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UNIVERSITY OF CALIFORNIA, SAN DIEGO
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A Glimpse into the Lived Experiences of
English as a Second Language (ESL) Contingent Faculty

A dissertation submitted in partial satisfaction of the requirements
for the degree Doctor of Education
in
Educational Leadership

by
Andrea Marie Tener

Committee in Charge:

University of California, San Diego

Carolyn Huie Hofstetter, Chair

California State University, San Marcos

Ken Gonzalez

Moses Ochanji

2017

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University of California, San Diego
California State University, San Marcos

2017

Dedication

This has, indeed, been a journey. At times, it seemed that the end would never come, but you were my light in the darkness and my compass when I felt my way had been lost.

I dedicate my dissertation to my loving husband and my rock, Marcus, for always pushing me to be a better version of myself and leading by example. Without your encouragement, unwavering support, and understanding, I wouldn't have made it through the countless hours that went into this endeavor. To my baby girl, CJ, whose unconditional love and snuggling gave me energy to keep going – you have been my little sidekick and a shining light in every day.

I also dedicate this dissertation to my mom, Pam Puckett, for it is her love of knowledge and learning as well as her sacrifices that have provided me with drive and opportunity to pursue multiple degrees. From words of wisdom to the long hours of reading and editing, you have always believed in me and encouraged me in all my undertakings.

I love each of you, and this work is a testament to the years of love you have invested. I am forever grateful.

Epigraph

“The purpose of a story teller is not to tell you how to think, but to give you questions to think about.”

Brandon Sanderson

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University of California, San Diego, CA, USA and

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Abstract of the Dissertation

A Glimpse into the Lived Experiences of
English as a Second Language (ESL) Contingent Faculty

by

Andrea Marie Tener

Doctor of Education in Educational Leadership

University of California, San Diego, 2017
California State University, San Marcos, 2017

Carolyn Huie Hofstetter, Chair

It is difficult to find equity among the faculty in institutions of higher education across the nation. In colleges and universities throughout the United States, there is an increased reliance on faculty whose working conditions are often inconsistent. These educators lack a standardized title, so for this study, *contingent faculty* will be the given name for those who are not full-time, tenured, or on the tenure track. Contingent faculty are quickly becoming the faculty majority on campuses, and as the number of foreign

born refugees and international students increases so does the number of faculty teaching English as a Second Language (ESL).

This exploratory study examines how ESL contingent faculty define their lived experiences. The study investigates their lives through four areas; (1) why ESL contingent faculty enter and remain in the field, (2) how working conditions impact their experiences, (3) interactions, supports, and inclusion within the ESL department and campus cultures, and (4) nonworkplace factors and supports.

By using narrative inquiry, the study explored the lived experiences of ESL contingent faculty at a four-year university. The participants recounted their experiences and considered them from a perspective of relationship through symbolic interactionism and sense making through ethnomethodology. The findings of this study corroborate working conditions found in current research such as last-minute hiring and disparate compensation and give insight into ESL specific barriers and misconceptions through the accounts of each participant so the voices of ESL contingent faculty could be heard. Implications and recommendations for future research are also presented.

Chapter One: Introduction

With the ebb and flow of economic growth and decline throughout the United States, many are taking measures to ensure employment no matter what the economic climate. As a result, institutions of higher education are seeing an increase in enrollment. According to the National Center for Education Statistics (2014), the projected number of people that will be enrolled in and attending colleges and universities in 2022 will be almost three million more than a decade earlier. That means three million more students that will need quality education. Though the trend is an increase in students, many colleges and universities have also faced budget cuts and a changing of the guard from having mostly tenured faculty to having more contingent or part-time faculty. Even when there has been improved economic situations, these institutions have continued to hire more contingent faculty instead of renewing full-time or tenured positions. This decision has and will continue to impact all facets of higher education.

Across the United States, the majority of faculty on higher education campuses from two-year community colleges to four-year universities are contingent faculty (Meixner, Kruck, & Madden, 2010). Approximately 800,000 of the 1.3 million faculty nationally are contingent faculty which accounts for two-thirds of faculty positions (American Federation of Teachers, 2010). Contingent faculty are not tenured or tenure-track faculty at institutions of higher education (Mallet, 2013), yet increasingly they teach most classes on campus. Although contingent faculty fill provisional positions (e.g., short-term, conditional, or temporary), they do not have a title that translates equally from

one department to another, from one discipline to another, or from one school to another (Street, Maisto, Merves, & Rhoades, 2012).

Without a standard title for contingent faculty, it is difficult to understand the multiple ways in which institutions of higher education refer to and classify this group of educators (Dolan, Hall, Karlsson, & Martinak, 2013; Kezar & Maxey, 2012). Further, with the preponderance of new faculty being contingent faculty (also known as the New Faculty Majority) rather than tenure line faculty (tenured or tenure-track), it is easy to assume equal treatment among all faculty such as having the same opportunities to serve as part of institutional governance or having necessary classroom equipment. However, this is not the case. The Coalition on the Academic Workforce (2012) states that colleges and universities neglect to adequately support part-time faculty while relying strongly on them.

There is a commonly shared perception that the differences in working conditions for tenure line faculty and contingent faculty in higher education settings are inconsistent, inequitable, and unacceptable (Meixner, et al., 2010, Street et al., 2012). Most studies identify the insufficient areas of academic institutions through the eyes of contingent faculty, with the greatest number believing academia to be insufficient in the following areas: job security, the need to work in multiple institutions and locations, access to faculty and institutional resources, lack of support from departments in which they work, and lack of pay-benefits (Dolan et al., 2013; Meixner et al., 2010). Inequitable conditions create added challenges to the daily lives of this group of faculty whose voices are ignored in the ongoing educational conversation (Hoyt, 2012; Maisto & Street, 2011). Nearly all research about contingent faculty suggest that their professional work

conditions and experiences are largely negative. These data were collected almost entirely through quantitative methods. Current studies reveal gaps in the research specifically regarding the lived experiences and voices of contingent university faculty.

At the same time, while the number of contingent faculty are higher than ever, there is greater need for more English as a Second Language (ESL) faculty due to a steady increase in foreign born international students studying in the United States. In California alone, 25% of the students in K-12 public schools are English Language Learners (ELLs) (Ajayi, 2010; California Department of Education, 2008). Over 100 languages other than English are spoken and represented by these students who will matriculate into US colleges and universities. Furthermore, the United States Department of State's Bureau of Educational and Cultural Affairs and the United States Department of Commerce (2013) documented that there are over 900,000 international students representing more than 200 different countries studying at institutions of higher education. The Department of Homeland Security later announced in March 2015 that the number of international students coming to the United States to study had increased 14.2% with a total of 1.13 million new students in higher education institutions throughout the nation (2015). With the number of ESL students in higher education dramatically increasing, the need for more ESL faculty is also on the rise. The current trends in higher education employment suggest that many of these newly hired ESL faculty are likely to be contingent faculty.

Statement of the Problem

Within the literature on contingent faculty, also known as adjunct, part-time, lecturer, and non-tenure track faculty, there is a dearth of qualitative research giving

voice to the lived experiences and insight into the lives of these faculty members. Contingent faculty are quickly becoming the faculty majority on both two-year and four-year campuses within the United States (Dolan et al., 2013). Increasingly, universities rely on contingent faculty to teach most of the classes on campus due to budget cuts and deficits (Kezar, 2013c). Many teach the equivalent of a full-time course load while remaining in a status of part-time employment. Even though higher education institutions predominantly hire them, contingent faculty do not have the same privileges, access, or treatment as their tenured counterparts (Kezar, 2013a).

Studies have addressed the proliferation of contingent faculty, their working conditions, and the dependence institutions have on them, yet research on this population has been focused on community colleges and two-year institutions. There has been little research on how contingent faculty in four-year institutions create meaning and understanding about their experiences as part of a contingency. Narrowing the focus from contingent faculty to ESL contingent faculty, a specific sector within the contingent realm, there is even less research on their lived experiences. As mentioned earlier, there is a growing need for ESL faculty due to the increase in numbers of English Language Learners who are matriculating into higher education. With little known about ESL faculty as well as contingent faculty, research needs to be done on the faculty that are serving this need, and gap remains in what can be understood about contingent faculty in four-year institutions of higher education, from the perspective of contingent faculty.

The implications for leadership at colleges and universities concerning contingent faculty continue to be explored. Additional consideration is going to the effects of the conditions on contingent faculty's job satisfaction and personal wellness especially with

regard to institutional growth and preservation. The influence of inequitable conditions reaches far beyond the circle of faculty and indeed affects the institution, the administration, the students, and its communities.

Although the effects are far-reaching, the voice of this faculty is not often heard. Contingent faculty, as a group, are not strongly represented in departmental affairs, shared institutional governance such as the academic senate or search committees, or within the union. In many departments, they are not given a chance to voice their opinions on curriculum adoption or policy. Even though the numbers of contingent faculty are on the rise, there is a disparate proportionality to their work and influence on campus and their voice. This group that is given the responsibility of teaching most of the classes on a campus are not given a chance to be part of the decisions on that campus. Thus, it is vital that this faculty be given an equitable opportunity to be part of the ongoing institutional conversation and to have their voices heard.

Purpose of Study and Research Questions

Awareness of and research on contingent faculty has only been a topic of discussion in academia since the 1970s (Charlier & Williams, 2011). Early research focused on the number of contingent faculty on campuses and the conditions under which they worked (Baldwin & Chronister, 2001; Gappa & Leslie, 1993). More recent studies have focused on policy and the effect of contingent faculty on student success (Hollenshead, Waltman, August, Miller, Smith, & Bell, 2007; Jacoby, 2006; Jaeger & Eagan, 2009). However, minimal research has been conducted on the lived experiences of contingent faculty within higher education, and even fewer have considered contingent faculty at four-year institutions (Kezar, 2013c).

The purpose of this study was to bring visibility to the faculty who have become the dominant presence on most campuses throughout the United States. Within this group, the contingency, there is ESL faculty. A growing awareness of the need for more ESL faculty has created more ESL contingent faculty. Stories of ESL contingent faculty were told through research and documenting the faculty experience. The study investigated, documented, recorded, and analyzed the experiences of ESL contingent faculty to generate a more complete depiction of university faculty - their experiences, challenges, and motivations- and to influence higher education environments to create better supports for this population.

The study sought to answer the following questions:

1. How are ESL contingent faculty defined by their motivations to enter/remain in the field?
2. How are ESL contingent faculty affected by the working conditions?
3. How are ESL contingent faculty defined by the interactions they have within the work environment and institutional culture?
4. What, if any, outside (other) factors contribute to ESL contingent faculty experience and ability to remain in the field?

The questions explored the faculty members' points of view by collecting and analyzing qualitative data. This was accomplished by a first person telling of their stories which described the context and meaning making of their experiences. These questions served as a catalyst for conversations which illuminated how perception or reality is

shaped by the relationship ESL contingent faculty members have with the physical work environment as well as the personal interactions within that environment.

Methods Overview

This exploratory study used a qualitative approach outlined by the methodological perspective of the sociology of everyday life; data were filtered through the specific lenses of ethnomethodology and symbolic interactionism. These methods provided a way to better understand the experiences of ESL contingent faculty at four-year institutions of higher education.

Qualitative Approach. A qualitative approach examines people or things in their natural setting or environment and tries to make sense of observed phenomena through the meanings created by the people (Denzin & Lincoln, 2011). Inductive and deductive analysis is then applied to the data to show themes or patterns, and the voices of the participant, in depth description of what is observed, and the researcher's reflexivity are included in the final written report (Creswell, 2013, p. 44).

Sociology of Everyday Life. The sociology of everyday life is a compilation of sociological perspectives (Attanasi, 1989; Douglas, 1980). Every perspective in this collection is focused on social interactions that happen in their natural settings/environments every day. Each perspective is grounded in the basic platforms of face-to-face interactions of people (observations and experience) and analysis of the meanings given by participants. Two of these perspectives/theories within the sociology of everyday life, symbolic interactionism and ethnomethodology, lend themselves to the study.

Symbolic Interactionism. Symbolic interactionism (SI) is one way this study explored the lived experiences of ESL contingent faculty. Michael Quinn Patton defined symbolic interactionism as “a perspective that places great emphasis on the importance of meaning and interpretation as essential to human processes” (Patton, 1990, p. 75). The seminal work of Herbert Blumer (1975) suggests that there are three main assumptions to SI which are 1) humans act on the basis of the meanings that things have for them, 2) the meaning of things come from social interactions a person has with another person, and 3) the meanings of things are managed, influenced, and changed through an interpretive process (Fidishun, 2002). This theory aided in solidifying the experiences of ESL contingent faculty through the meanings they create from social interactions and interactions with tangible things within their work environment.

Ethnomethodology. Ethnomethodology is the second way this study examined the lived experiences of ESL contingent faculty. It sought to understand ways in which people develop shared meanings by investigating how those people see, describe, and explain their world (Attanasi, 1989). Given the goal of the study was to explore how the experiences of ESL contingent faculty were defined by the interactions they had within the work environment which may have been influenced or developed through shared interactions, ethnomethodology was a natural companion theory to add to SI for an understanding that has both breadth and depth surrounding meaning making within an educational setting.

Theoretical Model of Faculty Departure. The lived experiences of ESL contingent faculty were evaluated through the scope of factors or motivations of contingent faculty to stay or leave the field. Drawing on the research done in the areas of

turnover, job satisfaction, organizational perspectives, and individual characteristics, Zhou and Volkwein (2004) created a Theoretical Model of Faculty Departure (See Figure 1) which aligned with factors found through examination of literature found in chapter two. This model aided in investigating and understanding the aspects that were critical to the contingent faculty choice to remain at the institution.

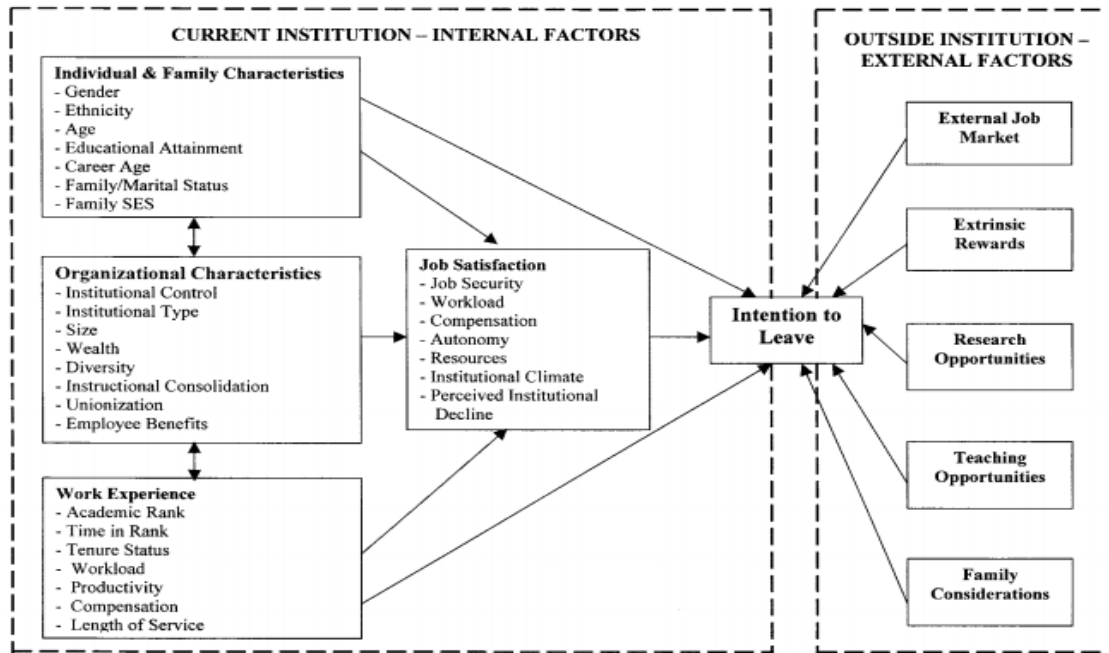


Figure 1. Theoretical Model of Faculty Departure (Zhou & Volkwein, 2004)

Research Methodology. To gain the greatest amount of description and understanding containing what Lofland and Lofland (1995) call the “richest possible data,” data were collected in three ways: observations, participant journals, and interviews. Thus, the proposed study focused on the three main functions of research which are 1) collecting the richest possible data, 2) achieving intimate familiarity with the setting, and 3) engaging in face-to-face interaction to participate in the minds of the settings’ participants (Lofland & Lofland, 1995).

In observations, it is important for a researcher to write down or draw out the setting of the place(s) that is/are the natural setting(s) for participants (Emerson, Fretz, & Shaw, 1995). This includes the physical aspects such as “size, space, noise, colors, equipment, and movement” or information about the people such as “number, gender, race, appearance, dress, movement, comportment, or feeling tone” (p. 26). These aspects viewed together can provide a guide for topics when creating interviews and focusing the data (Lofland & Lofland, 1995). Some of the working conditions addressed are physical environment and tangible resources, so an observation of the physical work environment and spaces available to the ESL contingent faculty (offices, common areas, classrooms, and accessible campus facilities) gave a more complete picture of their experience and a basis on which to begin the interviews. Observations were done for one week - first, to establish the brick-and-mortar and permanent or semi-permanent tangible resources such as offices, classrooms, and equipment, and second to observe the people within the context of the physical environment for a cultural context to be defined as well as the patterns *for* and *of* behaviors (Jacob & Jordan, 1993) and relationships to be realized.

Data were also conducted through intensive interviewing (Lofland & Lofland, 1995). The aim of an interview in qualitative research is to add to the body of knowledge in a field through the “meanings that life experiences hold for the interviewees” (DiCicco-Bloom & Crabtree, 2006). Open-ended, semi-structured, and unstructured interviews were used to discover each participant’s experience as an ESL contingent faculty member at a four-year institution of higher education. The interviews were 30 minutes to two hours in length; no more than two hours. The most commonly employed qualitative research format is the semi-structured in-depth interview (DiCicco-Bloom &

Crabtree, 2006). An in-depth interview is one that uses open-ended semi-structured questions (Esterberg, 2002) and allows for a deeper dive into the participants personal and social experience (DiCicco-Bloom & Crabtree, 2006).

The final type of interviewing was unstructured interviewing which was a guided conversation seeking information from the participants that is rich and detailed (Lofland & Lofland, 1995). It is important to give participants a chance to consider what they said in the first interview and add to or change any of the information that was given surrounding the topic(s) that were discussed as well as to allow for new topics to emerge (Mishler, 1986). Unstructured interviews permitted the participants to review transcripts from the first interview and share anything new.

As an extension of the unstructured interviews, the study used online journaling as observational logs (Lofland & Lofland, 1995) to gather more information from the participants. The journals were maintained by each participant for the duration of one month and included information about their day-to-day experience as a contingent faculty member in their ESL department at a four-year institution. The participant journals gave insight into the lived experiences of each faculty member through their words, feelings, and interactions. The online journaling was done with an online tool called Google documents. This allowed journal entries to be written and shared in real time giving the researcher an opportunity to make inquiries and engage with the participants as they were writing. Through this platform, there could be spontaneous discussion between the researcher and participant as well as clarification of what was written. Journaling, then, was an added form of gathering data. In data collection, it is vital to compile data

through multiple methods ensuring a more complete picture of the culture (Jacob & Jordan, 1993). All data collected were coded and analyzed for themes.

Rationale for Selection of Study Site.

A large four-year Hispanic Serving Institution (HSI) located in Southern California was chosen for the study as it houses an ESL department/program that has been in existence for decades. The language school was well established within the institutional culture as well as sound in its own departmental culture where there were five different ESL programs that were offered to international and exchange students. Additionally, the language school had contingent faculty members teaching for each program allowing for a larger pool of faculty who could have participated in the proposed study. This institution of higher education met the criteria for filling the gap that existed in current research surrounding ESL contingent faculty at a four-year university.

Significance of the Study

The study illuminated in what ways the experiences of ESL contingent faculty were defined by their motivations, the work environment and working conditions, the interactions and supports they had within the workplace context, and factors that impacted them outside the workplace. It examined the ways in which meaning was created or co-created and the effects of meaning-making or sense-making on the perception of each contingent faculty member's experience. This study brought awareness to institutions, administrations, departments, and other faculty for a better understanding of how to interact with and support this frontline population.

Definition of Key Terms

The following are definitions of key terms to give clarification of their use in the study.

- *Contingent Faculty*: Non-tenure-track (NTT), part-time, lecturer, adjunct, full-time non-tenure-track (FTNTT) or graduate student instructors (GSI) are all classified as contingent faculty. For the purpose of this study, the contingent faculty will be used to describe all who fall under one of these categories.
- *Culture*: Culture and environment may be used interchangeably to mean “the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.”
- *ESL*: ESL is an acronym for English as a Second Language. ESL may be used interchangeably with ESOL which means English to Speakers of Other Languages.
- *ESL Faculty Status*: Those who teach English in the United States to students whose first language is not English.
- *Environment*: Environment and culture may be used interchangeably with the definition of environment meaning “the aggregate of surrounding things, conditions, or influences.”
- *Interactions*: A verbal, nonverbal, physical, or nonphysical exchange where there is a reciprocal action, effect, or influence.
- *Participants*: Those who have taught ESL for at least seven years and at a four-year institution of higher education for at least one quarter.

- *Tenured Faculty*: Those who have gone through an academic process, including a probationary period of full-time employment at the same institution, whereby they now have full academic freedom and job security which will not be placed in question without adequate cause or full academic due process (Van Alstyne, 1971).
- *Tenure-track Faculty*: Those who are in the probationary period of full-time service before acquiring tenured status. Most full-time faculty appointments are either tenure-track or tenured (Euben, 2002).

Chapter Two: Literature Review

Introduction

The landscape of higher education has been changing. Decades ago, faculty taught at one educational institution, felt secure in their position at that institution, and had an office for students to come to (Levin, 2007). Today, this is not necessarily the case. Across the United States, the majority of faculty on higher education campuses from two-year community colleges to four-year universities are contingent faculty (Coalition on Academic Workforce, 2012; Dolan et al., 2013; Hoyt, 2012; Meixner et al., 2010). The reliance on contingent faculty has grown, yet they do not have the same privileges, access, or treatment as their tenured counterparts (Kezar, 2013a). Creating awareness of and implementing solutions to these conditions as well as understanding the motivation of this population has vital implications for leadership within higher education.

Some studies indicate that a definition of contingent faculty is needed to understand the many ways in which institutions of higher education refer to and classify this group of educators (Dolan et al., 2013; Kezar & Maxey, 2012; Meixner et al., 2010; Street et al., 2012). Filling temporary roles, these educators lack a title that is consistent within and among departments, disciplines, or institutions. This literature review discusses the complications that arise for faculty without a standardized title and their working conditions, and it considers the contingency who teach English as a Second Language (ESL) to students whose first language is not English.

There is research that describes the conditions in which contingent faculty work (Dolan et al., 2013; Hart, 2011; Street et al., 2012). With the new faculty majority composed of contingent faculty and not tenured or tenure-track faculty, an easy assumption is that the treatment of all faculty would be equal. However, this is not the case. The Coalition on the Academic Workforce (2012) states that colleges and universities neglect to adequately support part-time faculty while relying strongly on them. Empirical studies on the working conditions of contingent faculty have a commonly shared perception that these conditions are inconsistent, inequitable, and unacceptable (Dolan et al., 2013; Hoyt, 2012; Kezar & Maxey, 2012; Meixner et al., 2010; Street et al., 2012). These studies identified the areas where contingent faculty find academe to be most insufficient. Many inequitable conditions are illuminated in the higher education literature, yet for this review, the working conditions that will be examined are: job security, access to resources, and compensation. Conversely, some studies address the benefits contingent faculty experience through these working conditions (AFT, 2010; Eagan, 2007; Hart, 2011; Waltman, Bergom, Hollenshead, Miller, & August, 2012; Wolfinger, Mason, & Goulden, 2009). These benefits are discussed to give a comprehensive overview of contingency in higher education.

Research on contingent faculty has gained popularity since the 1970s and employs ever-changing and innovative methodologies (Charlier & Williams, 2011). However, current studies reveal that there are gaps in the research specifically when looking at faculty voice within institutions and regarding their personal experience. Inequitable conditions create added challenges to the daily lives of this group of faculty

whose voices are ignored in the ongoing educational conversation (Hoyt, 2012; Maisto & Street, 2011; Thirolf, 2012; Wolfinger et al., 2009).

This review provides an overview of literature on contingent faculty at large and ESL contingent faculty specifically while identifying gaps in the present research. It addresses studies exploring the need for a standardized title, areas of inequitable working conditions, and the limited information known about those on the frontline of addressing language and culture barriers. The overview also illuminates a research gap related to the lived experiences of contingent faculty. Without a strong voice on campuses or equitable conditions in educational institutions, contingent faculty are often disenfranchised having a sense of being second-class citizens (Doe, Barnes, Bowen, Gilkey, Smoak,...Palmquist, 2011; Hart, 2011; Kezar & Maxey, 2012; McGrew & Untener, 2010; Meixner et al., 2010; Street et al., 2012; Waltman et al., 2012).

Characterizing Contingent Faculty. The new faculty majority within higher education lack a unified title. It is difficult to give this populace a universally recognized name, not because there is a dearth of titles, but due to the abundance of titles and the definitions applied to them which is only limited by number of institutions. A standardized definition for *part-time, contingent, adjunct, lecturer, and non-tenure-track (NTT) faculty* cannot be found (Kezar & Maxey, 2012; Mallette, 2013; McGrew & Untener, 2010; Street et al., 2012; Tam & Jacoby, 2009; Waltman et al., 2012). In other words, there is not one title that encompasses these labels and their definitions. Kezar and Maxey mention that there are as many as 50 different titles given to this group of people (2012).

Multiple authors have attempted to pinpoint a title and isolate the qualifications necessary for someone to hold that title. This has proven problematic as every author felt the need to define or redefine the terminology used for this population within the confines of each individual study. Most studies focused their definitions around distinction of faculty with labels of contingent, part-time, non-tenure-track, full-time NTT, adjunct, graduate assistant, and lecturer (Kezar & Maxey, 2012; Mallette, 2012; McGrew & Untener, 2010; Street et al., 2012; Tam & Jacoby, 2009; Waltman, et al., 2012). McGrew and Untener and Kezar and Maxey posit that the difficulty in giving a title to this assembly is that it is not a homogeneous group of persons with similar position, pay, responsibility, or institutional acknowledgement. Thus, begins the task of giving a commonly accepted definition to the faculty who are without one name.

An example of the problem follows. At Boston University, the term “lecturer” refers to faculty who have a Ph.D. and a one year contract (Tam & Jacoby, 2009). While Mallette (2013) nestles the title of *lecturer* under that of adjunct faculty who may or may not have a Ph.D., McGrew and Untener (2010) put it under the heading of part-time faculty. Kezar and Maxey (2012) add to this discussion by noting that “*lecturer* at one campus may indicate a part-time faculty member, while another campus might use this term for a full-time NTT [non-tenure track] position” (p. 54). Lecturer is only one title given to a portion of those who are contingent, and from the above definitions, it is apparent that uncertainty and confusion about who these people are and what they are expected to do abounds.

Contingent, adjunct, and non-tenure track faculty are the other common names for those who fall into this group (Mallette, 2013; McGrew & Untener, 2010; Waltman et al.,

2012). According to Kezar and Maxey (2012), these educators are often thought of as those whose main responsibility is not research but teaching. The designation *NTT*, or non-tenure track, could represent full-time faculty who are contractual workers or simply faculty who are not tenured but tend to work at only one institution whereas their part-time *NTT* counterparts typically work at multiple institutions (Kezar & Maxey, 2012). Levin and Shaker (2011) classify full-time non-tenure track (FTNT) faculty as those who fulfill the same requirements as tenured or tenure track faculty (i.e. teach, research, administer, and serve), yet lack the benefits of those positions such as pay, insurance, and representation in institutional governance.

Eagan and Jaeger (2008) define contingent faculty as all faculty who are not on the tenure track. Integrated into this heterogeneous group are also those who are identified as part-time, teach one class, are experts teaching specialized classes, online instructors, those who teach satellite courses, and those teaching several sections of a course (Kezar & Maxey, 2012; McGrew & Untener, 2010). According to the American Association of University Professors - AAUP- (2016) “the term ‘contingent faculty’ includes both part- and full-time non-tenure-track faculty.” They go on to define little or no institutional commitment as the common characteristic of these two groups. Additionally, the AAUP explains the classification of part-timers as “adjuncts, part-time lecturers, or graduate assistantships” (2016). In their quantitative study on the effects of part-time faculty instruction on first-year students and retention, Eagan and Jaeger (2008) divided the contingent faculty into three groups: 1) graduate assistants, 2) other part-time faculty, postdoctoral researchers, adjunct professors, and part-time lecturers, and 3) full-time, tenure-ineligible faculty (pg. 44). Once again, the variety of positions, duties, and

titles that fall on *contingent faculty* can be seen. Herein lies more confusion and frustration.

The lack of a standardized framework of titles for both part-time and full-time NTTF makes it difficult to compare institutions and faculty across the nation (Kezar & Maxey, 2012; Tam & Jacoby, 2009). Uncertainty of expectations due to a non-existing standardized title is the foundation of disorientation for those who are not only working as one of these faculty members, but also for those who are working with them. Kezar and Maxey (2012) point out that the dissonance between characterizations exist across institutions as well as within them. This effectively creates more obscurity and complexity when trying to decipher the connotation of appointments and the tasks associated with them (Levin & Shaker, 2014).

For the remainder of this paper, unless specified by the author(s), *contingent faculty* will be the term used to reference all the groups of university instructors described above with the understanding that this terminology may not be the preference for all who are associated with it.

Institutional Factors and Working Conditions. A variety of factors contribute to the reliance institutions of higher education have come to have on contingent faculty (Eagan & Jaeger, 2008; Klausman, 2010; Kramer, Gloeckner, & Jacoby, 2014; Levin, 2007). Maisto and Street (2011) noted multiple sources that have been blamed for the surge in contingent academic labor. The major sources included “postwar enrollment, economic downturns, and the shift to a corporate management model” (Maisto & Street, 2011, p. 6). Others largely attribute this increase to administrations and budget cuts for this heightened dependence. Budget cuts to state and national funding have progressively

increased over the last decade. In 2011, Capaldi examined the financial reports of a state university and noted that “[A]dministrators do not like to talk publicly about the negative effects of budget cuts.” Looking at the data from a two-year span, Capaldi (2011) showed an increase in class sizes, decrease in tenure line faculty, and increased reliance on contingent faculty. In other research, administrators acknowledge the negative impact lack of funding has on the university faculty (Gardner, Blackstone, McCoy, & Veliz, 2014). The administrators discussed that they were forced to find ways of filling the holes from budget cuts, and their strategies became freezing salaries, diminishing faculty positions, and increasing class sizes and number of contingent faculty. According to Gardner, Blackstone, McCoy, and Veliz (2014) one department head noted, “We are all cut the same no matter how productive or inventive we are” (p. 9). This statement indicates frustration that academic administrators can feel from the cuts made to the overall budget of the institution.

Contrary to justification through budget cuts, there are studies that highlight an unnecessary use of contingent faculty at colleges and universities. Research done by the American Association of University Professors (2017) reveals that the times of economic prosperity were those that saw the greatest increase in contingent faculty at universities. Additionally, they found many institutions using funds to build larger buildings and facilities and updating the campus with the latest technology while employing contingent faculty instead of full-time or tenure positions. Ho, Dey, and Higson (2006) note the difficulty and urgency of decision-makers at universities to stay competitive. Yet, the correlation of increased student performance and cutting-edge technology is not stronger

than that of qualified faculty. Ultimately, it is the goal of a university to increase teaching quality while minimizing the money spent (Ho, Dey, Higson, 2006).

As noted in chapter one, this is not a recent occurrence. According to the National Center for Education Statistics (2001), in the five-year span from 1993 to 1998, full-time faculty were reduced in 40% of all institutions in higher education, and 22% of those positions were then filled by contingent faculty. These numbers have continued to increase. A quantitative study done by Kramer et al. (2014) found that 78% of all faculty in the Colorado Community College System were contingent. The study also indicated that, two-thirds of the classes taught were done so by those within contingent faculty who were part-time illustrating that the majority of classes being taught are done so by faculty who are contingent.

In a survey of contingent faculty working in two-year and four-year institutions, the American Federation of Teachers (2010) found that the majority of these faculty members worked for two-year institutions – 41%, whereas one in three or 33% worked for public four-year institutions and one in four or 26% worked in the private sector of four-year institutions indicating ample use of contingent faculty. In 2010, the Coalition on the Academic Workforce (2012) also conducted a survey of faculty members in higher education and focused specifically on those teaching part-time. This workforce of contingent faculty accounted for more than 70% of the entire workforce and consisted of more than 700,000 members (Coalition on Academic Workforce, 2012). The American Association of University Professors documented the breakdown of contingent faculty by institution type (2014). Figure 2, below, indicates that most all faculty working in each

institution category are contingent corroborating an increased reliance on contingent faculty.

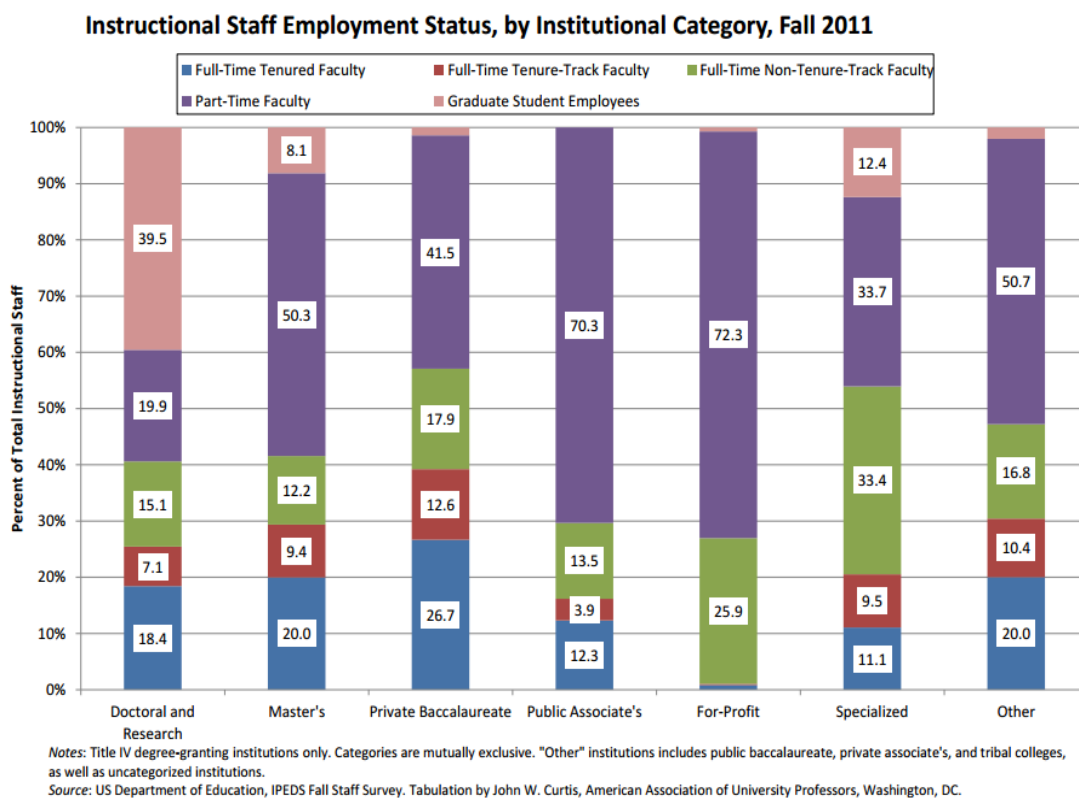


Figure 2. Instructional Staff Employment Status, by Institutional Category (AAUP, 2014)

In March 2017, the AAUP released the following chart on trends for contingent faculty. The chart clearly shows the rise in contingency and decline in full-time tenured or tenure-track positions. The percentage of contingent faculty varies between institutions. As noted above, some colleges and universities have had as high as 78% of their faculty in a part-time or contingent position. This is above the average which is currently about 75%.

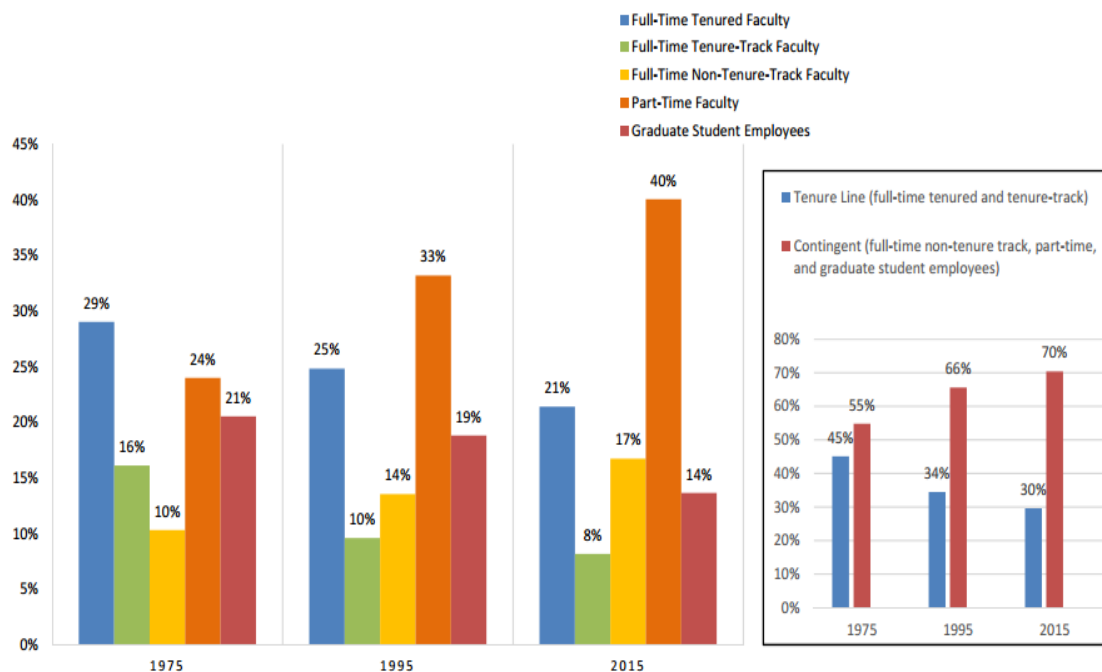


Figure 3. Trends in the Academic Labor Force, 1975-2015 (AAUP, 2017)

Numerous empirical studies have examined the working conditions of contingent faculty. Studies conducted by Kezar and Maxey (2012), Mallette (2013), McGrew and Untener (2010), and Tam and Jacoby (2009) delved into the characterization of contingent faculty illuminating the need for a standardized title for this group. Other studies have focused more on social justice aspects of working conditions specifically regarding the ethnicity, gender, and race of faculty combined with treatment and salary (Dolan et al., 2013; Doe et al., 2011; Hart, 2011; Street et al., 2012; Wolfinger et al., 2009). Hoyt (2012), Mallette (2013), McGrew and Untener (2010), and Meixner et al. (2010), and Street et al. (2012) considered the circumstances of support, access to resources, job security, and pay and benefits while Kezar and Maxey (2012), Meixner et al., Street et al., and Waltman et al. (2012) explored the impact of freeway flying and second-class status on contingent faculty.

These studies on aspects of working conditions identify areas where the majority of contingent faculty believes academe to be insufficient: job security, multiple locations, access to resources, lack of support, and pay-benefits. Other conditions have been addressed in the research on contingent faculty; however, as stated previously, this review focuses on the categories of job security, access to resources, and compensation. In contrast, some highlight benefits to working in these contingent positions (Hart, 2011; Mallette, 2013; Waltman et al., 2012; Wolfinger et al., 2009).

Job Security. One of the main concerns for contingent faculty is the lack of job security and contingent faculty's waning confidence in having a job from one semester to the next (Street et al., 2012 & Waltman et al., 2012). *Just-in-time hiring* is a term used to describe educational institutions hiring faculty last-minute (Street et al., 2012). In these cases, instructors may be hired only a few weeks or days before the beginning of a course and sometimes after the term begins. Contingent faculty cannot rely on having a consistent job when they are hired so close to the start of classes (Hart, 2011; Street et al., 2012). Additionally, this creates a problem with class preparation because there is not enough time to adequately prepare materials, order books, or create a syllabus (Street et al., 2012). Eleventh hour hiring is detrimental to the feeling of job security (Kramer et al., 2014).

Contracts present another challenge related to job security. The absence of a contract adds to the unpredictability of having a job from one term to the next (Hart, 2011; Hoyt, 2012; Kezar & Maxey, 2012; Mallette, 2013; McGrew & Untener, 2010; Street et al., 2012). The inconsistency in job assignments and security leaves contingent faculty feeling the instability of being employed conditionally. In a study by Waltman et

al. (2012), the researchers held focus groups with full-time and part-time non-tenure track faculty (contingent faculty) on 12 campuses. Each participant was prompted to share experiences about work relationships. Through this examination, the authors found multiple areas around which contingent faculty find a sense of job satisfaction or dissatisfaction and indicated that having no contract renewals, uncertain terms of employment, and ambiguity in potential for rehire were the cause of inordinate amounts of stress for these faculty members (Waltman et al., 2012).

Class cancellations and last-minute changes to class size, location, or subject being taught are other examples within job security found as indicators of poor working conditions for contingent faculty (Dolan et al., 2013; Hart, 2011; Street et al., 2012). In addition to just-in-time hiring, absence of standard contracts, as well as changing and cancelling classes leaves contingent faculty unable to adequately plan for the semester ahead. Specifically, contingent faculty express their inability to prepare for courses due to last-minute hiring which often leads to a situation where the faculty member is learning the information being taught and the material side-by-side with the students (Kezar, 2013a). Additionally, preparation that is done for a class that is subsequently cancelled becomes irrelevant resulting in unpaid time for the faculty who are appointed then terminated (Street et al., 2012). These changes are made quickly and can easily send an instructor into a cycle of accepting positions and preparing for them only to have them taken away (Street et al., 2012; Waltman et al., 2012).

Contingent faculty often teach at multiple locations (Kezar, 2013a; Street et al., 2012). Typically, these faculty members cannot count on having a secure position at an institution for more than one semester at a time (McGrew & Untener, 2010; Street et al.,

2012). These conditions lead to contingent faculty being called *freeway flyers* because they work at multiple locations or institutions, spending much of their time on the road driving from one place to the next (Kezar & Maxey, 2012; Street et al., 2012) to piece together a workload that is closer to full-time (Coalition on Academic Workforce, 2012). As a result, such freeway flyers have insufficient time to meet with students and to perform the duties required of educators (Meixner et al., 2010). These circumstances result in exhausted faculty (Kezar, 2013a; Street et al., 2012). Contingent faculty find it challenging to attend meetings or school activities due to scheduling conflicts. Moreover, they are often unable to establish or cultivate relationships within the educational system as well as outside these communities (Mallette, 2013; Meixner et al., 2010; Thirolf, 2012). Commuting between campuses takes valuable time and money from those who seek to be consistent with their work, and the faculty expose themselves to situations where they are less prepared than they would like to be (Kezar, 2013a).

Kezar (2013b) conducted a case study of 107 non-tenure track faculty in three four-year institutions. Using a nested multi-case study approach allowed the data to be considered at the departmental and individual levels. The findings of this study indicate that contingent faculty are affected by departmental policies and practices. The majority of which were negative. Kezar found that the impact of working at multiple institutions was substantial. Not only did the faculty find it to be taxing on them physically and psychologically but they also found themselves cancelling class at the last minute or running late to class because of the commute (Kezar, 2013b). This study adds to the literature that shows faculty frustration and possible impact on students with teaching at multiple locations.

In contrast, Eagan (2007) did a study using extant data taken from surveys done by the National Study of Postsecondary Faculty. From the findings, Eagan (2007) concluded that those who are deemed freeway flyers only constitute a small portion of part-time faculty who engage in more than one academic appointment. The Coalition on the Academic Workforce (2012) revealed that of 9,162 faculty members surveyed in 2010, the majority did not match the typical definition of freeway-flyer. Instead, they found that less than one-fourth (22.1%) reported teaching at two or more institutions. Because this snapshot survey was done online, it is possible that respondents did not fully complete the survey causing the number of classes taught to be skewed (Coalition on Academic Workforce, 2012). These contradictions suggest the difficulty of capturing consistent data from one term to the next due to the ever-changing assignments of contingent faculty.

Access to Resources. Once hired for a class and on campus, contingent faculty encounter another conundrum which is limited access to resources. Academic resources can be defined in many ways. Technology is one critical resource that faculty need at many institutions (Hart, 2011; Hoyt, 2012; Mallette, 2013; McGrew and Untener, 2010; Meixner et al., 2010; and Street et al., 2012). This list of technological resources is not exhaustive, but it includes: multimedia equipment in classrooms, computers and computer equipment, telephones, and photocopy machines. When these necessities are unavailable to the contingent faculty, it is much more difficult for them to provide quality instruction and materials in the classroom (Mallette, 2013; Meixner et al., 2010; Street et al., 2012).

Office space is another resource that is often unavailable to contingent faculty members (Hoyt, 2012). Without an office, it is difficult for teachers to meet one-on-one with students, hold office hours, or work on grading and class preparation (Meixner et al., 2010; Kezar, 2013b). Contingent faculty express trepidation due to little to no opportunities to interact with administration and other faculty members who alienated them (Doe et al., 2011; Hart, 2011; Meixner et al., 2010; Waltman et al., 2012). This realization was compounded by the scarcity of opportunities for collegial interactions. Without such interactions, there are fewer occasions for contingent faculty to learn from each other and more experienced faculty or for them to be affirmed, recognized, and appreciated by the department (Meixner et al., 2010). As a result, contingent faculty often feel excluded from the institutions by which they are employed (Hart, 2011; Meixner et al., 2010).

Limited tangible resources or limited access to resources creates more challenging working environments. They are also symptoms of a work environment marked by inequities based on faculty status. Multiple studies indicate that contingent faculty feel excluded by their colleagues, departments, and institutions (Hart, 2011; Meixner et al., 2010, Waltman et al., 2012). Exclusion is one reason that this populace gives for feeling like second-class citizens (Kezar, 2013a; Klausman, 2010; Meixner et al., 2010; Waltman et al. 2012). According to Street et al. (2012) there is a stigma attached to contingent faculty by the administration and tenure-line faculty creating an unwelcoming climate and sense of marginalization (Hart, 2011; Klausman, 2010; Meixner et al., 2012; Waltman et al., 2012). The feeling of disenfranchisement that comes from the perception of being undervalued or devalued shows that this faculty assessment is rooted in

insufficient support (Kezar, 2013a). When requests for support are not met, contingent faculty do not have the necessary materials and equipment to fulfill basic duties as educators (Kezar, 2013a). Contingent faculty often fall at the bottom of the priority list for educational leaders which causes little to no work to get done as the faculty must wait for the appropriate resources (Kezar, 2013a; Kezar & Maxey, 2012). In other words, when contingent faculty need materials, equipment, or clearance to do an activity, they must often ask a superior first. However, if the superior does not give priority to the requests of their contingent faculty members and respond with necessary answers or support, the faculty cannot move forward with their endeavors causing slowed or halted progress. Not being a priority often elicits impressions of being second-class.

The dearth of support, resources, and access to those resources is a significant reason for the second-class citizen experiences of contingent faculty (Hart, 2011; Wolfinger et al., 2009). Thirolf (2012) conducted interviews with three part-time faculty at a community college in the American Midwest where over 70% of faculty consisted of contingent faculty. One faculty member stated that she felt different and disconnected from the “real” faculty members on campus. Another faculty member expressed the idea of contingent faculty as being slave labor (Thirolf, 2012). While this study captures the lived experience of three faculty members, the sample size is small and from only one institution which makes it difficult to generalize to the national population. However, it substantiates what other researchers have found about contingent faculty feeling like second-class citizens at the higher education institutions where they are employed (Hart, 2011; Kezar, 2013a, Kezar & Maxey, 2012; Klausman, 2010; Meixner et al., 2010; Street et al., 2012; Thirolf, 2012). Despite perceptions of being a citizen of lower class, findings

suggest that contingent faculty endure these conditions for the love of and commitment to teaching (Kramer et al., 2014; Thirolf, 2012).

There are sometimes physical manifestations that arise for those who are contingent faculty. In studies conducted by Waltman et al. (2012) and Kezar (2013a, 2013b), effects were noted such as large amounts of stress and exhaustion. Yet, little research has been done on the physiological and psychological impact that contingency has on faculty (Reevy & Deason, 2014). Stress, exhaustion, burnout, and physical ailments are identified as results of working conditions for contingent faculty (Street et al., 2012). A decade ago, a study involving both tenured and contingent faculty at one institution suggested that all faculty members who answered the questionnaire experienced similar levels of burnout not correlated to the position held with less than 10% of the respondents having high levels of depersonalization, more than 25% experiencing emotional exhaustion, and 20% encountering their highest level of burnout on personal accomplishment (Lackritz, 2004).

More recently, a study to determine predictors of depression, stress, and anxiety in contingent faculty investigated health and commitments to work by analyzing relationships in stress, coping strategies, and the physical and mental outcomes (Reevy & Deason, 2014). Findings from the two-part survey revealed that contingent faculty members found workload, lack of support, contingency, pay inequity, no benefits, inability to participate in governance, and lack of recognition to be the main stressors for this group of educators. These factors contribute to high levels of depression, stress, and anxiety for those who are contingent faculty with precariousness of work status being among the most significant predictors (Reevy & Deason, 2014). These findings imply

that stressful conditions which are often unique to contingency could have negative impact on the contingent faculty who are amassing most educators on campuses.

Tangible resources can be clearly identified. Intangible resources are also a concern. Within the majority of institutions that have been studied, resources such as orientations, knowledge of campus resources, and voting privileges are not given to contingent faculty (Hart, 2011; Meixner et al., 2010; Street et al., 2012). For those who work at multiple schools, it is necessary to have a keen understanding of the campus resources and layout as well as departmental resources and expectations for them to be efficient. Without an orientation, faculty are left to their own devices and must spend extra time searching for information. Their teaching experience can then end up in wasted resources (Meixner et al., 2010), no matter how limited, because the faculty members do not know about the resources that are available to them (Street et al., 2012).

Also noted are the lack of resources that are often known as perks of a job (Hoyt, 2012; McGrew & Untener, 2010). Contingent faculty frequently do not have sufficient parking options; parking problems are defined as limited, difficult to find, and usually far from the classrooms (Hoyt, 2012). Other perks are representation as part of governance (Kezar, 2013) and voting rights on the Academic Senate and ability to be part of a union with negotiations.

Many colleges and universities are beginning to include contingent faculty as participants in shared governance and union negotiations, and, recently, there has been a greater push for and organization of bargaining units and unions for both tenure-line and contingent faculty than any other time (Rhoades, 2014). Yet, many areas of the country

continue to operate in a nonunionized sector (Adele & Rack, 2008). The research surrounding unions and contingent faculty have presented mixed findings.

A study noted by Zhou and Volkwein (2004) showed that nonunion staff reported a more positive perception of their work environment and culture than did their union-affiliated colleagues. Camacho and Rhoads (2015) discussed some ways in which unions can help postdoctoral employees (also part of the contingency). They suggested leverage in employment and salary negotiations, enabled opportunity to influence institutional decisions and impact working conditions. Vials (2016) along with Henson, Krieg, Wassell, and Hedrick (2012) examine other ways that unions benefit contingent and tenure or tenure-track faculty by having a significant effect on rate of salary (salary growth is more for unionized faculty than nonunionized) and on the protection of faculty rights and their benefits including protocols for grievance (Schneirov, 2003). With the propensity of contingent faculty in higher education, there is a sense that a united front is necessary to ensure fair treatment for all faculty.

Often, contingent faculty are not recognized as contributors to the institution (Hart, 2011; McGrew & Untener, 2010; Street et al., 2012). These invisible resources, or perks, mentioned above empower faculty and allow their voices to be heard (Waltman et al., 2012). Without them, contingent faculty feel excluded from the campus community.

To describe the perceived realities of contingent faculty working conditions, Street et al. (2012) conducted a survey of 500 faculty members who were working under appointments of contingency to see the trends that emerged in higher education. Their findings provided more insight into the underpinnings of the lived experiences of these faculty members. The two major findings indicated in this study were the limited access

to tools and resources teachers needed to be effective and the occurrence of “just-in-time” hiring practices. The researchers contend that these two are counterproductive to teaching and learning within an educational system because of the limited time for course preparation. The terms of employment and then lack of support offered to contingent faculty are building obstacles that faculty members must jump over before they are able to adequately teach (Street et al., 2012). These overall findings are described as a dearth of support or access to it.

An echo of this finding was discovered in other research (Dolan et al., 2013; Meixner et al., 2010; Street et al., 2012). They reported minimal institutional support through resources and campus orientation, as well as an overall lack of communication, inhibits contingent faculty. Hoyt (2012) and Street et al. (2012) discuss the scarcity of departmental and administrative support. Findings from their studies indicate that contingent faculty’s perceptions of support from their dean, chair, and senior staff members, or tenure-track faculty, was dismal. The faculty responses demonstrated that the contingent faculty believed that their departments and administration did not find communication with them to be a priority (Hoyt, 2012; Meixner et al., 2010; Street et al., 2012)

Disparate Compensation. Though there are tenured and tenure-track faculty who are experiencing salary freezes and position cuts, there is still a significant division when it comes to financial matters. The disparities in compensation of contingent faculty compared to that of their tenure-line counterparts, is the final major area that researchers have explored through their studies. Hoyt (2012) uncovered that there were many discrepancies in pay, not only between contingent faculty and tenure-track faculty, but

also within the contingency itself. Compensation for classes taught by contingent faculty is less than half of what tenure track faculty make (McGrew & Untener, 2010). In fact, it is difficult to derive accurate wage information for part-time, contingent faculty nationwide due to the lack of attention given to and accountability of contingent faculty (Tam & Jacoby, 2009). Many institutions do not have accurate salary numbers for their contingent faculty, which is attributable to no nationally recognized characterization or definition of these faculty, last minute hiring and class cancellation, and overall despondent institutional priority of contingent faculty for institutions (Hart, 2011; Hoyt, 2012; Kezar and Maxey, 2012; Maisto & Street, 2011; Stenerson, Blanchard, Fassiotto, Hernandez, & Muth, 2010; Street et al., 2012; Tam & Jacoby, 2009). Additionally, contingent faculty are not paid for the preparation time they need to create lessons and grade assignments which takes more hours than the contact hours taught (Doe et al., 2011; Street et al., 2012).

The Coalition on the Academic Workforce (2012) found four key aspects related to compensation from their study on contingent faculty. The research showed that the pay per course was low and well below that of colleagues who held comparable certifications and credentials. Also, the length of time a contingent faculty member taught did not help in getting a pay increase. The last finding was that depending on institution type, contingent faculty reported being paid very differently. When the Coalition compared annual earnings for contingent faculty and those “full-time workers in all occupations”, they found contingent faculty with a doctorate to make a median of \$48,000 while their full-time counterparts made a median income of \$91,900. These numbers were calculated with highest degree and teaching load the same for both groups (Coalition on Academic

Workforce, 2012, pg. 31). A study done by the University of California, Berkeley's Labor Center (2015) found that 1 in 4 families of contingent faculty require the assistance of one or more public assistance programs such as Medicaid and food stamps because of low wages. With this in mind, one can see why monetary compensation is a topic of concern.

Wages may be difficult to document precisely, but that contingent faculty do not possess health insurance and other medical and insurance benefits is not. Most part-time contingent faculty do not have the option of receiving health benefits from the institutions where they work (Hoyt, 2012; McGrew & Untener, 2010, Meixner et al., 2010). Without benefits or equitable pay, a majority of faculty working in contingent appointments do not have company subsidized health insurance. Inconsistent policies and standards for compensation and benefits add to the difficulty of lived experiences (Hoyt, 2012). Wolfinger et al. (2009) point to the importance of this security specifically when it comes to providing benefits for educators with children. The cost of health insurance for one person is substantial, but when a family is added the cost increases. Economic survival is a feat for contingent faculty (Wolfinger et al., 2009).

An increased awareness of the working conditions of contingent faculty has caused some institutions to take a closer look at the circumstances surrounding this sector of the professoriate on their campuses. As McGrew and Untener (2010) document, there has been a call for change and improvements have been made in a few cases, yet the impact of these changes has not been substantial in the lives of the majority living under the contingent umbrella (Maisto & Street, 2011).

Impact of Contingent Faculty on Students. Working conditions of contingent faculty have a dramatic impact on the faculty, yet there is another group who is markedly affected by these conditions, the students. Numerous studies have been done on the specific ways that contingent faculty influence students, their achievement rates, and attrition. Specifically, the graduation rates of students who have more classes with contingent faculty are lower than the graduation rates of those who have more classes with tenured or tenure-track faculty (Ehrenberg & Zhang, 2005; Jacoby, 2006). Student graduation rates are also lower at institutions that have a higher percentage of contingent faculty teaching classes, in part because the teaching approaches of contingent faculty are less student-centered with active learning (Jacoby, 2006; Umbach, 2008). These studies also reveal that contingent faculty tend to be less innovative in their teaching methods and not as culturally sensitive or proficient. Many researchers have hypothesized that the reason for these statistics is due to inconsistent and often poor working conditions that contingent faculty face (Kezar, 2013c). At community colleges, transfer rates of those students who have more classes with contingent faculty are lower and negatively affected (Eagan & Jaeger, 2009; Jaeger & Eagan, 2009) meaning these students often do not transfer to four-year institutions. In conclusion, the working conditions shape faculty satisfaction rates which, in turn, affect faculty performance in the classroom and ultimately students' learning (Gappa, Austin, & Trice, 2007).

Benefits of Contingency. Several researchers have identified various advantages of contingency teaching for faculty (Hart, 2011; Mallette, 2013; Street et al., 2012; Waltman et al., 2012). Because there are not usually long-term contracts for contingent faculty, the commitment to a teaching appointment is also short term which is

advantageous for those who are looking for a way to try out a new career or gain practical classroom experience (Street et al., 2012). There are also some experts who have full-time jobs in their given fields, but want to share their knowledge or give back to their communities. Contingent positions allow these people to do this without committing long term (Malette, 2013; Wolfinger et al., 2009). The option of part-time employment can also be a benefit to those with families, specifically those with children, who want to be able to structure work around their personal and family responsibilities. This flexibility allows contingent faculty the freedom to teach while attending to those who may also rely on them (Waltman et al., 2012). The study by Wolfinger et al. (2009) suggested that adjunct positions are more readily available, so it is easier for those looking for work, especially part-time work, to find positions. This is not always true, but it brings a positive spin to the idea of multiple locations and short contracts.

Beyond flexibility of schedule, a love for teaching and students gives contingent faculty a reason to be happy about their status (Hart, 2011; Waltman et al., 2012). Quality students can make any teaching assignment better, and many faculty, both contingent and tenure-track, enjoy this aspect of their work. Along with that, because contingent faculty tends to teach at multiple campuses, they have an opportunity to meet more students and different kinds of students which they find to be exhilarating (Malette, 2013).

Classroom autonomy is important to most faculty, and contingent faculty typically have more autonomy in their classrooms than tenure-line faculty (Street et al., 2012). This means that they have more freedom in their teaching, in some cases due to the just-in-time hiring (Hart, 2011; Street et al., 2012). Further, some contingent faculty

noted that they did not have the added stresses that the tenure-track faculty members had such as the responsibilities of publishing and serving on committees (Waltman et al., 2012). Not every part of being contingent is negative, and these researchers wanted to give credit to the attributes that some faculty felt were positive.

Working Conditions as a Model. Figure 1 is an illustration of the factors that play a role in a contingent faculty member's decision to stay, transfer, or leave an institution and/or their field of education. This theoretical model was created by Zhou and Volkwein (2004) combining the works of Smart (1990) and Matier (1990) along with additional factors to form *The Theoretical Model for Faculty Departure*. The model considers the internal and external factors of the faculty which includes whether the faculty member is holding a tenured or contingent position. In their creation of this model, Zhou and Volkwein also examined satisfaction with work conditions and interpersonal satisfaction.

ESL Faculty. Literature surrounding ESL faculty is monopolized by research on the effectiveness of native- versus non-native-English teachers, NES and NNES, respectively, (Moussu, 2010) or on the pedagogy and teaching techniques or methodologies of ESL faculty in the classroom on ESL learners (Ajayi, 2010; Huang, Dotterweich, & Bowers, 2012; Zamel & Spack, 2006). There are a few studies that have focused on perspectives of ESL faculty including their working conditions (Crookes & Arakaki, 1999), but these are limited.

Although limited, working conditions are becoming a more researched area within the ESL community. A study on the professionalization and exclusion of ESL faculty evidence the marginalization of this group amid the larger institutional context

and among other teaching communities and departments (Breshears, 2004). One ESL faculty member stated, "...it suddenly became clear to me that I was working on the periphery of an already marginalized profession" (Breshears, 2004, p. 24). The study by Crookes and Arakaki (1999) revealed that many ESL faculty are teaching at multiple schools in order to make enough money to live. The faculty had 10-week contracts without a promise of renewal and almost no potential for tenure, and they received no pension benefits or health care. Additionally, the faculty reported an average workload of 50 hours a week (Crookes & Arakaki, 1999). They indicated that they did not feel respected because ESL teaching was viewed as a "mere job" instead of a legitimate sector of academia (p. 17). Other ESL faculty report feeling marginalized by those in other disciplines. Because ESL and study of the English language is widely regarded as remedial work, or a way to access knowledge that is "worthwhile," and not valued as a significant path in itself, ESL faculty are seen as having a lower status than those in other institutional disciplines (Breshears, 2004; Yeager-Woodhouse, 2003).

Many conditions described by ESL faculty are the same as those that all contingent faculty members face including lack of supports and time to interact with colleagues formally or informally (Fullan & Steigelbauer, 1991) which leads to less time to collaborate or discuss the things that are working in the classroom (Lortie, 1975). Feelings of marginalization or second-class citizenship (Street et al., 2012; Waltman et al., 2012) leads to low morale and burnout (Crookes & Arakaki, 1999; McGrew & Untener, 2010). Hargreaves (1992) attributes some of the stress and burnout to increasing workload under more strenuous or difficult working conditions. The similarities are numerous, yet the literature shows that most ESL faculty operate under conditions that

are less than their counterparts in other disciplines. Therefore, the proposed study seeks to bridge another gap in the research of both ESL faculty and contingent faculty.

Summary of the Literature

This literature review has given insight into the limited equity surrounding contingent faculty, their working conditions, and their lived experiences on college campuses. The research indicates that higher education institutions, both two-year and four-year, rely on contingent faculty to do most of the teaching on and off campus (Charlier & Williams, 2001; Christensen, 2008; Doe et al., 2011; Dolan et al., 2013; Eagan, 2007; Gappa et al., 2005; Hackmann & McCarthy, 2013; Hoyt, 2012; Kezar, 2013a; Kezar & Lester, 2009; McGrew & Untener, 2010; Street et al., 2012; Tam & Jacoby, 2009). The necessity of a standardized title for the group of educators in higher education who are not tenure-track faculty was also shown in the literature. These studies gave evidence of confusion and inequity due to differing titles (Dolan et al., 2012; Kezar & Maxey, 2012; Meixner et al., 2010; Street et al., 2012).

Likewise, the research showed a need for awareness and a call for change in the institutional factors that dictate working conditions of contingent faculty. Studies done by Dolan et al. (2013), Doe et al. (2011), Hart (2011), Hoyt (2012), Kezar and Maxey (2012), Mallette (2013), McGrew and Untener (2010), Meixner et al. (2010), Street et al. (2012), Tam and Jacoby (2009), Waltman et al. (2012), and Wolfinger et al. (2009) indicate that conditions vary from institution to institution and department to department, yet review of the literature produced commonalities in the deficit of resources and poor working conditions of conditional faculty. Both tangible resources such as paper, printer, and classroom space as well as intangible resources like respect, recognition, and voting

rights were also discussed. Feelings of second-class citizenship were illuminated by Hart (2011), Kezar (2013a), Meixner et al. (2010), Street et al. (2012), and Waltman et al. (2012).

Finally, ESL as a specific discipline was examined. The feelings of marginalization that permeate the ESL community (Breshears, 2004; Crookes & Arakaki, 1999; Yeager-Woodhouse, 2003) amplifies the effects of working conditions for contingent faculty and illuminates an institutional need for awareness.

In summary, the literature can be considered in four categories that give a holistic glimpse into the context of contingency. First, characterization of contingent faculty is difficult because there is no standardized title for this group. Additionally, the working conditions often create added stress and frustrations because there is not a sense of job security with just-in-time hiring and a need to teach at multiple locations. Access to resources is limited, and the compensation contingent faculty receive is disparate. The category *ESL factor* has added obstacles of its own. An increase in ELLs requires more ESL faculty to teach them, yet the ESL faculty are generally considered a marginalized group among the disciplines on campus. The final category is increased reliance on and utilization of contingent faculty. This increase is multi-faceted. Reasoning, from an administrative and budgetary perspective on why there now fewer tenure-line faculty being hired, was discussed as well as the impact of these conditions on contingent faculty and the academy.

To better understand how these circumstances, affect the lives of ESL contingent faculty, research needs to investigate why the faculty entered the field of ESL, how they feel they are being affected by the working conditions, and what factors help them to

remain in the field. The following chapter outlines this study which aims to examine these areas.

Chapter Three: Methodology

The purpose of this study was to explore the lived experiences of ESL contingent faculty who work at a four-year institution of higher education. The study investigated these lived experiences through connections of relationships, behaviors, and environments as told by each participant. Through each story from the ESL contingent faculty member's point of view, the study aimed to uncover the experiences within the institution describing the context (e.g., relationships, behavior, and environment) that affects the member's decision to persist in the capacity of contingent faculty. There is growing research on the circumstances surrounding this population which show that there are myriad motivations and conditions accompanying those who are part of the contingency. Nevertheless, the study sought to expose how different contingency faculty members experience this life. As such, the overarching research question for this study is: What experiences do English as a Second Language (ESL) contingent faculty, working at a four-year institution, have? To be more precise, this study explored the following:

1. How are ESL contingent faculty defined by their motivations to enter/remain in the field?
2. How are ESL contingent faculty affected by their working conditions?
3. How are ESL contingent faculty defined by the interactions they have within the work environment and institutional culture?
4. What, if any, outside (other) factors contribute to ESL contingent faculty experience and ability to remain in the field?

Qualitative Research and Methodology Approach

The nature of the study, to investigate the participant's view thus allowing his or her voice to be heard, was best matched with a qualitative study. A qualitative study emphasizes the participant's voice through "focus on learning the meaning that the participants hold... [giving] multiple perspectives on a topic and diverse views" (Creswell, 2013, p. 47). Additionally, a qualitative approach offered "alternatives for describing, interpreting, and explaining the social world" (LeCompte, Preissle, & Tesch, 1993). Through the words of the participant, his or her story was told as an insider's point of view where the researcher is the scribe.

As mentioned in chapter 2, the Model for Faculty Departure (Zhou & Volkwein, 2004) was used as baseline for the faculty's intent to stay, leave, or transfer. It was a way for the researcher to overlay pre-existing research with what the participants were reporting. The significance of this model for ESL contingent faculty was that the working conditions and motivations noted in the literature overlapped with the model. With a breakdown of internal factors such as individual and family characteristics, organizational characteristics, work experience, and job satisfaction (Zhou & Volkwein, 2004) as well as external factors, this model guided the researcher's thinking in categorizing working conditions and motivations of the participants.

The methodological lens used was through a broad perspective of the sociology of everyday life (Douglas, 1980). The study used symbolic interactionism and ethnomethodology specifically as two components of the broader perspective. Symbolic interactionism (SI) highlights the meaning of things that arise from social interactions and the process by which these meanings inform human conduct (Attinasi, 1989). In other

words, SI considers how meanings are made contending that humans act on and respond to situations based on how they view events and circumstances, what those mean to them, and what interactions they have. The interactions help to create the meanings, and then the meanings are changed and redefined over and over through an interpretive process. Therefore, the working conditions that the participants experienced impacted how they made meaning because of the interactions they had within the environment and within the working conditions.

Ethnomethodology explores how participants see, describe, and explain “the world in which they live” (Attinasi, 1989). This offered a deeper look at how the participants viewed the world around them. This layer includes meanings that emerge with others as a shared collective meaning which may not have been detected through symbolic interactionism alone. As a result, the process of making meaning and explaining the world one lives in is an ever-changing process.

To conclude, using a qualitative approach, symbolic interactionism, and ethnomethodology were used to effectively portray the lived experiences of ESL contingent faculty at a four-year institution of higher learning.

Context

Research Site. Research was conducted at a public four-year higher education institution that had an English as a Second Language department or program offered through Continuing Education located in southern California. According to the university website, at the time of the study, there were a little more than 200 full-time tenured or tenure-track faculty and almost 700 contingent faculty working on campus. The total number of students enrolled was slightly under 16,000, and of the total enrollment, a little

more 500 students were international or exchange students. Participants were recruited from this university because of its language institute.

This language institute is part of the Extended Learning sector of the university. It had multiple programs to learn English available to the students including academic, special purposes, and conversational and was on a semester system of about 16 weeks (Spring and Fall) with a shorter Summer program of 12 weeks. The aim was to find and select participants from the same university site to allow for a deeper understanding of the environment within the context of the study. The researcher recruited to ensure an adequate number of participant who fit the necessary criteria. This tactic was meant to create a pool of ESL contingent faculty from which the researcher could select participants based on his or her background. The increasing need for ESL contingent faculty and the narrow body of research on lived experiences of contingent faculty in general presented an opportunity to discover more about this growing population.

Design of the Study

Narrative Inquiry. Narrative research is used to illuminate the voices of participants whose voices are not usually heard (Creswell, 2013). Through narrative research, the researcher tells or retells the stories of the participants and their individual experiences. The stories are set in the historical, social, and personal context of each participant, and the retelling of stories often includes significant themes found throughout the lived experiences (p. 75). The outcome of these stories may identify how the participants see themselves or give clarity to their identities (Creswell, 2013). Through this process, the way people experience the world can be examined by researchers (Connelly & Clandinin, 1990). Thus, the study sought to explore the lived experiences of

ESL contingent faculty working at a public four-year institution, to identify themes of their experiences, and to give credence to their voices. Therefore, narrative inquiry was optimal for carrying out this study.

Recruitment. Gaining access to a site and its contingent faculty was the first step in recruitment. Finding the *gatekeeper* was a strategy that was used at the onset to avoid significant disruption (Creswell, 2013). A person who has an official role at a site and who can provide assistance in locating people (participants) as well as access to the site is a gatekeeper. At the aforementioned site, there was a program Director who was the gatekeeper for faculty, staff, and students. For the research study, the gatekeeper at this site was the initial contact person with regard to recruitment. The researcher first sent an email to the director giving a brief introduction and synopsis of the research study. The email was followed up with a phone call to request a meeting in which the purpose of the study was more fully explained and through which ESL contingent faculty might be identified. During the meeting, the researcher asked the director to assist in the recruiting process by identifying possible participants and arranging access to the faculty directory and email accounts.

An email was sent out through the help of the director (as seen in Appendix A) with a follow-up email sent one week from the initial email (as seen in Appendix B). The researcher allowed a total of four weeks for all interested ESL contingent faculty to respond. Those who were interested in participating in the study responded directly to the researcher who then checked the qualifications of the respondent (as indicated in the “participants” section below). After confirmation that the interested party fit the criteria, he or she was sent an email verifying selection for the study. At the end of this period, the

researcher sent an official consent form (Appendix C) - containing specific information and details about the study and what to expect - and a list of the interview questions (Appendix D) via email to all selected participants. Because there were not at least four participants, the researcher contacted the director to request support for the project through recruitment by the director on the researcher's behalf. Additionally, the researcher sent a third recruitment email to those who had not responded (as seen in Appendix E). The study was designed so that all data could be used in the event that a participant would withdraw from the study without completion of all parts. One participant, in fact, chose to do only one interview and more online correspondence, while all others were engaged in two interviews as well as online journaling.

Recruitment was purposeful to fulfill the criteria for ESL contingent faculty to create a homogeneous sample (Creswell, 2013) meaning a sample of participants who fit a set number of qualifications and had those qualifications in common. Though homogeneous in this aspect, representativeness (female; male; African American/Black; Asian American; Latino; White; native English speaker; non-native English speaker) was not considered as the study was exploratory and not meant to validate predetermined patterns.

Four was the minimum number of participants desired for the proposed study with a maximum of six. For qualitative research, a small number of participants is typical. This allows the researcher to do more in-depth research and analysis offering a complex picture or story (Creswell, 2013). Therefore, having fewer participants (4-6) offers adequate data to provide a "thick description" (Geertz, 1973), or more comprehensive description, of the experiences of each ESL contingent faculty member. Having a larger

number of participants would add breadth to the literature on ESL faculty instead of depth and would diminish the complexity of the experiences offered (Creswell, 2013).

Participants. Participants were recruited for the study because they embodied a specific set of criteria. The first criterion was ESL faculty status meaning that the participant teaches English as a Second Language to speakers of other languages. It did not matter if the faculty member was a native or non-native speaker of English, only that he or she taught English to non-native speakers. As a second criterion, the participant had to be contingent. This means having an assignment that was not tenured, tenure-track, or full-time at the study site. Though the participants could hold a tenure-line or full-time teaching position at another location, their experience as part of the contingency within Twin Lights University was the focus of this study. Much of the time, those who are in this category are more likely to have multiple teaching jobs at different sites and do not have job security or receive benefits which would seem to deter long term occupational engagement. Therefore, number of years an ESL contingent faculty member had been teaching was another criterion. Participants had to have been teaching ESL for at least four years, and they had to have been teaching at the study site for at least one semester.

The study aimed to explore the lived experiences of ESL contingent faculty at a public four-year institution which means participants were working at a public four-year institution of higher learning and had been doing so for at least one semester or two quarters. Although often the case that contingent faculty are learning new systems, this requirement is so the participant is not overwhelmed with learning a new system while participating in the study but, instead, had an understanding of the system and his or her place. The majority of research done on contingent faculty has been at two-year

institutions (junior colleges or community colleges), so this study meant to help close the gap of research from four-year institutions.

Observation. The first way data were collected was through observations because they give the researcher an “opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals (Creswell, 2008)” which offered insight into the environment and interactions with and within it. When considering a topic or population that has a physical location, observations efficiently provide rich data (Lofland & Lofland, 1995). As cited by Jacob and Jordan (1993), culture is related to context or a setting where appropriate behaviors are defined and agreed upon. Beginning with observations aided in identifying the context in which the participants experience their everyday work life.

Observations of faculty common areas within the ESL department were used to identify physical environment and working conditions. The observation of common areas within the ESL department spanned one to three hours, multiple days within the same week to ensure more accurate picture of the day-to-day environment and its changes. Contingent faculty and administration were in and out of these areas maintaining their daily routines. This allowed for patterns of behavior to emerge as observable occurrences (Jacob & Jordan, 1995). The researcher was granted access to all ESL facilities to observe overall interactions within the offices and common areas. Some observations of the ESL department were done on the same days as the interviews were conducted. All observations were intended to help the researcher gain a better understanding of the day-to-day interactions and exchanges with the environment and within the environment of the ESL department.

Interviews. Data were collected in the form of interviews. Interviewing is a way to gather data through verbal correspondence between two people. This allowed the participant to describe personal information in detail and to share their experiences through “rich description” while the researcher, seeking to understand, was left to explore meaning through analyzing and interpreting the data (Creswell, 2013; DiCicco-Bloom & Crabtree, 2006). Interviews give the researcher better control over the kind of information collected because of the questions that are asked (Creswell, 2013). Focused one-on-one interviews gave the participant a space to disclose their experiences no matter how sensitive as well as a chance to add more information than a question asked for or ask questions themselves with the researcher’s undivided attention.

Over the course of three months, a total of five ESL contingent faculty participants engaged in a combination of interviews, online journaling, and email correspondence. These five ESL contingent faculty members shared their stories and experiences with the researcher during this period and were able to choose the level of participation in the study. Four participated in two interviews as well as online journaling. One participant was involved in a single interview and some email correspondence to answer clarifying questions.

First interview. Each participant began the study with an interview. The first interview was between 60 and 90 minutes and consisted of five open-ended questions, semi-structured questions in a one-on-one situation. During this interview, the researcher asked about their journey to becoming an ESL educator as well as becoming a contingent faculty member. The researcher also asked about their typical work week and the types of interactions they had. Questions used for the first interview are in Appendix D.

There were informal encounters with the participants during observations, but this interview was the first documented account between the researcher and participant. The goal of this interview was to allow the participant to tell his or her story by sharing experiences and to help the researcher acquire understanding by getting to know the participant. The questions mentioned above were meant to aid in this acquisition. Once a participant responded to the recruitment email, the researcher set up a phone interview and assured participant qualifications, and then scheduled the first interview.

Second interview. The second interview was used for member checking and gathering additional information on a specific point. Member checking is done when a researcher asks a participant to check the account given, at a previous time, for accuracy (Creswell, 2013). Second interviews were conducted three to six weeks after the initial interview and were informed by the topics found from the content of the first interviews and online journals. The researcher used this information to probe deeper into the participant's experience by asking clarifying questions as well as engaging in new topics that arose. These interviews lasted 45 to 60 minutes. During this interview, participants were able to change parts of the transcript from the first interview and add to the information by sharing new experiences or giving more details of an existing account. The interview was unstructured to grant flexibility in this process. The researcher allowed time to revisit the conversation to further explore the participant's experiences and assist in a better understanding of his or her experiences as an ESL contingent faculty member. After transcription of the first interview was done and at least two weeks of online journaling, a second interview was scheduled.

Journal Writing. The final form of collecting data was journal writing. This study used triangulation as a way to substantiate information and give another way for themes to emerge. Kaplan, Rupley, Sparks, and Holcomb (2007) contend that journaling is a way to collect data while facilitating reflective thinking. Connelly and Clandinin (1990) and Creswell (2013) agree, adding that journals are a tool where participants can document their experiences and then reflect upon them in a given space. Participants started answering prompts online for their online journaling after the first interviews. These prompts or questions were based on content that had come out of the first interviews. For example, Goldie was asked to respond in her journal to this prompt. “In your interview, you talked about feeling like you had ‘turned a corner’ and that you think you feel ‘more settled’ now. Can you be more specific about what you think has contributed to your ‘turning the corner’?” The participants journaled about their experiences within the context of the institution including those with the work environment, administration, other faculty, and students. Participants then considered how these activities or interactions contributed to their current understanding and meaning of what is happening. They also acknowledged their feelings before and after each experience, noting any differences in attitudes and/or behaviors. These reflections helped the participant contemplate how behavior and environment are linked to the experience and the meaning that is created.

Google Documents was used by each participant for a journaling period of no less than one month. Google Documents is an online tool that allows multiple people to read and write on the document at the same time. It keeps a time log giving the users the ability to move from one point in the document to another without fear of losing any

information. By using Google Documents, the researcher could guide the participant's reflection by adding questions for the participant to consider or comment on or to ask him/her to say more about a specific comment or issue. Because this platform allowed each document to be shared, the researcher was able to read and write on the document at any time throughout the month of journaling. This structure helped the researcher to better understand what the participant was saying, and it helped the participant clarify what they had written.

For the study, the researcher created a document for each participant. This document was seen and written on by only the researcher and the participant. It was here that the participant was instructed to reflect on and write, or journal, all experiences and reflections. Each participant was given instructions about the journaling process once they had completed the first interview. A few of the participants indicated a comfort with email correspondence over using Google documents. For these participants, the researcher sent the questions in an email and consequently corresponded via this medium.

The story of the participant could be told more easily by allowing both researcher and participant to work together. The researcher engaged the participant as he/she was disclosing the experiences and the story unfolded through collaboration of the researcher and the participant (Connelly & Clandinin, 1990; Creswell, 1998). Triangulation of observations, interviews, and journaling will ensure accuracy and add depth and richness to the stories brought forth by each participant (Creswell, 2013).

Data Analysis. Narrative inquiry and analysis includes what the participant experiences both personally and socially (Clandinin & Connelly, 2000). Collecting stories of an individual to be retold is the aim of a narrative researcher (Creswell, 2013).

Creswell references this as restorying which is the process of gathering stories, analyzing them for key themes or elements, and rewriting, or retelling, the participant's story in a progression. It is important to note that the restorying is done from the perspective and interpretation of the participant (Creswell, 2013). Aligning with Dewey's philosophy of understanding a person through the lens of individual experience, the researcher sought to consider the stories as continuous (Clandinin & Connelly, 2000) experiences moving from one to the next (Creswell, 2013). The following table shows the Three-Dimensional Space Narrative Structure used as a guide for restorying (Clandinin, 2006; Clandinin & Connelly, 2000; Creswell, 2013). This structure outlines interaction, continuity, and situation as the major components of understanding individual experiences as well as restorying them. The use of this table aided in illuminating the story's complexity and gave depth to the experience providing added insight (Creswell, 2013).

Table 1. Three-Dimensional Space Narrative Structure

Interaction		Continuity			Situation
Personal	Social	Past	Present	Future	Place
Internal conditions, feelings, hopes, aesthetics, reactions, moral, dispositions	Existential conditions in the environment with other people and their intentions, purposes, assumptions and points of view	Remembered stories and experiences from earlier times	Current stories and experiences relating to actions of an event	Implied and possible experiences and plot lines	Context, time and place situated in a physical landscape or in a setting bounded by characters' intentions, purposes and different points of view

Source: Adopted from Clandinin and Connelly (2000) (cited by Creswell, 2008)

Observation Analysis Protocol. For this study, observation data were meant to be two-fold. The first was to gain an understanding of the physical landscape or environment of the institution and department (Creswell, 2013; Emerson, Fretz, & Shaw, 1995). The second was to take detailed notes of scenes or interactions as they organically happen within the space (Emerson, Fretz, & Shaw, 1995). The observed environment and interactions were noted in fieldnotes and drawings done by the researcher at the time of observation. Conducting multiple observations over a period of time leads to a greater understanding of a site and the individuals within that site (Creswell, 2013). These observations helped add data to the situation component from the Three-Dimensional Space Narrative Structure (Creswell, 2013). After each observation, the researcher immediately wrote fieldnote memos with initial impressions (Emerson, Fretz, & Shaw, 1995). Fieldnotes and memos were rewritten into a transcription format. Coding of the observations and memos was also done using MAXQDA. Observations and codes created a more complete picture once added to the data of interviews and journals.

Interview Analysis Protocol. All interviews were recorded with an audio device and then transcribed using Rev.com which is an online transcription service. The transcriptions were then coded for themes using MAXQDA: Qualitative Data Analysis Software and hand-coding. The researcher first coded using open-coding to see if there are other themes that emerge from the data. Then more focused coding was used targeting interaction, continuity, and situation - the key components of the Three-Dimensional Space Narrative Structure. Though doing both open and focused coding was a lengthy process, it was important for the researcher to find and consider all themes in

order to more fully understand the participant's experience and accurately represent it through restorying (Creswell, 2013). The researcher aimed to narrow the data codes and identify five to seven major themes to use in retelling the story of ESL contingent faculty.

Journal Writing Analysis Protocol. As mentioned earlier, the journal writing was done on a Google document where participants can write, reflect, and revise. These journals gave the researcher access to raw data created by the participant. Data in the form of journals were also coded for themes and analyzed according to the overall guidance of the Three-Dimensional Space Narrative Structure (Creswell, 2008) exploring interaction, continuity, and situation. MAXQDA and hand-coding were used to code and analyze the journals of each participant.

Chapter Four: Results

The study examined the lives and experiences of five ESL contingent faculty members working at a four-year university. Through their testimonies, a unique understanding of the daily routines, celebrations, and challenges each goes through was brought to light. The exploration focused mainly on factors related specifically to the workplace, but also bridged into the personal non-workplace supports and motivations. This chapter provides key themes emerging from data collected to address four research questions that delve into the lived experiences of each participant: (1) In what ways are the experiences of ESL contingent faculty defined by their motivations to enter/remain in the field? (2) In what ways are the experiences of ESL contingent faculty defined by the working conditions? (3) In what ways are the experiences of ESL contingent faculty defined by the interactions they have within the work environment and institutional culture? (4) What, if any, outside (other) factors contribute to ESL contingent faculty experience and ability to remain in the field? The chapter concludes with a summary of these themes.

Review of Conceptual Framework

The study data were interpreted using two perspectives within the sociology of everyday life - symbolic interactionism and ethnomethodology- along with the theoretical model for faculty departure. The sociology of everyday life, at its essence, asks researchers to focus on social interactions and the meanings made by participants. Symbolic interactionism investigates the meanings found in and from interactions. Ethnomethodology asks researchers to find ways in which people see, describe, and

explain their world. Both explore the meaning making or sense-making of the participants' lives within the context of the field and institution. There is an overlap in the use of each for all research questions while the Model for Faculty Turnover was used to see how the data fit into existing literature. The first research question was aimed at finding the motivations for ESL contingent faculty to enter and remain in the field of ESL as well as the contingency. The Model for Faculty Turnover aided in categorizing these motivations. Participants had to connect how their workplace - working conditions, work environment, and expectations- influenced their experiences. They also had to communicate how workplace and non-workplace interactions shaped their motivations to continue on the path of ESL contingency. This framework gave voice to ESL contingent faculty members by allowing them to discuss and reflect on meaningful interactions and to make sense of their lives within their current circumstances.

Narrative Analysis Results

The field of ESL is constantly changing, complex, and often ambiguous in nature. As such, there are a variety of experiences that one can have along their journey. The following data were meant to capture and tell the stories of some ESL contingent faculty at a four-year institution in southern California. With an increasing demand for ESL faculty on campuses across the US, it is not surprising to find that the contingent faculty who teach ESL have entered the field for many reasons and in a variety of ways. Even though they were in the same work context and had a shared identity of ESL contingent faculty, the circumstances surrounding their experiences were different. These are their stories.

Roads that Lead to ESL / Introduction to the Participants

The participants were five ESL contingent faculty members and three administrators. The administrators gave depth to the researcher's understanding of the cultural context in which the contingent faculty were working. The contingent faculty participants had each been teaching for at least four years, but their level of teaching experience varied past that. The researcher selected pseudonyms for each participant to keep their identity confidential. A profile of each contingent faculty participant can be found in Table 2.

Goldie. Goldie was a native English speaker with many years of experience teaching K-12 before she entered the field of ESL. As part of multiple organizations, she actively engaged with international students and discovered a passion that led her to pursue a degree to teach English language learners. She teaches at multiple institutions of higher learning. At the time of the study, Goldie was in her fourth year of teaching ESL as a contingent faculty member.

Goldie had many years of experience teaching elementary and high school, and once her children were all graduated, the question "What am I gonna do with my time?" prompted her to explore options for the next phase of her life. She decided to continue her career in education but considered how she might find something that fit her better. Her favorite subject to teach was English and with a love for interacting with people from places all over the world, Goldie decided on ESL. She shared:

When I started thinking about it, I've always loved English. I've always loved writing. When I was teaching the kids, that was what I liked the

most - the English component of teaching. And I was also involved with international students, and I enjoyed that very much. [I was] like, well, ESL would be a great fit because I could teach English which I love, And I could work with international students which I love. So, it was like the perfect job for me.

This was the first step in Goldie's journey into ESL. She began searching for master's programs to get a degree. She really enjoyed going to school, so for her "it was a win-win." It took her a couple of years to complete her master's degree, but she began applying for jobs before the end of her program and was offered a job before graduating though she was unable to begin teaching until she had her diploma in hand. The moment Goldie received it, she went to the HR department and said, "I have my diploma! Will you hire me now?" And, they did.

Pamela. Pamela was a non-native English speaker with a background in nontraditional and traditional K-12 education. She also spent many years as a school administrator. Much of the work Pamela did from the time she graduated college had been with English language learners in some capacity. Her primary job is not as an ESL faculty member. At the time of the study, Pamela was in her eighteenth year of teaching ESL.

Pamela's experience was different than Goldie's. Pamela grew up in an area where English was not the primary language spoken. She was exposed to ESL early in her life because she learned English at a young age. In high school, Pamela continued to perfect her English while taking on other foreign languages. She shared, "I just loved foreign languages, and I had awesome teachers!" She went on to note that those teachers inspired her to go to college to become a high school ESL teacher.

After graduating from college, Pamela found it difficult to break into the ESL job arena. She secured a job in an international school as an elementary teacher's assistant, but there seemed to be no job opportunities doing ESL work with older students. Pamela sought guidance from one of her college professors. This particular professor had taught her American culture and American studies and was well acquainted with ESL. In addition to teaching at the college, this professor also owned a language center. Pamela inquired about open positions that she could fill and was welcomed into the school. With that, her foot was in the door to ESL.

Pamela moved to California with her family and, again, found it difficult to find a job. She recalled, "I was so desperate." She couldn't find a teaching job anywhere and even resorted to searching for jobs on Craigslist. Pamela was able to secure a job that was unrelated to ESL, yet she was still very driven to find a position that would allow her to live her dream of teaching ESL. This other job allowed her to pay her bills while continuing to search for an ESL position. During this time, Pamela took training courses in various academic subjects and continued her education ultimately getting a master's degree.

Pamela was promoted to positions of greater responsibility within her company, however, that did not satisfy her desire to work with ESL students. With the help of a "very incredible professor," Pamela was again able to get her foot in the door to teach a few ESL classes. She continues to work at her primary job, but can now fulfill her passion of teaching ESL.

Pat. Pat was a bilingual English speaker, meaning she acquired two languages while growing up. Though English was the primary language in her home, Pat was fluent in a second as well. She taught high school for many years and was an experienced scholar whose love of learning kept her returning to graduate programs to earn advanced degrees. Pat's work with English learners began when she taught high school and continued to the university level. At the time of the study, Pat had exceeded 20 years of teaching ESL as a contingent faculty member.

Growing up in a home where two languages are spoken with similar frequency can seem like a blessing; it can present challenges as well. For Pat, it was an introduction to understanding languages on a deeper level. She became intimately aware of the struggle of any language learner. This was the beginning of her story. She recounted:

I've always just been interested in other languages because I grew up in a family that spoke [another language]. And so, I kind of grew up with two. And, I know the struggle with, you know, say a war in your head going on.

Pat's general interest in language gave rise to a love of English. She spent many years teaching English full-time to high school and college students. During that time, her love of learning drove her to obtain multiple degrees and to be involved in many national projects.

When Pat's children were grown, she moved to California to be near family. She easily slipped back into academe teaching English and academic skills to college students. This time, it was on a part-time basis which allowed her plenty of flexibility to take care of her extended family. In her classes, Pat began to identify international

students who were struggling with basic English aspects of her classes, and she did what she could to help them. She had foreign students throughout her entire teaching career and was amazed and intrigued by how they learned. Her students' love of learning inspired Pat to get a TESL/TEFL certificate. When talking to her administration, Pat was further motivated to enter ESL because of the encouragement she received from them. She recalled:

My [Director] and the [Dean] were very supportive of my earning a TESL/TEFL certificate and my working for [Lamp Institute]. They were happy I had gotten the training that would be valuable in the classroom.

Pat added the necessary certification to teach ESL and entered the field. She then found a position working as an ESL contingent faculty member. Although she enjoys working with and teaching the “foreign” students, her primary position is with the university in other teaching capacities that are not ESL specific.

Cecilia. Cecilia was a non-native speaker of English whose journey to learning English did not begin until she was in her twenties. Once she learned English, she studied to be an interpreter/translator. After Cecilia acquired her degree, she moved to the field of ESL where she has continued to work while adding additional degrees ending with an Ed.D. She has also done consulting and filled administrative roles over the years. At the time of the study, Cecilia had been teaching ESL for more than 20 years.

Cecilia was a self-motivated ambitious woman with a determination to learn. She, like Pamela, had grown up in an area where English was not often spoken. Her desire to attend an English-speaking university pushed Cecilia to finally learn English. Once she began studying, however, she was hooked. Cecilia went on to get a degree in

Translation/Interpretation, but that was not enough for her. She wanted to further pursue linguistics of both English and Spanish. She recounted:

I started exploring programs that would allow me to study both without being committed to another degree. Someone suggested I look into TESOL [Teaching English to Speakers of Other Languages]--an unknown acronym to me until then. I did, and viola! I was fascinated by the linguistics and cultural aspects of the language...So what exactly drew me into the profession? My love for the inner workings of two languages.

Getting her master's in TESOL did not directly lead Cecilia to the ESL classroom, although it did lay groundwork for the transition. Cecilia first began working as a consultant for those who needed English in the workplace. She was an English trainer first and worked in several industries before moving to the academic realm. Cecilia was recruited to a state university's intensive academic English program and made the crossover into academe. Though knowledgeable about ESL with a strong ability to teach and train others in English, Cecilia recalled her first semester as being very tough. "I had students who rejected me- other non-natives with heavier accents than me did not want me as their teacher. The nerve!" The beginning of her ESL university experience was not an easy one, but she persisted.

Upon moving to southern California, Cecilia approached the Lamp Institute at Twin Lights University where she quickly secured some classes. The program was not as large as the one she had previously worked for, and she found the rejection to be more subtle.

Ginger. Ginger was also a native English speaker. She gained her master's in a program that allowed her to teach abroad at different points while finishing her degree.

Once Ginger earned her master's degree, she taught in other countries outside the US before returning to teach at universities in California. Ginger taught elementary and high school students who were English language learners. This prompted her to move to ESL in higher education. At the time of the study, Ginger had been teaching ESL for more than 10 years.

Ginger began cultivating her passion to help others and her desire to serve early in her life. While in high school she was involved in an after-school program where she worked with elementary and middle school students. The program was to give at-risk children a supportive place in which to spend their after-school hours. Ginger assisted the students with homework, facilitated activities for them to socialize with their peers in positive ways, and helped them to gain access to extra resources that they might need. Most of these students were Spanish-speakers. Ginger was studying Spanish in school and really enjoyed interacting with the students in both Spanish and English. This is where she found an enthusiasm for working with speakers of other languages. Ginger shared, "It was challenging, but it was a wonderful cultural exchange that led me to want to have similar experiences in the future."

High school was where Ginger was first exposed to strong "cultural exchanges" through language, and her time in college strengthened the desire to have those "similar experiences. Ginger participated in a program that aided middle and high school language learners who were struggling in their mainstream classes. She was devoted to the students and to helping them perform more effectively in the classes. Ginger remembered her experience as challenging but rewarding. This was the first time in her life that she was

given the responsibility of being in charge of delivering and creating activities for academic lessons. Almost all the students she was working with were native Spanish speakers and the children of migrant farmworkers. Ginger recalled her students facing many life challenges in addition to those in the classroom, but she was impressed with their positive attitudes and hard work. The class sizes were large with limited time, so she felt unable to adequately address everyone's needs. She worked for the program for more than two years putting in 20 hours a week or more while continuing university classes and a maintaining a full-time work schedule. Ginger shared:

I loved being able to help the students in this way, and the program was very successful, seeing large gains in the GPAs of participating students. This helped me solidify my desire to work with English Language Learners.

Ginger completed her bachelor's degree and moved directly to working on her master's in TESOL, but she obtained her degree in a different way than the other participants. Instead of staying in one location to get her degree, Ginger did one year of classes and then went abroad to teach EFL to 1st-11th graders. She worked out of the country teaching, writing curriculum, and doing administrative work for about three years before returning to the US for another year of courses to finish her master's. Upon completion, Ginger decided to go abroad to teach for another year before returning to the US. She ultimately settled in California and was able to gain employment at multiple institutions teaching ESL. This is where her ESL journey in southern California began.

Introduction to the Context

As addressed in chapter 3, the physical location of the study was within the ESL sector of Twin Lights University at the Lamp Institute located in southern California. The international student population was about 500. Interviews with the administrative participants provided insight into the work environment-specifically the cultural context-surrounding the ESL contingent faculty. From their perspectives, the overall culture of the institute was welcoming, compassionate, and respectful of all contingent faculty, and open communication was commonplace. They explained that not all conditions were optimal for faculty because of limited space, varying enrollment, and constraints on their ability to hire faculty full-time. Through these conditions, however, the administrative participants noted that the faculty turnover rate was very low indicating that there was a high degree of job satisfaction among faculty.

Observations of the ESL department and common areas within the department were conducted to verify the sentiments of both administrative and contingent faculty participants. Though observations did not yield extensive data indicating new information, they did confirm the overall freedom and collegiality that the participants expressed. It is in this setting that most of the following stories take place.

Working as ESL Contingent Faculty

The diversity of ESL does not end with reasons and ways that people enter the field. Each ESL contingent faculty member experiences the job itself in myriad ways. That said, there are still commonalities that all participants have encountered and were

able to speak to. Many in their interviews termed their circumstances as “the nature of the beast.” This then became a recurring theme.

The nature of the beast became a reference point when discussing the working conditions of ESL contingent faculty. This theme gave way to differing interpretations as to whether this *nature* was indeed a detriment or not. Many of the working conditions contingent faculty found to be most challenging, as noted in chapter two of the literature, were also mentioned by the participants and categorized within this theme. Although the grouping of circumstances called working conditions has ties to other themes, it was mentioned enough by the participants nominalizing it as “the nature of the beast” to merit its own thematic category. Below are moments within the continued journeys of participants.

Last-minute hiring and assignments. Goldie got hired after taking her diploma to the HR department. She was hired at two institutions and began teaching ESL at both in the same week. This meant that Goldie had to learn the ins and outs of two systems simultaneously which created additional chaos to her circumstances. She recalled feeling “thrown in.” At the Lamp Institute, Goldie only had two days between being hired and teaching. There was no memory of having an orientation though she could not say one way or another. She articulated being in a difficult situation where she had to “figure it out” because she was responsible for teaching in such limited time. She continued to discuss the materials such as books and curriculum that were available to her at such short notice. Goldie recalled:

Here's your book. Or here's not even your book, or your book's coming later, or it's the wrong book or whatever, and it's like, create a class. You know. It wasn't like, here's this. It's like, you design and execute this class. I was not expecting that. So I was a little surprised at how short of a time I had to prepare, especially here.

Goldie mentioned some of the training from her master's program that had helped her amid trying to put together new classes at a new institution. However, she seemed to feel surprised by the amount of uncertainty and work that surrounded each new class. She noted it being "the nature of the beast." In addition to creating a class, Goldie had to learn other vital information such as how the computer system worked, how to use the copier, and what specific paperwork to fill out on her own. She did not know how to do any of these things and felt lost and confused in the beginning. Feelings of frustration and being overwhelmed contributed to her experience.

I don't fault them so much here, because they don't know, sometimes that they're gonna have students. And they're testing them like the week before, and they don't know what classes they're gonna be in. I don't think it's not because they're not doing their job. I think it's because it's just the nature of the beast. But I wasn't expecting that.

Goldie began to take note of the newer faculty as they started working at the Lamp Institute. Recalling her experiences as a "newbie," she did her best to be available to incoming faculty. She made it a point to ask them how they were doing and if they needed any help. Goldie prided herself on her mentorship and showing the new teachers the ropes, helping them find where to pick up keys for the offices and classrooms, aiding them in making copies, and showing them around.

Pamela began teaching and found the transition to be less difficult than others. Her extensive work with English language learners as well as her experience being a

second language learner of English offered some insight and familiarity. She was also hired at the last minute and recalled her experience.

It was literally like a week before the semester started. They said, ‘You know, we have a [two] classes.’ They said, ‘Are you interested?’ and I said, ‘Yeah,’ and so that's how it all started.

But getting the classes a week before the semester started was only the beginning. Pamela felt that everything was “up-in-the-air” for the entire week leading up to the start of the semester. She went into the semester bombarded by student lists, placement tests, rosters, and field trips. She noted, “Everything is like a storm that just comes right there in the first week. So, it’s kind of disorganized.” Pamela went on to say that she understood because “that’s kind of the nature of it.” Students often arrived late, so the administration didn’t have an idea of how many students they would have or how many teachers they would need or what levels the students would be in. Her feeling was that everyone was very used to this type of situation.

In her second interview, Pamela again noted the “nature” of being an ESL contingent faculty member this time in relationship to programs, technological expectations, and protocol. She reflected, “Because of the nature of the job, they tend to throw programs at you without a lot of sufficient training.” Pamela was not technologically savvy. She admitted to having many challenges with technology, specifically the technology that was required by the Lamp Institute. There was an assumption that she would know how to design a course within the school’s learning platform. These were not consistent between schools which meant that Pamela had to learn how to navigate and create in multiple platforms. “There’s two parallel programs

that they are using. Some prefer one and not the other, but they both have to be used because they serve different purposes.” This caused anxiety and frustration for Pamela because to help them learn, she also wanted to “look good for the students.”

Upon finishing her certificate program to teach ESL, Pat was approached by a coordinator from the Lamp Institute who inquired about her interest in teaching. She went in to have a conversation with the coordinator and Director about a class that they needed covered. “This was on a Friday, and the class started on Monday,” Pat recalled. She spent the weekend “getting [her] act together” and preparing for the beginning of her class. Though this could have been a very stressful time for Pat, she was not shaken. She was inquisitive by nature and unafraid to ask questions when she needed clarification. Additionally, since she had many years of teaching experience, her mindset was that she could “figure it out.” She shared:

Of course, it always helps if there's a book, if there's not a book it's a mad scramble. There wasn't a book. There was no book so that was my first question. ‘What am I supposed to teach them? And, what's the basis of what I'm supposed to do?’ So, I asked a lot of questions that first week. I planned my first week over the weekend and then during that week I was just a question box, trying to figure out what to do for the rest of the semester. Then once I got a handle on it I was okay, it's like if I don't have a book, fine, I'll invent. I'll think of something for them to do based on whatever it is.

The key for Pat was to keep asking questions. And, she did. There were sample syllabi that she could refer to, and the administrators and other teachers were helpful when she needed explanations. Pat seemed to understand the circumstances surrounding her last-minute hire and did not fault anyone for its necessity. “Having me in at the last minute seems to be the nature of how it is because the enrollment is not stable. Because

you never know who's going to show up and if the numbers aren't stable then of course it's going to be last minute.”

Pat was accepting of the “mad scramble” that accompanied her entry into the institute and deemed it “the nature of how it is.” Along with her understanding of the circumstances, Pat had an attitude of figuring out her situation. Multiple times she used this phrase to emphasize her willingness to put in the effort and do what was necessary to be prepared for the teaching position and her students. She also credited her previous teaching experience and insistence on asking questions. “Again, because I have experience teaching I was able to figure it out without too much trouble and lots of questions.”

Cecilia had moved in and out of organizations teaching in different ways. Her experience at the Lamp Institute began when she inquired about a class. She was given many different classes over the years. During her interview, Cecilia mentioned that she was still being given assignments only a few days before classes began.

I got a call from [an administrator] asking if I would consider taking this class. The class only started a few days later. She begged me to take the class. I'd taught it before, so it wasn't too stressful. I did it more as a favor than anything. Getting assignments at the very last minute can really interrupt someone's plans for a semester. They were lucky I didn't have anything else planned.

This was not the first time that Cecilia had taken a class last-minute. She noted how tired she was of this particular working condition. Yet, as the other participants discussed, there was an understanding that this was “just how it is.” Cecilia credited this situation for sharpening her skills and ability to think on her feet. Though “tired,” she was able to find a positive aspect of a systemic condition that was not soon to change.

Each participant had stories of just-in-time or last-minute hiring. The stories varied in length of preparation time and amount of support given. Participants responded to each opportunity in different ways; some accepting the challenge eagerly, and others accepting while being overwhelmed. Though some participants seemed to be ok with and even understanding of the circumstances surrounding *the nature of the beast*, especially when it came to last-minute hiring or last-minute class assignments, there was a sense of frustration that followed as well. The situation that each ESL contingent faculty member found themselves in at the beginning of every semester often created anxiety for the participants, and the program extras that were added from semester to semester could be daunting. No matter the circumstance, however, each participant recognized the underlying systemic necessity of last minute assignments and chalked it up to the nature of being part of the ESL contingency.

Being hired or assigned a class with little time to prepare is only one working condition that ESL contingent faculty face. Among the working conditions that have been widely researched are pay and job security. Unsurprisingly, these same aspects were covered by participants in this study. The extent to which each was covered varied depending on importance to the participant. The findings, although not wholly unique, give more credence to the participants' stories and the body of research.

Limited salary. Compensation for the number of hours one works or dedicates to their work is often a motivator to continue working. In the case of ESL contingent faculty, the pay is often low for the number of hours that are used creating lessons, preparing for classes, meeting with students, grading papers, going to trainings, and the myriad other responsibilities that come with ESL instruction. Financial stability is vital to

one's longevity in any field. Thus, the issue of pay came up in many of the participants' stories.

When discussing pay, Pamela went back to the satisfaction she felt from working with the students and seeing their accomplishments made up for the lack of sufficient monetary compensation. Pamela explained her view on ESL contingent faculty pay. She also acknowledged that her primary job pays the bills allowing her to continue teaching for lower pay than she would like. She described her experience as follows.

Yeah, so it doesn't pay much, but I love every minute of it because I feel the growth of the students like right away...My [other] job right now, is paying me way more and saving me, so that I can do this [teach ESL].

Although she loves the job, Pamela still has a desire to be compensated for the number of hours that she put into planning lessons, grading papers, and meeting with students. Pamela broke down the number of hours she put into preparing for a class, teaching it, and then responding to students. She shared that her hourly rate for a teaching hour was \$36, and it was \$20 for a support or administrative hour. When doing the math, Pamela noted that she felt the compensation was not even close to the amount of work that she put into her classes. She discussed it in this way.

[Y]ou have to really love it in order to do it; otherwise, why would you do it? Because at night you would put in two, four, five hours per week...five times four is 20 hours per month behind the class. So, in total you'll put in 36-40 a month for \$500? And you're getting paid for 17.

Pamela also mentioned her wish to get paid for the training that was required to maintain program currency.

You know, more technology will bring more results in the learning product. So, I do see the benefit. I do see the excitement. I do see the

convenience. On the other hand, I don't have hours to sit down and kind of feel my way through it. I wish that they could provide training and pay for the hours of training. So, that's part of me doing my...hmmm you're not paying me enough. I'm not going to stay up during the night. And then the other part I'm like, I do want this because in the long run it will help me wherever I go. I still need to set up some form of online interactions with my students.

Goldie reported how pay affected not only her livelihood but also the way she felt when questioned by others. She found that there was a lot of misconception about the job she did. Though she said that she was thankful to have her job and that she loved her job, Goldie felt that, “we need to call a spade a spade.” In other words, she was frustrated that no one seemed to understand or acknowledge the amount of work that went into teaching ESL. They also did not recognize that compensation for the many extra hours of work was minimal. She shared:

I hate it when people ask how much I make. Haha. It's like, well what do you mean by that? You know? Or they'll say, ‘How many hours a week do you work?’ Like, do you mean like in the classroom? Or, how many hours do I spend grading papers? Or, how much time do I spend going to...you know? It's like I never really...I've gained such an appreciation for teachers because I remember always hearing jokes about teachers because...oh, they only work six hours a day and nine months out of the year. And I'm like, ‘No, they pretty much work 24/7’ and that's what I've discovered.

So, I just have to tell myself, it's a hobby I'm getting paid for, and it helps pay the bills. But, I shouldn't have to justify. So, I get very defensive because people will...and I try not to be defensive because people will say ‘Oh, you have like a month off!’ Really? [laugh] But it's not worth my time. I used to say ‘Well, actually, I'm working at home and doing...’ and then I thought, why am I going through this whole spiel? They couldn't care less. So, I just go, ‘Yep. I love it. It's great having all this free time.’ [laughs] You know?

The preconceived notions that outsiders have about any teacher quickly became a point of frustration for Goldie, especially when she desperately wanted others to understand the amount of work she put into her classes.

Moving from feelings of frustration from other people's comments to the system, Goldie again had very specific emotions. She noted that she felt the system was set up against the teachers to the benefit of the state. "It seems dishonorable to me the way that they're doing it." At her other teaching location, Goldie has money taken from her paycheck for union expenses even though she is not part of the union. It is her choice not to be part of the union at that school; however, at Twin Lights University, Goldie is not offered the chance to be part of the union because she is contingent. In the following excerpt from one of her interviews, Goldie discusses pay and job security which are part of the working conditions of ESL contingent faculty.

I don't have a guarantee of work, so I get an offer of positions, but I'm not guaranteed the work until literally...if students don't sign up, I don't have a job. So, it's all these hoops I have to jump through. I don't get paid when I'm not working, so there's big chunks of time - like at Christmas time - where I get no pay. So, they say well you can apply for unemployment insurance. So, I don't want to be...this makes me teary...I don't want to be on unemployment. I work hard. And, I have to go to the bank [beginning to cry] and give them my little unemployment card, and it's very degrading. And, and I have to call, and I have to prove that I am looking for work. And, it's like...I have work, but I have to do [it]...and [They say] this is what you should get. You're not doing anything wrong. But I feel degraded that I have to do it. And I feel like I'm kind of doing something under the sly, because when I ask, when they ask me 'Do you have any promise of a job?' and I'm like [pause] 'no' because technically I don't. But, I work hard, and I know they are probably going to hire me back. But, it just is all really shady. [laughs] in my opinion. It's like, teaching shouldn't be shady. You know? Why is this a shady profession? So, why do I work so hard to be in a shady profession? [laughs] You know?

Beyond frustration, Goldie voiced other emotions and feelings that became deeply rooted in her identity as an ESL contingent faculty member. She mentioned that because of the way she was paid, she felt degraded, defensive, mocked, and insulted in a profession that she sometimes sees as "a shady profession." Although she had strong

appreciation for the compensation she did receive, Goldie found it to be lacking. She often used laughter or joking about her pay to lighten these negative feelings. It's important to note that she did not blame the people she works for but the system.

Working at multiple institutions. According to the research, pay can be a factor in faculty teaching at multiple schools (Eagan, 2007; Kezar 2013b). This is often called freeway flying. For contingent faculty, there is often a limit to the number of hours they can work. When this limit is combined with insufficient pay, these faculty must find additional income. Often, they do this by obtaining contingent positions at other institutions.

Goldie noted this when she stated, "I would love to be full-time. But to get enough hours to make it worth my while, to pay my bills, I have to be at two places." Pat, while discussing the concept, expressed and reiterated her unwillingness to be on the road all day.

I'm not a road runner. I won't do that. I won't do that! I am *not* a road runner. Well, that's what we call each other. It's road runners because they're very often here and there. There are three campuses that people are running in a circle all day long. I'm not gonna do that.

Pat considered herself partially retired. Although she did not consider herself a road runner, going long distances from one campus to another, she was employed by multiple schools which afforded her enough money to live comfortably.

All the participants mentioned pay as a working condition that needed to be revamped for equity - more compensation for the hours that went into each class. Though this was often discussed as a frustration, all participants were quick to state that they loved their job, and this love acted as a motivator despite the pay.

Ginger also discussed working at multiple institutions. She recounted a necessity of working at different places because of the limit each institution put on the number of classes or units a contingent faculty member could teach. “I can’t go past the cap, so I get as many hours as I can at both places without exceeding the limits.” Ginger noted that almost everyone she worked with was teaching at one school, and she considered herself “very fortunate” to be at both schools.

When it came to job security, Goldie recalled her fearfulness and struggle. At the beginning of her journey as an ESL educator, she worked six days a week. She took any class that was offered to her because she was “low on the totem pole.” Goldie recounted working day and night. “I had no social life. I said goodbye to my friends because this is what I was doing.” As Goldie continued to tell her story, she again used the word fearful. She only said “no” to jobs that were offered at the exact same times as classes she was already teaching. There was a sense of guilt in turning down a job because, in her words, “I wouldn’t be a team player.” Goldie was afraid that if she didn’t take the classes offered her, she wouldn’t get offered other classes later. “What’s frustrating about the contingent faculty is that it’s not a matter of doing your job well. I put everything I have into my job. It’s a matter of no matter how well you do your job, you are always at the risk of being fired at any moment.”

Finally, there came a point where Goldie was not able to continue working as much as she did initially. “This was killing me, and I had no life.” She began taking a class schedule that allowed her more flexibility where she did not have classes every day.

The longer she worked and the more she was able to prove herself as a strong worker, the less fearful she became that she would be let go.

Job security. Having job security, a certainty that a class would be there to teach for the next semester, was an important factor for those who were wholly contingent. Working at more than one school to make ends meet, was a trend. The participants who had other means of employment, specifically those who were full-time at a different place, did not view job security as a threat to their livelihood as much as those who did not have a primary means of income for themselves (not inclusive of spousal income). Even the participants who could find supplemental work were still concerned with their ability to secure classes for the coming semester although they were not as affected as those who only had teaching ESL.

Cecilia was able to use her translation and interpretation skills to find work on the side. She was also a skilled workplace English trainer and taught intensive teacher training programs for teachers from around the world. The work from these endeavors supplemented the work she did as an ESL contingent faculty member.

Pat and Pamela both had primary jobs that afforded them the opportunity to take on ESL classes when they wanted or to decline a class at will. They both indicated a sense of calmness when it came to decisions about the number of ESL classes that they taught. Their concern then came from getting to teach the subjects or courses that they preferred instead of taking whatever was offered them.

Institutional circumstances were the same for all participants. However, Goldie and Ginger found themselves at multiple schools to support themselves, and they took classes out of fear that they wouldn't be offered other classes if they turned one down. Pamela, Cecilia, and Pat all had a secondary way of bringing in money that allowed them to work at the Lamp Institute without worrying as much about the number of classes they could secure.

Perceptions and Acknowledgement Within a Life of Contingency

The working conditions above relayed the participants' experiences as they were at the beginning of their journeys as well as some of the current conditions. A final area that was explored was the support and interactions that contributed to the way each participant defined their lived experience. Overall, participants discussed the interactions and support departmentally- within the Lamp Institute- and institutionally as part of Twin Lights University.

Departmental support and inclusion. A theme that resonated with all participants was the importance of having departmental support and feeling included and valued as part of the department. Supports were defined as open communication, praise and acknowledgement, and resource availability. Value came from these as well as affirmation by being treated as an expert and being consulted on departmental matters. Though not all participants experienced the support and inclusion in the same way or even in fully affirmative ways, the majority reported positive experiences within the Lamp Institute.

Pamela experienced the departmental culture in a way that was interpreted as supportive and caring. She noted, “They do care a lot. They set up course meetings to ask for our feedback and how to make it [the program] better.” Pamela felt a sense of value from being included in the program feedback. She felt that her opinion mattered to the administration and that she was treated as though her expertise was a benefit to the institute. This culture helped Pamela to feel that her voice was heard. In addition to ESL program related input, Pamela reflected on the faculty observations that took place each semester. “They do evaluations, look at the evaluations, and give you feedback.” Pamela appreciated the willingness of administrators to sit and discuss evaluations which led to personal connection and openness in communication. Being included in decisions that affected the students, faculty, and direction of the department was important to Pamela’s experience.

Another area of the departmental culture that impressed Pamela and kept her working at the Lamp Institute was that she felt she was used to her fullest potential as an ESL educator. She noted:

One of the reasons why I like working for them in spite of other obstacles is because the level of autonomy is very high, and I thrive on autonomy. So I have a lot of freedom in my classroom to bring in to put whatever I see fit for my student population. So, I think, yes. I think they have maximized my level of potential and experience.

Goldie recounted a time when she first began teaching at the Lamp Institute where she was baffled by departmental support. From the following experience, she seemed to feel an unsupportive message from one of her administrators. Though she

claimed it did not become an issue, this story was one that quickly came to her mind when she was asked about interactions.

I remember this one time, it was when I first started working here, and I don't even remember the exact circumstances, but I went to the wrong room...things weren't organized, and then I went to the right room. And I kinda got scolded by one of my bosses - the one above my boss. And I started to defend myself because I was like, 'Wait a minute, I wasn't really told how this was working, *and* I did get a thing telling me to go to this...and it got changed and all that.' And, I kinda got hush hushed. They were just like, 'Let it go.' And I was like ok. [laughs] So, I kinda felt like I took the hit for that. And it was like, nothing of significance, the big boss that was calling me out at the time was a doll. Loved her. Love all the people I work with. It was just like, wait a minute. What's going on here? And I remember that. It kinda sticks out in my mind. It was no big deal. And, it didn't leave a mark on me, and it didn't leave a mark on them. It was just like..I don't know. I feel like the way the *system* is set up, it *should* be more organized but for some reason it just can't be.

Goldie went on to discuss, aside from this first experience, the culture within the lamp institute was very supportive, friendly, and caring. She mentioned in the above story, "Loved her. Love all the people I work with." The interactions Goldie had after this initial confusing one were much more consistently positive and supportive. She shared:

Teachers and bosses, I have no complaints. They've been really nice. I feel like everybody gets along and is helpful to everybody. Everybody is working hard and doing the best they can. Everybody's very nice, and I don't feel on edge or anything around my bosses or my fellow workers. And, if we had more time, everybody likes to collaborate.

Reflecting on her appreciation of collaborative opportunities, Goldie explained that there was often not enough time for her and her colleagues to engage with each other. The Lamp Institute had just adopted an internal program where faculty could go and observe each other teaching. Goldie suggested that this was a great idea although time posed a problem. "We do as much as we can and share ideas, but I would love there

to be more.” She was grateful that the institute was working to promote a stronger culture of collaboration by creating opportunities for the faculty.

In her second interview, Goldie again spoke of the people she worked with and the culture of community. She noted:

I love all the people I work with - all my colleagues, my fellow teachers, they're all delightful...I mean, if the pay part was stressful and that [the culture wasn't friendly and helpful], I don't know if you add that up if I would keep doing it. But because the colleagues are great and the students are great, I put up with other stuff, you know. I don't have any complaints about the people I work with. It's more the system. And, administrators, my bosses have all been very kind, very affirming, very granting to me.

She continued by talking about how various administrators had been especially supportive. “[She] mentored me. She bent over backwards to help me.” When discussing a different “boss,” Goldie described her as a “sweetheart” and “a lovely woman.” It was clear to see that Goldie had respect and admiration for both those she worked with and the leadership as well. She went so far as to say that she felt like the administrators had to work much harder than she did as a teacher. From Goldie’s perspective, their responsibilities dealing with students and teachers seemed like daunting tasks which lead her to respect the “bosses.”

In Ginger’s interview, she discussed the culture of the Lamp Institute as one with “a lot of independence for individual instructors” while at the same time “giving different types of support.” She mentioned the mentoring, training, professional development, and collaboration opportunities as some of the supports available to faculty.

The Lamp Institute is really supportive of professional development for its teachers. All instructors, contingent or not, are entitled to *fully* paid trips if they are accepted to present at a conference. This applies to all

conferences, national and local...I have never heard of such a generous offering at any other program!

She went on to note the “very caring atmosphere” with a “flexible attitude” towards logistics. For example, if a faculty member needed more time to complete grades, they would be able to have the time without consequence. Ginger recalled other institutions where faculty would be strongly reprimanded or fired for such a request. She then reflected on the administration at the Lamp Institute.

I have always felt supported by my administration here. If there is an issue reported, the blame is not immediately placed on the instructor. Both sides are listened to, and the administration is not too quick to come down on one side. Support in development is provided when needed...[T]he administration seems to have faith that its teachers are competent professionals and treats them accordingly.

For Ginger, the cultural environment of the ESL department was caring and supportive. She felt valued through her interactions with colleagues and the leadership because she was treated as the expert she was. The autonomy that she was given also added to her sense of importance and professionalism.

Like Ginger, Pat felt that the departmental environment was friendly and very supportive. She, too, discussed the training that was available to all faculty as well as the monetary support to attend professional development events such as conferences. “‘If you want to make a presentation, let me know’ is the attitude, and I think that’s great!” Pat continued by mentioning that she felt valued because she was often asked her opinion about curriculum and book adoptions.

Interactions with colleagues, office staff, and administration added to Pat feeling that the Lamp Institute had a friendly culture. She shared:

The Directors have been welcoming and coordinators and other faculty have been friendly. I see my colleagues, literally, in the halls. I can make appointments with my coordinator, and the office staff is always accommodating.

Pat went on to talk about the extra effort coordinators made to help the faculty who could not attend faculty meetings. Often, contingent faculty were unable to make the faculty/staff meetings due to conflicts with other jobs. Because of this, the coordinators would be sure to take notes and email them to all faculty. "I was always catching up on what happened, and my coordinator was very good about emailing a summary." Pat expressed her frustration about not being able to physically attend the meetings and then her gratitude for the summaries. This added to a feeling of value for Pat.

There was a consensus with the participants that the overall cultural environment within the department was one of support and value. Although the majority of participants gave very positive reviews of the departmental culture, it should be noted that one participant did not share or experience a feeling of support and value to the department.

Campus support and inclusion. Institutional culture and the way in which a department or member of a department is included in that culture can have an impact on the experience of its faculty. In the above section, the life of contingency was reviewed along with its impact on ESL contingent faculty members. Below, an exploration of how the participants felt they were viewed and acknowledged by their colleagues from other disciplines as well as the campus itself is taken and analyzed. Different from the ESL department, most of the ESL contingent faculty shared stories of little campus support,

awareness, or inclusion. Some found rejection and isolation within the institutional culture or an overall sense of invisibility to colleagues from other disciplines.

Cecilia did not think the campus at large took full advantage of the expertise and services she could provide to the international students that had not gone through the ESL program or the faculty that had international students in their classrooms. She felt that the department could do more cross-cultural activities and workshops with other departments, but noted that it did not really happen very much. Cecilia also shared, “In terms of university standing, we are not really regarded as ‘the experts’ in our field.” She went on to say that most staff and faculty on campus who are not associated with the ESL department are generally not aware of its existence.

I think in most campuses, especially universities, ESL/EFL is not housed in an academic department making it kind of an afterthought. I know from experience that from the last decade or so that I have worked here, we as a department have been consciously and continually exposing ourselves to the wider campus community.

She went on to say that the efforts of the department have had some positive results in improvement of campus exposure, resource sharing and allocation, and overall department recognition though they still had a long way to go. Cecilia stated that she did not feel a valuable resource to the campus. She shared:

In most schools I have worked at, ESL educators are usually not integrated into the campus culture, even more so if they are adjuncts. ESL classes are the red-headed stepchild of the academic family, and adjunct positions by their nature are easily replaceable. In other words, ESL adjuncts are pretty low in the pecking order.

Her feelings of general isolation and segregation were captured in her comment of ESL being “the red-headed stepchild.” The sentiment that this phrase carried was that ESL

educators were marginalized on campuses and those who were contingent were also marginalized. Thus, the ESL contingent faculty found themselves to be a marginalized sector of an already marginalized population. Cecilia worked hard to break through these feelings. She “put [herself] out there” by seeking out and volunteering for and participating in campus-wide activities. Cecilia’s discussion on the overall culture of Twin Lights University in reference to ESL contingent faculty ended with her belief that, “[T]hey could do more to advocate for themselves, the students, and the programs, but few do mainly because they can’t. They work at other places, and they have no time to be visible at [Twin Lights].”

Goldie had similar feelings regarding inclusion into the campus culture and visibility as an ESL contingent faculty member. She noted that there was a difference in the way she is viewed by other faculty on campus. “Clearly nobody says anything, but when they ask what I teach, and I say I teach ESL, they are like, ‘Oh.’” She described how there is often nervous laughter followed by a comment like, “I’ve never heard of that” or “I thought we had something like that on campus.” Though her description seemed to cause her discomfort, Goldie continued:

Nobody’s mean. Nobody’s rude. Nobody’s even really snide. But there’s just this stigma that ESL teachers are not as...I don’t even know where it comes from. I don’t know.

When considering the interactions she had had with faculty from other disciplines on campus, Goldie explained that she did not have many. She, like Cecilia, reached out at times to those from different departments such as the library staff or writing center. With these interactions, Goldie noted that the person she reached out to was “awesome” or “gracious.” She then discussed how it was often difficult to connect with others from

different departments or disciplines due to time. “It’s kind of a hard because there isn’t the opportunity. I know they’re busy too, and I don’t have a lot of time for interaction.” Though there was a desire for more interactions and collaboration with colleagues on campus, Goldie was quick to admit that everyone was busy.

Indeed, there was some understanding, yet Goldie concluded her discussion with a story of rejection. She described a program on campus meant to bring faculty from many disciplines together for them to share their expertise and network with others creating connections within the institution and across departments. This program was done using a cohort system where the faculty could meet once a week for a set number of weeks. There was an application process as well. Goldie recalled:

I’ve applied at least twice, and I’ve gotten rejected both times. Anybody can apply, but I don’t know why I get rejected...if it’s because I don’t rank high enough to be considered a valuable enough part to participate. But twice I’ve been rejected, and I just wonder if that many people really apply. They ask questions like, ‘So what value do you bring?’ Maybe they don’t think I bring value. I’m not taking my time to apply again.

From this experience, Goldie seemed understand that she was not a valuable part of the campus. When she asked why she was not accepted, she was given little information. “There was no clear answer.” She felt rejected by the program and, by extension, rejected by the institution. Though she actively searched for opportunities, Goldie did not feel that she was able to integrate herself into the campus culture.

Ginger also acknowledged that her expertise as an ESL educator was not used to its fullest potential when considering campus culture. She discussed it in this way.

Definitely not. There are other kinds of English learners on campus with which we are not involved (generation 1.5 students, matriculated students still needing support, etc.) In addition, faculty with international students

in their classes do not frequently seek our expertise on how best to address these learners' needs.

Addressing these issues by building relationships with other entities throughout campus is the ideal situation in Ginger's mind. She noted that it is being worked on, but "it is an issue that is going to take a long time to address properly." To Ginger, the faculty of other departments were aware of the ESL department and faculty, but they did not have a positive picture of them. She then listed many misconceptions that she had heard about the ESL contingent faculty.

They say that we're not really part of the university. Our students are only here because they can pay full out-of-state tuition. We let international students into their classes who can't speak English. We don't teach our students how to behave on campus, and they roam through the library in large groups speaking their native languages loudly. Our instructors aren't "real faculty" and what we do all day amounts to glorified babysitting.

Ginger's feeling was that ESL educators on campus were looked down upon by campus staff and faculty from other disciplines. She used the term "misconceptions" because she knew these statements that she had encountered were not true. She continued that in spite of these statements, the situation at Twin Lights University was better than on other campuses she worked at. "Things are not quite as siloed as they could be." Ginger described the work that the Lamp Institute was doing to engage more faculty from different departments and to help them see what went into working with language learners as well as giving them tips on how to be more effective in their classes.

Of the five ESL contingent faculty participants, only one seemed to feel that she was included in campus activities, welcome at all campus events, and had significant interaction with those from different disciplines. However, this participant had been part

of other organizations, task forces, and departments. She had spent time working closely with non-ESL faculty and staff on campus which ultimately impacted her feelings of support and inclusion within the campus culture.

Additional Practices and Supports

The reasons a person enters the field of ESL vary widely as was mentioned in the beginning of this chapter. Often, these reasons are part of what keeps a faculty member in the field and what helps to sustain them when things get tough. Along with these motivations and the supports one feels within the department or from the campus, there are other factors that play a role in ESL contingent faculty being willing and able to remain in their role. When asked about their sense of well-being, many of the participants first noted work, and then moved on to discuss non-workplace activities or supports.

Well-being and satisfaction from work. When searching for other practices and supports that aided in participants' personal wellness and willingness or ability to stay in the field of ESL, satisfaction from work was a response of many. A sense of purpose came from working with students and seeing them accomplish along with pride in their craft. Pat shared:

Working provides a sense of well-being since I was reared in a family with strong work ethics. I chose to become a teacher because I had high satisfaction seeing students learn and my reward has always been watching students soar.

Pat's desire to help her students was documented earlier. Yet, she again articulated how that desire combined with watching her students succeed was a means of satisfaction, and it "provides a sense of well-being."

Cecilia offered her practices for wellness while at work. She derives a sense of well-being by “honoring” herself and the work she put into everything surrounding the job. She described her ideals in this way.

First, I do my job the best I can for me. I like to honor my knowledge, my skills, my abilities, my attitude, and my learning curve. Second, I do not let other’s opinion of my work get to me--either good or bad.

A feeling of satisfaction from working hard also came with Goldie’s testimony of what she relied on for personal wellness. When asked what factors contributed to her ability to combat daily stressors at work, Goldie mentioned that working hard on school days and having pride in her work gave her the feeling of a job well-done.

Work-life balance. Once the participants had talked about how the actual physical act of working brought them a sense of wellness, they quickly moved on to discuss the importance of creating and maintaining boundaries within their lives. Having a work-life balance became the most prominent theme. Though the ways in which each participant tried to find that balance differed, each began with setting some boundaries. Pamela recounted a conversation with her husband that shed some light on her need to have some separation from work.

But my husband, said, ‘You know what, I can't have a wife when I can't see her.’ because you know we got fundraising on Saturday, we have meetings during the week, and fundraising at a restaurant down the street so, after doing that for years, I said, ‘I've got to get out of it.’

Pamela’s husband pushed her to take time for herself and for them on the weekends. This was the beginning of her switch to having a more balanced life.

Goldie had similar sentiments about setting boundaries. When she began teaching ESL, she stopped doing things with all of her friends. She stated, “I had no social life. I

said goodbye to my friends.” Finally, she got to a point where she said she couldn’t do it anymore. Goldie shared:

When I first started teaching, I virtually had no personal life. I planned and taught and that was about all. Now, I am definitely finding time for life outside of teaching. I spend time with family and friends, participate in church activities, go on dates with my husband, etc. I’m trying to separate my time a bit - work harder on my school days so that I can have more free time during my off days. I’m actually reading a novel a month this year (at least that’s my goal) whereas before, it seemed the only books I had time for were textbooks.

By “finding time for life outside of teaching,” Goldie can pursue other areas of her life that she was unable to, previously. She later commented:

It's better now because I've kind of set some boundaries for myself. And, said you know, this just isn't healthy for me to do this. So now, it's better, and I have lunch with my friends and that kind of thing.

Cecilia noted:

I live my life away from work. Doing that centers me. Work is not all [the only thing] in my life. It has a space, and then I’m a private citizen.

Being an excellent teacher and then walking away to be a private citizen was very important to Cecilia. She found that the life she was able to lead away from work and the things she was able to undertake that were separate from work brought a sense of well-being to her life. Her use of the phrase “that centers me” shows how much Cecilia values balance.

Like the other participants, Ginger discussed the difficulty of removing herself from the work and stress of work once she left campus. She shared her strategy of overcoming this obstacle in order to disconnect and find release. Ginger said it in this way.

I have learned over the years to set limits to what I should be doing- a clear and easy example of this is to abide by my office hours, going home when I am supposed to and not doing work when I am not at the office. This really helps with feeling able to handle work stressors.

Sticking to a routine and a strong boundary of not doing work outside of the office helped Ginger to more easily handle the day-to-day stressors that came her way when she was at work.

Learning something new. In the context of this study, learning something new refers to anything a person takes on purely for the purpose of learning or exploring as part of a leisure activity. It does not refer to trainings that are a necessity or requirement for their teaching practice although these may overlap where the skill or knowledge learned could be used in the classroom. However, the purpose of said learning should not have originated out of job necessity. The caveat is cases of attending and/or presenting at conferences which could be considered professional development as well as learning in leisure. Cecilia provides a great example of this.

I am always searching for opportunities to learn something new to better myself. There are usually conferences, workshops, or classes I can take to learn about something that has piqued my interest. I recently took a class on public speaking and how to do a TED Talk. I enjoy going to conferences. Being with other educators or, those who are interested in the same areas as I am, rejuvenates and refreshes me, and I've attended all kinds. Some were very focused on education. I've often presented at those, and I learn from other presenters as well. At the mindfulness conferences and workshops, I've learned to be more present in my everyday life and to approach all aspects of it in a mindful way...which includes my classroom and work as well. Practicing mindfulness helps me maintain balance. There are also research conferences that I've attended and presented at where I've been able to meet leaders of different fields and witness cutting-edge ideas. Although I'm usually really tired when I come back from one of these [conferences or workshops], the energy and excitement I feel from being at one... talking or sharing with others leaves me renewed.

Cecilia enjoyed learning something new in a way that was very interactive. Conferences, workshops and classes all include other people. These gave her a place to learn something new while connecting to others she knew and networking with those she may not know. The knowledge and skills she obtained from many of the experiences could be used in her everyday life as well as the classroom.

Pat shared her experience where an overlap occurred, too. Her love of research and learning combined with her love of technology led her to learning opportunities that would ultimately impact her teaching.

My nature is to be a student, and I love doing research. Once in graduate school, I really never left after I earned my graduate degree, turning to other graduate programs in the National Writing Project, Instructional Technology, Online Teaching and Learning, and Distance Education Trainer. I have never found change to be threatening so I am always open to learning how to do something better.

Cecilia noted a desire to honor personal attributes that assisted in a sense of fulfillment from the work she did. As part of those attributes, she mentioned knowledge, skills, and learning curve. These manifest in both workplace and non-workplace environments. Cecilia also discussed reading to learn more about her interests. She stated, “I read about what I want to learn more.” As with Pat, a love of reading and a desire to learn about various topics, to be as knowledgeable as possible, perpetuated Cecilia’s gift of research and learning.

In her story, Pamela also mentioned a love of learning and a desire to go back to school. Throughout her interviews as well as the online journaling, she often mentioned areas that she had been interested in, and as such, sought out a mentor or class to learn

more. Similar to Pat, Pamela's interests often coincided with areas that would later prove to be beneficial to her ESL classrooms although it was not her initial intent.

Social activities and connections. Participants identified social activities and personal connections as ways to find balance and sense of well-being. The support found from the networks created within the activities gave way to connections and interactions with people that the participants found to be an important piece of their wellness.

Goldie and Pat both discussed their faith and church activities as a way of staying grounded. Goldie earlier claimed that the relationships she made at church and the activities she did with the international students at her church motivated her to enter the field of ESL. In addition to motivation, when participating in services and ministries within the church, Goldie was able to fellowship with her church family and friends which brought her peace.

Pat also talked about church being part of her life outside of work. She said, "I often have church meetings because I'm an elder in my denomination, and I'm really busy." Pat was not only a member attending activities, but she was also part of the leadership within her church denomination. She went on to share, "I have different ministry teams, and I'm a Stephen Minister, so I have a care-receiver I have to see, sometimes." Participating in her church gave Pat the ability to interact with others in a very hands-on way. She viewed this as part of her work, an added calling, which she approached reverently and with great fervor.

Another part of *social connections* is taking the time to engage with friends and family. In other words, spending time with friends and family was not only important but something all of the participants commented on as a strong contributor to their experience

and ability to remain in the field of ESL. Four of the participants spoke specifically about their spouses and support that was given. Spouses brought financial support as well emotional and physical support. An example of the latter was given by Pat.

I get home and then there's dinner. And usually when I get home and I know what it [extracurricular activity] is that I'm doing, I'm lucky in my spouse cooks on days that I work. We have it figured out ahead of time, and he cooks.

Pat's husband pitches in to help on days that she works long hours and has other things to do. In this way, he shows emotional and physical support of her that allows her to keep going.

Goldie noted spending time with her husband, going on dates with him, and traveling with him, especially when traveling to visit their children, and Pamela mentioned changing her job responsibilities in order to be around and available to see her husband and do things with him. Cecilia also prioritized time with her husband. She shared:

Sometimes he asks me to go to the beach with him or take a walk with him. He's very supportive of my work, so when he asks to spend time with me, I make sure to do whatever I can with him. Even if I have work to do, I'll put in a few hours in the morning so that I can have the entire evening to spend with him. Spending time with him is very important to me.

Not a lesser form of support, the financial relief that came from the participants' spouses who also worked gave each participant the opportunity to continue in the field of ESL, even in a contingent state, without having full monetary responsibility. When asked about her husband, Goldie recalled, "Yeah, he works lots of different jobs...So, we have a nice home and cars, and that kind of thing." Though this aspect of spousal support was

discussed by many, emphasis for all participants was placed more on the physical and emotional support that came from time spent with a spouse.

Time spent on one's own or with a friend doing other activities resonated with many of the participants. Ginger reported exercise as a vital part of her lifestyle and a great way to combat negativity she may encounter at work. She stated, "I also exercise regularly so that helps a bit with the negative energy." Whether alone or with friends, Ginger spends time working out to release frustrations of the day or to prepare herself for the day. She noted a short list of strategies she used to ensure and maintain personal wellness and then elaborated.

I commute to work by bike, use the stairs around campus instead of the elevators, take a lunch break outdoors, sing in a chorus, avoid checking work email after hours when possible, spend time in nature...camping, hiking, that sort of thing...And, I prioritize spending quality time with family and friends.

Ginger continued to share that although she could not control how quickly things move at the Lamp Institute or how stressful certain situations could be, there were certain things that she could control, and she tried to focus on them. "I can control my responses and what I do during my "off time," making sure that these activities contribute to my overall health and well-being." As part of what she could control, Ginger went back to her strategies and broke down how they helped her in a fast-paced sometimes stressful environment.

Biking and taking the stairs ensure that I get a "workout" in even on the busiest days; spending time outdoors helps me to feel calmer in the midst of chaos; singing helps with breathing and focusing and is aesthetically pleasing; avoiding work email outside of the office helps me to focus on enjoying my time with those who are important to me. All of [this] allows me to come to work each morning with a positive attitude, knowing that

my personal needs will be met even if I'm very busy that day. I try to promote such strategies to my coworkers, too.

Cecilia discussed her regime in the following way.

I do something [exercise] every day. I begin my days at 5 a.m. with a yoga class. It's my practice, but the other students and the instructor are inspirational. Sometimes, I take early morning walks on the beach or I'll do paddleboard yoga. I also like to hike the mountain that isn't far from here. It's maybe four miles, so it's not far. Sometimes I have friends who join me, but I often spend this time on my own. It helps me clear my head and prepare for my day.

These responses illustrate how participants find exercise to be a valuable tool to help them navigate their day and an important part of being an effective coworker and educator.

Cecilia later noted how traveling and spending time with her family brought her feelings of excitement and love which lead to a sense of well-being.

I also enjoy traveling. I travel a lot. I travel to see my family [who live in other countries]. Sometimes, I travel with my family and friends to see other countries. I find it refreshing to spend time with my loved ones while experiencing other cultures both new and familiar.

Whether friends or family, strangers or comrades brought together by faith, learning, or interest group, it is evident that having a strong support system upon which to rely is a dynamic factor in the ESL contingent faculty experience and, ultimately, in the success of their ability and willingness to remain in the field. Having and maintaining work-life balance seems to be accomplished through the help of this support system. The participants discussed myriad strategies that they used to have a sense of well-being; the greatest of which was setting boundaries, and they identified activities and people that positively affected their lives.

Summary

Motivations for the participants to enter and remain in the field of ESL even in the capacity of a contingent faculty member grouped around two overarching themes. Other themes emerged for working condition, interactions, and those addressing supports. A brief summary of each theme is noted in the following sections, and a more comprehensive interpretation connecting themes to the research questions will be discussed in chapter five.

Motivations. The first theme that arose was the influence of a second language in their personal development. Some participants were impacted by exposure to a second language, and in some cases a third, during their formative years. Often these additional languages were introduced and spoken at home. The other participants took a foreign language beginning in middle or high school and continued their study beyond graduation.

A second foundation of these experiences, parallel to a second language, came from direct contact with, exposure to, and interactions with people from other countries. In other words, it was a personal connection with people from other cultures. Some participants were introduced to people from diverse cultures at school and in their classrooms. Other participants identified extracurricular activities such as clubs and church events as their source for these personal connections. A final source for this connection was found in the home for some who were non-native English speakers. Regardless of the source(s) or the time and place that each participant experienced these

connections, the influence of engaging with others from a different part of the world gave way to inspiration within each participant.

Another theme that became apparent was a concern for students and a desire to help them succeed. This could also be seen as making a difference in the lives of students by fighting for their growth and accomplishment. Encompassing these was a feeling of purpose. Every participant gave stories of students that they had helped or had been motivated by. These stories involved motivation(s) to not only enter but also continue on in the field of ESL even though that meant remaining contingent. These motivations came from relationships and interactions with students and their needs. The participants found satisfaction from watching their work manifest in success of their students.

Working Conditions. Although many of the other working conditions that were covered in chapter two were mentioned by the participants in varying degrees, those that were noted by all or most of the participants were 1) what they considered to be the nature of the beast- last-minute hiring and the struggles of pulling a class together quickly without many resources or direction, 2) pay or compensation for the number of hours that were put into creating and maintaining a quality class, and 3) job security. These themes are not new findings, but instead, they reinforce what the literature on contingent faculty has reported.

Participants found that getting class assignments with little or no time to prepare and last-minute hiring to be challenging. Though every participant acknowledged that this was a result of the way the system worked, it did not change how difficult and sometimes stressful this experience could be. When students enrolled late and were not

tested until the week before classes began, it left both administrators and faculty uncertain, and resulted in faculty who were given classes with only a few days to prepare and, often, without having a book or curriculum.

Compensation was another aspect of the nature of the ESL beast. Participants noted the large amount of work they put into each class and each student. The amount of money received was usually only for number of hours in the classroom and an additional hour or two per semester for administrative paperwork or midterm and finals grading. Every participant reported working three or four times the number of hours they were paid for doing class preparations, grading, emailing and meeting with students, and administrative work. Thus, pay became a point of frustration for the ESL contingent faculty.

Pay was also a factor in many of the ESL contingent faculty working at one or more other institutions of higher learning, or in a few cases, working at a job that was not ESL related. Because the pay was low, all participants were employed at another location. Those who had full-time jobs outside of ESL were only working them because their ESL position did not pay enough for them to survive. Others pieced together different ESL contingent positions at multiple institutions in order to make ends meet. Working at multiple places was often challenging and exhausting for the participants.

A final working condition that most participants discussed was job security. ESL contingent faculty work from semester to semester. The contracts they have are only for the current term they are teaching. Because student enrollment is so unpredictable, participants are not guaranteed a class until the next semester begins. This results in the

last-minute hiring mentioned above and, sometimes, in class cancellations when there are not enough students. As such, ESL contingent faculty are never assured a position. Although institutions schedule contingent faculty and reserve them for a class, participants do not find comfort in a secure job. Instead, they often experience anxiety at the beginning and end of each semester and on the breaks, not knowing what the future holds.

To reiterate, these themes are not unique to this study and have been reported by contingent faculty in other research. However, these findings add to that body of literature by introducing the perspective of *ESL* contingent faculty.

Interactions and Supports. The findings surrounding interactions and supports could be split into two areas: 1) workplace including departmental and institutional and 2) non-workplace which included an outside support system of family, friends, and interest groups.

Workplace supports within the department lead to the ESL contingent faculty participants feeling valued and accepted. In the administrative interviews, all administrators said that they felt the culture of the Lamp Institute was one of care, compassion, and open communication. Treating the contingent faculty as ‘experts in their field’ and “highly knowledgeable contributors” were also concepts that resonated with each administrator. They also commented on striving for an environment where ESL contingent faculty would feel safe and comfortable communicating with them. All of the administrators who were interviewed disclosed that they had been an ESL contingent

faculty member at some point before entering an administrative role, and each credited their experience as contingent faculty to their dedication to the faculty they now oversaw.

In general, the ESL contingent faculty participants felt that they were a valuable part of the Lamp Institute. Though there were a couple of stories contrary to this point, most of the stories told were of a friendly and supportive environment. Participants found that they were consulted about curriculum and textbook adoption. They found understanding from their administration when they had a complaint or issue to discuss, and overall, they had the support of the leadership in whatever decisions they made both in the classroom and professionally.

From an institutional standpoint, the story was quite different although not uncommon to the limited research about ESL educators. Most participants did not feel that their colleagues in other disciplines knew of their existence on campus, and for those who did, the ESL contingent faculty did not feel that there was a respect for them or the field. Outside of the international fair, which all faculty from the Lamp Institute were invited to, there was little inclusion of the ESL department on campus or with campus activities. The faculty who were in some way connected to other departments, organizations, or task forces on campus did not feel the segregation as much as those who were unable to be a bigger part. One place where this was evident was in the use of the Faculty Center and its resources that were housed on campus. The participants did not feel very included in the campus conversation because of their ESL status as well as their contingency.

The last area of supports that were discussed were the outside or non-workplace supports that each participant had. Having a strong support system was imperative to the well-being and sustainability of each ESL contingent faculty. The system was broken down into exercise, activities of interest, and the support of friends and family. These were then categorized as work-life balance. Each participant achieved a work-life balance in slightly different ways, yet the message of its importance was clear. For the ESL contingent faculty to remain in the field, despite all the uncertainty that surrounds contingency, it was vital for them to have a balance in their work and ability to be a citizen away from work.

Conclusion

Figure 1 shows the Theoretical Model of Faculty Departure as given by Zhou and Volkwein (2004). This framework is offered as a predictor for factors relating to faculty motivations to remain in a field or to leave it. The conceptual framework emphasized in chapter three gives a lens through which to address these factors and was intended to provide additional insight into them while connecting them to what the research literature has already reported. The analysis of each participant's response presented in this chapter not only confirms much of what the literature has shown, but it also extends the findings into the field of ESL. Research Questions 1 through 4 explored these in a deeper way, and in chapter five, the researcher more closely examines the research questions and interprets the findings within the context of the questions through themes that emerged. Then, the implications these findings have on the field of ESL, the supportiveness of a

department, and inclusion and visibility on campus is discussed. Chapter five concludes with areas for future research and a conclusion to the study.

Chapter Five: Discussions

In this, the final chapter, a review of the problem, the conceptual framework, methodology, and research questions. A summary of the findings for each research question will be discussed and connected to the existing literature that was highlighted in chapter two. To conclude, limitations of the study, implications of the findings, and areas for future research will be discussed ending with an overall conclusion.

Review of the problem

Over the last 50 years institutions of higher education have changed in appearance. The demographic of the students enrolling has changed to include a greater number of English language learners: international students, exchange students, immigrants, and refugees. Additionally, the professorate has changed. Campuses once housed mostly full-time or tenured faculty to teach the majority of class that were offered. Today, the faculty majority is made up of contingent faculty which means that the faculty who are now necessary to teach English to this large population of English language learners are contingent, yet what is known about this group of faculty is limited in research.

ESL educators have indicated that their experiences within the overall campus culture has been minimal with limited opportunities for interaction with faculty from other disciplines and little integration and acknowledgement from the campus community. These experiences lead to feelings of marginalization. Research also shows that contingent faculty have revealed being marginalized with poor integration into the campus culture. When combining these two, ESL contingent faculty then find themselves

in a demographic that is growing on campuses across the United States but seems to be unrecognized by the institutions they are working for.

Literature on what is known about the experiences of contingent faculty and ESL faculty was highlighted in chapter two. The focus was primarily on working conditions because what little is known about the experience of contingent and ESL faculty are their reported working conditions. When searching for research on lived experiences of ESL contingent faculty, there was none to be found. The literature revealed that there is a growing need for ESL faculty due to the influx of non-native English-speaking students, or language learners, who are enrolling in colleges and universities. It also indicated limited research that is available on ESL faculty in general especially when considering their day-to-day lived experiences. The literature also demonstrated the hardships of contingent faculty in higher education. This study examined experiences of ESL contingent faculty at a four-year institution. It explored their journey into the field of ESL as well as their experiences within the department and campus cultures. The exploration took a look at the motivations, working conditions, interactions, and activities that shaped each ESL faculty experience and delved into the ways that these experiences were similar or different. To understand the lived experiences of these participants, the goal was to give voice to ESL contingent faculty.

Framework

This study used the Theoretical Model of Faculty Departure (Zhou & Volkwein, 2004) to capture a visual understanding of the working conditions and their impact on faculty. It also used the sociology of everyday life (Douglas, 1980) as its framework. Within the sociology of everyday life were two specific lenses, symbolic interactionism

and ethnomethodology which focused on the way ESL contingent faculty's sense-making and meaning-making that came from interactions inside and outside the institutional culture. The participants told their stories and reflected on their experiences by considering the ways that they were influenced to enter the field of ESL and remain in it. These reflections often included outside factors that helped them to persist. The ESL contingent faculty interpreted their experiences as members of the ESL culture and overall campus culture as well as apart from them.

This study was designed to give voice to the ESL contingent faculty experience and as such used narrative inquiry which entailed interviews and online journaling or correspondence to gain the data. The content of the data was then analyzed and interpreted using the above framework. When considering the research questions, two themes emerged for the first, two themes arose for the second research question, three themes were found for the third, and two themes addressed the fourth. The discussion that follows is guided by these emergent themes. At the end of the chapter, they also inform the limitations of the study, implications of the findings, and areas for future research.

Methodology

With the help of the Director, a recruitment email was sent to all contingent faculty (See Appendix A). Participants self-identified as ESL contingent faculty with at least four years of ESL teaching experience and at least one semester of teaching at Twin Lights University. ESL contingent faculty participants were recruited until the minimum number of participants to do the study was met. Administrative participants were copied on the initial recruitment email and self-selected to be part of the study as well. All five

ESL contingent faculty members who participated were women. Two identified as native English speakers, two as non-native English speakers, and one as a bilingual English speaker. Two of the administrative participants were women and one was male. All participants had been working at the Lamp Institute for at least one term at the time of self-selection.

Four of the ESL contingent faculty participants were part of two interviews and one participant only engaged in one interview. All participants were involved in journal writing. The interviews were transcribed and available to the participants to be reviewed. Journaling took place using Google documents which gave the participants flexibility and the researcher a unique ability to correspond with the participant in real time.

Administrative participants took part in one interview each. The interviews were transcribed and clarifications to the content were made through email correspondence.

Descriptive coding was used to identify thematic categories acknowledged in the literature. In vivo coding helped to identify emerging themes across the data, and pattern coding identified patterns in the themes. All data, transcriptions, journals, and digital correspondence, were coded in this way.

Entering and Remaining in the Field of ESL. Multiple themes emerged for Research Question 1 which examined how the interviewees' experiences were defined by their motivations to enter the field of ESL and, then, to remain in the field even though contingent. Though there is limited research surrounding the experiences and motivations of ESL teachers specifically, there is research on teaching in general. The purpose of this question was to explore motivations for entering ESL as a profession, thus, informing the field. Upon analysis, two main themes surfaced from the participants' responses to

questions concerning their journeys to becoming ESL educators. Though the actual experiences differed from one participant to another, these themes were consistent with all participants. Below is a summary of the themes: (1) influence of a second language and culturally diverse people and (2) concern for students with feeling of purpose.

Influence of a Second Language and Culturally Diverse People. The first emergent theme for Research Question 1 was a motivation for participants to enter the field of ESL. All the participants recounted having interest in and learning an additional language as a motivator for them to enter the field of ESL. The love of languages resonated with all five participants. Whether the second language influence was English or a different language, each participant discussed how learning languages impacted their desire to teach ESL. As mentioned before, the second language experience did not happen at the same time of life for all participants but was found to be a motivation nonetheless.

A personal connection for participants came from interacting with *people* from other cultures. Some began interacting with those from cultures different than theirs at young ages while others did not engage or have experiences with those who were culturally different until later in their lives. When participants experienced positive interactions and formed connections with these *others*, they became motivated to enter the field of ESL. Once in the field, additional exposure to people of diverse cultures and positive experiences with them perpetuated the motivation to be in the ESL field and was influential in the participants' decisions to stay in the field. This motivating factor was significant when participants considered their contingent positions. A final personal

connection that motivated participants was a mentor or someone in the field of ESL who encouraged them to explore the field.

Concern for students with feeling of purpose. The first research question inquired about not only the motivations for entering but also those for remaining an ESL educator. Participants reported being concerned for students and motivated by witnessing student growth and achievement. While this was a theme for many of the participants to enter the field of ESL, it quickly became a strong reason for them to remain in the field. Concern for students and a desire to see them succeed was not limited to the classroom. Participants discussed their students in the capacity of the ESL classroom, the matriculated university classroom, a potential career, and overall life in the US. Teaching survival skills such as ability to navigate systems, both academic and nonacademic, became equal to and often inseparable from the English of ESL. Participants found the motivation to keep going or remain in the field of ESL from the inspiration, joy, and satisfaction they gained by helping and equipping language learners to overcome obstacles they faced or might face both academically and personally.

Participants noted motivation coming from concern for students and their success beyond the participants' classrooms which also brought a sense of satisfaction and purpose. Of the five participants, three stated that the act of working also gave them satisfaction and a sense of purpose. At the core of these experiences was a sense of pride for the hard work and effort each participant put into their classrooms and students. Additionally, the feeling of accomplishment, satisfaction, and purpose became an important piece to a sense of well-being for some participants.

The Impact of Working Conditions

The second research question examined participants' working conditions and how experiences were defined by them. In other words, it inquired how the environment inclusive of physical space shaped the lived experiences of ESL contingent faculty. This question investigated working conditions that were given through the participants' stories and related them to those cited by the literature review in chapter two. Participants reflected on the conditions of being an ESL educator, being contingent, and being part of specific systems. There were three main themes that emerged from the participants' stories regarding working conditions.

The Nature of the Beast. In response to Research Question 2, participants used the phrase "the nature of the beast" to describe many of the working conditions common to both contingent and ESL faculty. A major part of this came from discussion around last-minute hiring or class assignments and limited resources to begin a class. Participants recounted multiple times that they had been in a situation where they were hired with only one or two days to prepare an entire course often without a book or materials. The nature of the beast was then recognized as a sink-or-swim scenario where often the participants felt that they had to "just figure it out." While this was a source of frustration and anxiety for many, the participants were quick to give a follow-up of understanding. They noted that this was how the system was set up and gave leniency to those who scheduled the classes and did the hiring. "It's just the nature of the beast," became the mantra.

Compensation. Aside from hiring practices and resources, compensation or pay, was another theme that emerged from the participants' stories. This is a highly researched area within literature on the working conditions of contingent faculty, so it came as no surprise that compensation was a theme that emerged from the experiences of the participants as they answered Research Question 2.

Because the Lamp Institute was nestled in the Extended Education sector of Twin Lights University, the ESL faculty did not have an invitation to be part of the union or a Collective Bargaining Unit. As such, the participants found the amount they were paid to be unacceptable. Participants describe the number of hours they spent outside of the classroom preparing for classes, doing administrative paperwork, grading papers, and meeting with students. The number was often three or four times the number of in-class hours, and pay was based on those contact hours. Participants were allotted one administrative hour per month that was paid. Any additional program activities such as orientations or staff meetings were paid at a lower rate. Again, this became a point of frustration for the participants because they then had to find other sources of income to survive.

Although they would like to teach ESL in a full-time capacity, some of the participants had other full-time non-ESL positions that afforded them the opportunity to work as an ESL faculty member without stressing out due to low pay. Others found second and sometimes third contingent positions at other institutions so they could piece together enough classes to live. Working at multiple institutions meant navigating

multiple systems and having less time to devote to one institution, class, or student and was a working condition that impacted the participants' experiences.

Job Security. The final theme that arose from Research Question 2 on working conditions was the lack of job security. Because contingent faculty are not offered a contract longer than the term they are teaching, there is no guarantee of a job for the following semester. Participants noted the anxiety that often occurred at the beginning and end of each semester. In addition to last-minute hiring, at the beginning of each semester, the participants were unsure if there would be enough students to fill the assigned class. If there were not, the class would be canceled. At the end of each semester, it was difficult because even with the promise of a class, the following semester, it was not guaranteed. Goldie also noted the frustration she had between semesters and on breaks or holidays such as Christmas time. During this time, ESL contingent faculty do not get paid because classes are not in session. They are encouraged to apply for unemployment which some faculty, such as Goldie, find to be “shady” and “degrading”. In this interim, the faculty are often still preparing materials for the class they may or may not end up getting.

Sense-making through Interactions

The third research question was, in what ways are the experiences of ESL contingent faculty defined by the interactions they have within the work environment and institutional culture? This question explored the interactions that the participants felt were significant as part of the departmental culture as well as those of the overall campus culture in relation to their experiences. Though broken down into two areas, the core of

this question is based on the meaning the participants made through each interaction or a set of interactions.

Departmental Support and Inclusion. In Research Question 3, the theme that became evident was that participants felt valued because of support and compassion that came from the administrators. In most of the research on departmental support, contingent faculty reported being devalued and unsupported. Though there were documented moments of feeling “thrown under the bus” by the department or administration, contrary to previous studies, the participants generally discussed being encouraged to speak up with new ideas, opinions about departmental changes, or even complaints. Participants reported that the administrators treated them as professionals with expert knowledge in the field. ESL contingent faculty were given opportunities to not only participate in but also present at faculty/staff meetings and conferences. The culture of support and inclusion made it easier for the ESL contingent faculty participants to weather the less appealing working conditions.

Insufficient Institutional Visibility, Acknowledgement, and Inclusion. When participants discussed the institutional culture and how it affected their experience, the theme that emerged was one of insufficient acknowledgement and inclusion. The interactions that ESL contingent faculty had with those from other disciplines were limited causing low institutional visibility. Participants reported feeling rejected and misunderstood by their counterparts on campus. Additionally, though sometimes invited to participate in campus activities, the participants expressed uncertainty about “being allowed” to be involved because they were ESL contingent faculty members and often

had to ask permission before being able to attend. All of this devalued the participants efforts to take part in the larger context.

Additional Supports and Practices

Research Question 4 was, what, if any, outside factors contribute to ESL contingent faculty experience and willingness to remain in the field? This question was meant to identify additional non-workplace interactions or supports that aided the participants' well-being and ability to continue working as ESL contingent faculty. There were three themes that emerged.

Family Support. From the beginning of the study, participants discussed how family had affected their experience. The focus of Research Question 4, examines the non-workplace factors that support ESL contingent faculty. Most of the participants shared that their significant other contributed largely to their experience and well-being. Spouses offered additional income creating some financial relief for the participants. Additionally, it was noted that family gave emotional support as well as supporting the participants in physical ways such as having dinner prepared or doing laundry. Participants also discussed children and extended family as a vital part of their support system.

Work-Life Balance. Having work-life balance resonated with all participants and became a clear theme to Research Question 4. Each ESL contingent faculty member noted a time when setting boundaries between work and the rest of life was imperative. This often came in the form of setting aside specific days that would not be used to grade

papers, answer emails, or prepare for classes. Some participants discussed their drive to work efficiently while on campus so as not to “take work home.” Others explained the boundary of work and “being a private citizen”. No matter how the boundary was set, the participants reported a need to step away from work in order to have a sense of wellness.

Social Activities and Connections. The life piece of work-life balance was captured by the participants through social activities and the personal connections that came from or with them. These activities revolved around church, exercise, travel, and learning something new. Engaging in social networks through activities and having personal connections outside of work offered encouragement and support. At times, a few participants noted doing things such as travel and exercise alone, but they also mentioned doing these activities with a friend or family member. Getting out and having social connections, people who were like minded or interested in the same experiences gave the participants a way to rejuvenate. The participants also found joy in learning new things just for “the fun of it.” They reported that the skills and knowledge learned, although initially just for fun, were often able to be used in their professional lives thus enriching their lives in both non-workplace and workplace contexts.

Limitations of the Study

Limitations are inevitable in any study. To be transparent about this study and to guide others doing similar research or those who want to replicate the study it is necessary to acknowledge the ways that this research was limited. The following reviews limitations noted in chapter three as well as others.

Generalizations

The study was designed using narrative inquiry. By its nature, narrative inquiry focuses on the stories of individuals (Clandinin & Connolly, 2000). This means that the stories told were unique to each participant and as such ungeneralizable. The researcher worked to retell each story using the participant's words to accurately relay their unique perspective and lived experience. Again, because each story is exclusive to the participant who told it, the experience cannot be made a generalization to all ESL contingent faculty who work at a four-year institution.

This study documented specific individual experiences of the participants at a medium-sized university in southern California. The study was designed to examine ESL contingent faculty from the same four-year institution. The number of ESL contingent faculty that fit the participant qualifications was lower than originally anticipated. In part, this was due to the transient nature of contingency. Therefore, the recruitment process was limited to those willing to participate which did not allow the researcher to be as selective of participants. All ESL contingent faculty participants were female. There were male faculty who worked in ESL, but none were open to or able to participate in the study. For those seeking to replicate this study, finding an institution with a larger ESL contingent faculty base may aid in getting not only a higher number of participants but also assist in gaining a broader and more in-depth perspective of those working in the field.

Participant Bias

In any study, there is a possibility of participant bias especially when the participants have self-selected. As noted above, due to a low number of qualified participants, the study was limited to those who were willing to be part of it. In this way, there was a risk that those who agreed to be part of the study were looking for a venue to push a personal agenda. Additionally, those who willingly volunteered to be part of multiple interviews, online journaling, and additional correspondence for member checking, may not be representative of all ESL contingent faculty. They engaged in numerous hours of study related activities, taking time to participate which suggests that they had time and energy to expend as well as a level of commitment and comfort that perhaps not all ESL contingent faculty have.

Reflexivity and Positionality

When the human experience is being studied, it is often difficult for the researcher to remain objective. Reflexivity is a term that refers to the researcher's awareness of his or her role and openness in acknowledging and discussing that role in a way that represents the participants and research site with dignity (Creswell, 2012, p. 474). Positionality is then the position that the researcher has within the study (Creswell, 2013b). Both have bearing on my study.

I identify as an ESL contingent faculty member at a four-year institution of higher learning. I have worked in this capacity for the greater part of a decade teaching at both two-year and four-year institutions. I have often found myself working at multiple schools within not only the same semester but also within the same day. I am familiar

with the struggles and barriers that can be found in the working conditions reported by the participants as well as the points of joy, satisfaction, and celebration. It was easy for me to relate to the stories of each participant, and I often saw a small piece of myself as they shared their experiences. Therefore, in addition to the positive and negative experiences that were reported, I was very aware of my own reasons for entering and remaining in the field of ESL despite being contingent. With this knowledge, as the researcher, I made every effort to validate the experiences and feelings of each participant without leading them to affirm my own experiences.

Implications

Being an ESL educator can be demanding, complex, and often ambiguous. Adding to this already challenging field is the layer of contingency that many faculty find themselves in. However, to become more aware of the experiences of ESL contingent faculty, the data presented and the findings of this study suggest implications for ESL departments and institutions of higher learning. An increased awareness and mindfulness of the experiences that ESL contingent faculty have can result in positive impacts for students, faculty, institutions, and their communities. Thus, implications provided in this section focus on the effects certain strategies can have on this population in the future as well as departmental and institutional culture.

Implications for ESL Contingent Faculty

Even with the specificity of English as a second language faculty, the implications of this study can be extended to all contingent faculty. Experiences of ESL contingent faculty are shaped inside and outside the classroom. Although the institution, itself, is a

significant part, the study shows that implementing practices of wellness and having a strong support system, aside from the what the institution, department, or classroom offers, is fundamental to the ability and willingness of ESL contingent faculty to remain in the field and avoid burnout. Burnout as defined by Maslach, Schaufell, and Leiter (2001) is a combination of stressors that happen on the emotional and interpersonal levels resulting from cynicism, inefficacy, and exhaustion within the workplace. As noted by the participants in this study, when there is a sense of well-being in non-workplace contexts, it seems to carry over into the workplace. Additionally, cultivating work-life balance, aids in renewal and rejuvenation. Participants actively worked on leaving time to engage in activities of interest such as exercise, travel, or socializing with friends and/or family which lead to a calmness at work and added energy to handle difficult situations.

When considering the workplace context, the researcher suggests that ESL contingent faculty build relationships not only with their students but also with other faculty and members of the administration. Participants reported a sense of value and community when they engaged in workplace events such as faculty/staff meetings and department activities. Taking advantage of collaborative opportunities, when able, again adds to a feeling of community and gives occasion to share one's knowledge. The literature states that connectedness or belonging aids in positive workplace experience and combats cynicism and feelings of isolation.

A final note for ESL contingent faculty is that they take opportunities to integrate themselves into the campus culture as is possible. The researcher acknowledges that there is often little time to participate in extracurricular activities especially for those who are

contingent. However, knowing that connectedness is a way to bypass feelings of isolation, this is an avenue that should be considered. It is important to feel connected to the department, yet feelings of belonging to the institution and campus culture can add a deeper layer. Many participants in the study mentioned deliberately seeking out and exploring resources and opportunities on campus. Exposure to colleagues in other disciplines raised awareness and acceptance of the ESL department. For ESL contingent faculty to be noticed as part of the institutional culture, it is vital that they are visible whenever they are able to be. Searching out cross-discipline collaborations could be a first step in building these relationships.

Based on the literature and the findings of this study, the researcher recommends that ESL contingent faculty create space in their schedules for rejuvenating activities. These activities may vary depending on the personality and preferences of each faculty member, but the results should have similar effects on personal well-being and lowered stress within the workplace. Strategies that are suggested for a continued sense of wellness while in the workplace are cultivating relationships with students, colleagues and administrators and engaging in workplace activities and opportunities to collaborate. And for an added layer of connectedness and deeper sense of well-being, ESL contingent faculty should seek ways to be active and visible within the campus culture. Having a strong support system in both non-workplace and workplace contexts allows ESL contingent faculty to be effective educators and to remain in the field.

Implications for ESL Administrative Leadership

In the struggle of ESL contingent faculty to navigate systems of higher education and working conditions that accompany being a contingent ESL educator, an increased awareness of the experiences these faculty have day-to-day, understanding the uniqueness of each individual and the diversity of circumstances surrounding their employment, and acknowledging their commitment could help to alleviate some of the struggle. Once an ESL faculty member is hired and has gone through an orientation, administrators could offer the mentorship of a veteran faculty member who is familiar with the system. This does not mean all new faculty would be required to accept the mentoring, but it would allow for a specific point-person to help the new faculty member if they wanted.

Frequently interacting with faculty - new and old, full-time and contingent - may also give rise to better communication and a sense of community and value. Acknowledging the work they have done and praising them for it is one way to show support. Administrators who take time to interact with faculty, observe their classes, give feedback, and offer resources are viewed as helpful and supportive. Periodically asking the faculty how they can be served or supported in a better way can also give administrators a more complete idea of areas that need improvement. Although not all concerns can be quickly remedied, acknowledging issues that arise and addressing strategies of support can relay to the ESL contingent faculty that they are being heard. Faculty want to be recognized for the work they have done and their expertise. By treating all faculty as experts and asking for the help of the contingent faculty in finding

solutions to departmental problems, administrators can add to the contingent faculty commitment to the department as well as their value.

Support was important for ESL contingent faculty to remain in the field of ESL in spite of being contingent. Opportunities for collaboration were important to build relationships with colleagues which led to information exchange and collegial support. These opportunities seem to be limited for contingent faculty, often because of the limited amount of time they are on campuses. Administrators can work to facilitate space for collaborative efforts and social networking opportunities for faculty and administration within the department which is a key component to having a stronger departmental community.

Administrators should advocate for adequate resources for their contingent faculty. Access to facilities and services on campus such as office space, technology support, and photocopying is imperative to the success of the faculty and in turn the success of the students. Spaces such as faculty centers should be available to all faculty, including contingent faculty. When faculty feel unsupported and disenfranchised, it leads to dissatisfaction within the workplace. Having access to facilities and services available to other faculty on campus would communicate a sense of value and integration not only to the ESL contingent faculty but also to their colleagues.

Implications for Institutions

There has been extensive research on the effects of contingent faculty on student retention. Though some studies indicate no significant relationship between the two, a

large number attribute over-reliance on contingent faculty with little time to prepare for classes and limited access to resources as a key factor in loss of students (Eagan and Jaeger, 2009). The effects of ESL contingent faculty on students was not part of this study. However, the implications were still evident. All participants relayed concern for their students and a desire to see them succeed beyond the ESL classroom. This was part of their motivation to enter and remain in the field. Stories of spending extra time consulting with students and advising them also came from each participant. Yet, as mentioned previously, not all ESL contingent faculty have the time to do this which means that many students suffer from faculty who are unable to meet their needs. For faculty running from one campus to another, there is often no time to meet with students outside of class. Lessons and classroom activities are also many times prepared on a strenuous timetable. Research by Umbach (2008) and Jaeger (2008) showed that when contingent faculty are disconnected and unsupported, there is a decrease in student learning. This can lead to student attrition rates increasing. When ESL contingent faculty don't have the time, resources or support necessary to facilitate an environment for optimal learning, the students suffer. The purpose of higher education institutions is to provide a service to students.

The number of English language learners in the US continues to increase each year. From international and exchange students to refugees and asylum seekers, more and more language learners are matriculating into colleges and universities. They come with varying degrees of English proficiency. Therefore, the need for ESL faculty is on the rise. This study has shown that for ESL faculty, in general, and ESL contingent faculty,

specifically, there is limited opportunity to be an active part of campus. The perceptions that faculty from other disciplines have of ESL faculty are often negative. Breshears (2006) noted that faculty from other disciplines view ESL not as a real discipline but as a remedial subject only needed to be able to learn the important subjects. Participants in this study shared similar encounters with unfamiliar colleagues. However, the ESL contingent faculty that were able to build relationships with those from other disciplines indicated that they felt respected by their colleagues. As such, it is the recommendation of the researcher that institutions work with the ESL department to create more opportunities for ESL faculty to be spotlighted and visible on campus. Facilitating opportunities for faculty from all disciplines to interact and network is also recommended. By giving ESL faculty a chance to be seen and known on campus and creating a space encouraging cross-disciplinary interaction and collaboration, institutions can add to the sense of community while aiding in recognition of a department whose importance is growing.

Areas for Future Research

As long as the number of language learners continues to increase at institutions of higher education, there will be a continued need for ESL faculty, and with a climate of contingency weighing heavy on both two- and four-year institutions, there is an urgency to know and understand contingent faculty. Understanding the experience of ESL contingent faculty then becomes a necessity. There is much to be learned about their lived experiences and ways to better support this growing population. To do this, further research is required. The following are considerations and suggestions for future

research. They are not listed in order of importance to the field. First, there have been few studies that have explored the experiences of contingent faculty in a qualitative way allowing them to tell their stories. Using the words of this group, these studies have assisted in a deeper understanding of life in contingency. Yet, no other study has looked at the experiences of ESL contingent faculty. That said, a more in-depth investigation of specific experiences within the ESL contingency could bring to light additional ways to support them.

The majority of research on ESL can be divided into two areas: 1) the effects of NES and NNES faculty on students and 2) the effects of pedagogies on ESL student learning. Though the focus on student learning is important, gaining a better understanding of motivations, frustrations, and opportunities of both groups as well as the meaning-making that comes with interactions could lead to explanations of previous research findings and offer insights into avenues of better support. The experience a native speaker of English has teaching ESL is quite possibly different than that of a non-native speaker of English. The way each perceives their place in the field of ESL, the ESL department, or the institution directly affects their experience. Thus, this research could inform each of these areas and consider the implications on equity.

An area that was briefly touched on in this study but could be more fully explored is that of resilience of ESL educators, and more specifically, ESL contingent faculty. By discussing motivations to remain in the field of ESL, this study noted some aspects that helped the participants to stay resilient. However, addressing resilience as its own entity using resilience theory within a study could produce a new perspective on ways to

support ESL contingent faculty that have not already been reported. Due to the demand of being an ESL educator, understanding how faculty remain in the field for decades could not only inform the field of ESL but also other demanding disciplines. The findings could be beneficial on the personal, departmental, and institutional levels.

Depending on institution type, the ESL department is sometimes considered an academic department and other times it is not. ESL programs often house both credit bearing and non-credit bearing courses. Researchers should examine the effects of teaching a credit vs. a non-credit course on the faculty experiences and student success. There is evidence that students taking non-credit courses do so for different reasons than those taking classes for a credit course, and there is also research that shows the effects of contingent faculty on student retention do not tend to be positive (Eagan & Jaeger, 2009). With this in mind, further research on how ESL course listings are viewed and experienced by those who are teaching them as well as those who are learning in them, credit compared to non-credit courses, could result in more equity for both students and faculty.

A final area for future research is that of the administrative perspective. With the uncertainty of student enrollment and a need for just-in-time hiring of faculty, employing more contingent faculty than not, and a limited budget, exploring the perspectives of administrators of ESL departments could illuminate factors of departmental environment or culture that are unknown to faculty. Investigating the perspectives of administration compared to those of the faculty could also highlight areas of perceived and actual sameness or dissonance.

The field of ESL is constantly changing. The diversity of language learners in each classroom creates new challenges each day. Teachers of ESL come to the field for various reasons and from as vast a number of backgrounds as do the students. To have a better understanding of the ESL experience inclusive of all stakeholders, it is necessary that research about this expanding area of education continue. This work will help to unify classrooms, departments, institutions, and communities.

Conclusion

The increased reliance on ESL contingent faculty is becoming a notable topic within the ongoing education conversation. While there are disparities in the way contingent faculty are treated at institutions of higher learning and while ESL faculty are disenfranchised within the greater institutional culture, it is necessary for research about the experiences of ESL contingent faculty to continue. The depth of our current understanding of this population barely begins to uncover the motivations, struggles, and victories that are experienced day-to-day. Current studies on contingent faculty focus on working conditions and effects on students while studies about ESL faculty focus on pedagogies and student success. There is still much to be learned about ESL contingent faculty, their lives, and their needs.

This study examined what defines or shapes the experiences of ESL contingent faculty at a four-year university. The first research question focused on motivations of the ESL contingent faculty to enter the field of ESL and remain in it. The second research question explored ways in which the working conditions affected their lived experience. An analysis of the way interactions contributed to the ESL contingent faculty experience

was brought to light with the third research question. Finally, the fourth research question investigated other factors not related to the workplace that aided in the experience and wellness of the ESL contingent faculty. These research questions guided the study and its inquiry. Each participant told the story of how they came to be in the field of ESL and describe their journey. Through their stories, themes emerged as points of commonality. There were moments of individual experience that were also expressed giving a more holistic view of the participant. In the end, the lived experiences gave voice to this understudied population.

The findings of this study showcase the experiences of five ESL contingent faculty members at a four-year university. They add to the research giving voice to a population who typically feel unheard. The study highlights areas where improvement is needed and informs stakeholders on how to create a culture that is more understanding, accepting, and supportive of ESL contingent faculty. For these faculty members, this study invites them to take charge of their experience by building strong support systems outside the workplace and by seeking out opportunities to be visible on campus. These ESL contingent faculty are also encouraged to advocate for themselves and cultivate relationships with others on campus. The findings also inform ESL administrators and institutional overseers on ways to be more supportive of this population. With an understanding that lived experiences are shaped by the culture ESL contingent faculty immerse themselves in while that culture is also influenced by the ESL faculty themselves, it can then be said that a culture of positivity, support, value, and acknowledgement is possible. And, it can begin with a single voice being heard.

Appendix A

Recruitment email to participants

My name is Andrea M. Tener, and I'm currently enrolled at UCSD/CSUSM Educational Leadership Program. The goal of this email is to recruit participants for my qualitative research dissertation. My research explores experiences of ESL contingent faculty at a four-year institution to gain a deeper understanding of the ways in which work environment and interactions within the workplace affect and define lived experience. Current research says that the working conditions of contingent faculty are not equal to those who are tenured or tenure-track faculty. Additionally, contingent faculty are the new majority on campuses of higher education across the US. This national statistic is also becoming a national concern.

I plan on conducting 2 sets of individual interviews, and participants will engage in journal writing for a minimum of one month for this exploratory study. In turn, the findings will provide an in-depth understanding of the life of ESL contingent faculty through meaning created from environment and interactions at work. You are receiving this message because you identify as a contingent faculty member who teaches ESL to international students at a four-year institution. In this study, contingent faculty is defined as those who are not full-time, tenured, or tenure-track faculty. If this appeals to you, please answer the following profile questions. Once received and you've have met the desired profile, I will be in contact with you to set up the first interview, email you the consent form, including more information about the study. Please feel free to contact me directly at andrea.m.tener@gmail.com with any questions you may have.

Profile questions:

1. I am a contingent faculty member:
 1. I do not hold a full-time, tenured, or tenure-track position:
2. I identify as: Male or Female
3. I currently teach ESL at CSUSM :
 1. Name of program: _____
5. How many classes do you teach for this program? _____
6. How many contact hours do you currently teach:
 1. For CSUSM? _____
 2. At other institutions? _____
4. How many semesters or quarters have you taught;
 1. At CSUSM? _____
 2. At a four-year institution? _____
5. If you teach at other schools, please indicate what type of school(s)? (Check all that apply.)
 1. Community College or Junior College:
 2. Another four-year institution:
 3. An IEP or EAP connected to a community college:
 4. An IEP or EAP connected to a four-year institution:
 5. An IEP, EAP, or language school *not* connected to a college or university:

Thank you for your time.

Andrea M. Tener
 (812) 486-5408
andrea.m.tener@gmail.com

Appendix B

Follow-up email

Dear Colleagues,

In December, Grant sent you an email about participating in my doctoral research on ESL contingent faculty. Although there has been some interest, I am still in need of a few more participants to make my study sound. So, I am reaching out to you again. I want to give strength to your voice as not only ESL faculty but more specifically as ESL *contingent* faculty. There is limited research on the lived experiences of either of these groups, so by participating in this study, you will be adding valuable knowledge to the field.

My research is qualitative and explores experiences of ESL contingent faculty at a four-year institution to gain a deeper understanding of the ways in which work environment and interactions within the workplace affect and define lived experience. In this study, "contingent faculty" is defined as those who are not full-time, tenured, or tenure-track faculty. Current research says that the working conditions of contingent faculty are not equal to those who are tenured or tenure-track faculty. And, contingent faculty are the new majority on campuses of higher education across the US. This national statistic is also becoming a national concern. As an additional layer, studies done by the US Department of Education show that there has been an influx of international students and English Language Learners over the last decade. The increasing numbers

give rise to a necessity for ESL instructors which means that you are a vital part of the success of higher education institutions.

For the study, I plan on conducting individual interviews, and participants will have the option of engaging in online reflective writing during this exploratory study. In turn, the findings will provide an in-depth understanding of the life of ESL contingent faculty through meaning created from environment and interactions at work. You are receiving this message because you identify as a contingent faculty member who teaches ESL to international students at a four-year institution. If you are interested in participating in this study or if you have any questions, please contact me via email at andrea.m.tener@gmail.com or call me at [\(812\) 486-5408](tel:(812)486-5408).

Thank you for your time.

Warmly,

Andrea M. Tener

[\(812\) 486-5408](tel:(812)486-5408)

andrea.m.tener@gmail.com

Appendix C

ESL contingent faculty informed consent and agreement contract

A Glimpse into the Lived Experiences of ESL Contingent Faculty

Invitation to Participate

Dear ESL Contingent Faculty,

My name is Andrea Tener, and I am a doctoral student in the joint Educational Leadership Program California State University San Marcos and the University of California San Diego. You are invited to participate in a research study of the lived experiences of ESL contingent faculty at a four-year institution. You were selected as a possible participant because you: (1) identify as contingent faculty (not full-time, tenured, or tenure-track), (2) are teaching English to international students at a four-year institution, (3) have been teaching ESL for a minimum of 5 years, and (4) have been teaching at this institution for at least one quarter. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

STUDY PURPOSE:

The purpose of this study is to capture information about the overall experience of ESL contingent (e.g. adjunct or part-time) faculty members at a four-year institution who are teaching international students for academic purposes.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 15 participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will:

- Participate in an interview at the beginning of the study. The interview will take place in a private location on your campus (e.g. a library study room). The interview will last approximately one hour and will be audio-recorded.
- Document your activities (e.g. prepping, teaching, grading, meeting with students, eating lunch, driving to school) on an online calendar for one week.
- Keep an online journal and reflect on your experiences in a written form once a week over a four-week period.
- Participate in an interview at the beginning of the study. The interview will take place in a private location on your campus (e.g. a library study room). The interview will last approximately 30 minutes and will be audio-recorded.

RISKS AND INCONVENIENCES:

There are minimal risks and inconveniences to participating in this study. These include:

- Participants might consider the amount of time spent taking part in the study to be an inconvenience.
- Participants may be uncomfortable answering interview questions. This is especially the case when questions ask for sensitive information such as recalling uncomfortable memories or current struggles that are deemed difficult to articulate or share.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:

- Participants can skip any questions that they feel uncomfortable answering during the interviews or journaling of their experiences for four weeks.
- During the interview, participants can take as many breaks as they need.
- Interviews will be scheduled at a time that is convenient for the participants and at a place that is private.

CONFIDENTIALITY:

Your responses will be confidential. As the researcher, I will be the only one to know, collect, and record your name or other identifiable information such as email address, phone number, or academic status. Pseudonyms will be used during reporting of data.

The results of this study may be used in reports, presentations, or publications but your name will not be used. Paper documents will be kept in a locked cabinet. Electronic documents will be kept in a password protected computer only the researcher has access.

Data will be retained up to 2 years after the project is completed or upon completion of the project whichever comes first. The data will be disposed in the following ways: all

paper records will be shredded and all digital files (i.e. audio-recordings and online data) will be erased.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether, or not, to participate in this study will not affect your current or future relations with California State University, San Marcos or the American Language and Culture Institute.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study; however, your participation will help further the understanding of the lived experiences of ESL contingent faculty who teach at a four-year institution.

INCENTIVES FOR PARTICIPATION:

You will receive \$10 for participating in each interview (a total of \$20). You will receive \$5 for documenting your schedule for one week. You will receive \$5 for each entry on your reflective journal (a total of \$20). Overall, if you complete all aspects of the study, you will receive \$55 for participating in the study. .

CONTACT INFORMATION AND SIGNATURES:

If you have questions about the study, please call me at (812) 486-5408 e-mail me at andrea.m.tener@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact the IRB Office at irb@csusm.edu or (760) 750-4029.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing.

I give permission for my interview(s) to be audio-recorded.

I do not give permission for my interview(s) to be audio-recorded.

Participant Signature

Printed Name

Date

This document has been approved by
the Institutional Review Board at

Appendix D

ESL Contingent Faculty Questions for First Interview

1. Tell me about your journey to becoming an ESL faculty member. What drew you to this profession and why?
2. Tell me about your journey to becoming a contingent faculty member. Under what circumstances or for what reasons did you decide to become contingent and maintain your contingency.
3. What is your typical week like? Can you describe a typical weekday?
4. Describe the interactions you have with administration, colleagues, and students within a normal week.
5. Is there anything else you would like to add?

Appendix E

Final Recruitment Email

Dear Colleagues,

This is my final request for you to participate in my study. I will schedule interviews next week for anyone who is interested in talking about your journey into the world of ESL. Interviews will be 30-60 minutes, and I will do them in a reserved room on campus. For participating, you will receive a gift card as a "thank you". If you are interested but don't have the time to spare for a face-to-face interview, I am happy to set up a Google document for us to interact on or a Zoom session to be scheduled at your convenience.

Please email, text, or call me with questions or if you're interested, and I will get back to you as soon as I can. At that time, I'll also send you a consent form to review as well as the interview questions.

Email: andrea.m.tener@gmail.com

Phone: [\(812\) 486-5408](tel:(812)486-5408)

Thank you for taking the time to read this email. I appreciate your consideration.

Warmly,

Andrea

Appendix F

Journal Questions

1. Who is involved in your journey as an ESL contingent faculty member? Think about colleagues, administration, professors, students, family, and friends. Then, document and comment on interactions that have mattered to you and your journey.
2. What do you do to ensure personal wellness or well-being? Describe what you do and how it helps (or doesn't help) you to maintain a feeling of well-being.
3. How would you describe the culture or environment of the ESL department?
4. Do you think that your department takes full advantage of your experience/expertise as an ESL educator? If so, in what ways? If not, why not?
5. Do you think your institution (college/university) takes full advantage of your expertise and the services you can provide as an ESL educator? If so, how so? If not, in what ways could you be better utilized?
6. Are faculty and staff from other departments aware of the presence of the ESL department - more specifically ESL educators- on campus? Why do you think this?
7. Do you feel that you, as an ESL educator, are utilized as a valuable resource to the campus and culture of the institution not just the ESL department? Explain.
8. How are ESL educators integrated into campus culture? What steps could be taken for more integration?

Appendix G

Definition of Key Terms

- The following are definitions of key terms to give clarification of their use in the study.
- *Contingent Faculty*: Non-tenure-track (NTT), part-time, lecturer, adjunct, full-time non-tenure-track (FTNTT) or graduate student instructors (GSI) are all classified as contingent faculty. For this study, the contingent faculty will be used to describe all who fall under one of these categories.
- *Culture*: Culture and environment may be used interchangeably to mean “the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.”
- *ESL*: ESL is an acronym for English as a Second Language. ESL may be used interchangeably with ESOL which means English to Speakers of Other Languages.
- *ESL Faculty Status*: Those who teach English in the United States to students whose first language is not English.
- *Environment*: Environment and culture may be used interchangeably with the definition of environment meaning “the aggregate of surrounding things, conditions, or influences.”
- *Interactions*: A verbal, nonverbal, physical, or nonphysical exchange where there is a reciprocal action, effect, or influence.

- *Participants*: Those who have taught ESL for at least seven years and at a four-year institution of higher education for at least one quarter.
- *Tenured Faculty*: Those who have gone through an academic process, including a probationary period of full-time employment at the same institution, whereby they now have full academic freedom and job security which will not be placed in question without adequate cause or full academic due process (Van Alstyne, 1971).
- *Tenure-track Faculty*: Those who are in the probationary period of full-time service before acquiring tenured status. Most full-time faculty appointments are either tenure-track or tenured (Euben, 2002).

Table 1
Three-Dimensional Space Narrative Structure

Interaction		Continuity			Situation
Personal	Social	Past	Present	Future	Place
Internal conditions, feelings, hopes, aesthetics, reactions, moral, dispositions	Existential conditions in the environment with other people and their intentions, purposes, assumptions and points of view	Remembered stories and experiences from earlier times	Current stories and experiences relating to actions of an event	Implied and possible experiences and plot lines	Context, time and place situated in a physical landscape or in a setting bounded by characters' intentions, purposes and different points of view

Source: Adopted from Clandinin and Connelly (2000) (cited by Creswell, 2008)

Table 2

Table 2. Profile of Contingent ESL Participants

*Pseudonym	Gender	Highest Degree	Number of years teaching ESL	Past Profession	Concurrent Job
Goldie	female	MA	0-10	education	Part-time other location
Pamela	female	MA	11-20	education	Full-time non-ESL
Pat	female	MA	20+	education	Contractual other location
Ginger	female	MA	11-20	education	Full-time
Cecilia	female	Ed.D.	20+	education and non-academic workforce	Part-time other location

*Pseudonyms were assigned to each participant.

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