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entitled

Bridging the Gap for Contingent Faculty: An Analysis of the Professional

Development and Growth Resources Used in Public Universities Across Michigan

By

Caryl Lynn Walling

Submitted to the Graduate Faculty as partial fulfillment of the requirements for the

Doctor of Philosophy Degree in Higher Education

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Abstract

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The purpose of this study was to explore the extent that contingent faculty from

Michigan's 15 public universities engage with on and off-campus professional

development (PD) to improve their teaching practice. Addressing a spectrum of research

questions, this study utilized an explanatory sequential mixed-methods approach,

combining quantitative surveys and qualitative interviews, to provide a nuanced

understanding of the experiences and motivations of contingent faculty members. The

initial quantitative phase surveyed 4,745 contingent faculty members through a web-

based survey, exploring the availability of on and off-campus PD offerings and the

factors influencing their participation. The subsequent qualitative phase was conducted

through ten Zoom interviews with contingent faculty from nine universities. This phase

delved into the various PD resources utilized by contingent faculty and the underlying

motivations driving their engagement.

The on-campus exploration revealed the prevalence of in-person seminars and

computer-based training from Centers for Teaching and Learning (CTLs), that aligned

with broader institutional trends. However, faculty interviews exposed discontent rooted

in CTL unfulfilled promises, insufficient communication, and a perceived emphasis on

theory over practical application. Contingent faculty expressed a strong desire for peer interactions, mentorship, and discipline-specific development, emphasizing the importance of immediately applicable knowledge. The study further explored on-campus factors influencing contingent faculty.

Transitioning to off-campus PD, the study uncovered a significant commitment to continuous learning among contingent faculty. Engagement in live in-person seminars, conferences, social media, and internet resources emerged as critical elements in their professional growth. Notably, the unexpected involvement with artificial intelligence (AI) in discussions around lesson planning and academic integrity reflected the faculty's adaptability to emerging technologies. The examination of off-campus factors influencing contingent faculty engagement revealed a variety of influencers on faculty behavior.

Concluding with an exploration of contingent faculty's professionalism traits, the study identified ethics, credentials, innovation and research, professional autonomy, and expertise as central motivators. Contingent faculty perceived themselves as dedicated professionals actively seeking PD to enhance their teaching expertise. This dissertation contributed valuable insights for university leadership, external PD providers, and contingent faculty. The findings advocated for a collaborative and supportive academic environment that understands and addresses the unique needs of contingent faculty in Michigan.

This dissertation is dedicated to my mom and dad, Susan and Leslie Walling, whose unwavering belief, support, and faith in me have been a cornerstone of my journey. Your pride in my accomplishments has shaped the strength I carry today. I also dedicate this work to my brother, Jacob Walling, whose words of reassurance always offered hope in the darkest moments. A special dedication goes to my Grandmother Florence, whose push initiated my educational path and whose unwavering encouragement, prayers, and support have been immeasurable. I would like also like to dedicate this document to my 2023 coaching staff, boys' bowling team (Cole, Ashtin, Kohen, Adam, and Damon), and their parents. Your steadfast emotional support and pride in me are truly invaluable. Your belief in your coach fills me with gratitude beyond words. Lastly, I dedicate this to my friend and colleague, Dr. Marlena Bravender, whose guidance and mentorship were a guiding light through every high and low of this process.

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Chapter One

Overview of Study

Over the past four decades, the landscape of the United States professoriate has evolved as contingent faculty positions have increasingly overtaken the profession. The phrase "contingent faculty" is an umbrella term that includes faculty whose appointments are ineligible for tenure or permanent status (Bolitzer, 2019b; McNaughtan, 2018). The U.S. contingent faculty population represents over 75% of instructional faculty (Nittle, 2022), growing from 104,000 in 1970 to over 700,000 in 2018 (Harper, 2021; NCES, 2019). Randi Weingarten, President of the American Federation of Teachers (AFT), states, "Adjunct teachers, basically, are the backbone of our colleges and our universities" (Nittle, 2022, p. para. 7), even though they remain partially invisible as an underclass in greater academia. The prevalence of contingent faculty working in the U.S. indicates a national paradigm shift towards dependence on a contingent workforce. Both political and financial reasons drive higher education institutions to use a contingent workforce. External political pressure from policymakers has begun to institute funding systems tied to student performance, perceived workforce trends, and more significant economic needs (Hearn & Burns, 2021). Financially, there is evidence that shifting away from a long-term workforce with employer-paid benefits is a cost-saving strategy that also increases the rate of organizational agility in adaptation to changing markets (Baldwin & Wawrzynski, 2011; Hearn & Burns, 2021).

As contingent faculty are temporary workers, they receive less institutional investment than their tenured counterparts in salaries, benefits, and campus activities (Bolitzer, 2019b; Kezar, 2013a; Kezar & Maxey, 2014; Murray, 2019b). These faculty

often bear the burden of teaching in the U.S.; however, they experience the least long-term commitment to their professional growth. (Kezar & Maxey, 2014; Parker et al., 2019). Campus professional development, training, and networking opportunities are limited for contingent faculty as they have low priorities for strategic planning (Parker et al., 2019). On campus, contingent faculty are often marginalized through poor working conditions, such as job insecurity and harmful campus hierarchies (Baldwin & Wawrzynski, 2011; Kezar, 2019; Kezar & Maxey, 2014). Academic governance, curriculum development, and departmental meetings often exclude contingent faculty from participation. These de-professionalizing circumstances create an environment where contingent faculty are hindered from teaching to their fullest potential and are "left without a compass for their teaching" (Kezar, 2019, p. 34).

Parker et al. (2019) argue that contingent faculty are more likely to utilize research-based pedagogical practices when their university provides relevant professional development. However, as contingent faculty continue to experience a lack of formal and informal institutional support for continuous improvement in their teaching, many faculty are turning to supportive external resources (Palmer et al., 2018; Pulker & Kukulska-Hulme, 2020). Faculty interested in such improvement engage in research, networking, and digital scholarship outside their hiring institutions to build a cadre of resources and relationships that improve their practice (Weller, 2011; Wiley & Hilton, 2018). These resources include a variety of web-based content (websites, podcasts, videos, Open Educational Resources, Open Pedagogical Practices, etc.) (Palmer et al., 2018), professional development opportunities (training, webinars, practicums, etc.) (Pulker &

Kukulska-Hulme, 2020), and networking groups (professional organizations, virtual communities, social media, etc.) (Palmer & Schueths, 2013; Sprute et al., 2019).

In 2019, the state of Michigan set a goal to improve the educational attainment levels of its citizens to 60% by 2030, as reported in the 2019 Higher Education in Focus report (Midwestern Higher Education, 2020). This goal persists despite a 20-year trend of cutting higher education funding in the state (Hurley, 2021) and a slow recovery from the lingering pandemic (Bozarjian, 2022). Higher education institutions must reduce labor costs as they contend with shrinking budgets. Contingent faculty are often their solution to a budgetary shortfall, as they are a cheaper labor source (Marcus, 2021b). Some Michigan higher education institutions have tried privatizing their contingent faculty hiring process to save money; however, there is no clear indication of their teaching practice level in the classroom (Flaherty, 2014). Diminishing budgets, increasing hiring of fixed-term or contingent faculty staff, and potential outsourcing of the hiring process could lead to a crisis in the effectiveness of Michigan contingent faculty in the classroom. There is very little research on how Michigan contingent faculty improve their practice and why they use the resources they do.

The effectiveness of contingent faculty in the classroom has been questioned in a subset of the literature (Benjamin, 2003; Umbach, 2007). Benjamin (2003) argues that contingent faculty are less qualified, strategically hired, evaluated, integrated into the academic community, and less supported than tenure-track faculty. A study by Umbach (2007) found that contingent faculty often lack a commitment to their university and perform less effectively in the classroom than tenure-track faculty. Contingent faculty appointments can harm instructional effectiveness, especially in undergraduate classes, if

a university does not fully support professional development in effective practices (Umbach, 2007). Contingent faculty who teach at public universities face difficulty in implementing effective teaching strategies (Hanson et al., 2018; Miller & Struve, 2020) due to marginalizing environments, little professional development support/funding, precarious employment opportunities, limited campus support, and unreasonable institutional expectations (Baldwin & Chronister, 2001; Bolitzer, 2019b; Gehrke & Kezar, 2015; Kezar, 2019; Kezar & Sam, 2011; Umbach, 2010). Despite the negative correlation between contingent faculty and teaching effectiveness, Benjamin (2003) and Umbach (2010) noted specific corrective measures to enhance classroom performance. At institutions where resource allocation is available, opportunities for professional development, collegial participation, greater flexibility in appointments, longer lead-time in assignment notice, longer-term positions, and evaluation could increase contingent effectiveness in the classroom. Campus-based professional development and resources designed to support contingent faculty directly correlate to greater instructional success, improvement in contingent faculty satisfaction, increased faculty campus engagement, and a better sense of belonging (Bolitzer, 2019b; Butters & Gann, 2022; Li-Ping Tang & Chamberlain, 2003; Nica, 2018; Rich, 2017).

Despite the connection between contingent faculty professional growth and improved effectiveness in the classroom, contingent faculty still lack formal orientation, proper resources, and professional development on effective teaching practices from their campuses (Butters & Gann, 2022; Eagan et al., 2015). Even though more than half of new faculty are hired contingently (Butters & Gann, 2022), formal campus-based professional growth opportunities continue to exclude contingent faculty (Palmer et al.,

2018). Due to the restricted availability of on-campus professional development opportunities for these faculty members, an increasing array of external resources, such as websites, social media platforms, and podcasts have surfaced, concentrating on enhancing effective teaching practices (Palmer et al., 2018; Pulker & Kukulska-Hulme, 2020; Wiley & Hilton, 2018; Wilson, 2020). Academics are building a cadre of self-curated resources to inform their teaching practices as they access the Internet, social media, OERs, OEPs, conferences, networks, and other resources. Scholars argue that the academic use of free-range resources is an important phenomenon and could have a long-reaching impact on pedagogy and academic scholarship (Palmer et al., 2018; Palmer & Schueths, 2013; Pulker & Kukulska-Hulme, 2020; Wiley & Hilton, 2018).

Given these transformations and their potential effects on teaching methodologies and academic contributions, there is a necessity to examine the extent to which contingent faculty engage with professional development or growth resources, identify the specific resources they employ, understand how they utilize these resources, and explore the factors that drive them to seek and implement such resources. This research contributes to the existing body of knowledge on the resources utilized by contingent faculty to enhance their teaching in four-year institutions in Michigan, employing a mixed methods design. The rationale for combining quantitative and qualitative approaches lies in the fact that quantitative data and results offer a broad overview of the research problem – namely, the resources contingent faculty use and the extent of their utilization – while qualitative data refines and elucidates the reasons behind their choices in utilizing these resources to enhance their teaching practices (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003). As contingent faculty professional experiences differ

significantly, an exploratory study was needed to examine this population's resources and why they use them.

Statement of the Problem

The problem is that contingent faculty comprise a significant portion of U.S. faculty. Yet, they often receive minimal training, institutional support, professional development, and resources to develop and continuously grow their teaching expertise. Contingent faculty are frequently underprepared to use research-based pedagogical practices as they step into the classroom (Parker et al., 2019) because teaching at the college level "is the only major learned profession without a well-defined program of preparation" (Cassuto, 2022, p. 44). In addition to insufficient preparation and training, poor working conditions, excessive workload, deficient institutional support, and inadequate on-the-job professional development opportunities seriously impact contingent faculty's ability to successfully impart their knowledge to students (Baldwin & Wawrzynski, 2011; Kezar & Gehrke, 2014; Kezar & Maxey, 2014).

The expected professionalism required of contingent faculty, combined with a lack of emphasis on professional growth and development, leads to a poorly equipped faculty population. Although teaching is a skill that develops best through a supportive and collaborative community (Cox, 2004; Hobson et al., 2009; Palmer et al., 2018), there is a growing body of evidence suggesting academic departments and institutions do not fully include contingent faculty (Bolitzer, 2019b; Kezar, 2013a, 2013b). Furthermore, institution-sponsored professional development opportunities and learning communities often exclude contingent faculty from sessions that offer them the resources and social capital necessary for continuous improvement in their scholarly work and service

(Bolitzer, 2019b; Palmer et al., 2018). With colleges and universities across the country implementing hiring freezes and budget cuts due to the financial upheaval caused by the coronavirus pandemic and the potential for future fluctuations in enrollments, contingent lives are now more precarious.

Contingent faculty literature often frames contingent faculty studies in a deficit perspective, meaning they focus on the negative aspects of this population in higher education (Baldwin & Wawrzynski, 2011; Benjamin, 2003; Eagan & Jaeger, 2008; Gappa, 1984; Gappa & Leslie, 1993; Jacobs, 1998; Levin & Shaker, 2011; Ran & Sanders, 2018; Umbach, 2007). In addition, these scholars repeatedly assume that contingent faculty are less committed to their position, less engaged with campus activities, and less productive when compared to full-time faculty. Although they come from a disadvantaged position in the faculty profession, this deficit framing could be potentially damaging (Council for the Advancement of Higher Education Programs, 2010; Kezar & Sam, 2011). Contingent faculty regularly shoulder the responsibility of finding resources to improve and improve their practice in the classroom. The existing literature on professional development related to contingent faculty focuses on support offered by their employment institutions.

Scant research focuses on the perspective of contingent faculty on what they need and look for in terms of professional development (Butters & Gann, 2022; Webb et al., 2013). The content of institution-based professional development focuses on improving student outcomes and largely ignores contingent faculty improvement for their own sake (Bolitzer, 2019b; Dolan, 2011; Gyurko et al., 2016; Haley, 2012). While numerous researchers, unions, and societies have advocated for revisions to on-campus policies and

procedures affecting contingent faculty, there has been limited discourse regarding their engagement with external professional development (Glass et al., 2011; Kezar & Sam, 2013; Palmer et al., 2018). This study intended to address the gap in research on the extent that contingent faculty utilize institutional and external professional development resources while investigating what specific external resources they use to improve their teaching practice.

Purpose of the Study

The purpose of this explanatory, mixed methods study was to develop an in-depth understanding of the extent to which Michigan contingent faculty use on and off-campus professional growth resources, the nature of the professional growth resources they use, and their reasoning for using those resources to improve their practice. This study involved collecting quantitative data in phase one and then delving deeper into the topic of study with in-depth qualitative data in phase two. In the first quantitative phase of the study, a web-based survey collected data from contingent faculty in the state of Michigan teaching at 4-year institutions to assess the extent they use professional growth resources to improve their teaching practice. The second qualitative phase followed the quantitative results to help explain phase one results. In the second phase, a sample of contingent faculty participated in an informal interview exploring their perceptions of professional development and reasoning behind engagement with specific resources. This study made an original contribution in two ways; first, by focusing on contingent faculty in the geographical region of Michigan, which has not been addressed in the literature. Second, the study utilized the professionalization theoretical framework, which is unique compared to similar studies on contingent faculty.

Research Questions

The main research question that guided this mixed methods study was, To what extent are contingent faculty in Michigan at 4-year institutions using on-campus and off-campus professional growth resources to improve their teaching? This study comprised two phases; the first was a quantitative survey which informed the second qualitative interview phase in an emergent design. The following two sections offer the specific research questions that guided each step of this study.

Phase one research sub-questions:

- What on-campus professional development is offered to contingent faculty in Michigan at 4-year institutions?

- What off-campus professional development resources are offered to contingent faculty in the state of Michigan at 4-year institutions?

- How do on-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?

- How do off-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?

Phase two sub questions:

- What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?

- What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?

- Why do Michigan contingent faculty use professional growth resources?

Significance of the Study

This research holds significance as it contributes original insights, advancing our understanding of Michigan contingent faculty and their utilization of professional development both within and outside their employing institutions – an aspect largely unexplored in existing literature. The study's findings have the potential to benefit not only higher education but also extend to other industries employing contingent workers. The central focus on contingent faculty perceptions regarding the resources necessary for their ongoing improvement makes this study particularly valuable. The results can inform the development of training programs, offering insights into the specific professional development and resources that contingent faculty desire, with implications that span across diverse industries. Furthermore, the outcomes of this study may influence the effectiveness of in-house and vendor training by pinpointing resources and events highlighted by the faculty. Higher education institutions and affiliated professional organizations could leverage the findings to create a dynamic list of resources, enhancing the support network available to contingent faculty.

It is essential to understand contingent faculty as, on average, they now teach most classes in higher education, engage the most with students, and contribute significantly to the overall learning environment (Kezar et al., 2019). Extensive research has concerned the lack of institutional support and poor working conditions that contingent faculty experience (Haviland et al., 2017; Hearn & Burns, 2021; Kezar & Maxey, 2014; Miller & Struve, 2020). However, there is limited data from the contingent faculty perspective on how they advance their knowledge and teaching without institutional support. Existing research supports meaningful, ongoing professional

development as a vital part of improving contingent faculty instruction, satisfaction in their role, retention, and enhanced student learning results (Parker et al., 2019), but university-based teaching and learning centers on many campuses experience programmatic limitations (Baldwin & Wawrzynski, 2011; Bolitzer, 2019b).

Contingent faculty are often left to seek their development resources; however, there is little research into how these faculty use external resources or their perceptions of why they use specific external resources to improve their teaching. As a result, these critically important faculty remain deficient in their knowledge of research-based, effective instructional practices as they push to be successful in their classrooms (Parker et al., 2019). Contingent faculty often experience limitations in traditional modes of professional development, resources, and collaboration. Using decentralized external resources potentially offsets the lack of institutional support concerning contingent faculty. Findings from this study benefit current and future contingent faculty by exposing the diversity of external resources available to them. Knowledge gained from data collected in this study regarding digital media and communities also exposed contingent faculty to a world view of teaching practice and continuous improvement.

For contingent faculty to succeed in their teaching practice, they need the skills and knowledge to translate their expertise in the classroom effectively. This study was necessary to provide insight into contingent faculty use of external professional growth resources focusing on teaching practice. Understanding contingent faculty awareness of resources, the extent they use them, and why they use them can help improve professional development programs, training, and resources on and off college campuses (Parker et al., 2019; Teachers, 2020; Tkachenko & Louis, 2017). Additionally, exploring

contingent faculty in Michigan could expose regional support networks that may already

be used in the state while expanding the knowledge of how this population engages in

global professional development/professional growth activities and what support

networks may be utilized. Understanding how contingent faculty interact with

professional growth resources can help this population overcome the conventional

limitations forced upon them by institutional marginalization (Baldwin & Wawrzynski,

2011). Gaining insight into Michigan contingent faculty's approach to continuous

improvement could also help unlock where there may be more robust opportunities for

improvement in the development and support programs for this population.

Brief Overview of the Theoretical Framework

The professionalization theoretical framework is pertinent to studying contingent

faculty and how they improve their teaching practice. Professionalization literature

conceptualizes professionals as autonomous experts who control their work and actions,

serve clients and society, and are held to high ethics and standards (Abbott, 1988;

Freidson, 1970; Fry, 2018; Hughes & Hughes, 2013; Irby & Hamstra, 2016; Johnson,

1967; Larson, 1977; Wilensky, 1964). Professionalization theoretical framework

suggests that contingent faculty engaged in relationships with universities will utilize

professional development to continuously develop their specialization, knowledge, and

teaching practice as a power base to increase their autonomy and control over

professional lives, even as current trends continue to de-professionalize their role on

college campuses. Multiple iterations of the professionalization theory have appeared in

literature from the early nineteenth century. The most recent iteration of this framework

is the Professionalism approach, which was used as a lens for this study. The

Professionalism approach to the Professionalization framework analyzing six main areas of (1) commitment to innovation and research, (2) development and maintenance of expertise, (3) access to practice and earning of credentials, (4) dedication to professional autonomy, (5) demonstration of ethical decision making, and (6) application of prestige and status. Using these six areas, this study sought to provide insights into how and why contingent faculty advance their teaching practice.

Professional identity formation asserts that professionals develop an identity based on their profession and continuously evolve because of their assimilation into a professional community (Irby & Hamstra, 2016). Even though each scholar has a different take on the components of professionalism, five attributes persist throughout the literature including professional autonomy, expert knowledge, ethical dispositions, expertise or credentials, and prestige (Freidson, 1970; Hughes & Hughes, 2013; Irby & Hamstra, 2016; Picciotto, 2011).

Definition of Key Terms

The concept of contingent faculty stems from a nationwide shift from full-time faculty appointments to fixed-term contractual positions (Hearn & Burns, 2021. The moniker of *contingent faculty* encompasses all full-time and part-time faculty whose posts focus on instruction and who are ineligible for tenure or permanent status (Hurlburt & McGarrah, 2016). Institutions have a variety of titles for this faculty population, including adjunct, instructor, lecturer, visiting professor, part-time instructor, research faculty, clinical faculty, and even affiliate (McNaughtan, 2018).

Professional growth resources are professional development opportunities (on and off-campus) that could include a variety of approaches, modalities, and topics (Webb

et al., 2013). Although no standard model for professional development or resources

exist*s*, many institutions and professional organizations provide training sessions such as

formal in-person training, workshops, seminars, webinars, computer-based training

modules, micromodules, and job aids (Butters & Gann, 2022). In addition, additional

resources can be found utilizing the Internet or networks, digital scholarship activities,

OER/OEPs, blogs, podcasts, and professional organizations (Hanson et al., 2018;

Meixner et al., 2010; Palmer et al., 2018).

External professional growth resources are any resources not provided, created,

or governed by a contingent faculty's institution of employment (Palmer et al., 2018).

Open education resources (OERs) are "teaching, learning, and research materials

in any medium that may be composed of copyrightable materials released under an open

license, materials not protected by copyright, materials for which copyright protection

has expired, or a combination of the foregoing" (Nascimbeni & Burgos, 2019, p. 2).

The purpose of open educational resources is the reproduction, connection, and

application of teaching and learning techniques. *Open educational practices (OEPs)* are a

broad category of teaching professional methods, including creating, using, and reusing

OERs, open pedagogies, and sharing practices with other teachers (Pulker & Kukulska-

Hulme, 2020). OEPs are not limited to OERs. Instead, they promote collaborative,

flexible, and open sharing of teaching practices between faculty across institutional lines

(Nascimbeni & Burgos, 2019; Palmer et al., 2018; Wiley & Hilton, 2018).

Defining or articulating what it means to be a professional has been hotly

contested. *Professions* comprise an interconnected and interdependent system where each

profession encompasses its jurisdictional boundaries guiding its practice (Abbott, 1988,

1991). Still, professions scholars argue that there are specific criteria that set professions apart from occupations: elaborate systems of education and training, the position of a code of ethics, clear standards for entry or licensure, and operation around a specific knowledge base (Abbott, 1988; Brint, 1993; Freidson, 1994). Abbott (1988) attempts to summarize this in his definition of a profession, defining it as an "exclusive occupational group applying somewhat abstract knowledge to particular cases" (Abbott, 1988, p. 8. To be a professional in academia means obtaining status based on the specific criteria outlined by the institution or content area (Berlant, 1975; Campbell & Slaughter, 1999).

Professionalism is a general concept describing the characteristics, behaviors, and attitudes members of a specific profession exhibit (Picciotto, 2011). Freidson (1970) elaborates upon this available description by defining professionalism as a collection of attributes demonstrated by the commitment one shows towards their profession. A professional embodies the values, ethical guidelines, skills, and knowledge of their profession until it becomes a part of their identity (Freidson, 1970; Picciotto, 2011).

Professionalization refers to the process or efforts of an organized occupation to be recognized as a profession (Abbott, 1988; Wilensky, 1964). According to Wilensky (1964), American occupations go through a specific order of activities in the professionalization process, such as building a training school, creating a university program, developing local associations, expanding into a national association, obtaining a licensing law, and promoting a code of ethics. Abbott (1988) suggests that professionalization could also refer to the maintenance/improvement of a profession to enhance its position and expand its jurisdiction.

Mixed methods refer to a study where a researcher collects and analyzes data, discusses findings, and develops conclusions using both quantitative and qualitative approaches in a single study (Tashakkori & Teddlie, 2003).

A sequential explanatory mixed methods study is a study that uses a sequential approach to gathering quantitative and qualitative and is used when a researcher is interested in following the quantitative statistical data with qualitative explanations (Creswell & Creswell, 2018).

The hierarchical linear model refers to a multi-level statistical model that considers data's hierarchical or nested structure when analyzing complex datasets (Raudenbush & Bryk, 2002).

Organization of the Study

This dissertation explored Michigan contingent faculty awareness of professional growth resources offered to them and why they use what they use. This explanatory, mixed-method research design model began with phase one, which gathered quantitative data through an online survey. It continued with phase two, which gathered qualitative data through semi-structured and open-ended interviews that built upon data collected in phase one. Chapter one introduced the concept of professional development needs of contingent faculty, the problem related to campus marginalization of contingent faculty professional growth needs, and the professionalization theoretical model lens through which data was analyzed and explored. Chapter two includes information regarding contingent faculty working conditions, marginalization policies and procedures, components of contingent faculty roles on campus, types of professional development, and the higher education scene in Michigan. This chapter also explains the

professionalization theory that explains why contingent faculty are interested in growing professionally. Chapter three begins with a theoretical explanation of the methodological research approach. Then this chapter details the different aspects of a sequential explanatory mixed-methods study while providing information on the specific phases of a quantitative and qualitative study. Chapter three also delves into the data collection methodology and the population sample for each study phase. Finally, this chapter discusses the analytic strategy for addressing the research questions and a positionality statement.

Chapter Summary

Higher education institutions in the state of Michigan depend on an increasing contingent faculty population due to economic, environmental, political, and cultural forces. As these faculty continue to shoulder most of the workload on college campuses, they often lack adequate preparation to succeed in the classroom. Direct and indirect campus marginalization practices often leave contingent faculty deficient without proper working conditions, benefits, workloads, or professional development opportunities. Contingent faculty are professionals with a passion for their position and a drive to look outside their employment institutions for professional development and growth resources to help them improve their teaching practice. This study aimed to examine Michigan contingent faculty awareness of campus and external professional growth resources, understand what resources they use, and why they use them. A specific focus on contingent faculty could harness the actuality of effective professional development and resources that encourage teaching preparedness and continuous improvement practices in the classroom.

Chapter Two

Literature Review

The contingent faculty population has grown steadily in the United States over the past 50 years, especially in four-year public institutions (Kezar & Sam, 2010). This literature review presents research on contingent faculty at four-year public institutions to develop a better understanding of this growing population. The study identified five significant areas of focus on contingent faculty connected to their teaching, which include (1) the changing role of contingent faculty in higher education, (2) three components of teaching effectiveness, (3) the working conditions of contingent faculty and their unique perspectives of their campus, (4) professional development opportunities for contingent faculty, and (5) external and external professional development resources. As this study focuses on contingent faculty in Michigan, a section on the state's higher education landscape is included in this review. Finally, this literature review discusses the theoretical framework of professionalization as the lens through which this study analyses contingent faculty.

A systematic inquiry into research literature (Creswell, 2003) identified literature on the contingent faculty role, working conditions that impact their access to professional development, and their professional development options. Research began by searching through the electronic databases provided by the University of Toledo, including EBSCO, JSTOR, ERIC, Digital Dissertations, ProQuest, Academic Search, Education Research Complete, Education Full Text, and Sage Education. These databases were searched using combinations of multiple search terms: contingent faculty (adjunct faculty or adjunct professors or part-time faculty or contingent faculty), higher education (college

or higher education or university or public university), teaching practice (teaching

practices or pedagogy or scholarly teaching and learning), and professional development

(professional development or training or career growth or continuing education).

Research then looked at book catalogs (University of Toledo, OhioLink, and Google

Scholar) using the same terms as the database search. All works were examined to

identify which ones focused on contingent faculty and their professional growth in

teaching, as described above. To be included in this literature review, works needed to

focus on the contingent faculty role and items or issues that impact their teaching

practice. Several themes related to contingent faculty were prevalent in the literature but

are outside the scope of this study, including their compensation, collective bargaining,

impact on student retention, and motivations to teach.

Evolution of Contingent Faculty in the United States

Several internal pressures, political influences, economic fluctuations, and

societal changes have challenged higher education throughout history. Another

significant change agent impacting academe is the extreme technological advancement

society has seen over the past three decades, which has affected every dimension of day-

to-day faculty work and overall career path (Finkelstein et al., 2016; Parker et al., 2019;

Schuster & Finkelstein, 2008). Higher education as a field has scrambled to adapt as the

world changes around them, meaning that a new equilibrium was needed to

accommodate internal and external forces (Finkelstein et al., 2016). Higher education

institutions have adjusted their curriculum offerings, policies, priorities, mission, vision,

and values (Finkelstein et al., 2016). These changes impact faculty composition, roles,

activities, and overall careers. This section describes the evolution of contingent faculty

in American higher education and how their position, status, and influence changed in response to the changing world. It describes how contingent faculty gained stature and influence from the Middle Ages to the nineteenth century, where they reached a pinnacle of respect in the 1960s and 1970s. Finally, it paints a picture of contingent faculty status deterioration into the life of uncertainty they face in contemporary society.

The tradition of contingent (or adjunct) faculty began in the Middle Ages when priest-scholars would travel between various universities. These scholars filled the role of traveling academics who aimed to broaden their knowledge base while sharing their knowledge with other professionals (Toutkoushian & Bellas, 2003). The contingent tradition began in early America in the nineteenth century through the "visiting" scholar status afforded ministers and scholars who traveled between higher education institutions. These scholars' main pursuits involved traveling to pursue their educational interests, gain greater understanding, and work with other priest-scholars (Jacobs, 1998). Early American collegiate programs carried on the contingent tradition through visiting scholars or ministers who traveled to various institutions to share their knowledge. During the latter half of the eighteenth century, American college professors evolved into primarily part-time (contingent) male tutors who had just received their baccalaureate degree and were preparing for another profession (Finkelstein et al., 2016). These tutors helped shepherd cohorts of students through a four-year program of intellectual, moral, and spiritual development (Finkelstein et al., 2016).

American society became secularized in the early nineteenth century through social and intellectual movements. Society began to place the demands of industry and materialism over those of religious leaders, reflecting the modern industrial economy

(Brubacher & Rudy, 1997; Hofstadter & Metzger, 1955). These societal changes began to trickle down into academic life, breaking the classical curriculum into specialized academic disciplines (Finkelstein et al., 2016; Oleson & Voss, 1979). Some researchers argue this shift was the impetus that spurred colleges to hire faculty based upon areas of specialization, that is, to teach theology, law, or medicine instead of guiding a cohort through an entire four-year program (Brubacher & Rudy, 1997; Oleson & Voss, 1979). Part-time tutors, who had once dominated the profession, allowed a new breed of academic professors to infiltrate the ranks. These professors were older subject matter experts trained in theology, law, or medicine. Finkelstein et al. (2016) contest that although this professor movement created a career for college faculty, few faculty still taught in their specialty area. Many of these career faculty maintained concurrent "public" careers or moved into nonacademic jobs following their short-term college stint.

By the mid-nineteenth century, many American students were studying in Germany, who brought the concept of a research university to the United States. The creation of a modern research university with graduate and disciplinary specialization, Hofstadter and Metzger (1955) argue, helped establish modern academia with specialty majors, learned societies, professional organizations, and disciplinary journals. This idea of a modern research university spread across the United States, with the development of numerous medical and professional higher education institutions capable of producing well-trained graduates (Danaei, 2019). This modern approach to higher education provided an impetus for restructuring faculty roles. First, academic ranks emerged, forcing faculty into regulatory career paths that prescribed criteria for promotion from junior to full professorship. Second, the junior profession rank expanded, supporting

advanced learning and growth (Finkelstein et al., 2016). These two developments helped

cement a dual-career track system for faculty, one for part-time and the other for

permanent status. (McNaughtan, 2018). During this period, an illustration of contingent

faculty employment can be observed in the medical field. Academic leaders found the

need to engage medical personnel temporarily, designating them as "clinical" faculty.

These individuals were specifically appointed to bridge the gap between theoretical

concepts taught in the classroom and their practical experiences in the real-world medical

setting (Danaei, 2019; Jacobs, 1998).

During the early twentieth century, discipline-based graduate study and doctoral

awardees increased five-fold from 620 in 1920 to 3,300 in 1940 (Finkelstein et al., 2016).

There was a subset of contingent faculty who were enjoying notability and prestige.

Many of the leading American Universities and Colleges began to hire faculty who were

publicly famous or infamous (artists, writers, public officials, etc.) to be "in-residence"

faculty (Jacobs, 1998). These "in-residence" positions were held in high esteem by the

institutions, contributing to the cultivation of an environment characterized by intellectual

curiosity, intrigue, and prestige on college campuses. Prominent contingent faculty not

only brought diversity but also served as substantial benefactors, attracting increased

funding and higher student enrollment (Jacobs, 1998; Toutkoushian & Bellas, 2003;

Wagoner et al., 2005). It was not until after World War I that American contingent

faculty began to experience a treatment that foreshadowed the de-professionalization they

contend with in modern society. The foundation of the American Association of

University Professors (AAUP) degraded the professional role of contingent faculty. This

organization claimed exclusivity by limiting membership to recognized scholars with at least ten years of experience teaching (Hofstadter & Metzger, 1955).

The evolution in contingent standings began with the enactment of the Servicemen's Readjustment Act of 1944. This legislation brought a variety of non-traditional students into American colleges and universities (GI Bill of Rights) (Schuster & Finkelstein, 2008), which created a need for any faculty to fill burgeoning classrooms (Wallis, 2018). Up to this point in history, contingent faculty (visiting, clinical, or in-residence) had enjoyed a prestigious perception on campus where they felt valued and needed (Jacobs, 1998). After World War II, contingent faculty appointments increased while their status diminished. According to the American Association of University Professors (AAUP) Research Office (2018), in the 1960s, roughly 78% of American faculty held full-time, tenured, or tenure-track positions. The AAUP report, based upon Integrated Postsecondary Education Data System (IPEDS) data, further revealed that in 1975, almost 25% of faculty held part-time or contingent positions. Some scholars consider this time to be a golden age of expansion and evolution in American higher education, as it brought about profound changes to the field, an increase in federal student aid, and the Higher Education Act of 1965 (Finkelstein et al., 2016; Jencks & Riesman, 1968; Schuster & Finkelstein, 2008).

There are conflicting arguments for the rise of contingent faculty in Post WWII United States. Some viewpoints argue that the evolution of American faculty in the 1960s and 1970s stemmed from political and cultural "revolutions" that changed campus staffing needs (Schuster & Finkelstein, 2008). Other researchers argue that an increase in American higher education during the 1970s caused the need for more contingent faculty

(Jacobs, 1998; Toutkoushian & Bellas, 2003). Some critics believe that underlying

financial issues associated with state-budget constraints aided the "adjunctification" of

American higher education (Hearn & Burns, 2021; Kezar & Sam, 2011). Carlin (1999)

contents that negative public perceptions of full-time, tenured faculty were a cause of the

rise of contingent contracts. Regardless, this period saw significant changes in higher

education and contingent status. These faculty were no longer seen as people of intrigue

or merit but instead were seen as a body to fill classrooms (Jacobs, 1998).

The number of contingent and tenured appointments in contemporary American

higher education has seen an about-face since the 1960s and 1970s. This era witnessed an

expansion of contingent faculty appointments and a deterioration in their professional

status due to new developments in technology, society, economy, and global

communications (Finkelstein et al., 2016). In the Annual Report on the Economic Status

of the Profession (American Association of University Professors, 2021a), data revealed

that over 63% of faculty were hired on a contingent basis (full-time and adjuncts). In

comparison, only 37% of faculty fell into the tenure track in 2019. There are several

arguments for expanding contingent faculty positions in the modern era. Kezar and

Gehrke (2014) argue that institutions continue to hire contingents because of their

schedule and course load flexibility. For example, contingent faculty are often offered a

contract due to last-minute increases in student enrollment (Goral, 2018). Other

researchers believe academic leaders can add diversity to their departments through

contingent hiring (Flaherty, 2018; Tresey, 2007). Higher education administrators have to

match their institutions to market forces and other employment sectors, which some

believe is one cause of the expansion in contingent faculty positions (Hearn & Burns, 2021; Kezar & Gehrke, 2014; Schuster & Finkelstein, 2008).

Additionally, contingent faculty appointments help meet market demands as they typically do not work on academic research, meaning they can carry a heavier burden of classes (Kimmel & Fairchild, 2017; Miller & Struve, 2020). Shifting economy and educational budgetary shortfalls also added to the proliferation of contingents during this period (American Association of University Professors, 2018; Kezar & Gehrke, 2014; Kimmel & Fairchild, 2017) because they do not cost as much in payroll or benefits (Ortiz et al., 2021). Finally, others contend that the increase in online education has created a more significant need for additional faculty (Kezar, 2013a, 2019; Kezar & Gehrke, 2014).

Recent higher education literature has identified consistent trends related to a de-professionalization of the faculty role. The 1980s, 1990s, and 2000s saw technological developments transforming every aspect of faculty life (Betensky, 2020). The internet, e-mail, virtual learning management systems, cloud-based knowledge-sharing sites (Google Workspace and Microsoft Office Suite) (Parker et al., 2019), and social networking applications have changed the nature of academics (Finkelstein et al., 2016; McNaughtan, 2018; Schuster & Finkelstein, 2008; Wicks et al., 2020). These changing conditions force contingent faculty to adjust rapidly with little preparation or professional development (Ketchum et al., 2020; Kezar & Maxey, 2014). Contingents often experience at-will employee conditions where they have to jump into a class they have never taught with only a textbook and syllabus for guidance (Anthony et al., 2020).

Across the nation, higher education is experiencing a shift from tenure-track traditions to a "gig economy" where contractors are freelancers who contract for

temporary or short-term appointments. Nelson et al. (2020) argue that contingency detracts from the professional status of faculty as they report fewer advantages related to traditional employment, lower levels of satisfaction, lesser sense of belonging, reduced authority in the classroom, security, and academic freedom. Finkelstein et al. (2016) believe that the de-professionalization of the professorship stems from four other areas, including an increasing polarization of faculty appointments causing competition between different faculty job markets, a reduction of contingent faculty autonomy, a lack of inclusion or representation in institutional governance, and an increase in accountability and quality assurance regulations.

By 2021, contingent faculty accounted for over 75% of the 1.5 million instructional staff in the United States (Statistics, 2022) and were outpacing tenure-track faculty appointments (American Association of University Professors, 2021a, 2021b). These modern American contingent faculty have a more dynamic role on a college campus than previous generations. Some contingent faculty are responsible for teaching courses, serving their departments, schools, and communities, advising students, and conducting scholarly research (Jones et al., 2017; Maxey & Kezar, 2015). Contemporary contingent faculty contracts include appointments in all significant parts of the collegiate curriculum (e.g., English, science, foreign languages, mathematics (Baldwin & Wawrzynski, 2011; Butters & Gann, 2022; Kezar & Sam, 2010; Levin & Shaker, 2011). These contracts often appear in introductory courses that prepare students for later success (Baldwin & Chronister, 2001; Eagan et al., 2015). Alternatively, according to Morphew et al. (2017), classes such as English, history, and psychology tend to appoint higher levels of contingent faculty than others due to their high levels of student

enrollment and great demands for faculty to teach introductory courses in these areas. Additionally, contingent faculty dominate classes requiring a degree of content specialization, experience variable enrollment numbers, or have a clinical/occupational inclination (Kezar & Sam, 2010; Levin & Shaker, 2011). Although much of the literature focuses on contingent faculty in undergraduate classes, Freeman and DiRamio (2016) argue that graduate programs are also beginning to diversify their faculty by hiring contingents. Beyond teaching, current contingent faculty have experienced varying inclusion levels in service (curriculum design, student mentoring) and research. These experiences differ from campus to campus depending on institutional mission, length of service, subject matter, and industry relationships (Sam et al., 2021; Stenerson et al., 2010). Even though their role has expanded in modern academia, contingent faculty live in a limited space where they lack agency, academic freedom, full-time benefits, respect, and inclusion (Hearn & Burns, 2021; Hillstead Walton, 2018; Kezar & Maxey, 2014; McClure & Fryar, 2022).

Three Aspects of the Contingent Faculty Role

As contingent faculty positions vary throughout different institutions, so does their moniker. Two studies have identified over 50 other titles for contingent faculty, including names such as part-time, adjunct, seasonal, visiting, research professor, non-tenure track, instructor, lecturer, visiting professor, part-time faculty, clinical faculty, and affiliate (Jones et al., 2017; McNaughtan, 2018). Whatever their titles are, current contingent faculty share common characteristics across the population. Over 90% of these faculty hold a master's degree (Nittle, 2022), and a large percentage have terminal degrees (Levin & Shaker, 2011). A 2020 study by the American Federation of Teachers

on contingent faculty found that their average age ranges from 40 to 69 (Teachers, 2020).

Furthermore, this study revealed that most contingent positions employ people from

marginalized populations, such as women and racial minorities (Nittle, 2022; Teachers,

2020). Contingent faculty teach many courses during a semester and an academic year,

and many take positions at multiple institutions simultaneously (Butters & Gann, 2022).

Every higher education sector employs contingent faculty to teach, including community

colleges, liberal arts, baccalaureate, and research universities. Over the past three

decades, the growth of contingent faculty hires has been especially seen in the public and

private research sectors (Anthony et al., 2020; Bolitzer, 2019b; McNaughtan, 2018).

Baldwin and Chronister (2001) found in their study that there is no singular

definition of the contingent role, although a variety of studies suggest that collective

bargaining helps contingent faculty gain clarity surrounding the institutional expectations

surrounding their role (Gappa, 1984; Hollenshead et al., 2007). The contingent faculty

role differs by the institution's academic mission and vision, FTE status, and discipline

while evolving based on their motivations. Scholars argue that the differences in a

contingent faculty's role and their inclusion on campus stem from the objectives of an

institution, the strategic plan of academic leadership, and available resources (Kezar &

Sam, 2010; McNaughtan, 2018). Contemporary contingent faculty responsibilities tend to

center on their teaching role, where they utilize a variety of student and subject-centered

teaching techniques (Baldwin & Wawrzynski, 2011; Finkelstein et al., 2016; Haviland et

al., 2017; Miller & Struve, 2020). Beyond their teaching role, research shows that some

contingent faculty engage in service and mentoring duties, often without recognition by

their institutions and tenure-track peers (Haviland et al., 2017; Maxey & Kezar, 2015).

Literature has also found that contingent faculty are interested in engaging in campus affairs when they have institutional support (Sam et al., 2021). The following paragraphs describe the contingent faculty role's teaching, scholarly research, and service aspects.

Teaching

Guiding this study of contingent faculty is the perspective that the primary role of contingent faculty on campus is teaching. This encompasses classroom instruction and preparatory activities beyond the lecture hall, such as planning, grading, refining lessons, in-class education, student mentoring, and ongoing improvement efforts (Bolitzer, 2019b; Neumann, 2009). The contingent faculty teaching role can be divided into four sections: planning and preparation, working with students, evaluating student learning and personal reflection, and pursuing individual scholarly education and improvement. To begin with, the teaching role involves activities that faculty undertake before facilitating lessons and engaging with students (Neumann, 2009). This includes developing course content, preparing student resources, and updating courses (Hanson et al., 2018). These activities not only lay the groundwork for effective teaching but also afford faculty the time to engage in research, reflection, and mental preparation, enabling them to establish meaningful connections between students and course content.

After faculty are ready to move forward with their lesson, the next step is to move into the classroom and engage students in class content (Pallas & Neumann, 2019; Shulman, 2006). For example, this teaching phase could include lecturing, leading classroom discussions, answering questions, running demonstrations, pushing for student insights, and meeting with students during office hours (Bolitzer, 2019b; Neumann, 2009). After a lesson, faculty utilize their teaching skills to evaluate the gain in student

knowledge, the effectiveness of their plan, and how they have set students up for future

success (Neumann, 2009). As an integral element within a cyclical process of continuous

improvement, teaching necessitates faculty engagement in introspection and a

commitment to ongoing scholarly learning for future development.

Scholarly Research

Providing engaging and relevant lessons requires faculty to possess prior

knowledge and constant vigilance of faculty to maintain and improve (Bolitzer, 2019b;

McNaughtan, 2018; Neumann, 2009). However, despite the growth in numbers and rise

in importance, there is limited research regarding the role of contingent faculty and even

less focused on their development. Available study argues that contingent faculty are

experiencing greater demands to produce literary work that enhances their institution's

reputation and grant funding (Maxey & Kezar, 2015; Ott & Cisneros, 2015). Sam et al.

(2021) argue that there is an unbundling of scholarship types on college campuses around

the country, often relegating research projects to contingent faculty. These faculty, often

called professors of practice, fulfill research and scholarship in designated areas based

upon the institution's strategic plan. Contingent faculty engage in scholarly work that fits

their academic interests and content area expertise (Maxey & Kezar, 2015; Miller &

Struve, 2020). Most scholars agree that intellectual creation is essential because it keeps

contingents academically stimulated and current in their subject matter (Fuller et al.,

2017; Gehrke & Kezar, 2015). One study on contingent faculty (Doe et al., 2011) posits

that many contingent faculty desire to engage in scholarly work, regardless of whether

they are rewarded or recognized (Miller & Struve, 2020). Though scholarship has

identified a positive sentiment among contingent faculty towards conducting scholarship,

perceptions still put them on the sidelines of academia (Haviland et al., 2017; Kezar, 2013a; Levin & Shaker, 2011).

Another example of contingent marginalization is featured in a study by Haviland et al. (2017), who found contingent faculty often feel that they are second-class researchers within their institution. These faculty reported having their research results dismissed or handed off to full-time tenured faculty. Ott and Cisneros (2015) insist that contingent faculty working on scholarship are chafing under institutional constraints and wish for more autonomy. These are in addition to the fact that contingent faculty are underpaid compared to their tenure-track peers. However, they must pay full membership and registration fees in professional societies to keep active in their field and try to become marketable for one of the few open permanent positions.

Service

Scholars assert that contingent faculty are beginning to take on additional service and mentoring responsibilities due to the shrinking tenure-track faculty pool (Haviland et al., 2017; Maxey & Kezar, 2015; Miller & Struve, 2020). This further reinforces Baldwin and Chronister's (2001) findings that current contingent faculty face inconsistent role definitions. Integrating contingent faculty into service roles fosters a sense of belonging and connectedness to the campus while creating a sustainable program faculty base (Crow et al., 2012; Kezar & Sam, 2010; McCarthy & Hackmann, 2016). Hollenshead et al. (2007) argue that the inclusion of contingent faculty into service activities is a ploy to offload those less-desirable duties from full-time tenured faculty task lists. Added service responsibilities may also negatively impact contingent mindsets as they are not always

compensated, recognized, or given leave time to perform these activities (Haviland et al., 2017; Hollenshead et al., 2007; Kezar & Maxey, 2014).

Contingent faculty service roles differ depending on departmental, institutional, and community goals or requirements (Haviland et al., 2017). Some institutions report expectations that contingent faculty add student advising or mentoring, administrative duties, committee membership, departmental assistance, and community involvement into their role (Kezar, 2013a; Miller & Struve, 2020). Recently, contingent faculty have been tasked with taking more leadership service positions requiring more significant time and responsibility, including chairing departments, coordinating service-learning, directing campus-community partnerships, and even conducting campus-community research (Glass et al., 2011; Haviland et al., 2017).

Recent studies report contingent faculty making strides into becoming included in institutional governance, something they had previously excluded (Kezar et al., 2019). Research on contingent faculty participation in shared governance by Jones et al. (2017) found that over 80% of full-time contingent faculty were somehow involved in governance. However, according to Scott et al. (2019), only 11% of all contingent faculty have been included in some shared governance. McCarthy and Hackmann (2016) argue that higher education institutions should invest in developing their long-term contingent faculty and include them in program design and curriculum. Crow et al. (2012) support this inclusive sentiment by pointing out that contingent faculty have expert viewpoints and invaluable insights into curricular design. Many contingent faculty report an incoherent or conflictive identity regarding their role on college campuses (Levin &

Shaker, 2011). They live in the present, often accepting changes in their position and status with a dual sense of fatalism and optimism for the future.

Contingent Faculty Teaching Practices

Scholarship surrounding contingent faculty teaching practices is contradictory, limited in focus (Baldwin & Wawrzynski, 2011; Benjamin, 2003; Bolitzer, 2019b; Hanson et al., 2018; Umbach, 2007), and typically comparative with tenured, full-time faculty when evaluating efficacy (Bolitzer, 2019b; Umbach, 2007). The literature has numerous viewpoints on what effective teaching practices should include. Effective teaching practices and principles need to be interwoven with modern forms of andragogy, values of student-centered learning, and critical analysis (Chickering & Gamson, 1987, 1999; Hanson et al., 2018; Ramsden, 2003). Scholars argue that faculty must build a classroom environment based on reciprocity and collaboration (Chickering & Gamson, 1987; Umbach, 2007), as this will help stimulate interaction between faculty and students (Benjamin, 2003; Chickering & Gamson, 1987; Umbach, 2007), and demonstrate concern and respect (Ramsden, 2003).

Research suggests that faculty prepare rigorous lessons, assessments, and feedback opportunities. Rigor comes through developing strategic lesson plans, including active learning and student-centered learning techniques (Benjamin, 2003; Chickering & Gamson, 1987; Ramsden, 2003). Other studies contend that effective faculty communicate high expectations to students (Chickering & Gamson, 1987; Umbach, 2007) by assigning coursework that provides rigor (Benjamin, 2003; Leslie & Conley, 2002). Finally, effective teaching strategy literature suggests implementing prompt and

appropriate assessment opportunities and feedback loops to foster student success (Chickering & Gamson, 1987; Leslie & Conley, 2002; Umbach, 2007).

There are two distinct viewpoints in the literature regarding the effectiveness of contingent faculty teaching practice. One group of researchers asserts that contingent faculty utilize less effective teaching practices than full-time faculty (Banachowski, 1996; Benjamin, 2003; Umbach, 2007). In his study on contingent faculty, Umbach (2007) found a negative relationship between contingent status, especially part-time faculty, and teaching performance. Contingent faculty typically spend less time lesson planning (creating their syllabi, looking for course content) (Baldwin & Wawrzynski, 2011) or preparing to teach (Banachowski, 1996; Umbach, 2007). During instruction, contingent faculty are less likely to use student-centered (Umbach, 2007) or active learning teaching practices (Banachowski, 1996) in the classroom than their tenured, full-time peers.

Assessment of student learning is reported as less than rigorous in contingent faculty classrooms, as they heavily rely on multiple-choice tests instead of more formative assessments (Benjamin, 2003). Regardless of the instructional practices used in the classroom, many contingents are less likely to use technology to aid in teaching (Baldwin & Wawrzynski, 2011) or even to remain available to students outside of class. Contingent faculty tend to fall back on instructional practices they experienced in their studies, like lecturing. Outside the classroom, the literature suggests that contingent faculty, regardless of their FTE equivalency, spend less time interacting with their students (Benjamin, 2003; Eagan & Jaeger, 2008; Umbach, 2007). Although these two scholars' findings paint contingent faculty poorly, Umbach (2007) revealed at the latter

end that full-time or tenure-eligible contingent faculty performed at or higher levels than full-time, tenured professors.

Other scholars articulate that although contingent faculty status and experiences may differ from full-time, tenure-track faculty, their approach to teaching is similar in using research-based instructional strategies (Baldwin & Wawrzynski, 2011; Kezar & Sam, 2011; Leslie & Conley, 2002; Miller & Struve, 2020). In their study on contingent faculty experiences, Kimmel and Fairchild (2017) found these faculty employ student-centered instructional methodologies to meet students' needs. In a 2002 National Center for Educational Statistics report, Leslie and Conley (2002) studied contingent and full-time faculty characteristics, qualifications, motivations, work patterns, and attitudes. They found that contingent faculty utilize engaging student-centered instructional strategies in all their undergraduate courses at a higher percentage than full-time faculty. They also found contingent faculty employ teaching practices like full-time faculty in their specific disciplines. Regardless of the methods used, Kimmel and Fairchild (2017) argue that improving contingent faculty teaching practices and effectiveness is critical to improving student outcomes.

The preponderance of literature surrounding contingent faculty impact on student success tends to focus on the students and their learning (Baldwin & Wawrzynski, 2011; Benjamin, 2003; Betensky, 2020; Umbach, 2007) while ignoring faculty teaching strategies (Neumann, 2009; Pallas & Neumann, 2019; Rhoades, 2020). Yet, student success is directly related to faculty teaching effectiveness in translating their expertise and subject matter into valuable learning opportunities. In his study on contingent faculty impact on classroom success, Umbach (2007) found a negative correlation between the

staffing of contingent faculty and student persistence mainly due to contingent faculty underperformance (Butters & Gann, 2022). Other studies assert that strategically designed professional development to improve contingent faculty instructional practices correlates directly with increased student outcomes (Bolitzer, 2019b; Eagan et al., 2015; Kezar, 2019; Nica, 2018).

Contingent Faculty Working Conditions

Contingent faculty encounter substandard working conditions compared to their tenured counterparts (Haviland et al., 2017; Kezar & Gehrke, 2014; Kimmel & Fairchild, 2017). This substandard tone is often set during recruitment, hiring, and orientation, which is the first contact contingent on faculty experience with an institution. There is no formal or systemized process for hiring contingent faculty for many universities, and hiring is often a spur-of-the-moment transaction (Gappa & Leslie, 1993). One study found that these faculty could be engaged within a few days of the start of a semester, leaving them little time for orientation, campus socialization, or course preparation (Baldwin & Chronister, 2001). A more recent study by Hollenshead et al. (2007) found that the hiring process is becoming more formal with regional and national searches for some positions. However, these scholars also pointed out that it is ironic that some administrators put so much effort into staffing contingent positions because they only stay for an average of 5.5 years (Hollenshead et al., 2007). After contingent faculty have been hired, many are left without orientation to help them understand institutional policies and expectations to better assimilate to the campus (Gappa & Leslie, 1993; Leslie & Conley, 2002).

These highly qualified contingent professionals work with low salaries and minimal benefits (Flaherty, 2018; Haviland et al., 2017; Maxey & Kezar, 2015). Contingent faculty are not likely to see regular raises or promotions during their career at a single institution as they are primarily ineligible for promotion systems, evaluation, or benefits (Kezar & Sam, 2010; Murray, 2019b). The American Federation of Teachers report (2020) on contingent faculty quality of work and life revealed that nearly one-third of contingent faculty earn less than $25,000 per year, placing them below the national poverty line. This low pay rate often pushes contingent faculty to piece together a full-time income by working at multiple institutions (Anthony et al., 2020; Flaherty, 2020) and becoming gig employees (Kezar et al., 2019; Nelson et al., 2020). Contingent faculty earn a fixed amount per class taught, on average, about $3,500 (Teachers, 2020). The House Committee on Education and Labor Report (2014) describes these faculty as "The Just-in-Time Professor" who are paid a strict price regardless of how much time they may spend on the course or with their students. Not only are contingent faculty paid less than the tenured faculty, but they also receive little to no health or retirement benefits from their institution (Anthony et al., 2020; Kezar, 2019; Kezar & Maxey, 2014). In a national study, less than half of the faculty surveyed had access to employer-provided health benefits, and only 17 percent had access to paid family leave (Teachers, 2020). Retirement also seems out of reach for many contingent faculty, as many are the sole contributor to their retirement fund.

While contingent faculty are critical to the success of higher education institutions (Bolitzer, 2019b; Kezar et al., 2019), they are not always set up for success with institutional support, policies, and resources (Anthony et al., 2020; Kezar, 2019; Kezar &

Maxey, 2014). These highly qualified professionals work with limited institutional

resources (Flaherty, 2018; Haviland et al., 2017; Maxey & Kezar, 2015), which could

cause them to be less effective in the classroom (Ehrenberg, 2012; Umbach, 2007).

Scholars argue that contingent faculty often lack critical attention from academic

leadership, hands-on problem-solving and management, and evaluations or feedback on

their performance (Hearn & Burns, 2021; Kezar, 2019). Many contingent faculty only

receive feedback on their teaching from student evaluations, often forcing them to make

ethical decisions between keeping students happy and maintaining employment by

adding rigors to their lessons and holding students accountable (Kimmel & Fairchild,

2017; Murray, 2019a). They also lack job security (Flaherty, 2020; Miller & Struve,

2020; Murray, 2019b), as they are often not eligible for full-time status or tenure (Kezar,

2019; Kezar et al., 2019). Although many contingent faculty report having taught for over

ten years, 41 percent of respondents in a national study still encounter uncertainty in their

position as contracts are sometimes not renewed until close to the start of term (Teachers,

2020). Typically, contingent faculty are only guaranteed employment for one to two

times, leaving them in a perpetual state of looming unemployment (Kezar, 2019).

Scholars agree that contingent faculty encounter direct and indirect adverse

hierarchal environments on campus through formal and informal policies (Baldwin &

Wawrzynski, 2011; Haviland et al., 2017; Kezar & Sam, 2013). The social order appears

in conversations with their tenured peers, limitations imposed upon their work, exclusion

from departmental meetings, and lack of resources (Haviland et al., 2017; Kezar &

Maxey, 2014). Institutional norms of policy and practice often exclude contingent faculty

from governance, socialization activities, curriculum development, and promotion (Kezar

& Sam, 2013; Miller & Struve, 2020). These explicit and implied policies and procedures manifest contingent marginalization, isolation, and lack of belonging (Eagan et al., 2015; Kimmel & Fairchild, 2017; Miller & Struve, 2020). Moreover, contingent faculty often experience fewer safeguards for academic freedom, as expressing dissent can lead to job loss with limited avenues for resolution (Flaherty, 2018; Kezar & Maxey, 2014; Reichman, 2021). The exclusion from faculty events and directories further impacts the sense of self among contingent faculty (Kezar & Sam, 2013).

Institutional support services are often one of the contingent faculty's most valued campus connections. Contingents rely on these services to provide office space, supplies, equipment, and administrative support (Kezar & Sam, 2010). However, resources allocated to contingents vary by campus as there are distinct deficiencies compared to tenured faculty. Contingent faculty often share office space with other non-tenure track faculty, which complicates scheduling, course preparation, and office hours (Gappa & Leslie, 1993; Haviland et al., 2017; Hillstead Walton, 2018; Kezar & Maxey, 2014). Contingent faculty also reported a lack of access to basic school services such as the library, printing and technology support (Kezar & Maxey, 2014). Campus administrators may not see these issues as a high priority, but working in this type of deficit impacts contingent faculty's sense of belonging, job satisfaction, and relationship with campus leadership (Eagan et al., 2015). Contingent faculty often bear a more substantial teaching load compared to tenure-track faculty, particularly at research and doctoral universities (Kezar & Sam, 2010; Schuster & Finkelstein, 2008). These faculty members commonly instruct multiple sections of expansive courses, leading to a sense of being caught in a repetitive cycle that recurs with each semester (Miller & Struve, 2020).

Professional Development for Contingent Faculty

There has been an increasing recognition in the literature surrounding the importance of professional development for contingent faculty (Butters & Gann, 2022; Kezar, 2019; Kezar & Sam, 2010). Professional development is essential to faculty success as it supports their self-esteem, growth, self-actualization, instructional practices, and quality of teaching (Eagan et al., 2015; Rhoades, 2020). Some sessions concentrate on clarifying faculty roles that contribute to institutional-specific strategic initiatives. Conversely, other development opportunities zero in on enhancing teaching methodologies, effectiveness, and overall teaching success. Professional development for contingent faculty is critical to exposing them to new techniques (Rhoades, 2020), theory-based pedagogical strategies (Meixner et al., 2010), technological tools, and how to translate what they have learned into a successful lesson (Butters & Gann, 2022). Professional development differs between institutions and typically involves various approaches, modalities, and topics (Webb et al., 2013). Although there is no standard model for professional development sessions, many programs use training sessions such as formal in-person training, workshops, seminars, webinars, computer-based training modules, micromodules, and job aids (Butters & Gann, 2022).

Shulman (2006) argues that faculty have an innate need for continuous improvement that shapes their work with subject matter expertise, instruction, and students. Although contingent faculty have this need to evolve in their practice, there is very little literature focusing on their academic learning and development (Neumann, 2009). The available studies on contingent faculty perceptions and professional development interests have documented their desire for high-quality training, mentoring,

and professional development (Bolitzer, 2019b; Maxey & Kezar, 2015; Webb et al., 2013). Contingent faculty believe that professional development is essential to their careers and would help them improve the learning experience for their students (Kezar, 2013a). In addition, contingents have stated that professional workshops on scholarly work (publication) would help them advance in their field (Webb et al., 2013). Although these faculty want to pursue professional development and mentoring, they do not believe they have the access or the time to participate in pedagogical or community-building offerings (Bolitzer, 2019b; Miller & Struve, 2020). The House of Representatives Report (2014) found that some contingent faculty attend conferences, conduct research, and find professional development opportunities using their funds to earn better positions.

On-Campus Professional Development

The literature contests that higher education institutions must provide professional development opportunities targeted explicitly toward contingent faculty needs (Eagan et al., 2015; Kezar, 2019; Meixner et al., 2010; Rhoades, 2020; Webb et al., 2013). Scholars suggest that institutions create professional development programs targeted at contingent faculty needs specifically designed to meet their discipline and circumstances (Eagan et al., 2015; Webb et al., 2013). Other researchers recommend institutions provide resources and professional development based on contingent specific role responsibilities (Bolitzer, 2019b; Kezar, 2013b). Meixner et al. (2010) move one step further and argue contingent faculty need and want support in the use of technology, development of course materials, maintenance of specific field changes, implementation of student-centered learning pedagogical strategies, application of formative and summative assessments, and management of student conflict. Regardless of the content, literature contends that

institutions offer inclusive and flexible professional development opportunities that fit contingent faculty schedules, needs, and roles on campus (Baldwin & Wawrzynski, 2011; Kimmel & Fairchild, 2017).

While great for full-time or tenured faculty, campus-based professional development sessions are not always available to contingent faculty (Butters & Gann, 2022; Eagan et al., 2015; Kezar, 2019; Rhoades, 2020). In 2014, a U.S. House of Representatives survey found that contingent faculty experienced wide-ranging gaps in campus support, with almost 90 percent of respondents reporting that they had received no professional development at all. Scholarly literature supports these findings, as researchers have found that contingent faculty receive limited professional development opportunities on campus (Butters & Gann, 2022; Eagan et al., 2015; Gehrke & Kezar, 2015; Meixner et al., 2010). Some researchers suggest the lack of consistent institutional, professional development stems from the transient nature of contingent faculty positions, as they take a variety of contracts at one or more institutions to sustain themselves (Betensky, 2020; Flaherty, 2018). Other factors impacting contingent faculty engagement with campus-based professional development include the absence of compensation for participation, lack of time, differing schedules, complex workloads, and exclusion (Butters & Gann, 2022; Kezar, 2013a; Kezar & Maxey, 2014).

Many institutions have created centers for teaching excellence and initiatives focusing on full-time faculty. However, contingent faculty are not always eligible for these programs because of their at-will status (Kezar & Maxey, 2014; Parker et al., 2019). Professional development that include contingent faculty hardly touch on severe issues of service, research, curriculum, and learning (Bolitzer, 2019b). When a campus offers

professional development, institutional communication and outreach regarding inclusive

professional development offerings are often underpublicized (Meixner et al., 2010).

Even though campus professional development opportunities are scarce, contingent

faculty often cannot obtain travel expenses, participate in conferences, or attend outside

workshops due to limited or non-existent funding (Butters & Gann, 2022).

Tens of thousands of contingent faculties step into their role with minimal

professional development to support them (Kimmel & Fairchild, 2017; Parker et al.,

2019). Scholars have documented a lack of contingent faculty opportunities to socialize

with communities of practice, join departmental training (Bolitzer, 2019b; Kezar & Sam,

2011; Meixner et al., 2010), or attend professional development to advance their work as

teachers (Gyurko et al., 2016; Maxey & Kezar, 2015). Contingent faculty often receive

minimal orientation when brought into the organization (Kezar & Gehrke, 2014). Once in

the classroom, contingent faculty receive little professional development, mentoring, or

formal evaluations to help their continuous improvement (Bolitzer, 2019b; Gyurko et al.,

2016; Kezar & Maxey, 2014; Meixner et al., 2010). As online education becomes more

prevalent, more contingent faculty are stepping into virtual classrooms with minimal

training on the learning management system or effective online pedagogical strategies

(Butters & Gann, 2022). Engagement in high-quality professional development can assist

contingent faculty with improving research-based pedagogical methods and student

satisfaction and outcomes (Parker et al., 2019).

External Professional Development

There is limited research on contingent faculty application of external resources

and professional organizations to their teaching (Glass et al., 2011; Palmer et al., 2018;

Pulker & Kukulska-Hulme, 2020). The limited amount of literature is troubling because there has been a surge of digital scholarship (technology application to scholarly activity), online materials (websites, blogs, webinars, recorded lectures, etc.), resources (virtual communities), and social media networks focused on teaching concerns (Bouwma-Gearhart & Bess, 2012; Palmer et al., 2018; Parker et al., 2019). Academic contingent faculty are using the Internet more to find support for their teaching practice, often turning to Open Educational Resources (OERs) like blogs, social media, podcasts, and YouTube for help (Palmer et al., 2018). Other faculty use free educational materials like instructional videos, recorded lectures, lesson plans, or syllabi templates. Researchers contend that using these resources outside of employing institutions could cause a significant shift in contingent faculty pedagogy and academic scholarship (Palmer et al., 2018; Palmer & Schueths, 2013; Schieffer, 2016).

Open Educational Resources or OERs were established in 2002 at the UNESCO Forum on Open Courseware and are "teaching, learning and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and distribution by others with no or limited restrictions" (UNESCO, n.d.). Contingent faculty are an excellent user base for OER adoption as these resources can offset the exclusion contingents often faced regarding campus-based professional development (Cooke et al., 2022). Several barriers can hinder OER adoption by contingent faculty, such as awareness of OERS in general, a lack of time to find OERs, inability to edit and integrate content, and uncertainty of OER American with Disabilities Act of 1990 compliance (Allen & Seaman, 2016; Luo et al., 2020). Regardless of the barriers, contingent faculty

have a high interest in accessing and utilizing a wide array of resources to improve their teaching in the classroom (Cooke et al., 2022). In their study on increasing adjunct faculty awareness of OERs, Cooke et al. (2022) found these faculty had the most interest in gaining knowledge about all types of resources, especially videos and multimedia. Recommendations from this study included the implementation of Scholarship of Teaching and Learning (SOTL) training sessions for all faculty members, including adjunct faculty, to help them understand the resources available to them.

Palmer et al. (2018) focused on how OERs could help contingent faculty overcome the lack of professional growth support from face-to-face teaching communities. Contingent faculty often experience isolation from their colleagues because of institutional policies and procedures. Still, OERs help them fill the gap between what they need and their campus offers. Palmer et al. (2018) found that over 90% of surveyed sociology contingent faculty found at least one teaching resource through open educational resources (OERs). Furthermore, this study's findings argue that occupational status impacts the use of OERs, as tenure-track faculty were less likely to utilize OERs than contingent faculty. Educational technology, such as websites, podcast demonstrations, and online forums, was also found to ease access to professional development and virtual communities for contingent faculty. Finally, this study suggests that OERs could be an equalizing factor regarding pedagogical resources for contingent faculty, especially those with limited departmental support.

Pulker and Kukulska-Hulme (2020) agree that external resources can help language arts teachers utilize more open and inclusive practices. However, they found that these teachers hesitated to use external resources unless paid for and only shared

within their network. Through the use of OERs, open educational practices (OEPs) have emerged, especially with the help of digital technology. Faculty often reinterpret and reformulate educational resources to fit their methods and practices, sometimes overlooking growth. Although this study's findings suggest that using OERs alone may not necessarily change faculty teaching practices, it reveals later on in the results that OER users are more inclusive, diverse, and student-centered in their teaching practices. Pulker and Kukulska-Hulme (2020) promote the need for further research into teachers' attitudes and motivations towards using outside or external educational resources and the cultural/societal factors that act as barriers to digital OEPs and OERs.

In their study on dental and teacher education faculty at a research university, Webb et al. (2013) assert that flexible (online) communities of practice help contingent faculty engage in research-based pedagogical methods. This study further suggests that encouraging adjunct faculty to build connections with peers, especially peers in similar fields of study, helps to build resilience towards pedagogical failures and encourages further experimentation with teaching practices. Webb et al. (2013) argue that flexible learning methods promote scholarly approaches to teaching and learning by adjunct faculty members. This study found technological resources essential in creating a sense of connectedness between faculty who work in blended or flexible work environments. All these apply to contingent faculty in Michigan.

Higher Education in Michigan

Michigan has 104 higher education institutions scattered across both peninsulas, of which 15 are public universities. The three most prominent universities in the state are the University of Michigan (UM), the flagship university; Michigan State University

(MSU), a land grant institution; and Wayne State University (WSU). These three schools host the most prominent student bodies and campus systems, while the other 12 schools are on a smaller scale. Michigan is unique in that its public higher education institutions enjoy constitutional autonomy, making each one different in its governance (Lupher, 2018). There is no state-level governing board or agency for post-secondary education. In 1963, the State Board of Education received duties to coordinate public two-year and four-year institutions by making recommendations on budgets, influencing programs, and providing licenses for vocational and proprietary schools and private charter colleges (Education, 2022). Each public university board, irrespective of appointment, has direct control and supervision of an institution and its expenditures. These boards directly impact contingent faculty positions as they decide on the security of contingent jobs, health care, and academic freedom. Even though Michigan's public universities are not governed by an overarching state higher board of education, the Michigan higher education landscape is typical of other states regarding their composition, student demographics, degrees offered, or faculty expenditures (Finance, 2021).

A growing number of contingent faculty is employed in Michigan universities (Hurlburt & McGarrah, 2016), which is concerning as the state currently ranks in the bottom 15 of worst states to work in as an adjunct professor due to substandard pay (Team, 2021). Michigan's growing number of contingent faculty are partially responsible for teaching the ninth largest full-time (FTE) student enrollment in the United States, according to the State Higher Education Executive Officers Association's State Profile Report (2021). This large student population, almost 350,000 FTE, equates to 4.9 billion in tuition revenue for Michigan public institutions (Finance, 2021). Even though higher

education holds the third largest general fund budget category in Michigan, it is the 47th worst state in the nation regarding higher education funding as it cut student financial and institutional aid in 2021(Cummings et al., 2021; Finance, 2021).

The Michigan House Appropriations Subcommittee has approved a bill to allocate funding to the 15 public universities and 26 community colleges in Michigan by the number of enrolled students (Skorup, 2021; P. Zielak & J. Sefton, 2022). This bill directly opposes the previous method of funding distribution, which arbitrarily assigns money based on the political power of public universities (Skorup, 2021). This new student-based money allocation would not increase state funding of higher education but rather redistribute funds based on students enrolled. Officials argue that this is a more equitable funding model for state funding of public higher education (Skorup, 2021; Zielak & Sefton, 2022); however, many larger schools may see smaller allocations because of this redistribution of funds. Several larger institutions are unhappy with this restructuring of higher education funding (Skorup, 2021). Academic leaders at some of Michigan's largest universities may receive lesser funds because of this new bill, which would negatively impact their annual budgets.

The continued funding woes of Michigan higher education have prompted many institutions to look at outsourcing various services to save money. Many public universities have long-standing traditions of outsourcing services such as campus bookstores, dining centers, and custodial services. However, because of decreasing state funding, budgetary issues, fast-paced technology innovations, reasonable tuition expectations, and steep competition for fewer students, many campus administrators are looking to for-profit companies to manage other critical areas of campus operation

(Marcus, 2021a). Hundreds of for-profit companies have opened for businesses to provide services, from creating and operating virtual courses, managing student recruitment, enrollment, and retention, information technology services, building management, and contingent faculty employment (Lederman, 2022; Marcus, 2021a; McKenzie, 2019). For example, North Central Michigan College, where 80 percent of its faculty are part-time contingent faculty, found that they could save $300,000 by outsourcing their adjunct payroll services to a for-profit, third-party company (McClenney & Arnsparger, 2014).

There have also been many small Michigan universities that have begun to outsource hiring and payment of contingent faculty to for-profit, third-party companies (Flaherty, 2014). Campus leaders argue that outsourcing contingent faculty management can save money and make the school more efficient and adaptable. Michigan also has a high mandatory employer contribution to the state retirement fund, which for-profit companies do not contribute to even if their employees work in education. Outsourcing contingent faculty hiring can also help cast a wider net for qualified candidates, although this negatively impacts Michigan contingent employment opportunities because of more candidate competition. Scholars believe every campus is responsible for contingent and full-time faculty hiring to ensure decision-making supports the institution's mission, vision, and values (Kezar & Gehrke, 2014). Furthermore, there are apprehensions among administrators that the outsourcing of contingent faculty employment might compromise academic freedom and the overall quality of teaching. Hurley (2021) contends that the persistent financial challenges in Michigan's higher education sector shift the state's perception of education from being a publicly financed public good. Instead, he suggests

that higher education in Michigan has transformed into a privately financed consumer commodity, with detrimental effects on the state's education system, economy, civic engagement, society, and culture.

Economic hardships and rising demands for differing postsecondary credentials have pressured Michigan higher education institutions to provide more access to classes and resources. According to the United States Census Bureau (2021), Michigan had a population of over 10,000,000 citizens in 2021, many of whom faced the reality of returning to college because of the declining manufacturing and automotive industries. The unemployment rate in Michigan is 4.7%, just above the national average of 3.6% (Bureau, 2021). These economic changes indicate that the larger national population will continue to increase the need for higher education in Michigan's future. Mack and Levin (2021) state that educational attainment in Michigan has risen since 1990. Only 17% of Michigan residents held at least a bachelor's degree in 1990, but by 2019, over 30% of Michiganders were college graduates. This increase could stem from the positive correlation between earning and educational attainment, as Mack and Levin (2021) report, "in 2019, Michigan's median wage for someone with a bachelor's degree was $54,634, which is 76% more than the median of $31,028 for those with a high school diploma who did not attend college" (para 21).

Even as the state has cut higher education funding by over 40% over the past 20 years (Hurley, 2021), it has set a goal to improve the educational attainment levels of its citizens to 60% by 2030, further complicating the higher education scene in Michigan (Midwestern Higher Education, 2020). This cut in institutional support, in combination with the higher collegiate attainment initiative, translates to more constrained institutional

budgets, more fixed-term or contingent faculty staff, and fewer full-time faculty replaced upon retirement (Miller & Struve, 2020). The most significant chunk of spending at any institution of higher education surrounds staffing, which could predict more contingent faculty contracts (Barr & McClellan, 2018).

Like many other states in the nation, the geography of Michigan plays a crucial role in defining educational hubs through its population demographics, diversity, and culture. The lower peninsula is the location of the area's highly urban industrial centers. These areas have attracted diverse ethnic, economic, educational, and professional backgrounds. Many of the state's major public universities surround industry hubs (automotive, furniture, food, chemicals, etc.) and diversity, like Detroit, Ann Arbor, Lansing, Grand Rapids, and Battle Creek. Moving outside the urban areas, the population becomes highly rural and agricultural, where the primary industries transition from automotive to farming, mining, and tourism (Glazer, 2022). Smaller public and private higher education institutions are present in the rural areas of both the lower and upper peninsula. However, the level of access is not as equitable as it is in the more urbanized southern half of the lower peninsula. Jesse (2019) labels these inequities throughout the state as "educational deserts," which he defines as large sections of land with one or fewer physical higher education institutions for easy access to citizens. There are large education deserts throughout the northern lower peninsula and the western upper peninsula, including the state's most rural and poor counties. For many students in these deserts, education beyond high school is a dream that is rarely realized. Regardless of the upper and lower Michigan divide, the higher education system is one of the country's most vital, diverse, and respected.

Theoretical Framework

This study draws upon the theoretical framework of professionalization to understand how contingent faculty improve their teaching practice. The term "professional" is commonly used in society, mentioned throughout literature, and varies slightly in its definition from field to field. In academia, the professional label means obtaining status that is granted based on a set of specific criteria. Professionalization literature posits that professionals seek to build their expertise, knowledge, and tools as a power base to increase their autonomy and control over their professional lives, even as outside variables work to destabilize their profession (Campbell & Slaughter, 1999). Numerous attempts by theorists throughout history have been made to develop a theoretical framework regarding professionalization, resulting in four significant evolutions in the professionalization lens since the nineteenth century.

In the early nineteenth century, precursors to modern professions emerged in England's social science fields, like medicine, accounting, and architecture, mainly to protect the public from fraudulent practitioners (Abbott, 1991). In the 1930s, English theorists Carr-Saunders and Wilson (1933) began to analyze professions to create a systemized view of professionalization (Abbott, 1988; Brint, 1993). Carr-Saunders and Wilson (1933) asserted that professions consisted of organized groups of experts who applied their knowledge to solving a societal problem, were highly trained, operated by a code of ethics or behavior, and members were denied entry without specific prerequisites (Abbott, 1988). Carr-Saunders and Wilson (1933), pioneers of the trait approach, believe that professionals embody six traits, as seen in Table 1. These traits include command and control of their knowledge and work, autonomy in creating professional standards,

norms of working, authority over client/practitioner relationships, distinctive

occupational mores, norms, values, and culture, and legal recognition of their expertise.

Other scholars broke these six categories into smaller categories, including power,

privilege, control over their work, authority, discretionary judgment, distinct learning and

training, associated professional organizations, code of ethics, and a theoretical basis for

work and continuous improvement (Goode, 1969; Hall, 1968). The traits approach is

culturally relevant to the United States and Britain because of the free market economy,

as Larson (2018) argues, because of the emphasis on professional autonomy.

Table 1

The Six Traits of Professionalization Trait Approach

Professional traits	Explanation of the trait
Command and control of a professional's knowledge and work	Professionals have a monopoly on understanding and applying their subject matter expertise
Autonomy in creating professional standards	Professionals have autonomy in creating and ruling their practice
Norms of working	Professionals act in the best interest of their clients
Authority over client/practitioner relationship	Professionals control the relationships with their clients
Distinctive occupational norms, values, and culture	Professionals set themselves apart from other occupations by their norms and values
Legal recognition of their expertise	Professionals have degrees, specific training, and preparation

Note. This table lists and explains the six traits of professions. This table was created

using information from Carr-Saunders, A., & Wilson, P. (1933). *The professions*.

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The Process Approach

In America during the 1960s, political issues began to influence the concept of professionalism, and the traits approach came under attack. Scholars thought utilizing a rigid set of traits was inadequate to conceptualize professionalism. Instead, theorists felt that traits or characteristics sit on a continuum where those occupations at the high end have more defining professional traits than those on the low end (Ritzer, 1975; Wilensky, 1964). Through a study of 18 different professions, Wilensky (1964) expanded on the trait approach by defining the historical stages that occupations move through to become a profession. These stages sit on a continuum, where occupations on the low end would have to move sequentially through stages to develop defining characteristics, allowing them to become a profession on the higher end of the spectrum. Wilensky (1964) described these stages as the creation of jurisdiction by doing the work that needs to be done, founding a training curriculum or school, formation of a local and national association, protecting the profession's skill monopoly by initiating licensing laws, and establishment of a code of ethics to protect internal and external relationships.

Each profession has a history and follows similar patterns of evolution – they are born, grow or develop, and some even die (Fry, 2018; Wilensky, 1964). In stage one of Wilensky's (1964) evolutionary model, workers must demonstrate dedication to their occupation by doing the work that needs to be done. According to Max Weber (1968, cited in Ritzer, 1975), this dedication is exemplified by a worker's full-time employment and permanent ties to their trade or discipline. Workers conduct their work activities at this early stage out of public need or necessity, often coming from other occupations. Wilensky's (1964) stage two suggests that as workers continue to do the work, the issue

of training becomes imperative for the public good. Training schools or programs begin to develop to expand an occupation's knowledge base. These schools or programs are typically linked to a college or university to establish standards of study, academic degrees, training, and research programs. In stage three, Wilensky (1964) argues that professional associations are the true key to the professionalization of an occupation. He suggests that occupational associations rarely set up a curriculum or establish a school setting them apart from formal professions.

Professional associations allow occupations to separate the incompetent from the competent practitioners by defining common professional tasks, standards, methods of conflict resolution, and protections against competitors. As an occupation becomes more established, it faces danger to autonomy through competition and public legal action. In Wilensky's (1964) stage four, he argues that occupations moving up the continuum establish legal licensure to protect them from liability. Professional license regulation assists in clearly defining areas of competence and performance standards protections. Licensure may result from internal issues or debates within an occupation or calls for public protection. Finally, stage five asserts that occupations striving for professional status will develop a formal code of ethics. These codes of an occupation serve many roles in the professionalization process. They can eliminate incompetent practitioners, weed out unethical or immoral workers, reduce competition, define standards of practice, and protect the public. Even though this process approach was a valuable move beyond the more rigid traits of Carr-Saunders and Wilson (1933), some scholars believe it is still too structural and linear of a definition of professionalization (Abbott, 1988; Brint, 1993).

The Power Approach

Theorists began to argue that autotomy and dominance, instead of collegiality, trust, and prestige, were the true hallmarks of professionals (Freidson, 1994; Johnson, 1967; Larson, 1977). Johnson (1967) theorized that autonomy was the true source of a professional's power, as they can made decisions regarding their job, their clients, and the solution to their client's problems. Berlant (1975) elaborated upon this new definition by adding that professionals have knowledge monopolies that protect their expertise and act as gatekeepers to deny others entry. This more capitalist view culminated in the book, The Rise of Professionalism by Magali Larson (1977), which concluded that professions are market organizations attempting to capitalize on a societal power-struggle to create exclusivity and domination. Larson (1977) argued that professionals gain power, status, and wealth through their monopoly of the standardized body of their knowledge. Through this standardized knowledge, professionals can control students entering academia and the number of professionals entering the job market (Larson, 1977). Continuing the theme of power, Freidson (1994) asserts that professionals advanced training offers them control over their work and the labor market because knowledge is power.

Another shift in professionalism theoretical concepts emerged in the theory developed by Andrew Abbott (1988). He argued for a framework that merged the naturalist and functional theories into one that focuses more on the work of professions than the institutional form itself. Abbot's (1988) perspective on a professional's life revolves around the interconnectedness between the profession and its work, exemplified by the establishment of the organized university professoriate in the nineteenth century.. Abbott (1988) refused to consider a strict definition of professionalization and instead

contended that "professions are exclusive occupational groups applying somewhat abstract knowledge to particular cases" (p. 314). These cases are the fundamental basis for his framework, as he argues that individual professionals or expert organizations cannot claim professional status unless there is a socially relevant problem they plan to address in their work. A professional's interpretation of the problem justifies existence while offering legitimacy to their position. Legitimized groups can claim jurisdiction over the problem through four main dimensions: diagnosis of a problem, inference, academic knowledge, and treatment of the problem. In his work, Abbott (1988) contends that various factors, including the audience, colleagues, and society, should be considered as influences on professional work. Professionals exist within a dynamic system where diverse variables, vacancies, or disruptions in the profession can instigate changes in their work. This evolution may lead to progress within the field or, alternatively, to de-professionalization and integration into another profession.

The Professionalism Approach

The 1970s and early 1980s saw the expansion of market orientation and globalization, again initiating a reexamination of the professionalization theory. Successful professionals had to be more adaptive to change, quicker to pivot, and more innovative to remain competitive in the market. This changing world led to a shift in professionalization theorists' interests to focus on professionalism at both the macro and micro levels. Freidson (1970) argues that Professionalism is attitudinal because it is a collection of someone's values, attitudes, and commitment to the profession. Freidson's (1970) research conceptualized professionalism as a four-part structure that faculty must embody, including service to help others, professional expertise and knowledge,

autonomy over their work experience, and a focus on innovation and research. As the world moved into the technological era, scholars continued to argue about the aspects of professionalism (Irby & Hamstra, 2016).

Due to emerging occupations, the line between what sets a professional apart from an average worker became more difficult to define (Freidson, 1994). Hughes and Hughes (2013) argue that while professions developed during the industrial revolution, professions may not be as easy to define with the advent of modern occupations. Irby and Hamstra (2016) discuss three interconnected frameworks that help examine professionals from various viewpoints: virtue-based professionalism, behavior-based professionalism, and professional identity formation. Virtue-based professionalism suggests that professionals will act within an ethical set of boundaries and in the best interests of their clients. They will work outside their interests and demonstrate compassion for those they serve. Behavior-based professionalism argues that professionals must achieve certain competencies, obtain feedback on performance, reach certain milestones throughout their careers, and exude behaviors within specific professional parameters. Professional identity formation asserts that professionals develop an identity based on their profession and continuously evolve because of their assimilation into a professional community (Irby & Hamstra, 2016). Even though each scholar has a different take on the components of professionalism, six main attributes persist throughout the literature including innovation and research, professional autonomy, expert knowledge, ethical dispositions, expertise or credentials, and prestige and status (Freidson, 1970; Hughes & Hughes, 2013; Irby & Hamstra, 2016; Picciotto, 2011). Figure 1 demonstrates the six characteristics and their interactions with prestige and professionalism.

Figure 1

The Six Main Characteristics of Professionalism
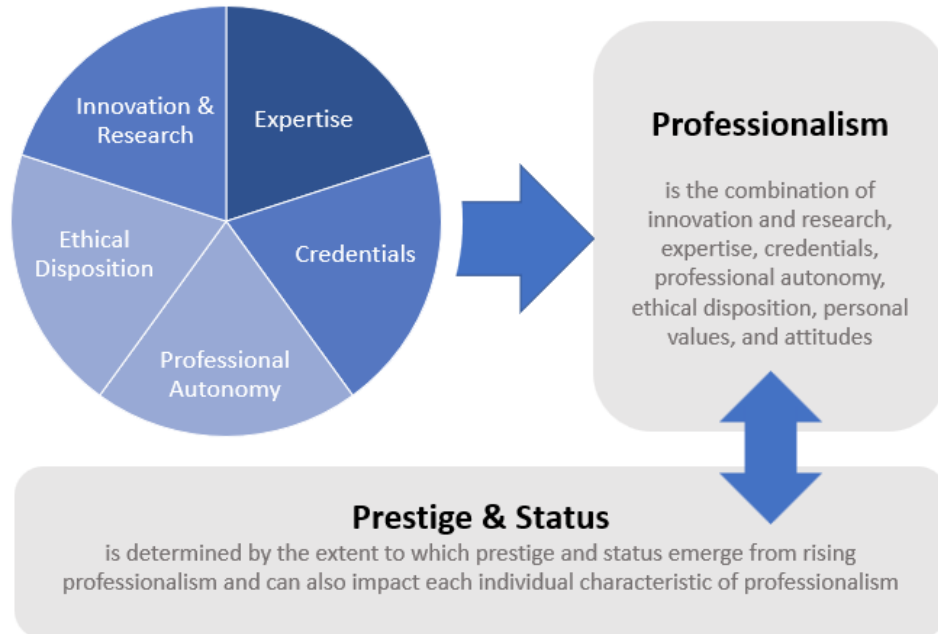
Note. This model demonstrates how the six main characteristics of professionalism combine to develop the professionalism of working practitioners. It also shows how prestige and status can both influence and be influenced by professionalism. This graphic was created based on information from Picciotto, R. (2011). The logic of evaluation professionalism. *Evaluation*, 17(2), 165-180. https://doi.org/10.1177/1356389011403362.

      Innovation and Research. Freidson (1994) argues that a critical earmark of professionalism is to innovate and develop new skills, knowledge, or ideas to improve their discipline further. Freidson (1994) further elaborates that many professionals will research and develop new understanding for both innovations' sake and to find new (more accessible) practical working methods. This is one way of attaching professionalism to universities, faculty, and continuing education, where innovation and research are

promoted and encouraged. This could be seen as another way to hinder occupations from gaining professional status, as this gatekeeping mentality places extreme importance on the university connection to professionalism (Johnson, 1967; Larson, 1977).

Ethical Dispositions. Historically, it has been critical that professionals act in the best interests of their clients and the public (Brubacher & Rudy, 1997; Oleson & Voss, 1979). But people acting ethically is not exclusive to a profession. In his study of evaluation as a profession, Picciotto (2011) used the theoretical professionalism framework to argue that successful professionals demonstrate certain psychological traits, including loyalty to their occupational group, commitment to life-long career and learning, collegiality, solidarity with their colleagues, and responsibility for their work. Like the three other approaches of the professionalization theoretical framework – trait, process, and power – professionalism scholars agree that ethical considerations are essential measures of a profession (Freidson, 1970, 1994; Picciotto, 2011). Ethical measurements of a profession could include codes of ethics, disciplinary committees, and peer review (Picciotto, 2011).

Expertise. The literature is clear that professions and professionals succeed through the specialization that characterizes modern professions and subject matter content experts (Campbell & Slaughter, 1999; Freidson, 1994). As professions become more complex, a clear investment in human capital through extensive training, practice, and continuing education is essential for daily practice. Professions are set apart from occupations through the specialized training and education they receive before working in their field. After their training, professionals must stay abreast of innovations and practices within their realm of expertise to remain viable professionals (Freidson, 1994).

The years professionals spend on their education, training, maintenance of skills, and continuous education is one of the most distinct demarcations between workers and professionals (Picciotto, 2011).

Professional Autonomy. Many professionalism framework models and approaches articulate the criticality of self-control over professional practice (Freidson, 1970, 1994; Picciotto, 2011). Professionals with extensive education, training, and expertise are the best people equipped to govern their professions recruitment, quality/requirements of training, professional guidelines, and ethical standards (Picciotto, 2011). Although self-control over a profession and the governing practices may be considered a monopolistic power grab, Picciotto (2011) argues it is necessary to ensure quality professional practices and safeguard the public from inexperienced quacks.

Access to the Practice (Credentials). Picciotto (2011) argues that controlled access to practice is critical for the public good. The practices of strict acceptance criteria and admission policies that rule some of the most prestigious professions can seem like gatekeeping tactics; however, Picciotto (2011) argues it is necessary to ensure quality candidates for each profession. Professionals gain access to practice by (1) earning a degree from an accredited university, (2) obtaining a professional designation, (3) being tested in the field, and (4) gaining membership in associated professional organizations (Freidson, 1994; Picciotto, 2011). Access to practice examples includes credentialing, certification, and licensing. Credentialing offers proof that professionals have completed the expected requirements for entry into a profession, while certification provides verification that a professional has the basic knowledge and experience to provide public

service adequately. Licensing is the legal or governmental control that offers public safeguards over professionals' ability to practice.

   Prestige and Status. Several scholars argue that professional prestige and status are an outgrowth of capitalism and competition for jurisdictional power (Abbott, 1988; Fry, 2018; Suddaby & Muzio, 2015). Picciotto (2011) elaborates upon these ideas by claiming that prestige and status are an outcome of professionalism, as professionals need to embody professional autonomy, ethical disposition, innovation, expertise, and credentials to earn power and prestige. In opposition, Larson (1977) argues that professions were created to preserve the prestige and status of practitioners. As demonstrated by Table 1, not only can prestige and status influence professionalism, but it can also produce professional characteristics. Practitioners experience prestige and status through numerous perks as they fully embed themselves within their profession, for example, high demand for services or expertise, monetary incentives or rewards, respectability, and recognition of expertise (Picciotto, 2011). Professions also experience status when they have achieved social closure or when their field is exclusive due to key acceptance criteria (i.e., certification, licensure, association membership, etc.) (Brint, 1993; Freidson, 1970; Fry, 2018; Larson, 1977). Many occupations strive for professional status and the power accompanying that designation, as it grants them authority over their position and offers them a more advantageous position (Freidson, 1994). Occupations strive for prestige as this protects them from other professions (Abbott, 1988), promotes economic gains, and offers professional gratification (Larson, 1977).

Professionalization of Contingent Faculty

The professionalism of higher education faculty has continued to be widely debated by sociological theorists since Freidson's (1970) initial definition. Contingent faculty studies have been traditionally grounded in economic and business theories. These theories focus on non-professional staff and can create a distorted picture of contingent faculty by placing them in a deficit bias at the onset of research (Kezar & Maxey, 2014; Kezar & Sam, 2011). Some scholars assert contingent faculty have a hybrid or dualistic identity, as their role involves work elements of both a profession and a job (Haviland et al., 2017; Levin & Shaker, 2011; Rhoades, 1998). The hybrid nature of contingent faculty calls for the sociological theoretical lens of professionalization to help understand their behavior and experiences (Kezar & Sam, 2011; Rhoades, 1998; Umbach, 2010). The professionalization theoretical position argues that contingent faculty embrace knowledge acquisition, application, and practice, the growth of their expertise, ethics of duty (service), autonomy or academic freedom, commitment to their calling (focus on innovation and research), and acting with integrity (Freidson, 1970; Hamilton, 2006; Rifkin, 1998; Umbach, 2010).

Literature suggests contingent faculty are professional knowledge workers unique from all other employee types (Rhoades, 1998; Umbach, 2010). Negative assumptions and stereotypes surrounding contingent faculty can find their origins in the debate on whether these faculty are laborers or professionals. Some proponents suggest contingent faculty could be equated to laborers because they are less committed to their institution, perform at lower levels than their full-time counterparts, and lack tenure (Baldwin & Chronister, 2001; Umbach, 2007). Opposing scholars adhere to the ideology that

contingent faculty are professionals due to an increased emphasis on faculty expertise, continued academic freedom/autonomy, and student/department satisfaction. Haviland et al. (2017) note that contingent faculty should be treated as valued scholarly professionals and developed as authorities in their discipline.

Bolitzer (2019b) links the professionalization of contingent faculty to their expertise in a specific discipline, calling them "specialized workers" who provide meaningful service. Ott and Cisneros (2015) conceptualize contingent faculty as professional knowledge workers with long-term training, socialization as academics, and a professional approach to their work. McNaughtan (2018) concludes that contingent faculty are professionals because they hold the desired credentials and professional qualifications while having clinical, industrial, or professional experience from their respective fields. Contingent faculty are viewed as professionals because of continuous improvement expectations regarding their knowledge and practice regardless of their place in the labor market (Kezar & Sam, 2011; Rhoades, 1998). Furthermore, in her empirical study, Shaker (2008) found that contingent faculty are committed to excellence in their specific discipline even if they are not necessarily committed to their hiring institution. Regardless of their definition, the literature suggests that there is little effort to normalize or socialize the concept of contingent faculty as professionals especially given the fact that most faculty studies are conducted by full-time tenured faculty who already view contingent faculty in a deficit or as competition (Kezar & Sam, 2011).

Contingent faculty must navigate a complicated landscape to engage in professional development activities to improve their teaching. These faculty are professionals striving to maintain and grow their expertise while working in less-than-

favorable conditions. Kezar and Sam (2013) indicate contingent faculty are professionals who are committed to their field and have a strong intrinsic motivation to improve and succeed even if there are no clear institutional-based rewards. However, Rhoades (1998) argues that as managed professionals, contingent faculty are asked to deliver instruction without much guidance or review by their managers. This creates a deskilling effect for the contingent faculty workforce as there is little opportunity or requirement for professional growth (Rhoades, 1998; Umbach, 2010). The deficiency surrounding contingent faculty professional development, specifically related to improving their teaching, demonstrates the deskilling or de-professionalization of their position. Managers need contingent faculty to maintain professional standards while utilizing research-based strategies to support student success. Yet, contingent faculty are subject to poor working conditions as they remain at the mercy of their managers for contracts.

Application of Professionalization Theoretical Framework

Rhoades (1998) used the professionalization theoretical framework and his own managed professional framework to study the professional autonomy of faculty, their control over their professional lives, and their involvement in collective bargaining. He found that contingent faculty who work in large institutions with limiting hierarchies still believe they have a great deal of influence over their growth, peer reviews, classroom decisions, and academic curriculum (an explicit aspect of professionalism). However, Rhoades (1998) also found that as the structure of higher education institutions continues to evolve into more business-like enterprises, the role of contingent faculty has become more managed. Management, the hierarchy, and school boards have increasingly influenced their work. In their article that discusses professionalization theory as a

preferred framework for the study of contingent faculty, Kezar and Sam (2011) argue there is not enough evidence to categorize contingent faculty as non-professionals because studies often ignore parts of their work that still fit within the realm of a professional framework. They assert that professionalization theories are more appropriate than economic or human resource theories because contingent faculty are hybrid professionals, neither average occupational workers nor professionals of old.

In their study on the hybrid identity of contingent faculty, Levin and Shaker (2011) utilized assumptions drawn from the professionalization theory to study how contingent faculty conceptualize their role on a college campus and how this impacts their professional and occupational identity. They found that contingent faculty develop their professional identity based on their perceived inclusion in several types of campus communities, such as their discipline, program, department, or institution. Their findings also demonstrate that contingent faculty view themselves as serving a dual or hybrid role. They do not consider themselves as fully part of the professional or occupational class. This is because contingent faculty, they found, have self-doubt and fluctuating professional identities associated with their contingent status or title.

Campbell and Slaughter (1999) employed the professionalization theoretical framework to gain insight into faculty and administrators' attitudes and responses toward university-industry relationships. They asserted that faculty are professionals whose knowledge and expertise attract industry partnerships and revenues to campus. These faculty must collaborate with campus administrators to build these industry-academic relationships; however, their perspectives often differ regarding the levels of control, discretionary time, income streams, and intellectual property required for these

relationships. Campbell and Slaughter's (1999) study combined all four approaches to professionalization in their hypothesis that academics will use their expertise as a base of power to control industry relationships and maintain professional autonomy while working with administrators. Study findings supported the professionalization theory through evidence that faculty value their ties to industry as it gives them a platform to retain or even increase their autonomy, income, and prestige.

Fry (2018) asserts that there is confusion over what teaching is as a profession, which negatively impacts attitudes and methods of educating teachers and reforming the field. This piece of literature utilizes professionalization's trait, process, and power approaches to inform teaching status. Fry (2018) applied the trait approach to understanding how teaching relates to the characteristics and functions of other disciplines that have achieved professional status. This article's process and practice approach aid the discussion of teachers' jurisdictional claims to professional status. The power and privilege approach helped Fry (2018) understand societal structures impacting teacher status and prestige. Fry (2018) argues that teachers are theoretical practitioners who claim "the necessary jurisdictions of teaching, serve as agents of change for society, and demonstrate a goal for teacher development as it relates to teacher preparation and for educational, supervisory practices" (p. 97).

The debate surrounding the core standards of professionalization theory will continue to be contentious as professions evolve in the post-Covid-19 environment. There are four main explanations for understanding the growth of contingent faculty and the ideology guiding their professional development conduct and thought: the traits approach, process approach, power approach, and professional approach. As each of

these approaches builds upon another, there is not one correct professionalization approach to understanding contingent faculty use of external professional development. This is upheld by Irby and Hamstra (2016), who, in their work in medical education, found that one professionalization framework was inadequate in defining and studying professionalization. Therefore, this study will consider a combination of constructs drawn from all four professionalization approaches, using aspects of the traits approach (Carr-Saunders & Wilson, 1933), the process approach (Abbott, 1988; Wilensky, 1964), the power approach (Larson, 1977), and the professionalism approach (Freidson, 1970; Picciotto, 2011).

Chapter Summary

The role of contingent faculty originated during the middle ages with scholar-priests who traveled to broaden and build their knowledge. These early contingent faculty were often revered for their ability and enjoyed high societal status. As the United States became more secular during the nineteenth century, so did academia, as more discipline-specific roles were introduced into higher education. By the mid-nineteenth century, the German research university model came to the United States, further pushing for specialized subject matter experts who would fill short-term teaching contracts. As the number of contingent faculty sky-rocketed after the 1960s and 1970s, they began to lose the fame and prestige they had previously enjoyed. Modern contingent faculty have transitioned even further away from their medieval roots as they travel from institution to institution as nameless faculty who fill the contractual needs of an institution.

Contingent faculty fulfill three campus roles: service to the institution, scholarly research, and teaching. Although the traditional role of contingent faculty is primarily to

teach, current contingent faculty have been taking on increasingly more duties on campus. As fewer tenured faculty are employed, programs ask contingent faculty to mentor students, serve as program chairs, and even serve on institutional committees. The research duties of contingent faculty depend not just on the institutional mission, vision, and values but also on their motivations and interests. Finally, the primary reason for hiring contingent faculty is to teach students. They are typically hired for their subject matter expertise with the hope that they can successfully impart their knowledge to students.

Contingent faculty often experience substandard working conditions on campus, as many faculty members lack the physical resources of office space, computers, library access, and IT support. There is also job insecurity for many contingent faculty due to the lack of advanced contract notice for upcoming semesters. Reports show that most contingent faculty teach at multiple institutions to make a living wage, and even then, many live below the poverty line. Benefits and retirement are also not typically offered to contingent or part-time faculty.

Professional development is something that contingent faculty would appreciate the opportunity to attend. Professional development connected to their discipline or effective teaching practice is proven to be the most effective. Contingent faculty crave professional development; however, many do not receive campus-based support to help improve their practice. Much of the research regarding contingent faculty professional development focuses on what campus leadership should provide these faculty. There is very little research regarding external professional development opportunities for contingent faculty.

Michigan hosts a growing number of contingent faculty at its public universities despite being rated as one of the worst states for them to work. The state faces continued higher education budget cuts, education deserts in the northern counties, continued economic hardships, and a changing population. To further complicate the situation, the state has set a goal to improve the educational attainment levels of Michigan citizens to 60% by 2030. These issues are trickling down to the higher education sector, forcing academic leaders to consider ways to save money. Many Michigan institutions have sought outsourcing services like IT support, dorm management, and contingent faculty hiring and management.

The professionalization theoretical framework is the foundation for the research questions and methodology discussed in the next chapter. Four approaches to studying professionalization include the trait, process, prestige, and professionalism approaches. This study employs the six characteristics of professionalism to understand why contingent faculty engage with professional development to improve their teaching practice. In chapter three, details regarding the explanatory sequential mixed-methods research methodology are described to clarify the process. The next chapter also describes the two phases of data collection: the quantitative use of an online survey and the qualitative use of two-step, semi-structured interviews.

Chapter Three

Methodology

This explanatory sequential mixed methods study aimed to investigate how contingent faculty improve their teaching practice by utilizing professional development resources. Contingent faculty are professionals or managed professionals (Freidson, 1970; Rhoades, 1998) as discerned by assessing their actions within the professionalization theoretical framework or their engagement with professional growth resources. Neither a quantitative nor qualitative method would be sufficient to gain insight into a complex topic, such as contingent faculty utilization of external resources to improve their teaching, thus requiring a mixed methods approach. As defined by Tashakkori and Teddlie (2003), a mixed methods study is a study where researchers collect and analyze data, discuss findings, and develop conclusions using quantitative and qualitative approaches in a single study. In this sequential explanatory mixed methods design (Tashakkori & Teddlie, 2003), quantitative and qualitative data were collected, analyzed, and integrated (Creswell & Poth, 2018) to explore practicing Michigan contingent faculty perceptions of the professional resources that help them enhance their teaching.

Four core criteria define mixed methods research characteristics (Creswell et al., 2003; Tashakkori & Teddlie, 2003). The first is the implementation sequence used to collect and analyze quantitative and qualitative data, which refers to the order in which the research contains quantitative and qualitative data. For example, when quantitative data is collected, the researcher intends to explore variables with a large population first and then discuss variables more in-depth with a much smaller population during the

qualitative phase. The second core characteristic of a mixed methods study is the priority given to qualitative and quantitative research practices. Priority refers to which quantitative or qualitative approach the researcher will emphasize during the study based on the research questions and the need to understand one set of data over the other (Creswell & Plano Clark, 2011; Walker & Baxter, 2019). For example, a mixed methods study can place more weight on the qualitative research phase while minimizing the attention given to the quantitative phase (Creswell et al., 2003; Creswell & Plano Clark, 2011). This type of qualitative-dominant study occurs when the quantitative dataset informs the qualitative methodology, becoming embedded within the larger study design (Creswell & Plano Clark, 2011; Walker & Baxter, 2019). The third decision a mixed methods researcher must make is when to integrate the quantitative and qualitative data collection. For example, integration of the two approaches could occur in the research questions where both quantitative and qualitative questions are asked, within data collection, during data analysis, or in data interpretation. In an explanatory mixed-methods study, data is typically integrated or connected during data analysis, where conclusions from one data set influence or build into the next phase (Creswell, 2003; Creswell et al., 2003). The last aspect of mixed methods research that must be recognized is whether their study will be inductively or deductively theoretically driven (Creswell et al., 2003; Tashakkori & Teddlie, 2003). A research project's theoretical drive describes the researcher's overall goal determined by the purpose or research question(s). Researchers adopting a discovery-oriented approach, seeking answers to problems, operate within an inductive framework that prioritizes qualitative methodologies over quantitative ones. While a mixed methods researcher may not adhere exclusively to either

inductive or deductive methods, the primary emphasis and overarching theoretical orientation will be inductive, highlighting the exploration of qualitative data for insights and understanding (Tashakkori & Teddlie, 2003).

This chapter elucidates the theoretical underpinnings of the chosen research methodology, justifies employing a mixed-methods approach in this study, establishes the link between the methodology and theoretical framework, and outlines the method the researcher imagines. The conclusion of the chapter includes potential study limitations, a statement of positionality, strategies to mitigate potential issues, ethical considerations, and a summary.

Explanatory Sequential Mixed Methods Design

This study used one of the most straightforward and popular mixed methods designs in educational research, explanatory sequential mixed methods design (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003). According to Tashakkori and Teddlie (2003), in an explanatory sequential design, a researcher needs to specify their implementation plan by deciding whether they will sequentially (one following another) or concurrently (in parallel) conduct the quantitative and qualitative data collection and analysis. This study used a sequential approach that began with a quantitative phase (phase one) and then transitioned to a qualitative phase (phase two). Figure 2 presents the implementation plan of this study, demonstrates the theoretical foundation, and indicates the four critical decisions of mixed methods research (sequence, priority, data integration, and inductive approach).

The rationale for employing an explanatory sequential mixed-methods design was that this methodology offers researchers additional insights, robust inferences, and

diverse views (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003). Mixed methods

research provides further insights that could not be found using quantitative or qualitative

data exclusively.

Quantitative study confirms a hypothesis while also looking to verify an

applicable theory, while qualitative research is exploratory and often involves generating

a theory (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003). The mixed methods

research approach is for researchers who want to do both. It "enables the researcher to

answer confirmatory and exploratory questions simultaneously, and therefore verify and

generate theory in the same study" (Tashakkori & Teddlie, 2003, p. 15).

Figure 2

Explanatory Sequential Mixed Methods Study Procedural Diagram
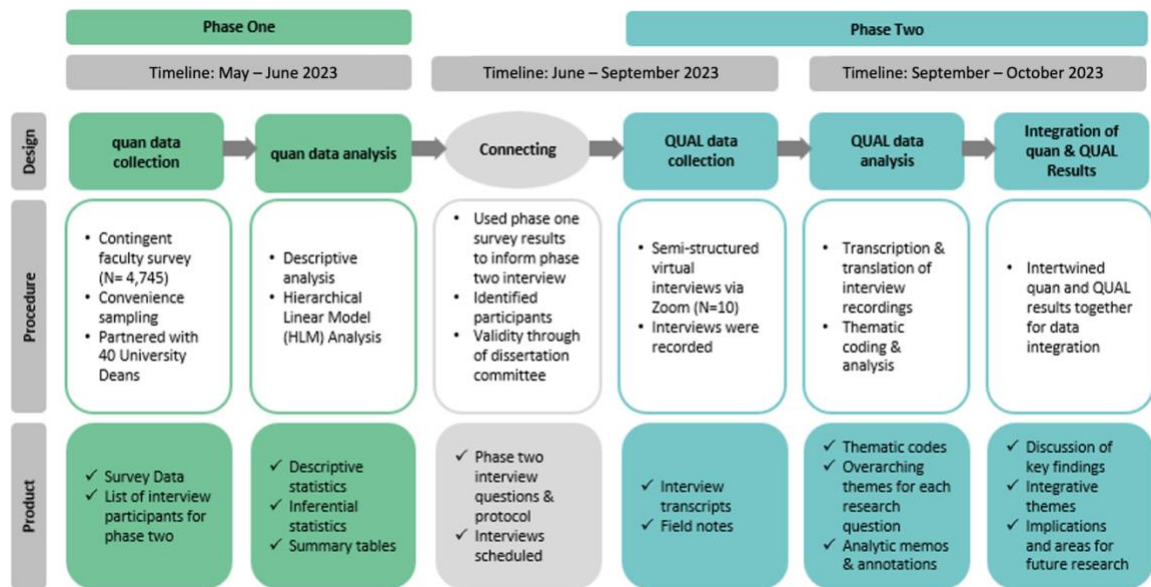
Note. The figure includes each step of the implementation of this study. Created based on

information from "Sequential Explanatory Design" by Tashakkori, A., & Teddlie, C.

(2003*). Handbook on mixed methods in the behavioral and social sciences.* Sage

Publications.

Creswell et al. (2003) state that sequential explanatory research needs to articulate the prioritization of each phase of their study. Capitalization of qual (qualitative) or quan (quantitative) indicates the study's priority on that phase. Priority means the quantitative or qualitative method that is emphasized more in the study (Tashakkori & Teddlie, 2003). This study prioritized the qualitative phase over the quantitative phase. It focused on data gathered through in-depth interviews to gain insight into faculty perceptions of how they improve their practice. Prioritization of the qualitative phase over the quantitative phase is indicated by the mixed method typology notation of quan $\longrightarrow$ QUAL (Creswell et al., 2003; Tashakkori & Teddlie, 2003). This typology means that this study ran the quantitative portion first to gather information and identify participants for the second, in-depth (prioritized) qualitative study. This notation provides mixed methods researchers with a way to quickly relate essential aspects of their study with shorthand symbols. The arrow indicates that the study is sequential, and the direction of the arrow provides insight into which phase informs the other.

This design started with phase one, which studied faculty characteristics and factors potentially impacting faculty engagement with professional growth resources related to study research questions. Phase one data included descriptive statistical and demographic data from a web-based survey. The goals of phase one were to identify variables (are they receiving campus professional development, are they aware of professional development, are they aware of external professional development, etc.) that may impact contingent faculty usage of professional growth resources and to purposefully select participants for the second qualitative phase. Phase one data was subject to hierarchical linear modeling analysis. In phase two, the goal was to investigate

how the factors in phase one connect to contingent faculty usage of professional growth resources and build in-depth perceptions of what resources faculty use and why they use them to improve their practice (Bogdan & Biklen, 2003; Mears, 2009).

During the second phase, a qualitative two-step interview methodology was employed to collect insights into contingent faculty perceptions regarding the professional growth resources they engage with and the rationale behind selecting specific resources to enhance their practice. The interview questions in this phase were designed emergently, drawing from the theoretical framework, research questions, and the findings of phase one (Creswell et al., 2003; Harrison et al., 2020). The literature argues that there are missed opportunities for deeper understanding when phase one results do not help inform and generate phase two questions and strategies (Creswell & Plano Clark, 2011; Graff, 2016; Tashakkori & Teddlie, 2003). It is essential to include both phases, as quantitative data and the associated results provide a generalized picture of the problem being studied (i.e., the extent to which contingent faculty use resources to improve teaching), while the qualitative data provides in-depth data by exploring contingent faculty feelings and perceptions of their reality.

A significant tenet of pragmatism, argued by Tashakkori and Teddlie (2003), is that there is no critical divide between quantitative and qualitative methods, and they are compatible. Thus, numerical and text data are collected in a mixed methods study to understand the research problem better. Tashakkori and Teddlie (2003) believe that a sequential explanatory study should integrate the qualitative and quantitative approaches during data interpretation. Integration refers to the phase during research where the quantitative and qualitative data will be mixed or connected (Creswell et al., 2003;

Tashakkori & Teddlie, 2003). Although data collection and analysis in this study occurred in two distinct phases, data from the quantitative survey results influenced the interview questions in phase two. Data from both phases was also connected or mixed in interpreting this study's final analysis portion.

Researchers who employ qualitative interview design examine behavior and social interactions in real-world contexts to allow nuances of human experience to emerge (Caelli et al., 2003; Kennedy, 2016). Percy et al. (2015) suggest that to make sense of people's lives, researchers must study "people's subjective opinions, attitudes, beliefs, or reflections on their experiences, of things in the outer world" (p. 78). Researchers using this approach employ theoretical and a priori knowledge to understand participants' opinions, experiences, and reflections while not bound by specific methodologies (Caelli et al., 2003; Percy et al., 2015; Shenton, 2004). Creswell and Poth (2018) argue that qualitative researchers approach their study through a process of inquiry focused on developing understanding through a "complex, holistic picture; analyzes words; reports detailed views of participants, and conducts the study in a natural setting" (p. 326). In this approach, researchers build knowledge based on a constructivist paradigm (Graff, 2016; Tashakkori & Teddlie, 2003), where the process is to study through individuals' views of their world experiences (Creswell & Creswell, 2018).

In a qualitative study, a researcher immerses themselves into the everyday life of participants, where knowledge and new realities develop through their interactions. Data collection utilizes open-ended questions where participants construct the meaning of the phenomena studied. Constructivist data analysis focuses on the researcher's positionality and participants' values. Ultimately, qualitative research strives to understand the

problem of study based on various contextual factors (Creswell & Creswell, 2018). In a

mixed-methods study, Creswell and Creswell (2018) posit that researchers should use

both emerging and predetermined approaches to adjust interview questions (open and

close-ended) as participants reveal new information that changes reality. The interview

questions of this study were created by referencing the professionalization theoretical

framework, research questions, and emergent information found in phase one.

Connection to Theoretical Framework

The explanatory sequential mixed methods design was employed to investigate

the utilization of professional growth resources by contingent faculty in Michigan to

enhance their teaching practice, utilizing theoretical constructs of the professionalization

framework. The assessment tools in both phases applied the lens of the six characteristics

of professionalism: innovation and research, expertise, professional autonomy, ethical

disposition, credentials, and prestige and status, as depicted in Figure 3. In phase one, the

survey design gauged contingent faculty's perceptions regarding their access to on and

off-campus professional development and the frequency of their engagement in these

opportunities. These questions approached contingent faculty as professionals committed

to advancing their expertise, credentials, and professional autonomy through innovation

and research. A foundational set of interview questions was developed for the second

phase based on the professionalization framework. In addition to these base questions, an

emergent design approach was employed, incorporating findings from the first phase to

inform additional questions in phase two. Creswell and Creswell (2018) argue that

emergent design is part of a qualitative study because essential components of the

research may shift as the researcher gains more knowledge and data.

Phase One: Quantitative Data Collection and Analysis

Data collection and analysis in an explanatory sequential mixed methods study occurs in two distinct phases: quantitative sampling and purposeful sampling in the qualitative phase. This section presents the implementation plan of phase one of this sequential explanatory design. The first purpose of phase one was to identify the extent to which Michigan contingent faculty use professional growth resources to improve their teaching and what factors impact their engagement with professional development and growth resources. The second purpose was to help develop additional interview questions in phase two. The final objective was to provide a link to an anonymous survey where faculty could identify as interested in participating in phase two of this study.

Figure 3

Theoretical Framework Components and Associated Research Questions
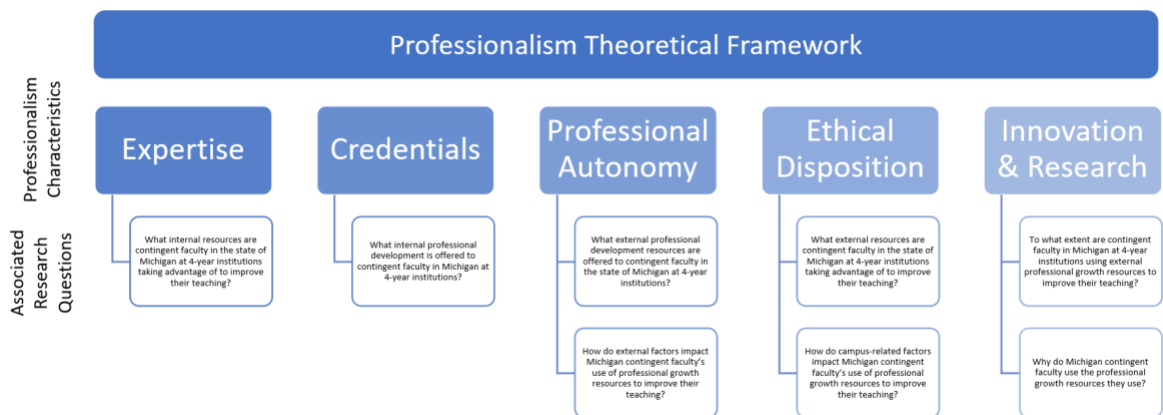
Note. The figure includes five characteristics of the Professionalism theoretical framework linked with the appropriate research questions guiding this study. This graphic was created based on information from Picciotto, R. (2011). The logic of evaluation professionalism. *Evaluation*, 17(2), 165-180. https://doi.org/10.1177/1356389011403362.

Research Design

Fraenkel and Wallen (2003) define survey research as the attempted attainment of data from a specific population or sample to discover information regarding one or more variables. Green et al. (2006) suggest that when designing a study looking for relationships (e.g., factors influencing contingent faculty engagement with professional growth resources), a survey would be better at identifying how often something has happened. To build upon this model and measure this statistical data, Abbott and McKinney (2013) contest that survey data should focus on identifying relationship patterns between the chosen variables. Gall et al. (1999) argue that survey research can measure descriptive statistical data involving information about participants' beliefs, attitudes, or even behaviors. In this context, although quantitative research originated from the physical sciences, it is a platform that can be used to examine relationships among variables in many situations and contexts (Creswell, 2003).

Quantitative research design requires validity to ensure researchers can feel confident in drawing meaningful and valid inferences from scores on the instrument (Creswell & Creswell, 2018). Survey designs can include questions based on gathering descriptive data (describing something in an informative way) and inferential data (concluding a population). These questions include both independent and dependent variables. The primary purpose of this study's survey research was to determine the opinions, perceptions, and demographic data of contingent faculty in Michigan or gather information from a population with commonalities. Based on the stated purpose of this study, it was appropriate to use a survey to collect data from the contingent faculty who were the population in the state of Michigan. The choice of a survey design proved

advantageous for this study, given its ease of remote administration through an online tool, effectively mitigating concerns related to geographical distance (Creswell & Poth, 2018). This non-experimental survey design research was suitable for this study because it assisted in collecting data to answer the research questions (Creswell & Creswell, 2018). Scholars argue that web-based surveys are the fastest-growing form of surveying in the United States because of the fast pace, low cost, easily stored data, security, and ease of data analysis (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003).

Data Collection

This research phase employed a quantitative survey design that included additional descriptive qualitative questions targeted toward Michigan contingent faculty. The survey (found in Appendix A) used a cross-sectional design developed in collaboration with a team from the University of Toledo. Survey research applies to this study as it describes a population's attitudes, opinions, and trends (Creswell & Creswell, 2018; Creswell et al., 2003). The survey distribution included contingent faculty employed at Michigan public four-year universities. I disseminated this survey using the Qualtrics online tool, as it is a secure service that offers modern best practices regarding information security, including encrypting all data in transit (Qualtrics, 2022). This allowed me to ensure the participants' information was safe while providing anonymity through its virtual platform.

Literature suggests that the qualitative phase of a mixed methods study has both open and close-ended questions using predetermined and emergent questioning methods (Creswell & Creswell, 2018). The questions/prompts in this study's survey consisted of differing formats, including multiple-choice, check all that apply, Likert-scale, and open-

ended questions. The survey design consisted of three short sections to ease the respondent's experience and help focus their thoughts. The beginning of the survey focused on questions seeking to understand respondents' awareness, access, and levels of engagement with on-campus professional development opportunities. The second section of the survey housed questions surrounding how contingent faculty acquire and stay current with teaching practices their use of external (off-campus) professional development. The final section asked respondents about their age, gender, race, discipline, university of employment, and highest degree earned. The last question asked faculty if they would participate in a follow-up interview series in phase two of the study. Table 2 displays the direct connection between the research and survey questions.

Table 2

Research Questions and Quantitative Survey Question Alignment

Research Question	Associated Survey Questions

What on-campus professional development is offered to contingent faculty in Michigan at 4-year institutions?	• How many times have you used on-campus professional development in the past 12 months?
	
	 • Please indicate your level of agreement with the following statements as they relate to the professional development offerings on your campus over the past twelve months.
	
	     o My campus promotes professional development to adjunct (contingent) faculty.
	
	     o I have received professional development explicitly focused on teaching in my discipline from my campus.
	
	     o I have received professional development in curriculum development from my campus.
	
	     o I find the campus-based professional development available to me worthwhile.

Research Question	Associated Survey Questions
What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	• What types of campus-provided formal professional development have you participated in during the past twelve months? • What is a specific example of a campus-based professional development session you have attended in the past twelve months?

What off-campus professional development resources are offered to contingent faculty in the state of Michigan at 4-year institutions?	• How many times have you engaged with off-campus professional development in the past 12 months?
	
	• Please indicate your level of agreement with the following statements as they relate to your experience in continuously improving your teaching practice (pedagogy and andragogy) through the use of externally offered (off-campus) professional development offerings over the past twelve months.
	
	    a. I can find valid, research-based internet resources to improve my teaching.
	
	    b. I keep up to date on innovative teaching practices through networking with others in my discipline.
	
	    c. I implement ideas and methods learned at conferences in my teaching practice.
	
	    d. I keep current in my teaching practice by integrating empirical research into lesson design.
	
	    e. I seek new ideas for my teaching practice via internet resources.

What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	• What types of formal external (off-campus) professional development have you had access to during the past twelve months? • What types of informal, internet-based external professional development resources have you engaged with over the past twelve months?

Research Question	Associated Survey Questions
What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	• What is an example of a formal and/or informal professional development resource you have used to help improve your teaching in the past twelve months?

Sampling Strategy and Sample Size

This study employed convenience sampling as the method for phase one of this study. Convenience sampling, a non-probability sampling method, is where study participants of a target population meet specific criteria, such as geographic proximity (Creswell & Poth, 2018; Etikan, 2015). The state of Michigan was chosen because of the geographic location of the researcher and local connections provided ease of access to contingent faculty populations. This study chose the 15 public, four-year institutions in Michigan that offer bachelor's degree programs in conjunction with moderate research activity. The focus on these types of institutions stemmed from a recent TIAA Institute study which found that more contingent or part-time faculty work in four-year bachelor's degree-granting institutions with moderate to heavy research (Yakoboski, 2018). The 15 public, four-year institutions located in Michigan include almost 5,000 contingent faculty (Factual, 2022) who teach at the following higher education institutions: Central Michigan University, Eastern Michigan University, Ferris State University, Grand Valley State University, Lake Superior State University, Michigan State University, Michigan Technological University, Northern Michigan University, Oakland University, Saginaw Valley State University, the University of Michigan-Ann Arbor, the University of

Michigan-Dearborn, the University of Michigan-Flint, Wayne State University, and Western Michigan University (MASU, 2022).

For the study's first phase, the target population consisted of contingent faculty from 15 public, four-year institutions in Michigan. There was a three-step plan to recruit contingent faculty for participation in this study. In step one, I contacted each university's head of human resources to discuss sending their contingent faculty my research and disseminating the survey invitation and informed consent form. These communications are in Appendices B, C, D, and E. Only two human resources departments responded to me, stating they could not access those faculty lists. The next step of my plan was to contact the directors of faculty development or centers for teaching and learning to ask for their help in disseminating the research materials. Again, many of these people did not have an accurate list of all contingent faculty at their institution and could not help with this study. My final step was to contact 40 academic deans (e.g., dean of education, dean of social sciences, dean of human medicine, etc.) across the 15 public universities to ask if they would be willing to send out my survey invitation to their faculty, and if so, provide me with the number of faculty they sent it out to for me to estimate sample size. This step proved effective, and there were agreements to send or have someone send out my survey and informed consent form to their contingent faculty. Out of the 15 schools, 10 reported the number of contingent faculty they sent the survey to. For the other five institutions, the contingent faculty population numbers came from each school's respective website and then cross-checked with the Campus Factual website (Factual, 2023; Eastern Michigan University, 2023; Lake Superior State University, 2022; Michigan Technological University, 2023; Northern Michigan University, 2022; Oakland

University, 2022). Based upon a combination of institutional reports and website reviews, an estimated 4,745 contingent faculty members were invited to participate in this study's survey. The Qualtrics survey lasted four weeks, from May 22 until June 16, 2023. By May 30, 2023, the survey had received 400 responses, yet there was still a lack of answers from contingent faculty at a few universities. On May 30, 2023, a secondary email (Appendix D) was sent to the deans at every university on June 8, 2023, to ask them to send out the email one more time, and a social media notice was posted on personal social media as an added marketing tool for the survey.

After the survey closed, there was a total of 1559 responses. I eliminated 218 (14%) for various reasons. The first reason for data elimination included the removal of 196 answers that had a Qualtrics ReCaptcha score of 0.5 or less, which, according to Qualtrics, indicates a Bot or non-human response (Qualtrics, 2023). Another reason for data removal included missing or incomplete surveys. Acuña and Rodriguez (2004) state that less than one percent rates are typically regraded as trivial, and their removal will not severely impact interpretation. The case deletion method was employed to eliminate 22 cases (greater than 1% of the total) containing missing values for at least one question. Missing data in this survey predominantly occurred in the second Likert Scale, possibly for various reasons. Following the removal of bots and the application of the case deletion method, the population of contingent faculty responses was ultimately settled at 1340 responses, resulting in a response rate of 28%.

Although this study used Michigan as a sample of convenience, Michigan is a representative state that includes all types of post-secondary institutions for this study. The higher education system in Michigan hosts over 550,000 (FTE and part-time)

students who attend classes across various institutional types (P. Zielak, & & J. Sefton, 2022). Michigan has 104 higher education institutions, covering all institution types within the Carnegie Classification of Institutions of Higher Education, of which eight are research universities, five are doctoral/professional universities, fourteen are master's universities, and fourteen are baccalaureate colleges (National Center for Education Statistics, 2022). There are also eighteen particular focus (faith-related, engineering, arts, etc.) schools within the state. Outside the traditional four-year degree-granting institutions are thirty-one community or associate colleges and eleven baccalaureates. Michigan also hosts three accredited Tribal community college that reside on or near Native American reservations throughout the state. Each Tribal College focuses on providing for the needs of its people, often partnering with local four-year institutions and industries for work-study opportunities (Proctor, 2015). The state has one Historically Black College or University, Pensole Lewis College of Business and Design, which was reopened in 2022 after being closed since 2013 (Press, 2021). This study focuses on contingent faculty working at four-year public institutions, so it will not include community or tribal colleges in the sample population. However, these colleges are mentioned to demonstrate the diversity and vibrancy of Michigan's higher education.

Data Analysis

This study employed multiple statistical techniques to analyze the quantitative data collected during phase one. The need for such an approach arose because of the inherent clustering of data, specifically, the sampling of contingent faculty from various schools. When observations originate from the same cluster, they exhibit more similarity than observations from different clusters. This similarity among clustered data

contravenes the assumption of independence required by many statistical methods,

leading to inaccuracies in variance estimates and p-values (Raudenbush & Bryk, 2002).

Mixed models serve a dual purpose by addressing the correlation among

observations within the same cluster and estimating that correlation. The Intraclass

Correlation (ICC) emerges as a pivotal descriptive statistic in the analysis of clustered

samples. It plays a crucial role in either 1) characterizing the level of resemblance among

outcomes within the same cluster or 2) quantifying the extent to which outcomes between

distinct clusters deviate from each other relative to outcomes from clusters, not within the

same group. Essentially, the ICC informs us about the proportion of the total variance in

on-campus engagement attributed to the clustering effect. The ICC also assists in

deciding the necessity of employing a linear mixed model. When the ICC is zero, it

implies that observations within clusters are no more similar than observations between

clusters, and in such cases, mixed methods are not required.

This study used the Mplus data software to calculate this dataset's Intraclass

Correlation Coefficient (ICC). The analysis revealed an ICC of .004 for internal or on-

campus engagement and an ICC of .003 for external or off-campus engagement. While

the ICCs for on or off-campus engagement in this dataset were relatively low, they were

not zero. This suggests there is still some similarity among observations within the same

cluster and a degree of variance between different clusters. In response to this finding, I

collected and summarized descriptive statistics, conducted an Analysis of Variance

(ANOVA), and implemented a random intercepts hierarchical linear model.

I then summarized the demographic data of survey participants using descriptive

statistics. Following this, I conducted an analysis of variance (ANOVA) test to explore

potential significant differences in on-campus and off-campus professional development

engagement among contingent faculty across 15 Michigan public universities.

Subsequently, employing IBM's Statistical Package for Social Sciences, I ran a random

intercepts hierarchical linear model. This model considered on-campus variables such as

the campus's promotion of professional development for contingent faculty, feelings of

receiving professional development in a specific field, involvement in curriculum

development, and a sense of worthiness. Additionally, I examined off-campus factors that

might impact contingent faculty professional development engagement, specifically

external or off-campus professional development, empirical research involvement, and

the pursuit of new ideas.

Hierarchical Linear Modeling

This study utilized a random intercepts hierarchical linear model to analyze the

hierarchically structured data of 1,340 contingent faculty nested within 15 Michigan

public universities. This structure implies that faculty engagement with professional

development is influenced by their characteristics and the broader institutional

environment. Hierarchically structured models refer to a multi-level statistical model that

nests micro-level (level one) data within larger macro-levels, contexts, or groups (level

two) (Raudenbush & Bryk, 2002). Examples of hierarchical-designed models could

include employees nested within teams, students nested within schools, or even faculty

nested within universities. This study's micro or level one examined individual

contingent faculty variables that could influence their professional development use. The

macro or level two part of this study included the analysis of more extensive systemic

variables that could affect contingent faculty use of professional development. This level

had 15 clusters representing the 15 public universities in Michigan, which McNeish and Stapleton (2016) argue is the minimum number recommended for accurate estimates. Any study with less than 15 clusters may result in underestimated standard error estimates. Using random intercepts hierarchical linear modeling (HLM), phase one of this study aimed to identify factors that predict faculty engagement with internal and external professional development Michigan contingent faculty use.

A random intercept hierarchical linear model (HLM) is a statistical method that accounts for variation in the outcome variable when predictor variables are at different or hierarchical levels (Niehaus et al., 2014; Raudenbush & Bryk, 2002). In other words, HLM allows for the simultaneous study of relationships within a certain level or group (e.g., faculty within a university) in addition to the relationship across levels (e.g., universities) (Raudenbush & Bryk, 2002; Snijders & Bosker, 1999). HLM identifies the relationship between predator and outcome variables by considering level one and two data (Woltman et al., 2012). Snijders and Bosker (1999) contend that a significant benefit of HLM over regression analysis is that hierarchically structured data in HLM is nested within clustered units, where dependent observation occurs at every level. In addition, the model includes random intercepts for each level of the hierarchy. Random intercepts account for the variability between clusters.

Before the development of HLM, nested data was analyzed using simple linear regression models, which were insufficient because they ignored shared variance between levels (Raudenbush & Bryk, 2002; Snijders & Bosker, 1999; Woltman et al., 2012). HLM accounts for the shared variance of nested or hierarchically organized data by estimating level one slopes and how they are implemented in estimating outcomes in

level two. McNeish and Stapleton (2016) explain that if clustered data is ignored when modeling data, it causes underestimated standard error estimates or inflated type-I error rates for significance tests of regression coefficients. Hierarchical linear models have addressed clustered or nested data by accounting for the dependence between variables during analysis. According to Raudenbush and Bryk (2002), there are three basic advantages of HLM. First, HLM considers group-level differences to allow for a more effective estimation of individual effects. Second, HLM allows the researcher to separate variance across levels so that levels of variance can be accounted for at the individual and group levels. The variance is classified as the interclass correlation coefficient (ICC) at the group level. Finally, HLM allows for examining cross-level interactions to understand how a level one predictor might change depending on the level two group.

HLM models can be helpful when dependence violations occur because data in this model is not independent but instead clustered into one or more groups. Dependence violations occur when individuals in the same group are more likely to be similar to each other than individuals from other groups, for example, faculty from the same university in comparison to faculty from another university. HLM can lead to different conclusions compared to traditional regression analysis models, especially when considering multi-level or hierarchically organized data because it includes characteristics of different groups in models of individual behavior (Lin et al., 2023; Raudenbush & Bryk, 2002; Woltman et al., 2012). Raudenbush and Bryk (2002) argue that beyond HLM's ability to handle data relationships from multiple levels and distinguish effects of variance between and within groups, HLM is also the favored model for nested or hierarchical data because it requires fewer assumptions to be met than traditional statistical models. HLM models

are more flexible as they can accommodate multicollinearity among variables, unbalanced or missing data, small group sample sizes, and heterogeneity of variance. In addition, HLM is preferred over disaggregation and aggregation because effect size estimates and standard errors are undistorted, and variance is retained (Niehaus et al., 2014; Raudenbush & Bryk, 2002).

HLM has grown in popularity since it was first introduced in the early 1980s and is most prevalent in the educational, health, social work, and business fields (Lin et al., 2023; Niehaus et al., 2014; Raudenbush & Bryk, 2002). HLM has a diverse array of names as it was developed across a variety of domains, including mixed linear, mixed effects, random effects, random coefficient (regression), multilevel, and complex covariance modeling (Woltman et al., 2012). Hierarchical linear modeling (HLM) has become increasingly popular in education studies (Lin et al., 2023; Niehaus et al., 2014; Raudenbush & Bryk, 2002). According to the seminal work of Raudenbush and Bryk (2002), data is frequently hierarchical in educational and psychological research because of the various levels embedded within each field's structure; for example, students nested in a classroom. In their review of educational literature, Dedrick et al. (2009) found that most studies in education utilize two-level HLM models. There is also a rising popularity of two-level HLM studies in higher education (Cheslock & Rios-Aguilar, 2011), stemming from inherently nested structures found in every university. Higher education studies often center on students or faculty situated within a university and examine relationships between various faculty/student and university characteristics (Cheslock & Rios-Aguilar, 2011; Lin et al., 2023; Raudenbush & Bryk, 2002). Niehaus et al. (2014) argue that higher education sampling techniques also lend themselves to the nested data

structures required by HLM, for example, institutions are sampled first and then students in residence halls could be nested within that structure.

The Statistical Package for Social Sciences (SPSS) was utilized to conduct the HLM analysis. West (2009) argues that before researchers can conduct HLM in SPSS, data must be placed in a vertical format and cleaned. Before running any tests in SPSS, I had to format, review, and clean the data to assess missing information and any outliers. The first and second research questions were answered through questions that elicited open-ended responses. Responses to these questions were addressed using descriptive statistical analysis. The following two research questions employed a HLM to determine the factors that most influenced contingent faculty engagement with professional development. The dependent variable for these analyses was contingent faculty engagement in professional development. Predictors were chosen for the HLM model based on what the literature suggested would influence the contingent use of professional development in addition to phase one data (Raudenbush & Bryk, 2002).

Threats to Validity

In a mixed methods study, a researcher can compensate for the weaknesses of one study with the strengths of the other. Scholars argue that to minimize issues and questions surrounding a study, researchers must identify potential threats to validity and reliability (Creswell et al., 2003; Tashakkori & Teddlie, 2003). This study addresses internal validity and reliability threats, including instrumentation issues and participant bias (Tashakkori & Teddlie, 2003). Instrumentation or procedural problems occur when the instrument is not rigorous, has inadequate content, or includes an inappropriate construct. The instrument's validity is essential to minimizing measurement problems in

quantitative research. It is vital to establish validity by creating an instrument that reflects the specific concept the study is trying to measure (Tashakkori & Teddlie, 2003). Content validity is established through the survey items covering all possible questions about the extent to which contingent faculty use resources to improve their teaching (Creswell & Creswell, 2018). The wording of survey questions was also examined by a committee of University of Toledo professors. This contributed to the assurance that the questions were pertinent, logical, and well-crafted, thereby securing the content validity of the survey.

Participant validity threats stem from their experiences, history, maturation, regression, selection, and mortality (Creswell & Creswell, 2018). Participants' history and development throughout the study can impact their responses; however, I mitigated vast differences in educator experiences by limiting the survey available to a four-week window. Participant mortality refers to the attrition rate that studies experience over time. I minimized attrition through the short time frame and a $100.00 Amazon gift card raffle incentive. External threats to validity often arise during a mixed methods study, which must be identified and reflected on prior to study implementation (Creswell & Creswell, 2018). External validity is the degree to which studies can generalize findings in participant characteristics and study settings (Tashakkori & Teddlie, 2003).

Phase Two: Qualitative Data Collection and Analysis

As noted earlier, this explanatory sequential mixed methods study prioritized the qualitative over the quantitative phase, as indicated by the notation quan $\longrightarrow$ QUAL, meaning that the qualitative portion of the study has a greater priority in studying the main research question (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003). Phase two focused on understanding contingent faculty experiences and perceptions of campus-

based and external professional growth resources and why they use the resources they do to improve their teaching practice. The rationale for using qualitative research relates to the exploratory nature of the research questions and the limited study of professional development from the contingent faculty point of view. As Adrianna Kezar (2019) stated, "Surprisingly, when we talk about faculty development, the perspective is almost always from tenured and tenure-track faculty, even though they represent only 30 percent of faculty nationally" (p. 34). Percy et al. (2015) argue that to gain a true understanding of people's motives and lives, researchers must study their opinions, attitudes, beliefs, and reflections through qualitative study.

The six facets of professionalism also lend themselves to qualitative analysis by homing in on working practitioners' intrinsic motivations and objectives, such as contingent faculty, as they strive to succeed in their professional endeavors. Treating contingent faculty as professionals rendered qualitative methods suitable, enabling a more profound exploration of their perspectives and beliefs regarding professional growth resources and the rationale behind their utilization. Scholars have noted that effective qualitative inquiry or research delves into how individuals construct and attribute meaning to their experiences, aligning with one of the objectives of this study.

Research Design

This qualitative study was based on a two-part interview process focusing on contingent faculty who work for Michigan 4-year institutions. Semi or fully-structured interviews, observations, questionnaires, or surveys are the recommended apparatus for gathering data in qualitative inquiry as these methods encourage participants to share their stories beyond a simple, publicly expressed version of events (Caelli et al., 2003;

Mears, 2009; Merriam, 2002; Percy et al., 2015). In addition, interviewing methodology uses oral histories and experiences drawn from peoples' lives to deepen understanding of human experiences (Mears, 2009). As this study sought to build meaning from contingent faculty's experiences, subjective interpretation, and behavior, it was appropriate to utilize interview design methods (Mears, 2009; Merriam & Tisdell, 2016). Interviewing also fits into an explanatory mixed-method study due to its exploratory nature of letting the data illustrate real-life situations (Tashakkori & Teddlie, 2003). The priority in this mixed methods study was the qualitative method because it represents the central aspect of data collection and analysis, focusing on in-depth explanations of contingent faculty feelings related to their growth and the resources they use to improve their practice.

Based on the work of Carolyn Mears (2009), *Interviewing for Education and Social Science Research: The Gateway Approach*, a two-interview process was developed to provide contingent faculty an opportunity to discuss their ideas about real-world events and functions occurring outside of themselves and to reflect on a deeper level on the specific topics of interest (Mears, 2009). Regarding procedures, a two-part interview method fits the purpose of this study because it allows for greater sensitivity, flexibility, and connectedness than other methodologies (Kennedy, 2016; Mears, 2009) while remaining sensitive to contingent faculty workload and time constraints. The first and second interview protocols are located in Appendix G. Conducting two interviews also allowed contingent faculty to articulate their most frequently told stories and reflect on those experiences, helping to delve deeper into their perspectives (Mears, 2009). These benefits of a two-part face-to-face interview series assisted in building a detailed description of contingent faculty perceptions of the professional growth resources they

use and why they use those resources (Mears, 2009). These interviews used the Zoom web-conferencing software because of the large geographical area covered in this study. Zoom conferencing software allowed contingent faculty to remain comfortable, prompting more in-depth conversations and a richer oral history (Mears, 2009). Each session, lasting between 30 to 60 minutes, was recorded using video and audio formats, with the participant's explicit approval. Concurrently, I captured field notes during every interview as a supplementary data source. I stored all interview data on an external hard drive, which was securely placed in a safe to safeguard participant responses. The objective of this phase was to contribute to the existing literature on contingent faculty and enhance the pertinence of ongoing research pertaining to their development opportunities and utilization, with the aim of informing future research in this domain.

Data Collection

The initial interview focused on exploring contingent faculty experiences and perspectives. This involved discussing their attitudes towards on-campus and external professional development resources and sharing illustrative examples and anecdotes related to relevant subjects. I conducted these interviews using a semi-structured approach featuring open-ended questions. These interview questions were adapted based on the qualitative responses gathered in phase one through a web-based survey. In the survey, contingent faculty were asked to identify both on-campus and external professional development resources they had utilized within the previous twelve months. The theoretical framework and literature guided question creation, allowing me to construct meaning while allowing participants to relive, reflect, and retell their experiences with the external resources they use to direct their work (Kennedy, 2016;

Mears, 2009). The interview protocol for the first session had three distinct parts: an introduction section focused on gaining background information and knowledge of how the interviewee became a contingent faculty member, a middle section centered on discovering the interviewee's perceptions of campus-based and external professional development, and growth resources and their impact on teaching, and the final part included questions regarding interviewee evolution as a faculty member. During the interview, I used prompts like, "Tell me more," "Can you give me an example," "How is that," or "What else, if anything, would you like to add?" to deepen the conversation and build richer information.

At the beginning of each session, I spoke about this study's purpose and theoretical lens to give them a sense of the information the study sought. As outlined in Table 3, the initial questions focused on building a rapport and a comfortable environment to stimulate conversation with interviewees. These questions created a comfortable atmosphere, allowing respondents to relax and tell their stories. The second set of questions focused on each respondent's perceptions of professional development and why they use specific resources, using the professionalization theoretical framework as a lens for each section. A comprehensive compilation of qualitative interview questions, along with their alignment with the research questions and theoretical framework, is available in Appendix H. The last segment of the first interview included questions regarding the interviewee's feelings about their teaching history, professional evolution, and future needs. The interview questions in this study used a variety of constructs, including participant insights, perceptions, experiences, and opinions (Mears, 2009). The transcripts generated from these interviews were analyzed and organized into

themes. Interviews were recorded (with interviewee permission) and transcribed verbatim using the Zoom transcribing tool. I reviewed each transcription and then saved it in a separate file on an external hard drive.

Following the initial interview, I expressed gratitude to each participant and endeavored to arrange a second interview within one week of the first session. In cases where a faculty member couldn't immediately schedule a follow-up, I initiated a follow-up email to coordinate a mutually convenient time and day. Between both interviews, I reviewed the transcripts, identifying specific points, casual comments, and nuances in body language that warranted deeper exploration. The interval between interviews provided an opportunity for reflexivity, enabling me to discern and differentiate between my own thoughts and those of the participants (Mears, 2009).

Table 3

Research Questions and Qualitative Interview Questions Alignment

Research Question	Aligned Interview Question

To what extent are contingent faculty in Michigan at 4-year institutions using on-campus and off-campus professional development and growth resources to improve their teaching?	• What experiences do you draw on to teach?
	• Have you attended formal training of effective teaching strategies?
	   ○ If so, tell me about it.
	   ○ If not, what has shaped your teaching?
	• What kind of research on effective teaching practices have you done over the past twelve months?

What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	• What is your experience engaging with professional growth resources on your campus?
	   ○ What kind of access do you have to campus resources?
	   ○ Why do you use these resources?

Research Question	Aligned Interview Question
	• What kind of professional growth is expected of you in teaching on your campus? In your field?
	• Can you tell me about a time when you collaborated with a colleague or mentor on teaching strategies or a change in how you teach?
	• I'm interested in the professional growth resources you have access to on your campus. Can you tell me what you have access to?
	• Do you have access to growth resources in your discipline? In teaching practices?
	○ What resources do you use to enhance teaching in your discipline? (question developed from phase one)
	○ How do you enhance your knowledge in your discipline? (question developed from phase one)
	○ What are some reasons that you use these resources?
What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	• How do you find resources outside of your campus?
	○ Are these resources more effective than campus resources in helping you specifically? Why?
	• What is your perception of the resources you have used that come from outside of your campus?
	• Have you used any AI-driven tools or technologies in your teaching or work as a faculty member? How has AI influenced your teaching methods or curriculum development, if at all? (question developed from phase one)
	• How can a program (external or internal) be designed that meets your teaching practice needs as a contingent faculty member?
	• Do you currently use social media platforms as part of your teaching or professional development? If so, which ones?

Research Question	Aligned Interview Question

Why do Michigan contingent faculty use the professional growth resources they use?	• Can you tell me about the types of professional resources that have had the biggest impact on your teaching?
	  o Can you explain what attracted you to these resources or training?
	  o Why did you use these resources?
	• I'm interested in learning about the different types of external professional development you have engaged with and would like to hear your experiences.
	  o What kinds of resources outside of your campus do you consult to help with your teaching? (OERs, YouTube, etc.)?
	    ▪ Why do you use these resources?
	• What kinds of new technology do you utilize in teaching? Artificial Intelligence? Social Media? (From phase one data)
	• Do you participate in a professional organization?
	  o If so, how does this resource help with teaching?
	• Why do you look for external resources to help you grow professionally?

The second interview was the reflection opportunity where the interview participants and I dug deeper into a topic they mentioned in the first interview, discussed different approaches to professional development, talked about topics not discussed in the first interview, and reflected on their evolution as a faculty member and other feelings they might have about what we discussed (Mears, 2009). The second interview followed an emergent design, meaning follow-up questions changed based on information from the first interview, as seen in Table 4. I focused on areas where I would like the faculty members to expand on their stories. I asked for examples or stories I earmarked from the first interview to bring their comments to life. For example, I asked a faculty member to

reflect more on a summer professional development session they mentioned in the first interview. I aimed to prompt them to dig deeper into their experiences to capture parts of a bigger story (Mears, 2009). As we transitioned into the reflection portion of the second interview, I asked faculty members what they expected me to ask to bring in additional content that I did not think to ask about. I also asked faculty members what they thought would be most valuable for me to share in my study. Mears (2009) argues that although it may seem like one interview would be enough, two interviews provide the opportunity to gain rich information through oral storytelling because human nature subconsciously reflects on experiences long after they are over. Multiple interviews allowed me to gain more knowledge from the faculty after an opportunity for reflection between interviews.

Table 4

Research Question and Qualitative Second Interview Questions Alignment

Research Question	Aligned Interview Question(s)
To what extent are contingent faculty in Michigan at 4-year institutions using on and off-campus professional growth resources to improve their teaching?	During our last interview, you shared some experiences. Let's talk about those. • Last time, you mentioned xyz. Can you expand on that? • We talked about xyz. Can you give me some specific examples? • Can you tell me a story about how that happened when you did xyz?
Now that we have dug deeper into your thoughts and feelings about professional development and **g**rowth resources let's move into the reflection portion of this interview.	• What did you expect me to ask? o Can you expand on that? • What would be most valuable to share in my study? • What would be good recommendations for universities in helping contingent faculty? • What would be a good resource for contingent faculty outside of organizations?

Sampling Strategy and Sample Size

Due to the nature of this sequential, explanatory mixed methods study, the selection of participants for the second phase depended on the results of the first phase. Participants for this study were recruited through a second survey during phase one, which was a link at the bottom of the first survey. This survey asked participants to enter their names and preferred email if they were willing to participate in a two-part interview series. Once the four-week survey window closed, there were 342 faculty who identified as willing to participate in the study. I downloaded the Qualtrics data as an Excel file, then chose a random sample of participants to send study invitations using the =Rand() formula. A random sample of participants implies that each individual in a subset of a statistical population has an equal opportunity to be selected and is meant to be an unbiased representation of the larger group (Creswell & Creswell, 2018).

I initially sent 70 invitation emails to this random sample of contingent faculty to invite them to participate in the interview process granted they met the following criteria: they were a contingent (non-tenure track) faculty member at one of the 15 public universities in this study, and they had used professional development or resources for teaching. Appendix I includes an example of the invitation email. I purposefully selected faculty who met the study criteria and asked them to provide three dates and times they would be available to meet if they were still interested in participating in the interview series (Creswell & Creswell, 2018). My target was to recruit ten to fifteen contingent faculty from a variety of the 15 public universities in Michigan. Creswell and Creswell (2018) estimated that 10-50 participants are sufficient for a qualitative study, depending on the research style. However, Guest et al. (2006) argue that 12 interviews are

satisfactory in achieving data saturation. The saturation or redundancy strategy influenced my data collection, as I continued to schedule interviews until no new ideas or concepts emerged (Creswell & Creswell, 2018; Guetterman et al., 2015; Harrison et al., 2020). Researchers argue that qualitative studies need to have an approach to saturation to ensure validity (Caelli et al., 2003). The pragmatic viewpoint offered a way to operationalize the concept of data saturation by initially scanning the interview data for perceptions of similarities and differences in the data (Kennedy, 2016) while ensuring that new information from the most recent interviews elicits little to no change in codes or themes (Guest et al., 2006). The ideas that emerged consistently in each discussion became significant themes that I considered essential to the professional development contingent faculty use and why they use those resources.

Data Analysis

In the qualitative phase of this study, thematic analysis was a suitable method for examining the experiences and perspectives of various faculty as it highlighted their similarities and differences while being flexible enough to generate surprising insights (Percy et al., 2015). Thematic data analysis is a process that analyzes qualitative data through the identification of recurring patterns of meaning in the data (Percy et al., 2015). Caelli et al. (2003) argue that quality qualitative data analysis also uses concepts from the theoretical framework and a constructivist approach to identify these recurring patterns, categories, or other evident factors across the data. It is important to note that thematic analysis involves searching all data collected to find repeated patterns, not just focusing on a specific individual (Braun & Clarke, 2006). This study followed the steps of thematic analysis as proposed by Braun and Clarke (2006): familiarizing with data,

generating initial codes, searching for themes, reviewing themes, defining themes, and producing the report.

Data analysis in this study section began with reviewing all interview transcripts and field notes. I then input each interview file into the NVivo 12 Pro Qualitative software. I read and re-read the transcripts while listening to the interview recording to add inflection, tone, pauses, etc., into the transcript text. Qualitative data analysis, such as this, allows the researcher to become immersed in the gathered information (Creswell & Poth, 2018). The translation of participant thoughts and experiences into text-based data can be challenging to capture, but the use of field notes can add richness to data through the addition of body language and tone (Creswell & Poth, 2018; Merriam & Tisdell, 2016). In this two-interview process, each interview transcript was re-read before the second interview (Mears, 2009). This gave me time to reflect and prepare follow-up questions for the following discussion.

Upon completing the final interview, I began the process of coding based on aspects of the theoretical framework, professional autonomy, expertise, ethics, innovation and research, and credentialing. First, I read each transcript vertically (Corbin & Strauss, 2008), from beginning to end, adding memos, short phrases, ideas, or critical concepts to the margins of the transcripts (Creswell & Poth, 2018). Second, I read the transcripts horizontally, making side-by-side comparisons through open coding to make meaning of the various codes found in each session. The coding process was iterative, as many codes were merged or split after comparing the interviews. I then conducted pattern coding by grouping codes or phrases into smaller categories or codes to explore emerging codes' hierarchy further.

I reduced the number of codes and then developed themes revolving around the codes, the theoretical framework, and the literature review (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Percy et al., 2015). I sorted codes into themes based on relationships and similarities (Braun & Clarke, 2006). Throughout the analysis, I constructed and altered overarching themes with differing themes and sub-themes. Depending on the data, themes may become separated or absorbed into other themes or subthemes (Braun & Clarke, 2006; Kennedy, 2016; Merriam & Tisdell, 2016; Ponterotto, 2005). Each theme included a story relating to the research questions (Braun & Clarke, 2006). The next chapter provides evidence from all themes, data extracts demonstrating the need for themes, and vivid examples providing validity and merit to the study. Results sit within the context of the research question while including aspects of the theoretical framework and extant literature (Braun & Clarke, 2006; Percy et al., 2015).

Strategies for Validating Findings

Qualitative research does not utilize data collection instruments that provide quantitative metrics (Creswell & Poth, 2018), so alternative strategies must incorporate validity (Caelli et al., 2003; Percy et al., 2015). Mears (2009) argues that interview research validity centers on the degree to which an interview sheds light on what it is studying. Methods for validity include describing research procedures, employing participant validation of researcher analysis, triangulation through data sources, and peer scrutiny (Kennedy, 2016; Shenton, 2004). This study established validity by co-creating data through the social interaction between participants and the researcher during interviews (Shenton, 2004). In addition, follow-up interviews incorporated validity through member/accuracy checking, which Guba (1981) argues is the most critical

method to establish study validity. Finally, this study used peer scrutiny to validate findings, providing a fresh perspective on the research and challenging potential research bias or assumptions (Creswell & Creswell, 2018).

Integration and Interpretation

Although integration can happen anytime, meaningful integration of quantitative and qualitative data at the analysis and interpretation level offers the true benefit of mixed methods research by creating a whole greater than its parts (Guetterman et al., 2015). Tashakkori and Teddlie (2003) define integration in a mixed methods study as the combination of phase one and phase two research at any given stage of study and can "occur within the research questions, (e.g., both quantitative and qualitative questions are presented), within data collection (e.g., open-ended questions on a structured instrument), within data analysis (e.g., transforming qualitative themes into quantitative items or scales), or in interpretation (e.g., examining the quantitative and qualitative results for convergence of finding)" (p. 220). In this study, I analyzed individual phase data individually in a sequential process. First, I examined the quantitative survey data in the SPSS database during phase one to understand what professional development and growth resources contingent faculty engage with and what factors influence their engagement. Phase one data influenced the development of three additional interview questions during the two-part interview process, thus demonstrating the integration of phase one and two data collection (Creswell & Creswell, 2018).

Upon completing both research phases, a final integration process involved merging outcomes from both stages. Joint displays act as visual or graphical tools to report integrated quantitative and qualitative findings and meta-inferences (Creswell &

Creswell, 2018; Creswell & Poth, 2018; Guetterman et al., 2015) Creswell and Creswell (2018) have delineated three primary techniques for integrating data in mixed methods research: side-by-side comparison, database transformation, and statistics by theme. A side-by-side integration summarizes phase one data, followed by a summary of the stage two data and how it confirms or denies phase one findings. Side-by-side joint display integration brings the data of both phases together in one visual to gain new insights into the combined data. Database transformation involves analyzing quantitative and qualitative data and developing overarching themes and questions, which are then used in a secondary study data analysis (Guetterman et al., 2015). Statistics by theme integration includes organizing statistical results by qualitative themes. Guetterman et al. (2015) found in their study on joint displays that explanatory sequential mixed methods studies typically employ side-by-side displays but that innovative joint displays can also use statistics by themes. They argue that joint displays must be utilized more in mixed methods research because they provide a structure that demonstrates the unique insights of this type of research. Younas and Durante (2023) emphasized the existence of additional integration approaches accessible to mixed-methods researchers. They offered a decision tree to assist researchers in identifying the most suitable integration method for their mixed-method inquiries, which led me to utilize the integrated matrix format to display the results of this study. An integrated matrix includes quantitative results, qualitative results, expemplar quotes, and meta-inferences generated by the data. Joint displays can take many forms, but this study utilized a an integrated matrix joint display to indicate the integrated data from both phases.

Statement of Positionality

Positionality is a term that describes a scholar's worldview, research task position, and social and political beliefs (Holms, 2020). In a qualitative or mixed methods study, scholars encourage researchers to reflect on their positionality and how different personal demographics, experiences, biases, and these components may impact their work (Creswell & Poth, 2018). I am a practicing training manager at a major American university, instructional designer, and former director of faculty development. As such, my work has focused and continues to focus on staff, student, and faculty (full-time and contingent) professional development needs and the logistics of providing applicable and practical programs. For example, I conducted contingent faculty evaluations on instructional design and teaching practices (both online and in-person classrooms). This gave me insights into the inconsistencies of our training programs for these contingent faculty. I currently manage a training team that assists faculty with learning classroom technology and various technical tools our university offers. Through these experiences, I have built an understanding of contingent faculty and the topic of improving their teaching practice. My participation in the data collection of this mixed methods study differed in each phase. In phase one, I administered the web-based survey, collected data using standardized practices, and conducted validity checks on the survey instrument. In phase two, I engaged more with study participants through the two-part interview series. Rigorous validation strategies such as rich descriptions and peer scrutiny established accuracy and reliability.

I am a woman born and raised in Michigan and am the first college graduate of my family. I received my first undergraduate degree in community relations, geography,

and geospatial science from Michigan State University. My second undergraduate degree at the University of Michigan, where I earned an undergraduate degree in secondary education focused on social sciences and earth-space science. I then received my master's degree in public administration from the University of Michigan with a superintendent administration license. These qualifications provided the opportunity to gain positions where I could help teachers with how to teach. My work with the International Council of Professors of Educational Leadership has allowed me to work with international faculty, gaining valuable knowledge about college faculty's lives, needs, and desires. Although many studies surrounding faculty are growing, they are still understudied (Anthony et al., 2020; Miller & Struve, 2020). Hopefully, faculty view my research in a positive light.

While positionality refers to how our experiences and history influence our perspectives, reflexivity refers to what we do with that knowledge. As Caelli et al. (2003) suggest, I minimized biases by continuously reflexing throughout data collection and analysis. I addressed potential biases by starting a journal at the beginning of this project to analyze how my beliefs, judgments, and practices impacted each phase. This allowed me to record my progress in the process, write my reactions to the study, question my assumptions, document any challenges, opportunities, or successes, and reflect on my experiences with the study. In my reflexive journal, I recorded: who I am, my background, the values and beliefs I have and how they impact data collection and analysis, decisions I made, my feelings, events or items during data collection and analysis that I was anxious or confused about, how I made meaning from the data, and procedural notes on what and why I did what I did (Creswell & Creswell, 2018).

The final aspect of a credible qualitative inquiry is for the researcher to employ reflexivity by examining judgments, reporting assumptions, providing motives for research, and offering personal history and biases that may impact their analytic lens (Caelli et al., 2003; Guba, 1981; Lather, 1986). As personal experiences and history influence people's perceptions, it becomes crucial to reflect on one's cultural lens that impacts their view of the world. Reflection and self-awareness help scholars mitigate potentially tainting their data. Mears (2009) suggests that an interviewer needs to change their knowledge level and allow the participants to teach and reveal new ideas. Reflexivity allowed me to reflect on how my social background and assumptions can impact the research process.

Limitations of the Methodology

Conversations have occurred between scholars regarding the advantages and limitations of a sequential explanatory mixed methods study (Creswell & Creswell, 2018; Graff, 2016; Harrison et al., 2020; Tashakkori & Teddlie, 2003). The advantages of an explanatory sequential mixed methods study are threefold: it is easy to implement for a single researcher because of the separation of work between phases, allows the strengths and weakness of one approach to be offset by the other, and provides an opportunity to combine the generalizable, externally validated quantitative data with rich, subjective, contextualized qualitative insights. The challenges of using a sequential explanatory mixed methods approach include the time it takes to complete both phases of research, the availability of resources needed for each phase, and the fact that data from phase one may not demonstrate significance, thereby hindering the second phase (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2003).

Regarding the research strategy, there are limitations to the research design of both phases of this study. In phase one, using a web-based survey does not allow the researcher to control the environment in which the participants engage with the survey questions (Creswell & Creswell, 2018). Survey research also requires a large number of respondents to gain a fair view of the target population. In addition, I was not in complete control of sending my survey to contingent faculty. I had to rely on others at the university to send it out and provide me with accurate numbers of contingent faculty who received it. As mentioned earlier, I used the professionalization theoretical framework to develop the survey and interview questions, set priorities for data selection, and serve as a lens during data analysis. Using this framework may limit the scope of this study because it focuses on the six categories of professionalization.

In phase two, the nature of qualitative data collection and the subjectivity of potential designs limit this study. Although interviewing is an accepted qualitative research strategy, data collected during the second phase of this study may be subject to different interpretations where researchers may subconsciously introduce their bias. Interviews are also a limitation because this method focuses on what participants divulge about their experiences. This provides indirect information about the study topic filtered through the participants' lens. Not all people are perceptive or reflective about their experiences and may be unable to articulate adequately within an interview.

This study is also limited by the sample population based on the geographical confines of Michigan. Although the sample of contingent faculty in Michigan is small compared to the national population, it is quite broad and includes multiple nationalities, backgrounds, socioeconomic statuses, ages, and experiences. Although this combination

of a small geographic sample boundary that is also quite broad in its composition could be seen as an advantage, it is a limitation of this study as it may impact statistical significance. Another limitation surrounding the sample population is the cultural aspects unique to Michigan and higher education, as this could influence their responses.

Ethical Considerations

I addressed ethical considerations during each phase of this study. The Institutional Review Board (IRB) of the University of Toldeo approved this research, granting it the Study Number 301754-UT. As this was a mixed methods study, two informed consent forms were approved by the University of Toledo. Phase one included the waiver of informed consent language that appeared at the beginning of the web-based survey. Participants had to agree to consent language before beginning the survey. During phase two, I sent potential participants the approved waiver of informed consent in the invitation email to comply with the codes of research ethics to protect my human subjects. Phase one and two consent forms contained essential information, including the purpose of the study, procedures, potential risks and benefits, confidentiality risks and mitigating factors, and freedom to withdraw. I appealed to contingent faculty's sense of altruism to incentivize them to participate and enter into a raffle to win a $100.00 Amazon Gift Card. Although I provided an incentive for participation, faculty had the freedom to choose to participate and to quit the study at any time.

Phase One

The beginning of the survey had informed consent information that participants had to consent to before answering questions. The opening statement described information that could be found in the informed consent form, "*You are invited to*

participate in a research study. The purpose of this study is to build an understanding of the professional development resources Michigan adjunct (contingent) faculty have access to and engage with that are focused on improving their teaching. This study phase consists of a web-based survey that should take approximately 5-10 minutes. At the end of this survey, there will be an option to volunteer to participate in a 30-40 minute Zoom Web Conference interview series. If you participate in the interview process and sign-up through a separate survey, you will be entered in a raffle to win $100.00 Amazon Gift Card. Click HERE to view the informed consent document.

Please read CAREFULLY: You are making a decision whether or not to participate in this research study. By clicking next and beginning the survey, you indicate that you have read the information provided above, have had all your questions answered, have read the informed consent document, and have decided to participate in this research. You may take as much time as necessary to think it over. By participating in this research, you confirm that you are at least 18 years old."

I identified potential risks for participants in the informed consent form attached to the survey. The first risk discussed how some questions may be upsetting, but participants could quit the study any time without any negative consequences. In addition, I mentioned the risk that information shared online could be compromised. To mitigate this risk, I shared with participants that I would be using Qualtrics (a secure system) to secure in-transit data and store electronic data on a fingerprint-protected laptop and an encrypted external hard drive to mitigate this risk. Finally, I mentioned that there was a chance that participant data could be seen by someone who shouldn't have access to it. To minimize this risk, I told participants that I would replace identifying material

with a study ID and store study information on an external hard drive that will be kept in a home safe when not in use. This data will be held for five years, after which it will be destroyed (Creswell & Creswell, 2018).

The informed consent portion also mentioned potential benefits contingent faculty may perceive upon publication of study findings. A direct benefit of this study included learning about the types of professional development they may have access to on-campus and off-campus. The field of education could use the findings of this study to build a list of external resources that help contingent faculty improve their teaching practice. The field of education may also benefit from this research by understanding the resources contingent faculty take advantage of and what offerings would benefit this population.

Phase Two

Before the beginning of every interview, I sent an informed consent form to participants to ensure they knew they could quit the study at any time should they become uncomfortable. Examining contingent faculty and how they improve their work without institutional support can be a sensitive topic. This form reiterated the purpose of this study by stating that I want to build an understanding of the professional development resources (campus-based and external) Michigan contingent faculty have access to and engage with that focused on improving their teaching. The form then stated that these two interviews would occur virtually via Zoom and run approximately 30-60 minutes each. Phase two risks were then detailed to ensure participants understood the process. I expressed in the form that some questions may be personal or upsetting but that we could skip them or stop the interview at any point without negative consequences. Another risk involved the potential of someone overhearing the conversation, who should

not be listening. I ensured I would be in a private and secure location when conducting the interviews. There was also a chance that data could be viewed by someone who should not have seen it, so I promised to remove all identifying information.

At the beginning of each interview, I asked each participant for their consent to record our conversation, which presented a risk of our discussion being listened to by those outside of the study. After recording interviews, I saved audio, video, and transcripts on an encrypted external hard drive. I used the NVivo 12 Pro software to memo, code, and theme interview data. Participants were notified that NVivo provides encryption services for all data collected.

Chapter Summary

This chapter provided the structure of my study's sequential explanatory mixed methods approach. The first section introduced mixed methods design with an explanation of the approach, the rationale for use, its application in literature, and its connection to the theoretical framework. The second section offered a plan for my implementation of the sequential explanatory mixed methods study using the process design and typology of Tashakkori and Teddlie (2003). This section also described each phase's instrument development, data collection, sampling strategy and populations, data analysis procedures, and data integration methods. In the last part of this chapter, I discussed my positionality as a researcher, the limitations of this mixed methods study, and the ethical considerations needed for IRB.

Chapter Four

Results

This study employed a sequential explanatory mixed methods design to explore the professional development (PD) and growth resources utilized by contingent faculty to enhance their teaching, with a secondary focus on understanding why they engage with these resources. This chapter overviews the data analysis procedures and presents the research findings. The overarching research question that served as a roadmap to ensure clarity and focus as I navigated through the results was: "To what extent are contingent faculty in Michigan at 4-year institutions using on and off-campus professional development and professional growth resources to improve their teaching?"

The first section of this chapter focuses on phase one quantitative analysis, which aims to reveal the PD and growth resources offered to contingent faculty and the factors influencing their utilization. I presented the numerical data collected through the 24-question web-based survey that Michigan contingent faculty completed in May and June 2024. I uncover patterns, relationships, and associations within the data using descriptive statistics and hierarchical linear modeling. This data is demonstrated in tables, graphs, and charts to visually convey the quantitative findings, enhancing their accessibility and comprehensibility. The second section of this chapter centers on phase two, built upon the insights from phase one by examining the specific resources faculty used and the underlying motivations guiding their selections. I drew upon interviews and observations to unravel the deeper layers of meaning within the data. I employed thematic analysis to identify recurring codes, themes, and insights that illuminate the perception of contingent faculty of the PD they utilize. Through the professionalization theoretical framework

lens, this study identified possible reasons influencing contingent faculty engagement with PD and growth resources on and off campus. Motivations for contingent faculty engagement on and off campus were categorized into one of the six segments of the professionalism model, including innovation and research, ethical considerations, need for credentials/licensure, expertise, professional autonomy, and prestige and status (Freidson, 1970; Hughes & Hughes, 2013; Irby & Hamstra, 2016; Picciotto, 2011). Both quantitative and qualitative data were categorized into major themes. In the final analysis, these themes from both data sources were combined and discussed.

Phase One Quantitative Analysis and Results

In the initial phase of this explanatory sequential mixed methods study, the primary focus was collecting and analyzing quantitative data. A web-based survey was distributed to contingent faculty members across 15 public universities in Michigan using Qualtrics to gather this data. I used the information collected from this survey to address the first four research questions:

1. What on-campus PD is offered to contingent faculty in Michigan at 4-year institutions?

2. What external or off-campus PD resources are offered to contingent faculty in the state of Michigan at 4-year institutions?

3. How do campus-related factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?

4. How do external or off-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?

Phase One Participants Profile

Out of the 4,745 contingent faculty members in Michigan who were invited to participate, 1,340 individuals (28%) successfully completed the survey. Descriptive statistics were used to summarize the demographic characteristics of the web-based survey respondents, as seen in Table J.1 in Appendix J. The respondents represented contingent faculty from various disciplines across all 15 campuses, including Business (9%), Humanities (20%), Natural and Applied Sciences (22%), Social Sciences (23%), Technology (17%), Education (10%), Healthcare (0.5%), and other (0.1%). Participants in this survey ranged in age groups: 14% said they were between 20-30 years old, 65% said they were between 30-40, 19% said they were between 40-50, and 1% said they were over 50 years old. There was a small range in the diversity of participants from across the state of Michigan, with over 84% identifying as white, 4% as Black or African American, 3% as Hispanic or Latino/a, and 3% of participants identified as American Indian or Alaskan Native. Regarding gender, there was a small margin between males and females, as 59% identified as male and 41% as female.

Research Questions One & Two: On-Campus and Off-Campus PD Offerings

The initial research question focused on categorizing the on-campus professional development opportunities that campuses and off-campus entities offered Michigan contingent faculty the previous year. I ran descriptive statistics on study variables to provide an overview of on and off-campus PD. As shown in Figure 4, in-person seminars had the highest reported frequency, with 701 respondents (52.3%) indicating this form of PD was offered to them. The second most frequently reported opportunity was on-demand or computer-based training, with 605 respondents (45.1%) reporting offerings of

this form of PD. There were 551 respondents (41.1%) who stated they had access to in-person training offerings. Finally, virtual webinars and workshops were discussed as being frequently accessed, with 557 (41.6%) and 411 (30.7%) respondents.

Figure 4

On-Campus PD Offerings by Type
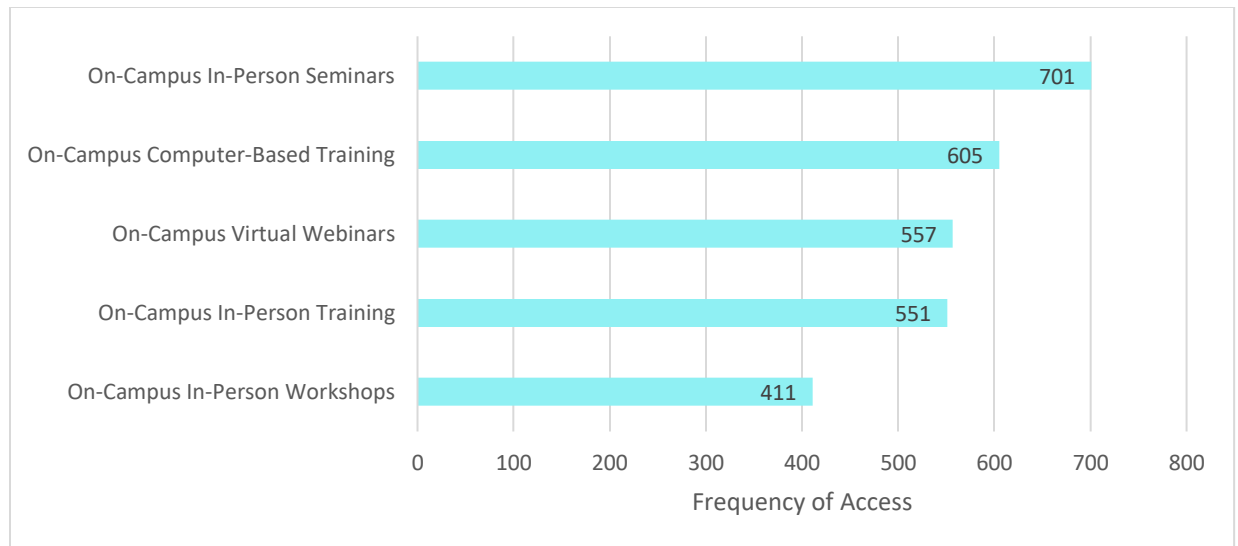
Note. This figure illustrates the number of Michigan contingent faculty at public universities who had access to specific types of on-campus professional development over the past year. This includes data as reported by study participants.

The second research question asked participants to identify off-campus PD offerings they had access to over the past twelve months. Figure 5 depicts formal off-campus professional development, in which virtual webinars had the highest reported frequency, with 607 respondents (45.3%) stating they had access to these off-campus offerings. In-person seminars and off-campus computer-based training also had significant engagement, with 605 (45.1%) and 462 (34.5%) respondents, respectively. The fourth most offered formal resource was virtual conferences, with 412 respondents

(30.7%) participating. The least offered formal off-campus trainings were workshops

(28.3 %), training (27.1%), and in-person conferences (25%).

Figure 5

Formal Off-Campus PD Offerings by Type
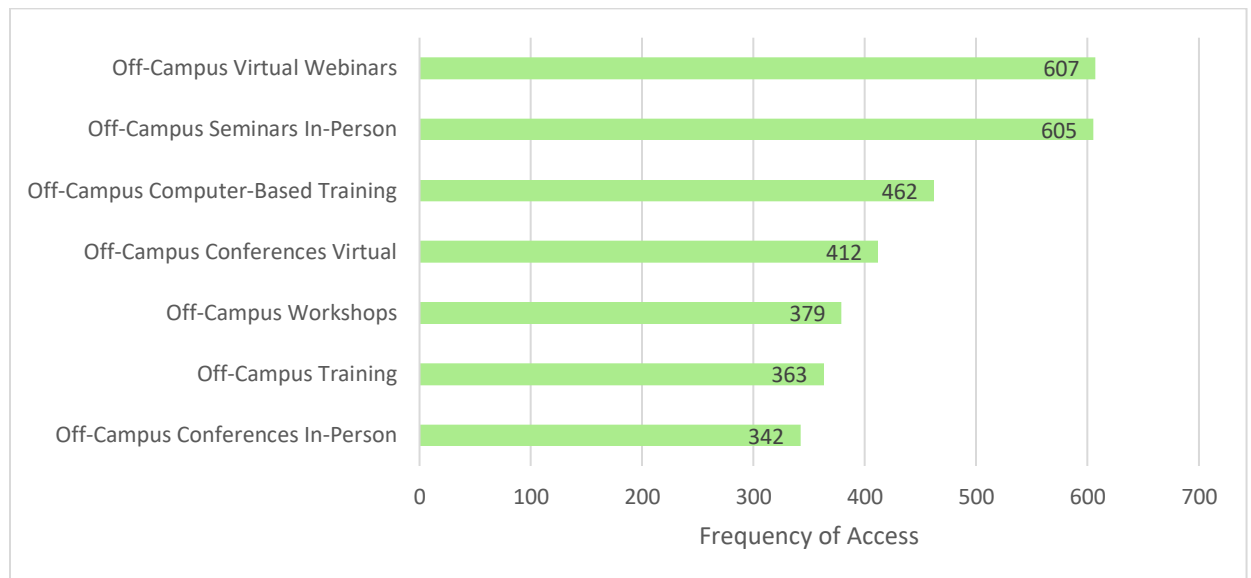
Note. This figure illustrates the number of contingent faculty at Michigan public

universities who had access to specific types of off-campus professional development

over the past year. This includes data as reported by study participants.

Figure 6 demonstrates the informal professional development opportunities

offered to contingent faculty in this study. Open Educational Resources (OERs) were the

most offered, with 560 respondents (41.8%) reporting access. YouTube and TikTok

videos saw substantial engagement rates, with 543 (40.5%) and 449 (33.5%) respondents,

respectively. The least frequently reported access to informal off-campus resources

included podcasts (24.6%), professional organizations (23.4%), virtual communities

(22.8%), and articles (15.1%).

Figure 6

Informal Off-Campus PD Offerings by Type
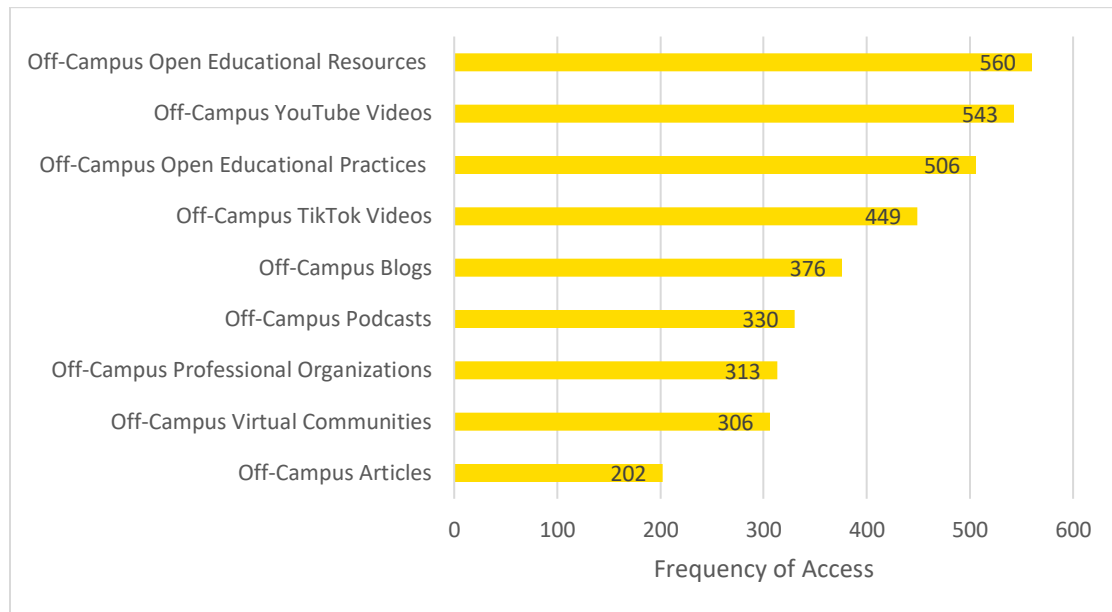
Note. This figure illustrates the number of contingent faculty at Michigan public universities who had access to specific types of informal off-campus professional development over the past year. This includes data as reported by study participants.

Research Question Three: On-Campus or Internal Factors

This research question focused on the involvement of contingent faculty in on-campus professional development activities and the factors influencing their engagement. I conducted an analysis of variance (ANOVA) to investigate the influence of university affiliation on contingent faculty engagement in on-campus professional development activities. Table 5 demonstrates the results, which revealed variations in on-campus professional development engagement among the different universities. Contingent faculty exhibited statistically significant variations in on-campus engagement across different universities, $F(14, 1325) = 1.748$, $p = .041$, $\eta^2 = .018$. With a *p*-value of less than .05, the F-statistic supports the idea that university affiliation significantly impacts

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faculty engagement in professional development. The small effect size suggests that the variability in faculty engagement is minimal. Table 6 includes the ANOVA effect sizes. Eta-squared (η^2) is a measure of effect size in the context of analysis of variance (ANOVA). It represents the proportion of variance in the dependent variable that can be attributed to the independent variable(s). An η^2 point estimate of .018 suggests that university affiliation accounts for 1.8% of the variance in faculty engagement with on-campus professional development.

Table 5

Analysis of Variance for University Affiliation and On-Campus Faculty PD Engagement

	Sum of Squares	Df	Mean Square	*F*-value	Significance (*p*-value)
Between Groups (BG)	31.164	14	2.226	1.748	.041
Within Groups (WG)	1687.236	1325	1.273		
Total (T)	1718.400	1339			

Note. $p < .05$ was considered statistically significant.

Table 6

Analysis of Variance Effect Sizes for University Affiliation and On-Campus Engagement

		Point Estimate	95% Confidence Interval	
			Lower	Upper
On-campus engagement	Eta-squared	.018	.000	.024
	Epsilon-squared	.008	-.011	.013
	Omega-squared	.008	-.011	.013
	Omega-squared Random-effect	.001	-.001	.001

The mean PD engagement score for all faculty combined was 3.80. Michigan Technological University and the University of Michigan-Ann Arbor exhibited the highest mean scores at 4.27 and 4.13, indicating a high level of engagement in on-campus professional development. In contrast, Wayne State University had the lowest mean score at 3.45, suggesting lower on-campus engagement. The overall mean on-campus PD engagement is 3.80, with a standard deviation of 1.282. The findings suggest that variations in faculty PD engagement can be attributed to differences across universities. Faculty members at distinct institutions may experience varying levels of involvement in professional development activities, which can affect their professional growth and the overall academic environment. The findings demonstrate the diversity in on-campus professional development engagement among contingent faculty. In other words, the ANOVA suggests that there are group differences in on-campus engagement, which are statistically significant. However, it doesn't specify which specific groups differ.

Additionally, I employed a random intercept hierarchical linear model (HLM) to assess the influence of other on-campus factors on contingent faculty engagement with on-campus PD. Existing literature and the professionalization theoretical framework influenced the selection of grouping, which encompassed various aspects such as the type of PD and available resources, degree, discipline, the promotion of PD to contingent faculty, PD centered on teaching discipline, curriculum development-focused PD, and the perception of the value of on-campus PD opportunities. The HLM was used as it incorporates information about the nested data structure (participants within universities). Random slopes for predictors were not included due to the low, non-significant intraclass correlation of the outcome (ICC = .006) (Park & Kang, 2023). The original model

employed the on-campus engagement variable as the dependent variable to represent the

participation of contingent faculty in on-campus professional development and growth

resources. Degree, discipline, and specific types of formal on-campus professional

development served as the grouping variables, with additional covariates incorporated.

These covariates encompassed the promotion of PD to contingent faculty, PD with a

focus on teaching discipline, PD centered around curriculum development and the

perceived value of on-campus PD opportunities. The participants reported elevated levels

of engagement, particularly in the presence of formal campus-based offerings such as in-

person training ($p <.001$) and workshops ($p =.008$), both of which exhibited a

significantly positive effect. This outcome signifies that learning opportunities such as in-

person training and workshops promote notably higher levels of on-campus engagement.

Similarly, the provision of in-person seminars by the campus also yielded a significantly

positive effect ($p < .001$), suggesting that contingent faculty engagement on campus is

notably higher among those provided in-person webinars.

On-campus on-demand or virtual PD options also significantly impacted

contingent faculty engagement with on-campus PD and growth resources. The presence

of formal campus-provided virtual webinars exhibited a marginally significant positive

effect ($p = .048$). While this effect may not be powerful, it suggests that these virtual

webinars could be linked with higher levels of on-campus engagement among contingent

faculty. In contrast, participants reported a significantly positive effect ($p < .001$)

regarding offerings of computer-based training, indicating that the availability of such

activity is notably associated with increased on-campus engagement.

Upon applying the Sidak method to account for multiple comparisons, doctoral degree holders have a significantly lower ($p = .003$) level of engagement than holders of a master's degree. However, no other significant differences amongst degree types were observed. Findings found that engagement varies across disciplines ($p = .030$), but no pairwise differences were found to be significant. The campus's promotion of PD to contingent faculty ($p = .674$) and campus PD explicitly focused on teaching discipline ($p = .128$) had non-significant effects, suggesting that promotional efforts do not significantly impact on-campus engagement. In addition, the perceived worthiness of campus-based PD did not significantly impact on-campus engagement among contingent faculty ($p = .950$). The only on-campus factor that showed significant positive effects on contingent faculty engagement with on-campus PD was receiving previous training on curriculum development ($p < .001$). In other words, historical PD offering trends in curriculum development positively impact contingent faculty's on-campus engagement.

Research Question Four: Off-Campus or External Factors

The focus of the fourth research question was the involvement of Michigan contingent faculty in off-campus professional development endeavors and the factors shaping their participation. To explore the impact of university affiliation on their engagement in off-campus professional development, I employed a secondary analysis of variance (ANOVA). The ANOVA results in Table 7 revealed a non-significant difference in off-campus professional development engagement among faculty members from different universities ($F(14, 1325) = 1.502$, $p = 0.103$). A p-value greater than 0.05 (in this case, 0.103) suggests no statistically significant difference in off-campus PD engagement between universities. The overall mean off-campus PD engagement is 3.70,

with a standard deviation of 1.142. Descriptive statistics further indicated a moderate

level of engagement across all universities, with Michigan Technological University

showing the highest mean engagement (M = 4.18) and Central Michigan University the

lowest (M = 3.61). However, these differences did not reach statistical significance. Table

8 includes the ANOVA effect sizes for off-campus engagement. In this model, η^2 = .016,

which indicates that university affiliation accounts for 1.6% of the variance in faculty

engagement with off-campus professional development.

Table 7

Analysis of Variance for University Affiliation and Off-Campus Faculty PD Engagement

	Sum of Squares	Df	Mean Square	*F*-value	Significance (*p*-value)
Between Groups (BG)	27.261	14	1.947	1.502	.103
Within Groups (WG)	1717.727	1325	1.296		
Total (T)	1744.988	1339			

Note. *p* < .05 was considered statistically significant.

Table 8

Analysis of Variance Effect Sizes for University Affiliation and On-Campus Engagement

			95% Confidence Interval	
		Point Estimate	Lower	Upper
On-campus engagement	Eta-squared	.016	.000	.020
	Epsilon-squared	.005	-.011	.010
	Omega-squared	.005	-.011	.010
	Omega-squared Random-effect	.000	-.001	.001

In the second model, a random intercept hierarchical linear model was utilized, with the dependent variable labeled "off-campus engagement" representing an engagement with off-campus PD or growth resources. The grouping variables included degree, discipline, and the types of formal and informal external PD offerings. Furthermore, the covariates, chosen based on the literature and theoretical framework, consisted of contingent faculty seeking credible materials and utilizing empirical research. This investigation sought to explore the factors influencing the engagement of contingent faculty in Michigan with off-campus PD and growth resource offerings. The study identified several formal external PD formats that significantly impacted off-campus engagement. Markedly, in-person conference offerings had a statistically significant positive effect ($p = .002$) on off-campus engagement. This highlights the substantial role of in-person conferences in driving engagement with off-campus PD resources. Similarly, in-person seminars showcased a significant difference in off-campus engagement ($p = .048$). Formal workshops ($p = .001$) and training ($p < .001$) also had a considerable impact on off-campus engagement. These findings suggest formal PD formats significantly influence contingent faculty engagement with off-campus resources.

The majority of informal internet-based external professional development (PD) variables did not show statistically significant effects ($p > .05$). However, off-campus engagement exhibited variation based on the type of informal PD offerings. For instance, TikTok videos yielded a p-value of .062, hinting that contingent faculty engaging with TikTok might have somewhat different levels of off-campus engagement. Similarly, Open Educational Resources (OERs) displayed a p-value of .064, suggesting that faculty

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using OERs may experience varying levels of engagement with off-campus PD. These p-values, hovering near .10, suggest potential trends that may merit further investigation.

The variable of degree held variable displayed a statistically significant impact on off-campus engagement. This significance, denoted by a *p*-value of .001, implies that the level of degree held by contingent faculty has a statistically significant and meaningful influence on their engagement with off-campus PD and growth resources. Upon applying the Sidak method to account for multiple comparisons, a noteworthy statistically significant distinction in off-campus engagement emerged between individuals holding doctoral degrees and those with Master's Degrees. Individuals with master's degrees showed a significantly higher off-campus PD engagement than those with Doctoral degrees (*p* = .003). This study found no significant differences when compared to professional degrees.

In the study of the "discipline" variable, findings suggest that specific disciplines exhibit varying levels of engagement off-campus engagement *p* =.030; however, the particular nature of these differences varies among different pairs of disciplines. Business, Humanities, and Natural and Applied Sciences showed no statistically significant differences in their engagement levels compared to other fields. Healthcare and Social Sciences exhibited differences in engagement compared to several other disciplines, but these differences were not statistically significant. This implies that the discipline of the participants is associated with variations in off-campus activity, but it is not as significant as the degree level. Neither internet resources (*p* = .452) nor empirical research (*p* = .788) showed statistically significant effects on off-campus PD engagement.

These results provided insights into the factors associated with contingent faculty engagement in off-campus PD opportunities. The statistically significant variables, such as "degree," "discipline," and specific types of formal off-campus PD suggested that these factors influence the level of engagement with PD. However, further exploration may be necessary to understand better the trends observed for informal internet-based external PD. The various forms of external PD suggested that the format and type of PD significantly impacted the engagement levels of contingent faculty. Formal PD formats such as in-person conferences, workshops, training, and computer-based training, as well as informal PD formats like TikTok Videos and OERs, appeared to play a role in influencing off-campus engagement.

Phase Two Qualitative Analyses and Results

Phase two research was guided by three research questions: What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching? What external resources are contingent faculty in Michigan at 4-year institutions taking advantage of to improve their teaching?" And what drives contingent faculty in Michigan to utilize the PD resources they choose? While the questions posed during the semi-formal interviews didn't directly mirror these research questions, they did yield nuanced insights into contingent faculty perceptions, behaviors, attitudes, and motivations. I conveyed to the participants that the interviews aimed to extract valuable insights from their firsthand experiences, knowledge, memories, an thoughts, of campus-based PD and growth resources. The individuals who participated in this study provided substantial, candid, and thoughtful perspectives, especially concerning their career decisions and commitment to professional advancement.

Phase Two Participant Profile

This portion of the study gathered data through semi-formal interviews involving ten contingent faculty members from nine distinct public universities spanning a 500-mile radius within Michigan, including Wayne State University, Eastern Michigan University, Western Michigan University, Northern Michigan University, Central Michigan University, Ferris State University, University of Michigan-Ann Arbor, Oakland University, and Saginaw Valley State University. In terms of years of experience, the most experienced contingent faculty member interviewed had accumulated 22 years of teaching across three different universities. In contrast, the faculty member from Wayne State University had the least teaching experience, with just two years in the field. On average, the interviewed faculty members in this study had approximately nine years of teaching experience. The faculty members covered a diverse range of academic disciplines, including human resources, business, marketing, MBA, social sciences, gamification, educational technology, human resource and organizational management, dentistry and medicine, literacy and education, pharmacy and neuroscience, immunology and molecular diagnostics, health professions, and science of nursing. Please be aware that in this study, participants have been assigned pseudonyms based on the order in which they were interviewed. This coding system aims to facilitate the reader's ability to differentiate among the 10 participants and their respective perspectives throughout the work. Table K.1 in Appendix K shows comprehensive participant demographic details.

Research Question Five: On-Campus or Internal Resources Engaged With

The initial research question, "What on-campus or internal resources are contingent faculty in Michigan's 4-year institutions using to enhance their teaching?" primarily aimed to explore how contingent faculty view their utilization of PD and growth resources within their campuses. The data revealed four prominent themes that shed light on contingent faculty's perspectives, behaviors, attitudes, and motivations concerning campus-based PD resources. According to the findings, Michigan's contingent faculty primarily rely on their peers, university-provided PD and training, department or discipline-specific resources, and leadership and administration as their most utilized on-campus resources to help improve their teaching.

Theme One: Peer Learning. Eight of ten contingent faculty in this study highlighted the positive impact and enhancements gained through interactions with their colleagues when asked about the campus-based PD resources contributing to teaching improvement. Participants described various forms of peer interactions, including peer-to-peer collaboration, formal mentor-mentee relationships, co-teaching experiences, and sharing teaching practices. Peer-to-peer collaboration was described as learning or skill development through interaction with other faculty members who often have similar or higher levels of expertise or knowledge. In this approach, contingent faculty felt they could share their experiences, knowledge, and skills to help one another improve. Participant Delta expressed that her involvement in peer-to-peer collaboration has significantly boosted her PD. This collaboration has enabled her to connect with peers who share similar experiences, contributing to a more conducive and supportive learning environment:

I learned a lot from working with that other teacher, like being in the

classroom with another teacher. You just learn a lot by what they're doing,

saying, or even how they are teaching. Sometimes, you learn the best ways

to teach content, but sometimes, being in the classroom can help because

you like what they're doing or hate what they are doing. And then it

affirms your own practice.

Participant Beta emphasized the value of peer-to-peer collaboration, citing its benefit in

gaining insights into diverse instructional methods from others. Participant Epsilon

shared a similar perspective, underscoring how peer-to-peer collaboration aids her in

curriculum and course development, especially when working with full-time faculty: "I

joined forces with a colleague from my department to write a curriculum for a new

course that will improve our program. I have good opportunities for collaboration with

my full-time colleagues, which is super important to my growth."

The formal mentor-mentee relationship was another type of peer relationship

highly esteemed by study participants. In these connections, an experienced faculty

member, the mentor, works closely with a less-experienced faculty member, the mentee,

to provide guidance, support, and knowledge transfer for the mentee's academic growth

and development. Mentors typically offer advice, share their expertise, and assist mentees

in research, teaching, and career development to promote professional growth and

success. Many participants expressed that consistent access to a mentor was crucial for

their success. As participant Epsilon stated

When I first arrived, I had no experience teaching at a university level. My

only experience had been as a student myself. I had to learn a lot and was

very thankful to have a mentor. I shadowed a professor for one semester

and then the next semester, I was teaching that section of that class while

my mentor was teaching the other section. We would meet every so often

to check in, which was really beneficial.

Participant Theta emphasized the necessity of having a mentor for contingent faculty and

advocated for their access to full-time faculty mentors. In her view, contingent faculty

should not be left to navigate teaching independently as new hires. Instead, she firmly

believed contingent faculty should be assigned a full-time faculty mentor to support and

guide,

I did have that one semester where I was shadowing my full-time faculty

advisor where she really helped me, you know, with adult learning. I had

switched from teaching one course to another, and her and I met after she

had put the whole course together and then decided what changes needed

to be made. So she has been a huge help every week.

In addition to peer-to-peer collaboration and mentoring, contingent faculty also

highlighted the significance of co-teaching and resource sharing as peer learning

methods. They appreciated the chance to co-teach, as it provided them with

immediate feedback from fellow educators in the classroom and offered a

platform for refining future lesson plans.

Contingent faculty also emphasized the value of peer mentorship extending

beyond the classroom into their professional lives. They regarded the opportunity to

observe experts in their field or professional sphere as equally valuable in enhancing their

teaching, alongside training in instructional design and reading articles. They believe that

staying current in their discipline and fostering mentor-mentee relationships is a meaningful way to enrich their classrooms and promote their professional growth.

Participant Eta argued that "observing a fellow dentist perform oral surgery and having the opportunity to ask questions provided me with an invaluable perspective on how to teach this to my students. Essentially, being a student myself helped me become a better teacher."

Theme Two: University-Provided PD and Training. I inquired about each participant's campus-based PD opportunities and which opportunities they had utilized in every interview. Seven out of ten contingent faculty members in this study reported engaging with some form of campus-based PD in the past year. They reported identifying challenges or topics relevant to their professional roles and actively pursuing opportunities to enhance their knowledge. PD opportunities on campus encompassed a range of resources and programs, including university-sponsored workshops and seminars, faculty development programs, general online training modules, lunch and learns, and Teaching and Learning Centers. Contingent faculty described these opportunities as being provided both on campus and within the university's digital environment.

Engaging with the Centers for Teaching and Learning was hit or miss for the professional growth of this study's contingent faculty. Many study participants emphasized the value of these centers, not only for basic tasks like using a learning management system and syllabus creation but also for advanced topics related to the science of teaching and learning and research-based teaching practices. Participant Iota

demonstrates her perception of Centers for Teaching and Learning value in the following

statement

> I went to a week-long orientation. I've done that twice now, which is
> funny. But apparently, it's not rare because many people at Ferris go from
> being contingent faculty to being tenure track. And you know, it's an
> intensive thing that the faculty center does, but attending that orientation
> also connects you to the faculty center. So then, you get to know those
> people, and they send out emails regularly that help you stay connected to
> what is going on.

Participant Theta from Oakland University praised the Center for Teaching and Learning

for its strong adjunct support and innovative training, particularly highlighting the new

training program on teaching race in America,

> The training opportunities I have participated in are targeted towards the
> classes I teach, like the core teaching practices. As recently as this past
> summer, I went to a training on teaching race in America that was put on
> by our Professional and Continuing Education Department. It's called
> PACE

> Many study participants articulated that Centers for Teaching and Learning

resources and training have moved to the online, self-paced, or online modality after

Covid-19. Central Michigan University offers a variety of self-directed resources, as

Participant Zeta described,

> Yes, I have heard about some training opportunities, but a lot of it is self-
> directed. So it makes it a little challenging because when you're working a

full-time job and teaching on the side, there is little extra time to sit down and focus.

Some faculty felt that even though they could participate in live PD opportunities online, these sessions were not always tailored to fit a variety of teachers; as Participant Delta stated, "I attended a couple of CTE sessions, but I never really felt like they spoke to what I needed in my classes. But I did try, and I still get invited to those to this day."

Numerous faculty members in this study expressed discontent with at least one unsatisfactory experience concerning their Campus Centers for Teaching and Learning (CTLs). For instance, Participant Eta expressed concerns about a lack of follow-through from official channels during their orientation to the campus. They highlighted, "My training to become a preceptor or an adjunct faculty member officially was supposed to come with continuing education units, and I received nothing." Participant Kappa mentioned the deficiency of in-person seminars available to contingent or adjunct faculty members,

> There's not a lot of seminar opportunities like on campus. The Center for Academic Achievement did a pretty good job in the past by offering teaching seminars and symposiums, but they are now few and far between. Also, the ones offered are on days I am not on campus or when I am heading to pick up my kids.

Participants Alpha, Beta, Eta, and Zeta also noted their prior engagement in CTL training, which left them feeling unfulfilled, making them hesitant to attend future sessions. Participant Alpha, for instance, recounted her past on-campus PD experience as lacking significant value. "I've gotten to attend an in-person session

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where they talk at me with a bunch of PowerPoints, and then there's no time for dialogue. Then, everybody just went back to their space. Well, that didn't do anything for me."

Although most of the faculty in this study felt that they had used campus-based PD opportunities over the past twelve months, they expressed that they seldom received communication about these opportunities. During faculty interviews, many faculty shared that they felt they had to actively pursue campus-based PD opportunities rather than having PD readily provided, as noted by Participant Kappa, "I've never seen anything posted or emailed that states, hey, attention adjunct, like you can take this continuing education. But I've never seen anything for it. So you have to go find it yourself." Participant Zeta at Central Michigan University stated that CTL resources might be available, but there is no communication or promotion to increase contingent faculty awareness. Still, as an adjunct who is not always on campus, "you do have to take it upon yourself to seek out where the resources are, decide what you want to do with them, and then explore them on your own time."

Only the Northern Michigan University and Oakland University faculty noted that PD and learning opportunities were consistently offered to contingent faculty. Participant Epsilon from Northern Michigan University articulated a positive view of campus-based PD, "we have had PD opportunities at NMU since I joined. There have been opportunities to learn different strategies for teaching active learning from our CTL. I remember I attended one for active learning that was phenomenal."

Theme Three: Department or Discipline-Specific PD or Resources. While most participants in the study highly appreciated their engagement with general

professional development (PD) activities provided by their respective hiring institutions, a notable subgroup of faculty preferred learning within their specific departments or disciplines. These participants believed that a more tailored and focused approach to PD, as exemplified by discipline or department-specific resources and sessions, enhanced their learning experiences. This preference for specialized PD was evident in Participant Iota's account of their experience at Ferris State University, where the College of Pharmacy hosted formal, continuing education events designed for pharmacists and affiliated faculty,

> The College of Pharmacy hosts continuing education events that are for pharmacists and associated faculty, and these are formal events. I can gain a years' worth of knowledge at one of these events. I think it's considered a bonus for our clinical preceptors/faculty, and we get free admission to these.

Contingent faculty members found that discipline or department-specific PD allowed them to acquire knowledge on subjects they may not have encountered otherwise. Participants Delta and Alpha highlighted how these department-led sessions enabled them to exchange ideas and gain insights into teaching strategies that were particularly relevant to their classrooms. These interactive sessions fostered a sense of collaboration and facilitated the exchange of practical, discipline-specific knowledge.

Even in instances where formal departmental meetings were not part of the routine, as in the case of Participant Kappa at Saginaw State University, the sentiment remained consistent. Participant Kappa strongly preferred department-led PD, as they believed it would be highly beneficial to have the opportunity to

attend science faculty sessions. This desire stemmed from the anticipation of gaining insight into ongoing departmental initiatives, emerging teaching strategies, and relevant topics of discussion within the academic department, "it would be beneficial to just come and sit in a science faculty session and, like, just hear what's going on with others in the department, and what the department's trying to do, what is happening, what are new strategies or topics."

Theme Four: Leadership and Administration. Contingent faculty participants in this study recognized the value of learning from university leadership and administration, significantly influencing their teaching practices. Several universities, such as Oakland University, Northern University, and Ferris State University, organize quarterly faculty retreats that are inclusive of all faculty, both full-time and part-time. These retreats serve as platforms for discussing new teaching and learning innovations. University leadership plays a pivotal role by introducing fresh teaching and learning initiatives that offer valuable guidance to contingent faculty in enhancing their classroom strategies. During these sessions, leadership shared information about contemporary topics and teaching methodologies with contingent faculty. As Participant Epsilon pointed out,

> These gatherings cover "hot" topics of significance and are attended by the entire staff and faculty. In addition to these discussions, they also provide courses that offer overviews and delve into these initiatives. Furthermore, they make resources available for staff and faculty members who cannot attend, ensuring that the knowledge and materials are shared effectively.

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While formal training sessions are integral, study participants also acknowledged the importance of informal interactions with leadership. For instance, Participant Alpha highlighted occasions when leadership held "all hands meetings" or informal gatherings, where there was no formal skill-building but significant information sharing. While not explicitly aimed at training, these events still played a vital role in disseminating knowledge. Furthermore, some contingent faculty members benefited from one-on-one interactions with their immediate supervisors, discussing classroom activities and teaching strategies. These personalized discussions allowed for targeted guidance and support. Others reported that their deans acted as mentors, sharing ideas and collaborating to introduce new teaching methods. In these mentoring relationships, experimentation and change were encouraged. Frequent meetings after each session provided an opportunity to review what went well and what required improvement. These experiences proved to be fulfilling and marked significant personal and professional growth, as Participant Epsilon from Northern Michigan University stated,

> My dean would pitch his ideas very respectfully, and we would try new things. And that was just last semester. We tried new things, made some changes, we had fun. We met after every session and discussed the things that went well and the things that didn't go well. So it was a very fulfilling experience.

Although faculty felt the need to be supported by leadership, there were instances where they recounted stories of neglect from their immediate and institutional leadership. Participant Alpha mentioned all-staff sessions where leaders convene to discuss broader institutional initiatives, "but nothing else happens. It's not training at the all-hands

meeting but more of an update. There's not skill building going on there." Participant Eta

felt that he does not get time to talk with leadership, even in his department, to discuss

important innovations and changes in the global field of dentistry. Participant Kappa said

they had no opportunities to interact with any leadership level, including full-time

faculty, department heads, and institutional leadership,

> There's a very definite divide between adjuncts and full-time faculty in my
>
> department. We never get invited to even just come and sit in a faculty
>
> meeting to just hear what's going on in the department, what the
>
> department's trying to do, or what the dean wants to do. And if there are
>
> departmental seminars on science topics, we never hear about them.

Such interactions with leadership—whether through formal retreats, informal

meetings, or mentorship—appear to be valuable to contingent faculty.

Research Question Six: Off-Campus or External Resources Engaged With

The second research question guiding the second phase of this study was: "What

off-campus or external PD and growth resources are contingent faculty in the state of

Michigan at 4-year institutions taking advantage of to improve their teaching?" The data

analysis revealed five predominant themes that shed light on the external professional

development (PD) and growth resources contingent faculty utilize to enhance their

teaching. These themes encompass external live events, internet and print media,

collaboration with colleagues, social media platforms, and external formal courses.

Theme One: Off-Campus Live Events. A pervasive theme among all contingent

faculty members in this study, evident in our interview sessions, was their commitment to

learning through participation in off-campus, externally hosted events. Notably, all

faculty members emphasized the significant role of academic conferences in their

professional growth. They viewed these conferences as a valuable opportunity to

immerse themselves in the latest trends and innovations in teaching and learning. Many

participants underscored the unique value of these live events, which bring together

professionals from across the globe, fostering a vibrant and dynamic environment for

learning. Conferences were seen as a unique space where shared enthusiasm and a

profound passion for education thrived, setting them apart from everyday interactions, as

highlighted by Participant Beta

> I go to academic conferences mainly because there is a lot of networking,
>
> obviously, because you meet people from all over the world. But it's so
>
> cool to go there because everybody's jazzed about education in a way that
>
> I don't get in my normal day-to-day.

At these conferences, faculty reported feeling genuinely excited about education and its

innovations and that sessions allowed them to be surrounded by like-minded individuals

who shared their zeal for learning and teaching. One noteworthy conference memory

from Participant Delta demonstrates their learning excitement for a high-tech showcase

for graduate student posters

> I really loved this one conference because they had a whole basement in
>
> this huge hotel of nothing but touch screens for graduate student posters.
>
> I went down there, and they had touch screens where you could go
>
> through their poster, which was interactive. And the student was right
>
> there. You could talk to them. It was very cool.

Study participants believed that live sessions offer some of the best chances to discover the latest developments in their fields. Whether learning about novel teaching strategies, exploring new trends in education technology, or gaining insights into niche areas within their disciplines, live sessions offer an overview of current practices and innovations. Participant Eta from the University of Michigan-Ann Arbor stated, "I went to a really interesting live workshop last November, and it gave me a whole view into a side of dentistry that I never knew existed." Participant Epsilon believed that live sessions provide the best learning experience over virtual sessions because

I find that a conference is very stimulating. We have options, and I know that they are available to me, and I know that I can do virtual sessions. But there is something about the in-person conference that cannot be replaced, especially with all of the distractions that modern society has.

Other live events mentioned during study interviews included seminars, lectures, external workshops, and interviews/panels. These live sessions often presented opportunities for networking and collaboration. These events enabled study participants to connect with peers, share insights, and discover new teaching methods or research. It's a chance to tap into a global network of educators, gain fresh perspectives, and form collaborative relationships. Participant Zeta from Central Michigan University stated, "I see incredible benefits of networking with the people I met at in-person events."

Theme Two: Internet and Print Resources. Every contingent faculty member participating in this study demonstrated a proactive approach to gathering information from online and print media sources. Their utilization of print materials encompassed a broad spectrum, ranging from books and articles to academic journals, newsletters,

discipline-specific research, popular culture sources, and various publications from the press. This diversified strategy is consistently employed to enhance their teaching knowledge continually. Simultaneously, these faculty members displayed an avid engagement with digital platforms. Their online resources incorporated various elements, such as Open Educational Resources (OERs), advanced AI tools like ChatGPT, and subscription-based services. This blend of online and print sources demonstrates their comprehensive dedication to knowledge enrichment.

Study participants stated that their reading activities revolved around reading print media related to their teaching, learning, and fields of interest. Participant Eta from the University of Michigan – Ann Arbor likes to subscribe to a variety of dentistry listservs so that they can be on the cutting edge of new medical innovation, "there are certainly some listservs that provide good articles; I just read one last night about various kinds of toothpaste and tooth care from Japan." Participant Kappa from Saginaw State University reads relevant periodicals and then thinks about bringing that information back to their students, "I will pick up a *Scientific American* from a newsstand and get a lot of information there to bring back to my students." Participant Zeta from Central Michigan University likes to stay well-read in her field, "I read a lot; I just like to stay well-read in my field. So I read a lot of books and a lot of articles." Participant Epsilon, for instance, consistently immerses herself in teaching and learning articles authored by experts she admires because

> You're always looking for, you know, new ideas in teaching and learning.
> I think, at this point, what I'm reading most about is inclusivity and
> diversity. And you know, trying to see, have I been doing that? Have I

neglected that? Some of these moments are of reflection as you're reading.

But it's all building on something that is already there.

Participant Kappa utilizes multiple print resources to help keep current with teaching and learning news, "I use the school library to access newspapers, articles, and periodicals like the *Chronicle of Higher Education, Wall Street Journal*, and *Inside Higher Ed*."

Incorporating artificial intelligence into education was a significant topic of discussion during interviews, and participants had diverse views on this matter. While some faculty members saw AI as a potential threat to academic integrity, others believed in harnessing AI as a valuable teaching tool. Participant Beta believed that AI technology could have been adopted more widely at Western Michigan University if it were more cost-effective. They have attended AI symposiums to explore potential solutions and "figure out the best prompts to use in ChatGPT to get help with my lessons." AI's growing presence in academia is also reflected in the willingness to seek assistance from AI tools. The ease of consulting AI, like ChatGPT, demonstrates a shift towards embracing technological advancements in education, as exemplified by my conversation with Participant Gamma at Wayne State University

> I'm leveraging ChatGPT now while designing a class on organizational resilience. Another instructional designer and I are working on this, and it usually would take us hours to come up with ten different scenarios. So I leveraged ChatGPT, and you know, and it created ten different scenarios that are legitimate scenarios written in a fashion that I'll be able to throw into the discussion board. I have also used it to help create an outline of a lesson. And you know what? I'm like, okay, okay, that one I forgot. So,

I'm glad ChatGPT brought it up. So then I take that outline, and I fill in the

blanks. So, it creates this nice skeleton for lectures that I want to walk

students through. Again, it's a tool, in the same way that the internet is a

tool. In the same way that a calculator is a tool, right?

Participants firmly advocated for teaching students how to use AI tools effectively

rather than trying to restrict access. The prevailing belief was that students would

inevitably encounter and use these tools. Thus, rather than denying access, providing

guidance and ensuring responsible usage is more constructive. Participant Theta

articulates this sentiment, "I'm actually starting to use chat GPT, and I'm going to

proactively encourage students to use it. We know it's there. It's not going away. So let's

incorporate it into what we're doing."

The participants have directly incorporated AI into their teaching practices. They

use AI, such as ChatGPT, to enhance students' learning experiences. An example by

Participant Eta described where AI generated a poem about an anatomical structure,

offering a practical demonstration of AI's creative capabilities, "I shared the anatomical

structure poem with my students. I then showed it to another faculty member to illustrate

what ChatGPT could do, and it was amazing to see this generative script come out that it

wasn't cut and paste."

Participants also engaged with online materials and subscription services to stay

informed about current trends and best practices in education. Participant Delta described

the value of Magna the Monday Mentor Training materials, "every Monday, I get an

email which is available for seven days. You can watch a video and download the

transcript, resources, and certificate of achievement. And I downloaded the materials

because something might be useful to me later." Other study participants leverage subscriptions to gain access to relevant resources and materials. These subscriptions may be facilitated through universities or institutions, ensuring access to valuable content. For example, Participant Iota mentioned a subscription related to pharmacy-specific material: "They have book chapters and videos and sample questions and etc. So, that's a really great resource that helps my teaching."

Theme Three: Colleagues. All contingent faculty members participating in this study emphasized the significance of learning from their colleagues in advancing their professional development. Many of the faculty in this study have frequently engaged in peer observation and interaction to enhance their teaching practices. Some contingent faculty members had the opportunity to observe their colleagues' successes and innovative methods across various subject areas and institutions through peer observations. As Participant Delta discussed

> I've observed so many teachers in both online and face-to-face classrooms
> over the years. Going into other people's classrooms just gives me a
> different perspective of what I can do as a teacher. If you go to a
> conference and talk about what you do, yeah, that gives you something.
> But in terms of changing my own, like a paradigm shift, where I changed
> my classroom mindset is really from peer observation.

Peer interaction and observation stimulated fresh ideas and challenged contingent faculty's existing instructional approaches. Participant Gamma described the vibrant community on campus where educators congregated to exchange classroom ideas. This environment served as a wellspring of inspiration, fostering curiosity and innovation

among its members. Exposure to diverse teaching styles, techniques, and strategies

empowered them to consider alternative classroom methods and practices. As Participant

Eta states

> I had the unique opportunity to observe the foreign dentist preceptors.
>
> Typically, they're Indian-trained, but not exclusively. Some of them have
>
> more experience than me, which is great. And it was just really neat sitting
>
> down with one of them after a class to talk about their experiences,
>
> practicing, and what it was like to step back into the classroom.

Moreover, some institutions support teachers through consultation and review

processes, often carried out by experienced faculty members who have undergone similar

reviews. Contingent faculty members reported more growth from these peer-led reviews

than in external assessments. Interactions with other educators achieving success inspire a

desire for self-improvement, almost like a form of "peer pressure" to strive for better

teaching outcomes. Participant Zeta from Central Michigan University explained how her

experience with formal reviews was valuable

> So, conferences and lectures help with personal growth, but it's mostly
>
> from other teachers that I learn. If they're having success, I want to do that,
>
> almost akin to peer pressure. So, if you ask, you can get a consultation
>
> where a trained faculty member who's gone through the review process
>
> will come to your classroom to review you. I have far more success with
>
> the peer faculty member observing me.

Collaboration among colleagues was another essential aspect of study participants' self-development. They actively share resources, such as teaching materials, presentations, and shared knowledge from previous years. Participant Kappa explained

It's usually us sending each other stuff. Like, here's this link for a seminar or conference to attend. Or here is an article talking about mobile teaching, or a YouTube on using new technology in the classroom, or like, a podcast on how to engage more, or a Tedtalk on how to adapt your teaching style to a new type of student, which is what we see especially in a post-Covid or mid post-Covid world.

Study participants valued this collaborative spirit because it was a way to reduce the need to create content from scratch and foster a shared learning community. Participant Theta described the importance of sharing materials with her department and course lead through shared drives

My department/course lead posts her PowerPoints for each week. Those of us who are part-time can make whatever changes we want to make. This is really helpful because, you know when you're a part-time lecturer, you have many demands on your time, so this idea of doing all this outside planning on top of all the student support is overwhelming. I'm grateful for her help.

Participant Iota shared that it is nice to collaborate with other clinicians to ensure students receive similar knowledge from different classes, "People shared with me everything from their previous courses so I didn't have to create from scratch. This helps our

department provide similar experiences to prepare our students for the following intensive clinical courses."

Contingent faculty from this study also reported turning to professional networks and organizations to enrich their teaching practices. These digital and in-person networks enabled them to remain well-informed and connect with other educators, contributing to a broader knowledge pool. Participant Epsilon described how she stays current by utilizing professional networks and digital and email groups; "I'm a legal master educator as part of the Association of American Schools in South America. I keep in touch with this international group of professionals through social media and email groups." Participant Epsilon also reaches out to authors of articles she likes to see if they have a discussion group to join to help build her network. Participant Delta is part of a few professional organizations, including the International Council of Professors of Educational Leadership, because "my network would not be as large as it is if I were not part of something bigger. And I wouldn't be exposed to other opportunities, like conferences, seminars, or publications I'm specifically interested in."

Theme Four: Social Media. Almost all study participants pursued professional development by connecting with materials and peers on social media, with only one exception. These diverse avenues for learning allowed contingent faculty to stay updated on the latest teaching and learning trends, strategies, and innovations. Online courses, blogs, and podcasts are additional channels for learning. Educators in this study actively participated in these opportunities to enhance their teaching skills. Participant Delta expressed their approach to staying informed, saying, "I sign up for things on social media so that if something comes my way that interests me, I see it. So I'm not going to

miss out." This proactive approach exhibits the educator's commitment to continuous

learning. Email newsletters and blogs are valuable sources for professional development.

The *Scholarly Teacher Blog* provides easily digestible content with infographics, making

it a favorite among study participants. Its focus on teaching and learning, which apply to

various disciplines, offers practical insights for classroom improvement. Email

newsletters like this one offer quick and accessible updates for busy educators.

Contingent faculty in this study also utilized social media to discover new ideas

and concepts. With Twitter, for instance, educators reported scrolling through their pages

to find articles and press releases, leading them to explore additional content. These

casual encounters with new information contribute to their professional development by

enlightening them to new topics in a new and easily digestible manner. Participant Kappa

discussed how she has short snippets of time to read and uses her X (Twitter) feed as a

quick one-stop-shop for new information, "when I have a few moments to read, like at

the airport, I come across articles on X (Twitter), or I see about something, and then I'll

like to dig deeper and read about that topic or save it for later." Participant Delta believed

using social media resources like Twitter can keep faculty updated with noteworthy

trends and buzzwords. She believes that faculty should employ a "for you" page to spark

future research since these resources might have a lesser foundation in research.

LinkedIn groups have emerged as a successful avenue for professional

development for study participants. Educators have found that these groups, especially

those related to teaching and learning in their discipline, provide short, attention-grabbing

content. These groups serve as platforms for sharing knowledge and experiences, making

them valuable resources for professional growth. Participant Epsilon enjoys LinkedIn

teaching and learning groups because "the content is really short stuff, and the headlines grab your attention. Learning online has been really easy and successful, even though I had not thought it would be." Participant Zeta likes to scroll their LinkedIn "for you" page to see innovations or important hot topics because "you can pick up information from Linkedin that other professional colleagues are talking about. This information is from my trusted network of colleagues, and I can learn quickly about new buzzwords or topics." Despite the positive use of social media, four out of ten of the contingent faculty found navigating the social media platforms for valuable and peer-reviewed materials to be a challenge.

Collaboration among educators is crucial for professional development, and participants in the study stated that these interactions often occurred on social media platforms. Contingent faculty said they find these resources by joining online groups and networks, professional blog groups or lists, and following podcast groups. These social media resources have become a valuable source of information and connection with like-minded professionals. As Participant Delta stated, "I join reading groups in my discipline to focus on teaching and learning." Participant Epsilon discussed how she joins various social media or online groups to build an extensive network of colleagues to learn from, "I join multiple groups based on what I read, which just helps to create a kind of network of groups I want to belong to."

Theme Five: External Formal Courses. Several contingent faculty participants in this study emphasized the importance of pursuing off-campus training, workshops, or courses eligible for continuing education credits, certifications, and even fellowships in their professional development. Multiple participants hold certifications, which they

actively maintain through continuing education every few years. Participant Iota has maintained their molecular biology technology certification through "50 hours of continuing education, over two years, that I have to personally pay for and file with the governing body because it's a clinical certification." Participant Eta is working towards a fellowship with the Academy of General Dentistry and has a legal requirement to track his continuing education credits. Eta described the experience as "lectures and hands-on workshops that have been a significant time dedication. I did at least 30 hours of continuing education in the past twelve months."

Beyond formal medical certifications, study participants also discussed pursuing formal training and certifications in various tools and topics. Participant Alpha engaged in a course on artificial intelligence. Participant Iota took a class last year at Indiana State University on cystic fibrosis diagnostics because they "wanted to relearn all the diagnostics and the molecular components for cystic fibrosis." Participant Gamma recently completed two training programs, "inner MBA" focused on mindfulness in business and a two-year professional coaching training, which they believe has enhanced their teaching abilities. Participant Theta took an instructional design class at Central Michigan University last year, which Oakland University paid for. Participant Theta recently completed a mindfulness course and actively incorporated mindfulness and meditation into their daily routine, further improving their teaching skills. One notable training program Participant Epsilon mentioned was "adaptive schools," which significantly impacted their ability to coach and consult effectively.

Research Question Seven: Reasons for Engagement

The final research question guiding the second phase of this study was: " Why do Michigan contingent faculty use professional growth resources?" Data analysis involved evaluating interview data using the framework of the characteristics of professionalism (Freidson, 1970, 1994; Picciotto, 2011). This approach aimed to uncover the fundamental reasons behind the choices contingent faculty in Michigan made in their engagement with professional development and growth resources. These identified themes encompass expertise, innovation and research, professional autonomy, credentials, ethical considerations, and prestige and status.

Theme One: Expertise. Every participant in this study expressed their active involvement with professional development (PD) and growth resources to elevate their teaching expertise. In this context, teaching expertise denotes the comprehensive proficiency of contingent faculty members in areas such as curriculum development, pedagogy, andragogy, teaching methodologies, assessment techniques, technology integration, and student support/mentoring. From the Michigan contingent faculty member point of view, pursuing expertise is a commitment to lifelong learning, an evolution of pedagogical practices, curriculum development, assessment and feedback mechanisms, the effective use of technology, student support and mentoring, and ongoing development. The underpinning theoretical framework of professionalization emphasizes that professions are distinguished from mere occupations by the specialized training and education professionals undergo before entering their respective fields (Campbell & Slaughter, 1999; Freidson, 1994). Following this training, professionals must continually update and expand their knowledge to stay current with the latest innovations and

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practices relevant to their specific domain of expertise, thereby ensuring their ongoing status as accomplished professionals. The results of this study indicated that training and continuing education take on both formal and informal characteristics, which contradicts certain assertions made by professionalization theorists.

In this study, contingent faculty members expressed their commitment to professional development, particularly focusing on gaining expertise in curriculum development. The seasoned faculty members of Participants Alpha, Epsilon, Delta, and Zeta emphasized their pursuit of PD and growth resources to stay abreast of contemporary teaching strategies, incorporate technology effectively into the classroom, and engage with various instructional techniques such as andragogy for adult learners. Participant Theta, one of the newer contingent faculty members, recognized that she needed to invest considerable time and effort into learning how to create engaging and relevant course materials

> Where I've spent a lot of time recently in my own curriculum development growth is with some online courses that are rather lengthy. I've probably spent 100 hours developing my skills over the past 12 months. But this investment is something I'm directly passing on to the students.

The commitment to staying current and in sync with industry standards through professional development was also common among almost all respondents. Participant Beta, for instance, emphasized the significance of engaging with PD and growth resources to remain well-informed about the latest developments in their discipline, "I read to learn about the latest ideas in teaching business to capitalize on prior knowledge to fulfill needs in today's classroom." Participant Iota echoed this sentiment, emphasizing

the importance of staying current in curriculum development. Their motivation doesn't solely stem from institutional initiatives but also from the necessity to bridge the gap between the newest innovations in Pharmacology and their students, "I try to stay current in instructional design, not just because of institutional initiatives but because I need to translate content to this new generation of students effectively."

Another reason contingent faculty members pursued expertise was that they were deeply committed to the welfare and success of their students. They viewed themselves not only as instructors but also as mentors who guide students through their educational journey. Participant Epsilon revealed that they look to refine their teaching methods to adapt to the diverse needs of their students. Participant Delta articulated that they look for PD sessions or resources on classroom management because "Somebody has to ensure that our strategies and classroom are good for our students." This commitment extends beyond the classroom, as they actively engage in academic advising, career counseling, and support services, ensuring that students receive the guidance they need to thrive. Participant Epsilon recently attended a training on adaptive schools, which helped her understand the importance of coaching students in the classroom

> I attended a training called adaptive schools. I would recommend it to
> anybody because it gave me tangible strategies to support students and
> collaboration in my classroom. I think this will give me a great advantage,
> I think, over other professors.

In their quest for professional growth in their teaching expertise, contingent faculty members of this study explored various avenues. Formal courses on teaching were enrolled in, as Participant Theta described

I went to a class at Central Michigan University. It was over multiple

days, and the topic was centered on the high-leverage practices that

Michigan was adopting. Now we call them core teaching practices at

Oakland, but it was a really informative session.

Online courses and conferences offered contingent faculty opportunities to develop new

skills and knowledge they can pass on to their students. For instance, they attended events

that provided insights into areas of their field that they may not be deeply familiar with.

Participants also reported actively seeking peer feedback and student evaluations to

improve their teaching methods. Faculty members explored a range of resources, from

books and webinars to conferences and digital platforms. Their pursuit of expertise was

about staying current and building their brand as thought leaders and subject matter

experts. Variations in the perception of expertise development were evident among

different contingent faculty members in this study. Some participants asserted that

expertise isn't solely acquired through reading or conference attendance but rather

through completing formal university courses, certificates, or degrees. In contrast, other

faculty members proposed that expertise grows incrementally and iteratively, evolving

through continuous experiential learning and the accumulation of knowledge.

Theme Two: Innovation and Research. Innovation and research are closely

intertwined with the expertise theme, as both emphasize the ongoing enhancement of

contingent faculty members' knowledge to thrive in the educational setting. Innovation

and research revolve around adapting and creating fresh information, skills, concepts,

techniques, and practical resolutions. While only a minority of participants engaged in

professional development to produce original knowledge, many contingent faculty

members in this study linked professional development engagement with adapting or creating something novel based on their existing knowledge, materials, or content. A significant number did not entertain the notion of presenting or publishing the innovations they were implementing in their classrooms; instead, they emphasized sharing these innovations with their peers.

One of the driving forces behind study participants' professional development endeavors was a desire to remain at the forefront of technology and education, ultimately adapting what they learned to fit with their discipline, classroom environment, and student needs. Study participants discussed how they search for new ideas, strategies, and approaches to enhance classroom management and student understanding. Artificial intelligence (AI), specifically ChatGPT, has become a prominent topic in instructional education, and contingent faculty mentioned various resources, webinars, and discussions they have to understand and address its implications. Faculty members have expressed their apprehension about AI, particularly in the context of preventing cheating and plagiarism. However, some educators have embraced AI as a powerful tool for innovation and research. Participants Alpha, Eta, Gamma, and Theta were unafraid of AI and actively explored its applications in education. Workshops and seminars conducted by leading academics have exposed study participants to AI's potential. Instead of fearing AI, they harness its capabilities by teaching students how to use AI tools effectively. Participant Alpha described her experience with learning about AI

> So I attended this really cool workshop two weeks ago on AI conducted by
> a couple of instructional designers from Harvard using ChatGPT. They
> showed us why they're loving AI and how they're teaching students to use

it. I really liked the section that pushed us to get students to take AI usage to another level.

Pursuing professional development in the context of innovation and research among faculty was reported as driven by the intrinsic value of curiosity. Many educators in this study raised concerns about modern education's passive and uninspiring nature. Participant Gamma felt that, as a culture, we've lost our connection with genuine curiosity, often relying on spoon-feeding information that lacks significance. In contrast, rediscovering interest transforms the learning experience into an active, engaging, and alive process. Gamma believes that students are not simply in college to learn the subject but how it is incorporated into their lives and professions. This dispels the notion that learning is a chore, making it motivating and worthwhile, as evidenced by his story

I'm curious about the connection between the scientific method and psychology/neurobiology. I subscribed to all sorts of "woo-woo" newsletters and journals, and found the topic of psychedelics in business coming up. Now, I'm trying to figure out how to incorporate psychedelics into my business courses. Because that is not standard business but speaks to a transformation in what business could be.

Some faculty members in this study pursued publications highlighting innovation and practice in their classrooms or fields. Participants Alpha and Beta have recently authored articles in peer-reviewed journals, offering fresh insights into their respective areas of marketing, business, and marijuana growth. Participant Alpha, for instance, emphasized, "I've written several articles on people and strategy aimed at engaging business academic audiences with practical insights." Participant Zeta recently published

a book related to their marketing discipline to help the general public and their students gain insights into modern methodologies that have proven effective. Participant Theta recently published a book on specialized reading literacy education with the *Michigan Reading Journal*.

While many contingent faculty are accomplished scholars, several participants in this study noted a lack of recognition within their campus and minimal perceived advantages from formal publishing. For instance, Participant Theta mentioned, "I shared my manuscript with my department, but there was no acknowledgment." Some faculty believed that while they could publish based on their fieldwork, it felt like too much work to share their research with the broader academic community. Participant Kappa suggested that the conventional publishing route is often time-consuming for contingent faculty seeking prompt information dissemination. Instead, they found sharing their insights among colleagues more efficient through chat rooms, email groups, and conferences. Hence, they opt for sharing in workshops or among peers, allowing immediate exchange while the content is still relevant.

Theme Three: Professional Autonomy. For many contingent faculty in this study, professional development was an avenue to foster a sense of autonomy and mastery within their respective fields. They recognized that enhancing their expertise and refining their teaching approaches contributed to their professional growth while allowing them to steer their academic careers independently. Furthermore, professional development provided contingent faculty with a platform for networking, broadening their horizons, establishing valuable connections, and exploring new teaching opportunities, all of which empowered them to maintain autonomy in their teaching

preferences and career trajectories. The professionalization theoretical framework refers to professional autonomy as self-control over professional practice and freedom to perform their duties (Freidson, 1970, 1994; Picciotto, 2011). Contingent faculty in this study emphasized the importance of professional development in helping them maintain academic freedom, autonomy in their teaching preferences, and the networking ability to find other courses to teach.

Personal growth and improvement are expected throughout discussions on professional autonomy. Faculty members expressed a strong desire to enhance their skills and knowledge continually. Professional autonomy also extended to curriculum development and pedagogy. Many faculty members aspired to have the independence to design or modify their courses or programs to meet their unique teaching philosophies and the specific needs of their students. They viewed professional development as a vehicle for improving themselves, ultimately leading to greater autonomy. Participant Eta conveyed how a state Medicaid workshop helped them to alter what their program offered, "attending sessions like that Medicaid one really gives insights into what other schools are doing. I went back to my program to help make big changes to what our program offers." This pursuit of mastery and self-improvement drove them to engage in a range of learning activities and educational opportunities, both formal and informal. Participant Epsilon also articulated how they were able to make significant changes to her program after professional development, "after attending the technology conference, I came back to NMU and joined forces with a full-timer to write curriculum for a new course for the betterment of our program."

Networking additionally surfaced as a critical motivation for participating in professional development and played a pivotal role in reinforcing the concept of professional autonomy. Contingent faculty members acknowledged the importance of establishing connections and building relationships within the academic community. Participant Alpha discussed that contingent faculty need workshops, sessions, and professional organizations because

> the world of an adjunct is a world about contacts. You are temporary. It doesn't matter how many courses you've taught successfully, and it doesn't matter what your student reviews are. The bottom line is at any point in time, you can be looking again for another opportunity.

For adjuncts and contingent faculty, networking is often the gateway to new opportunities, as these roles can be transient. Maintaining a robust professional network allowed contingent faculty in this study to stay informed about job openings, connect with potential employers, and stay relevant in a competitive academic environment. Leveraging their professional connections enhanced their perception of autonomy by providing more control over their career trajectories. Participant Zeta stated her mindset at conferences or seminars is to look for connections who can help her get another position because "99% of the jobs I've got throughout my life have all been through PDs and networking."

Despite the desire for autonomy, some faculty members acknowledged that institutional constraints, such as standardized syllabi and course structures, limited their freedom to design courses entirely from scratch. However, some study participants articulated ways to balance institutional requirements with their desire for autonomy,

often by adapting and customizing existing curricula to align with their teaching philosophies. Participant Epsilon stated that she often incorporates new technological tools she learns about at technology conferences to help bring her personality into the course. Participant Kappa brings in pop culture references brought to her by the teaching blog she reads to interject her personality into the "prefab" course she works with.

Theme Four: Credentials (access to practice). In the context of professionalization theory, credentials encompass a range of qualifications that enable individuals to practice within their chosen professions, including certifications, degrees, professional designations, experiential testing, and membership in professional organizations (Freidson, 1994; Picciotto, 2011). In this study, pursuing credentials emerged as a vital catalyst in engaging with professional development among all contingent faculty. Many contingent faculty members recognized the intrinsic worth of participating in diverse forms of professional development to obtain and uphold their credentials. Participants elaborated on their motivations for engaging in professional development to secure credentials, highlighting four core themes: contractual obligations, certification maintenance, ongoing education (including graduate courses), and professional licensure.

Contingent faculty members in this research frequently encountered contractual mandates demanding their participation in a stipulated number of continuing education hours, creating specific courses within defined timelines, and teaching a prescribed number of courses within a given year. Participant Gamma articulated his experience as a contingent faculty member with full-time responsibilities as "teaching and learning under obligation." Professional development became a means of fulfilling these contractual

obligations for these educators so they could enhance their skills and develop the required courses effectively.

Maintaining certifications was another driving force behind contingent faculty participation in professional development. For certain professions, certifications serve as crucial markers of competence and expertise. Contingent faculty members invested time and effort into continuing education, hands-on courses, and research activities that contributed to the maintenance and renewal of these certifications. They recognized the value of staying current and competent in their respective fields, and professional development activities enabled them to do just that.

Faculty members are also committed to furthering their education through academic programs and recognized graduate courses. They actively sought out programs that were approved or received credit recognition for their professional development activities. Participant Theta demonstrated a dedication to continuing education by registering for an instructional design course offered by Oakland University's eSpace department through a program allowing contingent faculty to take university courses at no cost as long as the work is completed outside their regular work hours. Participant Zeta has dedicated the past year to gaining another degree and said that her university will "give you recognition for a certain amount of credits if the credits are with a recognized or approved graduate program." This demonstrated their dedication to formal education to acquire additional credentials or qualifications.

In addition to certifications and formal education, contingent faculty members frequently engaged in ongoing professional development to uphold their professional licenses, essential for working in their respective fields and teaching within their

disciplines. To ensure they met the renewal requirements for these licenses, contingent faculty members diligently accumulated a specified number of credit hours through training, workshops, or equivalent activities. For instance, Participant Eta shared that they had completed over 30 hours of approved continuing education credits within the year to maintain their dentistry license. Participant Iota detailed how they had taken over 50 hours of continuing education over two years to ensure the retention of their medical licenses. Participants Theta and Delta, who possessed Michigan teaching licenses, had to maintain them by attending a set amount of continuing education credit hours or completing "sketches." Similarly, Participants Alpha and Beta supported their SHERM licenses through ongoing professional development and the renewal process. This widespread commitment to maintaining credentials through professional development underscored the dedication to lifelong learning and emphasized the vital role of professional development in preserving these essential licenses.

Theme Five: Ethical Considerations. Professional development among contingent faculty was often influenced by ethical considerations that shaped how they approached their campus role. The characteristic of ethics assumes that professionals demonstrate certain psychological traits. Professional organizations like the American Association of University Professors (AAUP) have developed general ethical principles to guide the activities of their constituents. Generally, ethical principles surrounding professors include intellectual honesty, protecting academic freedom, contributing to the community of scholars, commitment to lifelong career and learning, acting in the best interests of their students, and responsibility for their work (American Association of University Professors, 2023; Picciotto, 2011). In this study, contingent faculty identified

three themes surrounding the ethics that guide their professional development activities: acting in the best interests of their students, contributing to a community of scholars, and maintaining academic integrity (especially surrounding AI).

Historically, the hallmark of a true professional has been the commitment to act in the best interests of their clients and the public. For many study participants, ethical considerations were a moral compass guiding their behavior and decision-making. Participants revealed their dedication to ethical conduct goes beyond fulfilling their contractual obligations. It drove them to be more empathetic, understanding, and considerate educators. Participant Gamma attended a mindfulness professional development session and found it valuable to his teaching strategy because "it was really humanizing to hear about mental stress and how mindfulness can help. It brought out more empathy and allowed me to believe it helped me to recognize that all of my students are going through difficult things." Contingent faculty in this study reported consciously striving to connect with students, empathizing with their challenges and concerns, and adapting their teaching methods to address the diverse needs of their students. Faculty members also highlighted the importance of being receptive to student feedback and adjusting to meet their students' needs. This ethical approach to teaching is rooted in the belief that educators are not merely disseminators of knowledge but stewards of the learning experience. Participant Zeta highlighted a PD session that promoted diversity in the classroom and how implementing diverse classroom strategies helped her assess what kinds of course structure and assistance students needed.

In addition to teaching and learning, contingent faculty members shared instances where they sought training to handle sensitive student situations effectively. For example,

Participant Beta encountered students in their classroom who were experiencing domestic violence, and they suspected that something was amiss. Lacking training in addressing such situations, they eventually approached academic advisors for assistance in supporting their students. This experience proved to be challenging. Similarly, Participant Gamma had a student for whom English was a second language and struggled in their class. However, this student was unaware of available campus resources, prompting Participant Gamma to seek guidance on how to best assist the student.

During this study, networking and collaboration emerged as valuable tools to facilitate contingent faculty ethical professional development. By collaborating with peers and contributing to their field, a few contingent faculty members in this study engaged in constructive discourse and knowledge-sharing, thus expanding their understanding of their field. Participants Theta and Kappa also discussed ethical behavior in their collaborative efforts, such as interdisciplinary teaching, which enabled them to share diverse perspectives. These ethical considerations extended to their engagement with professional organizations and societies, where they gained knowledge and contributed to the betterment of their respective fields. Participant Kappa revealed that they attempt to give back to their colleagues and academia by sitting on boards like the Society of Women Engineers. These experiences allow them to "enhance their network, leverage academic resources, and contribute to research." Participant Eta actively sought out diverse perspectives, fostering inclusivity and embracing the values of ethical professional conduct by reaching out to various health programs across the country to see how they engaged with poor patients.

Contingent faculty in this study reported actively participating in academic integrity discussions. Participant Zeta discussed a seminar where the discussion surrounded innovative assessment methods and their desire to engage students in meaningful assignments. Professional development also plays a critical role in addressing ethical considerations related to the use of technology and maintaining academic integrity. Faculty members recognize the importance of preparing students for the challenges posed by artificial intelligence (AI). By staying current through professional development, they can guide students ethically in using AI tools. This proactive approach ensures that faculty are well-prepared to teach the responsible and ethical use of AI in their respective fields. Participants Alpha, Gamma, Eta, and Theta indicated that they had attended multiple sessions on ChatGPT and AI to understand the ethical issues surrounding the generative technology. Participant Alpha participated in a session hosted by Harvard on the academic implications of AI and said that she hopes to help students leverage the tool for "good and not evil."

Theme 6: Prestige and Status. Contingent faculty interviews revealed a prevalent reason for their professional development activities and building their expertise was to enhance their professional status and prestige within academic and professional circles. Picciotto (2011) suggested that prestige and status develop or are an outcome of the five characteristics of professionalism, as professionals need to strive for professional autonomy, ethical disposition, innovation, expertise, and credentials to earn power and prestige. Faculty members in this research conveyed a strong longing to feel appreciated within their university and the wider academic community. Simultaneously, they aimed to gain recognition for their contributions while actively enriching their field. Some

contingent faculty emphasized the need to bolster their status, envisioning it as a means to enhance their personal brand and market themselves effectively. They highlighted numerous strategies to achieve acknowledgment and elevate their status, such as publishing articles in peer-reviewed journals, fostering relationships with academic leaders, presenting at diverse forums, involvement in organizational boards and university service, and earning awards recognized by students.

Some faculty members in this study published their research and innovation to elevate their professional standing, affirm the significance of their work, and contribute to advancing their discipline. As mentioned in the innovation and research discussion, Participants Alpha and Beta recently published peer-reviewed articles regarding new business and marijuana marketing strategies. Participant Beta, for instance, emphasized, "I'm now into influencer marketing, so I have built a very unique set of skills that I wrote down. And sure enough, one day, somebody responded, saying I want to publish that." Participant Zeta recently published a book to help build their brand and market themselves

> My book focused on marketing and career coaching to help people
>
> understand marketing in the modern era, but it also had a secondary bonus
>
> of putting my name out there as an expert. This helps me market myself to
>
> other universities if I need to find additional contracts.

Finally, Participant Theta recently published a book on specialized reading literacy education with the Michigan Reading Journal, which they felt was necessary because "the publication provided me status on my campus, reaffirmed my sense of self,

cemented my place in my field, validated all of my time spent away from family, and in general made me look cool."

Numerous faculty members recognized the importance of establishing their reputation and earning acknowledgment through active service. For instance, Participant Gamma's involvement in the Academic Conduct Committee interfaces with academic leadership. Meanwhile, Participant Zeta's engagement on the Society for Women Engineers Board and other boards is described as a dual strategy of "giving back to these organizations while enhancing and leveraging my professional network." Participant Theta discussed how they give back to their field by acting as a book reviewer for the *Michigan Reading Journal,* which helps her build a network where she can gain assistance with publishing future work. Theta reported that they act as a book reviewer because "Not only do I get recognition for service to my field, but I also get lots of publication and current information through the review of current research and literature." Participant Delta acts as part of an executive board for an international educational leadership non-profit, giving her confidence and "weight behind her name" when making suggestions to academic administration.

Additionally, there was an emphasis on engaging with digital groups and forums, seeking more advanced knowledge beyond what universities offer, and creating a personal brand through public speaking. Participant Epsilon described their engagement with digital groups as a

> way to share what I know and meet other experts, but also, this interaction
> gives me status through word of mouth. Education is a small community,
> and as I continue to engage in this global conversation, my name is

growing as a person to talk with regarding education technology

pedagogy.

Participant Delta tries to present at a conference at least once a year "because this allows me to speak to my research and innovation in the classroom and solicit additional ideas for the future."

The desire for a sense of community, camaraderie, and opportunities for shared learning emerges as a compelling factor, especially for those in more isolated or technologically less advanced environments. In summary, contingent faculty members engage in diverse professional development activities, including publications, award achievements, participation in digital groups, and seeking advanced knowledge, driven by a desire to enhance their prestige, status, and professional recognition within academic settings. These efforts reflect a multifaceted approach to career advancement and personal growth within the academic realm.

Summary

This chapter comprehensively explored the professional development practices among contingent faculty, offering a holistic understanding of their engagement in both quantitative and qualitative dimensions. Quantitative findings unveiled diverse PD offerings, predominant in-person engagement, and tech-enhanced PD inclinations on engagement. Qualitative results delve into the value of peer interaction, the importance of university-provided PD, the prominence of off-campus learning, internet-based resource utilization, network building, social media incorporation, the pursuit of expertise, undisclosed innovation, professional autonomy, and the ethical obligations felt by contingent faculty.

Professional development (PD), including contingent faculty, is vital to educators' careers. This chapter examines the multifaceted nature of professional development practices among contingent faculty, focusing on quantitative and qualitative findings. The study seeks to provide insights into their preferences, inclinations, and values, contributing to a deeper understanding of their engagement in professional development. This chapter has explored professional development practices among contingent faculty, integrating quantitative and qualitative insights. The findings encompass the diverse learning preferences, strong dedication to professional growth, and a profound commitment to their roles, contributing to the complex yet dynamic landscape of professional development within this academic community. These insights hold implications for institutions and educators alike, offering opportunities to tailor professional development to the unique needs of contingent faculty.

Chapter Five

Discussion, Conclusions, and Recommendations

The primary objective of this study was to examine the extent of Michigan contingent faculty engagement with professional development and resources focused on improving their teaching. This explanatory sequential mixed methods study was carried out in two phases: a quantitative phase and a qualitative phase. Phase one was guided by the following research questions:

1. What on-campus professional development is offered to contingent faculty in Michigan at 4-year institutions?

2. What off-campus professional development resources are offered to contingent faculty in the state of Michigan at 4-year institutions?

3. How do on-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?

4. How do off-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?

Phase one involved administering a web-based quantitative survey to contingent faculty working at 15 public universities in Michigan. The survey was open to non-tenure track, part-time faculty members who met the eligibility criteria of being affiliated with one of these 15 public universities in Michigan. A total of 1340 contingent faculty members participated in the survey. The primary focus of this survey was to collect data on the types of professional development activities accessed by contingent faculty over the preceding twelve months. Furthermore, the survey aimed to discern the on and off-campus factors that influenced the level of engagement among contingent faculty.

Phase two was guided by the following research questions, designed to build upon what was learned from the phase one survey data:

5. What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?

6. What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?

7. Why do Michigan contingent faculty use professional growth resources?

This phase of the study encompassed a two-part series of qualitative interviews conducted with ten contingent faculty members who had self-identified as participants in the first phase of the study. These interviews contained contingent faculty representatives from various universities, including Wayne State University, Eastern Michigan University, University of Michigan-Ann Arbor, Northern Michigan University, Western Michigan University, Central Michigan University, Ferris State University, Oakland University, and Saginaw Valley State University. The interview questions were tailored and refined based on the quantitative data collected in the initial phase. In the interviews, the contingent faculty members were asked to elaborate on the types of on and off-campus professional development opportunities they had actively participated in and the underlying motivations that drove their engagement in professional development. Each of the ten faculty members underwent two rounds of interviews, with a one to two-week interval between sessions to encourage thoughtful reflection.

In this chapter, I present conclusions in three distinct sections. The initial section outlines the levels of professional development and resource engagement reported by contingent faculty in Michigan in both phases, the factors influencing their engagement,

and their reasons for participating housed within the characteristics of professionalism. The following segment emphasizes my study's primary insights, encompassing key and unanticipated findings. Lastly, I discuss potential avenues for future research in this area. This chapter seeks to answer the "so what" question—why these findings matter and how they contribute to understanding the research topic.

Integration

Explanatory sequential mixed methods research involves the integration of both quantitative and qualitative findings, enabling researchers to understand their research topic comprehensively (Tashakkori & Teddlie, 2003). By examining quantitative data, which provides numerical and statistical insights, and qualitative data, which offers in-depth contextual information, researchers can develop a richer and more nuanced comprehension of the research question. A joint display is a recommended method of integration that provides a holistic and unified understanding of research inquiries (Creswell & Creswell, 2018). The subsequent integration matrix (Table L1 in Appendix L) is a joint display that effectively combines and synthesizes the quantitative and qualitative data findings, accentuating overarching insights and meta-inferences. Integration was a continual process throughout this mixed methods investigation. It initially commenced in phase one, where the data obtained from the quantitative survey played a pivotal role in shaping the interview questions for the subsequent two-part interview series in phase two. Furthermore, the quantitative survey facilitated the selection of participants for the following in-depth qualitative study, prioritizing this research's thoroughness and effectiveness.

Creswell and Creswell (2018) argue that joint analysis aims to harness the strengths of both quantitative and qualitative data to create a richer, more nuanced, and more comprehensive understanding of the research question. This approach proves particularly advantageous when tackling intricate, multifaceted subjects that stand to gain from a multi-dimensional outlook. The present study applied the integration matrix in line with this methodology, as the Younas and Durante (2023) decision tree framework recommended. This structure presented quantitative and qualitative findings, complemented by illustrative quotations and further enriched through meta-inferential formulation. Bergman (2008) states that meta-inferences are overarching conclusions or insights from combined quantitative and qualitative data analysis. These inferences help researchers make sense of the relationship between different phases of the study and provide a deeper understanding of the research questions. Table 9 illustrates the convergence of quantitative and qualitative data, presenting findings, meta-inferences, and insights from the integrated analysis of both research phases. In summary, the meta-analyses in Table 9 highlighted the multifaceted nature of contingent faculty's engagement with professional development, driven by diverse preferences, a commitment to ethical obligations, a desire for autonomy, and a willingness to adopt a hybrid approach to learning. The findings also underscore the significance of peer collaboration, the value of university-provided PD, and the potential impact of online resources.

Interpretation of the Findings

Contradictory to existing literature, which assumes that contingent faculty are less committed to their excellence in their position and less engaged with on-campus activities (Baldwin & Wawrzynski, 2011; Benjamin, 2003; Eagan & Jaeger, 2008; Gappa, 1984;

Gappa & Leslie, 1993; Jacobs, 1998; Levin & Shaker, 2011; Ran & Sanders, 2018; Umbach, 2007), this study findings indicate that Michigan's public university contingent faculty, on the whole, exhibit meaningful and significant involvement with on-campus and off-campus professional development and growth resources to improve their teaching. These results indicate that a considerable proportion of contingent faculty in Michigan are proactively pursuing opportunities to enhance their skills and knowledge in the educational field. The extent of contingent faculty engagement with professional development and growth resources is influenced by six key themes: on-campus professional development offerings and engagement, off-campus professional development offerings and engagement, social media, internet and print resources, their pursuit of autonomy and research, and their sense of professionalism, which aligns with the five characteristics of professionalism. The findings for each research question are outlined in Table M.1 in Appendix M, summarizing the results.

On-Campus Faculty Professional Development Engagement

The findings in this section respond to research questions one and five, which focus on the kinds of on-campus professional development opportunities available to contingent faculty and the specific on-campus professional development opportunities they choose to participate in. Quantitative findings indicated that on-campus in-person seminars and computer-based training offered by the Centers for Teaching and Learning (CTL) were the most offered to contingent faculty in Michigan. This aligns with the findings of earlier research by Butters and Gann (2022), which noted that numerous institutional programs employ training modalities like formal in-person training, workshops, seminars, and webinars. During faculty interviews, almost all contingent

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faculty members indicated they had engaged with CTL-provided professional development. Nearly every faculty member felt they could rely on their CTL to provide training in learning management systems, orientation activities, research-based teaching practices, and institutional initiatives. However, faculty feedback also unveiled dissatisfaction with their campus Centers for Teaching and Learning (CTLs). This discontent is rooted in historical patterns of unfulfilled promises of professional development (PD) and support, insufficient communication, an excessive focus on campus initiatives or theoretical concepts, and a shortage of practical information that can be directly applied in their classroom practice. These findings reflect the literature, as other researchers have found that contingent faculty are unsatisfied with on-campus offerings, believe training is too focused on university, and feel like they have limited access to campus-based PD (Bolitzer, 2019a, 2019b; Butters & Gann, 2022; Eagan et al., 2015; Gehrke & Kezar, 2015; Meixner et al., 2010; Miller & Struve, 2020). These critical perspectives highlight areas where advances are needed to better align CTL offerings with contingent faculty's specific needs and expectations. Previous literature, including works by Bolitzer (2019b), Maxey and Kezar (2015), and Webb et al. (2013), have also documented contingent faculty's expressed desire for high-quality training and professional development.

Computer-based training also emerged as a notable form of professional development for contingent faculty from phase one and two findings. Contingent faculty mentioned that they have observed a transition in campus offerings, with a notable shift towards online, self-paced computer modules. This change aligns with the broader trend toward virtual options in education, which accelerated in response to the pandemic

(Kuntz et al., 2022). The data demonstrated that contingent faculty place value on computer-based modules as a convenient option for their professional development. Contingent faculty felt that the self-paced nature of these modules allowed them to access resources and training materials at their convenience, fitting well with their diverse schedules and locations. However, it's important to note that almost all contingent faculty in this study's qualitative portion articulated that these modules' self-directed nature and length can be challenging. Given their various commitments and responsibilities, it can be difficult to allocate dedicated time for independent learning. This challenge hindered their engagement with these resources, even though they recognized the convenience and accessibility of computer-based training. This insight highlights the need for additional support and strategies to help contingent faculty fully benefit from self-paced professional development opportunities.

According to researchers, contingent faculty often experience isolation from their colleagues and lack professional growth support from face-to-face learning communities (Eagan et al., 2015; Kimmel & Fairchild, 2017; Miller & Struve, 2020; Palmer et al., 2018). Another set of scholars espoused the importance of the role of peers in faculty growth because it helps ground their learning in practical situations (Bolitzer, 2019a; Kebaetse, 2016). The qualitative portion of my study highlighted that contingent faculty believe that peer relationships are sometimes more critical to their growth than anything else. They feel that peer interactions like mentoring, observation, and content sharing play a central role that peer interactions play in contingent faculty's professional development. Contingent faculty spoke of drawing upon their peers' community for academic and emotional support. Every faculty member in this study mentioned a

mentor, peer, or group who supported them in their teaching practice. Specifically, faculty said that they derived valuable and relevant insights, instructional design ideas, teaching methods, classroom management strategies, curriculum and program design inspiration, and content development guidance through regular connections with their peers. The study also uncovered that the contingent faculty participants considered their peers as valuable resources for accessing additional professional development. It is important to note that contingent faculty felt that peer-to-peer interactions can serve as a rich source of practical and immediately applicable knowledge, directly impacting their teaching practices. This alignment with their day-to-day experiences in the classroom is of paramount importance to them. It reflects their expectations and needs regarding professional development and growth resources, which focus on elements that directly and physically influence their classrooms and, by extension, student success.

Many faculty members expressed their interest in observing and learning from other faculty members in their classrooms and shadowing them in their broader professional lives. They believe that mentorship beyond the classroom, particularly in their specific content expertise, can have just as significant an impact on the quality of teaching as mentorship in instructional design. While contingent faculty members in this study expressed an interest in theory-based instructional design and classroom management, their comments revealed an inclination to embrace new ideas and innovations from their community when they can see the direct benefit to their classroom. This pragmatism is driven by their practical concerns, particularly their limited time and capacity to adopt new strategies or innovations that do not offer immediate and tangible advantages in their teaching.

On-Campus Factors Impacting Contingent Faculty Professional Development

Engagement

 Research question three investigates the factors influencing contingent faculty's engagement with on-campus professional development resources. The ANOVA results show a significant difference in on-campus PD engagement among contingent faculty members from different universities ($p = .041$). The findings suggest that variations in faculty PD engagement can be attributed to differences across universities. Faculty members at distinct institutions may experience varying levels of involvement in professional development activities, which can have implications for their professional growth and the overall academic environment. These results underscore the importance of considering university-specific factors when designing and implementing faculty development programs. Therefore, institutional affiliation does impact contingent faculty engagement with on-campus professional development. Institutions may benefit from tailoring their PD initiatives to address faculty members' unique needs and preferences based on the university context. Previous literature discusses the types of professional development offered to contingent faculty and not what factors impact their engagement.

 The findings revealed that the type of on-campus professional development offered significantly impacts the levels of engagement among contingent faculty. Specifically, faculty members are more likely to engage with in-person on-campus sessions. Formal on-campus sessions conducted virtually and computer-based training also predict increased engagement with on-campus activities. In conversations with contingent faculty, they echoed the quantitative data, emphasizing their inclination to participate in formal campus PD due to the perceived value it offers. Furthermore, the

data highlighted the direct influence of the faculty's degree level on their engagement in on-campus professional development. Those with master's degrees are more likely to participate in on-campus professional development than those with doctoral degrees, particularly in on-campus professional development.

Notably, in phase one, a significant factor impacting contingent faculty's engagement with on-campus PD and growth resources was receiving training in curriculum development. During phase two, four out of ten faculty members reported engaging in curriculum development training offered by their Campus Centers for Teaching and Learning (CTL). These sessions were valuable and informative but not always relevant to their classes or unique situations. Contingent faculty suggested that their discipline-specific lesson planning sessions were sometimes more effective than more extensive sessions at the university level. These findings parallel those of Bolitzer (2019a), as she found that only two out of nineteen adjunct faculty in her study engaged in curriculum development offered by CTLs, with adjuncts generally preferring content specific to their respective academic departments. Another variable that significantly influenced contingent faculty's engagement in on-campus professional development events was faculty members receiving discipline-specific professional development. Faculty shared their views that these sessions were pertinent to their teaching and offered opportunities for connections with other faculty members in the same discipline, fostering idea-sharing and collaboration. Departmental or discipline-focused professional development was deemed valuable because it allowed them to bypass institutional rhetoric and concentrate on innovations and teaching within their subject areas of interest.

In summary, this study found that contingent faculty in Michigan actively engage in on-campus professional development. They strongly prefer live in-person or virtual seminars provided by their departments or Centers for Teaching and Learning (CTLs). They prefer training in practical teaching strategies, curriculum development, and student management. They express dissatisfaction with CTLs' focus on theory, communication, institutional initiatives that have little impact on their jobs. In some the majority of contingent faculty opinions, Centers for Teaching Excellence have lost faculty faith because of unmet promises. Peer interactions are central to their professional development, providing valuable insights and tangible benefits for their classrooms. Contingent faculty also increasingly embrace computer-based training despite finding self-directed modules challenging due to time constraints.

Enhancing contingent faculty on-campus engagement and professional growth can be achieved by providing live (in-person or remote), pertinent, and easily accessible on-campus centered on issues relevant to their specific needs and addressing their concerns. Study results indicate that universities must consider providing in-person and virtual live seminar formats for their contingent faculty, as they highly value these face-to-face interactions regardless of the modality. Study results also highlight the significance of flexible, asynchronous, computer-based professional development or growth resources. Findings indicate that universities should explore the provision of short, easily digestible, and modular eLearning or computer-based training modules that contingent faculty can conveniently access on the go. These resources provide contingent faculty with a convenient means of accessing training resources online, aligning with the

preferences of modern professionals who seek quickly digestible professional growth opportunities that accommodate their diverse schedules and locations.

Because contingent faculty feel that they have issues setting time aside to complete computer-based training and are rarely aware of PD opportunities, universities should consider developing outreach campaigns and easily digestible segments of PD to incentivize training completion. Contingent faculty suggested they need a diverse approach to faculty development that fits their preferences and needs. Some faculty even said they feel like university training can be stale and look to external resources for hot topics and buzzwords. Furthermore, as per faculty feedback, these asynchronous learning opportunities should incorporate practical application and practice exercises. Contingent faculty emphasized the need to have practice opportunities, particularly with technical tools, before implementing them in a live classroom setting. Acknowledging this preference and integrating it into on-campus professional development strategies could enhance the overall engagement of contingent faculty in on-campus events and the quality of teaching and ultimately benefit student learning outcomes.

Off-Campus Professional Development Engagement

The findings in this section respond to research questions two and six, delving into the landscape of off-campus professional development options and the extent to which contingent faculty participate in these opportunities. My study findings demonstrated that contingent faculty in Michigan, on average, display a significant degree of engagement in off-campus professional development activities. These findings emphasized a solid commitment to ongoing learning and professional growth within this group of faculty members. Various formal external off-campus professional development

activities, including in-person seminars, virtual webinars, and virtual conferences, were identified as contingent faculty's most frequently pursued options.

Live In-Person Seminars. Contingent faculty universally conveyed that they value live virtual and in-person seminars. They expressed that as long as a session was conducted in real-time (live), the specific modality (virtual or in-person) becomes less significant because they can still engage in networking and build relationships through the "live" interaction. The emphasis on "live" sessions is notable because it enables faculty to connect with a global network of educators and foster collaborative relationships. This points to the importance of real-time engagement and its role in building meaningful connections within the educational community.

Conferences. The phase two findings, notably different from phase one results, pertain to the preference for conferences. The qualitative findings from phase two uncovered a unanimous sentiment among all study participants. They expressed significantly higher engagement levels with in-person conferences than virtual ones. Their satisfaction with such gatherings underscores their emphasis on the value of in-person events. Participants highlighted several factors contributing to their preference for in-person conferences. These factors included the ample networking opportunities that physical gatherings offer and the valuable knowledge they acquire through direct interaction. The immersive nature of in-person conferences was emphasized, enabling faculty to stay informed about the latest trends and innovations in teaching and learning. The in-person conference experience is viewed as valuable and enriching. Contingent faculty expressed that in-person conferences create an atmosphere where they can connect with like-minded individuals who share their passion for education. This sense of

community and shared enthusiasm enhances the overall conference experience. In contrast, faculty conveyed that virtual conferences do not engage them as effectively. They cited the presence of numerous distractions during virtual sessions and the temptation to multitask, which can diminish the quality of their engagement. This insight sheds light on the challenges associated with virtual conference formats, which may struggle to capture the undivided attention of participants.

Social Media. During our conversation, almost all contingent faculty in this study revealed their reliance on informal off-campus professional development (PD) and growth resources to enhance their teaching. A key finding was their consistent use of social media platforms, including TikTok, Twitter, blogs, and LinkedIn, as valuable sources for staying up-to-date in their teaching and disciplines. Faculty expressed a strong attraction to social media due to its accessibility and the ease of accessing relevant information. They emphasized that social media platforms provided them with the means to create a personalized community of practice aligned with their educational needs. Furthermore, LinkedIn was highlighted as the most valuable tool by all contingent faculty for networking and seeking professional development and growth opportunities. It also served as a platform for exploring new educational avenues and a space for safeguarding their professional autonomy by scouting for alternative job opportunities. This multifaceted use of social media underlines the significance of these platforms for contingent faculty, offering a space for both professional development and career exploration. While all contingent faculty acknowledged using social media to stay informed about new teaching practices, a substantial portion—four out of ten faculty members—expressed challenges in identifying valuable resources, relevant people, or

topics to follow. This highlights a dual challenge they face. On the one hand, they need swift access to learning, innovation, and the latest trends. Still, on the other hand, they must discern valid and trustworthy resources to aid in their professional development. This delicate balance underscores the complexity of relying on social media for educational insights and the need for strategies to help contingent faculty navigate this terrain more effectively.

  Community of Peers. Off-campus networks of colleagues played a crucial role in influencing the teaching practices of contingent faculty. Every participant in this study emphasized the significance of interactions with colleagues from other institutions. They highlighted how these peer interactions, resource sharing, and observations profoundly impacted their growth as educators. Contingent faculty expressed that engaging with peers from different organizations often sparked fresh ideas and provided challenges to their existing beliefs and practices. Webb et al. (2013) proposed that flexible, online communities of practice play a significant role in assisting contingent faculty in embracing research-based pedagogical methods. This study extends the idea by suggesting that encouraging adjunct faculty to establish connections with peers, particularly those in similar fields of study, contributes to building resilience in the face of pedagogical challenges. zin essence, these off-campus colleague networks offered contingent faculty a self-selected community of practice tailored to their needs and classroom contexts.

  Internet and Print Resources. Contingent faculty members have emphasized the significance of Internet and print resources in their daily routines, highlighting their vital role in staying connected with the latest information. They preferred articles and blogs,

appreciating the ability to quickly peruse them without requiring a substantial time commitment. Notably, without exception, every participant in this study was subscribed to at least one source of information, be it a periodical, journal, blog, or podcast. During conversations with nearly every contingent faculty member, one internet resource that consistently arose was Open Educational Resources (OERs). OERs emerged as a valuable asset that significantly influenced the teaching practices of contingent faculty. Most of these educators credited OERs with aiding them in enhancing their curriculum design and content development skills. Interestingly, some other contingent faculty members were initially unaware of what OERs entailed but expressed a keen interest in researching and exploring them following our discussion. Research on the utilization of external resources and engagement with professional organizations by contingent faculty in their teaching is limited (Glass et al., 2011; Palmer et al., 2018; Pulker & Kukulska-Hulme, 2020). A handful of studies focusing on faculty, excluding contingent faculty, indicate a growing trend in the use of Open Educational Resources (OERs) and internet resources (Palmer et al., 2018; Palmer & Schueths, 2013; Schieffer, 2016). This trend is seen as a response to the deficiencies in on-campus resources.

Autonomy and Research. In phase two, a prominent theme among contingent faculty was their aspiration for professional autonomy, driven by their individual needs and goals. They emphasized their engagement in professional development (PD) to enhance their expertise, enabling them to adopt proactive strategies for improving their skills. This perspective aligns with earlier research conducted by Cooke et al. (2022), which proposed that, despite the obstacles they face, contingent faculty exhibit a strong inclination to access and utilize a diverse range of resources to enhance their teaching in

the classroom. In talking with contingent faculty, my study found that almost all were actively involved in research and innovation in their classrooms. One faculty member described it as experimenting with new teaching methods they observed in a fellow faculty members classroom that they wanted to adapt for their topic. Contingent faculty in this study understand the dynamic nature of education and recognize the importance of adapting their teaching techniques to meet the diverse needs of their students. For contingent faculty, the classroom seemed to serve as a testing ground for innovative ideas and practices, allowing them to assess what works best in a real-world teaching environment. The faculty of this study reported that they often found themselves in the classroom with little to no guidance on teaching, so everything was trial and error. They often found themselves developing innovative approaches that can significantly benefit their students and the broader educational community. When asked about formal research and publication, most of the contingent faculty in this study felt that they did not need to present or publish. Instead, many contingent faculty members found value in sharing their insights and experiences with colleagues and peers informally, contributing to a collaborative teaching and learning culture.

Off-Campus Factors Impacting Contingent Faculty Professional Development Engagement

The fourth research question delved into the off-campus factors influencing contingent faculty's engagement with professional development (PD) and growth resources. Based on the ANOVA results, there is no significant difference in off-campus PD engagement among faculty members from different universities ($p = 0.103$). The descriptive statistics further elucidate a moderate level of engagement across all

universities, emphasizing the lack of statistically significant differences in mean scores among them. In simpler terms, the observed variations could likely be due to random chance, and I don't have enough evidence to reject the null hypothesis, which posits that there is no difference. Therefore, institutional affiliation does not impact contingent faculty engagement with off-campus professional development.

Quantitative findings showed that various informal internet-based PD sources (i.e., TikTok and OERs) had a slightly positive statistical significance in predicting contingent faculty's participation in off-campus PD. Further insights from faculty interviews revealed that their daily interaction with internet resources was driven by factors such as accessibility, value, topic, the need to stay current with the latest research and developments in their field, and to remain up-to-date with the newest ideas in teaching and learning, especially in issues related to diversity, equity, and inclusion.

Surprisingly, nearly all faculty members reported utilizing LinkedIn as a valuable resource for continued education. They emphasized that LinkedIn offers a unique advantage by providing a platform where they can learn within their curated network of professional peers. Discussions with faculty also indicated that they valued internet print resources, especially periodicals, journals, blogs, podcasts, and virtual communities, and actively engaged with them. Finally, faculty members reported engaging with AI to assist in building lessons, creating course content, and developing student-centered activities. This complexity underscores the diversity of contingent faculty's reasons for engagement with informal online resources, which may depend on individual preferences and their perceived value of these resources.

Regarding off-campus factors influencing contingent faculty's engagement with professional development and growth resources, the study highlights the diversity of their engagement with informal online resources. The initial data from phase one indicated that employing empirical research to enhance teaching did not significantly impact off-campus PD engagement. However, in phase two, contingent faculty conveyed that the necessity of conducting empirical research is a motivating factor that encourages their involvement in PD and growth resources. They participate in various research activities to foster innovation and introduce fresh concepts into their classrooms.

While the quantitative data suggested informal resources, such as TikTok and Open Educational Resources (OERs), were not statistically significant, the qualitative insights revealed that contingent faculty are highly motivated to interact with internet-based resources. Their engagement is driven by factors such as accessibility, perceived value, the need to stay current, and a focus on innovation and teaching practices related to diversity, equity, and inclusion. This diversity of motivations suggests that institutions and providers of professional development should recognize and cater to the multifaceted needs of contingent faculty, tailoring resources to individual preferences and values.

In the context of empirical research and its impact on off-campus PD engagement, the study underscores the importance of understanding the dynamic nature of faculty motivations. While phase one data indicated a lack of significance, phase two revealed that contingent faculty see empirical research as a compelling reason to engage with PD and growth resources. They actively participate in various research activities to innovate and introduce new concepts into their teaching.

Reasons for Engagement

Scholars have engaged in an ongoing debate regarding the classification of contingent faculty as professionals for decades. Kezar and Sam (2013) suggested that contingent faculty are dedicated professionals driven by intrinsic motivation to excel in their field and continually enhance their skills. However, Rhoades (1998) presented a contrasting viewpoint, contending that as managed professionals, contingent faculty often find themselves without much autonomy and having to deliver instruction with limited guidance or oversight from their managerial authorities. This concluding section of the study addressed the final research question designed to ascertain why contingent faculty in Michigan utilize professional growth resources. This study implemented the theoretical framework of professionalism, which includes five characteristics: expertise, professional autonomy, ethical considerations, credentials, and innovation and research to explain the reasoning behind their engagement with professional development and growth resources.

The study's findings illustrate that contingent faculty in Michigan identify themselves as professional educators. Their reasons for utilizing professional development align with this self-identification and the five characteristics of professionalism. These results are corroborated by previous studies which assert that contingent faculty are professionals (Bolitzer, 2019b; Gehrke & Kezar, 2015; Kezar, 2013b; Kezar et al., 2019; Kezar & Maxey, 2014; Kezar & Sam, 2013; Maxey & Kezar, 2015). In the upcoming sections, I outline contingent faculty's professionalism traits as derived from study participants' responses. Additionally, I introduce a novel model that visually elucidates the factors impacting contingent faculty engagement and the consequent development of their professional identity.

Ethical Considerations. The contingent faculty members in this study overwhelmingly emphasized the significant role of ethics as a driving force that motivates their engagement in professional development and growth resources. Each educator in the study articulated a strong sense of responsibility towards providing the best possible service to their students, fostering collaboration, contributing to a community of peers, and upholding academic integrity, particularly in AI. They actively sought various training and resources to enhance classroom management and teaching and support their students' holistic well-being. These faculty members believed that addressing not only the course content but also the overall success of their students was crucial, and they considered it an ethical responsibility to provide comprehensive support.

Additionally, all contingent faculty in this study emphasized the importance of peer collaboration for their professional growth. By establishing solid relationships with peers, these faculty members developed a unique community of innovation and knowledge sharing that significantly impacted and contributed to their respective fields. These collaborative interactions took place not only within their institutions but also extended to professional organizations. Furthermore, contingent faculty, despite their transient status, effectively leveraged their positions to build a network of like-minded colleagues who shared innovative ideas and content. Moreover, these faculty members engaged more actively in extracurricular events than previously reported in the literature. For example, Participants Kapp and Eta exemplified contingent faculty who actively contributed to their fields by serving on boards and building extensive global networks. Their involvement went beyond the classroom, highlighting contingent faculty's diverse and extensive contributions.

An unexpected discovery in this research was the extent to which contingent faculty are delving into and actively engaged in discussions related to the academic integrity of artificial intelligence (AI). Surprisingly, almost all contingent faculty members admitted experimenting with AI, particularly chatbots like ChatGPT. Within this study, faculty expressed divergent opinions about this rapidly emerging tool sweeping the academic landscape. Some faculty members believe that AI potentially threatens academic integrity and should be subject to stringent policies and regulations. In contrast, others are enthusiastic about embracing AI and have incorporated it into their teaching and lesson-planning processes, finding it beneficial for their students. While there are varying responses to AI, every faculty member stressed the importance of using AI thoughtfully and meaningfully. They emphasized that students should be taught to use AI responsibly rather than abusing its capabilities. This awareness of AI's ethical and effective utilization reflects the conscientious approach that contingent faculty members adopt when integrating new technologies into their teaching practices.

The contingent faculty members in this study revealed the significant role of ethics as a driving force behind their engagement in professional development and growth resources. Their strong sense of responsibility toward students, collaboration, peer community, and upholding academic integrity, especially about AI, motivated them to actively seek various training resources to enhance their teaching and support their students. This emphasizes the contingent faculty's ethical responsibility in providing comprehensive support beyond course content.

Credentials. The study uncovered that, despite variations in how faculty from different departments perceive credentials, the pursuit of credentials emerged as a

common motivating factor for engagement with professional development among all faculty members. Contingent faculty recognized the intrinsic value of participating in diverse professional development activities to acquire and maintain their credentials, with four core themes emerging: contractual obligations, certification maintenance, ongoing education (including graduate courses), and professional licensure. Many contingent faculty in this study faced contractual mandates which professional development enabled them to fulfill. Another driving force for contingent faculty's engagement in professional development was the need to maintain certifications. Faculty in this study viewed certifications as markers of competence and expertise, which motivated them to invest in continuing education. Additionally, study participants committed to furthering their education through academic programs and recognized graduate courses. They actively sought out programs that granted credit recognition for professional development activities, exemplifying their dedication to formal education to acquire additional credentials or qualifications.

Overall, the findings highlighted that contingent faculty's pursuit of credentials was a significant motivator for their engagement in professional development, underscoring their dedication to lifelong learning and emphasizing the role of professional development in acquiring and maintaining these qualifications**.**

Innovation and Research. This study explored the professionalism characteristic of innovation and research among contingent faculty and its influence on their engagement with PD and growth resources. While not all faculty members engaged in professional development to produce original knowledge, many participated to adapt and create innovative approaches based on existing knowledge and materials. Many

contingent faculty in this study reported that a key motivation behind their professional development endeavors was the desire to stay at the forefront of technology and education. As previously emphasized in this study, contingent faculty exhibited a strong interest in incorporating artificial intelligence (AI), particularly ChatGPT, into their instructional methods.

Curiosity also played a significant role in motivating their engagement in professional development, resulting in a more stimulating and interactive learning environment. Faculty members demonstrated diverse levels of curiosity that could only be satisfied through research and exploration. This study underscores the significance of AI and its continuing impact on education. It highlights the need for institutions to provide opportunities for faculty to understand and effectively utilize AI tools. Professional development programs need to consider addressing AI's role in teaching, addressing concerns, and promoting responsible usage. Institutions could consider contingent faculty's self-reported curiosity and try to leverage that by promoting a culture of genuine interest.

Professional Autonomy. Conversations with faculty in this study uncovered that professional development was a vital avenue for them to cultivate a sense of autonomy and mastery within their role. They acknowledged that improving their expertise and refining their teaching methods could contribute to their professional growth while independently steering their academic careers. Professional development also provided them with opportunities for networking, expanding horizons, forging valuable connections, and exploring new teaching prospects. These experiences empowered them to maintain autonomy in their teaching preferences and career trajectories. Professional

autonomy, as described by the professionalization theoretical framework, pertains to self-control over professional practice and the freedom to execute their duties (Freidson, 1970, 1994; Picciotto, 2011).

Faculty members strongly desired continual skill and knowledge enhancement—this drive for professional autonomy extended to curriculum development and pedagogy. Many faculty members aspired to have the independence to design or modify their courses to align with their teaching philosophies and the specific needs of their students. They saw professional development as a means to enhance their capabilities, leading to increased autonomy within their roles. Despite their desire for autonomy, some faculty members acknowledged the constraints imposed by institutions, such as standardized syllabi and course structures, which limited their freedom to design courses entirely from scratch. However, they found ways to balance institutional requirements with their desire for autonomy by adapting and customizing existing curricula to align with their teaching philosophies. This adaptability allowed them to inject their personality and teaching style into their courses while navigating institutional constraints.

Networking emerged as a key motivator for engaging in professional development and reinforced the concept of professional autonomy. Contingent faculty members recognized the importance of building connections and relationships within the academic community to stay informed about job opportunities, connect with potential employers, and remain competitive in the academic landscape. Leveraging their professional networks gave them more control over their career trajectories, enhancing their autonomy. This research revealed that every contingent faculty actively engages with professional development and growth resources to acquire expertise and safeguard their

professional autonomy and status. In our conversations, the faculty strongly emphasized the role of professional development in preserving academic freedom, teaching independence, and the capacity to network to identify additional teaching opportunities.

Expertise. Perhaps more than anything, my findings indicated that contingent faculty unanimously engage with professional development and growth resources to improve their teaching expertise and content knowledge. In thinking about how contingent faculty described their reasons for obtaining expertise through professional development, it appeared that the other four characteristics of professionalism, professional autonomy, ethics, innovation and research, and credentials influence and contribute to the journey towards their development of expertise, as Figure 7 displays. These five characteristics, in addition to types of offerings and on and off-campus factors, impact contingent faculty engagement with professional development or growth resources. Connecting arrows surrounding the elements show how they can interrelate and influence each other and professional development engagement. For instance, "Credentials" might interact with "Types of Offerings" as some PD opportunities help individuals obtain specific credentials. Outward from engagement, the arrow extends towards two outcomes: enhanced expertise and elevated prestige and status.

Statistics on expertise showed that contingent faculty reported attendance to pieces of training to increase their knowledge in multiple dimensions, including enhancing their teaching, instructional design, content development, classroom management, student mentoring, program development, and technology integration. This commitment to professional growth contradicts some assertions made by professionalization theorists, as it highlights the informal, experiential, and ongoing

nature of expertise development (Campbell & Slaughter, 1999; Freidson, 1994). Formal

courses, online resources, conferences, and feedback mechanisms are ways contingent

faculty strive to refine their teaching skills. The pursuit of expertise is a means to remain

at the forefront of contemporary teaching strategies, effectively integrate technology, and

meet the evolving needs of their students. The motivation for this pursuit comes from a

dedication to student welfare and success, with faculty members viewing themselves as

instructors and mentors who guide students through their educational journey.

Figure 7

Rising Professionalism Model
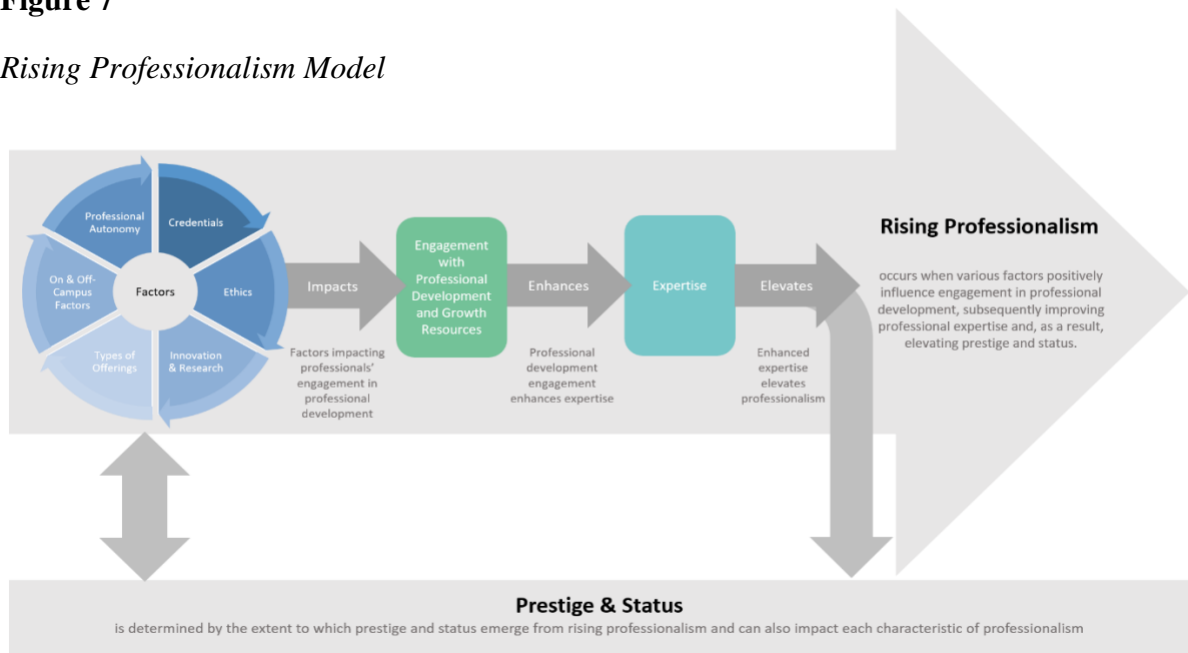
Note. This diagram was developed based on the data collected. It is a graphic

representation of the interconnectedness of professional development and its influence on

expertise and prestige.

Prestige and Status. In this study, the emphasis on professional development

activities was apparent, primarily driven by a desire to elevate their expertise, but with

another focus of enhancing their professional status and prestige within academic and

professional circles. This aspiration aligns with Picciotto's (2011) premise that

professionalism, marked by autonomy, ethics, innovation, expertise, and credentials, is critical in establishing status and recognition. Faculty expressed an intense longing for acknowledgment and recognition within their academic and professional communities, utilizing various strategies such as publishing, relationship building, and involvement in service. Several faculty members highlighted their published works to enhance their standing and contribute to their fields. Some faculty felt that publication contributed to their personal brand development and marketability. Other faculty acknowledged the status publication granted on campus, reinforcing their place in their chosen field. Active service, including committee involvements and board memberships, was also a common strategy to gain recognition and build professional networks. The engagement in digital groups and forums served a dual purpose, fostering expertise exchange and networking. This was particularly relevant in providing a sense of community and opportunities for shared learning.

Overall, contingent faculty engage in diverse professional development activities to boost their status and recognition within academia through various activities. These diverse efforts represent a holistic approach toward advancing careers and personal development within academic domains. Contingent faculty members seek prestige and status to validate their role as professors, elevate their position, affirm the significance of their contributions, advance their fields, establish a reputable image, provide valuable service to their discipline, and foster a sense of belonging within their communities.

The study underscores the diversity of approaches to expertise development among contingent faculty members. Some emphasize formal education, certificates, and degrees as paths to expertise, while others stress continuous experiential learning and the

gradual accumulation of knowledge. This variability in how contingent faculty perceive and pursue expertise has important implications for designing professional development programs and resources tailored to their specific needs and preferences. From the viewpoint of Michigan's contingent faculty members, the quest for expertise and prestige involves a dedication to lifelong learning. They actively seek resources that align with their individual preferences while valuing guidance and direction from their institution and department. These educators recognize the significance of remaining up-to-date in their respective fields, adjusting to the varying needs of their students, and extending mentorship beyond the confines of the classroom.

Implications for Practice

The concept of professionalism acts as a comprehensive framework guiding the examination of contingent faculty engagement and their rationale for engaging with professional development and growth resources. Consequently, this study bears significance for contingent faculty, Centers for Teaching and Learning, academic leadership, professional organizations, and external training providers.

Centers for Teaching and Learning

The professional development initiatives by CTLs tend to align with broader university objectives or specific audiences. Tailoring workshops, mentoring programs, and resources to cater directly to the needs of contingent faculty could significantly enhance their teaching experience. Study findings highlight the positive impact of various types of professional development on contingent faculty engagement. Institutions should continue to invest in a diverse range of PD opportunities, recognizing the preferences and needs of their faculty members. Recognizing the varying impact of degree labels and

disciplines on contingent faculty engagement, institutions should also consider tailoring professional development offerings to different educational backgrounds and preferences. Creating a diverse and flexible professional development ecosystem can help institutions better support the professional growth of their contingent faculty.

Furthermore, study participants expressed a sentiment that CTLs don't consistently address the topics that could improve their classroom practices. Specifically, they seek guidance in pedagogy, andragogy, student-centered engagement strategies, activity development, exploring alternative content, tools for remote collaboration, and artificial intelligence applications. Providing such targeted support could greatly benefit their teaching approaches.

Ensuring accessible resources tailored to the diverse schedules of contingent faculty is vital. In the findings, virtual webinars and computer-based training showed promise in enhancing faculty engagement. Institutions should explore the expansion of online PD offerings to provide flexible, asynchronous learning opportunities. Professional development programs that include online modules, webinars, and teaching guides that accommodate their varied needs should be available outside typical working hours. Given their time constraints, these resources should be designed with short, easily digestible sections. Furthermore, offering incentives or recognition for their engagement in professional development activities could significantly boost attendance at CTL events. This recognition could motivate and acknowledge the efforts of contingent faculty in these developmental programs.

Recognizing the contingent faculty's valuable contributions and fostering a culture of inclusion and support within CTLs can significantly bolster their professional growth

and engagement with on-campus events. Acknowledging the contributions of contingent faculty within the academic community and fostering a culture of inclusion within the CTL are essential. This involves creating an environment where their voices are heard, their efforts are recognized, and they feel an integral part of the academic community. By tailoring their support to the unique needs of contingent faculty, these centers will see more engagement and build a sense of belonging for these faculty who contribute so much to their campus.

Lastly, CTLs must acknowledge their limitations in catering to contingent faculty's diverse needs and preferences across various disciplines and backgrounds. Recognizing and valuing these differences is crucial, but supporting such a wide array of needs can be challenging for large institutions with numerous programs. CTLs could benefit from understanding their faculty's specific requirements and interests and recognizing prevalent topics they seek to explore. Promoting external sources that address these needs could prove beneficial when the university lacks the necessary resources. For example, many contingent faculty in this study attended curriculum workshops at other universities. This suggests an opportunity to forge cross-university alliances for the betterment of the contingent faculty community in Michigan.

Centers for Teaching and Learning have a unique opportunity to elevate contingent faculty professional development and resource support. Recognizing contingent faculty's diverse backgrounds and experiences, the CTL can tailor their support and programs to cater specifically to their needs. Needs assessments and focus groups could be effective ways to fully understand these faculty members' needs and

offer valuable and relevant sessions to bridge contingent faculty members' historical feelings of disappointment and dissatisfaction with their CTLs.

Academic Leadership

Based on my research, academic leadership has a pivotal role in nurturing the professional development of contingent faculty. Based upon my findings, contingent faculty are driving their own professional development on and off campus with limited guidance. Creating an environment that values and actively supports their growth is crucial for sustaining academic excellence. Empowering and backing contingent faculty in their professional journey contributes to a more dynamic academic community. The study underlines the direct link between contingent faculty engagement and their relationship with leadership. To foster this inclusive atmosphere, educational leadership should prioritize building relationships with faculty, scheduling informal meetings, mentoring, collaborative presentations, participating in faculty sessions, inviting them to meetings, and endorsing career-enhancing opportunities.

Next, facilitating collaboration through peer observation sessions and discussion groups can significantly improve the teaching approaches of contingent faculty. Participants highlighted the crucial role of peer relationships in their learning process, emphasizing the wealth of techniques and practical strategies gained through these connections. Academic leadership can establish formal peer observation sessions, mentorship programs, teaching circles, and discussion forums. Such platforms would foster a dynamic exchange of ideas among contingent faculty, enabling the exploration of effective teaching methods in a collaborative environment. Establishing inter-departmental or inter-university mentorship programs that pair contingent faculty with experienced educators would allow personalized guidance and support. This connection

would allow them to navigate challenges, share experiences, and gain valuable insights that support their professional development.

Engaging with contingent faculty highlighted the immense value they place on department-led professional development. These sessions provide subject-specific insights and networking opportunities. There's a chance for academic leadership to recognize the significance of providing research-oriented departmental professional development that resonates with the department's objectives and the faculty's aspirations. Based on the findings, leadership should consider designing professional development sessions that cater to their faculty's unique needs and challenges and ensure that scheduled sessions are flexible and accessible.

Academic leadership could provide recognition avenues for contingent faculty efforts in research and innovation, professional organization participation, and service to the organization. Contingent faculty reported facing challenges showcasing their research as they find publication processes lengthy. Academic leadership could provide structured publication support programs and develop internal recognition pathways for sharing classroom innovation and original research. Furthermore, these faculty members contribute significantly to professional boards and field service but lack recognition. Creating alternative means of acknowledgment beyond promotion pathways could enhance acknowledgment for their impactful work within the contingent faculty role.

Contingent faculty often did not know what was happening in their department or university. They suggested academic leadership establish transparent communication channels to address contingent faculty concerns, provide a venue for discussion, offer support in navigating their career, and foster a sense of assurance and belonging with the

department and university. There is an opportunity for educational leadership to focus more of their support on the contingent faculty population in their department to build a more robust network of academics.

Off-Campus Training Providers

External training providers play a pivotal role in supporting contingent faculty's professional growth and development. The findings illustrate the significance of off-campus training and growth resources as supplements to the offerings at their respective institutions. There's a distinct interest among contingent faculty for targeted, subject-specific training and engagement in formal professional development sessions. These providers should consider tailoring their programs to meet the unique needs of contingent faculty in various major subject areas. In addition, contingent faculty highly value in-person conferences and the networking opportunities available. Creating specialized sessions and dedicated networking spaces for contingent faculty during these events could greatly benefit them.

While formal professional development has high engagement, contingent faculty actively use informal off-campus resources like social media, particularly platforms like LinkedIn, Twitter, blogs, and podcasts, to stay updated on trends and hot topics. Leveraging these platforms and innovative technologies can serve as quick, easily accessible learning opportunities for these faculty members. Developing workshops or resources focused on pedagogy, technology integration, and engagement strategies tailored to their needs, such as lesson planning templates or subject-specific content development, could greatly support their teaching practices. Offering flexible schedules and online resources aligned with their varied timetables is essential. Collaborating with

these external vendors can bridge gaps and provide tailored solutions that address the contingent faculty's distinct constraints and preferences.

Contingent Faculty

Contingent faculty's commitment to excellence in teaching drives them to explore new learning methods beyond conventional professional development avenues. They play a crucial role in shaping academic progress and are often the trendsetters in their areas. To enhance professional growth, contingent faculty should consider establishing solid connections with educational leadership or departments to secure tailored development opportunities and supportive working environments. Contingent faculty should also consider establishing networks with peers within and across different institutions to share best practices, insights, and resources. Every contingent member in this study articulated how important they found institutional peers and global networks. There is also an opportunity for contingent faculty to consider seeking mentors within and outside their institution for guidance and support in career advancement.

Moreover, by utilizing online platforms and social media, contingent faculty could access industry trends, engage in valuable discussions, and access educational resources, provided they carefully curate their network for trusted and relevant information. Engaging with discussion groups and expert speakers can provide valuable insights and connections. Off-campus workshops, webinars, and conference participation offer further avenues for skill development and networking within the educational community.

To sustain continuous growth, contingent faculty should periodically reflect on their teaching methods, adapt to educational needs, and actively contribute to the

academic community by publishing, participating in boards or committees, and seeking

acknowledgment for their contributions. This proactive approach to learning and

engagement in the educational sphere is essential for their continuous development.

Implications For Future Research

The study's findings hold substantial implications for further research, notably in

the under-explored domain of contingent faculty needs, preferences, and engagement in

professional development. This section offers recommendations for future research that

focus on three pivotal areas influencing the experiences of contingent faculty: on-campus

resources, off-campus resources, and contingent faculty characteristics.

On-Campus Resources

My research findings underscore the need for further exploration in the support of

Centers for Teaching and Learning (CTLs) and academic leadership for contingent

faculty. The available literature and research findings indicate that contingent faculty

exhibit reluctance to participate in Center for Teaching and Learning (CTL) professional

development due to past unsatisfactory experiences or a perceived lack of value in CTL

offerings. Numerous contingent faculty members have expressed that CTL offerings were

not pertinent to their classrooms or did not address their specific needs. This underscores

the necessity to evaluate the kinds of professional development accessible to and received

by contingent faculty on campus.

Another area warranting further research is cultivating a sense of belonging and

community among contingent faculty, recognizing that this population is not always

campus-centric and may not have regular access to campus events and resources. It is

critical to investigate strategies to market and engage transient, contingent faculty in

professional development and keep them informed. Remote faculty, such as Participant

Beta, who lacked awareness of mandatory training, demonstrated the importance of being

informed and supported. Academic leadership and CTLs should contemplate the

influence of contingent faculty's inclusion and sense of belonging within the campus,

virtual spaces, and their respective departments on their engagement, professional

development, and classroom instruction.

Another prominent theme in the data is the necessity for contingent faculty to

establish a community of peers to aid them in improving their teaching and learning

practices. Future research should focus on the most effective ways to encourage and

integrate peer support programs for contingent faculty. Formalizing and fostering these

relationships, including communities of practice, can alleviate the isolation often

experienced by faculty members as they prepare to teach. Despite the desire for peer

feedback and observation, the post-COVID campus environment is characterized by a

dispersed and non-centralized structure, with individuals rarely in the same physical

location. An additional avenue for future research could delve into investigating

strategies for reconciling the desire for peer feedback and collaboration with the

availability of faculty, particularly in the context of remote learning and post-COVID

universities.

An intriguing insight from this study is that contingent faculty at smaller

campuses express greater satisfaction with CTLs, academic leadership, and overall

support for their professional development and success. Contrasting this with the

experiences of faculty at larger campuses who feel overlooked regarding promised

continuing education credits, research can delve into support differences between campus

sizes and the specific programs, offerings, and types of offices offered by large versus small universities. Furthermore, research is needed to comprehend the types of training required by contingent faculty at different times of the year. Understanding the effectiveness and differences between professional development opportunities offered at the beginning versus the end of the year is essential.

Lastly, considering that contingent faculty often seek off-campus resources and training, especially in specialized topics, research into how campuses can effectively leverage external resources to support their faculty is essential. Understanding the most effective strategies for collaborating with external training vendors or organizations can benefit contingent faculty's professional growth and development.

Off-Campus Resources

The study underscores contingent faculty heavily rely on off-campus resources to enrich their teaching methods and disciplinary expertise. A prevailing theme points to the value of peer interactions in refining their teaching practices. Literature also suggests peer mentoring, observation, and interaction are highly valued and needed. Still, there is limited research on how contingent faculty can build these relationships and interactions outside their employment institution. Despite the acknowledged importance of peer mentoring and interaction, there's a shortage of research on how contingent faculty can establish these connections outside their employing institutions. To address their unique classroom needs, further investigation is warranted into building quality networks across universities and global academic spheres.

Insufficient research delves into utilizing Internet resources and social media for professional development among contingent faculty. Daily usage of these resources,

especially platforms like TikTok and Open Education Resources, demands exploration of their relevance, value, and impact on teaching and learning. Phase two findings indicated that most contingent faculty use LinkedIn as a method of connection and understanding. The prevalent use of LinkedIn among contingent faculty suggests a need to investigate its potential role in continuous teaching improvement and knowledge acquisition. Exploration of other informal off-campus resources (blogs, podcasts, YouTube, etc.) is needed to understand how these tools are being leveraged to improve teaching and learning continuously.

While appreciated for their flexible format, computer-based learning modules pose time management challenges. Research on technology's role in facilitating professional development and its influence on resource utilization is needed. Additionally, using Artificial Intelligence (AI) in the classroom remains uncharted, necessitating inquiries into its practical, ethical, and pedagogical implications. ChatGPT and other chatbots have stormed academia, and as with any new tool, there is controversy around its use. Specifically focused on contingent faculty, there needs to be research into the use of AI in the classroom and how contingent faculty can use AI to develop lessons, content, assessments, and learning activities.

Many contingent faculty express a lack of guidance in sourcing valuable external resources, hindering their research efforts. Research on effective strategies to locate quality resources on the internet, social media, and libraries would be beneficial. Understanding the topics of contingent faculty seeking outside institutions and their engagement with professional organizations for their growth can guide institutional support and external training offerings. Finally, further research is necessary to

understand their engagement with professional organizations and the additional support these organizations can offer beyond higher education institutions.

Contingent Faculty

The study revealed that contingent faculty expressed a sense of disconnection or disappointment with campus-provided professional development, fostering a perception of undervaluation and mistrust. Future research could investigate this reported disengagement and its implications for campus-based professional development. In addition to this sense of mistrust, there is the impending era of the "great resignation" where professionals are quietly quitting their positions. While phase one of this study achieved a 28% response rate, there exists an opportunity to enhance the understanding of contingent faculty and their perspectives. However, connecting with this population proves challenging due to busy schedules, transiency, and potential apprehension about responding. There is a clear need for research on effective strategies to connect with contingent faculty, facilitating deeper and more representative samples, thereby improving response rates.

Additionally, findings indicated that contingent faculty conduct innovative research but may not effectively disseminate or share their work within the broader academic community. Research exploring how contingent faculty should share their innovations, how they engage in this process, and how they can gain recognition when universities do not facilitate this could be beneficial. The study also highlighted variations in the levels of activity and involvement of contingent faculty across different campuses where they teach. Further investigation could explore the nuances of contingent

faculty's engagement, attention, and participation in on-campus events, mainly when teaching across multiple educational institutions.

Summary

The study examined the extent to which Michigan contingent faculty engaged with on-campus and off-campus professional development resources to improve their teaching practice. It scrutinized various professional development offerings and explored the factors that influence the engagement of contingent faculty. Additionally, it examined the types of resources contingent faculty interacted with and the underlying reasons prompting their participation in professional development, aligning these insights with the six facets of professionalism.

Findings from this study emphasized that contingent faculty significantly engage in professional development to improve expertise in their discipline, outside profession, and teaching. It underlined the predominance of on-campus offerings, highlighting in-person seminars, workshops, computer-based training, and department-specific events as prevalent resources utilized by contingent faculty. It further discussed the influence of formally offered in-person, computer-based, on-demand training, faculty degrees, and previous curriculum development training that shaped their engagement. In addition, the university affiliation of contingent faculty had a significant impact on their engagement in on-campus professional development. Michigan's contingent faculty in this study largely accessed a range of off-campus resources including virtual webinars, in-person seminars, external formal courses or certificates, and in-person and virtual conferences. Additionally, they utilized informal resources like social media (LinkedIn, Twitter, TikTok, and blogs), internet and print resources (AI, periodicals, blogs, podcasts), and

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Open Educational Resources. The engagement of contingent faculty in off-campus professional development was notably influenced by the type of offerings, with a higher participation rate observed in formal in-person sessions. Master's degree holders showed significantly higher engagement levels in these resources.

This study extensively explored how contingent faculty engage with university-provided professional development resources. Among Michigan's contingent faculty, crucial factors influencing their teaching quality included peer learning, CTL-led sessions, discipline-specific professional development, and supportive leadership. It also underscored the significance of off-campus resources, such as live events, internet/print materials, colleagues' roles, social media use, and artificial intelligence for professional development. The study revealed the impact of external formal courses and expertise enhancement on the professional growth of contingent faculty. Additionally, it stressed the importance of peer learning, mentoring, collaboration, and communities of practice both on and off campus, emphasizing the positive effects of interactions and collaborations among colleagues.

Ultimately, organizing contingent faculty reasoning for engaging in professional development using the six characteristics of professionalism was viable as it offered an insightful framework for this study's assessment of contingent faculty behaviors and underlying reasoning. This framework illuminated that contingent faculty are strongly inclined toward professional development due to a desire for innovation and research, particularly in refining teaching methodologies, increasing subject area knowledge, and utilizing technology, especially AI, in educational contexts. Additionally, pursuing credentials such as certifications and fellowships, significantly drove contingent faculty

engagement in professional development. Professional autonomy emerged as a crucial factor, enabling contingent faculty to navigate their academic roles independently and decide their future. Ethical considerations significantly influenced their behavior and decision-making, especially concerning academic integrity, teaching approaches, and the ethical use of artificial intelligence. The findings underscore the pursuit of recognition and acknowledgment within academic circles, reflecting the multifaceted strategies contingent faculty adopt to enhance their professional status and achieve prestige within educational settings.

Finally, the findings of this study suggested that the remaining professionalism characteristics—professional autonomy, credentials, ethics, innovation and research, and prestige and status—directly impact the professional development engagement of contingent faculty, playing a significant role in refining their expertise. The faculty members in this study actively engaged in professional development to refine their expertise and adapt to the ever-changing educational landscapes, meeting the evolving needs of their students. They actively sought opportunities to learn, grow, and remain updated on emerging trends and technologies. For contingent faculty, the pursuit of expertise extends beyond their role as educators; it's a commitment to perpetual learning and self-improvement. Their journey toward greater knowledge doesn't conclude with formal training; it's a continuous development process fueled by various growth resources. These faculty members often discovered that advancements in their subject expertise positively influenced their teaching and vice versa. Their approach involves attending workshops and conferences and utilizing diverse resources to augment their knowledge and refine their skills.

The study delineated the intricate layers of contingent faculty involvement in professional development, considering a spectrum of influences that shape their growth and contributions within academia. For contingent faculty, engaging significantly in professional development represents a pivotal and dynamic dimension within the educational sphere. This engagement serves as a fundamental driver, fueling their commitment to lifelong learning, the evolution of pedagogical approaches, curriculum enhancement, refining assessment and feedback techniques, adept technology utilization, student support, mentoring, and alignment with professionalization theories. The depth and breadth of pathways chosen by contingent faculty underscore an undeniable complexity and diversity in their pursuit to enhance teaching practices and fortify their academic trajectories.

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Resources and Opportunities for On-Campus Professional Growth Resources and Professional Development Engagement

The following questions seek to understand your awareness, access, and levels of engagement with on-campus professional growth resources and development opportunities.

1. How many times have you engaged with on-campus professional development in the past 12 months?
    a. Never
    b. 1
    c. 2
    d. 3
    e. 4
    f. 5 or more

2. What types of campus-provided formal professional development have you participated in during the past twelve months? *(Check all that apply)*
    a. *Virtual webinars*
    b. *In-person webinars*
    c. *Workshops*
    d. *Training*
    e. *Computer-based training*
    f. *None of the above*
    g. *Other (box to specify a different answer)*

3. What is a specific example of a campus-based professional development session you have attended in the past twelve months?

    _____

Please indicate your level of agreement with the following statements as they relate to the professional development offerings at any campus you have worked at over the past twelve months.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
4. My campus promotes professional development to adjunct (contingent) faculty.				
5. I have received professional development explicitly focused on teaching in my discipline from my campus.				
6. I have received professional development in curriculum development from my campus.				
7. I find the campus-based professional development available to me worthwhile.				

Resources and Opportunities for External (Off-Campus) Professional Growth Resources and Professional Development Engagement

The following questions seek to understand how you acquire and keep up to date with current teaching practices (pedagogical and pedagogical practice) using external (off-campus) professional development. These questions also focus on your awareness, engagement, and the factors influencing your engagement with off-campus professional growth resources and development opportunities.

8. *How many times have you engaged with off-campus professional development in the past 12 months?*
   a. *Never*
   b. *1*
   c. *2*
   d. *3*
   e. *4*
   f. *5+*
9. *What types of formal external (off-campus) professional development have you had access to during the past twelve months? (Check all that apply)*
   a. *Conferences (in-person)*
   b. *Conferences (virtual)*
   c. *Virtual webinars*
   d. *In-person webinars*
   e. *Workshops*
   f. *Training*
   g. *Computer-based training*
   h. *None of the above*
   i. *Other (box to specify a different answer)*

10. *What types of informal, internet-based external professional development resources have you engaged with over the past twelve months? (Check all that apply)*
    a. *Podcasts*
    b. *YouTube videos*
    c. *TikTok Videos*
    d. *Open Educational Resources (OERs)*
    e. *Open Educational Practices (OEPs)*
    f. *Blogs*
    g. *Virtual communities*
    h. *Professional organizations*
    i. *None of the above*
    j. *Other (box to specify a different answer)*

11. What is an example of a formal and/or informal professional development resource you have used to help improve your teaching in the past twelve months?
    a. *Open-ended answer box*

Please indicate your level of agreement with the following statements as they relate to your experience in continuously improving your teaching practice (pedagogy and andragogy) through the use of externally offered (off-campus) professional development offerings over the past twelve months.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
12. I can find valid, research-based internet resources to improve my teaching.				
13. I keep up to date on innovative teaching practices through networking with others in my discipline.				
14. I implement ideas and methods learned at conferences in my teaching practice.				
15. I keep current in my teaching practice by integrating empirical research into lesson design.				
16. I seek new ideas for my teaching practice via internet resources.				

Employment Information

This set of questions is designed to understand more about your employment status.

17. Which of the following disciplines do you teach? (Choose all that apply.)
    a. *Business*

b. *Humanities*
c. *Natural and Applied Sciences*
d. *Social Sciences*
e. *Technology*
f. *Education*
g. *Other (box to specify their discipline)*

18. In which Michigan public university do you perform the majority of your teaching?
    a. *Central Michigan University*
    b. *Eastern Michigan University*
    c. *Ferris State University*
    d. *Grand Valley State University*
    e. *Lake Superior State University*
    f. *Michigan State University*
    g. *Michigan Technological University*
    h. *Northern Michigan University*
    i. *Oakland University*
    j. *Saginaw Valley State University*
    k. *University of Michigan-Ann Arbor*
    l. *University of Michigan-Dearborn*
    m. *University of Michigan-Flint*
    n. *Wayne State University*
    o. *Western Michigan University*

Background information

This set of questions is designed to understand more about the background of Michigan contingent or adjunct faculty.

19. What best describes your gender identity?
    a. Male
    b. Female
    c. Other
    d. I prefer not to respond.

20. What is your age range?
    a. 20-30
    b. 30-40
    c. 40-50
    d. 50-60
    e. 60+

21. What is your racial or ethnic identification? *(Check all that apply.)*
    a. American Indian or Alaska Native
    b. Asian American
    c. Black or African American
    d. Hispanic or Latino/a
    e. Native Hawaiian or Pacific Islander
    f. White
    g. African
    h. Asian
    i. Middle Eastern
    j. Latin American
    k. Other
    l. I prefer not to respond.

22. What is the highest degree you have earned?
    a. Professional degree (e.g., MD, DDS, JD, DVM)
    b. Doctoral degree (e.g., PhD, EdD)
    c. Master's degree
    d. Other

23. Do you have any other comments regarding professional development or questions I should have asked?

24. Would you be interested in participating in a two-part 30–40-minute interview series via Zoom Web Conferencing to elaborate on the formal and informal external professional development you have engaged with in the past twelve months?
    a. Yes
    b. No

If participants select yes, a link will be provided for them to access a second survey where they can input their contact information. This will ensure that their survey answers will remain anonymous.

Survey Two

Thank you for interest in participating in two short, Zoom Web Conferencing interviews to help me gather information for my study titled: *Bridging the Gap for Contingent Faculty: An Analysis of the Professional Development and Growth Resources Used in Public Universities Across Michigan*.

1. What is your name? Open-ended answer box
2. What is your preferred email. Open-ended answer box

Adult Research Subject – Waiver of Informed Consent Form Phase One

Judith Herb College of Education
Higher Education Department
Gillham Hall, 2801 W Bancroft St.
Toledo, OH 43606
(419) 530-2495

ADULT RESEARCH SUBJECT – WAIVER OF INFORMED CONSENT FORM
Bridging the Gap for Contingent Faculty: An Analysis of the Professional
Development and Growth Resources Used in Public Universities Across Michigan

Principal Investigator Dr. Edward Janak, Department Chair of the Department of Educational Studies Chair, University of Toledo, 419-530-4114

Other Investigators Caryl Walling, PhD Candidate, University of Toledo, 810-955-8549

Purpose: You are invited to participate in the research project entitled *Bridging the Gap for Contingent Faculty: An Analysis of the Professional Development and Growth Resources Used in Public Universities Across Michigan* which is being conducted at the University of Toledo under the direction of Caryl Walling. The purpose of this study is to build an understanding of the professional development resources (campus-based and external) Michigan contingent faculty have access to and engage with that are focused on improving their teaching.

Description of Procedures: This web-based survey will ask questions about your professional experience, how you feel about your ability to teach, the types of professional development resources (campus-based and external) you are aware of, what professional development you engage with, what external resources you use to improve your teaching, and what factors influence your engagement in professional development. This survey should take about 15 minutes. At the end of the survey, you will be asked if you would like to participate in a two-part interview series. If so, there will be a link to an additional survey at the bottom where you can enter contact information.

Potential Risks:

Some questions may be personal or upsetting, but you can skip them or quit the survey anytime. In addition, there are risks of information breaches anytime we share information online. Finally, there is a chance your data could be seen by someone who shouldn't have access to it. I will minimize these last two risks to limit the associated issues as discussed in the confidentiality section.

Possible Benefits: Direct benefits to you, if you participate in this research, include learning about how research studies are run and the types of professional development you may have access to on-campus and off-campus. This study may help the field of education build a working list of external resources to improve contingent faculty teaching practice. This will occur through the publication of the results of this study. The field of education may also benefit from this research by understanding the professional growth resources contingent faculty take advantage of and what could be offered to this population. Others may benefit by learning about the results of this research. Once you have completed the two-part interview process, you will be given two more entries in the raffle for a $100 Amazon gift card.

Confidentiality: The survey will be anonymous, as identifying information will not be collected. There will be a link at the end of the first survey that, when selected, will lead to a secondary survey where those faculty members who wish to engage in phase two interviews can provide their contact information (this is separate from the original survey to maintain anonymity). I may share study findings in publications or presentations. If I do, the results will be aggregated (grouped) data with no individual results.

Data and consent information from the survey will be stored on a fingerprint-protected laptop and an encrypted external hard drive. These devices will be stored within a home safe, only I have the combination. Survey data will also be held on secure online survey software. Consent information and data will be stored on the encrypted external hard drive and will be stored in the home safe mentioned above. This information will be destroyed at the end of 5 years.

Voluntary Participation: The information collected from you may be de-identified and used for future research purposes. As a reminder, your participation in this research is voluntary. Your refusal to participate in this study will involve no penalty or loss of benefits to which you are otherwise entitled and will not affect your relationship with The University of Toledo. You may skip any questions that you may be uncomfortable answering. In addition, you may discontinue participation at any time without any penalty or loss of benefits.

Contact Information: If you have any questions at any time before, during, or after your participation [or experience any physical or psychological distress as a result of this research] you should contact a member of the research team (Caryl Walling/810-955-8549; and Edward Janak/419-530-4114

If you have questions beyond those answered by the research team or your rights as a research subject or research-related injuries, the Chairperson of the SBE Institutional Review Board may be contacted through the Human Research Protection Program on the main campus at (419) 530-6167.

Consent Section – Please read carefully.

You are making a decision whether or not to participate in this research study. By clicking next and beginning the survey, you indicate that you have read the information provided above, have had all your questions answered, have read the informed consent document, and have decided to participate in this research. You may take as much time as necessary to think it over. By participating in this research, you confirm that you are at least 18 years old.

Appendix C

Email to HR Departments, Chairs, and Centers for Teaching Excellence

Dear Colleague,

I am writing to ask for your help in disseminating a web-based survey to your adjunct faculty members (I only need 15 faculty from your university to take my survey). I am a doctoral student in the higher education program at the University of Toledo, and I am conducting a mixed methods study to build an understanding of the professional development resources (campus-based and external) Michigan adjunct faculty have access to and engage with that are focused on improving their teaching.

This survey will take your faculty 5-10 minutes to complete. Should faculty choose to participate, they can fill out a contact form in an to be entered into a raffle to win a $100.00 Amazon Gift Card.

Would you be willing and able to send this survey to your adjunct faculty? If so, the survey will be active throughout June 2023. I would also like to ask you to please give me the number of faculty you sent this survey to, which will help me determine my sample size (no names, just sample size). If you are not the right person to ask this question, could you point me in the right direction?

The email, survey link, and advertising flyer are below for convenience.

Thank you in advance for helping me shed some light on the professional development resources Michigan adjunct faculty have access to and engage with.

Caryl Walling, PhD Candidate
University of Toledo
Higher Education Department

caryl.walling@rockets.utoledo.edu

Appendix D

Invitation to Participate in Online Survey

Dear Adjunct/Contingent Faculty Member,

I invite you to participate in a research study I am conducting as a doctoral student in the Higher Education program at the University of Toledo. This research aims to build an understanding of the professional development resources (campus-based and external) Michigan adjunct faculty have access to and engage with that are focused on improving their teaching. The results of this survey will be included in my dissertation.

Your participation will involve answering questions about your experiences and perceptions regarding professional growth and development opportunities as a Michigan adjunct (contingent) faculty member. Completion time for this survey is estimated to take 5-10 minutes.

The protection of your privacy is of great concern during this study. The survey will be anonymous, as identifying information will not be collected. There will be a link at the end of the survey that, when selected, will lead to a secondary survey where you can provide your contact information if you would like to engage in a post-survey interview series (this is separate from the original survey to maintain anonymity). This will allow you to input your contact information for the $100 Amazon gift card and/or an informal interview session.

I've attached a copy of the informed consent to the survey, providing details about the study, its purpose, and your rights as a participant. If you would like to see the results of this study when I am finished or if you have any questions, please email me at caryl.walling@rockets.utoledo.edu.

 The survey will be active in May and June 2023. Here is a link to the survey: https://toledouw.iad1.qualtrics.com/jfe/form/SV_71EFKBS1i5fvhQi

Thank you in advance for your participation!

Caryl Walling, PhD Candidate
University of Toledo
Higher Education Department

caryl.walling@rockets.utoledo.edu

Appendix E

Follow-Up Invitation to Participate in Online Survey

Dear Colleague,

I am still looking for sufficient responses to continue with my study. I am contacting you again, hoping you will send my survey email to all of your adjunct (contingent) faculty. This survey will only take 10-15 minutes for faculty to complete. To reiterate, this study focuses on understanding the professional development resources (campus-based and external) Michigan adjunct (contingent) faculty have access to and engage with that are focused on improving their teaching.

I sincerely thank you for your assistance and apologize for the repeated communications. Faculty will be placed into a raffle for a $100.00 Amazon gift card upon completion of the survey to encourage participation. Thank you again for assisting me with gathering data for my study.

The link is attached below for your convenience.
https://toledouw.iad1.qualtrics.com/jfe/form/SV_71EFKBS1i5fvhQi

Respectfully,

Caryl Walling, PhD Candidate
University of Toledo
Higher Education Department

caryl.walling@rockets.utoledo.edu

Adult Research Subject – Waiver of Informed Consent Form Phase Two

Judith Herb College of Education
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ADULT RESEARCH SUBJECT – WAIVER OF INFORMED CONSENT FORM

Bridging the Gap for Contingent Faculty: An Analysis of the Professional Development and Growth Resources Used in Public Universities Across Michigan

Principal Investigator Dr. Edward Janak, Department Chair of the Department of Educational Studies Chair, University of Toledo, 419-530-4114

Other Investigators Caryl Walling, PhD Candidate, University of Toledo, 810-955-8549

Purpose: You are invited to participate in the research project entitled *Bridging the Gap for Contingent Faculty: An Analysis of the Professional Development and Growth Resources Used in Public Universities Across Michigan* which is being conducted at the University of Toledo under the direction of Caryl Walling. The purpose of this study is to build an understanding of the professional development resources (campus-based and external) Michigan contingent faculty have access to and engage with that are focused on improving their teaching.

Description of Procedures: This research study will include a series of two interviews that will be hosted virtually via Zoom Web Conferencing software. Each interview will last between 30-40 minutes and will be scheduled within one week of each other. You will be asked a series of questions about what professional growth resources you use, your experiences using professional growth resources, and why you use the resources you use.

Zoom Web Conferencing recording capabilities will be used for each interview, but only if you agree to being recorded.

Potential Risks: As with all studies, some questions may be personal or upsetting, but you can skip them or quit the interview at any time without any negative consequences. In addition, there is a risk that information shared online (even during a Zoom meeting) can be compromised. Finally, there is a chance your data could be seen by someone who shouldn't have access to it. I will minimize these risks through measures as described below in the confidentiality section.

Potential Benefits: Direct benefits to you if you participate in this research include learning about how *research studies* are run and the types of professional development you may have access to on-campus and off-campus. This study may help the field of education build a working list of external resources that help contingent faculty improve their teaching practice. The field of education may also benefit from this research by understanding the professional growth resources contingent faculty take advantage of and what could be offered to this population. Others may benefit by learning about the results of this research. Once you have completed the two-part interview process, you will be given two entries in the raffle for a $100 Amazon gift card.

Confidentiality: Consent documentation will be stored on an encrypted external hard drive that will be kept in a home safe that only I have the combination. This consent documentation will be destroyed at the end of five years. During phase two, I will collect the following identifying information, name, email, and the university you work for. This information is necessary for the study and will help inform the analysis and research. Many precautions will be in place to protect your information and prevent a breach of confidentiality. I will host each 1:1 interview from my home office to prevent outsiders from hearing potentially sensitive information and encourage you to find a confidential and comfortable space to join the Zoom meeting. Interview translation software NVivo will be used to help translate interviews. This will be secured through password protection and without identifying information. After the interview series is complete, I will limit breaches of confidentiality by removing all identifying information replace them with a study ID. Information from the interview series will be held on a fingerprint-protected laptop and an encrypted external hard drive. These devices will be stored within a home safe, and only I have the combination.

Regarding access to data, only I will have access to identifiable data (with your name included) and coded data (names removed and labeled with a study ID). This is so I can analyze the data and conduct the study. My dissertation chair and the committee will have access to coded data (no names, emails, etc.). We may share our findings in publications or presentations. If we do, the results will be aggregated (grouped) data with no individual results. For interview findings, if I quote you, I will use the study ID.
Voluntary Participation: The information collected from you may be de-identified and used for future research purposes. As a reminder, your participation in this research is voluntary. Your refusal to participate in this study will involve no penalty or loss of benefits to which you are otherwise entitled and will not affect your relationship with The University of Toledo, any of your classes, or any other higher education entities. You may skip any questions that you may be uncomfortable answering. In addition, you may discontinue participation at any time without any penalty or loss of benefits.

Contact Information: If you have any questions at any time before, during, or after your participation (or experience any physical or psychological distress as a result of this

research) you should contact a member of the research team (Caryl Walling/810-955-8549; and Edward Janak/419-530-4114).

If you have questions beyond those answered by the research team or your rights as a research subject or research-related injuries, the Chairperson of the SBE Institutional Review Board may be contacted through the Human Research Protection Program on the main campus at (419) 530-6167.

<div align="center">**CONSENT SECTION – Please read carefully**</div>

You are making a decision whether or not to participate in this research study. By verbally stating that you consent to participate in this study, you indicate that you have read the information provided above, you have had all your questions answered, and you have decided to take part in this research. You may take as much time as necessary to think it over.

By participating in this research, you confirm that you are at least 18 years old.

Study Number: 301745-UT Exemption Granted: 04/21/2023

Appendix G

Semi-Structured Interview Protocol

Name of Study: Michigan Contingent Faculty Perceptions: How Are They Improving Their Practice?

Location: Virtual via Zoom Web Conferencing

Type of Participant: Michigan contingent faculty who identified positively to participate in a two-part interview series

Integration: Phase One data analysis results will influence phase one interview questions in an emergent design.

Interviewer Name: Caryl Walling

First Interview Agenda

Welcome: Good morning/afternoon, and welcome. Thank you for taking the time out of your busy schedule to participate in this interview. My name is Caryl Walling, and I am a doctoral candidate at the University of Toledo in the higher education program. The information you share during these interviews is necessary to complete my dissertation study and my degree.

Overview of the topic: My study investigates Michigan contingent or adjunct faculty (such as yourself) using professional growth resources and how these resources help improve your teaching practice. Teaching practices include topics such as curriculum development, active or student-centered learning strategies, development of formative and summative assessments, theory-based methods of student engagement, etc. The questions are designed to get your insights, perceptions, experiences, and opinions on the key aspects of professional growth resources on and off campus and how they impact your teaching. An additional purpose of these interviews is to gain insight into reasons you use professional development or growth resources.

Introduction

(Probes: Tell me more, how is that? in what ways? anything else?)

1. What is your name?
2. Where do you work?
3. How did you become a faculty member?
4. How long have you been a contingent or adjunct faculty member there?
5. What is your favorite memory of teaching?

Professionalization Literature

Professionalism's innovation and research portion are to innovate and develop new skills, knowledge, or ideas to improve their discipline further. Many professionals will research and develop new understanding and procedures for both innovations' sake and to find new (more accessible) practical ways of working.

1. What experiences do you draw on to teach?
2. Have you attended formal training of effective teaching strategies?
   a. If so, tell me about it.
   b. If not, what has shaped your teaching?
3. What kind of research on effective teaching practices have you done over the past twelve months?
4. Can you tell me about the types of professional resources that have had the biggest impact on your teaching?
   a. Can you explain what attracted you to these resources or training?

   b. Why did you use these resources?
5. Have you used any AI-driven tools or technologies in your teaching or work as a faculty member?

   a. How has AI influenced your teaching methods or curriculum development, if at all? (question developed from phase one)
6. How can a program (external or internal) be designed that meets your teaching practice needs as a contingent faculty member?
7. Do you currently use social media platforms as part of your teaching or professional development? If so, which ones?

   a. Can you describe how you use social media in your teaching or professional development activities? (questions developed from phase one data)

Ethical dispositions section of the theoretical professionalism framework argues that successful professionals demonstrate certain psychological traits, including loyalty to their occupational group, commitment to lifelong career and learning, collegiality, solidarity with their colleagues, and responsibility for their work.

5. Can you tell me about a time when you collaborated with a colleague or mentor on teaching strategies or a change in how you teach?
6. How do you find resources outside of your campus?

   a. Are these resources more effective than campus resources in helping you specifically? Why?

Expertise literature is clear that professions and professionals succeed through the specialization that characterizes modern disciplines and subject matter content experts. As professions become more complex, a clear investment in human capital through extensive training, practice, and continuing education is essential for daily routine.

Professions are set apart from occupations through the specialized training and education they receive before working in their field.

7. What is your experience engaging with professional growth resources on your campus?
8. I'm interested in the professional growth resources you have access to on your campus. Can you tell me what you have access to?
9. Do you have access to growth resources in your discipline? In teaching practices?
10. What are some reasons that you use these resources?

Professional autonomy in the professionalism framework models and approaches articulate the criticality of self-control over the professional practice. Professionals with extensive education, training, and expertise are the best people equipped to govern their professional recruitment, quality/requirements of training, professional guidelines, and ethical standards.

11. I'm interested in learning about the different types of external professional development you have engaged with and would like to hear about your experiences.
12. What kinds of resources outside of your campus do you consult to help with your teaching? (OERs, YouTube, etc.)?
    a. Why do you use these resources?
13. How do you find resources outside of your campus? Are these resources more effective than campus resources in helping you specifically? Why?

Professionals gain **access to practice** by (1) earning a degree from an accredited university, (2) obtaining a professional designation, (3) being tested in the field, and (4) gaining membership in associated professional organizations.

14. Think back to the first time you taught. What changes do you see in your teaching practices today? What changes have you made?
15. What experiences do you draw on to teach?

Prestige and status are an outcome of professionalism, as professionals need to embody professional autonomy, ethical disposition, innovation, expertise, and credentials to earn power and prestige. Prestige and status could come in various forms, including demand for services or expertise, monetary incentives or rewards, respectability, and recognition of expertise.

16. How can a program (external or internal) be designed that meets your teaching practice needs as a contingent faculty member?

17. Do you participate in a professional organization? If so, how does this resource help with teaching?

Second Interview Semi-Structured Interview Protocol

Welcome: Good morning/afternoon, and welcome. Thank you for coming back! I am excited to dig a little deeper into some of the things we discussed last time. Today, I want to give you time to tell your story.

Emergent Questions (more questions to be created based on the first interview)

During our last interview, you shared some experiences. Let's talk about those.

1. Last time, you mentioned xyz. Can you expand on that?
2. We talked about xyz. Can you give me some specific examples?
3. Can you tell me a story about how that happened when you did xyz?

Reflection

Now that we have dug deeper into your thoughts and feelings about professional growth resources let's move into the reflection portion of this interview.

4. What did you expect me to ask?
   a. Can you expand on that?
5. What would be most valuable to share in my study?
6. What would be good recommendations for universities in helping contingent faculty?
7. What would be a good resource for contingent faculty outside of organizations?
8. Anything else you would like to share?

Appendix H

Table H.1

Research Questions, Interview Questions, Theoretical Framework Alignment

Research Question	Professionalization Literature Alignment	Interview Question(s)
To what extent are contingent faculty in Michigan at 4-year institutions using on and off-campus professional growth resources to improve their teaching?	**Innovation and research** portion are to innovate and develop new skills, knowledge, or ideas to improve their discipline further. Many professionals will research and develop new understanding and procedures **f**or both innovations' sake and to find new (more accessible) practical ways of working.	- What experiences do you draw on to teach? - Have you attended formal training of effective teaching strategies? - If so, tell me about it. - If not, what has shaped your teaching? - What kind of research on effective teaching practices have you done over the past twelve months? - Can you tell me about the types of professional resources that have had the biggest impact on your teaching? - Can you explain what attracted you to these resources or training? - Why did you use these resources?
To what extent are contingent faculty in Michigan at 4-year institutions using on and off-campus professional growth resources to improve their teaching?	**Ethical dispositions** section of the theoretical professionalism framework argues that successful professionals demonstrate certain psychological traits, including loyalty to their occupational group, commitment to lifelong career and learning, collegiality, solidarity with their colleagues, and responsibility for their work.	- Can you tell me about a time when you collaborated with a colleague or mentor on teaching strategies or a change in how you teach? - How do you find resources outside of your campus? - Are these resources more effective than campus resources in helping you specifically? Why?

Research Question	Professionalization Literature Alignment	Interview Question(s)

What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	**Expertise literature** is clear that professions and professionals succeed through the specialization that characterizes modern disciplines and subject matter content experts. As professions become more complex, a clear investment in human capital through extensive training, practice, and continuing education is essential for daily routine. Professions are set apart from occupations through the specialized training and education they receive before working in their field.	• What is your experience engaging with professional growth resources on your campus?
		• I'm interested in the professional growth resources you have access to on your campus. Can you tell me what you have access to?
		• Do you have access to growth resources in your discipline? In teaching practices?
		   o What resources do you use to enhance teaching in your discipline? (Question developed from phase one)
		
		   o How do you enhance your knowledge in your discipline? (Question developed from phase one)
		
		• What are some reasons that you use these resources?

What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	**Professional autonomy** in the professionalism framework models and approaches articulate the criticality of self-control over the professional practice. Professionals with extensive education, training, and expertise are the best people equipped to govern their professional recruitment, quality/requirements of training, professional guidelines, and ethical standards.	• I'm interested in learning about the different types of external professional development you have engaged with and would like to hear about your experiences. • What kinds of resources outside of your campus do you consult to help with your teaching? (OERs, YouTube, etc.)? o Why do you use these resources? • How do you find resources outside of your campus? Are these resources more effective than campus resources in helping you specifically? Why?

Research Question	Professionalization Literature Alignment	Interview Question(s)
To what extent are contingent faculty in Michigan at 4-year institutions using off-campus professional growth resources to improve their teaching	Professionals gain **access to practice** by (1) earning a degree from an accredited university, (2) obtaining a professional designation, (3) being tested in the field, and (4) gaining membership in associated professional organizations.	• Think back to the first time you taught. What changes do you see in your teaching practices today? What changes have you made? • What experiences do you draw on to teach?
To what extent are contingent faculty in Michigan at 4-year institutions using on and off-campus professional growth resources to improve their teaching	**Prestige and status** are an outcome of professionalism, as professionals need to embody professional autonomy, ethical disposition, innovation, expertise, and credentials to earn power and prestige. Prestige and status could come in various forms, including demand for services or expertise, monetary incentives or rewards, respectability, and recognition of expertise.	• How can a program (external or internal) be designed that meets your teaching practice needs as a contingent faculty member? • Do you participate in a professional organization? If so, how does this resource help with teaching?

Appendix I

Qualitative Interview Invitation

Hello,

My name is Caryl Walling, and I am a PhD candidate in the Higher Education Department at the University of Toledo.

You indicated on a survey that you would be willing to participate in a two-part interview, so I am writing to invite you to participate in the study, Bridging the Gap for Contingent Faculty: An Analysis of the Professional Development and Growth Resources Used in Universities Across Michigan. This study aims to build an understanding of the professional development resources Michigan adjunct (contingent) faculty have access to and engage with that are focused on improving their teaching.

This research study will include a series of two interviews that will be hosted virtually via Zoom Web Conferencing software. Each interview will be very informal, lasting between 30-40 minutes, and will be scheduled within one week of each other. You will be asked a series of questions about what professional growth resources you use, your experiences using professional growth resources, and why you use the resources you use. Zoom Web Conferencing recording capabilities will be used for each interview, but only if you agree to be recorded.

The informed consent document is attached to this email so that you can review it at your own pace. As with all studies, there will be some professional and emotional risks. Care will be taken to protect your identity by using a study ID instead of identifying information. In addition, all study information will be stored on a fingerprint-protected laptop and an encrypted external hard drive. Finally, some questions may be personal or upsetting, but you can skip them or quit the interview at any time without any negative consequences.

Once you have completed the two-part interview process, you will be given two additional entries into a raffle for a **$100 Amazon gift card.**

This research has been cleared by the University of Toledo Institutional Review Board, Study Number: 301745-UT. If you have any questions before, during, or after your participation (or experience any physical or psychological distress as a result of this research) you should contact a member of the research team (Caryl Walling/810-955-8549; and Edward Janak/419-530-4114).

I would like to schedule the first interview with you as soon as possible. Please let me know three or four dates and times that would be convenient for you to log into a virtual Zoom room for us to talk.

Thank you for participating in this research study!

Caryl Walling
PhD Candidate
Higher Education Department
University of Toledo

Appendix J

Table J.1

Quantitative Survey Participant Demographics

Michigan University	Population	Number of Respondents	Individual School Response	Age	Gender	Professional Degree
Central Michigan University	215	130	48%	20-30 = 11% 30-40 = 62% 40-5 0 = 26% 50-60 = 1% Over 60 = 0%	Female = 28% Male = 72%	Professional Degree = 31% Doctoral Degree =57% Master's Degree =12% Other = 0%
Eastern Michigan University	245	165	67%	20-30 = 12 30-40 = 62 40-5 0 = 26 50-60 = 0 Over 60 = 0	Female = 40% Male = 60%	Professional Degree = 18% Doctoral Degree =72% Master's Degree =10% Other = 0%
Ferris State University	227	107	47%	20-30 = 17 30-40 = 53 40-5 0 = 28 50-60 = 2 Over 60 = 0	Female = 42% Male = 58%	Professional Degree = 35% Doctoral Degree =44% Master's Degree =21% Other = 0%
Grand Valley State University	405	127	31%	20-30 = 14 30-40 = 71 40-5 0 = 15 50-60 =0 Over 60 = 0	Female = 50% Male = 50%	Professional Degree = 30% Doctoral Degree = 43% Master's Degree =24% Other = 3%

Michigan University	Population	Number of Respondents	Individual School Response	Age	Gender	Professional Degree
Lake Superior State University	90	77	86%	20-30 = 19 30-40 = 64 40-5 0 = 16 50-60 = 0 Over 60 = 0	Female = 43% Male = 57%	Professional Degree = 33% Doctoral Degree = 42% Master's Degree = 24% Other = 1%
Michigan State University	352	144	41%	20-30 = 17 30-40 = 59 40-5 0 = 24 50-60 = 1 Over 60 = 0	Female = 42% Male = 58%	Professional Degree = 22% Doctoral Degree = 48% Master's Degree =29% Other = 2%
Michigan Technological University	27	22	81%	20-30 = 16 30-40 = 63 40-5 0 = 21 50-60 =1 Over 60 = 0	Female = 42% Male = 58%	Professional Degree = 23% Doctoral Degree = 54% Master's Degree = 23% Other = 0%
Northern Michigan University	119	89	74%	20-30 = 16 30-40 = 63 40-5 0 = 19 50-60 = 2 Over 60 = 0	Female = 36% Male = 64%	Professional Degree = 37% Doctoral Degree = 33% Master's Degree = 30% Other = 0%
Oakland University	581	158	27%	20-30 = 16 30-40 = 69 40-5 0 = 13 50-60 = 3 Over 60 = 0	Female = 44% Male = 56%	Professional Degree = 42% Doctoral Degree = 33% Master's Degree =25% Other = 0%

Michigan University	Population	Number of Respondents	Individual School Response	Age	Gender	Professional Degree
Saginaw Valley State University	270	56	21%	20-30 = 11 30-40 = 71 40-5 0 = 16 50-60 = 0 Over 60 =2	Female = 32% Male = 68%	Professional Degree = 30% Doctoral Degree = 40% Master's Degree = 30% Other = 0%
University Of Michigan - Ann Arbor	750	64	8%	20-30 = 14 30-40 = 63 40-5 0 = 19 50-60 = 2 Over 60 =3	Female = 48% Male = 52%	Professional Degree = 38% Doctoral Degree = 25% Master's Degree = 37% Other = 0%
University Of Michigan - Dearborn	151	61	40%	20-30 = 15 30-40 = 72 40-5 0 = 13 50-60 = 0 Over 60 = 0	Female = 52% Male = 48%	Professional Degree = 48% Doctoral Degree = 26% Master's Degree = 26% Other = 0%
University Of Michigan - Flint	225	37	16%	20-30 = 11 30-40 = 84 40-5 0 = 5 50-60 = 0 Over 60 = 0	Female = 38% Male = 62%	Professional Degree = 46 % Doctoral Degree = 35% Master's Degree = 20% Other = 0%
Wayne State University	741	44	6%	20-30 = 27 30-40 = 61 40-5 0 = 9 50-60 = 2 Over 60 = 0	Female = 46% Male = 54%	Professional Degree = 41% Doctoral Degree = 23% Master's Degree = 34% Other = 2%

Michigan University	Population	Number of Respondents	Individual School Response	Age	Gender	Professional Degree
Western Michigan University	347	60	17%	20-30 = 10 30-40 = 82 40-5 0 = 7 50-60 = 2 Over 60 = 0	Female = 42% Male = 58%	Professional Degree = 37% Doctoral Degree = 23% Master's Degree =37% Other = 3%

Note. This table is based on participants who provided demographic information in this study's survey. Overall, this study included

1340 participants' responses from survey results.

Appendix K

Table K.1

Qualitative Interview Participant Demographics

Participant Id	Gender	Contingent Faculty Service	Discipline	Ethnicity	Number of Schools Taught At	Current Universities of Employment
Alpha	Female	17 years	Human resources, Business, Marketing	White, Mixed	6 Different Schools	Wayne State University, Walsh College, Baker College, Lawrence Tech, Cleary University, and Lindenwood University
Beta	Female	5 years	MBA, Marijuana Marketing	White	3 Different Schools	Western Michigan University, Walsh College, Colorado Tech
Gamma	Male	2 Years	MBA Program, Business, Business Strategy	White	2 Different Schools	Wayne State University, Walsh College
Delta	Female	22 Years	Social Sciences, History, Gamification	White	3 Different Schools	Eastern Michigan University. Spring Arbor, Walsh College
Epsilon	Female	10 Years	Educational Technology	Hispanic	4 Different Schools	Northern Michigan University

Participant Id	Gender	Contingent Faculty Service	Discipline	Ethnicity	Number of Schools Taught At	Current Universities of Employment
Zeta	Female	18 Years	Human resource management and organizational behavior	Mixed Race	2 Different Schools	Central Michigan University, Northeastern University, Bentley, Suffolk, Tufts, and Lesley College
Eta	Male	5 Years	Dentistry, Medicine	Mixed Race	1 School	University of Michigan – Ann Arbor
Theta	Female	5 Years	Literacy, Education	White	1 School	Oakland University
Iota	Female	4 Years	Pharmacy, Neuroscience, Immunology, and Molecular Diagnostics	Mixed Race	2 Different Schools	Ferris State University and Grand Valley State University
Kappa	Female	11 Years	Science, Nursing	White	1 School	Saginaw State University

Integrated Results Matrix: A Joint Display to Compare Quantitative and Qualitative Findings

Category	Quantitative Results N=1340	Qualitative Results N=10	Exemplar Quote(s)	Meta-inferences
On-campus professional development offerings and resources engaged with	Most offered: Formal in-person seminars frequency = 701 Computer-based training frequency = 605 Virtual webinars frequency = 607	Contingent faculty appreciated university-provided PD and training. Their greater emphasis was on valuing peer observation and interaction as a more effective means to enhance their classroom expertise and ethical obligations to students.	Participant Epsilon: "There have been opportunities to learn different strategies for teaching active learning from our CTL. I remember I attended one for active learning that was phenomenal." Participant Delta: "I've observed so many teachers in both online and face-to-face classrooms over the years. Going into other people's classrooms just gives me a different perspective of what I can do as a teacher. If you go to a conference and talk about what you do, yeah, that gives you something. But in terms of changing my own, like a paradigm shift, where I changed my classroom mindset is really from peer observation."	The findings from both phases indicated that formal professional development offerings were a critical PD type offered to contingent faculty and significantly contributed to their on-campus PD engagement. Furthermore, the findings from phase two affirmed the desire for valuable and formal university-provided training focused on maintaining and improving teaching expertise, particularly regarding institutional initiatives and credentialing. Additionally, phase two findings highlighted that contingent faculty highly value peer observation offerings as a means to enhance their expertise and foster innovation within the classroom. This synthesis underscores the significance of formal professional development alongside university-provided training and peer observation in advancing the professional growth of contingent faculty in their teaching practice.

Category	Quantitative Results N=1340	Qualitative Results N=10	Exemplar Quote(s)	Meta-inferences
On-campus professional development factors impacting engagement	Most significant variables in predicting engagement: University affiliation *p* = .041 Formal in-person seminars *p* <.01 Computer-based training *p* <.01 Virtual webinars *p* <.001 Doctoral Degree *p* = -.040	Contingent faculty indicated they engage more in formal, well-developed, value-added campus live, in-person sessions. This preference for live sessions also included virtual webinars. Many faculty reported being disappointed in CTL resources, negatively impacting their engagement in these activities. They also articulated they enjoyed computer-based learning but that sometimes, these can be long, and it may be hard to sit down and focus on these self-paced sessions.	Participant Delta: "At our school, for instance, they offer live training on tools that would be great to use. These are hybrid sessions that I can attend remotely or in person. What is so great is that I can practice with the tool with a trainer right there to help if I get stuck." Participant Epsilon: "Northern has included more online, accessible asynchronous opportunities to learn new skills, but it is so hard for me to focus, as I have so many distractions in my office."	The findings suggest university affiliations play a significant role in the variation of faculty engagement levels. Contingent faculty interview data supported phase one findings. The type of on-campus professional development activities and specific training, rather than broad promotional efforts, significantly impact contingent faculty engagement. Contingent faculty prefer in-person, or live virtual training sessions for extra support in their learning. However, many contingent faculty have lost faith in the value of CTL resources and are hesitant to attend based on historical disappointment. Asynchronous opportunities are appreciated, but sometimes faculty have issues focusing on large eLearning or long videos.

Category	Quantitative Results N=1340	Qualitative Results N=10	Exemplar Quote(s)	Meta-inferences
Off-campus professional development offerings and resources engaged with	Off-campus in-person seminars frequency = 605 Computer-based training frequency = 462 Off-campus workshops frequency = 379	Contingent faculty valued and learned the most from off-campus, formal in-person events. They considered off-campus in-person seminars and workshops to be critical to helping them improve their classroom expertise, help them earn valuable credentials, and bring innovation back to the classroom. Contingent faculty established a supportive network of colleagues with whom they collaborated. They considered off-campus collegial networks as the cornerstone of their professional development and growth.	Participant Zeta: "The seminar topics this past year have included everything from resilience after COVID, racial equity, emotional intelligence, personal branding, searching and finding jobs virtually, the great resignation, and the impact of unconscious bias. I am always able to bring something new back to my classroom to try from these sessions." Participant Gamma: "I have those colleagues from other universities who I share ideas and have discussions with. We have been accessing all the different resources that are coming out about AI because they're popping out everywhere at this point."	The findings from both phases indicated again that formal off-campus in-person seminars and workshops were an important PD type for contingent faculty that positively impacted their engagement with off-campus PD. Faculty used formal off-campus in-person sessions to learn new ideas and concepts that they brought to their classes to innovate with research-based concepts. These sessions also helped faculty increase their expertise and satisfy credential requirements. Contingent faculty reported valuing in-person, off-campus conferences. This suggests that experiential learning opportunities outside the immediate campus environment substantially impact faculty development. Faculty also stated that they look beyond their campuses to conferences for hot topics and more advanced training on issues that interest them more than campus initiatives. Findings also highlighted the importance of peer interaction in enhancing teaching practices. Contingent faculty value collaboration and learning from their colleagues, emphasizing the role of a supportive professional network.

Category	Quantitative Results N=1340	Qualitative Results N=10	Exemplar Quote(s)	Meta-inferences
Formal off-campus professional development factors impacting engagement	Off-campus in-person seminars *p* =.048 Computer-based training *p* =.001 Off-campus workshops *p* =.001 Improving teaching through empirical research *p*=.788	Interview findings indicated a preference for in-person conferences and an inclination to engage with live seminars, lectures, or workshops. They also mentioned a preference for engaging with peers, considering peers to hold valuable influence and knowledge that significantly impacts their teaching. Many contingent faculty conduct innovation and research but do not report it in traditional channels. They feel like they do not have time for the formal processes and instead share new ideas with colleagues. They expressed wanting professional autonomy in their classroom and with research but with a little bit of guidance.	Participant Eplsion: "I find that a conference is very stimulating. We have options, and I know that they are available to me, and I know that I can do virtual sessions. But there is something about the in-person conference that cannot be replaced, especially with all of the distractions that modern society has." Participant Delta: "I've observed so many teachers in both online and face-to-face classrooms over the years. Going into other people's classrooms just gives me a different perspective of what I can do as a teacher. If you go to a conference and talk about what you do, yeah, that gives you something. But in terms of changing my own, like a paradigm shift, where I changed my classroom mindset is really from peer observation."	Contingent faculty prefer live, more formally organized sessions. Phase one data demonstrates that hosting live formal seminars or workshops significantly enhances engagement. Faculty also favored in-person conferences. They tended to participate in these conferences due to the vibrant atmosphere, where they can exchange ideas, connect with peers, and acquire new perspectives. Faculty emphasized their propensity to engage with peers. They highlighted the value of interacting with colleagues, allowing for the exchange of insights, resources, and content. Contingent faculty's desire for professional autonomy, guided by their needs and goals, was a key theme in phase two. They reported engaging in PD to grow their expertise to reflect on proactive approaches. The findings suggest that many contingent faculty are involved in research and innovation, but traditional reporting and sharing channels may not capture these efforts.

Category	Quantitative Results N=1340	Qualitative Results N=10	Exemplar Quote(s)	Meta-inferences
Informal off-campus professional development resources engagement	TikTok frequency = 449 *p* =.062) OERs frequency = 560 *p*=.064 Blogs frequency = 376 *p* =.093 Articles frequency = 202 *p* =.171 Virtual communities frequency = 306 *P* =.164)	Contingent faculty members admitted to using TikTok and OERs during interviews, social media applications like LinkedIn, X (Twitter), Blogs, and social media were also discussed as essential ways to keep up-to-date, learn innovations, network, find training, and find new positions. Contingent faculty identified a variety of internet and print resources during phase two. They reported that these resources were essential parts of their daily lives that assisted them in research and informed their practice.	Participant Delta: "I sign up for things on social media so that if something comes my way that interests me, I see it. So I'm not going to miss out." Participant Zeta: "You can pick up information from LinkedIn that other professional colleagues are talking about. This information is from my trusted network of colleagues, and I can learn quickly about new buzzwords or topics." Participant Kappa: "I will pick up a Scientific American from a newsstand and get a lot of information there to bring back to my students." Participant Epsilon: "You're always looking for, you know, new ideas in teaching and learning. I think, at this point, what I'm reading most about is inclusivity and diversity. And you know, trying to see, have I been doing that? Have I neglected that? Some of these moments are of reflection as you're reading. But it's all building on something that is already there."	In phase one, social media apps like TikTok and Open Educational Resources (OERs) were not found to impact contingent faculty's engagement in professional development significantly. However, the data suggests variability in contingent faulty use of professional development, highlighting the potential influence of modern online resources on teaching practices. During phase two, contingent faculty discussed their use of various social media platforms (LinkedIn, TikTok, OERs, YouTube, etc.) to enhance their teaching skills explore innovative strategies, seek educational opportunities and job prospects, and pursue professional autonomy. Social media emerged as a significant source of information and support for contingent faculty. However, they also acknowledged concerns about the authenticity and credibility of information on social media. Although phase one results did not find internet and print resources significant, contingent faculty said these resources are part of their everyday lives during interviews during phase two interviews.

Appendix M
Table M.1

Research Questions and Summaries of Results

Research Questions	Key Results
Question 1. What on-campus professional development is offered to contingent faculty in Michigan at 4-year institutions?	Michigan public universities predominantly provided contingent faculty members with in-person seminars and on-demand or computer-based training focused on various topics from orientation to diversity, equity, and inclusion seminars. There were also reports of discipline or department-run events focused on specific and tailored topics. Finally, peer mentoring was a growth resource offered to contingent faculty.
Question 2. What off-campus professional development resources are offered to contingent faculty in the state of Michigan at 4-year institutions?	Contingent faculty members in Michigan primarily had access to formal off-campus resources such as virtual webinars, in-person seminars, external formal course or certificate programs, and conferences (in-person and virtual). They had access to informal professional development and growth resources, including social media (LinkedIn, Twitter, TikToks, and blogs), internet and print resources (AI, periodicals, blogs, podcasts, etc.), and Open Educational Resources.
Question 3. How do on-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?	Summary of the on-campus factors that had the most significant impact on contingent faculty engagement in professional development: *University Affiliation:* The research findings imply that the specific university where contingent faculty are employed significantly influences their engagement in on-campus professional development. *Type of Offerings:* Formal professional development, particularly in-person training, in-person seminars, and workshops focused on a specific topic, were associated with higher contingent faculty engagement. *Computer-Based or on-Demand Training:* The availability of formally developed computer-based training, which contingent faculty could complete at their own pace, was linked to increased on-campus engagement among contingent faculty.

Research Questions	Key Results
Question 3 Continued	**Degree Type**: Contingent faculty with doctoral degrees exhibited lower levels of engagement with on-campus professional development. A Master's degree had a positive but not significant effect. **Previous Curriculum Development Training:** Findings suggest that previous training on curriculum development significantly positively affected contingent faculty engagement with on-campus PD.
Question 4. How do off-campus factors impact Michigan contingent faculty's use of professional growth resources to improve their teaching?	Summary of the off-campus factors that had the most significant impact on contingent faculty engagement in professional development: **Formal, In-Person Professional Development:** Formal in-person conferences, seminars, workshops, and training were associated with higher levels of off-campus engagement. **Informal Professional Development:** Most informal professional development variables did not yield statistically significant effects. However, TikTok Videos and Open Educational Resources (OERs) were close to the significance threshold, suggesting that faculty using these resources may have somewhat different levels of off-campus engagement. **Presence of Colleagues:** Higher professional development engagement was reported where instances of collegial opportunities were available. **Degree**: Contingent faculty level of degree significantly impacted off-campus professional development engagement, with Master's degree holders showing significantly higher engagement than those with Doctoral degrees.

Research Questions	Key Results
Question 5. What on-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	Key themes for off-campus resources that contingent faculty took advantage of over the past year:

Peer Learning: Interactions with colleagues, including peer-to-peer collaboration, formal mentor-mentee relationships, co-teaching experiences, and sharing teaching practices, had a significant positive impact on every contingent faculty member's teaching improvement. Contingent faculty requested more formalized and planned peer interactions to be embedded within their programs.

University-Provided Professional Development and Training (Center for Teaching and Learning): Most contingent faculty engaged with university-sponsored workshops, seminars, faculty development programs, online training modules, lunch and learns, and resources provided by Teaching and Learning Centers. Contingent faculty did have issues with their CTL resources, including a lack of follow-through on promised continuing education units, insufficient in-person seminar opportunities, and sessions that did not meet their teaching needs. These negative experiences made some faculty members hesitant to attend future CTL sessions.

Discipline-Specific Professional Development: A notable subgroup of contingent faculty emphasized the value of discipline-specific professional development (PD) activities provided by their institutions. These faculty members found that tailored PD sessions within their disciplines enhanced their learning experiences. Discipline-specific PD allowed them to gain insights into subjects relevant to their teaching roles, fostering collaboration and the exchange of practical, discipline-specific knowledge. These sessions provided a space for exploring emerging teaching strategies and department-specific topics, enhancing the overall quality of professional development experiences.

Leadership and Administration: Contingent faculty acknowledged the significant impact of university leadership on their teaching practices. University-sponsored events like faculty retreats facilitated discussions on teaching and learning innovations, guided by leadership's introduction of fresh initiatives. Informal interactions with leadership, including "all hands meetings" and one-on-one discussions, promoted knowledge sharing and guidance. Some deans and department heads served as mentors, encouraging experimentation in teaching methods. Such personalized interactions led to professional growth and enhanced teaching experiences. Nevertheless, not all contingent faculty felt sufficiently supported, with some experiencing neglect and limited opportunities for engagement with leadership and updates on institutional initiatives. |

Research Questions	Key Results
Question 6. What off-campus resources are contingent faculty in the state of Michigan at 4-year institutions taking advantage of to improve their teaching?	Key themes for off-campus resources that contingent faculty took advantage of over the past year: *Off-Campus Live Events:* Contingent faculty emphasized the value of off-campus, externally hosted events. Academic conferences emerged as a central pillar of their professional development. Participants regarded conferences as invaluable opportunities to immerse themselves in the latest teaching and learning trends, emphasizing the distinct energy and passion they found at these live events. Conferences provided a unique space for like-minded individuals to connect, fostering excitement about education and innovations. Participants highlighted the opportunity to explore novel teaching strategies, technology trends, and niche areas within their disciplines. Live events offered vital networking and collaboration opportunities, enabling global connections, fresh insights, and collaborative relationships. *Internet and Print Resources:* All faculty in this study reported daily engagement with online and print materials, including books and journals, to stay informed in their fields and enrich their teaching. Their active interaction with AI tools, like ChatGPT, showcases a practical yet curious attitude, employing AI to enhance teaching and advocating for student AI literacy. Furthermore, they actively access online resources, Open Educational Resources, and subscription services to remain updated on educational trends, demonstrating their commitment to evolving in the ever-changing educational landscape. *Colleagues*: The study highlights the critical role of peer learning and interaction in the professional development of contingent faculty. Peer observations and interactions introduce them to innovative teaching practices and inspire positive changes in their own teaching methods. A vibrant educational community that fosters curiosity and idea exchange among educators is vital. Contingent faculty can share teaching materials, resources, and knowledge, reducing the burden of content creation and fostering shared learning communities. Engaging with professional networks and organizations enriches teaching practices and expands knowledge. Utilizing digital and in-person networks helps contingent faculty stay well-informed, connect with peers, and contribute to a broader expertise pool. Faculty involvement in professional organizations and networks is essential for ongoing development. *Social Media:* Contingent faculty actively pursued professional development through social media, online courses, blogs, podcasts, and email newsletters. This proactive approach reflects their commitment to continuous learning and self-improvement. They value easily digestible content from sources like the

Research Questions	Key Results
Question 6 Continued	"Scholarly Teacher Blog" and email newsletters, as these offer practical insights applicable across disciplines. Social media, particularly Twitter and LinkedIn, plays a significant role in their professional development by helping them discover new ideas trends, and connect with peers. However, ensuring the quality and reliability of information on these platforms remains a challenge for some faculty, emphasizing the need for critical evaluation of online resources. *External Formal Courses:* The study highlights the significance of contingent faculty pursuing off-campus training, workshops, courses, certifications, and fellowships to enhance professional development. Many participants actively maintain certifications related to their disciplines through continuing education, demonstrating a commitment to staying current in their fields. Beyond medical certificates, contingent faculty engage in formal training and certifications covering various tools and topics, including artificial intelligence, cystic fibrosis diagnostics, mindfulness, and instructional design. These programs expand their knowledge and skill sets, improving their effectiveness as educators.
Question 7. Why do Michigan contingent faculty use professional growth resources?	Key themes for off-campus resources that contingent faculty took advantage of over the past year: *Expertise*: Contingent faculty participants in the study expressed their active commitment to professional development to grow expertise in various teaching areas. They demonstrated their dedication to lifelong learning, curriculum development, pedagogy, andragogy, assessment techniques, technology integration, and student support. This commitment challenges the traditional professionalization theory, highlighting the multifaceted nature of professional development. Experienced faculty members emphasized staying current with contemporary teaching strategies, technology, and instructional techniques. Newer faculty recognized that curriculum development is crucial for providing engaging and relevant course materials. Commitment to professional development extended to staying informed about discipline-specific products, bridging the gap between innovations and student needs, and ensuring they deliver compelling content. *Innovation and Research:* Contingent faculty in this study focus on adapting or creating novel approaches based on existing knowledge. They emphasize sharing these innovations with peers rather than formal publication. However, they view formal publication as an exciting event they may do in the future. A key

Research Questions	Key Results
Question 7 Continued	motivation for professional development is to remain at the forefront of technology and education, adapting learning to discipline, classroom, and student needs. Concerns about AI, such as preventing cheating and plagiarism, were raised, but some educators embraced AI as a powerful tool for innovation and research. Workshops and seminars facilitated exposure to AI's potential, and faculty taught students how to use AI effectively. Pursuing professional development centered on innovation and research is driven by intrinsic curiosity. Rediscovering curiosity transforms passive learning into an engaging and motivating process, motivating educators to seek novel approaches. These innovations are often shared among peers through chat rooms, email groups, and conferences, reflecting the practicality of immediate sharing over traditional publishing. *Professional Autonomy:* For many contingent faculty, professional development is a means to foster autonomy and mastery within their academic roles. They recognize that improving their expertise and teaching methods empowers them to steer their academic careers independently. Networking is crucial to this professional autonomy, allowing them to broaden their horizons, establish connections, and discover new teaching opportunities. While institutional constraints may limit complete independence in course design, faculty members often balance these constraints by customizing existing curricula to align with their teaching philosophies. *Credentials*: This study reveals that obtaining and maintaining credentials is a central driver for contingent faculty participation in professional development activities. Four core themes emerge from their motivations: contractual obligations, certification maintenance, ongoing education, and professional licensure. *Ethical Considerations:* Contingent faculty reported their professional development is often strongly influenced by ethical considerations, which guide their behavior and decision-making within the academic environment. In this study, three ethical themes emerged: acting in the best interests of students, contributing to a community of scholars, and maintaining academic integrity, particularly concerning artificial intelligence (AI)

Research Questions	Key Results
Question 7 Continued	***Prestige and Status:*** Contingent faculty are driven to enhance their professional status and prestige within academic circles for recognition and acknowledgment. They employ diverse strategies like publishing, engagement in service activities, and forming connections with educational leaders to achieve this. Their efforts extend to digital groups, seeking advanced knowledge and leveraging public speaking to fortify their brand. Seeking recognition and a sense of value within the academic community, faculty actively engage in a multifaceted approach to professional development. These activities reflect their desire for recognition, striving for prestige, and aiming for acknowledgment within academic settings, fostering career advancement and personal growth within the academic realm.