is in place over time. Which I think we do have."	Tom6 Tom19
13	Commitment to program and people in the program View of adult degree program Thoughts on adult education Adult student Comparing Traditional to Adult Degree Program	Makes suggesting on behalf of students to administrators Not much adult-geared material available Proposing alternative text Proposing to write a text Aware of criticism by traditional programs and by other universities Adapting to quick changing environment like business world Competing institutions Believing in the format of the program Different than community college Advocating for program People may form wrong assumptions about program	Close to program people and staff Finding alternative Alternative texts Alternative methods Not all are comfortable with new ideas Not all instructors know how to teach adults Geared towards adult students Funding issue Taking a piece of a pie Being seen as intruder Undeserving Shocking 5 week class Alternative education Competition with who can make change faster	"I've deliberately tried to find alternative, methods and alternative texts that we can bring in" After introducing a text to an administrator: "But I could tell he was a little bit uncomfortable with it. Why? Because it was alternative and, … he wondered … what his other instructors would do with it." "We don't have to use textbook companies"	Tom3 Tom4 Tom15 Tom18
				"I shared that book with [an administrator], for example, he'd never heard of it. Which is fine, that's not criticism of him. I just thought, 'Well, I should bring, I should try to reintroduce some of this material, I think would be good.' 'And that led to the selection of the [text for this class].'"	Tom2 Tom4 Tom7-8
				"[Students'] programs [are] developmental and ongoing and continuous. Whereas you are kind of stuck	Tom15 Tom18

| | | Works with administration
Offering volunteering services to the program administrator
Focusing on the student
Creating proposals for volunteering program (reading/writing lab)
Recruiting volunteers in community
Students engaged in the program
Developmental, ongoing, continuous program
No one successful paradigm of what works
Believes in the program
Compare two programs
Has taught in both
Is ware of criticism of traditional faculty towards adult degree
Time can be wasted in traditional program
It's not the time in class, but time dedicated by the student to class
Programs are too different | Complaints that education is changing as corporations
Community college missing an opportunity
Blogging to let people know
Corporate world understands the value of alternative programs
Reintroduces material
Selecting curriculum (Plays a role in selecting texts)
Have done a lot of volunteering
Helping students who need remedial education
Experienced in volunteering work
Students are growing
Faculty stay the same
A lot of filler in traditional program's 16 week class
5 week class – unworkable way to teach
Objectives achieved regardless of time allotted
Comparing [programs] gets us nowhere | like the old record. That's you…. You are
back there still doing the same thing. They
grow in a way that you may not."
" I believe in this alternative form of education. I don't believe there's any kind
of correct and right, and this is the paradigm we should follow. Such as 16
weeks, 12 weeks, whatever you…" | |
| | | | | "I hear on the traditional campus instructors
who have criticisms of the five-week class
program for example. And yet, and I've done both. The sixteen weeks, you know,
and there's a lot of filler in there."
"And there's a lot of time wasted and a lot of busy work that's not necessary to achieving some of the specific objectives
or goals of the class." | Tom5
Tom6
Tom18 |

| 14 | Recommendations to administration | No office
Using campus facility
Unclear responsibilities
Administrators are too busy to improve things and take faculty's suggestions (who have time) into action
Internal threat to the program
More trusting people in the past (when it comes to volunteering)
Volunteering should take place on campus
Not maximizing opportunities for building relationship among faculty is threat | Willing to be involved
Faculty responsible for volunteering to students and not given assistance
Unclear job description
Understanding of administration not having time
Lack of funding preventing volunteering
Lack of funding to work with student advocates
Meetings with student leaders stopped | Extended example about a volunteering experience at a community college and willingness to create a reading/writing lab run by volunteers at Warner
"They do [volunteering] at hospitals, they do it at churches. They do it all over the place. Why shouldn't they do it on a campus?"
    "If you're going have a reading and writing
    lab, and you're going to wait for funding,
    it's never going to happen." | Tom4
Tom8
Tom9
Tom14
Tom16 |
| | | Environment on campus matters
Appalled by other schools when certain programs were cut
Core community is important
Aware of the situation
Missing opportunity to hire good but who has no time to fulfill credentials | Too much comparing of institutions, too much attitude in this area
Fighting about growth and advancement on behalf of adjuncts is not helpful
Needs changes | | Tom10 |

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