

**Contextual Management: Intra-Institutional Variation
in Contingent Faculty Management**

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Abstract

Contingent Faculty have no long-term commitment from their institution. Their working conditions have been studied for over 60 years. Few studies, over this same period, examine management's perspective of the processes that create the contingent faculty working conditions. The purpose of this study is to examine the contingent faculty management processes from the administrators' perspective.

Using grounded theory methods, I selected and interviewed 17 participants including six department chairs, four faculty deans, three directors, two administrative assistants, one program coordinator, and one acting dean from one university.

The result of this study is the contingent faculty management process variation model. At the core of this model are the variations in management processes among the faculties and departments in this study. Contributing to these variations are contextual elements, including lack of administrator training, the short-term nature administrators' position, administrator isolation, and frustration. There are also elements that mitigate variations in management processes including central control of processes and centralized training.

These variations have implications for the institution, the administrators, and contingent faculty. Implications include ensuring human resource practices adhere to legal guidelines, understanding the source of some variations is the interpretation of the collective agreement, and making sure that any implementation of new practices or processes is supported by a sustained training effort.

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Abbreviations

AACSB - The Association to Advance Collegiate Schools of Business

AASCU - American Association of State Colleges and Universities

AAUP - American Association of University Professors

ANSUT - Association of Nova Scotia University Teachers

AUCC - Association of Universities and Colleges of Canada

BLASST - Benchmarking leadership and advancement of standards for sessional teaching.

CCPA - Canadian Centre for Policy Alternative

COU - Council of Ontario Universities

CUPE - Canadian Union of Public Employees

HR - Human Resources

HRM - Human Resource Management

LTA - Limited-Term Appointments

LTFT - Limited-Term Full Time

OCUFA - Ontario Confederation of University Faculty Associations

ROFR - Right of First Refusal

SET - Student Evaluation of Teaching

Definitions

Administrators: For the purpose of this research this term describes employees of an educational institution who are involved in managing contingent faculty. This includes the president, vice presidents, the human resource department, deans, chairs, program coordinators, and directors. This definition also includes administrative assistants who are involved in management processes and contingent faculty who are members of assessment committees.

Contingent Faculty - Faculty members who have no long-term commitment from the institution for which they work (i.e., are not tenure-track faculty) (AAUP, 2003). There are many different terms used in literature and by institutions for contingent faculty (Appendix A). I will use the term contingent faculty to mean both part-time faculty and full-time, limited-term faculty.

Tabula Rasa - Clean slate. Glaser and Straus (1967) use the term to mean a researcher with no preconceived ideas.

Working conditions: How contingent faculty experience the human resource management (HRM) processes at educational institutions.

Chapter 1: Introduction

Impetus for the Study

After 25 years' experience in management, I began to teach some business courses at a local university. In due time, I applied for the right of first refusal for two courses. Right of first refusal would give me seniority for these courses, which would enable me to avoid the process of re-applying each term to teach these courses. I submitted my portfolio to my supervisor as required by the collective agreement. A few weeks later the seniority list came out without my name attached to the courses. Assuming there was a problem with my portfolio I approached my supervisor to find out why I was not on the list. His first response was that I should have submitted my portfolio, which I had done. After he said he did not receive it, I pointed to it on his shelf. His next response was a version of, "The responsibility of the oppressed (is) to frustrate their oppressors" (attributed to Selin Gürsözlü). He was not trying to say that I was oppressed. He was trying, in a humorous manner, to say that once I submitted my portfolio, it was my responsibility to remind him at regular intervals to review it.

This was the first time I thought about the working conditions for part-time faculty. This event did not affect me too negatively as I did not need to teach to make a living. I was what Rajagopal (2002) would call a "classic sessional" (p.128) or Tuckman (1978) would call a "Full-Mooner" (p.307). I had full-time employment outside of teaching, so these courses were not my main source of livelihood. However, this experience did make me think of other part-time faculty and how they are managed. This was the impetus for this study.

I was not unique as a part-time faculty member. A 2018 study of Canadian universities revealed that 56 percent of all faculty appointments are contingent faculty (Pasma & Shaker, 2018). While statistics on the number of contingent faculty are difficult to collect (Brownlee, 2015; Field & Jones, 2016; Fine, 2010; Rajagopal, 2002), there are some studies that indicate the number of contingent faculty in Canada has increased. Based on a Statistics Canada survey, which was run between 1990 and 1997, the percentage of contingent faculty members rose from 40 percent in 1990 to 44% in 1997 (Omiecinski, 2003), rising to 56% as reported in the Pasma and Shakers (2018) study. The Statistics Canada survey was stopped due to budget cuts and survey coverage limitations. Another indication of the growing use of contingent faculty is the difference in the rise in the number of students enrolled in universities versus the increase in the number of tenure-track faculty. Field and Jones (2016) reported that, in Ontario, the number of students increased over a ten-year period by 52% but the number of tenure-streamed faculty only increased by 30%. "It is generally assumed that sessional faculty are playing an increasing role in filling this gap" (Field & Jones, 2016, p. 11). In the United States, where statistics on faculty status is more regularly collected, contingent faculty make up about 70 percent of all faculty positions (US Governmental Accountability Office, 2017). It is difficult to compare statistics from different studies and different regions because faculty status is often locally defined and different types of institutions may have different proportions of contingent faculty.

I initially intended to examine the working conditions of part-time faculty; however, during the review of the literature on contingent faculty it became apparent that their working conditions had already been studied. The literature demonstrated that,

despite the number of studies made, there has been little change in several key issues facing contingent faculty. Additionally, there are very few studies from the administrators' perspective. As there are contingent faculty issues that remain unresolved, to effect meaningful change it is important to understand these issues from multiple perspectives.

Purpose of the Study

The purpose of this study was to examine management processes for contingent faculty from the administrators' perspective. From this examination, I intended to develop a model of best practices that could be used by administrators to improve their management processes. As the study progressed factors that could determine the success of management processes began to emerge. These contextual factors made it difficult to define "best practices". Therefore, what emerged from this study was a model of management process variations including the contextual factors that lead to these variations.

The Research Questions

I began this study by posing the following questions:

What are the processes for managing contingent faculty?

What are the roles of specific administrators?

How and why are decisions regarding contingent faculty made?

In the rest of this chapter, I will explain some of the differences in managing an educational institution when compared to a typical for-profit organization, describe the context of this study, and detail the structure of the following chapters of this dissertation.

Unique Aspects of University Management

This dissertation is not the place to debate some of the unique aspects of managing at a university. They are described here only to highlight some of the differences between managing a business and managing an educational institution. It is because of these differences that an interdisciplinary approach is needed when studying contingent faculty management: a human resource management lens combined with an education viewpoint. Below I briefly discuss aspects of management that are unique to a university: corporatization, funding, tenure, and academic freedom.

Corporations are generally run by managers, trained in the practice of management, for the benefit of the owners of the business (Conger & Fulmer, 2003). Governance in Canadian universities is characterized by collegial, shared governance (Eberly, 2009). University governance is usually divided into two groups. One group, generally made up of faculty, deals with academic issues. Another group, generally made up of external members and administrators, deals with finance and resource issues. There is a sense in the academic group that there is less collegiality between these two groups with "an us-versus-them dynamic that erodes the effectiveness of collegial governance" (Pennock et al., 2016, p. 78). Administration has had to deal with an increase in accountability issues and pressures from many stakeholders to provide a market driven education to produce job-ready graduates (Boyko & Jones, 2010). These issues have led to what some would call the corporatization of educational institutions, which can be defined as "an institution that is characterized by processes, decisional criteria, expectations, organizational culture, and operating practices that are taken from, and have

their origins in, the modern business corporation" (Steck, 2003, p. 74). This change has affected how universities are managed.

In the late 1970s and early 1980s, a combination of a weak economy, government fiscal restraint, and globalization led to a rethinking about the operation and purpose of the university. This led to a,

shift from an institution whose practises emerge from its distinctively academic and educational character, to one whose practises emerge from its character as a business organization which delivers largely pre-packaged or pre-defined academic and educational services to paying customers and targeted markets.

(Newson, 1994, p. 152)

The student became a customer, with all that is connected to a paying customer, including the myth that the customer is always right. This puts pressure on the instructors to keep the customer happy: a pressure felt more deeply by contingent faculty as they often feel that their jobs depend on happy students (Sonner, 2000).

Another aspect of management in educational institutions is the funding mechanism and its dependence on the policies of provincial and federal governments. Corporations are also affected by government decisions but not as directly. For example, shortly after a new government was elected in Ontario, Canada in 2018 they announced a tuition cut of 10%. This reduced the budget of Ontario colleges and universities by \$440 million (Rushowy, 2019). Administrations must deal with such sudden reductions in revenue. While corporations see increases and decreases in revenue streams, rarely are they at the whim of new governments.

The tenure program is also unique to the academic environment and must be considered when making human resource management decisions. While tenure does not guarantee a job for life, it can constrain the flexibility in university budgeting over the short term. Often universities wait until a retirement to replace a tenured position with contingent faculty. One of the considerations when hiring contingent faculty is the short-term flexibility gained over tenured positions (Brownlee, 2014; Fagan-Wilen et al., 2006; Kemnitz, 2009; Laughlin, 2010; Lawhorn, 2008).

Academic freedom is a fundamental principle of academia. Academic freedom gives professors "freedom to discuss, freedom to criticize, including criticism of the [university]" (Collective Agreement). It also gives professors the freedom to choose teaching methods and to discuss controversial material. However, due to the precariousness of their positions, contingent faculty often feel as though academic freedom does not pertain to them. "Largely unprotected against sudden termination of their employment, contingent faculty have every incentive to avoid taking risks in the classroom or tackling controversial subjects" (Lynch-Binieck, 2017, p. 16).

Corporatization, government funding, the tenure system, and academic freedom are aspects of an academic environment that are not present in typical for-profit organizations. They influence how administrators at all levels manage faculty and staff. Managers in non-academic settings rarely have to consider these aspects when they manage employees. A unique and comprehensive model could only be obtained by conducting this study through two different lenses: education and human resource management.

Context of the Study

This study took place at a mid-sized university in eastern Canada. I chose this university because it has a relatively large number of contingent faculty as reported by The Canadian Centre for Policy Alternatives (Pasma & Shaker, 2018). The summary report revealed that "more than half of all faculty appointments in Canada are contract appointments" (p. 5). The report also had statistics from individual universities, which showed that 50% of the faculty at the university in my study were contingent faculty. The university also has over 50 faculties and departments over four locations, giving me the opportunity to interview administrators from a wide range of disciplines.

Contingent faculty are faculty who have no long-term commitment from the university. There are two basic types of contingent faculty. The first type of contingent faculty includes those that are full-time but have a limited-term contract. The contingent faculty in the limited-term full-time category teach a full course load over multiple terms. Individual institutions determine a full course load, which may vary depending on the level of work in other areas such as service and research. The other basic type of contingent faculty includes the part-time faculty who teach less than a full course load per term and who may only teach in one term per academic year.

The limited-term faculty at the institution under study are covered under the same collective agreement as other full-time faculty. The part-time faculty have a separate collective agreement. At this institution, part-time faculty have an opportunity to obtain longer-term commitments from the university through rights of first refusal and multi-year appointments. A right of first refusal gives a part-time faculty member some security with the first choice to teach a given course without having to go through the application

process. They are notified if the course is being offered and will have the choice to teach it before applications are reviewed from those who do not hold a right of first refusal. The right of first refusal is course specific although part-time faculty can hold rights of first refusal for multiple courses.

If a part-time faculty member holds a right of first refusal and teaches the course for a pre-set required number of times, they will automatically receive a multi-year appointment for that course. If the university offers the course, the part-time faculty member is automatically assigned to teach that course for the specified term of the multi-year appointment.

There is one faculty at this institution in which part-time faculty are covered by the collective agreement but are not able to hold rights of first refusal or multi-year appointments for the courses they teach. This faculty has not set up any administrative process to manage rights of first refusal or multi-year appointments for the types of courses they offer. There is an agreement between the institution and the part-time faculty union to form a committee to examine this issue but at the time of the research interviews, the committee was not formed.

Structure of the Dissertation

The remainder of the dissertation is organized as follows. In chapter two, I detail my literature review, which I conducted in three stages. The first phase consisted of the literature relating to contingent faculty issues from the contingent faculty's perspective. This was an extensive review covering literature from 1958 to 2020. I performed the second phase of the literature review after the interviews were finished. This consisted of

the literature relating to how administrators managed contingent faculty. I performed the final phase of the literature review after the model was almost complete. The third phase of the literature related to issues faced by the participants while managing contingent faculty including term limits, isolation, frustration, and administrator training. These issues were not covered in the contingent faculty literature or the contingent faculty management literature, so near the end of the study I performed a literature review on university middle management. I summarized all three literature reviews in chapter two in the order I performed them.

In chapter three I describe my research methodology. I discuss my process for determining that grounded theory methodology is the best means for studying this issue. I explain the study design, how I chose the participants, the data collection and analysis methods, and ethical issues, including how I maintained participant confidentiality. For this study I performed 17 interviews, attended four public university meetings, and examined the contingent faculty collective agreement.

In chapter four I provide detailed results of the study. I describe the variations in management processes from planning to exit management. I also describe some issues that were expressed by the participants including lack of administrator training, frustration, isolation, and the term limits of their positions. I finish the chapter by describing some of the processes that are included in the collective agreement.

Chapter five contains the model that I developed from the research data: The Contingent Faculty Management Process Variation Model. This model centres on the variations in contingent faculty management processes with elements that contribute to the variations and elements that mitigate the variation. I then explain some implications

of the process variations for senior administrators, middle administrators, and contingent faculty. I finish the chapter with the contributions this study makes to the literature of contingent faculty and some suggestions for further study.

In chapter six I summarize the data collected from the 17 participants and review the results and implications of this study.

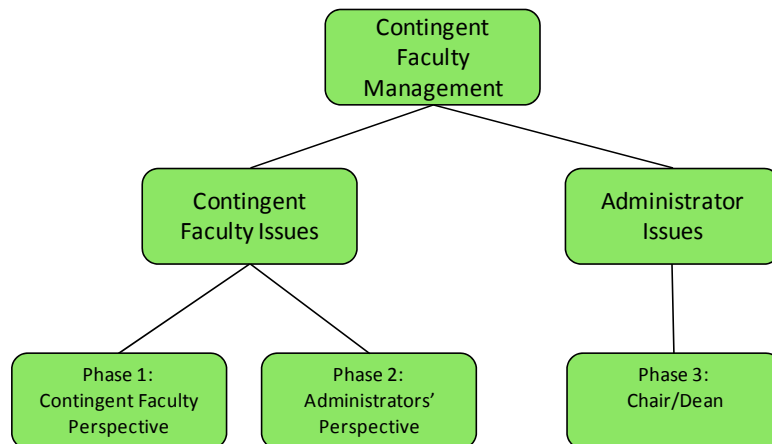
Chapter 2: Review of Literature

Chapter Overview

In this chapter I present the literature review I conducted for this study. Grounded theory methodology necessitated a limited literature review prior to performing the study because "there is the risk of a biased interpretation of the data, if one is too imbued with concepts from the literature" (Backman & Kyngas, 1999, p. 148). Another reason to delay the literature review, as suggested by Glaser (1978), is that the important concepts will not emerge until the study is complete. It is difficult to do a literature review on concepts before they are known.

Figure 1

Literature Review Elements



The literature review for this study consisted of three stages as presented in Figure 1. The first stage focussed on contingent faculty issues from the contingent faculty's perspective, the second stage focussed on contingent faculty issues from the

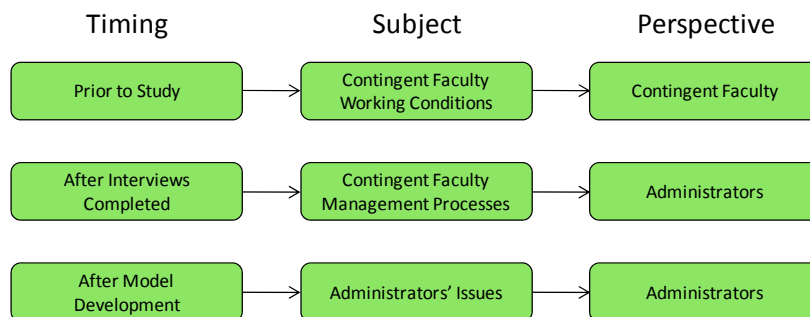
administration's perspective, and the third stage focussed on issues faced by administrators while managing contingent faculty. I performed each stage of the literature review at different times during the study. For clarity, as suggested by Charmaz (2006), I present all three literature reviews in this chapter in the order they were performed.

Literature Review Timing

It is important to consider the timing of the literature review when using grounded theory to conduct a research study. Too much literature review in advance of the study could bias the researcher by "importing preconceived ideas and imposing them on your work" (Charmaz, 2006, p. 165). However, a researcher must have sufficient familiarity with the field of study to knowledgably ask questions and develop theory from the data (Glaser & Strauss, 1967). With this in mind I conducted my literature review in

Figure 2

Literature Review Timing



three phases (Figure 2).

I conducted the first phase of my literature review prior to commencing this study. I performed an in-depth literature review on working conditions for contingent faculty from the contingent faculty's perspective, examining studies of their working conditions

from 1958 to 2018. It became increasingly apparent that many studies had been done on contingent faculty issues from the contingent faculty's perspective but very few studies of contingent faculty management processes from the administrator's perspective. During this phase of my literature review I identified studies relating to the management of contingent faculty from the administrator's perspective but since they did not pertain to my review of contingent faculty issues I set them aside.

After I completed the review of contingent faculty working conditions, I decided to do a grounded theory study of contingent faculty management processes from the administrators' perspective. There is a substantial body of literature about contingent faculty working conditions from the contingent faculty perspective but there are few studies of the management processes by which administrators manage contingent faculty. There were no Canadian studies in this area. Grounded theory methodology dictates that no literature review be done on "the substantive area under study" (Glaser, 1992, p. 31) until after the research is substantially complete. Thus, I did not perform a literature review on contingent faculty management processes until I had completed the interviews. This was the second phase of my literature review.

I conducted the third phase of my literature review after the contingent faculty management process variation model began to develop. The core of the model is the variation in contingent faculty management processes, but the data revealed elements that contributed to, and mitigated, these variations. It was also apparent by this time that most of the contingent faculty management processes are the responsibility of deans and chairs. The literature I reviewed in phase two, relating to contingent faculty management, did not discuss these contributing and mitigating elements so I expanded my literature

review to include studies of deans and chairs. This constituted the third phase of my literature review.

Phase One Literature Review - Contingent Faculty Working Conditions

Phase one of my literature review was done prior to the commencement of my study because my initial plan for this study was to examine the working conditions of contingent faculty. Upon examining the literature over a period of 60 years from 1958 to 2018 I realized that the research results were repetitive with the same themes reoccurring over that time period. This literature contributed to my understanding of the issues related to contingent faculty, but it is not directly related to my subsequent study of contingent faculty management processes. Therefore, I will only present a brief overview of the reoccurring themes from these studies rather than an in-depth discussion of contingent faculty working conditions. I purposely included references from earlier studies to indicate the reoccurrence of these issues over time.

As previously stated, there is an increasing reliance on contingent faculty in Canadian universities (Field & Jones, 2016). Not only is the number of contingent faculty growing but the type of contingent faculty is changing as well. Baker (1985), in her study of a Canadian university, found that 60% of part-time teachers were willing, that is teachers who were either employed full-time elsewhere or view teaching as a temporary job until graduation. The balance of the part-time teachers, 40%, were made up of reluctant part-timers. Reluctant part-time teachers "were frustrated because they could not find full-time professional positions" (Baker, 1985, p. 4).

Rajagopal & Lin (1996) refer to part-time academics who have full-time jobs outside academia as 'classics'. At the time of their article classics made up 34.5% of part-time faculty in Canada. Rajagopal & Lin (1996) refer to academics who have chosen an academic career and hope to one day obtain a full-time academic position as 'contemporaries'. Contemporaries made up 65.5% of the part-time instructors. Field and Jones (2016) found that 25% of part-time faculty in their Canadian survey were classics while 61% were precarious. Field and Jones (2016) used the term 'precarious' to refer to the part-time faculty who want to obtain a full-time academic position similar to Rajagopal & Lin's (1996) use of 'contemporary'. Thirteen percent of the participants in Field and Jones' (2016) study did not respond to this question. These three studies give an indication that the proportion of precarious contingent faculty is increasing.

I summarize the reoccurring themes of the phase one literature review below. I categorize the contingent faculty working conditions using the policy choice section of the Harvard Human Resource Management model. As I describe in Chapter 3, this model is a comprehensive overview of the human resource management processes which I used as an interview guide and to categorize the management process variations described by participants. The policy choice section of the Harvard Model contains six processes including: Planning, Recruiting, Training, Performance Appraisals, Compensation, and Exit Management.

Notice to Teach

The first theme from the phase one literature review, notice to teach, relates to the planning process. The notice given to contingent faculty is the amount of time between the time they are hired and the first day of class. Contingent faculty are often given very

little notice to teach a course or when a course is cancelled (Gowin & Daigneault, 1961; Hawkins et al., 1987; Marsh & Lamb, 1975; Yelland, 2018; Zabudsky, 2008).

Recruiting, Selection, and Hiring

The second theme revolves around the recruitment, selection, and hiring process. This involves finding candidates and encouraging them to apply and then choosing the candidate who is most qualified for the position. Institutions have little or no formal recruitment and selection procedures for contingent faculty (Allison et al., 2014; Bender & Breuder, 1973; Grusin & Reed, 1994; Reid, 1996; Rothwell, 2002).

Compensation

The third theme revolves around compensation. Compensation has three components: direct payments (e.g., salary, stipend), indirect payments (e.g., medical benefits, parental leave), and support (e.g., office space, administrative support, library privileges). This literature shows that contingent faculty have continued to feel underpaid (Boyd III & Alvin, 2016; Gowin & Daigneault, 1961) and even long-serving contingent faculty are often denied benefits like medical insurance, sick leave, and life insurance (Abel, 1976; B. R. Anderson, 1975; CAW, 2012; Field et al., 2014; Prindle, 1998; Tuckman & Vogler, 1979). Contingent faculty are often paid on a per-course basis. Additional work is often not compensated. For example, Crossman (2019) describes a plagiarism procedure that could add up to ten hours of work up to a month after the contract is finished. Unionization has helped boost contingent faculty pay but "it is clear that contract academic staff continue to be severely underpaid" (Hughes & Bell, 2015, p. 19)

Support for contingent faculty can include job security, integration into the life of the university, administration support, office space, and equipment. Contingent faculty often lack support in its many forms (Abel, 1976; Ander, 2016; Bakley & Brodersen, 2018; Barden, 1988; Basen, 2014; Cooke & Hurlburt, 1976; Erwin & Andrews, 1993; Field et al., 2014; Munday, 2016; Wiltjer, 2015). Unionization in Canada has led to some gains in job security. According to Hughes and Bell (2015), job security can in three forms: conversion, seniority based, and assessment based. Conversion happens when, after teaching the required number of courses, the position is converted to a permanent position. Seniority based and assessment based are similar in that they give a contingent faculty member a right to teach a particular course. Pure seniority is based on time spent teaching a course without regard to assessment. Assessment based security is based on periodic assessment. Seniority, assessment, or a combination of the two are often referred to as right of first refusal (Hughes & Bell, 2015). While unionization appears to have added a level of security to contingent faculty positions, "contract staff continues to be subject to assessment and layoffs" (Hughes & Bell, 2015, p. 21).

Training

The fourth theme is training. Contingent faculty are often not given the opportunity to have an orientation when they start a new teaching position nor are they offered training in pedagogy and classroom management skills (Allison et al., 2014; V. Anderson, 2007; Bender & Breuder, 1973; Englebert, 1961; Fulton, 1999; Gowin & Daigneault, 1961). However, in Hughes and Bell's (2015) survey of collective agreements from 19 Canadian universities, all but two included provisions for professional development allowances, sabbatical leaves, conference funds, and tuition

waivers. The levels of these types of support varied widely among the collective agreements surveyed.

Evaluation

The fifth theme is performance evaluation. Primary methods of evaluation include an end of term evaluation by students and the number of complaints received by deans from students (Bender & Breuder, 1973; Charfauros & Tierney, 1999; Gowin & Daigneault, 1961; Grusin & Reed, 1994; Krauss, 1962; Langen, 2011; Seldin, 1993). An early method of evaluation by "standing outside the classroom and listening over the transom" (Miller, 1957, p. 115) has not been mentioned in recent studies likely due to the absence of transoms in the modern classroom.

Perception of Contingent Faculty

The final theme from the contingent faculty literature is the general perception of contingent faculty. The administrators' perception will affect how and when contingent faculty will be used. Administrators must also consider the perception of other stakeholders like tenure-tracked faculty, third party accreditation organizations, employers, students, and parents when they decide to use contingent faculty.

The general perception is that, when compared to full-time faculty, contingent faculty are easier graders, worse teachers, and lack commitment to the students and the institution (Faucher, 2014; Fine, 2010; Gowin & Daigneault, 1961; McCarter, 2012; Pupilampu, 2004). This perception persists despite studies that conclude that the quality of contingent faculty teaching is on par with tenure-tracked faculty (Bender & Breuder, 1973; Cross & Goldenberg, 2003). Hoffman and Oreopoulos (2009) in their study of a

large Canadian university concluded "that differences in commonly observed instructor traits, such as rank, faculty status, and salary, have virtually no effect on student outcomes" (p.23).

The popular press can shape perceptions of Contingent Faculty with headlines like: CBC - Most University Undergrads Now Taught by Poorly Paid Part-Timers. (Basen, 2014); The Star, Vancouver - Majority of Canadian University Appointments Now Precarious Gigs (Mckeen, 2018); MacLeans - What It's Like to be an Under-Paid Ontario College Instructor (Carver, 2017); The Star, Halifax - Halifax students say precarious work for faculty is hurting their education (Grant, 2018); Boston Globe - Parents: The Adjunct System is Wasting Your Kids' Tuition (McNamara, 2014); Forbes - More Than Half of College Faculty Are Adjuncts: Should You Care? (Edmonds, 2015). These popular-press articles imply that there is a real and significant drawback to being taught by contingent faculty.

It should be noted that the participants in my study had an overwhelmingly positive perception of the contingent faculty that worked in their faculties and departments. While the participants often lamented that some of the working conditions were out of their control, the contingent faculty, according to the participants, continued to provide quality instruction despite the working conditions.

Phase Two Literature Review - Contingent Faculty Management Processes

I conducted phase two of my literature review after I completed the interviews for this study. In this phase I reviewed the literature relating to contingent faculty

management processes from the perspective of administrators. While there was a substantial body of literature relating to the contingent faculty working conditions, there were fewer studies related to the management processes. Of course, the working conditions and the management processes are two sides of the same coin in that the management processes create the working conditions. The working conditions are from the perspective of the contingent faculty, the management processes are from the perspective of the administrators.

There are no Canadian studies specifically relating to the administrator's perspective of contingent management processes. The lone study from outside the United States is from Australia. Administrator literature can fall into four groups as shown in Table 1.

Table 1

Administrator Literature Review Summary

Comparison of Administrators and Contingent Faculty Perceptions about Contingent Faculty Issues	(Ashford, 1993; B. S. Davis, 2004; D. Davis et al., 2014; Dixon, 1977; Kimmel et al., 2020; Roark, 1988; Snyder, 1989; C. Thornton, 1996)
Administrator's Personal Reflection	(Berube, 2017; Greenwood, 1980; D. A. Harris, 1980; Hartleb & Vilter, 1986; Papp, 2002; Ray, 2005)
Benefits and Concerns of Using Contingent Faculty	(Evans & Woods, 1990; Fjortoft et al., 2012; Kemnitz, 2009; J. R. Meyer, 2017; Sinnathamby, 2019)
Survey of Practices	(Doody, 2018; Laughlin, 2010; Magda et al., 2015; Oprean, 2012; Orr, 2010; Stout, 2008)

The first group contains studies that compare the administrators' and contingent faculty's perceptions of some aspect of contingent faculty issues (Ashford, 1993; B. S.

Davis, 2004; D. Davis et al., 2014; Dixon, 1977; Kimmel et al., 2020; Roark, 1988; C. Thornton, 1996). Ashford (1993), for example, studied the perception of administrators and part-time faculty of a community college in the United States. She found areas of agreement like the lack of future salary increases for part-time faculty, lack of benefits, and the level of education of part-time faculty compared to full-time faculty. However, she also found areas of disagreement like the teaching quality of part-time faculty versus full-time faculty and whether part-time faculty would be considered for full-time faculty positions when the positions became available. In her study she found that the administrators were more likely than the part-time faculty to disagree with the statement that the quality of part-time faculty teaching is the same as full-time faculty. Also, the administrators were more likely to agree that part-time faculty would be considered for full-time positions.

Davis (2004) describes new proactive contingent faculty management strategies implemented by administrators in areas of compensation, institutional support, continuing employment, academic freedom, and shared governance. A large proportion of the administrators in Davis' study agreed that processes were in place that improved these areas of adjunct faculty management. However, the adjuncts in the study had not seen progress made in these areas. In contrast, Kimmel et al. (2020) studied new management processes that were implemented to engage adjunct faculty more effectively. Most of the adjuncts in their study agreed that the goals of the new management processes did indeed make them feel more a part of the faculty and more engaged in the development and management of the courses.

Roark (1988) studied the development needs of part-time faculty according to administrators and part-time faculty. Both groups were asked to rank the importance of 35 potential development areas. Both groups ranked many of the areas similarly. However, there were disagreements where one group ranked a potential development area differently than the other. These areas included planning and preparation for the classroom, evaluating instruction, interacting with students, and institutional requirements. There were also areas of development that part-time faculty and the administrators agreed, including developing and using instructional aides and presenting material.

There were several articles that contained personal reflections of administrators (Berube, 2017; Greenwood, 1980; D. A. Harris, 1980; Hartleb & Vilter, 1986; Papp, 2002; Ray, 2005). These articles contained personal accounts about how they manage contingent faculty. For instance, Berube (2017) wrote about the roadblocks he encountered when he tried to change a few aspects of managing contingent faculty. One of the processes he tried to change was the method to evaluate contingent faculty, which varied among the different campuses and was an "incoherent mess" (p.1). Greenwood (1980), an assistant dean, recognized some of the problems faced by contingent faculty and offered a solution in the form of a committee made up of contingent faculty. His solution appears to be aspirational as there is no indication in the article that it was implemented at his college. Ray (2005) describes how important the adjunct faculty are to the law faculty. He describes the processes he put in place to encourage the adjunct faculty to continue to teach. He illustrates how training and recognition were two of the most important processes put in place for adjunct professors:

Although they are outstanding lawyers and jurists, most new members of the adjunct faculty are not trained or experienced law school teachers... as deans we need to ensure that adjunct professors meet student expectations for teaching quality; faculty expectations for content, coverage, and workload; and administrative expectations for compliance with grading, academic support, and attendance policies. (p.136)

The administrators accomplished this through providing adjunct faculty with written material and a series of workshops and orientation sessions.

The benefits and concerns of using contingent faculty are the main themes of the third group of articles (Evans & Woods, 1990; Fjortoft et al., 2012; Kemnitz, 2009; J. R. Meyer, 2017; Sinnathamby, 2019). The benefits most often mentioned by these studies are lower cost and flexibility. Most studies are of specific faculties like dietetics (Kemnitz, 2009) or nursing (J. R. Meyer, 2017). These studies are of the traditional part-time faculty, faculty that are hired to teach a specific course or hired by session. Fjortoft's 2012 study was about the benefits and concerns of pharmacy professors moving from full-time to part-time. The institution in my study has a collective agreement with its contingent faculty. There are many institutions, especially in the United States, that are not unionized, which can affect the perception of contingent faculty. Evans and Woods (1990), for example, described one of the advantages of using contingent faculty as their inability to bring legal challenges to their treatment. In a non-unionized environment, the contingent faculty are not organized enough to identify or pursue issues: "The low pay and lack of organization make the use of adjunct faculty very attractive to administration" (p.94).

The theme of the final group of studies is survey of practices (Doody, 2018; Laughlin, 2010; Magda et al., 2015; Oprean, 2012; Orr, 2010; Stout, 2008). Most of the studies are of a limited number of management processes. Doody (2018) for example studied practices related to recruiting, selecting, and hiring. Oprean (2012) studied hiring, training, and evaluation. Orr's (2010) study is about the part-time faculty's participation in the governance of the institution. Even though these studies are limited in their range of management processes, they are useful to compare to the variation in management processes found in this study. Other studies limited their research to single faculties. Laughlin (2010), for example, studied effective practices in business programs.

One of the earliest articles in this area was from Harris (1980). This was a president's perspective about using part-time faculty. He describes the challenges in managing faculty as the proportion of part-time faculty grows. This growth, according to Harris, was mainly due to economic necessity. Harris laments the lack of "administrative expertise at the departmental and divisional level" (p.14) as this part of the faculty grows. He also bemoans the lack of training provided to the administrators, which affects the administrators' ability to "to effectively attract, hire, and retain qualified part-time faculty members"(p.14).

Orr (2010) examined administrators' perception of how part-time faculty participate in the governance of their community college. The literature on contingent faculty reveals that part-time faculty rarely take part in the governance of their institution and are rarely compensated when they do (Allen, 2014; Kemnitz, 2009; Lawhorn, 2008; Marsh & Lamb, 1975). Orr's survey of administrators indicates administrators are aware

of this trend, but when part-time faculty do participate, they provide significant contributions.

Sinnathamby (2019) describes how the perception of adjunct faculty affects the decisions of administrators at a community college in the United States. While the sample only included three participants it does indicate the administrators shared a positive perception of adjunct faculty regarding their effect on student retention, quality of instruction, and student affordability.

Davis (2004) studied administrators' proactive strategies for adjunct faculty equality at a four-year public university in the United States. In this study she interviewed nine administrators to determine what strategies they use to manage adjunct faculty. Categories for these strategies included compensation and benefits, institutional support, continuing employment, academic freedom, and shared governance. Both lower and senior administrators spoke of many strategies implemented in these categories. However, the adjunct faculty responded that they had seen little or none of these strategies.

Davis only chose long-term adjunct faculty "because they would be most familiar with the internal environment of the institution and cognizant of demonstrated proactive procedures on the part of the administration"(p.72). However, there were only three adjunct faculty chosen for the survey. Ironically, in a study about adjunct equality, Davis only recognizes the adjunct feedback in one table. The rest of the thesis, including recommendations, is based on the proactive strategies described by the administrators. It

is difficult to tell, given the limited feedback from the adjunct faculty, if the proactive strategies detailed by the participants in Davis's study were actual or aspirational.

Berube (2017) wrote about his committee's attempt to change the conditions for fixed-term faculty. The university had multiple campuses, and in some cases, each campus had different rules for fixed-term faculty, such as different rules regarding voting on committees: On some campuses they had voting rights and on others they did not. The system for evaluation and promotion also differed among campuses. The committee was able to standardize these two aspects of variation. However, they were not able to implement multi-year contracts. The senior administration did not want to lose the flexibility fixed term faculty offered. Berube's (2017) study indicates there is variation in contingent faculty management process among campuses at multi-campus universities. It also indicates that some senior administrators see some of the variations in processes as a problem and are attempting to reduce some variations.

Doody (2018) studied the recruiting, selection, and hiring processes at a university in the United States to see if administrators were working with a new centralized system for these processes. His study found that despite the centralized system some administrators still used their own methods. Interviews, for example, were mandated to be structured but only 28% of respondents reported using this interview method. Also, half of the respondents were not aware of the functionality of the system and while the center for teaching excellence had created a recruitment and hiring process for academic program chairs to follow, 52% of the respondents indicated that they were unsure of the process.

This group of literature focussed on how administrators viewed contingent faculty issues and how they managed each process. There was no mention of issues faced by administrators while managing contingent faculty. I therefore expanded the literature review to include the literature on middle administrators, which includes chairs and deans. I focussed the literature review on chairs and deans because they became the major focus of my study.

Phase Three Literature Review - Academic Middle Management

After I developed the contingent faculty management process variation model it was apparent that there were more issues of importance to the participants than the management processes. The additional issues, which include administrator training, frustration, the short-term nature of the administrators' position, and isolation, contribute to the variations in management processes. The literature on the administrators' perspective of contingent faculty management did not refer to any of these elements so I expanded the literature review to include chairs and deans, the academic middle managers.

In contrast to the literature on the administrator's perspective on contingent faculty issues, there are some Canadian studies relating to academic middle managers. Of the 34 studies I reviewed, 13 were focussed on Canada. I divided the literature in this category into three groups as shown in Table 2. The studies in the first group discuss the roles and responsibilities of deans and chairs. Within these studies there are also descriptions of the demographics and career paths of faculty who take up these positions.

These studies do not relate directly to my study as I did not explore to any great extent the duties of the participants other than the ones relating to contingent faculty.

Table 2

Academic Middle Management Literature Review Summary

Roles, Responsibilities, and Demographics	(Bowman, 2002; Boyko, 2009; Boyko & Jones, 2010; Boyle et al., 2016; Carroll & Wolverson, 2004; de Boer & Goedegebuure, 2009; Garnier, 1981; Hancock, 2007; Konrad, 1980; Lavigne, 2019; Watson, 1986; Weaver et al., 2019; Wilson, 1999)
Administrator Training	(Brown, 2001; Cooper & Pagotto, 2003; Del Favero, 2006; Floyd, 2016; Gonaim, 2016; Kezar et al., 2007; Lennox Terrion, 2006; Morris & Laipple, 2015; K. Thornton et al., 2018; Wolverson et al., 2005)
Tensions, Stress, and Other Aspects of Academic Middle Management	(Armstrong & Woloshyn, 2017; Cowley, 2017; Denholm, 2015; Gmelch, 1991, 2004; Gmelch & Burns, 1993, 1994; Gmelch & Chan, 1995; Gmelch & Gates, 1995; Lees, 2016)

There is minimal mention of contingent faculty in this group of studies. In some, contingent faculty are mentioned in studies of chairs and deans in the context of the rise in prevalence of contingent faculty and thus decreasing the pool of faculty eligible for administrative service (Boyko, 2009; Kezar et al., 2007). In other studies, contingent faculty are mentioned as one of the many tasks that must be managed (Boyko & Jones, 2010; Hancock, 2007) or a routine task that can be delegated to save time (Lees, 2016). In one study contingent faculty were only mentioned to determine the number of faculty within the departments of the study's participants (Gmelch & Gates, 1995). Generally, when mentioned, "the issue of contract labour...is not a priority item with the majority of participants" (Boyko, 2009, p. 320).

The second and third groups of reviewed literature directly relate to the issues expressed by the participants in my study. The studies in these groups highlight middle managers' feelings about the lack of administrator training, limited terms, frustration, and isolation.

The literature on administrator training focuses on two areas: the lack of training (Armstrong & Woloshyn, 2017; Cowley, 2017; Del Favero, 2006; Floyd, 2016; Gmelch, 2004; Gonaim, 2016; Morris & Laipple, 2015; Thornton et al., 2018) and leadership development (Brown, 2001; Conger & Fulmer, 2003; Cooper & Pagotto, 2003; Delener, 2013; Lennox Terrion, 2006; Wolverson et al., 2005). The consensus from these studies is that academic leaders who take on administrator roles, "may have well-developed teaching skills but not necessarily the requisite leadership skills" (Cooper & Pagotto, 2003, p. 28).

Much of the literature on the lack of training reports only that the participants in the study had no formal training for their administrative roles; however, there are two studies that go further, offering an explanation as to why there may be a lack of training for certain positions. Gonaim (2016) suggests institutions do not provide training resources because the "administrative role is a temporary task" (p.272) while Wolverson (2005) states that some institutions assume that "If you are good at being a faculty member, then you are bound to be good (or at least adequate) at being a department chair" (p.229).

There are studies that report the need for leadership development programs (Conger & Fulmer, 2003; Delener, 2013) as well as studies that describe existing leadership development programs. The two Canadian studies in this category detail a

leadership development program at the University of Saskatchewan (Brown, 2001) and an academic management program at the University of Ottawa (Lennox Terrion, 2006). There are other universities in Canada that also have academic leadership development programs but in the United States, Gmelch (2004) found only 3% of the 2,000 administrators surveyed had some form of academic leadership development programs at their institution.

Many authors speak of leadership development (Brown, 2001; Conger & Fulmer, 2003; Delener, 2013; Morris & Laipple, 2015; Thornton et al., 2018b; Wolverton et al., 2005) but many administrators say they would have benefited from training in management skills like budgeting, organizing, and people management (Wolverton et al., 2005). The University of Ottawa recognizes the distinction between leadership and management in its academic management program. Out of the 13 modules in its program, 10 might be considered learning to manage and three might be considered leadership skills. For example, there is a module called Meetings That Work for learning how to conduct meetings more effectively, which may be considered a management skill versus a module called Leading Teams in which participants learn leadership and team building skills (Lennox Terrion, 2006).

There is general agreement in the literature that most faculty entering the role of administrator have no formal training in management or leadership. Some institutions in Canada have recognized this shortfall and have implemented academic leadership development programs but there are still many institutions that do not provide training programs for their academic managers.

The short-term nature of the chair and dean positions may be one of the factors that lead to the lack of training as institutions may be wary of committing scarce resources to support a temporary administrator (Gonaim, 2016). Boyko and Jones (2010) analysed collective agreements from Canadian universities to determine the normal term for chairs in Canada is three to five years while Canadian deans typically have a term of office of five to six years. Konrad (1980), in his survey of 280 deans from across Canada, found that the average length of term for deans is under five years.

Lack of training can sometimes lead to frustration, which is a common feeling among administrators. There is "a measure of frustration with increasing accountabilities in the job without the attendant preparation ... and a need for guidance ... especially in handling matters related to people" (Boyko, 2009, p. 5).

Frustration is one part of the third theme which relates to issues faced by administrators while they are in the position of dean or chair. Sources of frustration from the literature include dealing with faculty (Armstrong & Woloshyn, 2017; Denholm, 2015), budgeting (Konrad, 1980), transitioning into the role (Lavigne, 2019), and lack of authority (Denholm, 2015). Time, or the lack of time, was also mentioned quite often as a source of frustration. Gonaim (2016) captures the sentiment of most participants in these studies: "Time is a predator and a critical source of discomfort for department chairs"(p.282).

Isolation was also recognized as an issue for administrators. The literature refers to three forms of isolation. The first form of isolation refers to the transition from faculty member, where "research is carried out, for the most part, in isolation" (Wolverton et al., 2005, p. 229), to the position of administrator, which requires significant collaboration

and cooperation. The implication is that the administrator position requires a different skill set than those of a researcher. The second form of isolation refers to the isolation from their colleagues that administrators feel when they move into the administrator's position: "Chairs say they feel an isolation in the position as their colleagues go about their business" (Boyko, 2009, p. 353). The third form of isolation refers to isolation from administrators in the same position in other faculties (Gmelch, 2004; Hunt et al., 2007; Keenan, 2019).

One of the benefits of centralized professional development programs is the reduction of isolation from peers. The first benefit recognized by a new academic leadership program at the University of Ottawa was the "discussion of shared concerns and issues; hearing other people's solutions; and development of a sense that others are in the same boat" (Lennox Terrion, 2006, p. 187). One of the implications of an early study on professional development programs was that "deans could benefit from greater interaction across faculties" (Konrad, 1980, p. 71). Finally, Columbus State University has a group known as the Chairs' Assembly, the purpose of which includes reducing isolation and information sharing among chairs (Hunt et al., 2007).

Chapter Summary

This chapter contained a summary of the three phases of my literature review. Before reviewing the literature, I discussed the nature of the timing of the three phases. When using grounded theory, one must be careful about how much literature is reviewed prior to commencing a study. I discussed the literature reviews in the order I performed them.

I reviewed the literature on contingent faculty issues from the contingent faculty's perspective before starting the study. As a result of this review, I decided to do a grounded theory study of contingent faculty issues from the administrators' perspective. I found several articles during my initial review relating to this topic. I did not read these articles until after my interviews were finished, which was phase two of my literature review.

After I developed the contingent faculty management process variation model it was apparent that there were more issues of importance to the participants than the management processes. The literature on the administrator's perspective of contingent faculty did not focus on any of these issues so I added the third step in my literature review, the issues faced by administrators which I found in the chair and dean literature. These issues included administrator training, frustration, the short-term nature of the administrators' position, and isolation.

Chapter 3: Research Methodology and Design

Chapter Overview

A research study must be undertaken with a view to methodological coherence: All pieces of study must fit together philosophically (J. A. Davis, 2012). The starting point is the research question and the purpose of the study (Tunmer et al., 2003). The researcher then must determine how to answer the research question and why the methods chosen provide the methodological coherence necessary to ensure the research is undertaken in a rigorous manner. In this chapter I will describe the tools and procedures I used to complete this study along with an explanation for why each step was used.

I will start with a description of the initial goal of the study and how the goal changed as the study progressed. Next, I will explain my approach in deciding to do a grounded theory study. This will involve describing my thought process for deciding between a quantitative and qualitative study, and how I chose grounded theory from the array of qualitative methodologies. I continue the chapter by describing the grounded theory processes I used in this study. I begin with a description of theoretical sensitivity and how it relates to my literature review timing. I then describe the conceptual framework I used to select the first participants and how I used theoretical sampling to choose subsequent participants. I explain my interview process and the importance I placed on keeping memos throughout the research process. I follow this with a description of my coding and data analysis. In the remaining sections of this chapter, I outline the generalizability of the results, the limitations of this study, and the ethical considerations.

Purpose of Study

There have been many studies documenting contingent faculty working conditions over the past 60 years. Few researchers, however, have explored how administrators manage contingent faculty. As indicated in the previous chapter, I could find no research on how administrators in Canadian institutions manage contingent faculty and very little on the processes used by administrators outside Canada. If there is a need to change contingent faculty working conditions, then the issues need to be examined from multiple perspectives. The purpose of this study is to develop a model of contingent faculty management processes by examining these processes from the administrators' perspective. It begins by asking the following questions:

What are the processes for managing contingent faculty?

What are the roles of specific administrators?

How and why are decisions regarding contingent faculty made?

Quantitative versus Qualitative

Before deciding which specific methods were most suitable for answering the questions I first had to choose between a quantitative or qualitative study.

Quantitative research generally is used to find the statistical relationship between variables. It often involves surveys with large randomly selected samples resulting in a great breadth of data and an opportunity to generalize the results. The surveys typically include the same questions, in the same order, for each participant, which increases the comparability among participants. However, survey questions can lack in-depth answers. It is not possible to explore beyond that which is in the response. Also, the survey is sent

to a pre-determined composition of participants. One must know, in advance, how many to survey and who should participate to get statically significant results. Quantitative research is often used to prove or disprove an existing theory or hypothesis (Denscombe, 2003; Patton, 2015). However, data can be missed by large quantitative surveys as "valuable insights are concealed by averages" (Cross & Goldenberg, 2003, p. 50).

In contrast, qualitative research is often used to discover how or why. Research that is qualitative in nature often uses open-ended questions to obtain rich descriptions of a person's experience with a phenomenon or process. A researcher can probe for deeper explanations from participants and can get information from more than just the participants' answers: tone, facial expressions, attitudes, and posture can complement the verbal responses. The sample may not be as large as it would be in a quantitative study as time and resource availability can limit the number of interviews or observations a researcher can accomplish. These small samples limit the generalizability of the results (Corbin & Strauss, 2008; Creswell, 2007; Denscombe, 2003; Patton, 2015). However, Polit and Beck (2010) argue that rich description used in qualitative studies provides an opportunity for transferability where readers can use the results by comparing the context of the study to their own environment.

For this study of contingent faculty management, the goal was to develop a model of the management processes, including how and why administrators make decisions regarding contingent faculty. It would also be difficult to determine, in advance, who performs specific contingent faculty management processes; therefore, I decided a qualitative study would be the most suitable method to accomplish my goals for this study.

Qualitative Strategies, Traditions, or Approaches.

Once I made the decision to use a qualitative approach, I had a dizzying array of qualitative methodologies, strategies, traditions, and approaches to choose from (Table 3). When considering the appropriate qualitative approach, the researcher must carefully consider the philosophical basis for the choice and how it contributes to the methodological coherence of the study (Morse et al., 2002; Rieger, 2019).

Table 3

Research Strategies, Traditions, or Approaches

Research Strategies, Traditions, or Approaches			
Denzin and Lincoln ¹	Wolcott ³	Jacob ⁴	Tesch ⁷
Case Study	Ethnography	Ecological Psychology	Ethnography of Communication
Ethnography	Ethnology	Holistic Ethnography	Content Analysis
Phenomenology	Anthropological life history	Ethnography of Communication	Discourse Analysis
Ethnomethodology	Community Study	Cognitive Anthropology	Ethnoscience
Grounded Theory	Microethnography	Symbolic Interactionism	Structural Ethnography
Biographical method	Ethnography of Communication		Symbolic Interactionism
Historical method	Ethnomethodology	Denscombe ⁵	Ethnomethodology
Action and applied research	Conversation Analysis	Survey	Phenomenology
Clinical research	Phenomenology	Case Studies	Action research
	Poststructuralism	Internet Research	Qualitative evaluation
Creswell ²	Connoisseurship	Experiments	Collaborative Research
Narrative	Human ethology	Action Research	Critical/emancipatory research
Phenomenological	Observer Study	Ethnography	Holistic ethnography
Grounded Theory	Nonreactive (unobtrusive research)	Phenomenology	Case Study/Life history
Ethnographic	Investigative journalism	Grounded Theory	Hermeneutics
Case Study	Biography		Educational Connoisseurship
Action Research	Oral history	Yin ⁶	Reflective Phenomenology
Discourse Analysis	Literary Criticism	Case Study	Heuristic research
Conversational Analysis	Philosophy	Experiment	Transcendental realism
	Content analysis	Survey	Event structure analysis
		Archival Analysis	Grounded Theory
		History	Ethnographic content analysis
			Ecological psychology

¹ Denzin, NK & Lincoln, YS. (1994), ² Creswell, J. W. (2007), ³ Wolcott, HF. (1992), ⁴ Jacob, E. (1987), ⁵ Denscombe, M. (2003), ⁶ Yin, R. K. (2009) ⁷ Tesch, R. (1990)

Some methodologies have overlapping methods and philosophies while others lack agreement from the research community on definition of the approach. For example, some label case study as a research methodology (Creswell, 2007; Yazan, 2015; Yin, 2009) while others say it is more a method than a methodology (Hyett et al., 2014; C. B.

Meyer, 2001). Table 3 lists 47 unique qualitative methodologies, traditions, approaches, philosophies, and traditions.

Based on numerous references in many qualitative dissertations, a common choice among new researchers is to begin with John Creswell's book, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. With so many approaches to qualitative research for researchers to choose from, Creswell chose to limit the number of approaches to five to make it easier for students. The five designs he writes in detail about are Narrative Inquiry, Ethnography, Phenomenology, Grounded Theory, and Case Study. He chose these methodologies to write about based on his personal experience with each one and because of their prevalence in qualitative literature. He also chose these methodologies to write about because these approaches have "systematic procedures for inquiry" (Creswell, 2007, p. 9), and there are specific books that are written for each of the five methodologies "that espouse rigorous data collection and analysis methods" (Creswell, 2007, p. 9).

Narrative Inquiry is an approach that collects stories from participants about their lives. Often, these stories are coalesced into one narrative that describes the lives of all participants in a single narrative, or story, format (Connelly & Clandinin, 1990). While I planned to interview participants to gain an understanding about their experience with contingent faculty, my goal was to go beyond these experiences to develop a conceptual model of contingent faculty management. A narrative inquiry approach to contingent faculty management might result in the story of participants' rise to their current position and how they learned to manage contingent faculty, but since the goal of narrative

inquiry is to create this story, it would not result in a model of contingent faculty management.

Ethnography is the study of culture through "observation and documentation of social life" (Saldaña, 2011, p. 4). Ethnographic researchers started by studying cultures in different countries but now include many different settings like businesses, street life, and online societies (Saldaña, 2011). An ethnographic study might be observing the management culture of one department or faculty. The culture of an organization plays an important role in contextual management and how decisions are made but I wanted to examine the variation of management processes over many faculties, not conduct an in-depth study of the culture of one faculty.

Phenomenology is a methodology to examine the essence of experiencing a phenomenon by collecting rich descriptions several individuals who have experienced the phenomenon and then coalescing this collection into one representative description (Creswell, 2007). A phenomenological approach to examine administrators' experience with managing contingent faculty would be a worthy study as this has not been thoroughly done in the past. One of the goals of this study is to examine the issues faced by contingent faculty from the administration's perspective. However, this study aims to go beyond the lived experiences of administrators to discover how and why decisions are made regarding contingent faculty. By creating a model of the human resource management (HRM) processes, one can examine the intricacies involved in managing contingent faculty. A phenomenological approach would result in a rich description of the experience, but this would not be adequate in developing a model of the HRM processes.

Grounded theory can be used to "move beyond description and to generate or discover a theory" (Creswell, 2007, p. 62). Grounded theory uses inductive analysis to develop a theory or model based on, or grounded in, the collected data. It uses semi-structured interviews with open-ended questions that are guided by a conceptual framework. The collected data is used to drive the sampling, as opposed to predetermining who, and how many, to interview in advance.

After reading about various methodological approaches to qualitative research and based on my goal of developing a model of contingent faculty management practices, I found grounded theory would be the most useful approach. There are no studies that propose a theory as to why administrators make decisions regarding contingent faculty. The goal of this study is to go beyond a description of the management processes to develop a model of the management processes. Also, given that it may be difficult to determine in advance who would be best suited to provide details of contingent faculty management processes, the theoretical sampling technique of grounded theory is useful for selecting participants. A grounded theory approach is the appropriate choice for this study.

Grounded Theory

Grounded theory was developed by Barney Glaser and Anselm Strauss in 1967. It is a qualitative research approach that uses inductive analysis as a principal technique. Inductive enquiry is a means of generating new theory from the participants' contributions. Other qualitative research methods use deductive enquiry, which means proving or disproving existing theory and identifying an existing problem from current literature (Elliott & Higgins, 2012). "Grounded theory is designed to facilitate the process

of discovery" (Willig, 2008, p. 34), resulting in a theory or model grounded in, or based on, the collected data. Grounded theory merges the process of data collection and analysis. Participants are not preselected nor is the data only analysed at the end of the collection period. Participants are chosen for their theoretical relevance which can only be determined by analysing the data as it is collected (Glaser & Strauss, 1967).

Since the development of grounded theory, three approaches have emerged. The first approach, often labelled as classic grounded theory, adheres closely to the methods put forth by Glaser and Strauss in their original book, *The Discovery of Grounded Theory* (1967). Glaser continued to develop grounded theory after he split, academically, from Strauss, but kept the main tenants of the original methodology (Glaser, 1978, 1992).

Anselm Straus and Juliet Corbin developed a second approach to grounded theory. Their approach was a more prescriptive method of analysing data to make it easier for novice researchers to use grounded theory (Charmaz, 2008; Heath & Cowley, 2004). Kathy Charmaz (2006), a student of Glaser and Strauss, developed a third approach to grounded theory studies. which she labelled a constructivist, later a social constructionist, approach to grounded theory.

In classic grounded theory, a theory would emerge or be discovered as if it was there waiting to be found. The researcher should remain objective as the theory emerges from the data. While Glaser remains paradigmatically agnostic, classic grounded theory has been described as a positivistic method that will discover the pre-existing theory through rigorous use of grounded theory methods (Christiansen, 2007).

Kathy Charmaz believes that all experience is a construct. When a participant in a study is describing their experience, it is through their interpretation of events. Despite a

researcher's best efforts to remain objective, the researcher will interpret the data using their knowledge and experience. What Charmaz "previously called constructivist grounded theory" (Charmaz, 2008, p. 398), she now refers to as social constructionist grounded theory. She believes that the interaction between the participant and researcher must be considered when collecting and analyzing the data.

Glaser (1978, 1992) and Charmaz (2006) provide steps to be followed in their grounded theory methods; however, both agree that "grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories 'grounded' in the data themselves" (Charmaz, 2006, p. 2). Strauss provides a strict set of guidelines and says that, if they are not followed, the "discoveries will be minimal and your theories conceptually thin and poorly validated" (Strauss, 1988 as cited in Glaser, 1992, p. 60).

Many researchers, when performing a grounded theory, choose to follow one of the three approaches as discussed above. I most closely associate myself with the philosophy of social constructionist grounded theory. While objectivity of the researcher is a worthy goal, I do recognize that I, as the researcher, will influence how the data is generated, analyzed, and reported. The participants will provide their interpretation of their management processes and I will have an effect on that interpretation through the questions I ask. My own biases and judgement will also affect how I analyze the data and develop the model. As described later in this chapter, through memos and reflection I tried to limit the effect of my biases.

Theoretical Sensitivity and the Literature Review

As previously mentioned in chapter two, the literature review for this study was done in three phases. The timing of the literature review is inexorably linked to theoretical sensitivity. Theoretical sensitivity refers to the researcher's insight and their ability to analyze the data to determine which data is relevant to their study. This is an important concept as it speaks to how much prior knowledge is necessary to perform an effective study. Theoretical sensitivity comes from "the researcher's knowledge, understanding, and skill which foster his generation of categories and properties, and increases his ability to relate them into hypotheses" (Glaser, 1992, p. 27). This ability allows the researcher to analyse the data and to develop categories and themes that ultimately develop into a theory.

Theoretical sensitivity has two sources: literature and the researcher's professional and personal experience (Noble & Mitchell, 2016). While seasoned researchers can rely on their previous experience to provide them with theoretical sensitivity, novice researchers have little experience to call upon. The researcher is asked to "at first, literally to ignore the literature of theory and fact in the area under study"(Glaser & Strauss, 1967, p. 37). For novice researchers this creates a problem since a substantial literature review has to be done prior to commencing their study. They must then "let this material lie fallow" (Charmaz, 2006, p. 165) until after categories and the analytic relationships between them are developed.

The purpose of delaying the literature review is "to assure that the emergence of categories will not be contaminated by concepts more suited to different areas"(Glaser & Strauss, 1967, p. 37). By delaying the literature review until after categories have

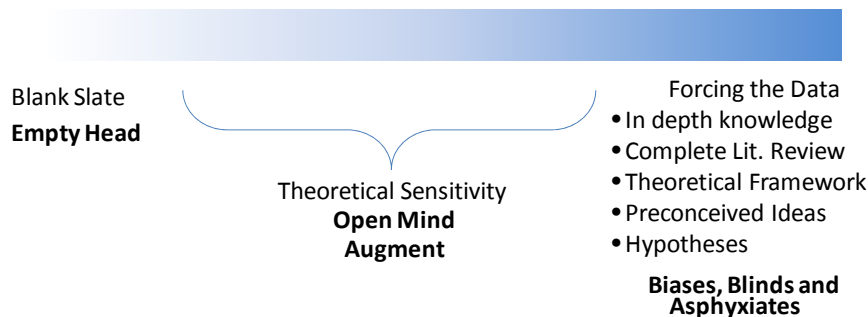
developed the researcher will avoid using preconceived ideas and forcing data to fit pre-existing categories, which may hinder the emergence of new theories (Charmaz, 2006; Glaser & Strauss, 1967; Kelle, 2005; Strauss & Corbin, 1990).

There is a tension between reviewing enough literature in advance of the study to provide the researcher with the appropriate level of theoretical sensitivity and reviewing too much literature so as to bias the researcher and force the data using preconceived ideas. The researcher should know enough about the research topic to knowledgeably speak to participants and extract theory out of the data. However, too much literature may bias the researcher. This is the fine line of theoretical sensitivity. Figure 3 shows a spectrum of theoretical sensitivity based on this tension.

On the left of the spectrum is where a researcher starts a research project with no preconceived ideas, no questions, and has done no literature review on the issues being studied. This would make it difficult to speak knowledgeably to participants and to extract concepts and theory from the data. On the right-hand side of the spectrum is a concept

Figure 3

Spectrum of Theoretical Sensitivity



Glaser and Strauss have termed "forcing the data" (Glaser & Strauss, 1967, p. 143). The researcher uses too much of their previous knowledge and experience, including an in-

depth literature review, to force the data to fit their preconceived ideas. This "squashes any chance for theoretical formulations to emerge from the data" (Glaser & Strauss, 1967, p. 143). In between these two extremes lies the theoretically sensitive researcher: One who is open minded enough to discover new ideas but also uses enough previous knowledge, experience, and literature to knowledgably collect and analyse data. It is up to the researcher to determine and defend their position on the spectrum of theoretical sensitivity.

Literature Review Timing

As described in chapter two, I conducted three different literature reviews at different times throughout this study. Prior to commencing this study, I performed an in-depth literature review on contingent faculty working conditions from the contingent faculty's perspective. As I neared the end of this review it became increasingly apparent that many studies had been done on contingent faculty issues from the contingent faculty's perspective but very few from the administrator's perspective. Out of over 2,000 documents identified during and subsequent to the review there were only 28 that appeared to be studies of administrators' perspective of contingent faculty management. I identified these by title only and as they did not pertain to my review of contingent faculty issues. I catalogued these studies and put them aside until after my interviews were completed.

After I completed the review of contingent faculty issues, I decided to do a grounded theory study of contingent faculty management from the administrators' perspective. There is a substantial body of literature about contingent faculty issues from the contingent faculty perspective but few studies of these issues from the administrator's

perspective. There are even fewer articles that study the practices of administrators while managing contingent faculty. Out of the 28 identified articles on the administrator's perspective only nine were studies of administrator practices related to contingent faculty and there were no Canadian studies in this area. The substantive areas of this study are the issues faced by administrators while managing contingent faculty and the processes by which they manage. Grounded theory methodology dictates that no literature review be done on "the substantive area under study" (Glaser, 1992, p. 31) until after the research is substantially complete. Thus, I did not perform a literature review on this area until I was done the interviews. It was at this point that I read the articles put aside earlier during the contingent faculty review.

I performed the third literature review after the contingent faculty management process variation model began to develop. The core of the model is the variation in contingent faculty management processes. The previous literature review on administrators' management practices was useful for comparing the management practices found in my study to the practices reported in other studies. However, there were issues that contribute to, and mitigate, the variations in management processes. Many of these issues are not found in the literature I previously reviewed so I expanded my literature review to include general studies on chairs and deans.

Participant Selection

There are two stages to participant selection in grounded theory (Breckenridge, 2009). The first stage is the initial participant selection. In this stage I used the Harvard Human Resource Management Model (Figure 4) as a conceptual framework to choose participants who would have some knowledge of contingent faculty management

processes. I used theoretical sampling to select subsequent participants in the second stage.

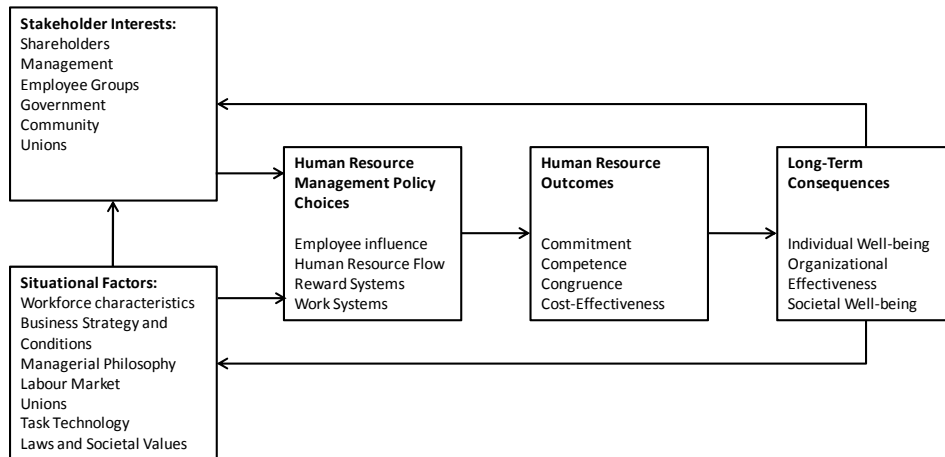
Rather than deciding, a priori, on the number and composition of participants, in grounded theory the samples are chosen for their "theoretical purpose and relevance" (Glaser & Strauss, 1967, p. 48). Previously collected data is used to determine where and how subsequent data is to be collected. This allows the researcher flexibility in participant selection, choosing only the participants who can provide data that is relevant to the emerging theory.

As concepts are not known prior to the study, a researcher must choose the initial sample based on other criteria or guiding framework. However, only the initial sample is chosen using a predetermined guiding framework (Glaser & Strauss, 1967; Kenny & Fourie, 2015). As Glaser and Strauss describe, the researcher "may begin with a partial framework" (Glaser & Strauss, 1967, p. 45) to start the data collection but Glaser and Strauss (1967) suggest that this framework should only be used to determine the first participant or data source. Subsequent selections will be based on categories and concepts developed from analysing the data from the first data source. In contrast, Charmaz (2008) suggests it may take more than one data point before concepts develop sufficiently to choose the next theoretically relevant participant. To choose the first participants I used the Harvard Human Resource Management Model (Figure 4).

Conceptual Framework

Figure 4

Harvard Human Resource Management Model



A conceptual framework offers "direction along which to look" (Blumer, 1954, p. 7). I used the Harvard Human Resource Management Model (Beer et al., 1984) (Figure 4) to guide initial participant selection for this research, for categorizing the issues, and for organizing the interview questions. The Harvard Human Resource Management model has had a "great influence in providing a comprehensive framework for understanding and dealing with the human and social processes at play in work organisations" (Nyhan, 2003, p. 265). Brunetto et al. used this model to conceptualize how changes to stakeholder interests affect human resource outcomes (Brunetto et al., 2011). David Griffiths, an HR consultant and Harvard Professor, has used this model in many of his projects and claims this model "is one of the most powerful HR models in terms of illuminating the HRM process flow" (Griffiths, 2013, p. 1).

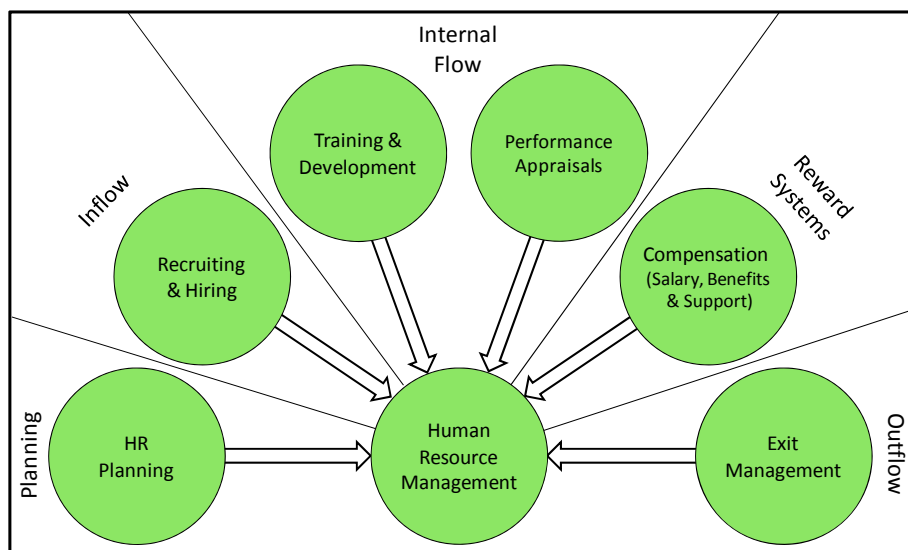
The Harvard model can be used at all levels of an organization to analyse and guide the human resource management policies as indicated in Beer et al.'s (1984) book; "This book is for managers" (p.vii). Their model imparts a responsibility on all managers to "accept more responsibility for ensuring the alignment of competitive strategy, personnel policies and other policies impacting on people" (p.2). Rather than leave all human resource decisions to a central personnel department, Beer et al. (1984) want all managers to consider how every decision impacts employees. The model can be used to help in " the difficult task all managers face in integrating their organization's many human resource policies and practices into a coherent whole that meshes with other aspects of the firm's operations" (Beer et al., 1984, p. 177).

The Harvard Model is an analytical tool that can be used to examine the factors that influence human resource management policies and determine the effects of the policies have on stakeholders. The factors that can influence policies include stakeholder interests and situational factors, both of which can vary depending on what level of the organization one is examining. Based on these factors, management has policy options including policies regarding how employees enter the organization, advance through the organization, and exit the organization. Beer et al. (1984) call these processes the human resource flow employees. There are also reward systems and work systems to consider. The outcomes of the policy choices include commitment, competence, congruence, and cost effectiveness. In addition to these HR outcomes the model also considers the longer-term consequences of the policy choices on the individual, organization, and society.

I expected most of the processes discussed by participants would be included in the Harvard model as it is a comprehensive model of human resource management. I was, however, prepared to find issues outside the model through open ended questions and allowing participants to talk about issues that were important to them. In the end most processes were confined to the policy choice section with some discussion on other portions. In the Policy Choices component of this model, Beer et al (1984) divide the human resource management processes into three flows: inflow, internal flow, and outflow (Figure 5). There is also a human resource flow planning process and a reward

Figure 5

Human Resource Management Processes



system. In an organization all managers share the responsibility "for managing the flow of people into, through, and out the organization" (Beer et al., 1984, p. 9). I chose to start with the Policy Choices component because I discovered in my contingent faculty literature review that most of the processes experienced by contingent faculty occur in the

Human Resource Flows and the Reward Systems. The following is a short description of each process in the policy choice section.

The first process of the Harvard HRM Model is Human Resource Flow Planning. This process stems from the business plan. Through the planning process the manager will estimate both the supply of and demand for employees based on the goals of the business plan. The planning process also involves evaluating each job's requirements through a job analysis resulting in a job description and a job specification. A job description details the duties and responsibilities of the position. A job specification details the required skills, knowledge, and abilities for the position. In a university setting this would involve estimating the demand for courses then determining how to fill the instructor positions.

The second process of the Harvard HRM Model is related to the inflow of people into the organization. This includes the processes for recruiting, selection, and hiring. This involves recruiting qualified candidates and encouraging them to apply. A selection process is then used to choose the best candidate. The selected candidates will then proceed through the hiring process which could involve negotiations and paperwork. Beer et al. (1984) also include the orientation of new employees in the inflow step.

The third process of the Harvard HRM Model relates to the internal flow of people. Internal flow is how an employee moves through the organization. Internal flow includes training, career development, and performance appraisals. In Human Resource Management training and career development are two different processes. Training is a term used for preparing an employee for their current job. Career development is a term used for preparing an employee for future opportunities. In practice these two terms are

often combined into one term, professional development. In a university setting professional development is typically education to further a professor's skills in teaching or research. In this setting this is how professional development is understood, so in this dissertation professional development will be used interchangeably with training. Where professional development is used to denote career development for future positions it will be explicitly stated. Professional development can include tuition assistance, teacher development workshops, professional travel support, and institutional research grants.

Performance appraisal is a process that is also included in the internal flow of Beer et al.'s (1984) model. Performance appraisals are used to evaluate employees on their performance to make sure they are doing their job to the required standards. Evaluations can be performed for several reasons including contract requirements, instruction improvements, remuneration, and promotion. Evaluations are typically used as one of the inputs to training requirements. Gaps in performance can be filled through a training plan, then subsequent evaluations can be used to check the effectiveness of training.

Beer et al. (1984) include reward systems as a separate process from the flows of people through an organization. Reward systems, or compensation packages, can include direct payment, indirect payments, and support. Direct payments can be in the form of salary, bonuses, merit increases, or commission. Indirect payments can include benefits like health insurance, long-term disability, pension plans, sabbatical leaves, book allowance and vacation. Support includes services offered by the employer to help the employee perform their job, which can include email, administrative services, access to photocopying and mail, library privileges, office space, telephone, integration into the life

of the organization, and job security. In a unionized setting compensation packages are often listed in the collective agreement.

The final process in the Harvard HRM Model is outflow or exit management. This is the process for helping employees, in an ethical and legal manner, leave the workplace permanently, either voluntarily or involuntarily.

Initial Participant Selection

For my initial sample I was looking for participants who were responsible for at least one of the processes described above. I used the university's contingent faculty job postings on their website, which included names of administrators who were involved in the hiring process. The positions listed included deans, chairs, program coordinators, and administrative assistants. I sent a request to participate in the study to six people from the list of deans, chairs, and program coordinators. See Appendix B for the email request to participate. I did not include the administrative assistants since they were likely only to be the contact for resumes and were not involved in the hiring process. This assumption was later proved to be incorrect.

Out of the six requests, four responded positively. The respondents included a program coordinator, a dean, an acting dean, and a chair. After these four interviews I transcribed the recordings and imported the transcriptions into Atlas.ti for manual coding. Atlas.ti has many automatic coding tools, but I only used the program to organize my codes as I read through the transcripts of the interviews. From these first four participants concepts began to develop that helped to determine the next participants. I continued to use the list I developed from the job posting page, but I also searched the university's

website for specific positions based on the concepts developed through previous interviews.

Theoretical Sampling

Theoretical sampling is using existing data to guide the collection of future data. The previously collected data is analyzed and as concepts emerge participants are chosen to expand the researcher's understanding of those concepts (MacIntosh, 2002). Theoretical sampling is not only about who to select next, but also about how you collect the data (Birks & Mills, 2011). This section describes how I chose the subsequent participants for this study and how I changed my interview questions as concepts developed.

An administrator is "any person engaged in carrying out or overseeing the tasks necessary to run an organization, enterprise, etc." (OED Online, n.d.). For my purposes this included employees of the institution who are involved in any contingent faculty management processes. My initial list of administrators at the institution from which participants were chosen included the president, vice presidents, the human resource department, deans, chairs, program coordinators, directors, and contingent faculty. Contingent faculty can be administrators when they serve on the contingent faculty assessment committee. Also, I learned through the interviews that some administrative assistants play a key role in managing contingent faculty, so I added them to the list of administrators.

Through the interviews I discovered that the senior level administrators do not play a large role in directly managing contingent faculty. Most of the management processes are dealt with at the dean/chair level. This is where I concentrated my

interviews. This is supported by the literature relating to chairs and deans: "Department chairs have the power and responsibility to influence institutional policies and procedures; recommend faculty for appointment, promotion, and tenure; control budgets and class and teaching schedules; affect student interactions with the institution; and establish or maintain departmental cultures" (Carroll & Wolverton, 2004, p. 3).

I interviewed each participant individually, but the interviews were grouped by date where possible because some travel was required (Table 4). After I completed each group of interviews I transcribed and analyzed the interviews to determine who should be included in the next group of interviews. I did five groups of interviews after which I reached theoretical saturation of my main concept.

Table 4

Participants by Group Number

Group Number	Participants
1	Program Coordinator; Dean; Acting Dean; Chair
2	Chair; Chair
3	Chair; Chair; Dean
4	Administrative Assistant; Director; Director; Chair
5	Administrative Assistant; Dean; Dean; Director

It seemed apparent after the first four interviews that frustration was an issue for these participants. My initial encounter with frustration was with the first participant, who mentioned the lack of resources and support for their interdisciplinary program: "it's frustrating because ... it's something the work world wants. It makes for a much stronger kind of education"_{P1}. I coded this frustration without much thought as to the type or source of the frustration.

The next three participants also indicated a level of frustration, but under different circumstances. I did not have specific questions related to frustration nor did I develop them after encountering frustration in the first four interviews. The first four participants volunteered their frustrations during the conversation. Since I wanted the participants to express any frustration they had naturally, without prompting from me, I did not change or add any questions. I did, however, decide to explore frustration with the middle level administration to understand the extent of this issue. The concept of frustration led me to continue selecting participants from the chair and dean level of administrators.

Another common administrator concept that emerged in the first four interviews was the extent of training the administrators received for their current position. The term "learning on the fly"^{P1} was taken from the first participant and was indicative of the feelings of other participants regarding training. The lack of training, specifically relating to managing contingent faculty, was the second concept that led me to continue selecting participants from the chair and dean level of administrators. I added questions relating to their background leading up to their current position to indirectly determine what training or experience they had in management. If their training did not come up, I would prompt them with a question about their views on administrator training.

I started to become aware of the variations in management processes and the difficulty I would have in determining best practices. I started to consider that the variation is the important concept, not the best practices. Best practices are relative and may depend on many factors (Harrington, 1997; Myatt, 2012). I wrote a memo about interviews after the second interview. Memos are an integral part of grounded theory and

will be discussed later. This particular memo had a question: "Is it better to hire with no interviews than it is to hire with bad interviews?" This was a reference to best practices.

A common best practice for hiring is to interview. But interviews are fraught with risks and biases if not done by a trained interviewer (Alonso & Moscoso, 2017; Arvey & Campion, 1982; M. M. Harris, 1989; Moscoso, 2000). In this context, would interviews by untrained administrators, who currently hire based on resumes alone, increase their chances of hiring a better contingent faculty member? By the end of the fourth interview, I decided to continue with administrators at the level of chairs and deans to explore the variations, no longer to determine the best practices, but to explore the range of practices.

The second group of interviews consisted of two chairs. It was during these interviews that I learned the administrative assistants provided some of the training to faculty chairs since the administrative assistants had been in their positions over a longer period and they provided continuity through the terms of the chairs. It was at this point that I realized the short-term nature of these middle level positions. Looking back on the first set of interviews I noticed that all four participants had mentioned their terms, but I did not consider it important until the participants in group two mentioned the importance of administrative assistants.

I decided to stay at the deans and chairs level as the middle administrators seemed to be almost solely responsible for all the contingent faculty management processes. I could have included the vice president and presidents' level or included contingent faculty that serve on the contingent faculty assessment committee, however, since I was focussing on the contingent faculty management processes and the deans and chairs are intimately involved in every process, it was more productive to continue at the deans and

chairs level. Since administrative assistants to the deans and chairs were also involved in some of the processes, I also wanted to include administrative assistants to add their perspectives of the processes.

The third group of participants consisted of two chairs and a dean. The variation in management processes continued to be a theme for this group. At this point I was not sure the participants were aware of the variation in management processes among faculties and departments. There were a few instances during the interviews that indicated the participants are not aware of the variations that existed in management processes. A personal memo at this point simply read: "Isolation?"

I was interested in the participants' perception of contingent faculty, but I was not able to determine a direct way of asking without influencing the answer. A manager's perception of employees has a direct impact on how employees are managed (Sinnathamby, 2019). It is difficult, however, to ask what one thinks about the quality of an employee. A participant's perception may come out in the tone, words, or expressions used while answering other questions. Unprompted by me, the participants were almost universally positive about the quality of instruction provided by contingent faculty and in some cases more so than full-time faculty. There was an empathy revealed by the participants about the contingent faculty's precarious position and the pay structure. While this became clear after the first three groups of interviews, I decided to continue not to prompt for this so I could continue getting unforced responses.

The fourth group of participants contained one administrative assistant, two directors, and one chair. Up to this point I had been interviewing administrators who managed contingent faculty in faculties that have both undergraduate and graduate

programs. The fourth group included a director of a graduate-only program. This group also included a director of one of the institution's teaching and learning centers. Some participants were frustrated with the lack of orientation and training opportunities for contingent faculty. Given that the director worked in the department that is responsible for offering workshops for the faculty, I expected that they would have insights into what training is available to contingent faculty members.

The final group of participants consisted of an administrative assistant, two deans, and a director. The director in this group managed one of the continuing education departments at the institution. The continuing education department manages many contingent faculty for their own programs, and as previous participants have mentioned, for other faculties as well.

Interviews

When using grounded theory, it is important to elicit the participants' views on the issues that are important to them. At the same time, I needed to confine the interviews to issues related to contingent faculty. Therefore, I employed a semi-structured interview format using the Harvard Human Resource Management model's policy section as an interview guide. With semi-structured interviews the interviewer has a clear list of issues to be discussed, in the form of an interview guide, that ensures the basic lines of enquiry are followed for each participant, while remaining free to explore other areas that are of interest to the participant (Denscombe, 2003; Patton, 2015). Without specific questions a semi-structured interview allows the participant to freely talk about issues that are important to them.

I used an interview guide with questions for each process contained in the Harvard model (Appendix C). However, I only used these questions to elicit more detail from the participant if needed. I began the early interviews by asking about their process for managing contingent faculty. This allowed the participant to discuss the issues that were important to them, in any order they wanted, while still confining the responses to contingent faculty management issues. This proved to be too vague for the participants because I often had to mention processes that they missed. After the first set of interviews, I began to guide the participants through the processes without asking specific questions. For example, I would introduce the selection process by defining what I mean by selection: The process of choosing the best candidate from those that applied. They could then discuss their selection processes and the issues around selection that were important to them.

As the interviews progressed other issues outside the management processes began to emerge. These issues ultimately became the elements that contributed to the variations in management processes including administrator training, frustration, term limits, and isolation. I initially did not have questions related to any of these topics.

After the first four participants mentioned their lack of training for their current position, I added a question about the participants' preparation for their role in order to ascertain the level of management training. Another topic, frustration, was freely expressed by the participants. I did not, however, add any questions related to frustration because I wanted participants to continue to express their frustration without prompting. I also added a question, after the first four interviews, about how long they have been in their position and how long they expect to stay. I recognized the final issue, isolation,

later in the interview process. Participants did not directly mention they felt isolated from other administrators. I inferred from the participants' reactions to learning about contingent faculty processes in other faculties that they did not confer with administrators outside their faculty about contingent faculty management issues. I did not add specific questions about isolation but many participants, at the end of interviews, would ask about processes in other departments.

Over the course of four months, I sent out 26 requests to participate with 17 positive replies. I did in-person interviews with six chairs, five deans, three directors, two administrative assistants, and one program coordinator. The length of the interviews ranged from 25 minutes to 1 hour and 45 minutes, with an average length of one hour.

The interviews began with the participants signing two copies of the letter of consent (Appendix D). They kept one copy and I kept one copy for my files. For most participants the letter of consent required very little explanation as they were familiar with the institutional processes around research.

I anticipated that some participants would freely talk about their experiences while others would be less talkative and require more prompting. I had specific questions ready, but I only used them if it was necessary to prompt the participant to continue the conversation. I wanted to make sure the participants focused on the issues that were important to them, within the contingent management processes. I also wanted to remain flexible to take advantage of the nature of emerging data by using a grounded theory approach (Markowitz, 2018). This flexibility allowed the participant to discuss issues outside the management processes. For example, some participants talked about issues that were related to their job in general, issues not specifically related to contingent

faculty, like the lack of management training and their frustration with many of the bureaucratic processes.

Each interview was audio recorded. Green and Thorogood (2004) suggest:

Most researchers find that they missed what turn out to be the key issues, quote phrases that were never said, and mistake their own utterances for those of the interviewee in the notes taken by hand. An accurately transcribed audio-tape is the most reliable record of an interview. (p.100)

Conversely, Eleanor Covan (2007), a student of both Glaser and Strauss, had said Glaser and Strauss considered it a waste of time to record an interview. Field notes and interview notes provide better data because "they provided the context for who said what at a particular time" (Covan, 2007, p. 68). I wrote down my thoughts about the interviews, in the form of field notes, right after each interview. I knew I would not be able to take notes during the interview and at the same time listen attentively, so I chose to record the interviews. Each interview was audio recorded, with the permission of the participant, and I then transcribed each interview myself. It was important for me to transcribe the interviews so that I could listen carefully to the participant.

Meetings

Over the course of this study I attended four meetings. Three of the meetings were public meetings while the fourth meeting was an orientation session for new faculty. My primary purpose of attending the first three meetings was to find out the extent to which contingent faculty were discussed at various levels. My purpose of attending the

orientation session was to observe the number of contingent faculty that took part in this full-day session.

Two of the meetings were town halls set up by the VP of Finance to present a financial update for the university and to discuss the university's future financial outlook. Each of these two meetings were held at two different campuses. The presentations included a snapshot of the university's current financial position, the short and long-term financial goals, and the steps that the administration was taking to achieve those goals. The other public meeting I attended was hosted by a new vice president of the university. They held this meeting to present their impressions of the university from the viewpoint of a recently hired employee.

The orientation session I attended was an annual full-day orientation session held for all new faculty. There were many topics covered at this session including some teaching tutorials and discussion panels, the services offered by the university for students, and some sessions on working towards tenure. Interestingly, the presentation about the services offered by the university were presented by those that offered the services. The new faculty found out about the services but also met the staff that provided those services.

Theoretical Saturation

Theoretical saturation occurs when gathering more data about categories that have emerged reveals no new insights about the emerging grounded theory (Charmaz, 2014).

I continued to hear variations on some aspect of contingent faculty management up until the sixteenth participant was interviewed, although many of the examples from

the last few participants started to sound very similar. I was not trying to document the entire range of practices possible within each process. Continuing to interview more participants may have yielded additional examples of management process variations but there would be diminishing returns for subsequent interviews. There was sufficient data in the interviews completed to examine the wide range of practices. I added the seventeenth participant because some participants had mentioned that the continuing education department hires many contingent faculty and, while the department is outside the normal faculty and department setting, it operates some courses for faculties in addition to professional development and general interest courses.

Participants also had experience in other roles, so I was able to leverage this experience to get a wider range of practices. Some of the deans, for example, had been chairs of departments in the same institution while others had worked at other institutions. One of the administrative assistants had recently moved from another faculty so they were able to compare the practices in their old faculty to the practice in their current faculty. Another participant came from a university that had no collective agreement with their contingent faculty. This gave me an opportunity to explore their perspective on the collective agreement, which they viewed as a positive benefit for both the faculty and administrators.

By the seventeenth interview I had collected a range of contingent faculty management practices. Based on the repetition among the participants it appeared that I captured the key aspects of management, so I determined that I had collected a sufficient amount of data on the variation in contingent management processes.

For the elements that contribute to variations in management processes I reached saturation earlier. Frustration, isolation, term limits, and lack of training were common to all participants and descriptions about these four issues became repetitive early in the data collection process.

Memos

Memos are an important aspect of grounded theory (Birks & Mills, 2011; Charmaz, 2006). Memos are the researcher's thoughts about some aspect of the research that are recorded for possible future incorporation into the final theory. Glaser suggests memos should be kept on a conceptual level: "Memos are the theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding" (Glaser, 1978, p. 83). My memos recorded many of my thoughts, conceptual or not. For example, one memo was "Arrrgh! Shut up!" when I heard myself interrupt a participant while transcribing an early interview. I was hoping by writing down instructions to myself I would learn from my mistakes.

Memos are used throughout this research process up to and including the writing of the final report. Glaser (1978) writes about the importance of keeping memos and writing them without delay: "Always interrupt coding or data recording for writing a memo, so the idea is not lost" (p.90). Glaser then goes on to list several memoing rules but in the end explains the rules are for guidance only: "Personal rules emerge to supplement and change" (p.91) his rules.

My rules for memos evolved over the course of the study. Glaser's (1978) second rule about writing memos without delay became my number one rule. It was easy to put off writing down a thought while trying finish off the current activity. Inevitably the

thought was lost by the end of the activity. Another rule was not to worry about grammar or spelling. Assuring myself that nobody was going to read my memos gave me the freedom to write any ideas that popped into my head without worrying that someone was going to proofread them. The goal was to get a thought down quickly, but in a form that would be clear months from now, so abbreviations and acronyms were kept to a minimum.

My memos were kept in various locations depending on what I was working on at the time. Many of my thoughts occurred during times away from actual research work so some memos were kept on my phone. While my phone is password protected, I made a rule not to record anything that would help to identify participants or institutions on my phone. I also kept paper close at hand when I was reading but it was more effective to keep those notes in Word documents as the notes in Word were easier to read and sort into themes. All my memos were then imported into Atlas.ti for compiling and coding.

Coding and Data Analysis

I transcribed the interviews myself in part to maintain confidentiality but also because it allowed me to carefully listen to the participants' words and tone. By listening carefully during the transcription, I could recall during coding how the participant said the words in addition to the words they said. This helped me in developing codes to represent the data as some participants said more with their tone than their words. The transcribed interviews were imported into Atlas.ti, a computer program that can be used to analyse qualitative and quantitative data. Atlas.ti has many automatic coding tools, but I only used the program to manually organize my codes as I read through the transcripts of the interviews.

Glaser (1978) suggests another reason for doing your own coding: In grounded theory there are no preconceived codes with which to categorize the data. A third-party coder would need guidance from a list of codes to perform the coding process. While I did start with a short list of codes developed from the human resource management processes, I realized there would also be emerging codes from participants' data.

The human resource management process codes from the Harvard Human Resource Management Model were used to categorize the variety of practices related to each process. However, other themes emerged during the coding processes for which I used a combination of in-vivo coding and open coding. In-vivo coding uses the participants' own words for a code while open coding uses researcher developed words or phrases that convey the sentiment of the participants' words (Glaser, 1978; Saldaña, 2011).

Some of my codes were born out of a participant's own words (in-vivo) to later become a code that reflected the same sentiment expressed by other participants (open code). For example, when frustration was first expressed by a participant, they used the word frustration. I used the word frustration as an in-vivo code. For later interviews, that same sentiment of frustration was indicated often but the participants did not necessarily use that specific word. They may have indicated their frustration using another word or they may have indicated it by the tone of their voice. I coded these sentiments using the code *frustration*.

The first round of coding was a confusing, iterative, and circuitous process. My initial coding process resulted in 103 separate, and sometimes redundant, codes. I often had to review previously coded interviews when new codes emerged. When coding the

first interviews it was difficult to determine how important a particular issue was. For example, for early interviews I glossed over the short-term nature of the participants' positions. But as interviews progressed it became apparent that most participants have been, or will be, in their position for only a limited time. I had to review previous interviews to see how prevalent the short-term nature of the participants' positions were and then take note in the literature review to see if this affects any part of the emerging theory.

As the variations in processes became more numerous, I began to ask the question of the data: "What leads to this variation?" This required me to go back over the interviews to see if the data contained an answer to this question. This is when I began a more focussed coding process to determine if there was a discernable source for the variation. I found that there were variations in certain aspects of some common elements that led to variations in management processes. Frustration was a common sentiment expressed by many of the participants but upon review I found the source of the frustration and how the participants handled the frustration varied.

Isolation, term limits, and training were initially coded separately but as the coding progressed it became apparent that these were common attributes of the participants' positions. At first, all mentions of training were coded as such but later in the coding process I separated participants' comments on contingent faculty training from their comments on their own training. Administrator training was then separated into two codes: *local training* and *central training*. This distinction became important when determining which training contributed to variations in contingent faculty management processes and which training mitigated the variations.

The collective agreement was mentioned by most participants as both a guide and a source of frustration. I examined the processes in the collective agreement for the part-time faculty as these are the processes most often mentioned by the participants. I labelled any mention of the processes that participants felt they had little control over as centrally controlled. I listed all the processes mentioned by the participants or described in the collective agreement. I coded each process as centrally controlled, collective agreement only, both centrally controlled and in the collective agreement, or neither centrally controlled nor in the collective agreement. (Table 5). The reference numbers in column one are used to reference the processes in later diagrams.

Table 5

Collective Agreement Analysis

Ref. #	Process	Collective Agreement (1=yes)	Centrally Controlled (1=yes)	Neither (1=yes)	Ref. #	Process	Collective Agreement (1=yes)	Centrally Controlled (1=yes)	Neither (1=yes)
1	Planning				7	Compensation			
1.1	Course Selection (HR Component)			1	7.1	Salary			
1.2	Instructor Selection				7.1.1	Stipend	1	1	
1.2.1	Course Assignment	1			7.1.2	Long Service Premiums	1	1	
1.2.2	Course Limits	1	1		7.1.3	Market Differentials	1	1	
1.2.3	Instructor Selection Criteria	1			7.1.4	Cancellation Fee	1	1	
					7.1.5	Payment		1	
2	Recruiting				7.2	Benefits			
2.1	Posting Ad	1	1		7.2.1	Maternity leave	1	1	
2.2	Other Recruiting Methods			1	7.2.2	Parental leave	1	1	
					7.3	Support			
3	Selection				7.3.1	Professional expense account (MYA/ROFR)	1	1	
3.1	Selection Process	1			7.3.2	Laptop (MYA/ROFR)	1	1	
					7.3.3	Portable Classroom Equipment	1	1	
4	Hiring				7.3.4	Office Space	1		
4.1	Issuing Contract of Employment		1		7.3.5	Job Security (MYA/ROFR)	1	1	
					7.3.6	Copying Service	1	1	
5	Training				7.3.7	Library Service	1	1	
5.1	Orientation	1			7.3.8	Secretarial Services	1	1	
5.2	Training - Tuition Waiver (MYA/ROFR)	1	1		7.3.9	IT Support	1	1	
5.3	Training - Courses			1	7.3.10	Marking/Teaching Assistants	1	1	
5.4	Development			1	7.3.11	Email Access	1	1	
					7.3.12	Library Access	1	1	
6	Performance Evaluation				8	Exit Management			
6.1	Frequency	1	1		8.1	Termination	1		
6.2	Basis of Assessment	1							
6.3	Purpose of Assessment	1							

I used this table to compare the variations in management processes as described by the participants with the level of central control. I initially thought that the collective agreement was a form of central control but there were processes that were in the collective agreement but not centrally controlled.

Ethical Considerations

The participants in this study were asked to comment on university processes and other members of the university. Revealing their identity could have a negative impact on them and their work. In this section I describe how I obtained consent and the confidentiality procedures I used to protect the identity of the participants. These measures were accepted by both the University of New Brunswick Research Ethics Board on July 2, 2019 (Appendix E) and the research site university Research Ethics Board on July 12, 2019.

Prior to the interview the participants were offered the letter of informed consent. All letters of informed consent were kept in a private filing cabinet and signed letters of consent were not saved electronically. At any point during the study participants were able to withdraw their consent. All participants signed the letter of consent and no participants withdrew during the study.

To protect the identity of the participants I do not provide detailed participant profiles. If the university was identified, detailed profiles might serve to identify the participants. When I quote a participant, I do not use the name of the participant. Instead, I use a participant number that has no connection to the order in which they were interviewed. To further protect the identity of participants I use the generic third-person singular pronoun "they" to reference the participants as recommended in section 4.18 of the seventh edition of the APA Publication Manual (Bradley et al., 2020).

I also do not reveal the participants' department or faculty. The goal of this study was to examine the variations in contingent faculty management processes, not to compare the practices of specific faculties or departments. I do not use the name of the

participants' faculties or departments since doing so might reveal the identity of the participants and the identification of the faculty is not paramount to the purpose of the research.

I do not use the name of the university. Instead, the university is described as a midsized university in eastern Canada. In addition to the name there are specific aspects of the university that, if revealed, could help to identify the university. The first aspect is the term used for contingent faculty. Every institution has their own term for contingent faculty. To protect the identity of the institution I use the term contingent faculty wherever the local term is used. The second aspect is the collective agreement. This university has a collective agreement with its faculty. There are enough universities in Canada with collective agreements to refer to the collective agreement without fear of identifying this institution but when I do quote the collective agreement the quote will be followed by "collective agreement" in brackets with no listing in the bibliography. Any mention of the institution will be removed from the quote. Finally, most institutions perform an end of term course evaluation. There are many terms for this evaluation and using the term that is used by the institution under study may be used to identify it. I will instead use one of the common terms, the student evaluation of teaching or SET.

Each interview was audio recorded, with the permission of the participant, on a non-networked USB recorder. The audio recording was transferred to a non-networked, private, password protected, computer via USB port. The files were then deleted from the recording device. The audio files were played back on the non-networked computer for transcription on another computer. I personally transcribed each interview and as the interview was transcribed all references that could identify the participant, their

department, or the institution, were skipped. The redacted transcriptions were then imported into a password protected Atlas.ti project for manual coding.

Generalization and Transferability

The goal of grounded theory is to develop a theory grounded in, or based on, the data. The theory can be a substantive theory or a formal theory. A substantive theory is a "theory developed for a substantive or empirical area of sociological inquiry" (Glaser, 1978, p. 144) and is generally developed from a single site. A formal theory is "theory developed for a formal or conceptual area" (Glaser, 1978, p. 144) and offers more of an opportunity for generalizing the results since formal theories are often developed through studies of multiple sites. The outcome of this study is a substantive theory of variation in contingent faculty management culminating in a model of variations including contributors to and mitigators of these variations. The setting of this study was a Canadian university with multiple campuses and a unionized faculty. Of the resulting model, the question then becomes "To what populations, settings, treatment variables, and measurement variables can this effect be generalized" (Campbell & Stanley, 1967, p. 5)?

Generalization typically is associated with quantitative studies and can be defined as "the extension of research findings and conclusions from a study conducted on a sample population to the population at large" (Barnes et al., 2012, p. 1). Qualitative studies typically do not take a random sample of a population to extrapolate the findings to a larger population. This makes generalization difficult for most qualitative studies. This study used theoretical sampling to choose 17 participants. There was no attempt to choose a statistically significant random sample of administrators. So, while

generalization, according to the definition above, is unachievable from this study, there are aspects of the model that can be used with careful consideration of the study context. Qualitative researchers use the term transferability to describe the usability of their results in other environments (Barnes et al., 2012; Misco, 2007; Ritchie & Lewis, 2003; Schofield, 1990). Transferability is when "findings within one context can be applied to another if there is sufficient knowledge of the contexts in question" (Goodman, 2008, p. 266).

Determining if the results of a study are relevant in another setting requires some contextual analysis. Contextual analysis compares the setting within which the study is conducted to the setting where the results may apply. Over time there have been different terms applied to this contextual analysis. Stake (1978) used the term Naturalistic Generalization "recognizing the similarities of objects and issues in and out of context and by sensing the natural covariations of happenings" (p.6). Stake (1978) also used the term particularization to describe the process of having "a full and thorough knowledge of the particular, recognizing it also in new and foreign contexts" (p.6). Fittingness is "the degree to which the situation studied matches other situations in which one is interested" (Schofield, 1990, p. 207). Case-to-case translation involves "the use of findings from an inquiry to a completely different group of people or setting" (Polit & Beck, 2010, p. 1453).

All the terms referring to transferability have in common the requirement for the reader to examine the context of the study and determine if the settings of the study are similar to their setting. Some researchers decry the reliance on the readers' analysis of the context as "a bit underwhelming and random" (Misco, 2007, p. 4) but the results of

qualitative studies require some work on the reader's part to determine the applicability to those results to their situation.

The output of this study is a model depicting the variations in contingent management processes with four elements that contribute to these variations and two elements that mitigate these variations. While the model is based on data collected from 17 participants from a university in Canada with unionized faculties, the elements that contribute to and mitigate the variations can exist in other universities and organizations. It will be up to the reader to determine, based on the context of this study, how applicable the findings in this study are to their environment.

Delimitations and Limitations

The Harvard Human Resource Management Model covers many aspects of human resource management. It includes stakeholder interests, situational factors, human resource policy choices, human resource outcomes, and long-term consequences of the management choices. I initially focussed on the policy choices section of the model because this was the section that most directly affects the contingent faculty. During the interviews, participants touched on other aspects of the model including stakeholder interests, managerial philosophy, workforce characteristics, unions, and cost effectiveness. However, due to resource limitations I did not focus on other sections of the Harvard model, so there may be other contextual aspects that contribute to the variation in management processes found in this study.

For this study I made no attempt to examine departments in relation to their faculties and I purposely did not seek to obtain perspectives from more than one participant from the same department. If there was an opportunity to get the views of two

from the same department it was purely by chance. With few exceptions, the views of contingent faculty management in a particular faculty or department were from one perspective within that faculty. It would have been difficult to interview two people from the same department without revealing the identity of the participants.

In this study I was examining the variation of management processes. I was not interested in comparing practices among different departments or faculties because, given the limited number of participants and the size of the institution, identifying the department may in turn identify the participants.

I made no attempt to analyze the data statistically nor did I report how many times a practice was mentioned. As Knight and Trowler (2000) point out, "spontaneously expressed views do not provide a good measure of the number of informants who would agree with a proposition were it presented to them for response" (p.70). In a semi-structured interview, the participants talk about what is important to them at the time of the interview. They may not remember some of the management practices or they may think the practices are too insignificant to mention. If given a list to choose from it is quite possible they would choose more practices than what they talked about during the interview. The intention of the interviews was not to force the participants into choosing from a list, it was to get them to talk about what was important to them.

The purpose of this study was to investigate the management of contingent faculty from the perspective of those who manage contingent faculty. As such, I did not interview other stakeholders who may have interests in, but do not manage, contingent faculty. For example, the participants indicated they did not receive training for their current position. Some participants indicated they did not receive it, others indicated it was not available. Training may have been available at this institution, but the

participants either did not know about its existence, or they may have chosen not to participate. Stakeholders other than those responsible for managing contingent faculty may have had different perspectives than the participants in this study. However, those stakeholders were not the focus of this research.

Chapter Summary

In this chapter I described the purpose of the study and how I chose to answer the research questions:

What are the processes for managing contingent faculty?

What are the roles of specific administrators?

How and why are decisions regarding contingent faculty made?

The purpose of the study changed during the study. The initial goal was to model best practices for contingent faculty management within an institution. I found a wide variation in practices the success of which depended on some faculty and department-specific factors. The goal of the study changed to document the variation in management practices and some of the factors that lead to the variations.

After reviewing possible methods to answer the research questions I chose to do a grounded theory study. I described the aspects of grounded theory that pertain to my study including theoretical sampling, theoretical saturation, and memos.

I used the Harvard Human Resource Model as a conceptual framework to choose my first four participants. Theoretical sampling drove the selection of my subsequent participants. In addition to interviewing 17 participants, I examined the contingent faculty collective agreements and attended four public meetings.

Theoretical saturation on the variations in contingent management processes was reached after 17 interviews. As I got closer to the final participant the number of variations expressed decreased; I started to see the same management practices with only slight variations. I could have continued to interview participants and documented more of these slight variations, but the purpose of the study was served by detailing enough variety to show the existence and significance of the contingent faculty management process variations. I will describe these variations in the next chapter.

Chapter 4: Results

Chapter Overview

In this chapter I present the data from the participants' interviews. As described in Chapter 3 I used Harvard Human Resource Management Model (Beer et al., 1984) (Figure 4) as a conceptual framework to guide me in initial participant selection and in the interviews to help guide the participants through the management processes. The Policy Flow component of the Harvard Model contains six human resource management processes which I used to categorize the participants' responses. It is within these processes that I categorized the variations as described by the participants. While discussing the management processes with the participants other issues began to emerge. These issues, as described by participants, are grouped into four themes: administrator training, term limits, isolation, and frustration. Following the description of these management issues I describe the benefits and concerns of using contingent faculty, as described by the participants. In the final section I describe the processes as they are set out in the part-time faculty collective agreement.

Variation in Contingent Faculty Management Processes

In this section I describe the variations in contingent faculty management processes among the participants in this study. The contingent faculty in this institution are covered by collective agreements so I expected only minor variations in the management processes. However, not all management processes are detailed in the collective agreement and there are possibilities of different interpretations of the processes that are included in the collective agreement.

Some participants had previous experience in other roles and in other faculties, departments, or universities. I did not confine the participants to only describing their experience in their current role but welcomed any insight they could provide from their other roles.

Contingent Faculty Management

The administrator who is most closely involved with contingent faculty varies by faculty, and in some instances, by campus. In a departmentalized faculty chairs perform most of the management functions with the deans providing a final check and authorization. In non-departmentalized faculties the deans perform most of the management functions. In some cases, some of the contingent faculty management processes are assigned to an administrative assistant. Because I performed this study at a multi-campus university, there was some opportunity to interview administrators from similar programs on different campuses. While the goal of the study was not to compare faculties, it is interesting to note that in one program, the administrator in charge of contingent faculty on one campus was a chair, while on another campus, most of the responsibilities were assigned to the administrative assistant to the dean.

The senior-level administrators, which include the president, vice-presidents, and the human resource department, were responsible for university-wide resource allocation and some of the contingent faculty management processes. I define the processes that are controlled at this level as centrally controlled. The hiring process, for example, is centrally controlled by the human resource department. The hiring is done online where, once approved by the administrator, the contracts are written and delivered to the

contingent faculty by the human resource department. Department and faculty administrators have little control over the issuing of contracts.

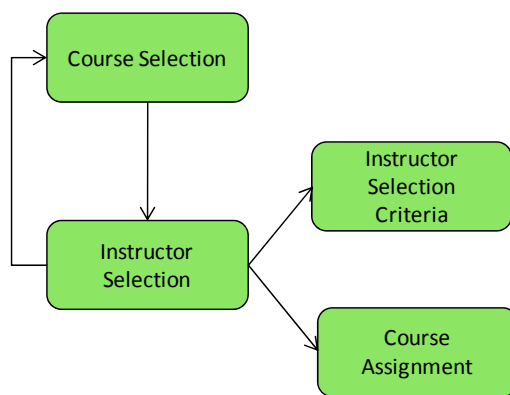
The next section will describe the variation in contingent faculty management processes as described by the participants in this study.

Planning

In this section I will describe the variety of planning processes as described by the participants. Their planning process begins with course selection followed by selecting the instructors (Figure 6).

Figure 6

Planning Process



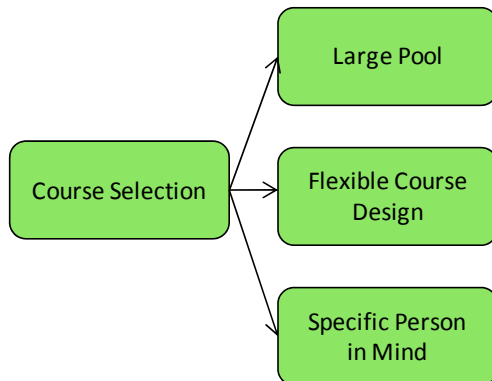
Planning - Course Selection

Selecting courses to be taught by contingent faculty is the first step in the planning process (Figure 7). Many factors contribute to how administrators chose courses to offer. I included course selection in human resource planning because one of the many factors participants considered when they had an opportunity to add a course is the

availability of someone to teach it. Rarely will they "post an ad blind"^{P13} in the sense that

Figure 7

Course Selection



they will not select a course to offer unless they have an idea that they will be able to fill the instructor position. Participants had a variety of ways to ensure the availability of instructors including having a large pool of candidates, designing courses to accommodate a variety of instructor levels, and already having a specific person in mind.

Some participants chose courses that would have a large pool of candidates. These participants did not have any one individual in mind, but through experience they knew there was a large number of people that could teach the course. Usually these administrators freed up lower-level courses by shifting full-time faculty to the more specialized upper-level courses. Specialized upper-level courses, in some faculties, are more difficult to fill with contingent faculty than the lower-level courses. Another method participants used to make sure there is a larger pool of potential candidates was to "design [the courses] in a flexible way so that a variety of people can teach them."^{P4} By doing this, the course can be taught by either full-time or contingent faculty.

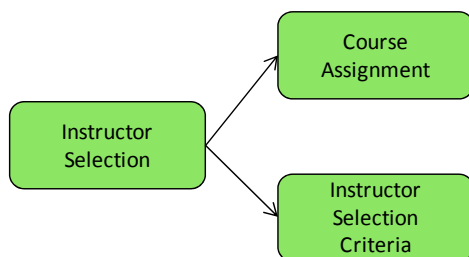
Other participants would have a specific candidate in mind before posting an ad for a particular course. One participant goes so far as to make sure the time the course is offered is acceptable to the individual they know is available to teach before the course is added to the calendar. Courses are also offered because potential candidates have approached the participants, or the participant knows someone is currently in town and is available to teach. For example, there may be a specialized forensic biological accountant in town for a while. A participant may take advantage of this by adding a specialized course that would not normally be available to the students.

Planning - Instructor Selection

Once the courses are selected, the administrators then decide who is going to teach each course (Figure 8). This is not a process of deciding who the particular instructor will be, it is a process of deciding if the courses will be taught by tenure-tracked faculty or contingent faculty then, once the courses are assigned, deciding on the criteria they will use to select the best contingent faculty for the teaching positions.

Figure 8

Instructor Selection

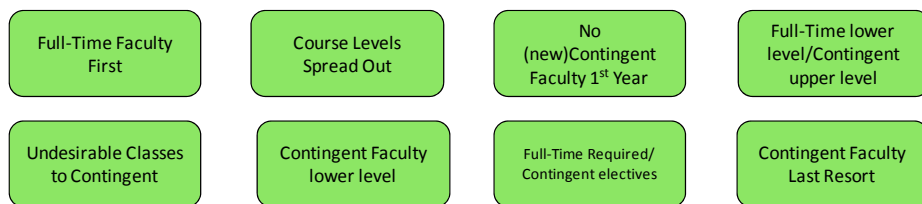


Course Assignment

Participants used a variety of strategies to assign courses to faculty (Figure 9). The tenure-stream professors often had first choice of courses to teach. Any gaps were then filled by contingent faculty. Often participants made little effort to fill the gaps using other methods if they had the budget for contingent instructors. This sometimes leaves the impression that the tenure-stream professors get the best courses to teach and thus leaves the undesirable courses, those with large enrolments, remedial students, or undesirable times, to the contingent faculty.

Figure 9

Course Assignment



The desirable courses, according to the participants, are the upper-level courses. These courses have lower enrolment and are generally filled with interested students. The less desirable courses are the introductory service courses that have large enrolments of students who are there because the course is mandatory. Some participants wanted to spread all levels of courses among all faculty so that tenure-stream professors were not teaching only upper-level courses: "I don't think [it] is fair or responsible to allow faculty who are more mature to cherry-pick"^{p4}. One participant used a point system to make sure the courses were spread out. An upper-level elective course may get fewer points than a lower-level required course and a large enrolment class would get more points than a low

enrolment class. The participant felt this method more fairly distributed the course load among all faculty by making sure all faculty have a similar number of points.

Often the lower-level courses were left to fill when tenure-stream professors got first choice but sometimes there was a conscious decision to open the lower-level courses for contingent faculty. In some faculties it was difficult to find qualified contingent faculty to teach upper-level specialized courses. To increase the size of the potential recruitment pool, participants would shift courses around to ensure the lower-level courses were open. If, for example, a professor that was teaching an upper-level course was going on sick leave the participant may shift courses around so that course was filled with another full-time professor, leaving a lower-level course open.

Some participants would not have contingent faculty teach lower-level courses, especially first-year courses. There were several reasons for this. The first was that the first-year students are new to the university setting and may not show the kind of enthusiasm that a recently graduated PhD might expect. These students may need the patience of a seasoned instructor. Some participants believe that first-year students can be a tough crowd so contingent faculty members should get experience teaching upper-level students before teaching a first-year course. One participant would only put a new contingent faculty into this position if there were multiple sections of one course so the contingent faculty member would have an opportunity to have a mentor that was teaching another section of the same course.

The second reason participants may not want to put contingent faculty into a first-year course is the impression the participants want to leave on the students. In their opinion, having a tenure-stream professor in front of new students would leave a positive

impression of the faculty and the university. Tenure-stream professors could talk about their research and have the experience to help students with their inevitable first year problems.

The third reason participants did not want contingent faculty members filling first-year courses is the perception that contingent faculty are vulnerable. "Some might come in on stipend and feel that students need to like me, or the students need to pass or else I'm gonna get bad evaluations"^{p8}. Participants pointed out that contingent faculty feel that they need good student evaluations which often translates into the need to be liked. According to participants, this may lead to practices that will not help students in subsequent courses and students often pick up on this vulnerability and use it to their advantage.

The final reason participants did not want to put contingent faculty into first-year courses comes from a participant who managed a graduate level program where the lower-level courses were primarily theory based, which the participant considered more suitable for research-oriented professors to teach. The participant then employed contingent faculty to teach the upper-level courses where the students learn more real-world practical topics, applying what they have learned in the early theoretical classes. This participant had great regard for their contingent faculty but did not want them to start their teaching at the graduate level, describing graduate students as a tough crowd: "it's not really fair to throw them into the [graduate] classroom first"^{p12}. They thought contingent faculty members needed to get teaching experience at the undergraduate level first.

Another strategy participants used for assigning courses is a result of a third-party accreditation process. The accreditation process may require instructors to have certain qualifications, or it may require a certain percentage of full-time instructors. In selecting contingent faculty, participants had to either honour this requirement or find a way to work around the requirement. One participant, despite one of the accreditation requirements for full-time faculty to teach required courses, would always strive to put contingent faculty into the classroom because they "are the best people to put in front of these kids, in the first year especially, they're engaging, they're gonna get interest up"^{P9}.

The final strategy employed by participants to assign courses is to employ contingent faculty as a last resort: "Stipends should only be triage"^{P8}. Participants believed this either for quality reasons or for moral reasons. Many participants commented on using contingent faculty as permanent solutions and how it is not reasonable to continue to rely on underpaid faculty: "We're not getting into a scenario where we're locking somebody into a low-paying insecure career path"^{P15}. In some faculties this resulted in only using contingent faculty as a last resort. Participants using this strategy, if there is a reduction in full-time faculty, would change their scheduled courses based on their new complement of faculty rather than immediately look for money to hire contingent faculty. The participants who used this strategy believe the full-time faculty should be able to cover any gaps in staffing courses: "Ideally in my opinion the faculty complement of a department would be such that it's sufficient to accommodate sabbatical leaves with the full-time complement"^{P6}. Participants would move courses around, offer courses alternate years, not offer a course while the permanent professor is absent, teach courses as overload, or increase enrolment if there are other sections. Only if these strategies fail would they employ contingent faculty.

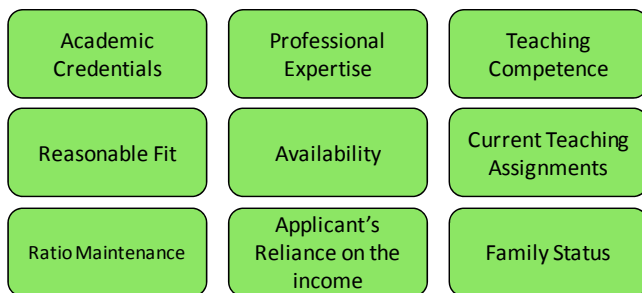
Sometimes participants would only employ contingent faculty as a last resort because they did not have a budget for them, so if they did hire someone, they would have to take it out of another budget line. Sometimes the rationale of the participants was the belief that only full-time faculty can offer the continuity and the quality needed for the program. Finally, the participants noted it was sometimes difficult to find a contingent faculty member to teach an upper-level course that is specialized, and equally difficult to find a contingent faculty member that was able to effectively teach a class of a thousand students. One participant who used this strategy recently learned of other faculties who rely on contingent faculty and commented on their use: "my first thought was how does that even happen; how do you devolve ... to that scenario where you become that dependent on that resource to deliver your curriculum"^{P15}

Contingent Faculty Selection Criteria

Part of the planning process is determining the criteria that will be used in selecting the candidate. The criteria outlined in the collective agreement form the basis of the selection process. The collective agreement sets out three criteria: Academic Credentials, Professional Expertise, and Teaching Competence. Participants set out six

Figure 10

Selection Criteria



more criteria: Reasonable Fit, Availability, Current Teaching Load, Ratio Maintenance, Applicant's Reliance on the Income, and Family Status (Figure 10).

Some participants who found it difficult to find contingent faculty often had only one applicant. The selection criteria then changed from the three listed in the collective agreement to the availability criterion: "I valued and so did the members of the committee their availability"^{p4}. Another spoke of needing to teach the course or risk losing it: "I mean we need to, really need to offer it"^{p1}. This participant was talking about having only one applicant. They then went on to talk about the options if nobody applied, something they had not considered too seriously until now.

Another participant talked about how common it was to hire based on the availability criterion: "I mean I've seen it here. I saw it in other universities when I was there. Like I see it everywhere. It's because, you know, you just you need to ... put that class on and you just need a warm body"^{p12}. This participant, in their current position, did not use the availability criterion. Instead, they very specifically sought out those with professional expertise and then assisted them to improve their quality of teaching.

Sometimes administrators must consider third-party accreditation criteria when they decide on who to hire. Some accreditation bodies require a certain ratio of full-to part-time faculty or base it on certain qualifications that contingent faculty often do not have. They have to keep this ratio in mind when filling contingent faculty positions. The accreditation will "never determine what we offer, it will have a huge role in determining who teaches them because we have to maintain certain ratios"^{p9}.

A couple of participants mentioned that other factors are involved in selecting contingent faculty: "sometimes the decisions are not so simple, and more context is part

of the decision" ^{p4}. The "more context" they mentioned was considering the financial position and family status of the contingent faculty applicant. They said if one applicant had a family to support and a second applicant did not, they may go with the first. Another tries to "spread those resources, meagre as they are, out a little bit" ^{p13} to give as many applicants a chance to teach as they can.

Some used a reasonable fit criterion. They based this on a feeling they got when meeting the applicants. They talked to each applicant to "get a sense of whether they will connect with the student, that's really one of my main criteria" ^{p2}. This connection is important: the applicants will figure everything else out, according to this participant. Others put great emphasis on determining if the applicants would fit into the culture of the faculty or department. Would they have the right teaching style, and would they be able to attend other functions within the faculty to continue the contact with students outside the classroom?

Part of determining the selection criteria is determining how one is going to judge the criteria and what will be used to judge. Some participants used only that which is submitted by the applicant to judge their suitability because, according to some participants, it is set out in the collective agreement that they are only allowed to use the applicant's submission and nothing else.

Other participants used the applicant's submission but also included anything they have on file if they have previously taught. They do this because, according to some participants, the collective agreement stipulates that in addition to an applicant's submission the contents of their official file can be used as the basis of assessment.

Some participants would use various methods to determine suitability for meeting the three criteria because, according to them, the collective agreement only speaks to the criteria, not the mechanism for judging the criteria.

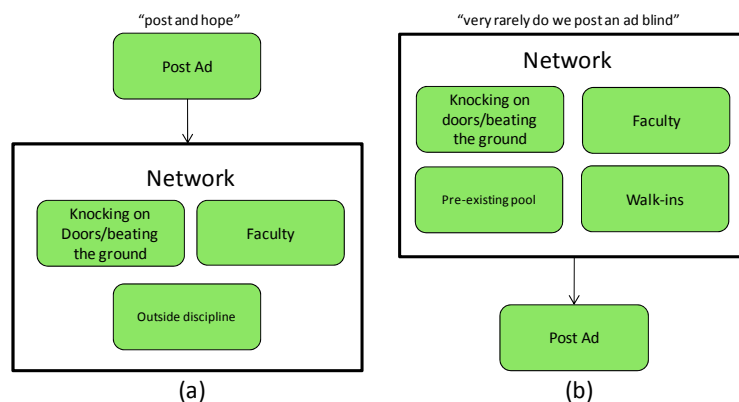
Recruiting

Recruiting is the process of locating potential instructors and encouraging them to apply. Participants vary in how they recruit and in what sequence they perform the recruiting process.

To fill a gap in teaching, participants posted an ad, reached out to their networks, offered a course directly to an individual, had a tenure-stream faculty member teach overload, combined the course with another, or cancelled the course. Depending on the circumstances participants would use one or more of these methods to recruit instructors.

Figure 11

Recruiting Process - (a) Post and Hope (b) Network then Post



Most participants used the university website to post ads for open contingent faculty positions although the timing of the posting may have been different among participants. The ad could be posted first (Figure 11a), then "we wait and hope we get [applications]"_{P1}. Many participants posted the ad and received many applications. Some participants posted and hoped for one. If they received no qualified applicants, they would turn to their network to find someone. Others would turn to their network first (Figure 11b), before posting an ad. In this way they would know, before they post the ad, there will be at least one qualified applicant: They would not "post an ad blind"_{P13}.

The networks used for recruitment vary by participant. Some participants would search for applicants, reaching out to colleagues, friends, and the community. Others would have a pre-existing pool of candidates to choose from. Some had to "beat the bushes"_{P7} to find people, others had people walking in to offer to teach. Participants in some faculties hired internally, only using their graduate students to teach. Others sometimes had to go outside their discipline to find qualified candidates.

Participants who only used contingent faculty as a last resort would choose to have tenure-stream faculty teach overload, cancel the course, or combine the course with another before they recruited an instructor. They would only recruit if these methods fail. Often these participants would then go to their network before posting an ad. Their network, in some cases, consisted of only their graduate students: "it's a great opportunity for the student and it's also a lot of those students have already had interactions with our undergrad students"_{P11}.

Selection

As mentioned previously, the selection criteria for contingent faculty at this university are set out in the collective agreement. The agreement lists three criteria for judging an applicant: academic credentials relevant to the course, professional expertise and experience relevant to the course, and teaching competence. The collective agreement does not specify how to judge these criteria, only that the "committee shall give appropriate weight to each"(collective agreement).

Selection is the process of deciding which of the applicants will be the most suitable for an open position. However, in some cases, participants would build a pool of candidates for future openings so they could quickly fill openings that occur on short notice. In these cases, a participant would go through the selection process to choose candidates for future positions.

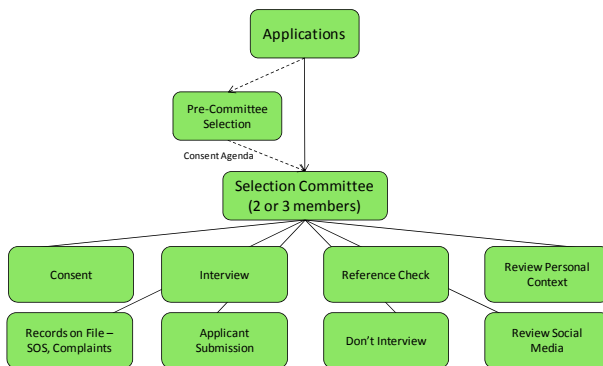
Every department, or non-departmentalized faculty, had a two- or three-person committee that performed the selection process. The selection committee was made up of the chair or dean and a full-time faculty member plus a contingent faculty member if possible.

Some participants passed all applications on to the committee for their appraisal. The committee would then meet to decide who they should hire. Other participants used a process that the participants considered more expedient. These participants decided who to hire and then they sent to the committee a list of the preselected candidates for the committee to approve.

Once the information was sent to the committee there were a variety of ways the committee chose from among the applicants (Figure 12). Some would interview all candidates. Some would not interview any. Some who did interviews had standard interview questions they asked every candidate. Others would have a conversation with the applicants to "get a sense of whether they will connect with students"^{p2}. Some would only choose candidates based on the applicant's submission, others would consider the records on file if they had taught for that department before. Some would do reference checks, some would not. Out of those that did reference checks some had standard questions, others did not. Some committees reviewed the applicants' personal context and social media to help determine their fitness to teach in the department or faculty. If the committee was given a consent agenda (a list of candidates preselected by the dean or chair) then they would approve these recommendations relying on the dean or chair to perform the appropriate selection process.

Figure 12

Selection Process



Hiring

The hiring process at this institution was standardized and involved filling out templates or online forms to extend the offer to the successful candidate and sign the contracts. Once all the online forms are filled out the offer had to be approved by the chair or dean. One participant considered class enrolment before giving final approval to the offers. This participant balanced the timing of this process and the need to have a minimum number of students with the need to give the instructors enough time to prepare for their courses. This participant did not want to cancel classes once some students have registered because of the effect it would have on students. The participant also did not want to run courses with fewer than the minimum number of students, not because of the cost, but because the very small class size was not good for either the student or the instructor: "it's just not the same dynamic"_{P2} with fewer students. Last year this participant developed an early warning system to estimate the enrolment of each course to determine if it should go ahead while still giving students enough time to find other courses if the course needed to be cancelled and giving the instructor enough time to prepare if the course went forward.

Training and Development

Training and Development are two different processes, but the terms are often used interchangeably. Training is a term used for preparing an employee for their current position while development is a term used to describe the process of preparing an employee for a future position (Stewart et al., 2007). In a university setting, for example, a learning-to-teach workshop for new contingent faculty would be considered training. A

workshop on research methods may be considered development since their current position as a contingent faculty member usually does not require a research component but research is a requirement for obtaining a tenure-track position. Orientation is a form of training in that it is usually a "formal process of familiarizing new employees with their jobs and their work unit" (Stewart et al., 2007, p. 154). An orientation process also tries to instil in the new employee the values and accepted behaviour of the organization.

Orientation

Most of the participants in this study had no formal orientation process for new contingent faculty. This is not a surprising result as the institution did not have formal orientations for any employees as stated by a new vice-president in a town hall. The vice president was holding a town hall to describe what they had learned during her first few months at one of the campuses at the university. They had no orientation when coming to the university, describing it as a "here's your office" orientation. The vice president subsequently learned there were no formal orientation processes for any employee at her campus. They did, however, indicate that even without a formal orientation process employees still found their way and succeeded.

There was an orientation for new faculty at another campus of the same university. This was a full-day orientation session for all faculty. I attended the orientation session one year to see who attended. There were 21 attendees including me: two were new limited-term, full-time faculty, the rest were new tenure-track faculty.

Many participants in my study from that campus did not know about the full-day orientation session but indicated that the part-time faculty would not attend anyway. They

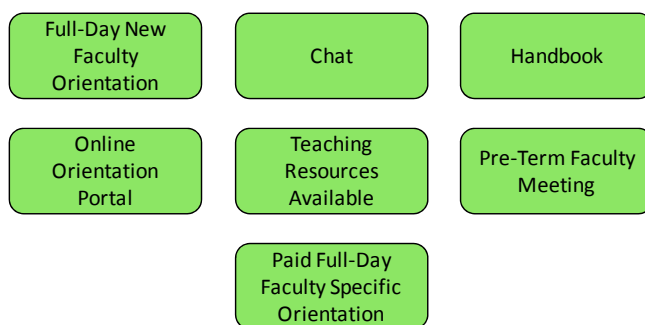
would not be compensated for their time and given that it was a full day on a weekday it is unlikely that most of them could attend. This session was also only offered once a year and many contingent faculty start at various times of the year. This makes it difficult for contingent faculty to attend an orientation session during a term in which they are not teaching. As a result, numerous participants either had developed their own orientation process or were in the process of developing one. One participant summed up what most participants were thinking about their current orientation process:

"Is that enough? Probably not. But it's certainly better than what we had before a year ago. For a lot of these people, it's not so much training to teach, most of them have that, it's training them to work in [this] environment." P15

Since most of the orientations were ad hoc there were variations in the processes among faculties (Figure 13). Some participants chatted with the new contingent faculty members during the hiring process or before they started their course. Sometimes this chat was only to indicate who to go to if they had questions: "I mean I just sort of leave it open if they have questions or concerns to chat with me" P1.

Figure 13

Orientation Processes



Some participants had developed a faculty handbook. Many of the participants who mentioned a handbook also mentioned there was no handbook before their time in their position. There was an online orientation portal for this university that was developed a few years ago but no participant seemed to know about it. They were surprised by its existence when I mentioned it to them. In one faculty there was little coordination on orientation between the same faculties on different campuses. I spoke to a chair of a department on one campus who developed an orientation handbook for their new contingent faculty. A participant in the same department on another campus did not know about this so was developing their own handbook.

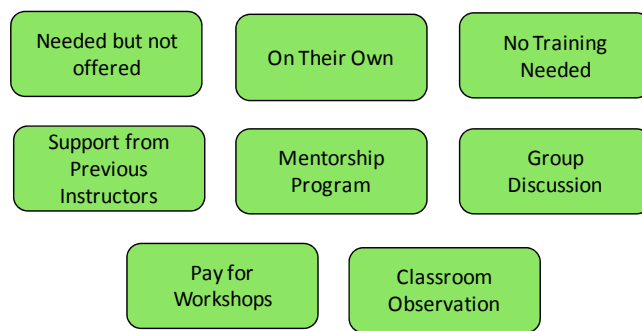
Many participants made teaching resources available like previous textbooks and syllabi. Some also made sure the new contingent faculty members have access to previous instructors of the course if the previous instructors were available. One participant gathered all instructors together at the beginning of the term to coordinate course material. Contingent faculty were not compensated for their time, but the participant indicated that all contingent faculty attended. Another participant organized a full day, paid orientation for all their contingent faculty.

Training

There were several different ideas about training for contingent faculty (Figure 14). Most participants agreed that there was little support for training contingent faculty, especially university wide. Most of the training was "left to the goodwill of the

Figure 14

Contingent Faculty Training



department or faculty"^{P4}.

There were some participants who believed any training that was needed should be left to the contingent faculty member to obtain and that the institution bears no responsibility to train them. One participant commented on the lack of training for any professor, full or part time: "Once you do your PhD they say 'okay, now you're ready to teach' and you have no training"^{P3}.

Others felt that "university professors are self-directed learners"^{P5} including contingent faculty members. They trusted the contingent faculty members know what they are doing and if they need help, they can find it on their own. Along these same lines, some believed they were already qualified to teach by virtue of the fact that they were hired to teach; "I'm not going to go to a contingent faculty member we decided was

qualified to do a course and then start making lots of problems about it, oh look here's a teaching seminar" p13.

No participant mentioned the availability of formal training for contingent faculty within their department or faculty, but some participants offered training options. Many offered access to previous syllabi and course material. Some participants did not make the distinction between orientation and training so some mentioned access to materials while discussing orientation, others mentioned this access to materials while discussing training. One participant offered a manual that includes scenarios that contingent faculty may face along with possible responses. Many indicated the contingent faculty members would have access to the previous instructor of the course when they are available. One participant indicated that in all cases contingent faculty had access to the previous instructor of the course.

There were instances of mentorship programs within the faculties or departments, although some programs appeared to be aspirational. One participant indicated there was supposed to be a mentorship program, and another mentioned how they would like to establish one. One participant made sure that if a new contingent faculty member was teaching a section of a first-year course that a senior faculty member was teaching another section of the same course and was available to mentor the new contingent faculty member. One participant took part in a mentorship program, but it is organized over a number of different faculties and is not specific to contingent faculty members.

There was an opportunity in one faculty to get together in a group to discuss teaching methods and talk about classroom issues. This was an informal, but expanding, group of professors within this faculty. This group was for all faculty including

contingent faculty. The participant mentioned contingent faculty members were welcome, but they did not mention how many participated.

There were teaching workshops available at the university's learning centre that were available to all faculty. Some were free, like the online teaching tutorials and the tutorials on how to use the university's learning management system. Others had fees, including a 35-hour university teaching course offered twice a year at two of the campuses. Some participants let the contingent faculty member know these workshops were available, others offered to pay for the teaching course.

Classroom observation was mentioned a few times by participants as a training option. Some participants would like to observe the contingent faculty in the classroom in order to offer advice on teaching to the contingent faculty member but were unable to due to the perceived limitations set out in the collective agreement. Two participants did go into the classroom to observe and offer tips, either at the request of the instructor or with permission from the instructor.

Development

Development is a process for training employees for future positions. There was little variation in the development programs offered to contingent faculty. According to participants, the development needs for contingent faculty will vary depending on the contingent faculty member. Some contingent faculty members were teaching part-time because they want to. They may have other obligations outside the university, or they may not aspire to a full-time tenure-track position. For these faculty members, according to participants, there was no need for development programs.

Other contingent faculty members aspire to full-time tenure-track positions. Participants who talked about development commented that the contingent faculty members who aspire to full-time tenure-track positions are left on their own to form their own development plan. Often this includes continuing their research and writing on their own without resources or support from the university. One participant offered encouragement to their contingent faculty members to continue to write and research so they do not "fall into a trap in a limbo professionally"^{P4}. This encouragement was in the form of trying to get them involved in faculty research to enhance their resume.

Performance Evaluations

The performance evaluation process is used to ensure employees are doing their job to the required standard. Evaluations can be performed for several reasons including contract requirements, performance improvement, formal training needs, remuneration decisions, and promotion (Stewart et al., 2007). The participants in this study typically used performance evaluation when it was required by contract for promotion. There were some who also used it as a source for instructional improvement.

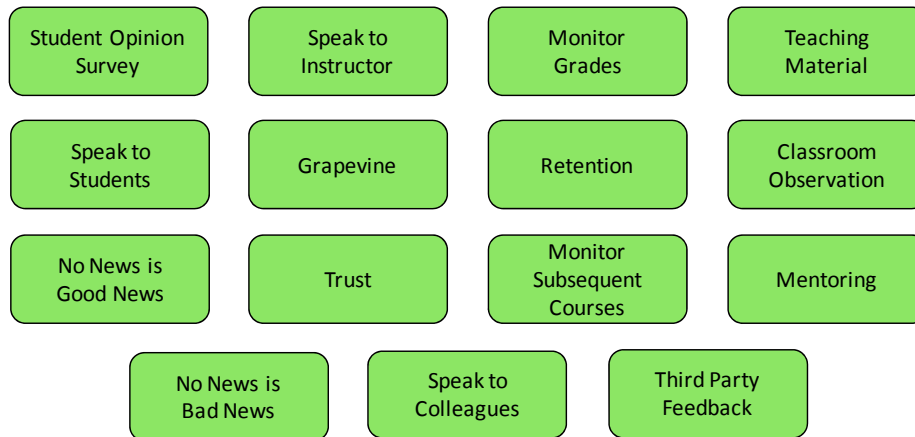
Contingent faculty, after teaching a course a specified number of times, were eligible for longer-term contingent positions in the form of multi-year appointments and rights of first refusal. The contingent faculty assessment committee was responsible for the assessment to determine if a contingent faculty member was performing satisfactorily and thus eligible for a multi-year appointment or right of first refusal.

One of the most common assessment tools used by the participants was an end-of-term student opinion survey. While most participants used this tool, they also used a

variety of other methods to determine if contingent faculty were performing well in the classroom (Figure 15).

Figure 15

Variation in Performance Evaluation



"No news is good news"^{p5} was a sentiment expressed by many of the participants: If there were no complaints from students then the assumption among participants is that contingent faculty must be doing well. One participant put it succinctly: "Students are going to put up with a fair bit before they revolt ... but they will revolt"^{p2}.

The opposite sentiment also exists: No news is bad news. A program may frequently get positive feedback from their students. It is when they stopped talking that there is a problem: "I mean students talk about how much they love a prof so when they don't say stuff you know to me then maybe that's a sign"^{p1}.

Classroom observation was mentioned by a few participants. One participant specifically mentioned the inability to observe contingent faculty in the classroom: "you're not allowed to, according to the union, you're not allowed to just go as a chair and

observe someone teaching" P8. Another participant regularly visited classrooms of new contingent faculty: "I'll sit in on their classes once in a while as long as they're okay with that" P12. Participant 12 would visit the classroom to "provide a few pointers" P12.

Participant eight said they could not go into the classroom according to the union contract but even if they could observe the contingent faculty member's teaching, the participant would not be able to use it for evaluation purposes. According to the participant "the only information you're allowed to use is what the candidate submits" P8. One participant described their classroom visits, but it was through a mentorship program as described below.

Mentoring can be a way to get feedback that may or may not be used in evaluation. If mentorship is practiced within the faculty some participants have suggested that it provides a good means of feedback. Most of the participants who mentioned mentorship indicated that it was practiced informally. One participant, for example, made sure a new contingent faculty member teaching a first-year course was paired up with an experienced faculty member teaching another section of the same course. Another participant noted that mentoring is not an established policy but has occurred in the past.

One participant took part in a mentoring process, part of which involved instructors observing each other's teaching. This observation, which was not limited to contingent faculty, was strictly for instructional improvement. To ensure this was the case mentors were only paired with mentees from other faculties. The observations were only shared with the mentee and did not become part of the mentee's official file. They could be "as frank and as much trouble and as much distress as you care to reveal and ... there's no official channel by which that's gonna come back and bite you" P13.

Another means of evaluating contingent faculty is to review some of their teaching material. Many participants would review the course outlines to ensure the required material is covered. Some participants would examine the instructor's testing material to see that the questions were relevant and that they were marked fairly. They would then offer some tips for better exams and marking.

Trust was mentioned a few times, as one participant noted, contingent faculty were "left to their own devices and we trust they know what they are doing"^{P3}. The participants believed the structures that were in place ensured a contingent faculty member would do their best in the classroom. According to some participants, contingent faculty loved their topic, obviously did not teach for the money, wanted to do well to continue to teach, and cared very much about their students: "partly because you have people who are trying to build their CV, trying to get enough credentials themselves, they're competitive ...so you know, you put your best foot forward"^{P15}.

Some participants expressed an opposite opinion to trust, suggesting that the structures in place discouraged contingent faculty members from experimenting in a classroom or stretching their teaching beyond the safe lecture format. Experimenting takes time and new methods of teaching may evolve over many terms. A contingent faculty member does not know, from term to term, if they will continue with this same course. Also, contingent faculty members rely on the student evaluation of teaching for their next teaching assignment so they tended to stick to methods that would result in positive evaluations. It was clear from the way the participants expressed these views that these were comments about the structures, not about contingent faculty. In fact, one participant expressed both opinions, that despite the structures that were in place that

discouraged contingent faculty members from teaching effectively, contingent faculty would still teach to their best ability.

Other methods used by participants to evaluate contingent faculty included monitoring the students' grades and watching the retention of students. By monitoring the grades, the participants could determine if the grades were too high (course is too easy) or too low (leading to many appeals). One participant mentioned they monitored student appeals of grades. If there were too many then they would look at the other grades in the same course. Some monitored the grades of subsequent classes: "if [the students] haven't got what they need to get out of the previous courses that's where it's going to show up"^{P12}. If a contingent faculty member was teaching a section of a multiple sectioned course, then some participants compared the marks of the sections.

Retention was monitored in two specific ways by the participants. The first was how many students stayed with their program. Contingent faculty in one of the programs taught a significant portion of that program so if retention was falling the participant could investigate the teaching by the contingent faculty members. Another participant looked at the term retention rate of classes. If a class taught by a contingent faculty member was full at the beginning of the term, and dropped off significantly during the term, then it would set off red flags. The participant would then investigate to see if there was a problem.

Another category of evaluation was speaking to various parties involved in the students' experience, including other instructors, students, and third-party individuals. Some proactively spoke to them, some waited until they spoke to the participant (no news is good news). Direct student feedback was sometimes obtained. As one participant noted, "so sometimes we approach [the students] and ask them 'How's the course? How's

the instructor? pros and cons, how are things working out' " P4. Third-party individuals were involved in an external aspect of the students' program. For example, the students may be in a co-op program, on a work term, or in some other external learning environment. This gave the participant an opportunity to discuss the students' learning progress with external managers and clients who may have an opinion on the students' education. Some got feedback from employers: "problems after like when they were getting into [the job market] with the material" P7. Some contingent faculty taught in programs that had external exams, so participants monitored the exams closely; "that tells us right away right if our people are not passing that exam" P12.

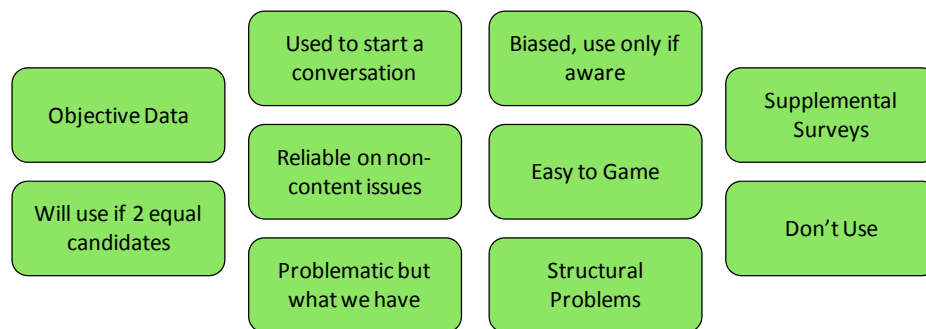
Some participants, because of the proximity of the contingent faculty members' office, had an opportunity to talk to contingent faculty members daily and through this interaction could determine if there were problems or if the instructor was having any issues with their class. Some proactively "meet with them and ask them how they feel it's going and what parts they're enjoying, what parts they're not, if there's anything else I can do to help support them" P5. Others met with the instructors when they inevitably "cross paths from time to time over the course of a term" P6.

Problems were often discovered through the grapevine, a component of "no news is good news" but there could be many ways through which participants hear about concerns: "the grapevine is incredibly effective ...at least if it's bad... if it's bad word gets out pretty quickly" P2. According to another participant "this is the least reliable form of information, but you hear students talking as chair...a student who's having an issue. Sometimes the admins hear things, it's all hearsay" P13.

Among the variety of evaluation methods mentioned in the interviews, the method most participants relied on was the student evaluation of teaching. Every participant had an opinion on this evaluation method and how effective it was in evaluating the quality of

Figure 16

Use of Student Evaluations of Teaching



teaching (Figure 16).

Some participants used the student evaluation of teaching as objective data to determine if the course was well taught. At the other end of the opinion spectrum were the participants who used faculty-specific surveys because they provided more relevant feedback.

There were several other participant opinions about the student evaluation of teaching that affect how the surveys were used. One participant only used the surveys as a factor in hiring if they had two equal candidates who had both taught in the department before. One participant would not use the survey for hiring unless it was submitted by the applicant, not because the surveys were invalid, but because, according to the participant, only information provided by the applicant could be used for selection.

Some participants used the survey to start a conversation with the instructors. If there were some areas of concern indicated by the survey the participants would talk to the instructor about it to find ways to improve, if necessary. Others would congratulate contingent faculty members if there were particularly good survey feedback items. There were a few participants who believed the survey was reliable on non-content issues: "they can judge to issues of performance around enthusiasm, willingness to consider opinions, organization, accessibility to student, promptness of marking, sufficient feedback. These are things the students can actually judge " P13.

Some participants believed they bear some of the responsibility if a contingent faculty member had a poor student evaluation. The participant used the student evaluation to start a conversation with the contingent faculty member to find the source of the problem. If it was the first evaluation, the participant may look at whether they put someone into the classroom who was not ready: "the first time and your teaching evaluations are terrible well one of two things happened, it's my fault or yours so we need to kind of figure out what happened" P12.

Some pointed out that the survey had structural problems, without specifying what those structural problems were: "it is certainly possible to do a thorough rigorous job as an instructor and get really poor student evaluation of teaching surveys, it's also possible to do a completely slack job of teaching and get fantastic student evaluation of teaching surveys" P8.

Others pointed to the bias built into the survey system including biases around gender, ethnicity, and race. Several pointed out that the survey was easy to game,

meaning an instructor could use teaching techniques that improve the survey results without improving the teaching.

Student feedback was difficult for participants to evaluate. Some recognized the bias inherent in this form of feedback, whether it was through the student evaluation of teaching or through complaints received by the chair or dean:

"there's a new professor [the students] feel a little more empowered, female professors, [the students] feel a little more empowered. There are these hierarchies. It's sad but it's true. There's a sense of hierarchy of what you can get away with and with whom and it can be different demographics that are considering what they can get away with. Male students can be far more aggressive with young female faculty than they will be with an older male faculty or even a younger male faculty member. No, it's not right, but that's the reality, that's the dynamic ...if they know it's a contingent faculty member it's an easy target. That's the way. The students see it. That's a low-hanging fruit if you're gonna complain because a lot of times they are new and they're not sure what to do and they'll express that occasionally in the classroom and the minute you express that you've opened the door"^{P15}.

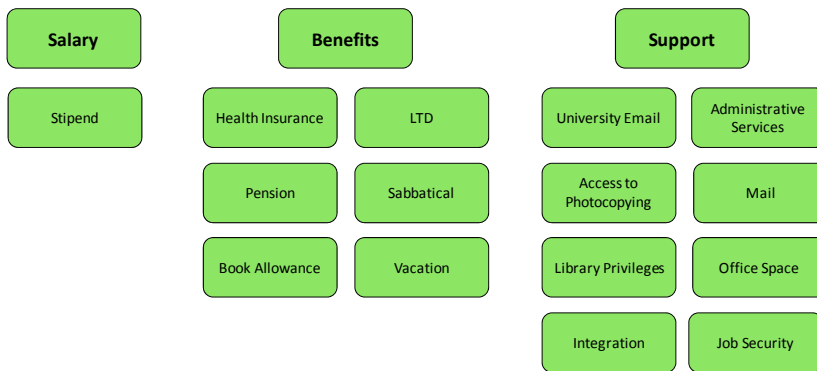
The participants in this study described a number of methods they use to evaluate the performance of their contingent faculty members, but most agreed that "teaching's notoriously hard to nail down"^{P13}.

Compensation

Compensation includes salary, benefits, and support (Figure 17). Salary is a direct payment to the employee, which for part-time contingent faculty is in the form of a stipend. Benefits are indirect payments which can include health insurance, long-term disability, pension plans, sabbatical leaves, book allowance and vacation. Support can include services offered by the university to help the employee perform their job. Support can include email, administrative services, access to photocopying and mail, library privileges, office space, telephone, integration into the life of the organization, and job security. The contingent faculty members at this institution are unionized so many of the items included in their compensation package are listed in the collective agreement.

Figure 17

Elements of Compensation



When participants discussed the part-time contingent faculty stipend it was

usually lamenting the level of pay for contingent faculty: "I don't think that's adequate compensation myself. I don't" P5. Another participant was trying to work with the

university to increase the compensation for their contingent faculty members who work with students and faculty outside the classroom. The participant was told by the university that "it's problematic cause it could be a slippery slope and it's hard to define"^{p3}.

Participants only mentioned two support services: rights of first refusal and office space. Participants indicated that support services like email, administrative services, access to photocopying, mail, and library privileges were available to all contingent faculty members. Office space and access to a telephone were available where space permits. Job security, through rights of first refusals and multi-year appointments, were available to all contingent faculty except for the part-time faculty members in one faculty. As indicated by the participant, there was no process in that faculty to offer rights of first refusal.

Office space was a particular kind of support that both the union and the university agreed was necessary. The collective agreement detailed the specific requirements for office space, but both parties also agreed that space at the university was very limited and the office space that was offered did not always meet the minimum requirements.

Almost all participants mentioned contingent faculty office space. There was a range of emotions exhibited by participants as they discussed the office space including frustration, irritation, and pride. Participants were often frustrated with the lack of space with one participant appearing to be very irritated when space did open up in their faculty, but all the newly opened space went to senior administrators.

Another participant, frustrated with the lack of space for contingent faculty, would often lend their office to contingent faculty when necessary: "[When a contingent faculty member] really needs to meet with a student, I'll move. I'll go into the kitchen, I'll do whatever I can but it's a short-term fix, it's not the right fix"^{p5}. This participant also stated that other tenure-tracked faculty in their department would do the same.

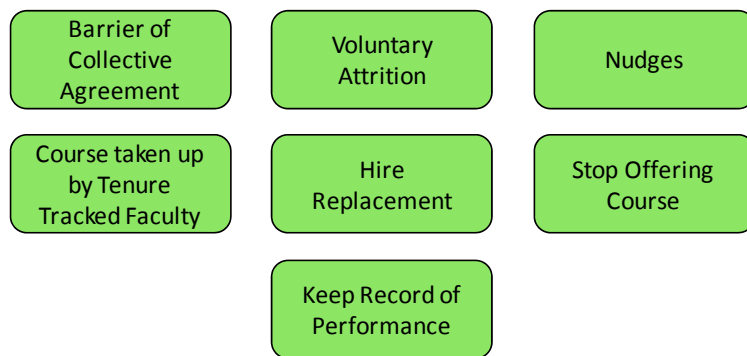
Some offices are right outside the dean's office where they are at the centre of the faculty activity. According to participants, this allows the contingent faculty members to interact more with the students, other faculty, and the administrative assistants. One participant pointed out this proximity was important to enable daily contact with the contingent faculty members. Another participant was particularly proud of opening up space across the hall from the dean's office. At the end of the interview the participant asked that the recorder be turned back on as they took me on a tour of the new office space. They were just in the process of setting it up for their contingent faculty. In another faculty a participant described the location of their contingent faculty offices, "they're right at the very beginning of the classroom space, they're all glassed-in and they get to see each other but they also get to see us and they get to see every ... person who walks in here"^{p12}.

Exit Management

Exit management (Figure 18) is the process for helping employees, in an ethical and legal manner, leave the workplace permanently, either voluntarily or involuntarily.

Figure 18

Exit Management Strategies



Some participants found it difficult to let go of a contingent faculty member because of the protection afforded them through the collective agreement: "that's the problem with the collective agreement, they're so ironclad that it's hard to, for the lack of better words, get rid of somebody because they're governed by that, and they have that backing of their union"^{P11}.

Most participants seemed to agree with this as they used more passive methods to "get rid of somebody"^{P11}. If there were problems some hoped the contingent faculty member would see the problems and correct them or leave voluntarily. Two participants described a time when older contingent faculty members were not teaching current issues, which prompted many students to complain. Both contingent faculty members left on their own accord: "eventually that person just sort of stopped which is good for everybody involved"^{P7}. Another participant tried to give the faculty member a small

nudge to help the part-time faculty member understand what the benefits of retirement would be: "I've been trying to talk about all the positives of retiring, what comes next, what happens in a family when one retires, you know we really deserve that part of our life" P5.

One participant was having trouble with a course taught by a contingent faculty member for two years. Before dealing with it the following term the course was taken up by a full-time faculty member "at which point it's no longer available [to the contingent faculty member] which is kind of fortuitous" P3.

If a contingent faculty member does not have right of first refusal, and there are problems with this faculty member, the participants can advertise the position and hire someone else. If the contingent faculty member has right of first refusal, then participants sometimes stopped offering the course: "Yep, it was just time to say this course is not worth the grief it's causing our students and the headache it's causing our department. We don't really need it and it was more like it was being given to this person as a favour" P15.

Some participants had no difficulty removing problem faculty. They relied on good record keeping ensuring that, if necessary, they could remove a professor if it was not working out. If there was "a lack of performance, as long as you can show it there's no argument" P12.

Most participants hired many contingent faculty and struggled to find an example of when the situation was so bad they wished to let someone go. The examples above are exceptions. Most participants valued the contribution made by their contingent faculty and considered the quality of teaching on par or better than full-time faculty. One participant even mentioned, when asked about exit management, "I have certain desires

and none of them have anything to do with contract instructors and everything to do with tenured faculty who I would love to see leave"^{p9}. Another participant, when asked about letting an instructor go, could only recall an instance when they let a full-time professor go.

According to participants, the exit management process is not exclusively for dealing with problem employees. Some participants had an exit management process for when a contingent faculty member leaves voluntarily as well, usually at the end of their contract. One participant did an exit interview with all faculty when they finished their contracts: "just to see how they did and if they had any concerns that were not brought up during the term"^{p14}. Another participant made sure, at the end of the term, the contingent faculty members left their final exams. This was just in case any students have questions later since the contingent faculty member may not be available to review the exams with the students. One participant, for retiring contingent faculty members, would "write a nice letter to thank them for their service"^{p8}.

Management Issues

In addition to talking about the contingent faculty management processes, participants also discussed other management issues that they faced while managing contingent faculty. These issues included administrator training, the short-term nature of their position, their isolation from other administrators, and the frustration they felt with certain aspects of their position.

Administrator Training

Most of the administrators in this study rose through the ranks of faculty. That is the case for the deans, chairs, and some of the directors. The administrative assistants and some of the directors were hired specifically for their current position. Few of the participants, regardless of how they arrived at their current position, received formal training for managing contingent faculty.

There was a consensus among the participants about the training available to new administrators. One participant described this as, "welcome to [the university] there's just no formal training"^{P11}. Most participants used phrases like:

- "How do you learn? Trial by Fire"^{P8}
- "This kind of stuff was sort of learning on the fly"^{P1}
- "I didn't get any type of mentorship I wasn't linked up with another chair, there was no orientation, just figure out the budget figure, you just kind of learn as you go"^{P5}
- "No formal training"^{P6}
- "Train yourself"^{P11}

Some participants learned from previous administrators who are available to answer questions and help: "I had great colleagues ...there were two people around who had been chairs for two terms each and that's probably the most important part of the training process particularly for the first eight months "^{P13}.

Several participants pointed out that the administrative assistants were important as they provide continuity within the department. I added administrative assistants to my study because so many participants mentioned their reliance on them. Given the short-

term nature of the chairs and deans, the continuity of administrative assistants provided a means of learning the processes.

While administrative assistants generally spend more time in their positions than deans or chairs, they can also move to other positions or go on leave. There are instances where both participants and their administrative assistants were new. In these cases, both had to rely on each other to figure out how processes work. A participant pointed out that this learning process is even more difficult when the previous administrators are no longer available to help.

One participant had experience owning a business before changing careers and entering academia. Even though they were not in the business faculty, this participant was grateful for their business experience which they found useful in managing the faculty as dean. This participant also indicated there was no training to prepare for the dean position, even at the university they were originally from.

One participant mentioned there were "a small number of workshops for administrators at the university...day-long things or half-day things"^{p6} that they attended over the past 15 years as a faculty member. This participant also sat down with the previous chair to go over the "current hot issues"^{p6} in the department.

One participant, an administrative assistant, took training matters into their own hands when they got frustrated about not knowing about process changes. They formed their own group of administrative assistants within the university. They met monthly and had invited guests to speak to them about issues related to their work. For example, when there was a new collective agreement for part-time faculty, so they had someone from the human resource department speak to their group about the changes to the agreement. The

participant who helped form this group moved to another position, so it is not clear if this group is still active.

The common thread among the participants regarding training to manage contingent faculty was the absence of formal training and the feeling that they are left on their own to learn the processes.

Term Limits

The administrators in this study are all full-time faculty or full-time employees of the institution. The deans, chairs, and program coordinators are all tenured or tenure-track faculty. The university has made a long-term commitment to these employees; however, the administrator's role is a term position. Their path after their term is up varies. Most chair and dean participants who mentioned their future career path noted they will be moving back into their faculty role. The chairs in this study were not interested in moving up into higher administrator roles, and the deans who shared their future plans would like to move back into faculty.

Some of the participants were in their first term, some were in their second term, one was acting dean. In one faculty the term length of the dean, since 1958, varied from two years to 11 years. In another faculty, one dean resigned after a short term in the position followed by a dean who was in the position for two years, who was then followed by the participant in this study who had only been in the position for just over a year.

Acting deans have short terms of unknown length. At the time of the interview the acting dean in this study had been in the position for a year and there was no indication from the participant when they would be replaced. They were subsequently replaced six

months later. About a year after the interviews, a participant, a dean, in another faculty was replaced with an acting dean after the participant served three years in the position.

Chairs in this study generally had two three-year terms. Most served, or will serve, their two terms. While there is a sense of duty amongst these participants, most say they will serve the two terms because nobody else wants the position. One participant, nearing the end of their second term, described their prospect of staying on past their second term: "so all the previous chairs were one three-year term or two three-year terms but the people who were chairs previously really were not interested in stepping up"^{P13}. Even when the position is longer term if there is no replacement, there remains this uncertainty about the length of time the position will be held. Even though participant thirteen will be serving a third term, nine years, the three-year term renewal still has the effect of a short-term position.

The administrative assistants were more stable in their positions and were longer serving than the deans and chairs they serve. This is one of the reasons deans and chairs rely on their administrative assistants when they start a position. Administrative assistants do move around the university as new positions open up or help is needed in another department or faculty. But this happens less regularly than dean and chair replacements. They also take with them the knowledge they gained from their previous position. One administrative assistant in the study had recently moved from one faculty to their current faculty. There is also a new dean in their current faculty. This participant uses the knowledge and experience from their previous faculty to perform many of the contingent faculty management processes for the new dean.

The common thread among the participants regarding term limits is that most of the participants that are in the dean and chair positions expect to be in their positions for a short time.

Isolation

I did not ask direct questions about isolation and few participants mentioned they feel isolated from other faculties. However, after some participants described their experience with contingent faculty management processes, I would give vague descriptions of what was happening in other faculties. Sometimes the participants would ask about other practices to get a sense of how their practices compare to other administrators' practices. From these interactions I was able to gauge the participants' reactions, which overwhelmingly was one of surprise.

One participant discovered some differences on their own. It was a participant who uses contingent faculty as a last resort. They recently found out how much is budgeted for stipends in other faculties. This participant was surprised by the large amount spent on stipends compared to how much their faculty spends: "I was shocked, I had no idea"_{P15}. They were surprised that their situation was unusual.

One participant, who was developing their own orientation manual, did not know orientation manuals already existed. One manual was available online, which I was able to tell them about, to which they responded "oh my God ... I've been here [many] years ... and I never knew we had one"_{P11}. The other orientation manual existed in the same department on another campus. I was not able to mention that handbook for fear of revealing the other participant's identity. I inferred from these reactions that

administrators from different faculties and campuses do not get together to discuss contingent faculty issues.

Frustration

Frustration is "the feeling of being upset or annoyed as a result of being unable to change or achieve something"(Lexico, n.d.). When working in a bureaucratic organization, there are going to be events and processes out of your immediate control. The feeling of frustration was common among participants; however, the source of the frustration varied as did how participants dealt with their frustration. In this section I will describe the sources of frustration. In the next chapter I will examine how the different methods used to deal with frustration can lead to variations in management processes.

Not every participant used frustration to describe their feelings like this participant, speaking about the collective agreement constraining them: "which can be a little bit frustrating...if you want to experiment with something for example"^{P7}. Some used terms and tone that implied frustration as they were talking about the process. For example, this participant was speaking about full-time faculty members who gave short notices for leave, which left the participant scrambling to find contingent faculty to fill the position: "makes me snakey, my god it's like running around with my head cut off around here. Who tells somebody two weeks before that you want to go out for six months, maybe even sometimes a year?"^{P11}. I inferred from the participant's words and tone they used that they were frustrated.

Participants expressed frustration with general management processes, and they expressed their frustration with contingent faculty specific processes. I will confine the

description of their frustration to contingent faculty issues while recognizing sometimes these issues overlap.

I had not planned to ask any questions about frustration, it was not a concern that was apparent to me before the interviews. However, most participants expressed frustration with one or more processes. Although frustration emerged as a common issue early in the interview process, I did not add any questions to subsequent interviews as I wanted to continue to hear about frustrations naturally without forcing the topic on participants.

Some participants felt forced to deal with problems created by those that are above them in the hierarchy. For example, when full-time professors retire the participants are faced with a decision on how to fill the gap. Often, though, it is not their decision. Sometimes senior administrators fill the position with another tenure-track position. In other cases, the position remains un-filled or the tenure-track position is filled with contingent faculty. In most cases the contingent faculty were not the source of the frustration, it was the contingent nature of faculty positions. These positions could easily be scaled back later or reallocated to another department: "We used to have three full-time [professors], one retired, it was replaced not with a person but with five stipends which admin clawed back two of them over time due to budget cuts so now we ...have three stipends"^{p13}. Some were concerned over institutional memory about these contingent faculty replacements. If five were hired to replace a retired full-time professor, a few years later they may seem expendable contingent faculty rather than replacements for a full-time professor.

While contingent faculty allow for flexibility to allocate teaching resources as demand changes, this same flexibility creates frustration among the administrators. The uncertainty makes it difficult for participants to do any long-term planning: "that's only told to us year by year so it's very difficult to plan"^{P5}. Another participant is frustrated that they must continually fight for their stipend positions even though programs like theirs are "being heavily marketed as one of the great things about the [university]"^{P1}.

Sometimes there are changes to processes that are not communicated very well so participants feel that the changes are made without notice or consultation. One participant expressed this colourfully: "I was so pissed that a change happened, but nobody was notified, and it doubled our work, and it wasn't effective"^{P11}.

Another source of frustration mentioned by a few participants is the approval of increased course load for contingent faculty members. There is a limit to how many courses individual contingent faculty members can teach per term. This limit is set by the collective agreement but can be overridden by a request to senior administrators. Participants say these requests have never been turned down and hiring a contingent faculty member cannot be based on how many courses they are teaching. According to participants, having a large course load can lead to lower quality teaching and reduces the time to meet with students. One participant described a contingent faculty member who teaches six courses a term and who tells students he does not have time to meet with them outside the class time. Senior administrators, according to the participants, do not seem to understand the ramifications of approving large course loads.

The lack of administrator training was recognized by most participants, but it was also a source of frustration for some. Some only realized how they would benefit from

some training after period of time in their position. "I think I was about a year in when I realized how I did have some significant gaps in the training by the time I became chair"^{P13}. They realized they could have benefited from training in certain areas to avoid a frustrating learning-on-your-own learning curve.

The collective agreement is another source of frustration. The collective agreement affords contingent faculty members some protection over arbitrary rules but some participants expressed frustration with the rigidity of the contingent faculty selection process, the inability to deal with non-standard work hours for contingent faculty members, the inflexibility of the salary structure, and the difficulty the collective agreement creates for removing someone from the classroom: "it's difficult to be proactive sometimes because we've created so many rights and protections"^{P15}. One participant had some non-standard teaching situations when it came to contingent faculty but found it difficult to deal with the issues because they had "encountered some fairly rigid rules"^{P3}. Another participant mentioned an experience with a litigious contingent faculty member which led their department to create a detailed checklist for managing contingent faculty.

The budget, while a collaborative process with various levels of administration, is sometimes a source of frustration. Most examples of resource limitation were related to the budget and the budgetary process. "Financial folks are always saying 'catastrophe'"^{P7} when budgets are discussed. One participant commented on the budget's effect on students: "so something's got to give, it's the student experience that gives, who the hell learns in a room with a thousand others"^{P15}.

Related to the budget is the uncertainty about the continuation of programs and the pressure to fill positions with contingent faculty lest they be cut. Some administrators have to compromise something to deal with their frustrations and ensure the long-term integrity and survival of their programs. One program has only one contingent faculty member. The rest of the program was filled with instructors from other faculties. The participant had to make sure they fill that position every year to ensure the continued survival of the program, sometimes valuing availability over qualifications to fill it.

Physical space limitations caused a great deal of frustration. The requirements for office space are set out in the collective agreement which also recognizes the university's limited space availability. The allocation of office space for contingent faculty fell on the dean or chair but sometimes they were powerless to assign office space. One participant, excited to learn that new office spaces were opening up when a department moved out, was left frustrated because the spaces were going to be taken over by a senior administrator.

An ironic set of frustrations comes from participants who wanted to offer training for their contingent faculty members and the participants who offered the training. One participant described a time when they offered to pay for training to a new contingent faculty member who then signed up for a workshop with the learning centre. The workshop was subsequently cancelled due to lack of enrolment. According to one participant, the learning centre, which offers teaching workshops, would like to offer workshops for contingent faculty members but had trouble getting contingent faculty to enrol. The learning centre even had trouble finding out who the contingent faculty were and what they were interested in. According to the participant, the learning centre attempted to do a survey but had a great deal of trouble getting a list of contingent faculty

from the human resource department. Given their limited time, without a mandate from senior administration, and solid information from contingent faculty, the learning centre found it difficult to develop programs for contingent faculty.

Sometimes the frustration for participants was the lack of time to address problems. One participant, seeing that some articles of the collective agreement were not being honoured by senior administrators would tell contingent faculty members to advocate for themselves as the participant had "so many fires to put out"^{P5} they did not have time to do this for them. This participant clearly wanted to honour the agreement but had no control over some of the processes involved.

Participants sometimes knew that there were better ways to manage but lacked the time to make changes. Some participants, for example, knew that the evaluation of contingent faculty teaching could be better but there was no time to be proactive, so they hoped the students would bring serious issues forward. "HR and student issues which are HR issues is ninety percent of your time, yeah, you don't have time to do constructive things"^{P15}.

Some lament the amount of time spent on hiring contingent faculty each term. Every time a course opens to a contingent faculty member a committee had to collect and evaluate the applications, go through the hiring and orientation process for each course. "It's a hell of a lot of time and resources that go into it, it's a waste...you're taking up the time of people that are paid a lot of money "^{P8}.

Most of the frustration expressed by the participants related to contingent faculty. Very few participants expressed frustration *with* contingent faculty. It is possible their answers were biased toward contingent faculty given that this is the topic of this research.

However, I found every participant to be very open about negative examples, especially related to their frustrations.

There were two specific examples of frustration with contingent faculty. The first was the aforementioned contingent faculty member who took on more courses than recommended in the collective agreement. The participant not only questioned the inability to meet with students but also questioned the quality of teaching given the course load. The participant had empathy for the contingent faculty member trying to cobble together enough teaching jobs to form a reasonable income, but the participant also saw that this effort was at the expense of the students and beyond the power of the participant to solve.

Another example of problems with a contingent faculty member was the experience a participant had with a litigious contingent faculty member. I did not explore that matter further so I do not know the reasons for the litigation or the outcome. I only know that the effect on the faculty was to spend more time to make sure they adhered very strictly to the collective agreement in the future.

Benefits and Concerns of Using Contingent Faculty

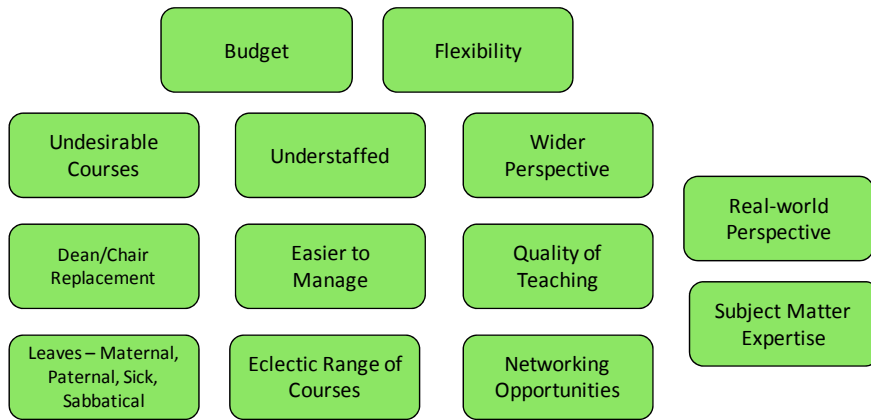
During the interviews participants mentioned many positive and negative aspects of using contingent faculty. The reasons to use, or not use, contingent faculty varies among participants and can be driven by a combination of the faculty culture and the personal views of the participants. The range of personal views about contingent faculty can be summed up by two quotes. The first is from a dean who was irritated about third party requirements for instructor qualifications which limited their use of contingent faculty: "Better to have someone that provides value than some idiot with a PhD"^{p9}. The

second quote is from one of the meetings I attended. A dean, who was not a participant, was lamenting budget cuts which required them to hire a contingent faculty member:

"What the hell am I going to do with a term position?" Dean.

Benefits of Contingent Faculty

Figure 19:
Benefits Contingent Faculty



Participants indicated many reasons for using contingent faculty (Figure 19). One of the benefits of using contingent faculty was the amount of money a university could save when using contingent faculty. Some participants felt this cost-savings benefit was forced on them through the budgetary process. Contingent faculty replacements for retired tenured positions, for example, were most often justified using budgetary constraints. A participant illustrated this with the following example: If a full-time professor position was eliminated, they may be replaced by five contingent faculty (stipend positions), saving money now and providing a future opportunity to reduce the budget even further by reducing the number of contingent faculty: "suddenly those five stipends that were a body, somebody's workload, become four or become three or

whatever"^{P7}. Some participants did not know, year-to-year, whether there would be stipend positions available.

Contingent faculty allocations, according to participants, can be shifted among the departments within a faculty. A dean of a departmentalized faculty may shift their allocation of stipend positions from low enrolment departments to departments with increasing enrolment. This flexibility is another benefit of using contingent faculty.

Contingent faculty offer a range of benefits to the classroom that sometimes are not available with tenure-stream professors. The programs within which some of the participants work offered such an eclectic range of courses it would be impossible to find a full-time professor that could teach every course: "I could not find two full-time people who could cover this odd range of courses that we need to cover"^{P3}. Some participants also mentioned that contingent faculty offered a higher quality of teaching than tenure-stream professors: "I've known some amazing contract instructors ... and they do a better job, frankly than sometimes full-time faculty members do"^{P2}.

Flexibility is perceived as a benefit in that contingent faculty positions can be easily moved from low enrolment to high enrolment departments or courses. The participants in this study have another perspective on flexibility: the ability to add a new course that is of current interest or is a very specialized course that does not require a full-time position and for which they may not have expertise in their current full-time faculty. They can add a course such as this by using contingent faculty to teach the course.

Participants sometimes had in their department a series of courses around the same topic. It may be possible to fill these courses with one full-time professor but "it's

not in the students' best interest to have only one perspective on an area" P12. The participant liked having several different instructors to enable this variety of perspectives. Participants also mentioned contingent faculty offered real-world perspectives and networking opportunities. This perspective on contingent faculty was shared amongst several of the participants.

Some participants stated that a benefit of using contingent faculty is that contingent faculty can teach the more undesirable courses. Participants had two interpretations of undesirable courses. The first interpretation was based on a set of courses that the participant could not fill with full-time faculty even if there was money available. The courses would not be attractive to full-time, research-based professors so the courses have to be filled by contingent faculty. The second interpretation of undesirable courses is a relative one: Using a course assignment strategy of giving full-time faculty first choice for courses may leave the undesirable courses for contingent faculty. However, according to a participant, with the right selection process it does not necessarily mean that contingent faculty members would find those courses undesirable: "It depends on the individual ... what's considered [a] desirable or undesirable course" P6.

Some participants found contingent faculty easier to manage than full-time faculty: "Full-time faculty have a lot of power and that once full-time faculty have tenure, they have a lot more negotiating power" P5. Participants would like to allocate courses differently but had difficulty assigning full-time faculty to courses because the full-time faculty had the attitude "I have seniority I can teach what I want" P9. No such attitude existed with contingent faculty according to some participants.

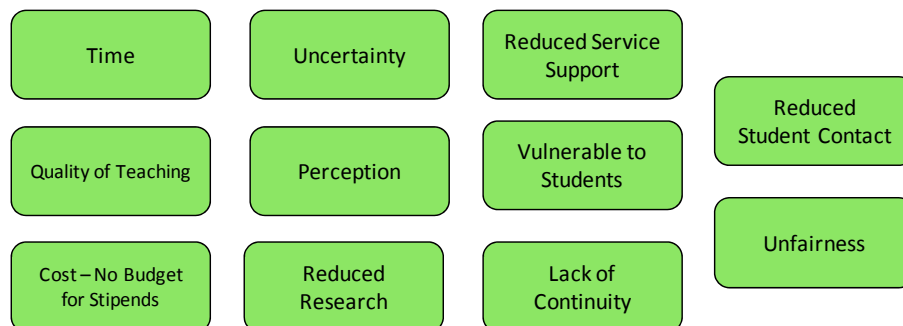
Another benefit of using contingent faculty, according to participants, was contingent faculty's ability to bolster temporarily understaffed departments. The reasons for being understaffed could include chair or dean replacements, sabbatical leave, medical leave, or parental leave. Chairs and deans had a reduced teaching load to compensate for the time required for the administrator's role. One strategy faculties used is to fill these voids with contingent faculty. This was not true in all faculties as some thought that the full-time faculty complement of a department should be sufficient to fill these voids. Sometimes voids were left due to the department's inability to fill teaching positions. If the department had trouble finding full-time tenure tracked professors, they may have been forced to hire contingent faculty until they filled these positions. Contingent faculty who filled in for temporarily understaffed departments are more likely to have been full-time but on limited-term contracts.

Concerns about Contingent Faculty

While participants talked about the many benefits to the students and the departments of hiring contingent faculty, they also had some concerns (Figure 20).

Figure 20

Concerns about Contingent Faculty



Some participants lamented the time it took to hire contingent faculty each term. The administrative overhead involved in hiring many contingent faculty each term was frustrating to some: "one thing is that it's a hell of a lot of time and resources that go in to, it's a waste... you're taking the [time] of people that are full professors [at the] top of the scale"^{p8}.

One participant spoke of their experience in a previous position at the same institution, and suggested they were speaking for other deans as well.

"Well, there's a sense that full-time faculty do more than just teach, they contribute in other ways, they do research that all helps to build up the university, they contribute to the administrative functions as well they're more likely to develop a connection, relationship with a student"^{p3}.

This sentiment was an argument against the widespread use of contingent faculty. This particular participant, however, was trying to convey the general attitude toward contingent faculty by others, not to express their own attitude. Throughout the interview this participant's view of contingent faculty was very positive and their department has a large number of contingent faculty, by choice.

There are external accreditation bodies that mandate a certain number or proportion of full-time faculty for certain faculties. The accreditation bodies could determine the correct number of tenure-track faculty versus contingent faculty based on research credentials or based on how many tenure-track faculty it takes to operate a particular faculty effectively. One third-party accreditation organization does not mandate a number or proportion limit on contingent faculty but "they want to know the split

between full-time and part-time, it's important to them, but we don't know exactly how important it is. We know that if full-time faculty members get below a certain level, they get worried" ^{P2}. Other participants felt there should be no need for contingent faculty as "the faculty compliment of a department would be such that it's sufficient to accommodate sabbatical leaves with the full-time compliment" ^{P6} and "stipends should only be triage" ^{P8}.

Participants recognized the unfairness of continually relying on contingent faculty and having essentially permanent contingent positions: They questioned what that does to the reputation of the university as a fair employer. The unfairness weighed heavily on the conscience of some participants. Many participants empathised with the contingent faculty and the position they were in. They questioned the morality of perpetuating a system of lower paid faculty. They believed a full professor is paid fairly for their work and did not believe it was fair to pay someone less for the same work. The participants did not believe they should contribute to a system that "becomes a kind of slow poison for them [contingent faculty] as professionals ...so we circle around to the caste analogy ...there are these privileged few who are benefitting enormously from a relatively low paid staff" ^{P13}.

There were some faculties that would only use contingent faculty as a last resort. One faculty does not even have the budget to hire them if they need to. If they needed to hire a contingent faculty member the money had to come out of some other budget line, so they tried their best to move courses and faculty around to fill the gaps. The other motivating factor for not hiring contingent faculty was "ensuring quality" ^{P15}. With full-time faculty they could ensure that there were quality instructors at all levels. To avoid

using contingent faculty they would move courses to alternate years, increase the number of students in a course, or get full-time faculty to teach overload.

The Collective Agreement

Since many participants referenced the collective agreement as they discussed their management processes and other management issues, I reviewed the collective agreement for part-time faculty. The limited-term full-time faculty are covered under the collective agreement that includes the tenure-track faculty. Part-time faculty are covered under their own collective agreement. Participants, when discussing contingent faculty management processes, mostly referenced the part-time faculty collective agreement so I confined most of my review to that agreement and the clauses within the agreement that were referenced by the participants.

With few exceptions, the limited-term full-time faculty received the same benefits and support as the tenure-track faculty. Two of the most notable exceptions were the term limits of their appointments and the amount of time the limited-term faculty had to wait to receive some of the benefits. The limited-term faculty had minimum and maximum appointment terms. A faculty member who was appointed for less than the minimum term cannot be part of the bargaining unit. The maximum number of terms was stated in the collective agreement, but this maximum could be exceeded with written agreement between the university and the faculty member. The other notable exception was that limited-term faculty had to wait one year before being eligible for many of the benefits afforded other full-time faculty upon hiring.

The part-time faculty had a separate collective agreement from the full-time faculty. The following is a description of the articles that were referenced by participants that are contained within the part-time faculty's collective agreement.

There are three articles in the collective agreement that dealt with the planning process. The first article described the instructor selection process. This article described the order that the courses would be assigned to faculty members. A position for part-time faculty could only be posted if the course was not assigned to other faculty members in a priority sequence. The second article dealt with course limits. The collective agreement stated the maximum number of courses per term a part-time faculty member can teach. However, this maximum could be exceeded with the permission of a Vice-President. The final article that concerned the planning process described the selection criteria. The collective agreement stated three selection criteria: academic credentials, professional expertise, and teaching competence. The collective agreement did not specify how to judge each of the criteria, only that the selection committee give the appropriate weight to each.

The recruiting process in the collective agreement was represented in one article. This article stated that positions open to part-time faculty are posted on a university-maintained webpage. This article also specified the details that were to be included in the job posting and the deadlines for posting the ad. There were also other dates listed in this article including application deadlines, length of time an ad is posted after the position is filled, and the length of time to notify applicants of the results. These dates and timelines may be overridden with authorization from a Vice-President.

For the selection process of part-time faculty each faculty or department must set up a part-time faculty selection and assessment committee. The terms of reference for this committee are detailed in the collective agreement including who should be a member of the committee and what the committee needs to consider when selecting contingent faculty from among the pool of applicants. The committee must consider all applications and solicit feedback from all full-time faculty and part-time faculty holding multi-year appointments.

The collective agreement stated that the university will offer orientation sessions for part-time faculty at the beginning of each term. The content and delivery method for the orientation session were also specified. The university offered tuition waivers that could be used for training or development to part-time faculty who hold a right of first refusal or have a multi-year appointment. There was also an option to transfer this tuition waiver to a spouse or dependant to use a university tuition credit. If the waiver was transferred it would be a benefit rather than a contribution to training.

The selection committee mentioned above also performed the assessment of the part-time faculty. The frequency of assessment, the purpose of the assessment, and the basis of the assessment were described in the collective agreement. The assessment was based on the materials submitted from the faculty member being assessed and the contents of their official file.

Compensation for part-time faculty, which includes salary, benefits, and support, were detailed in the collective agreement. The salary was in the form of a stipend. The amount of the stipend was listed in the collective agreement for the years covered by the collective agreement along with additional options for stipend increase based on length of

service and market differentials. There was also a provision for paying part-time faculty a percentage of the stipend if the course they were teaching gets cancelled.

Part-time faculty were eligible for rights of first refusal and multi-year appointments after teaching a course a required number of times. In addition to some job stability, faculty members with rights of first refusal and multi-year appointments were eligible for a number of benefits including: maternity leave, parental leave, sabbatical, a professional expense account, and a laptop. Support services such as office support, library services, IT support, email, and teaching assistants were available to part-time faculty on the same basis as full-time faculty.

The minimum requirements for office space were listed in the collective agreement. Both the administration and the bargaining unit recognized the limited space that is available at the university and that it may be necessary for the part-time faculty to share office space. The equipment and furnishings for the office space were listed as well as options for when no office space is available.

Finally, the collective agreement had some clauses about the exit management processes. The most explicit clause was about part-time faculty who had multi-year appointments. They could only be terminated for cause or by not offering the course, for which they have a multi-year appointment, during the term of the contract. Part-time faculty with rights of first refusal or multi-year appointments may lose the designations if they received negative assessments. The designations may also be lost if there is a period of inactivity.

Chapter Summary

In this chapter I summarized the results from the participants' interviews. The themes that emerged during the interviews evolved into two groups. The first group contained the contingent faculty management processes. The second group contained the issues faced by the participants while they managed contingent faculty.

The management processes, as described by the participants, were categorized by the human resource flow section of the Harvard Human Resource Management Model. I used this model because it organizes management processes in an orderly manner. The processes are organized as a flow of people through the organization - how to bring people in, what to do with them while there here, and how to help them leave. Since this model covers all the processes involved in managing human resources, the responses from the participants regarding their contingent faculty management processes could be grouped into one of the categories from this model.

By grouping the data from the participants by management process I was able to detail the wide variety of practices used by the participants for some of the processes. I first described the variations in inflow practices: recruiting, selection, and hiring. I then presented the variations in internal flow: training, development, and performance appraisals. I next described the variations in the reward system. The reward system includes compensation elements like salary, benefits, and support. Finally, I presented the variations in the outflow practices.

The second group of themes included management issues as described by the participants. The four themes that emerged from the participant data are the lack of administrator training, the short-term nature of many of the participants' positions, the

isolation of participants from other faculties, and the frustration the participants felt about many aspects of managing contingent faculty.

Some of the management issues were overtly described by the participants while some issues were inferred from their comments. One of the overt comments made by most participants was about their lack of formal training for their current position. Another overt comment by many was the level of frustration with some aspects of their job regarding contingent faculty. A more subtle comment made by many was about the length of time they will serve in their position. Many mentioned their terms, but few equated their terms of service with the consequences of term limits. The final issue was isolation. Few mentioned isolation, but from their reactions to comments made about other faculties' practices I inferred that the participants did not confer with administrators from other faculties about contingent faculty management processes.

I next provided the participants' view about the benefits and concerns of employing contingent faculty. While I had no direct questions for the participants about their perception of contingent faculty, they freely opened up about their views on contingent faculty including how they should be used, when they should not be used, and the concerns of using contingent faculty.

I ended the chapter with a review of the collective agreement. Most participants referenced the collective agreement at some point during the interviews. Given that the collective agreement is used as a guide for many participants, a review of the articles that are relevant to them offers a good comparison to how the participants interpret the articles.

Chapter 5: Discussion

Chapter Overview

In chapter four I described the variations in management processes, as well as some management issues the participants faced while managing contingent faculty. I also described the contingent faculty management processes that are detailed in the collective agreement. In this chapter I will examine the variations in contingent faculty management processes and how the management issues faced by participants can contribute to or mitigate these variations.

I will start with a description of the contingent faculty management process variation model that emerged from my research. The core of the model is the variation in management processes. I will follow this with detailed discussion of the factors that contribute to the variations and factors that mitigate variations.

While variations in management processes do not necessarily constitute a problem there are implications for various stakeholders within the institution. I will discuss the implications of contingent faculty management process variation for senior administrators, faculty and department administrators, and contingent faculty.

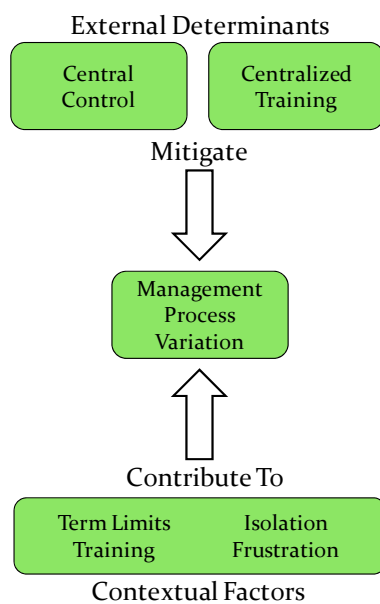
Finally, I will describe the contribution this study makes to the contingent faculty management literature and the questions that this study evokes.

The Contingent Faculty Management Process Variation Model

The result of this study is the contingent faculty management process variation model which indicates factors that contribute to contingent faculty management process variations and factors that mitigate variations (Figure 21).

Figure 21:

Contingent Faculty Management Process Variation Model



At the core of this model are the variations in contingent faculty management processes. These variations emerged during the conversations I had with the participants in this study. As discussed previously I categorized these variations by the processes detailed in the human resource flow section of the Harvard Human Resource Management Model. The categories within the Harvard model include planning, inflow (recruiting, selecting, and hiring), internal flow (orientation, training, development, and performance appraisal), reward systems (salary, benefits, and support), and outflow (exit

management). The model explains why some of these management processes had variations among departments and faculties while other processes were the same throughout the university.

Below the core of the model are the issues faced by participants while managing contingent faculty. Four issues emerged during the interviews with the participants: lack of administrator training, the short-term nature of administrators' position, isolation from administrators in other departments and faculties, and the feeling of frustration over some of the management processes and outcomes of those processes. These issues, as I describe below, contribute to the variations in management processes.

Above the core of the model are factors that mitigate variations in management processes: Centralized Control and Centralized Training. A process that is centrally controlled is a process that is managed by a central unit of the university for the benefit of all departments and faculties. Centralized training is training that occurs for administrators from multiple departments and faculties. Centralized training can be organized by a central unit of the university such as a teaching and learning centre or, as in the case of the administrative assistants' group, can be organized by the group that wants training. As I demonstrate below, a process that is centrally controlled or a process for which there is centralized training will mitigate variations in management processes.

Variations in Management Processes

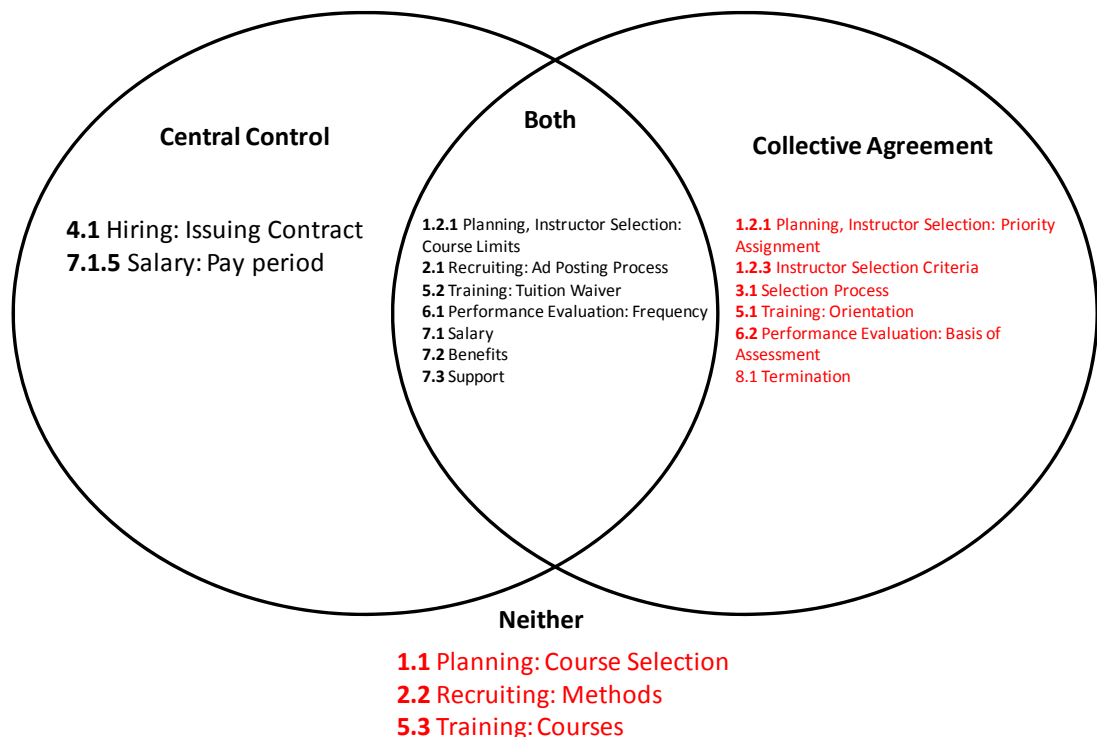
The core of the contingent faculty management process variation model is the variation in how processes are managed by the participants. As I described in chapter four there are some processes with a wide variety of practices among the faculties and

departments. Initially I was interested in the specific practices because my original intent was to examine the practices and determine the best practices among them. However, since there were wide variations in management processes with different contextual elements, I became more interested in why some processes had more variation than others.

I divided the processes listed in table 5 into four groups (Figure 22) based on the following: Processes that were centrally controlled but not in the collective agreement, processes that were in the collective agreement but not centrally controlled, processes that were both centrally controlled and in the collective agreement, and processes mentioned by the participants that were neither in the collective agreement nor centrally controlled. The processes in red are processes that emerged as having some variation in

Figure 22

Venn Diagram of Processes



how they are managed.

Variation in management processes occur in the literature as well, although most studies are looking at variation among many institutions not within one institution (Laughlin, 2010; Magda et al., 2015; Oprean, 2012; Orr, 2010; Stout, 2008). The goal of these studies is often to document the variations in management processes rather than determine the source of variation. Oprean (2012) for example examined hiring, orientation, professional development, and evaluation processes for adjunct faculty among 42 community colleges. The goal of Oprean's (2012) study was to develop recommendations based on the current management practices at the institutions and the best practices found in literature. This is the typical format of the studies in this category: compare actual practices to literature-based best practices. Of interest in the Oprean (2012) study, and missing in the recommendations from other studies, is her caveat: "While it is important to look at best practices and successful programs implemented by other institutions, the program that an institution develops must also fit the unique character of that institution"(Oprean, 2012, p. 181). In my study, I found each faculty had its own character and its own reasons to use or not use contingent faculty. Any recommendations must not only fit the character of the institution but must also be adapted to fit the character of the faculties and departments within the institution.

There were two articles from the literature that examined variations in management practices regarding contingent faculty. The first is a personal reflection of an administrator put in charge of cleaning up "an incoherent mess" (Berube, 2017, p. 1). The mess was a variation in voting rights and promotion processes for fixed-term faculty

among their 20 campuses. On some campuses fixed-term faculty were eligible to vote for the members of promotion and tenure committees, on other campuses they were not able to vote. The promotion process varied as well among the different campuses and in some cases among departments and divisions. Some fixed-term faculty had titles, others did not. Some fixed-term faculty were promoted after five years on some campuses, while on other campuses fixed-term faculty had to wait for eight years. The system in place for promotion and voting rights was not a fair and equitable system so the faculty senate wanted to standardize these processes across campus and departments.

The second study in the literature, Doody (2018), reviewed the management practices for recruiting, selecting, and hiring of adjunct faculty. Doody (2018) surveyed 43 chairs from six colleges within one university. One of the goals of this study was to see which administrators were using a new adjunct recruitment system implemented a few years earlier. The system was developed to make the recruitment process more efficient by standardizing the process for all departments within each college. About half of the chairs in Doody's (2018) study did not understand the function of the new system. The result was that there were still variations in the recruiting process which, according to Doody (2018), was not surprising since there was no formal training to teach chairs about this new system.

The participants in my study revealed a wide variety of practice in many of the management processes as do many of the surveys found in the literature. However, the literature usually stops at the survey of practices to produce a set of recommendations for best practices without considering what causes the variations. The successful application of any of the management tools and techniques associated with best practices depends on

people and the organizational context within which they work (Görög, 2012). It is with this in mind that I decided to focus on the variations in practices. Specifically, I focussed on the contributors to the contingent faculty management process variations and the mitigators to these variations.

Contributors to Variations in Management Processes

During the interviews, participants discussed issues they experienced while managing contingent faculty. As the model shows, these issues have the potential, as explained below, to contribute to the variations in contingent faculty management processes. The first issue, the lack of formal centralized training for administrators, generally means administrators would learn how to perform their duties either on their own or with the help of others in the department. The second issue, the short-term nature of the administrator's position, reduces the time needed to learn how to effectively manage and influences the perception of the need for training. The third issue, isolation, reduces the interaction with administrators from other faculties and departments, reducing the ability to discuss how others manage contingent faculty. The fourth issue, the frustration felt by many participants, causes variations in management processes by the varied way participants dealt with their frustration. The participants also discussed the contingent faculty collective agreement. While the collective agreement details how some processes should be managed, there were still variations in these processes.

Administrator Training

The participants in my study said there was little formal training prior to taking on their administrative roles. There was no evidence from the participants to explain why

there was no centralized training for administrators, it just seems to be an accepted attribute of the university: "welcome to [university] there's just no formal training"^{P11}. The participants used terms like "learning on the fly"^{P1}, "pick it up on the job"^{P2}, "learn as you go"^{P5}, and "pick up along the way"^{P7}. My findings align with the literature on the lack of administrator training (Armstrong & Woloshyn, 2017; Cowley, 2017; Del Favero, 2006; Floyd, 2016; Gmelch, 2004; Gonaim, 2016; Morris & Laipple, 2015; Thornton et al., 2018). For example, Armstrong and Woloshyn (2017), in their study of 10 department chairs found "The participants received limited (or no) institutional preparation" (p.108). Del Favero (2006), in a survey of 210 deans, found that only a small portion of the respondents said they received leadership training. Most participants in Del Favero's (2006) study relied mainly on relationships and previous experience. This is similar to the participants in my study who indicated that they received help from the administrative assistants and previous administrators in their department.

There is widespread agreement among scholars that there is a lack of training for administrators. This lack of formal centralized training can have personal consequences for the administrators, including stress and low job satisfaction, leading many administrators to leave their position early (Cowley, 2017; Gmelch & Burns, 1994; Morris & Laipple, 2015; Wolverson et al., 1999). The organization may suffer as well, as untrained administrators may not be able to help the organization achieve its goals or may slow the progress toward its goals (Morris & Laipple, 2015).

Participants in my study do have some informal training from previous administrators within the faculty or the administrative assistants who have been in the faculty for a longer period. This type of informal training is within the faculty or

department which may reduce the variations in management processes for subsequent administrators within the same faculty or department but does little to demonstrate how administrators in other faculties are managing. This type of training may perpetuate previous methods used in the faculty or department.

According to the Contingent Faculty Management Process Variation Model developed in this study, the lack of formal centralized training of administrators contributes to the variations in management processes.

Administrator Term Limits

The second issue that contributes to the variation in management processes is the short-term nature of some of the participants' positions. Most of the participants in this study are going to be in their positions for a short time. Chairs, for example, had three-year terms with some serving two terms. The length of time a dean served appeared to be more precarious; participants in this research included an acting dean and deans who were relatively new to their position, some of whom were in faculties with a high rate of dean turnover. Other participants, like administrative assistants, are in their positions more permanently but they do move to other faculties as positions become available. The short-term nature of the deans and chairs in my study are consistent with the terms for deans and chairs at other Canadian institutions (Boyko & Jones, 2010; Cowley, 2017; Konrad, 1980).

It takes time to learn how to lead and manage effectively (Mintzberg, 2009; Shamir, 2011). Training in management and leadership shortens the time but management still takes some practical experience and time to learn. Gonaim (2016)

suggests that the short-term nature of the positions may be one reason for the lack of training. Without training, learning on your own takes more time but,

It is unclear the length of time necessary for an administrator to become proficient in the role, but as the typical length of time served in an administrative position is under 6 years, it suggests a substantial number of leaders are still in the process of learning their roles and developing the necessary skills for success. (Morris & Laipple, 2015, p. 242)

Brown (2001) continually had to remind herself, as she developed a leadership program at the University of Saskatchewan, that "leadership development is a long-term process for the individuals and for the Program, hence my need to be patient and look to the long term" (p.13).

Time is a factor that is often missed when considering processes and how managers can effect change (Shamir, 2011). Not only does it take time to learn a new position, once the processes are learned it takes time to determine what changes are needed, then time to implement those changes, then more time for those changes to influence the organization. Given the short-term nature of these administrator positions there may not be time to see innovations through to completion. As Lavigne (2018) points out, "deans find that five years is just not enough time to have an impact on their faculties" (p.127). Even with training and support some administrators still take time to settle into their role: "But even though the institution was actively helping us to learn our jobs, for some of us the position of "leader" was not yet a comfortable fit (Denholm, 2015, p. 3).

Training can shorten the time it takes to learn a new position and centralized training can flatten the variation curve by training administrators across faculties. As it is, without training, given the short-term nature of the positions, administrators have little time to innovate and when they do, they have little time to go outside their faculty to learn what others within their institution are doing. Nor do administrators have time to convey their innovations to others. As stated previously, administrators new to their role "hit the ground running"^{P11}. They have "so many fires to fight"^{P5} and, as Boyko (2009) discovered in her study, managing contingent faculty is only one small part of an administrator's job.

Administrators, given the short-term nature of the position, and the lack of centralized training, will either learn from previous administrators in the same faculty or department, or they will learn on their own. The short-term nature of some of the administrative positions contributes to the variations in contingent faculty management processes.

Isolation

The third issue faced by participants that contributes to the variation in management processes is their isolation from administrators in other faculties and departments. Administrators rarely confer with administrators from other faculties about contingent faculty management. This isolation means there is little opportunity to learn how others are managing contingent faculty processes.

As I previously stated I did not have any direct interview questions related to isolation nor did any participant directly indicate that they felt isolated. I inferred their

feeling of isolation from their reaction to learning how processes are managed in other faculties. This finding aligns with other studies about the isolation of deans and chairs (Boyko, 2009; Gmelch, 2004; Hunt et al., 2007; Keenan, 2019; Wolverson et al., 2005). These studies found three forms of isolation: isolation from colleagues in the faculty, moving from an isolated position in research to a collaborative position in administration, and isolation from other administrators. It is the third form of isolation that emerged from the conversations with participants; participants did not raise the issue of the first two forms of isolation. Participants did not say anything about feeling isolated from their colleagues nor did they mention moving from their isolated research positions into the collaborative position of administrator.

Participants appeared to be isolated from other administrators in that they do not know how contingent faculty are managed in other faculties or departments. As I discussed in chapter four, participants who learned how processes were managed in other faculties were surprised at the difference or even the existence of the processes. For example, some participants were surprised at the level of the budget for contingent faculty in other departments compared to their own. One participant did not know about the existence of an orientation handbook in the same department but on another campus. This participant was just beginning to develop an orientation handbook, from scratch, in their own department.

Isolation is common among university administrators. This can be seen in the results of some of the leadership development programs. For example, three of the six benefits of a management leadership program at the University of Ottawa, according to participants of the program, were related to reducing the participants' isolation from other

administrators: the chance to get together with other colleagues, opportunity to network with colleagues and professionals, and understanding how others function (Lennox Terrion, 2006).

The mechanism for getting together with other colleagues does not need to be driven by the institution. Chairs at Columbus State University formed a Chairs' Assembly in part because chairs "often feel isolated and alone" (Hunt et al., 2007, p. 17). At the institution in my study, the administrative assistants formed a group that included all the administrative assistants at the university so they could get together to discuss their issues and bring in speakers to learn new processes.

Isolation stifles leadership development (Gmelch, 2004). In combination with lack of training, isolation creates an environment where administrators must learn on their own without consultation with administrators from other faculties. New processes are developed, and old processes are changed independently from other faculties and departments. Thus, isolation is a key component of the management process variation model which contributes to variations in contingent faculty management processes.

Frustration

The fourth issue faced by participants while managing contingent faculty is frustration. Unlike isolation, participants freely and explicitly expressed their feeling of frustration. Although frustration was a common issue among participants, how participants handled their frustration varied. The feeling of frustration is a common finding among studies of chairs and deans (Armstrong & Woloshyn, 2017; Boyko, 2009; Denholm, 2015; Floyd, 2016; Konrad, 1980, 1980; Lavigne, 2018; Lennox Terrion,

2006). Administrators will vary in what they find frustrating and vary in how they deal with that frustration. As Lavigne (2018) stated, "sources of satisfaction for one dean may be sources of frustration for another" (p.36). What was interesting about my study was that the source of frustration was less important than the participants' reaction to frustration. It is the variety of ways participants dealt with frustration that contributed to variations in how they managed contingent faculty.

Some participants worked around constraints to achieve their goal while others accepted the situation despite the frustration. For example, one participant tolerated student complaints about a contingent faculty member. The contingent faculty member, who was teaching six courses in the term, would tell students there was no time to meet with the students outside the classroom. The participant would hear the complaints from students but felt powerless to fix the problem. The participant had no control over how many courses a contingent faculty member could teach.

Another participant was frustrated with the limitations they faced. This participant felt they were not able to tell a tenured professor to teach a current topic that was considered important to the students. Rather than feeling powerless to change the professor's mind, the participant worked around the issue by hiring a contingent faculty member to teach another section of the course. The new contingent faculty member was more amenable to topic suggestions and would teach more current topics. Although the source of the frustration was a tenured professor, the resolution to the frustration involved contingent faculty.

The participant who was frustrated with the short notice of leave from full-time professors tempered that frustration by making sure they had a pool of pre-qualified

contingent faculty ready to be hired on short notice. This practice affected the timing of the recruitment process for contingent faculty. Interestingly, one of the earliest published studies about contingent faculty was a project to show deans, who were having trouble finding qualified part-time instructors, that a pool of pre-qualified candidates could be formed (Gowin & Daigneault, 1961).

Office space is a constant source of frustration. Everyone recognizes the need for contingent faculty office space, but they also accept there is limited space available. Some participants accept the office space that is made available while others continually advocate for more space. One chair said they constantly mention the topic to senior administration, sounding "like a broken record"^{P11}, but to no avail. Others try to open space by sacrificing currently used space. One participant, whose faculty had no contingent faculty space before the participant took over as administrator, was turning a photocopy room into contingent faculty office space by putting the equipment in the halls. Other participants make space available, when necessary, with full-time professors giving up their office temporarily when a contingent faculty member needs some private space. Limited office space frustrates everyone. Participants had a variety of creative ways to overcome this frustration.

Training, or the lack of training, for their positions was also a source of frustration. To address this frustration, a group of administrative assistants created a forum to organize training for themselves. Other administrators were equally frustrated, especially at the beginning of their term. Lavigne (2018) found that "the early stages of transition are riddled with frustrations"(p.34). This is similar to one participant who noted that a year into their first term they realized they could have benefited from some

training. They realized they could have benefited from training in certain areas to avoid a frustrating, and time consuming, learning-on-your-own learning curve. These are two different responses to the lack of training: form a group for centralized training or learn on your own. The first response mitigates variation in management processes, the second response contributes to variation.

Frustration was a common issue among participants, but they were frustrated by different issues and how they handled their frustration differed as well. Dealing with frustrations can lead some administrators to creative solutions and other administrators to reluctant acceptance. Responses to frustration play a crucial part in my model.

Participants' responses to frustration are characteristics of individual administrators and contribute to variations in management processes among faculties and departments and between successive administrators within departments.

Collective Agreement

The negotiation of the collective agreement is a centralized process. The agreement is negotiated on behalf of the contingent faculty across faculties and departments. However, there are many processes within the agreement that are managed at the faculty and department level. Also, there was a variation in how participants viewed the collective agreement. Some participants were frustrated by the limits placed on them by the collective agreement; other participants "follow our collective agreement processes" ^{p6}, to manage contingent faculty.

Many management processes are detailed in the collective agreement. As noted above, some processes in the collective agreement are centrally controlled while others

are managed by the faculty or department. In this section I will describe the processes in the collective agreement that are managed by the faculty or department. Participants mentioned these processes as they discussed their experiences managing contingent faculty. As stated by one participant "with the collective agreement there's a set way to do everything"^{p12}. However, even when the process is detailed in the collective agreement there is still some variation in the management of the process. This is because there is flexibility written into the agreement, the clause is misinterpreted by the participant, or the participant finds the process too inflexible, so they try another way.

There are two collective agreements covering contingent faculty at this university, but participants focused on processes related to part-time faculty, who have their own agreement. The participants discussed six processes that were in the collective agreement but that were not centrally controlled: course assignment, instructor selection criteria, the selection process, orientation, contingent faculty assessment, and the termination process.

Assigning courses to the faculty is part of the planning process. The priority in which instructors are assigned courses is listed in the collective agreement. There is a hierarchy of assignment from full-time, tenured-track faculty right down to a new part-time faculty member. The tenure-track faculty members get first choice in that hierarchy, but, with the agreement from the faculty members, participants have some control over how the courses get assigned. All participants knew what priority faculty have in teaching a course but that did not stop some of them from using different strategies for assigning courses within that hierarchy. Full-time tenure-track faculty always had their choice first, but many participants would encourage the full-time faculty to take specific courses or levels to spread the courses among all faculty. Many had particular views on who should

teach upper-level courses and who should teach lower-level courses. Some participants embraced contingent faculty and would spread them out over all course levels. Some participants would avoid contingent faculty at all costs by getting full-time faculty to teach overload or by cancelling classes.

The next process that is in the collective agreement but not centrally controlled is the instructor selection criteria. The collective agreement states three selection criteria for contingent faculty: academic qualifications, professional experience, and teaching skills. Participants mentioned a variety of other selection criteria they used for selecting contingent faculty, including reasonable fit, availability, reliance on income, and family status. The participants did not discount the three that are in the collective agreement, they just prioritized them differently depending on the circumstances.

The third process that is in the collective agreement but not centrally controlled is the selection process. This is the process of applying the selection criteria to the applicants. There is some confusion among the participants over what items are permissible to base this judgement on. Some think that only submissions from the applicant are permissible while others would use the submission along with anything in their official file if the applicant taught there before. The collective agreement only speaks to the criteria, it does not detail what methods to use to judge the criteria. The criteria as described in the collective agreement are academic credentials, professional expertise, and teaching competence. These elements are to be given the appropriate weight, but the collective agreement gives no details on how to judge each element.

The fourth process that is detailed in the collective agreement but not centrally controlled is the orientation process. While the collective agreement does state there will

be orientation and outlines some elements to be included in an orientation session, there is a variety of levels of orientation among the participants for contingent faculty.

The fifth process that is in the collective agreement but is not centrally controlled is the basis for assessing contingent faculty. The collective agreement describes two items to use for the assessment. The first item is the contingent faculty member's official file. The second item is a self-assessment letter provided by the contingent faculty member. As described in chapter four, the participants use a variety of different assessment strategies beyond these two items. In addition to the variety of methods the participants have different views on the efficacy of one of the main instruments for evaluation, the end-of-term student evaluation of teaching.

The sixth process is the termination process. The collective agreement does not set out a specific process for terminating a part-time faculty member. The university may terminate a faculty member for cause, but the collective agreement does not specify what constitutes cause. If discipline is required, including dismissal, a faculty member can file a grievance. If there was an issue with a part-time faculty member, participants had a variety of methods to deal with them.

If a part-time faculty member did not have a right of first refusal or multi-year appointment, and there was an issue with that part-time faculty member, the course would not be offered to them again. Part-time faculty with rights of first refusal or multi-year appointments required different strategies for termination. Some participants would stop offering the course, which the collective agreement notes is cause for a position to be terminated; others would wait for the faculty member to leave on their own, while others would try to give them a nudge to stop teaching. Many participants had issues with the

grievance process, which they thought stifled their ability to let people go when needed. However, one participant kept detailed records of performance evaluations and training. If they must let someone go for cause they have the records to prove the termination is justified. While there was variation in the termination process among the participants, as I pointed out in chapter four, participants struggled to find examples of wanting to terminate a part-time faculty member.

There is one process that is in the collective agreement and can be perceived as centrally controlled. Participants mentioned the allocation of office space. Some mentioned they had no control over office space as it was allocated by senior administrators while other participants created office space for their contingent faculty. In addition to the descriptions provided by the participants, I walked around the university to see the various office spaces and their locations. There is significant variation in the office space provided to the contingent faculty.

When a process is detailed in the collective agreement but not centrally controlled there can be variation in how the process is managed. This is either because the collective agreement allows for some flexibility, the wording in the collective agreement creates opportunities for misinterpretation, or the participant has found a way to work around the collective agreement. The misinterpretation of collective agreements is not unique to the participants in this study. Some participants in a Canadian study of chairs found "the collective agreement a confusing document" (Boyko, 2009, p. 313).

In this section I described four issues that were expressed by participants that contribute to the variations in contingent faculty management processes: lack of administrator training, the short-term nature of their positions, isolation from other

faculties and departments, and frustration. As the discussion shows, the collective agreement can also contribute to variations in management processes. In the following section I will discuss factors that can mitigate variations.

Mitigators of Variations in Management Processes

Participants spent most of their interview time describing their experiences managing contingent faculty and the processes by which they manage. Sometimes during the interviews, a process would be mentioned then dismissed by the participant because they had no control over that process. For example, the payment process for salary was rarely mentioned by participants but when it was it was quickly dismissed as a topic by the participant because the payment process was controlled by the university. In this section I will describe the processes which were centrally controlled and therefore had no variation in how they were managed across faculties and departments. Also, in this section I will discuss centralized training for administrators as a method to mitigate variations in processes that are managed at the faculty or department level.

Centralized Control of Processes

A centralized process is one that is managed by a department of the university for the benefit of employees of the university across many or all the faculties. Salary payment, as mentioned above, is an example of a centrally controlled process. The timing of the payments is managed by a central finance department for all the employees of the university. The payment amount is determined by another centrally controlled process. In the case of the contingent faculty at this university there is a group that negotiates the collective agreement for the benefit of all the contingent faculty at the university. Within

that negotiated collective agreement there is a salary scale that is the same for all contingent faculty across the university. The amount of the salary, and any deductions to that salary, are controlled by a central department.

Centralized control, in this context, means the process is managed by senior administrators. Senior administrators include the president, vice presidents, the human resource department, or another administrative department of the university. If a process is centrally controlled there will be very little variation across faculties and departments. There are few references to centrally controlled processes for managing contingent faculty in the literature.

Many contingent faculty management processes are included in the collective agreement. However, as previously discussed, not all processes in the collective agreement are centrally controlled. In this section I will be discussing processes that are centrally controlled, including centrally controlled processes in the collective agreement.

There are two processes mentioned by participants that were centrally controlled but not detailed in the collective agreement: the hiring process and the pay period. The participants did not discuss these processes beyond mentioning them and the fact that the participants did not manage them.

The first process that is centrally controlled but not in the collective agreement is the hiring process. Once a candidate is selected, the contract is generated, signed, and then sent to the candidate. This process is controlled by the human resource department which oversees this process for contingent faculty throughout the university. There is no variation among participants for this process.

There is some training involved in the employment contract process. The administrator must know how to enter the contract details into the system and must know the deadlines for each of the steps in the process. The participants either learned the process from the previous administrator or their administrative assistant handles it. The process is tightly controlled by the human resource department in terms of the information necessary to write the contract and the deadlines that must be met by all those involved in getting the contract to the candidate.

The second centrally controlled process that is not in the collective agreement is the salary payment process, as mentioned above. While the amount of the stipend is detailed in the collective agreement, the payment schedule is not. The schedule of payments for contingent faculty is the same schedule as for all other faculty and employees at the university. This does not involve the participants as the payments are automatic once the contract is signed. Since the payment process is automatic there is little training involved and there is no variation among the faculties and departments.

There are some processes that are detailed in the collective agreement that are centrally controlled. Participants did not discuss most of these processes since many were beyond their control and had little effect on their faculty or department. However, there was one process in this category that frustrated some participants. The collective agreement lists the maximum number of courses a part-time faculty can teach in a given term and academic year. According to the collective agreement, these maximums can be overridden with approval from the vice president. Participants had little control over the process of overriding the maximum. For some this was a source of frustration given that the participants could not base their selection of contingent faculty on the number of

courses the applicants are teaching in a term. Some participants thought teaching many courses in the same term negatively affects how contingent faculty members interact with students.

The other processes that are centrally controlled and in the collective agreement relate to compensation, which includes salary, benefits, and support. The details of the compensation package are listed in the collective agreement and are managed by departments outside the faculty or department. Salary, for part-time faculty, is in the form of a stipend but also includes long service premiums, market differentials, and cancellation fees. All part-time faculty have the same opportunity, regardless of the faculty they are in, to this salary package. For benefits, all part-time faculty are entitled to maternal and parental leave. Finally, the support that is offered is the same for all part-time faculty. Support includes university email, library access, laptops, classroom equipment, IT support, and professional expense accounts. Support processes are managed by centralized offices that offer support to all part-time faculty throughout the university.

The orientation process is in the collective agreement and has a centrally controlled component. However, there are still some variations in the orientation processes among faculties and departments. The requirements for orientation are detailed in the collective agreement. The wording is such that it is unclear who is responsible for the orientation process, the university or the faculty. The university does provide a full-day orientation program at one of its campuses and has an online orientation portal. However, the participants did not know about the online orientation portal and the full-day session was deemed inconvenient for most of their contingent faculty. Consequently,

most orientation processes that are offered to new contingent faculty have been developed by the faculties and departments. As a result, orientation varies among the participants from "here are the classrooms"^{P13} type orientation to a faculty-specific full-day paid orientation session.

One of the essential components of the management process variation model that mitigates process variations is the centralized control of processes. As these processes are controlled by a central department for the benefit of contingent faculty throughout the university, there is little variation in these processes.

Centralized Administrator Training

"No one entering a chair position has ever been trained to be a chair"^{P8}. This sentiment was echoed by many of the participants when we discussed the training they received for their current position. Overwhelmingly, participants reported that administrator training did not exist at this institution. What they meant, however, was there was no centralized training offered by the institution for administrators from all faculties and departments. Most did receive training in the form of mentorship from previous administrators in the faculty and guidance from administrative assistants.

The results from this study align with the results found in previous studies about the lack of centralized administrator training (D. A. Harris, 1980; Konrad, 1980; K. Thornton et al., 2018; Wilson, 1999): "Across the nation schools are suffering from a lack of administrative expertise at the departmental and divisional level to effectively attract, hire, and retain qualified part-time faculty members" (D. A. Harris, 1980, p. 14). More recently, Thornton (2018) found "those in middle leadership roles often feel

unprepared"(p.208). Administrators are unprepared because there is a lack of administrator training programs for them, despite working at institutions that often have management programs in their business faculty. In a study of over 2000 academic leaders in the United States Gmelch (2004) found that only three percent have management training programs for their administrators.

Some institutions in Canada, recognizing the lack of administrator training, have implemented academic leadership programs. The University of British Columbia, for example, reports that 59 academic leaders took part in their programs in 2018-2019 (UBC, 2019). Most of the participants were already in their leadership roles when taking part in this program. The cohort consisted of chairs, directors, and deans. There are several other Canadian universities that have academic leadership programs including the University of Waterloo, the University of Manitoba, and the University of Calgary. The university in this study does not have an academic leadership program.

Centralized training does not have to be controlled by a central department like the human resource department or learning centre. As mentioned in the previous chapter, a group of administrative assistants formed a campus-wide group to train themselves. Two administrative assistants formed the group to provide monthly meetings to discuss new issues and receive training from invited guests. Training through this group created a common understanding of processes and thus would help to reduce variations. This is similar to a group of chairs that formed at Columbus State University. The chairs' assembly was formed by chairs for the same reasons the administrative assistants formed their group: to create a place where chairs can get together to discuss issues, debate ideas, and to network with other chairs (Hunt et al., 2007)

When a process is centrally controlled there is less of a need for centralized training, other than awareness training. For example, at this institution, orientation is a process that is in the collective agreement, but it also has centrally controlled components. Despite this, there are still a variety of orientation processes described by the participants. The two centrally controlled components are a full-day orientation session offered to all new faculty on one campus and an online orientation portal which is available to faculty on all campuses. While many of the participants knew about the full-day session, many did not know about the online portal. The portal has been online for several years yet there is no training to make the faculties aware of this service option.

Doody (2018) found similar results in her study of program chairs which examined how program chairs use a new centralized system for recruiting, selection, and hiring of contingent faculty. The purpose of the system was to standardize some of these processes. She found few administrators used the new system even though it was a centrally controlled process. While the chairs were expected to use the system, "at the time of the study, there was not a formal training program in place for program chairs" (p.60).

Centralized administrator training can provide a common understanding about issues and processes among administrators from different faculties and departments. A centralized training program can mitigate variations in contingent faculty management processes.

Implications for Institutions

Based on this study some variations in management processes are not necessarily a problem to be solved. The contextual nature of each faculty and department requires some variation in management processes. However, there are aspects of variations that can cause problems and wide variations in some processes may indicate issues with other elements of management.

Legal Conformity

At the most basic level all management practices must conform to legal regulations. These regulations include the Canadian Human Rights Act, provincial human rights codes, federal and provincial labour laws, and the collective agreement. If there is a lack of centralized training, administrators may not be familiar with the regulations, when regulations apply, and which take precedence.

There were three instances of practices that arose in the interviews that potentially could expose the institution to legal issues. The first was a participant who hires, in part, based on family status. This participant knew it was wrong but had empathy for contingent faculty with family to support. This could expose the university to a human rights complaint from those not hired because they are without family.

The second instance was a participant who peruses applicants' social media sites. While this is not directly in contravention of human rights or the labour code it does have implications. Even if the participant finds out something about the applicant and does not use this information to make a hiring decision, there is still a risk. It was not clear if the participant knew of the potential problems caused by this practice.

The third instance was a participant who was frustrated with the recruiting and selection process in the collective agreement. They found ways of working around some of the requirements for selection. They would identify a qualified individual to teach but objected to the circuitous process to select this individual. This participant knew the processes but chose to work around them for expediency.

Some of the variations in management processes originate from the collective agreement. Many participants used the collective agreement as a guide but in the absence of centralized training, the collective agreement may not offer clear guidance on some processes. If centralized training is not available, then a more simplified, clearly written document to accompany the collective agreement would be helpful so administrators without a legal or human resource background can easily interpret and implement the articles within it.

In an institution that is made up of many independent groups it is very difficult to monitor the legality of all management processes. In the absence of proactive measures like centralized training and monitoring, the compliance mechanism becomes complaint based. Given the contingent faculty likely do not know some of these practices are happening and they are not inclined to complain, the chances of getting caught are slight. The likelihood of getting caught, however, should not be a determining factor when deciding whether to ignore the guidelines. Two of the participants have decided that contravening the legal regulations will likely go undetected. It is not clear in the other example if the participants knew that they were in contravention of the law but *ignorantia legis neminem excusat* (ignorance of the law is not an excuse).

Fairness and Equity

I did not interview senior administrators for this study but inferred from participants' views and from the public meetings I attended that the senior administrators' main goal in using contingent faculty is to reduce the costs and increase flexibility in staffing. At a public budget meeting I attended, for example, one of the presenters was explaining how the institution was going to cut some of the salaries. One of the methods was to not renew a term contract and "since the term was up, we aren't really getting rid of anyone" ^{presenter}. In some faculties a two-year contract is just that and not renewing it has little effect on the faculty or department. However, there are some faculties that consider their contingent faculty an integral and valued part of the faculty. Some of their faculty are on term contracts but there is an expectation that they will be part of the faculty for a long time. Senior management has to be aware of this variation so that they can adeptly handle these contracts. It was not clear at this meeting if the presenter was cognizant of this variation and was eliminating a term contract that was just a term contract or eliminating a valued member of the institution.

It is also not clear if senior administrators struggle with the fact that the university cannot function without employing a large number of contingent faculty. Participants differed in how they felt about relying on contingent faculty. The different ethical views on using contingent faculty can lead to conflict and disgruntled administrators, which was evident at a public strategy meeting I attended where one dean, forced to accept a contingent faculty member, exclaimed loudly "what the hell am I going to do with a term position?" Senior administration, I assume for budgetary reasons, forced a contingent faculty member on a faculty that traditionally only uses contingent faculty as a last resort.

Some faculties refuse to participate in perpetuating the use of temporary faculty by doing everything they can to avoid using contingent faculty. Other faculties reluctantly use them but do not like the perception they create. One participant compared the contingent faculty system to a caste system where "there are these privileged few who are benefitting enormously from relatively low paid staff" P13. This varied philosophy can cause friction between senior administrators and the faculty administrators as the institution continually struggles with budget issues.

Variations in management processes may leave the impression on contingent faculty that, despite the collective agreement, there may be unequal treatment across the university. Why do some get paid orientation while others do not get orientation at all? Why do some get individual offices while others have to meet students in the library? Why do some get right of first refusal while others do not? Such variations could have a profound effect on contingent faculty's perception of fairness. This perception may affect their motivation and enthusiasm to teach: "When employees feel unfairly treated they respond both affectively (e.g., low commitment) and behaviourally (e.g., turnover)" (Latham & Pinder, 2005, p. 505). However, just as administrators are isolated from other administrators, so too are the contingent faculty isolated. Contingent faculty in one faculty are not likely to interact with contingent faculty from other faculties (Gappa & Leslie, 1993; Reid, 1996; Wiltjer, 2015). As a result, it is unlikely that these variations are widely known by contingent faculty.

Best Practices

There is a debate about the existence of universal best practices in management (Bloom et al., 2012; Kasper et al., 2013; McCormack et al., 2014). Even researchers who

are comparing the management of companies across the world using best practices metrics recognize that "there are many management practices that are contingent on the firms' business environment" (Bloom et al., 2012, p. 5). In this study I did not evaluate the effectiveness of the contingent faculty management processes. I also did not determine how the senior administration evaluates the success of each faculty or department. The salient point of the variations in management processes is that it is difficult to determine best practices and develop institution-wide process improvement initiatives. This research, however, shows that it would be important for any practice to be understood fully by the relevant groups, accompanied by awareness, ongoing communication, training, and assessment.

For example, structured employment interviews are the most effective method of performing an interview but without adequate training, interviewers will not know the interviewing techniques nor how to avoid legal issues and biases (Pulakos, 2005). Few of the participants in this study used interviews as a selection method. Some who used interviews used them to "get a sense of whether [the applicant] will connect with students"^{p2}. Only one used a standardized interview. No participant had employment interview training. To dictate that structured employment interviews are to be used in all departments and faculties, without proper and sustained training, would probably not be an improvement over the current selection practices.

Doody (2018) studied the effectiveness of a new centrally controlled selection and hiring process at a university. She found there was little use of the new process as many in the study continued to select and hire as they did before the new system was implemented. The system was implemented to standardize the selection and hiring

process but there was no centralized training, and few saw the new system as an advantage over their existing system. Given the variety of practices regarding contingent faculty, and the variety of contexts they are practiced in, it would be difficult for a central administration to determine which of those practices are best practices and then proceed to implement these best practices in all faculties and departments.

Implications for Administrators

With few exceptions every participant was generally satisfied with the contingent faculty management processes in their department and with the outcomes of those processes. From the participants' perspective, the processes are working. However, I did not examine the outcomes of these processes from other perspectives such as students, contingent faculty, or senior administrators. There have been studies that compare the perspectives of administrators with contingent faculty (Ashford, 1993; B. S. Davis, 2004; D. Davis et al., 2014; Roark, 1988). The results of these studies are mixed, with some studies showing agreement and some studies showing a difference of opinion between administrators and contingent faculty.

Opportunities for Improvement

Even if there is a perception that processes are working there are always opportunities to make them better. In order to improve a process an administrator could examine how others manage contingent faculty or the senior administrators could dictate changes to processes. Given the variation in management processes within this institution, a chair or dean may only have to look at other departments within their institution for ideas. The environment of both the institution and the faculty will, in part,

determine the success of a management process. If a chair or dean borrows a practice from another department within the institution then, at the very least, the institutional environment will be the same. The faculty or department environment from which the practice is borrowed still has to be considered, as well as the environment to which the practice will be imported, but a practice borrowed from within an institution may have a better chance for success than a practice that is borrowed from outside the institution.

Legal Issues

It is incumbent on any manager to make sure all processes follow the legal guidelines. While some participants admit to having "no training in HR management"^{p8}, a large portion of their job is HR management: "HR and student issues, which are HR issues, ninety percent of your time"^{p15}. Some institutions provide workshops and training programs for administrators. According to the participants, the institution in this study does not provide training. The lack of training does not abrogate a manager's responsibility to follow the legal guidelines.

Contingent Faculty Orientation

The variation in management processes among the faculties and departments could mean that a contingent faculty member who teaches in one faculty and then moves to another faculty may need some guidance. One participant mentioned the orientation process is only needed to show a new contingent faculty member how to teach here. By "here" they meant here at the university. The implication is that if they previously taught in another department, they would not need guidance in their new department. An

administrator must recognize that there may be differences between departments and that orientation to the new department may be necessary.

Duplication of Effort

Isolation contributes to the variation in management practices, but it also contributes to inefficiencies through duplication of effort. For example, there are a variety of different faculty-specific contingent faculty orientation practices yet there are two, centrally controlled, orientation processes that are rarely used. Another example of isolation-induced inefficiency is where one participant is developing a new orientation process despite an orientation process that is already in place in the same department on another campus. Participants often stated their frustration with the lack of time they have to perform their job effectively. Reducing inefficiencies and duplication of effort takes an initial investment in time but can free up time in the long run. The short-term nature of some of the participants' positions makes it difficult to invest the time.

Implications for Contingent Faculty

Variations in contingent faculty management processes also have implications for contingent faculty. While it is not the responsibility of contingent faculty to manage their own working conditions, it helps to know why some of these conditions are in place.

It is important for contingent faculty to realize that how processes are managed can be faculty specific and even administrator specific. They cannot assume processes will be managed the same way between institutions, between faculties, or between administrators. Some contingent faculty work for multiple institutions and for multiple

faculties or departments within an institution. Contingent faculty members need to learn how each faculty works and how each administrator operates.

Training for contingent faculty by the institution or the faculty may not be automatically provided. Being a professor is more than just standing in front of the class lecturing. Students will need guidance on any number of issues. Contingent or not, it is the responsibility of the contingent faculty member to be ready for the students. Often complaints from students, according to the participants, are based on processes the contingent faculty member did not know about, like the process for appealing a mark. Contingent faculty should learn about these processes. Training is often not automatically offered but often there are resources available upon request to help with training.

Course selection is sometimes based on availability of instructors. If an applicant waits until a course is advertised it may already be too late to apply as some administrators "rarely post an ad blind"^{P13}, meaning they already have someone in mind. It would be helpful for both the administrator and the applicant to introduce themselves to the person in charge of hiring and indicate their availability and topic specialties.

Contingent faculty should also understand the evaluation process in their faculty. The typical method for evaluation is usually an end of term student evaluation of teaching. Administrators are busy, but accessible. They will make time to sit with a contingent faculty member to discuss the evaluations. This would be a good opportunity to discover the administrator's position on the student evaluations of teaching and how they will be used in the evaluation process.

Participants in this study pointed out that some instructors use their own surveys part way through the class. This is useful, especially for new instructors, to find out what

is working and what is not. The advantage of these surveys is that they can be class specific rather than the generic student evaluation of teaching. They also give an instructor an opportunity to change methods for the current class. The end of term evaluation can be a valuable learning tool, but changes can only be made for the next class.

There may also be informal evaluation methods. Student complaints and the grapevine are two common methods used by administrators. While contingent faculty are not paid to spend time in the faculty lounge or socialize with other professors it may be worthwhile to get to know the other instructors, especially the instructors of subsequent courses. They should also find out what the students need to know for their subsequent courses. By getting in the middle of the grapevine a contingent faculty member might be able to change ideas before the grapevine reaches the supervisor.

Participants often had opposing views on when to use contingent faculty and how to manage them but the one theme that was common among all participants is that everything contingent faculty do is intended to make the environment the best place possible for the students to learn. Contingent faculty, regardless of their level of teaching ability, will always do well if they have that same intense focus on students.

Contribution to Literature

There is a long history of studies about contingent faculty. I collected a list of 2,000 documents related to contingent faculty that were written over a period of 60 years. It is evident from this literature that there are still issues with contingent faculty working conditions. Despite this history of contingent faculty studies, the treatment of contingent

faculty at any individual institution cannot be specified. As this study indicates, even within an institution, one cannot say how contingent faculty are treated in an individual faculty or department. The treatment depends on many contextual features within a faculty or department including the administrator and their philosophy about contingent faculty.

When discussing contingent faculty working conditions most studies speak of institutions as a monolithic homogeneous group of faculties and departments. For example, the following comments are common in contingent faculty literature: "The reasons for using part-time faculty vary from institution to institution" (Laughlin, 2010, p. 3) and "Whatever contractual relationships, job responsibilities and security, and personnel benefits an adjunct has with one university will differ with the next university" (Keenan, 2019, p. 21). Similar statements are made in the administrator literature: "An effective leadership style in a particular institution may not work in another institution, since each institution has different objectives and desired outcomes" (Gonaim, 2016, p. 284). However, contingent faculty issues, and management processes, cannot be singularly characterized by institution-wide policies and procedures. My study indicates that many processes vary from faculty to faculty within an institution. When studying contingent faculty issues, one must take a more granular look within an institution to examine how contingent faculty are managed across the institution. This will give a better picture of management processes within an institution while at the same time making it more difficult to effect changes.

This study also contributes to literature by providing a glimpse into some roadblocks to solutions to contingent faculty issues. If the management processes are

driven by faculties, departments, and individual administrators then institutional-wide change becomes more difficult. When there are disparate groups within an institution there may be no mechanism in place for institution-wide process improvements.

Finally, this study connects two elements that are currently separate in literature: Contingent Faculty and Administration. The contextual factors examined in this study, lack of administrator training, administrator term limits, isolation, and frustration are found in the literature on chairs and deans. This same literature rarely mentions contingent faculty let alone the effects that contextual factors have on contingent faculty. This study brings these two elements together, showing how the contextual elements influence the variations in contingent faculty management.

Further Study

This study was undertaken at an institution that has a collective agreement with its contingent faculty. The collective agreement specifies certain actions and responsibilities of management, which may reduce variation in management processes. A study of management processes at a Canadian institution that does not have a collective agreement with its contingent faculty may prove that variations in management processes are greater without a collective agreement.

There are universities in Canada that offer administrator leadership and management programs. According to the theory developed by this study, more centralized training should reduce the variation in management processes. A similar study of a university with a training program may prove this to be true.

Individual administrators can contribute to process variation. A longitudinal study of variations in management processes would be interesting to see if there is a change in the variations when new administrators assume the role. One could assume that with the constant turnover of chairs and deans that there would be changes to how contingent faculty are managed. However, it is possible that the extent of these changes may be tempered by internal training and the lack of time to make changes.

When determining the effectiveness of management processes, it is important to consider the perspectives of all stakeholders. This study only considered the perspectives of the middle administrators. Given the contextual nature of contingent faculty processes it would be interesting to do a concurrent study of administrators and contingent faculty, at the same institution, to compare perspectives.

At this university, there was a self-study group formed by administrative assistants in an effort to reduce the frustration over the lack of centralized training. A study of this group would be helpful in determining its effectiveness in reducing variations and if it is replicable so that it could be implemented with other administrators.

Conclusion

In this chapter I described the contingent faculty management process variation model that emerged from an examination of the management processes and the issues faced by participants while managing contingent faculty. My study shows there was wide variation in how participants managed some of the processes while others were managed in a similar way. This led me to examine contributors and mitigators to process variation. Based on the interviews and the collective agreement, the processes that had the least

variations were those that were controlled by a central authority at the university or the processes where there was centralized training. Contributors to variation were the antithesis to central control and central training. Isolation, lack of training, and the short-term nature of the positions contributed to a self-learning practice which contributed to the variations in practices. Also, there was a high level of frustration among the participants with various aspects of their position. Frustration alone does not contribute to variation; however, the way that participants dealt with their frustrations did contribute to the variations in management processes.

While variations are not necessarily a problem to solve, they do indicate possible issues relating to contingent faculty. In this chapter I discussed the implications of variations for the institution, the administrators, and contingent faculty.

Finally, in this chapter, I discussed the contribution this study makes to the literature of contingent faculty and the management of contingent faculty along with some areas of further study.

Chapter 6: Conclusion

Introduction

Contingent faculty, faculty without a long-term commitment from the institution for which they work, make up a significant portion of the total faculty in Canadian universities. There is a long history of studies of contingent faculty and their working conditions, however, there are very few studies of how they are managed. The processes by which they are managed create their working conditions so any improvement in working conditions must consider the administrators' perspective. This is the impetus for this study.

The original goal of this study was to examine contingent faculty management processes from the administrators' perspective then to develop a model of best practices. Two issues prevented me from achieving this goal. The first issue was that the participants used a wider range of practices than I expected for some processes. The other issue was determining what constitutes a best practice. It seemed that a best practice depended on the context within which it was being practiced. This context was not only different among faculties, sometimes it would change within a faculty depending on the circumstances at the time.

Once I discovered the large variations in management processes, I switched from determining best practices to determining what factors contribute to this variation. It was through this process that I found not only factors that contribute to the variation in management processes but factors that mitigate variation as well.

I began this study by asking the following questions:

What are the processes for managing contingent faculty?

What are the roles of specific administrators?

How and why are decisions regarding contingent faculty made?

Summary of Findings

Using grounded theory, I selected and interviewed 17 administrators including six chairs, four deans, three directors, two administrative assistants, one program coordinator, and one acting dean. The interviews focused on the participants' experiences in managing contingent faculty. Two themes emerged from these interviews. The first theme was the variation among the faculties and departments in how participants managed contingent faculty. The second theme was the management issues faced by the participants while managing contingent faculty.

I used the Harvard Human Resource Management Model as a guide for the interviews. This is a comprehensive model of the human resource management processes and includes many of the processes the participants would discuss. While I did not direct the participants to discuss specific processes, I could categorize their responses by the human resource flow section of the Harvard model.

Participants varied in how they managed some of the contingent faculty management processes. These processes included course assignment, selection criteria, recruiting, selection, orientation, performance evaluation, and support. There were some contingent faculty management processes with little variation among the participants. These processes included the contingent faculty hiring process, salary, and benefits.

Participants also discussed some of the issues they faced while managing contingent faculty. The first issue was the lack of formal training and preparation they had for their current position. Many participants talked about learning from their administrative assistants and the previous administrators in their faculty or department, but participants indicated that the university did not provide formal training for their position. Without formal, centralized, training participants did not have an opportunity to form a common understanding about contingent faculty management processes.

The second issue was the short-term nature of most of their positions. The dean and chair positions are temporary positions held by the participants for a fixed term. The acting dean in the study was in their position for a short but undetermined length of time. The administrative assistants tended to stay in their positions for a longer period than the deans and chairs, although one of the administrative assistants had just moved into their current position from another department less than a year ago. Learning to manage takes time so the short-term nature of the participants' positions allows for little time to learn or participate in training programs. The short-term nature of the positions may also be one of the reasons training is not provided.

The third issue is the isolation each participant had from other administrators from other faculties and departments. The participants did not mention the topic of isolation directly. I inferred this issue from comments participants made during the interviews. For example, some participants expressed surprise when they recently found out about other faculty budgets for contingent faculty and how different they were from their own. One participant talked about processes they were implementing without knowing they were already in place in the same department at another campus. There were other comments,

as discussed in chapter four, that indicated the participants do not discuss management processes with administrators from other faculties, departments, or campuses. Isolation creates an environment where learning takes place within the faculty or department with little exposure to how processes are managed in other faculties.

The final management issue expressed by most participants is the frustration they feel while managing contingent faculty. The frustration felt by participants falls into two categories but within those categories there is a wide variation in what frustrates participants. The first category includes decisions made by senior administrators. Examples within this category include decisions to replace tenure-track positions with contingent positions, changes to processes without notice, course overload decisions for contingent faculty, the collective agreement, and competition for resources. Senior administrators are making those decisions, which makes them appear to be out of the participants' control. The second category that frustrates participants is time, specifically the lack of time to perform effectively. According to participants there is no time to be proactive, little time to solve problems, and participants spend too much time hiring contingent faculty each term. Interestingly, the factor that contributes to variations is not the object of frustration but how the participants reacted to their frustrations. Some participants reluctantly accepted the situation while others found ways to work around the problems encountered.

From these two themes, variations in contingent faculty management processes and management issues faced by participants while managing contingent faculty, I developed the contingent faculty management process variation model. At the core of this model is the variation in contingent faculty management processes. As shown in chapter

four there are many processes that have a wide variation among the faculties and departments in how they are managed. There are contextual factors like term limits, isolation, lack of training, and the administrators' reaction to frustration, that contribute to the variation in management process. There are also external determinants like central control of processes and centralized training that mitigate the contingent faculty management processes.

Conclusion

Through this study I developed the contingent faculty management process variation model. While the core of the model contains variations in management processes, the variations in management processes do not, by themselves, pose a problem for the institution. There are, however, some consequences of variation. Some of the variations, despite being a small minority of practices among participants in this study, may contravene legal guidelines. There may also be a perception of unequal treatment among contingent faculty, which may affect their motivation and commitment. Another consequence of some of the factors that lead to variations, isolation and lack of training, is the duplication of effort, creating time-consuming inefficiencies. Finally, institution-wide improvement initiatives could be difficult given the variety of contexts within the institution.

Relating to contingent faculty, administrators may ask: "Are we providing the best education for our students? Do we provide the best working environment for all our employees? Do we have a process in place to evaluate the working environment and make improvements?" My study was not meant to answer these questions, nor did it. But

the variation in contingent faculty management practices among faculties and departments makes the prospect of answering these questions very difficult.

If an institution wants to implement a new contingent faculty management process, given the short-term nature of the administrators' positions, then training must be a sustained effort. The training must be offered to whomever manages contingent faculty which includes a continuously changing cohort. Also, given the participants' reliance on administrative assistants, the training must include this group as well. However, central control of a group of heterogeneous faculties and departments is not a solution. As one participant stated "standardizing everything isn't the answer"^{P10}. While variation is not a problem, and is in fact necessary, improvements and efficiencies could be found by moving closer to a "happy place between everybody doing something different, not knowing what anybody else is doing, and everybody doing the same thing whether it fits or not"^{P10}.

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Appendices

Appendix A: Alternate Names for Contingent Faculty

Gypsy Scholars	Roads Scholars	Invisible and Expendable
Freeway Fliers	The Burros of Academia	Taxicab Professors
Permanent Part-time	Reserve Army of Labour	Necessary Evil
Indentured Servant	Dangerous Addiction	Slave Labour
Precariat	Mobile reserve army of labour	Cheap Fix
Tenuous Track	Underclass of the Academy	Orphan child
Supplemental Faculty	Academic Proletariat	Failed Academics
Off-Track	Non-Regular Instructional Appointment	Temps
Transient Academic	Academic Gypsies	Step Children of College
Migrant workers of the academy	Academic Migrants	Formless Underclass
Second Class Citizens	Phantom Faculty Member	Affiliate Lecturer
Temporary Academic Worker	Contract Academic Staff	Half-Time Faculty
Anchorless street-corner men	Term Instructors	Itinerant Faculty
Disposable Professors	Corps of Un-Regulated Personnel	Ontological Labour
Lecturer	More scholar for the dollar	Migrant Labourer
Casual Staff	Permanent Temporaries	Adjunct
Fixed Term Worker	Exploitable Industrial Reserve Army	Gleaners
Traveling Professors	Precariously Employed	Minority Scholars
Academic Underclass	Term Certain Instructor	Mystery Member of Faculty
Disposable Faculty	The Academic Underclass	Academic Side Chick
Absentee Faculty	Contract Academic Instructor	Auxiliary Faculty
Field Hands of Academe	Disposable Academic	Pedagogical Moonlighters
Unwilling Pawn	Docile Educational Migratory Workers	
Housewives of Higher Education	Rent-A-Teacher	

Appendix B: Email Requesting Participation in Study

Good Morning:

My name is Scott Thomson. I am a PhD candidate in the Interdisciplinary program at the University of New Brunswick studying the management of contingent faculty. I am writing to you to request your participation in my study.

For the purpose of this study, contingent faculty include members of the faculty that do not have a long-term commitment from the university. This can include limited term full-time faculty and part-time instructors who teach part-time. Researchers have studied contingent faculty for many years and have identified ongoing issues related to this employment. Few researchers, however, have studied contingent faculty from the administration's perspective. The purpose of my research is to study issues faced by administrators who manage contingent faculty.

Participation in this study involves a one-hour interview which will be scheduled on a day and time that is convenient for you. If you volunteer to participate, you will be asked to sign an informed consent form.

To protect the identity of study participants, all participants' names and positions will be altered in the final written analysis. In addition, the name of the university will not be revealed and only the university's location (Eastern Canada) will be included in the final written analysis. All information you share with me during this research project will be confidential.

This study has been approved by the research ethics board of UNB and the participating university

If you have any questions or are willing to volunteer for this study, please reply to this email.

Scott Thomson, MBA
Doctoral Candidate in Interdisciplinary Studies
University of New Brunswick
scott.thomson@unb.ca

Co-Supervisor: Dr. Douglas Flint, PhD, Faculty of Business Administration, dflint@unb.ca
Co-Supervisor: Dr. Melissa White, PhD, Assistant Professor, Faculty of Education, Melissa.White@unb.ca
Committee: Dr. Ellen Rose, PhD, associate Dean, Graduate Programs, Faculty of Education, erose@unb.ca

Appendix C: Interview Guide

Opening Question

What is your role in managing part-time faculty?

Process Questions

The introductions at the start of each question group are for the guide only. They were not read to the participant unless the participant did not understand the process. I usually left it up to the participant to define and explain each role in the process. Notes next to question are for my information only. They were not read to the participant. The questions are a guide and were only used to elicit more detail from the participant if needed.

Planning

Planning includes evaluating the current need, job analysis, and forecasting the future requirement for employees. Evaluating the current need can include what courses are offered and how to staff each course. A job analysis is used to develop a job description which details the duties and responsibilities that come with the position. A job analysis is also used to develop a job specification which is a list of required skills, knowledge, and abilities.

What is your role in planning for contingent faculty?

How does the planning occur?

Who else is involved in the planning?

How do you choose what courses to offer?

When do you decide on the appointment type for each course?

What are the appointment types (Note: tenure, CAI, MYA, LTFT, ROFR)

How do you decide who (appointment type) is going to teach the course?

Are there different processes for different course types?(ex. Elective vs required)

Who is involved in planning process regarding course offerings and appointment types?

How many active CF teach in the department?

Once the plan is in place how are the people involved in hiring notified of the requirements?

How are goals set for the use of contingent faculty?

Are there records kept on the number and proportion of part-time faculty?

Has there ever been a survey of part-time faculty?

What are the reasons your department hires CF?

What is the approval process to hire a new contingent faculty?

Recruiting, Selecting, Hiring

Recruiting is the process of identifying candidates and encouraging them to apply.

Recruiting methods can include: Internal Recruiting, Referrals, Search Firm, Unsolicited Resumes, Resume Banks, and Advertisements.

Selecting is the process of evaluating candidates' qualifications and choosing the best person for the position. Selection tools can include: Application, Resumes, Employment Tests, Interviews (Group/Individual), simulations, and reference checks

Hiring is the process of offering the selected candidate the position. This may include compensation negotiations and employment paperwork.

Likely a participant will see these three processes as one process and be involved in all three. Questions in the guide are separated for clarity. The definitions will be left up to the participant.

Recruiting Questions

How do you learn of the requirements to hire?

Describe the process of recruiting a contract academic instructor.

What requirements are you looking for?

How often do you receive applications for review?

What is your preferred method of getting applications?

Selection Questions

How do you decide which person is right for the course?

Who is involved in the selection process?

What is your experience in filling positions?

How often do positions go unfilled or filled at the last minute?

As I understand it, the collective agreement gives CF the right of first refusal. How does right of first refusal affect the selection process?

Who makes the final hiring decision?

How do you notify unsuccessful candidates?

Hiring Questions

What is the hiring process for a selected candidate?

Who is involved in the hiring process?

How many CF have you hired over the last 12 months?

Training, Development, Orientation

Orientation - a part of training that introduces new faculty to the organization and their jobs. May include: teacher support resources, administration support, organizational culture, student support resources, classroom technology,

Training - Learn skills for their current job. May include classroom management, instructional material development, course content, institutional knowledge, communication skills, student evaluation

Development - Learn skills for future positions

Orientation Questions

Describe for me the process you use for orientation of a new instructors.

Training Questions

Describe the training available to CF.

Do CF attend training sessions?

What do you think is missing when it comes to training of CF?

Who is responsible for the ongoing training of CF?

Development

No questions regarding development (HR definition of development)

Performance Evaluation

A systematic method to determine how well employees are meeting their performance criteria.

Performance Evaluation Questions

How are performance criteria for CF?

What types of evaluations do you have for CF?

What do you use the evaluations for?

What methods are used to ensure the CF are performing to expectations?

How often are CF evaluated?

Who is responsible for the evaluations of CF?

Who views the evaluations?

How did the current evaluation system evolve to its current state?

How often does the assessment committee meet?

Compensation

Compensation includes salary, benefits, and support. Salary is a direct payment which can also include bonuses, merit increases, or commission. Benefits include indirect payments like health insurance, long term disability, pension plans, sabbatical leaves, book allowance and vacation. Support includes services offered by the employer to help the employee perform their job. Support can include access to university email, administrative services, access to photocopying, library privileges, office space, telephone, integration into the life of the university, and job security.

In a unionized setting compensation packages are often listed in the collective agreement.

Compensation Questions

Who is involved in negotiating the collective agreement with the union?

Are there any benefits or supports that CF have that are outside the union agreement?

What office space is offered to CF?

What measures does your department take to integrate a CF into the life of the university?

What is your experience with:

- Right of first refusal
- Joint Liaison Committee
- Multi-Year Appointments
- CF doing academic service
- Consulting CF about time and place of course offering
- Grievances

Exit Management

Exit Management is the process of helping employees, in an ethical and legal manner, leave the workplace permanently, either voluntarily or involuntarily. The predominant view, when mentioned in a study, is that if there are problems with a contingent faculty member, their contract is not renewed.

Exit Management Questions

How do you deal with a faculty member who is not performing to expectations?

Perception

The perception of employees has a direct impact on how they are managed. It is difficult, however, to ask what one thinks about the quality of an employee. A participant's perception may come out in the tone, words used, or expressions while answering other questions.

Closing Questions

What other roles have you been in regarding the management of contingent faculty?

Is there anything I missed that would be important to know about contingent faculty?

Do you have anything to add to what we have discussed today?

Are there plans for changes to any of the contingent faculty management processes?

Appendix D: Participant Consent Form

TITLE OF STUDY

A Grounded Theory Study of Contingent Faculty Management Processes

PRINCIPAL INVESTIGATOR

Scott Thomson, MBA
Interdisciplinary Studies, UNB
10 Coburn Street, Fredericton, NB, E3B 6Z7
506-238-1131
Scott.Thomson@unb.ca

PURPOSE OF STUDY

You are being asked to take part in a research study because you are involved in one of the contingent faculty management processes as described below. This research is being undertaken in partial fulfillment of the requirements for a PhD at UNB. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask me if there is anything that is not clear or if you need more information.

The purpose of this study is to develop a model of the human resource management processes for contingent faculty using [Your University], and [multiple] campuses, as a case study and source of information. However, [Your University] will not be explicitly identified in the published result. For the purpose of this study, contingent faculty include members of the faculty that do not have a long-term commitment from the institution. This can include part-time instructors who teach part-time and limited term full-time faculty. The management processes include Human Resource Planning, Hiring, Training, Evaluation, Compensation, and Exit Management. Over the past 60 years there have been many studies done on how contingent faculty experience these management processes but few studies from the administration's perspective. This study will examine how administrators experience the contingent faculty management processes and, based on that information, I will develop a model that will help explain each process and the flow of information between processes.

STUDY PROCEDURES

Each participant in this study will be involved in a one-on-one interview of approximately one hour. As the research progresses there may be follow-up questions so subsequent interviews may be requested. Each interview will be audio recorded and transcribed. The transcription will be available to you should you want to review it.

RISKS

You will not be identified by name as a participant in this project. Also, [Your University] will not be named as the focus of the study; it will be described only as a “mid-sized University in Eastern Canada” and a pseudonym like “Eastern University” used. However, describing the local management context may allow indirect identification of [Your University].

Human resource issues are sensitive topics. While every effort will be made to keep interview data confidential there is always a risk of a breach of the data files. Numerous steps will be taken to avoid this, but no data is absolutely safe.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

There are many issues that continue to face contingent faculty. However, most studies are from the contingent faculty perspective. The benefits of this study will be a better understanding of the issues facing administrators while they manage contingent faculty. Without an understanding of these issues it is difficult to offer solutions to the issues faced by contingent faculty.

The model of the processes will also give a complete view of all the processes involved in managing contingent faculty. Having a complete picture of all the processes will allow individual administrators to manage more effectively.

CONFIDENTIALITY

For the purposes of this research study, your comments will be confidential. Every effort will be made by me to preserve your confidentiality including the following:

All interview recordings will be identified by a code name only. The codes for each participant will be handwritten and kept in a locked, fireproof box. There will be no online version of the code matrix. The interview recording will be downloaded from the recording device to a non-networked, password protected, computer via USB. The audio recording will then be deleted from the recording device. The recording device cannot connect to a network. Playback of the audio recording will be from the non-networked computer. Transcription will take place on a separate computer. Participants' code name will be used for the filename of the audio file and the transcript. Any identifying information in the recording will not be transcribed. Each transcription will be password protected. The transcription and the audio file will be backed up on separate external, encrypted, hard drives which will be stored in a locked, fireproof box.

Participant quotes may be used in the final report but will not include any identifying information. Identification of informants by title will be sufficiently generic (e.g., a “departmental chair,” a “Faculty dean,” a “union representative,” a “member of a faculty management committee”) as not to allow any individual at [Your University] to be indirectly identified. Unit managers will not be in a position to know who on their staff have participated in the project and who has not.

CONTACT INFORMATION

If you have questions at any time about this study please contact me at 506-238-1131 or scott.thomson@unb.ca. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with me, please contact the University of New Brunswick Research Ethics Board at 506-453-5189 or ethics@unb.ca. My faculty supervisor is Dr. Douglas Flint, Faculty of Business Administration, dflint@unb.ca.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

This project has been reviewed by the Research Ethics Board of the University of New Brunswick and is on file as REB 2019-079.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix E: UNB Research Ethics Board Approval

R. Steven Turner
Tue 7/2/2019 3:30 PM
Mr. Scott Thomson

Interdisciplinary Graduate Studies Program

Dear Mr. Thomson,

As Chair of the Research Ethics Board at the University of New Brunswick (Fredericton), I have reviewed your revised application (A Grounded Theory Study of Contingent Faculty Management Process -- REB #2019-079) for its compliance with Tri-Council Policy (TCP) and with UNB Policy (UPRIH). On the basis of the review, I am pleased to inform you that, in my opinion, your project now appears to be in compliance with TCP and UPRIH. Accordingly, please consider this E-mail to represent official notification of REB approval of your project for a period of three years from the date of this notification.

Thank you for accepting the various small modifications to the consent form/information letter which I had suggested. I have printed the modified materials and added them to your file.

Please note that, in the future, if you find that you must make any changes to your protocol, those changes must be considered and approved by the REB before they are implemented. To initiate changes, please submit the REB Case Modification Request form, available online through the Research Ethics page of the Office of the VP (Research).

Annual Reports for this project are due on the 15th of January each year, provided that this date is at least six months after the date of project approval. Final reports are due 90 days after project completion. Both of these reports can be found on our website at <http://www.unb.ca/research/ors/forms/index.php#ethics>.

If you have not already done so, please send an e-mail copy of your project summary (your answer to question # 1 of the ethics application form) to ethics@unb.ca as soon as possible. Thank you for your co-operation in this matter.

Best wishes for the successful completion of your research project.

Steven Turner, Chair
UNBF Research Ethics Board

Curriculum Vitae

Candidate's full name: Neil Scott Thomson

Universities Attended:

University of New Brunswick - Master of Business Administration
Degree Conferred - May 2012

University of New Brunswick - Bachelor of Business Administration First Division
Degree Conferred - May 1990

RCC School of Electronics Technology - Honours Electronic Engineering Technologist
Diploma Conferred- March 1986

Publications: None

Presentations:

2018 STLHE Annual Conference - June 19-22, 2018

Hosted Contingent Faculty Roundtable - resulted in the formation of a contingent faculty special interest group within the Society for Teaching and Learning in Higher Education, April 2019

2017 STLHE Annual Conference - June 20-23, 2017

Our Interdisciplinary Community of Scholars: “We have more in common than differences”

Management of Adjunct Faculty- After 40 Years of Study is it Working for Everyone?