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Leadership Strategies Engaging Online Adjunct Faculty in Central Florida's Public Colleges

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Walden University

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Walden University

College of Management and Technology

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Lorraine Matos

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Walden University
2020

Abstract

Leadership Strategies Engaging Online Adjunct Faculty
in Central Florida's Public Colleges

by

Lorraine Matos

MA, Nova Southeastern University, 2011

BS, Southeastern University, 2000

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Management

Walden University

February 2021

Abstract

The structure of higher education has changed with more remote part-time faculty superseding their full-time coworkers. Academic leaders are challenged to provide the support needed to ensure inclusion and engagement for online adjunct faculty. The purpose of this descriptive phenomenological study was to investigate the phenomenon of inclusion and engagement through the academic leader's view. The conceptual framework included elements from servant leadership theory, shared leadership theory, relationship leadership theory, and leader-member exchange theory. Data were collected through semistructured Zoom interviews with 15 academic leaders in Central Florida. NVivo coding was used to assist in data analysis. Results indicated that academic leaders used the leadership strategy of empowerment to include and engage online adjunct faculty. Activities of empowerment included professional development, providing resources, and being available. Another leadership strategy used by academic leaders was communication. Activities of communication were being more accessible and having a social presence. Empowerment and communication leadership strategies included serving ethically, sharing responsibility, improving connection, and sharing respect. Findings may be used to reduce turnover and increase job satisfaction among online adjunct faculty in higher education.

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Dedication

I dedicate this dissertation to the Almighty God, who gave me the strength to complete this journey. I want to thank my amazing husband, Samuel, who daily provided words of affirmation during those long nights. He has been there in prayer, reading my lengthy papers for understanding, and making sure the kids did not talk to Mommy when I was in the office. I want to give special thanks to my kids, Anaiah and Edwin, for their endless hugs, love, and understanding. They continuously kept me in prayer to continue this journey. I want to give thanks to my parents, friends, and relatives. Thank you for all your guidance.

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Chapter 1: Introduction to the Study

Contingent workforce, such as online adjunct faculty, is a crucial component in higher education. Caruth and Caruth (2013) noted that adjunct faculty are part of the contingent workforce, which adds experience and diversified expertise to academia. The accessibility of technology has assisted in the expansion of online learning in higher education institutions. To support the expansion of the online platform, academic leaders hire remote, part-time faculty to fill instructional positions. Barnett (2017) observed that the expansion of online education had increased the need to hire online adjunct faculty. Given the critical role online adjunct faculty play in higher education, academic leaders must embrace the changes occurring in higher education and learn how to support online, part-time faculty. Thirolf (2017) noted a lack of engagement among adjunct faculty resulting in a feeling of disconnectedness in the workplace. Researchers have not examined leadership strategies to aid with the participation of online adjunct faculty. Given the increasing number of online adjunct faculty in colleges, the challenge is enhancing the inclusion and engagement among online adjunct faculty within their institutions (Billot et al., 2013).

This descriptive phenomenological qualitative study was conducted to explore leadership strategies used by academic leaders to increase the feeling of inclusion and engagement among online part-time faculty. The results of this study could present new insights to assist leaders in higher education institutions in increasing online faculty inclusion and engagement in public colleges. Implementing specific leadership strategies could lead to an improvement in leader support. Academic support could assist in social

change by lowering high turnover (Bateh & Heyliger, 2014; Green, Alejandro, & Brown, 2009). Green et al. (2009) emphasized that there have been limited efforts of support on behalf of the online adjunct faculty that could aid in limiting higher turnover.

In Chapter 1, I present the background of the study, the problem statement, the purpose of this research, and the research question guiding the study. Additionally, I provide a summary of the conceptual framework, which included servant leadership theory, shared leadership theory, relationship leadership theory, and the leader-member exchange (LMX) theory. I then describe the nature of this research and include definitions pertinent to this study, assumptions, scope and delimitations, and limitations. I also explain the significance of the study to theory, practice, and social change. I conclude Chapter 1 with a summary.

Background of the Study

Dolan (2014) noted a disconnect between online adjunct faculty and the instructor's performance. Dolan found elements that could diminish the disconnect and improve academic leadership support for remote part-time faculty. The results of the study of 28 online adjunct faculty within the same institution demonstrated the issues that are vital for institutions to focus on to improve the frequency of communication, increase the recognition of faculty's value within the institution, and enhance the development of skills among online adjunct faculty. Dolan emphasized that a relationship between online adjunct faculty and their leader provides a strong sense of belonging and connection to the institution.

Billot et al. (2013) observed that changes occurring in higher education present challenges to academic leaders. Billot et al. conducted a narrative qualitative study focusing on the relationship between the follower (instructor) and the academic leader in higher education. According to Billot et al., the expression *followership* focuses on “skills, qualities, character, and power” (p. 93) of the individual participating in followership. Billot et al. examined 38 narratives and found that followers define leaders and leaders do not exist without their followers. The findings reflected the essential elements in the leader/follower relationship are negation, respect, and responsibility.

Barnett (2017) examined the connection between leadership behavior and online adjunct faculty. Barnett’s study consisted of 77 online adjunct faculty. Barnett used the full-range leadership model as the theoretical model for leadership. Barnett commented that the full-range leadership model comprised “transformational, transactional, and laissez-faire leadership” (p. 53) styles. Barnett emphasized the importance of the relationship between the adjunct faculty and the administrative leadership connecting to job satisfaction. The findings indicated that leaders who used the transformational leadership style in their relationship with online adjunct faculty had a higher increase than those who did not use the transformational leadership style to aid the adjunct faculty and meet the faculty member's needs.

Savage (2017) focused on the environment of the faculty relationship with the administration. The need that drove this study was the increase in tenure track instructors with questionable working conditions. Savage introduced four cultures within higher education administration: collegial institutions, bureaucratic institutions, political

institutions, and anarchical institutions. Data in this qualitative interpretive case study presented were collected from five faculty interviews in a college and university.

Savage's findings demonstrated that a healthy relationship between the administration and the faculty is vital to promoting longevity in the instructors' position.

Jones (2011) conducted a phenomenological study to find out the preferences of part-time faculty in higher education regarding their academic leaders. Jones focused on adjunct faculty due to the part-time faculty's importance and increasing numbers compared to full-time faculty in higher education. Jones conducted structured interviews with eight adjunct faculty. Jones's findings indicated that adjunct faculty prefer leaders who are supportive and welcoming to the faculty. Jones addressed the viewpoint of the adjunct faculty but did not address the leadership viewpoint regarding how the academic leader will apply these components in their position.

Crawford and Germov (2015) conducted a study to identify workforce strategies to increase engagement and support of adjunct faculty within the University of Newcastle, an Australian University. Crawford and Germov focused on the workforce strategy responses on adjunct faculty that mentioned their goal was to receive a full-time position within the institution. Through the review of the literature, Crawford and Germov were able to create a framework for the university to increase engagement. Crawford and Germov examined different workforce approaches that assist in enhancing development in the faculty's career, improving engagement, and continuing to grow university activities.

Hanan (2017) mentioned that challenges exist for online academic leaders to provide the support needed for their online adjunct faculty. The gap of knowledge in the discipline that this qualitative descriptive phenomenological study addressed is trying to capture the lived experiences of the academic leaders who apply leadership strategies in their leadership role to diminish disconnect and promote engagement among online adjunct faculty. This study was needed in higher educational institutions to identify leadership strategies that are implemented by academic leaders to support and promote inclusivity and engagement among online adjunct faculty.

Problem Statement

Online adjunct faculty are pertinent to higher education. Technology has impacted the structure of higher education, aiding the shift of more classes being offered in online platforms (Barnett, 2018). The expansion of online courses in higher education aids in providing an influx of positions for online part-time adjunct faculty to fill the instructional gap (Barnett, 2018). The general management problem was that academic leaders are being challenged to provide the support needed to ensure inclusion of adjunct faculty in an online learning environment (Billot et al., 2013; Thirolf, 2017). Thirolf (2017) noted that leadership characteristics are essential to foster a successful relationship between academic leadership and online adjunct faculty. Academic leaders defined in the current study were individuals “who have the power and resources to affect the teaching mission of the program: these could include program leaders/coordinators, heads of departments/schools, or senior administrators” (Billot et al., 2013, p. 95).

Employee engagement is one of the elements vital for the success of higher education. The specific problem addressed in the current study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. I used the definition of engagement derived from Saks (as cited in Anthony-McMann, Ellinger, Astakhova, & Halbesleben, 2017), who referred to engagement as not being an attitude, but individuals' who are attentive and absorbed in a particular performance in their role. Engaged employees are more loyal, provide a transformation that revolutionizes the organization, perform better, and are more productive (Raina & Khatri, 2015). Jolley, Cross, and Bryant (2014) emphasized the importance of monitoring and providing support to adjunct faculty. Thirolf (2017) noted that academic leaders in higher education are challenged to provide the support needed to ensure inclusion for remote part-time faculty.

Purpose of the Study

The purpose of this qualitative descriptive phenomenological study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. A descriptive qualitative phenomenological design was selected to understand what makes successful online adjunct faculty feel included and engaged in the institution. The goal of this phenomenological study was to capture the lived experiences of academic leaders regarding strategies used to provide online part-time instructors with a sense of inclusion and engagement. Matua and Van (2015) acknowledged that the primary goal of the researcher in selecting a descriptive phenomenological qualitative study is to aid in

exploring the phenomenon while presenting richness to the study. Findings from this descriptive phenomenological qualitative study may assist in addressing the gap in the literature regarding opinions, beliefs, or experience of the phenomenon of disconnect and disengagement among online adjunct faculty in higher education.

Research Question

The research question for this study was the following: What are the lived experiences of academic leaders regarding strategies to increase engagement for online part-time instructors at colleges in Central Florida? The research question was derived from the problem statement. The purpose of this study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. The study was guided by the conceptual framework of shared leadership theory, servant leadership theory, relationship leadership theory, and LMX theory.

The theories selected for this study addressed academic leadership in sharing, serving, connecting, and respect. Hoch (2014) expressed that shared leadership is an interactive approach to leadership. Flynn, Smither, and Walker (2016) observed that positive factors implemented in servant leadership consist of increasing communication, aiding in understanding the goals and specific tasks set before the company, and focusing on the strength of the employees. Uhl-Bien (2006) noted that relationship leadership theory presents a more human aspect surrounded by the connection members feel with their organization. Erdogan and Bauer (2015) provided characteristics of trust, mutual respect, and loyalty within the LMX theory.

Conceptual Framework

The conceptual framework for this study was derived from the following leadership theories: (a) servant leadership theory, (b) shared leadership theory, (c) relationship leadership theory, and (d) LMX theory. The four theories include concepts that related to the current study because these theories embody effective leadership to promote engagement and supportive measures through a relationship. The four concepts found within the four theories are serving ethically, sharing responsibility, connection, and shared respect. The leadership theories were relevant to increasing online adjunct faculty's sense of inclusion and engagement.

Servant Leadership Theory

Peterlin, Pearse, and Dimovski (2015) described servant leadership theory as a theory that promotes the leader wanting to serve first. Peterlin et al. affirmed servant leaders impact the well-being of others and serve the common good. Parris and Peachey (2013) noted that the concepts in servant leadership include ethics, virtues, and morality. These three concepts were relevant in my phenomenological qualitative study due to the presence of ethics, virtue, and morality in effective leadership. Pearce, Wassenaar, and Manz (2014) referred to shared leadership as an interactive process among individuals to achieve organizational goals. According to Pearce et al., visions created by the leader utilizing shared leadership empower and encourage team members if implemented effectively. Pearce et al. applied servant leadership theory as a foundation to present an in-depth understanding of the study for responsible leadership.

Shared Leadership Theory

Small and Rentsch (2010) confirmed that the use of shared leadership becomes a distribution of leadership in which individuals distribute the performance of leadership functions. Small and Rentsch added that shared leadership aids in team performance. The academic leader using shared leadership can assist in making the appropriate changes to increase the sense of inclusion and engagement among faculty. When academic leaders in higher education incorporate specific leadership traits demonstrating their assistance, online adjunct faculty can feel a sense of community despite working remotely.

Relationship Leadership Theory

The concept in the relationship leadership theory revolves around building a connection. The academic leader who incorporates relationship leadership promotes contact with the remote part-time faculty within the institution (Uhl-Bien, 2006). The challenge for the leader to increase inclusion, part-time engagement, and support for the remote part-time faculty is to know the remote employee. Hanan (2017) found that studies have demonstrated that supportive relationships between employees and administrators aid in support measures to increase inclusion within the remote working environment. Uhl-Bien (2006) noted that benefits for academic leaders to incorporate relationship leadership theory in the workplace are having employees who are more considerate, supportive, and high quality. Academic leaders who know their remote employees have a better understanding of what the employee needs, which can increase their support and engagement.

Leader-Member Exchange

Uhl-Bien (2006) referred to the LMX theory as a relationship-based approach. According to Liden, Sparrowe, and Wayne (1997), the LMX theory focuses on the various types of relationships between the leader and the subordinate in the working environment. Liden et al. described leaders who go above and beyond their job description as operating in a high LMX relationship. When an LMX relationship is high, the leader in supporting the remote adjunct faculty with material and nonmaterial goods that extend beyond than the job descriptions. Incorporating the LMX theory for a leader presents benefits in the online working environment. Erdogan and Bauer (2015) declared that characteristics embodied by leaders practicing the LMX theory consist of trust, fondness, and shared respect. Characteristics of trust, fondness, and shared respect are essential elements for the leader to support remote part-time employees.

These theories address individual leadership and the influence the leader has in a working environment. The concepts within these theories supported the current study to understand how academic leaders can assist in supporting online adjunct faculty in diminishing the feeling of disconnectedness, increasing engagement, and enhancing support between academic leaders and their virtual adjunct faculty.

Nature of the Study

I used a descriptive phenomenological qualitative approach. The descriptive phenomenological qualitative approach enabled me to explore the lived experiences of leaders supporting online adjunct faculty in higher education (see Hein & Austin, 2001). Selecting a phenomenological research design aided in focusing on the participants' lived

experiences. Embracing a phenomenological qualitative approach further helped in obtaining a comprehensive description of the essence of the experience of the academic leader (see Ravitch & Carl, 2016). Within this phenomenological study, the primary form of data collection was face-to-face interviews. Conducting open-ended interviews with academic leaders (deans and program managers) overseeing the different departments and subdepartments enabled me to collect the data needed to answer the research question.

The primary form of data collection for this qualitative research was semistructured interviews (see Angel, Jenkins, & Stephens, 2018; Martins, 2008; Ristino & Michalak, 2018). To assist in recruiting academic leaders from local public colleges, I used LinkedIn. The number of academic leaders selected to interview is 15-20 or until saturation (Ristino & Michalak, 2018). The expectations in conducting this study were to provide new knowledge that can assist management in supporting online adjunct faculty in higher educational institutions. The academic leadership interviews in this study may provide a deeper understanding of the strategies academic leaders can use to promote inclusion and engagement among their online part-time faculty.

Definitions

The definitions in this section assisted me in conducting a study to obtain a comprehensive view of the importance of a support network to produce engagement and inclusion between academic leaders and their online adjunct faculty within a public college. This section contains terminology used to gather a deeper understanding of

elements in the engagement relationship between academic leaders and online adjunct faculty.

Academic leader: Billot et al. (2013) stated that academic leaders are individuals “who have the power and resources to affect the teaching mission of the program: these could include program leaders/coordinators, heads of departments/schools, or senior administrators” (p. 95).

Adjunct faculty: Instructors working part-time in higher education with short-term employment or per-course pay who have limited to no benefits (DeLotell & Cates, 2017). DeLotell and Cates (2017) noted that adjunct faculty are also known as contingent workers.

Contingent faculty: Full-time and part-time faculty appointed off the tenure track (Jolley et al., 2014; Shulman, 2017).

Engagement: Shuck, Ghosh, Zigarmi, and Nimon (2012) defined engagement as an individual’s activities incorporating operational terms, actions, and outcomes.

Online learning: Instructional delivery done from a geographical distance (Moore, Dickson-Deane, & Galyen, 2011).

Assumptions

Creswell and Miller (2000) referred to assumptions as claims that shape the procedures of the study. The first assumption in the current study was that academic leaders would be transparent in their responses. The second assumption was participants would be familiar with leadership strategies within their daily functions.

The aspects of the study that were believed but could not be demonstrated to be true were that the participants of this study would be transparent within the interviewing process about their lived experiences of implemented leadership strategies. To aid in this assumption, I tried to incorporate an atmosphere of trust by providing the candidates with a brief introduction of myself. The approach was intended to assist in capturing the academic leaders' lived experiences of leadership strategies used to increase inclusion and engagement among online adjunct faculty. Transparency of experiences was vital to capture the true essence of the phenomenon.

The second assumption in this study was that the participants would be familiar with and would be using leadership strategies to engage and include their online adjunct faculty. Leadership strategies implemented daily by the academic leader should focus on trying to engage and include the online adjunct faculty. The reason why this assumption was necessary for the study was alignment with the interview questions. The interview questions were asked to elicit data to answer the research question. If the academic leader did not use leadership strategies in their working environment and did not try to engage and include their online adjunct faculty, then the responses would not align with answering the research question.

The participants in this phenomenological qualitative study were deans, program managers, or other leaders who have the power and resources to affect the teaching mission in public colleges in Central Florida. The participants in this study supervise online adjunct faculty. According to Li (as cited in Anney, 2014), an in-depth description

allows for the discernment of how well the content fits other areas, context, and methodologies.

It was imperative as the researcher that I capture the lived experiences of the participants. Anney (2014) wrote that in a qualitative study the researcher must consider the trustworthiness criteria to ensure the rigor of the findings. Ravitch and Carl (2016) referred to the qualitative researcher as an instrument with the responsibility for trustworthiness established through credibility, transferability, dependability, and confirmability. To aid in the components of credibility, transferability, dependability strategies, and confirmability, I explained that the purpose of this study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida.

Scope and Delimitations

According to Simon and Goes (2013), the scope of a study consists of the parameters of the study. The scope of the current study consisted of discovering leadership strategies through qualitative interviews. The study included academic leaders from Central Florida's public colleges.

Simon and Goes expressed that embedded within the scope are the delimitations or boundaries of the study. The reasoning behind choosing the specific focus was due to the importance of inclusion and engagement among online adjunct faculty within a college. Tipple (2010) suggested that the full engagement of faculty can come from academic leaders finding ways to involve adjunct faculty. The boundaries of the study were to extract the appropriate data from academic leaders to determine the lived

experiences of leaders' use of strategies to promote inclusion and engagement among online adjunct faculty at public colleges in Central Florida.

The focus of this study was to identify the leadership strategies used by academic leaders to increase inclusion and engagement for online part-time faculty. The population included academic leaders who had led online adjunct faculty or had been leaders of online adjunct faculty. The population did not include online adjunct faculty. The reasoning behind excluding online adjunct faculty was to capture the experiences of the leaders within the college. I conducted semistructured face-to-face interviews using the Zoom software. Observations during the interviews were the second form of data collection. The academic leaders involved were engaged in the interviews and provided leadership strategies used to engage their remote part-time faculty.

Anney (2014) mentioned that transferability in a qualitative study is trying to place the data in another context with other participants. To facilitate transferability, I used probing questions to encourage the academic leader to be more detailed in their responses. Incorporating probing questions could aid in bringing about more depth in understanding the phenomenon. Anney further expressed that more depth within the data collection allows the researcher to discern the content collected.

Limitations

There were limitations in this study related to the design. First, the study was limited to public colleges. Second, the study was limited to the lived experiences of academic leaders in public colleges. Lastly, the study was limited to public colleges in Central Florida. Malterud (2012) noted that limitations can occur during the process of

data analysis while trying to find the themes. Collecting a sufficient amount of data for saturation could have been a challenge in this study. Therefore, I took reasonable measures to address the limitations to ensure transferability. The findings of this study may assist academic leaders in other institutions.

The biases that could have influenced the study were that I hold a position as an online adjunct faculty. Therefore, the academic leaders in my study might have changed their responses to align with what they believed I wanted to hear throughout the interview process. The reasonable measures to address these limitations included being transparent with the interviewee and informing them of my current position. I also reassured them that I was conducting this study to assist current and future leaders in colleges.

Significance of the Study

Findings from this phenomenological study may assist in filling the gap in the literature by exploring leadership strategies used by academic leaders (deans, program managers, etc.) in college to increase inclusion and engagement among virtual adjunct instructors. According to Billot et al. (2013), challenges within colleges are to increase the inclusion and engagement among online adjunct faculty. The benefits of adjunct faculty engagement in higher education include instructors who are passionate and dedicated professionals (Thirolf, 2017). The current study may contribute to the body of knowledge by providing a comprehensive understanding of leadership strategies to increase inclusion, engagement, and support for online adjunct faculty in higher education.

Significance to Theory and Practice

The data collected from the in-depth individual interviews of academic leaders in public colleges may assist leaders in incorporating practices in their leadership roles to increase inclusion and engagement. Online adjunct faculty disengagement in higher education can become a ripple effect affecting the lack of connection and commitment on the part of the employee. Raina and Khatri (2015) declared that employees are engaged to demonstrate characteristics of loyalty, improve the organization, accomplish goals, and be more productive. Thirolf (2017) agreed with Raina and Khatri on expressing the advantages of adjunct faculty engagement resulting in a passionate and dedicated professional. Disseminating the results of this study to leaders in colleges could allow leaders to implement the strategies within their daily practices to promote loyal and productive employees.

Significance to Social Change

This study may contribute to positive social change by assisting online adjunct faculty with elements that will improve working experiences. Green et al. (2009) claimed that efforts of support from academic leaders could limit turnover among online adjunct faculty. The findings of this study may contribute to academic leadership in higher education by providing strategies that may decrease the feeling of disconnect among online adjunct faculty and increase leader and adjunct faculty engagement with hopes of reducing turnover.

Summary and Transition

Chapter 1 presented the need for this study: a gap in leadership strategies used to include, engage, and support remote part-time faculty. This descriptive phenomenological study was conducted to fill the gap in the literature regarding the understanding of leadership strategies used to increase engagement and connectedness of adjunct faculty in an online environment. The research question addressed information I sought to obtain, along with the four leadership theories (shared leadership theory, servant leadership theory, relationship leadership theory, and LMX theory) for the conceptual framework. I also explained the descriptive phenomenological research methodology as the nature of the study. Key terms were defined, and Chapter 1 concluded with the scope, delimitations, limitations, and significance of this research.

In Chapter 2, I review the literature addressing different elements of remote adjunct faculty inclusion and engagement measures. Servant leadership theory, shared leadership theory, relationship leadership theory, and LMX theory are described in greater detail. Further, I discuss the gap in the literature regarding the lack of understanding of leadership strategies to increase engagement and connectedness among online adjunct faculty.

Chapter 2: Literature Review

Online adjunct faculty are pertinent to higher education. With the prevalence of technology, the structure of higher education has shifted with more classes being offered in online platforms (Barnett, 2018). The expansion of online courses in higher education aids in providing an influx of positions for online part-time adjunct faculty to fill the instructional gap (Barnett, 2018). The general management problem was academic leaders are being challenged to provide the support needed to ensure inclusion of adjunct faculty in an online learning environment (Billot et al., 2013; Thirolf, 2017). Thirolf (2017) noted that there are various components of leadership characteristics essential to foster a successful relationship between academic leadership and online adjunct faculty. Academic leaders as defined in the current study are individuals “who have the power and resources to affect the teaching mission of the program: these could include program leaders/coordinators, heads of departments/schools, or senior administrators” (Billot et al., 2013, p. 95).

Employee engagement is one of the elements vital for the success of higher education. The problem addressed in the current study was lack of understanding of leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. The specific management problem was the lack of engagement among part-time online faculty at community colleges (Pons, Burnett, Williams, & Paredes, 2017). In this study I used the definition of engagement derived from Saks (as cited in Anthony-McMann et al., 2017), who referred to engagement as not being an attitude, rather a specific level that an individual embraces

when they are attentive and absorbed in a particular performance in their role. Engaged employees are more loyal, provide a transformation that revolutionizes the organization, perform better, and are more productive (Raina & Khatri, 2015). Jolley et al. (2014) emphasized the importance of monitoring and providing support to adjunct faculty within institutions.

The research problem for this study was the lack of knowledge and research on leadership strategies that aid academic leaders in providing the support needed to ensure inclusion and engagement of adjunct faculty in the online higher education environment. The purpose of this study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. The strategies obtained from this study may be used to provide virtual part-time instructors with a sense of inclusion and engagement.

The increase in remote adjunct faculty in online education has changed the higher education environment for institutions. According to Billot et al. (2013) and Thirolf (2017), academic leaders in higher education are challenged to provide the support needed to ensure inclusion for remote part-time faculty hired to instruct in the online platform. The increase in online courses has increased the need for positions available for online instructors to fill the gap (Barnett, 2018). Along with the growth of online employees, challenges arise for academic leaders in supporting the part-time instructor in staying connected with the institution and engaged within their position. The complexity of leadership in higher education has increased throughout the years with the multifaceted elements that involve online education.

In this chapter, I start with the literature search strategy that assisted in identifying the resources used to compose the literature review. The second section addresses the four leadership theories that I used to construct the conceptual framework in the study: servant leadership theory, shared leadership theory, relationship theory, and the LMX theory. The third section describes the state of the literature with the historical trend of online education and the remote learning environment. The fourth section focuses on the use of strategies for effective leadership. In the fifth section, I provide details of the scholarly research on the leadership support efforts for remote adjunct faculty. The sixth section includes leadership characteristics that researchers identified to improve engagement among online adjunct faculty. Finally, the seventh section pertains to research on the shift within the higher education platform and the challenges associated with that shift.

Literature Search Strategy

I used multiple databases for my literature review, including resources within the Walden University library and GALILEO databases. The Walden University librarians assisted me in further expansion of scholarly research in the business and management databases pertinent to my study, as well as ABI/INFORM Collection, EBSCO Open Access Journals, Business Source Complete, Emerald Insight, SAGE Journals, and ScienceDirect.

In addition to the library databases, I also used Google Scholar to research the topic of leadership strategies within the higher educational platform. Incorporating Google Scholar in my research supported an expansion of resources of articles from the

more scholarly literature of the topic presented for my research. The search terms included *leadership traits, leadership characteristics, leadership strategies, remote, part-time employees, online engagement, leader*, online adjunct faculty, big data, engagement, higher education, statistics of adjunct faculty, colleges, remote employee engagement, remote employees, traits, characteristics, character, work engagement, organizational engagement, job engagement, academic leadership, and strategies.*

Further, I searched four leadership theories: shared leadership theory, servant leadership theory, relationship theory, and LMX theory. I searched for various combination terms, including *traits and online adjunct faculty engagement, engagement and adjunct faculty, and education leadership and systematic review.* To expand my search, I incorporated the asterisk (*) to find everything that I could on search words that started with leader. Various sources were retrieved dating from the 1990s to the present. Most of the sources were published within the last 5 years.

Gap in the Literature

The competitiveness and pressures in higher education have changed through the years for academic leaders aiding their online adjunct faculty. To assist in remote employee engagement, academic leaders can create a sense of commitment that supports their online adjunct faculty. Ferencz (2017) found that academic leaders can work on connecting with their online adjunct faculty through engagement measures to assist the online adjunct faculty feeling connected to their workplace. Ferencz conducted a transcendental phenomenological study to capture the lived experiences of online adjunct faculty with an increased sense of community. According to Ferencz's research, leaders

should initiate communication to promote a sense of community among their online adjunct faculty. Ferencz selected 21 online adjunct faculty from nine institutions to answer a questionnaire. Ferencz emphasized the importance of using different forms of engagement to implement connections needed online. Ferencz stressed that the connections employees make with each other result in the feeling of pride and loyalty to the institution.

The data collected by Ferencz (2017) demonstrated how participants in the study were in consistent with their responses. Responses from the questionnaire indicated that engagement is essential, although there are various ways that an online instructor can engage themselves. In the remote learning platform, a vital factor for academic leadership is that the faculty are motivated and satisfied, which places more responsibility on the academic leader. Leadership connection is different in the online environment compared to the face-to-face environment, making it more essential for academic leaders to find means of improving engagement. Ferencz's study filled a gap in the literature by communicating how remote part-time faculty feel a vital component of the academic leadership is to start the connection online so the online adjunct faculty can increase engagement by asking questions and communicating with colleges and academic leadership.

Pujol-Cols and Lazzaro-Salazar (2018) sought to find the elements that contribute to positive work engagement in relation to work-related psychosocial risk factors. One of the work-related psychosocial risk factors presented in the study was the lack of leadership support. Pujol-Cols and Lazzaro-Salazar emphasized there is a challenge for

leadership and their scholars due to the stressors within higher education institutions to provide support. Amongst the many results presented by Pujol-Cols and Lazzaro-Salazar found a gap in the literature due to the presentation of psychosocial risk factors attributing to the lack of support for leaders, job satisfaction, and job insecurity. Academic leadership may use their leadership traits to assist in the absence of support. Doing such actions can present job resources needed to meet the job demands due to the increase in remote, part-time faculty.

Reneau, Wallace, Claywell, Price, Burdi, and Trybulski (2018) had a similar response in the study as Pujol-Cols and Lazzaro-Salazar (2018) regarding support measures towards scholars within higher education. Reneau et al. (2018) found influential factors incorporated into the daily lives of the academic leader to engage online adjunct faculty. Reneau et al.'s study was conducted to attract and retain experienced, highly skilled faculty. Reneau et al. found the data resulted the factor that impacted engagement of part-time faculty was a sense of feeling support in the online environment from the leader at their institution. Reneau et al., presented other components to assist in the online adjunct faculty within the study were training and mentoring for online adjunct faculty. The academic leader must create an online environment prominent to engagement factors.

The dependence of online adjunct faculty amongst institutions has forced leadership to incorporate different leadership strategies to aid in the expansion of the instructors' expertise of the field, flexibility, craving of experiences in the real world (Tipple, 2010). Another vital component for campus leaders is to understand how to

sustain and increase motivation within adjunct faculty (Pons et al., 2017). Pons et al. proclaimed that increasing the motivation of adjunct faculty will aid attributing the actions of the instructor to the mission of the institution. Instructors, within their position, must have the tools and support from their leaders to excel in their positions.

Conceptual Framework

The phenomenon for this study is the sense of disconnect and engagement of online adjunct faculty with academic leadership in higher education. A significant amount of research has focused on the importance of part-time faculty engagement in higher education (Barnett, 2017; Thirolf, 2017) and further research has identified a feeling of disconnect amongst remote, adjunct faculty (Barnett, 2017; Lather & Jain, 2015). Limitations that arose in the research of this topic were trying to find particular support measures that embed adequate leadership strategies from academic leadership to aid in the decrease of disconnect and increase engagement amongst online adjunct faculty.

Theoretical approaches to leadership can further expand the understanding of the importance of academic leadership in aiding in the act of engagement amongst remote, adjunct faculty. For this particular study, I selected four specific theories: the shared leadership theory, servant leadership theory, relationship theory, and LMX theory. Together, these four theories serve as the conceptual framework for this research to aid in exploring the importance of academic leadership in connection with online adjunct faculty engagement and a sense of disconnect. The four concepts found within the four theories are serving ethically, sharing responsibility, connection, and shared respect. The

concepts within the theories selected may assist in understanding individualized leadership traits that increase engagement with online adjunct faculty.

Hoch (2014) expressed shared leadership theory is an interactive approach to leadership. The selected concepts within the leadership theories can make an impact in the online adjunct faculty engagement and inclusion. According to Pearce et al. (2008), shared leadership theory can become influential for a leader in using on individuals to achieve an objective. Pearce et al. explained the academic leader who utilizes the shared leadership theory as one who promotes power and influence factors with their managed team. Pearce et al. described the leader using the shared leadership theory further assists their online adjunct faculty in making the appropriate changes between the leader and the online adjunct faculty relationship. Improving the relationship between the academic leader and the online adjunct faculty may also aid in increasing engagement.

Servant leadership theory was introduced to encompass the notion of the leader serving their subordinates. Servant-oriented behaviors demonstrated by a leader consists of empowering other individuals, serving other individuals, and making a difference in the life of other individuals (Flynn et al., 2016). Flynn et al. explained how positive factors surrounding the implementation of servant leadership consist of increasing communication measures on behalf of the leaders, helping in understanding the goals and specific tasks set before the company, and focusing on the strength of the employees. Flynn et al. further added that studies concentrated on the servant leadership theory present outcomes of engagement on behalf of the employee, job satisfaction, and lower turnover.

Founded on religious teachings, servant leadership emphasizes the leader to be a servant first (Khan, Khan, and Chaudhry, 2015). Leadership traits embedded in servant leadership could be used to motivate servanthood towards the leaders actions and enhance adjunct faculty engagement. Parris and Peachey (2013) presented the perspective that servant leadership theory has the aspects of ethics, virtues, and morality as the basic constructs to the theory's foundation. Peterlin et al. (2015) mentioned the implementation of servant leadership theory contributes to engagement by supporting followers for success in their positions. Peterlin et al. referred to the servant leadership theory as the well-being of others and underlines to serve the common good. According to Parris and Peachey (2013), particular traits embedded for this specific leadership theory brings humility to a leader by the leader seeking to serve and could make followers feel more valued.

The third and relatively newer theory is the relationship leadership theory. According to Uhl-Bien (2006), relationship leadership theory presents a more human aspect surrounded by the connection for members within the organization. The challenge arises with leadership to build a relationship with faculty members that work remotely. Uhl-Bien explained that the incorporation of relationship leadership theory results in employees being more considerate and supportive. Relationship building in leadership improves advancement in engagement and making faculty feel connected (Uhl-Bien, 2006).

Erdogan and Bauer (2015) presented a different perspective of LMX theory that includes elements of trust, mutual respect, loyalty, and the quality of LMX theory. The

authors' described what LMX theory is, best practices of LMX theory, and how LMX theory is measured. The assumption of the LMX theory is the influential component leaders have within their groups or peers. Erdogan and Bauer pointed out that managers' communicative efforts of support to individuals entering the group; the employee feels more a sense of trust within the LMX theory. The currency of LMX theory is essential for employee performance measures, with employees, demonstrating an increase in LMX also exhibit desirable behaviors.

According to Holliday, Martin, and Martin (2010), grasped a better understanding of leadership within community colleges and their subordinates by focusing on the relationship between leader-member exchange (LMX) and personality temperament. This LMX theory showed the importance of leadership and the relationship with their subordinates connected to LMX theory. In addition, Breevaart, Bakker, Demerouti, and Hetland (2012) conducted a study incorporating leader-member exchange theory (LMX) with job performance. The result of leadership using LMX theory in their daily functions with employees is enhancing work engagement. Breevaart et al. argued that engaged employees have an increased sense of enthusiasm and energy and are satisfied with their work outcomes. According to Breevaart et al., employees with an increase of LMX theory within their relationships as a leader are more resourceful in their work environment, which trickles down to their work engagement.

State of the Literature

Public higher education tries to collapse the limitations of receiving knowledge by expanding online education. To meet the demands of higher education, institutions

increase their employee pool to include contingent faculty. This contingent workforce includes full-time, part-time, and non-tenure-track faculty (Jolley et al., 2014). The Coalition on the Academic Workforce (2012) determined that 75.5% of faculty in higher education institutions classified as contingent faculty. Magda, Poulin, and Clinefelter (2015) expressed that among the 75.5% of contingent faculty, 70% tend to be part-time or adjunct faculty. According to Magda et al. noted the rapid growth of remote adjunct faculty reported a universal trend amongst higher education institutions. For example, in 2015, 56% of adjunct faculty instructed in their online platform. In 2011, the National Center for Education Statistics report, found that community colleges are exceeding employing 70% of adjunct faculty (as cited in Jolley et al., 2014).

The online adjunct faculty growth trend has changed the higher education platform in past years. Online adjunct faculty are being used to teach online courses from various disciplines due to the growth of student enrollment within online higher education. There has been an increasing trend in contingent faculty, which has occurred between 2002 and 2015, with a slight decline after 2011 (Schieffer, 2016). The long-term growth in the increase of online adjunct faculty has advanced more in universities, although colleges have not fallen behind. Various definitions are presented in the literature regarding online adjunct faculty. Due to this study, the definition given is provided by Reneau, Wallace, Claywell, Price, Burdi, and Trybulski (2018), who define online adjunct faculty as those individuals who are contracted working per term as needed for the program. Similarly, Magda et al., Jolley et al., Schieffer (2016), and Reneau et al. (2018) are in unison with the increasing trend of online adjunct faculty. The

data retrieved from these studies become a vital source for academic leadership to place focus on their growing quantity of online employees to present means of support to engage and include the employees in the online environment.

History of Online Education

The landscape of online education has transformed higher education with institutions focusing on distance education. Definitions of distance education differ throughout the literature (Ferencz, 2017; Magda et al., 2015). Magda et al. (2015) presented the description of distance education from the Babson Research Group, which is used for this study. Babson Research Group defined online learning as courses that are 80% or greater taught online. The change in the higher educational landscape should be embraced by the academic leader to promote engagement, which may aid in institutional growth, diminishing remote, adjunct faculty disconnect, and online adjunct faculty engagement. Ferencz recommended the term “distance education” refers to various types of alternative education, from satellite campuses to virtual learning. Although the definitions of distance education come from two different sources (Ferencz, 2017; Magda et al., 2015), the increase in online adjunct faculty demonstrates the importance of focusing on the growth of the online educational instructors to possibly assist them in supporting due to their distance from the institution physically.

Academic leaders within higher education could further utilize the advances of distance education in the online educational platform to incorporate leadership traits to assess the effect of engagement with their remote, part-time faculty. Magda et al. (2015) wrote that higher education remote, part-time instructors are vital to the growth of

distance education in universities and colleges worldwide. Incorporating technology in the higher educational platform presents challenges for academic leaders to implement leadership traits that will aid in engaging their online adjunct faculty within distance education.

There are various challenges reflected in the literature faced by online adjunct faculty and academic leadership relationship. The collaboration was the main focus of the study of Schieffer (2016), to understand further how to aid in an increase in engagement and decrease in isolation by academic leadership. According to Schieffer, amongst the many forms of collaboration, an increase in collaboration could be derived from the incorporation of e-mails, discussions, and weekly reflections. Schieffer found within the research that barriers for virtual collaboration could be time constraints of adjunct faculty and trust. Schieffer studied the lived experiences of the online adjunct faculty within a phenomenological qualitative study. Schieffer presented in a study a particular challenge of isolation prone to online adjunct faculty. Schieffer emphasizes that online adjunct faculty fill courses of online courses with little knowledge of how they must collaborate to stay engaged with their peers.

The distance element in the online learning environment might be an aspect that encompasses the sense of feeling isolated. According to Schieffer (2016), collaboration becomes easily accessible for adjunct faculty that are on campus, compared to remote, adjunct faculty. Although virtual collaboration varies throughout literature, the definition of virtual collaboration presented by Schieffer came from Coughlin and Kadjer. Virtual collaboration, according to Coughlin and Kadjer, was incorporating multiple methods to

assist in individuals working together, communicate, collect resources, and distribute ideas.

While Schieffer's study presented the lived experiences of collaboration with online adjunct faculty. Martin, Wang, and Sadaf (2018) provided a different element of engagement by surveying students enrolled in online courses. There are various avenues to assist in the online adjunct faculty engagement with students in an online learning environment. Martin et al. focused on engagement and mentioned that academic leadership could assist with support measures in the presence, connection, engagement, and education of online adjunct faculty. This study incorporated strategies of facilitation from the faculties' viewpoint. Martin et al. (2018) expressed the prominent role of an online facilitator to design and facilitate online learning. The facilitator's responsibility is to be a guide to expand the knowledge of the students and assist in increasing the skills of the class on the topic (Goldman & Schmalz, 2012; Martin et al., 2018). To succeed in the engagement aspect of instructing in the online platform, academic leaders can make an impact on their part-time instructors by promoting and implementing leadership traits to assist in engagement.

Grasping the elements that assist online adjunct faculty to be more effective aids the academic leader in finding tools to support the online instructor in their instructional position. Amongst several factors recovered from the results of student perceptions for the online adjunct faculty were instructor presence, timely response, and constant communication with regular announcements. Online courses can become a bit more complicated in comparison with face-to-face classes. The asynchronous aspect of online

courses become the challenge that much academic leadership has in providing the support needed for online adjunct faculty engagement. Benton and Li (2015) agreed with both Martin et al. (2018) and Schieffer (2016), implying how communication is a fundamental component for online adjunct faculty. Benton and Li expressed keeping online, part-time employees engaged in the various activities of the institution and became essential to increase their experience with their employer. Although being a remote employee presents limitations, Benton and Li presented certain elements to foster inclusion amongst online adjunct faculty. According to Benton and Li, “academic leaders could get to know the adjunct faculty, be available and approachable, encourage professional connection, involve the adjunct, collection several resources for the adjunct faculty, provide and participate in adjunct faculty professional development” (p. 3). Understanding the motivational factors of the online adjunct faculty can aid in the use of leadership traits with the leaders and the online adjunct faculty.

These recent studies support the idea that the leadership strategy of communication may be an influential factor in engaging online employees to provide inclusion amongst the institution. Instructors are known to expand the knowledge within their profession, and implementing various elements perceived by students and online adjunct faculty in regards to online engagement can better assist academic leadership in understanding how they can better support the engagement of their online instructor in the online platform at the college.

Leadership Strategies

Embracing and understanding the challenges involved within higher education among academic leadership and their online adjunct employees can promote engagement amongst the leader's remote, adjunct faculty. To assist in adding knowledge in the academic leadership profession in higher education, the purpose of this study is to discover leadership strategies to increase inclusion and engagement amongst online, part-time faculty at public colleges in Central Florida. The primary purpose of this study is to explore the lived experiences of the academic leader's use of leadership strategies to assist virtual, part-time instructors with a sense of inclusion and engagement.

Ralph Stogdill (1948), a mid-century theorist, referred to leaders as individuals who do not become leaders without possessing different traits. Stogdill came forth to this outcome observing that no two leaders in various industries have identical leadership traits (Stogdill). Kirkpatrick and Locke emphasized the importance of leadership traits. According to Kirkpatrick and Locke, traits from leaders within their field differ from individuals that are not leaders. Leadership traits for those individuals that are leaders compared to non-leaders can include drive, desire to be a leader, honesty/integrity, self-confidence, ability to think cognitively, and experience of the business (Kirkpatrick & Locke, 1991). Traits from leaders within their field differ from individuals that are not leaders. Kirkpatrick and Locke referred to leadership traits as a characteristic element which assists leaders to attain specific skills, frame and implement the vision of the organization. The research conducted by Kirkpatrick and Locke reflected various

examples of leadership traits of effective leaders, such as the founder of Walmart, that still joins morning meetings at the age of 70.

Nichols (2016) agreed that leadership traits are a vital component to leaders and do matter in their line of work. Leaders are individuals and created differently, so not all leaders encompass the same leadership traits and are unique in their way. Nichols defined traits when an individual demonstrates patterns of consistencies of thought, emotions, and actions. Nichols mentioned 12 individual leadership traits related to dominance or cooperative as “(helpful, pleasant, supportive, agreeable, cooperative, fair, self-confident, self-assured, goal-oriented, ambitious, dominant, and assertive)” (p. 665). The results of the finding from Nichols depicted how past leadership experiences affect the value the individual leader places on leadership traits. The data retrieved from Nichols illustrated that the dominance-related leadership traits diminished with the more experience a single leader contained. The research strategies utilized by Kirkpatrick and Locke reinforced Nichol’s findings in which highlighted leadership traits are an essential component for leaders to engage their employees. Limitations of Nichols research become in the conclusions where depicting the more experience an individual obtain the which changes the individual, although the individuals participating in the study had self-reported experiences.

Leadership Support for Remote Adjunct Faculty

There are various leadership traits of academic leadership to assess engagement amongst online adjunct faculty in the online platform of higher education. This study focuses on the lived experiences of academic leaders to aid online adjunct faculty in

trying to increase the sense of inclusion, engagement, and support. Applying the lived experiences of academic leader could retrieve elements within online adjunct faculty so they can have a positive contribution towards the institution. Support is needed to improve engagement, to assist adequate academic leadership.

Academic leadership plays a vital role in providing the support needed for efficiency in remote, part-time faculty positions. According to Jones (2011), not all leadership traits are effective with employees. Jones emphasized the expectations are from adjunct faculty to assist leadership in providing the support needed from the leader. Jones focused the study on the preferences that adjunct faculty have of their academic leaders. According to the results within the study, adjunct faculty wanted supportive leadership that provided them the resources the adjunct faculty needed to conduct their jobs effectively and efficiently. Jones emphasized results that further depicted that adjunct faculty do not need to feel micromanaged and treated as professionals.

Leaders are limited with dispersed adjunct faculty presenting some reasoning why instructors look for other sources for direction. Jones mentioned adjunct faculty felt the need for more academic leadership communication. Instead, the focus was on receiving the resources needed for the instructional position. The theoretical framework provided by Jones was appropriate for this study. The leadership theory presented for this study was leadership theory, contingency theory, and the leadership substitute theory for the research. The author selected eight adjunct faculties for this qualitative study. Patton (2015) emphasized that qualitative inquiry usually has small samples, chosen by purpose.

The purposeful sampling made this sample size appropriate for the research and will give this study a rich data foundation.

Pons et al. (2017) conducted a qualitative study with a sample size of 103 part-time instructors. Pons et al. observed the responses of online adjunct faculty comments on the significant factors in their online profession. The purpose of Pons et al.'s study was to get the perspective of online adjunct faculty to retrieve the influential factors for motivation. The findings of the data demonstrated three factors that were essential to the online adjunct faculty instructing in their discipline, the chance to work with their students, and individual satisfaction. Although institutions might struggle financially, academic leadership can demonstrate particular traits, not needing financial backing, which is depicted in the results of Pons et al.'s study. Affordable leadership actions that can utilize online adjunct faculty is the demonstration of the act of caring. Leadership characteristics need no money to impact the engagement for online adjunct faculty within the higher education realm. Understanding the response of the most crucial element of instructing in their discipline, effective support measures from academic leadership with online adjunct faculty could achieve the quality and engagement needed in the online education platform within the college.

Pons et al. (2017) retrieved data from online adjunct faculty, while Gehrke and Kezar (2015) focused on information retrieved from academic leaders in higher education. Gehrke and Kezar emphasized how leadership in the online portals of higher education have an impact on support for engagement of remote, part-time faculty. Gehrke and Kezar expressed how adjunct faculty usually lack the support from academic

leadership at universities. The study conducted by Gehrke and Kezar focused on deans within higher education and their policies of support for non-tenure-track faculty. Gehrke and Kezar presented supporting policies within the study consisted of mentoring, extending contracts, providing orientation, resources to assist in teaching, material, and support from administration. Gehrke and Kezar mentioned the values of academic leadership profoundly affect the decision-making that leads to supportive measures. Leadership plays a significant impact on the success of engagement within the profession of remote, part-time faculty. The sample size collected by Gehrke and Kezar was 264 consisting of deans and faculty, which was sufficient for data retrieval. Gehrke and Kezar mentioned that mentorship and contracts are possible to support measures that can aid engagement within online adjunct faculty. The limitations of this study can be that this study focused on four-year universities and could, in the future, provide guidance for technical school or two-year colleges.

The use of leadership traits can present support engagement measures in higher education. Eagan, Jaeger, and Grantham (2015) mentioned that the shift in the higher education workforce, from mostly full-time faculty to the majority of part-time faculty, had placed a strain with the support of adjunct faculty. Employing adjunct faculty becomes beneficial to institutions, and the reasons vary per institution. According to Eagan et al. (2015), some institutions hire adjunct faculty due to their experiences in their full-time careers with the expectation those experiences transfer into the classroom, while other institutions use part-time faculty for budgetary reasons.

The study managed by Eagan et al. (2015) referred to two categories of adjunct faculty differing on the different satisfaction levels, “voluntary part-time faculty-those part-timers who choose or prefer to work part-time and involuntary part-time faculty-individuals who teach part-time but would prefer a full-time faculty appointment” (p. 450). Regardless of the category associated with the remote adjunct faculty, support measures may assist in the engagement of the faculty leadership traits within the online atmosphere. The enhancement of engagement with the online adjunct faculty profession can benefit the institution along with the helping the online adjunct faculty.

Acknowledging the changes occurring within higher education and understanding the critical aspect of managing part-time, online instructors is a vital element. Leaders could aid in providing the support adjunct faculty need to stay productive and engaged in their positions in the online college environment. Gehrke and Kezar (2015) went beyond the study of Eagan et al. (2015) and examined deans while Eagan et al. focused on responses of adjunct faculty. Both studies depicted different views from distinctive viewpoints. Incorporating the importance of relationship-building assists in decreasing harmful components of online adjunct faculty might encounter.

An essential element for leadership is taking the limitations presented to the part-time faculty within their institution and overcoming those limitations. Adjunct faculty are usually offered limited office space and provided little or no clerical support and are presented few or no opportunities for professional development (Caruth & Caruth, 2013). If the instructor’s college has limited space for the remote adjunct faculty to assist their students, the leader should find other alternatives to eliminate that limitation. Removing

or making changes of certain restrictions on behalf of the leader will aid the adjunct faculty to perform efficiently in their position. Adjunct instructors instruct a higher percentage of students and need support from their academic leadership. The academic leader must take ownership within the relationship between them and the adjunct faculty to assist in different measures to create a healthy work environment surrounded by support.

Authentic Relationship

An authentic relationship between leaders and their remote, adjunct faculty contain essential elements to engage online adjunct faculty. Savage (2017) used a qualitative interpretive case study approach to focus research on shared governance in the relationship between faculty and administration. Savage defined shared governance as a “set of practices under which college faculty and staff participate in significant decisions concerning the operation of the institution” (p. 56). Savage introduced four cultures within higher education administration, derived from Birnbaum (1979), collegial institutions, bureaucratic institutions, political institutions, and anarchical institutions. Savage acknowledged that shared governance presents the right of faculty to make decisions. Savage expressed how shared governance seen as a vital component in fosters engagement with each other. Savage relates that the involvement of faculty within the institution changes the atmosphere of the college or university. Savage interviewed faculty members in this interpretive case study approach and found a similar element amongst faculty is the trust value within the relationship. Faculty in the data collection mentioned they wanted freedom in teaching, in scholarship, and 80% responded with

communication. The limitations of the study were in the questions presented during the data collection process. The questions focused on the aspect of trust in the relationship between the academic leader and the faculty.

Xiong, Lin, Li, and Wang (2016) presented a similar factor within the study of authentic leadership compared to Savage (2017). Xiong et al. motioned that trust is a component found in authentic leaders. Xiong et al. examined authentic leadership relationships between leaders and their subordinates to understand how the relationship affects the employees' connection to the organization. In conducting the study, the leaders superseding in the results were those leaders that practiced authentic leadership. Xiong et al. mentioned that authentic leaders operated to earn the trust of their employees. Employees that had trust in their leaders also demonstrated an increased commitment level towards their company. Commitment is an essential element to an employee's place of employment for a successful outcome. Xiong et al. (2016) defined trust as an employees' expression of certain feelings and incidents towards other individuals. A crucial element within a relationship to promote trust and commitment towards an organization is the authenticity of leaders. According to Xiong et al., leaders demonstrating authenticity might be an essential component in the reactions of employees in the organizational culture and tone.

The element of connection amongst the online adjunct faculty may include the factor of engagement for the online adjunct faculty. Xiong et al. (2016) emphasized that the lack of trust within the relationship between the academic leadership and the adjunct faculty could diminish the lack of connection. Trust becomes an essential element that

sets the foundation for the online adjunct faculty to establish a relationship and receive motivation and support due to the academic leadership knowledge needed for the adjunct faculty. The limitations of Xiong et al.'s study was just to higher education but an element that applies to all leadership within the educational field.

Transformational Leadership

The connection to an employee's workplace is vital for the individual's success. DeLotell and Cates (2017) mentioned the diminishment of connection for online adjunct faculty reduces engagement and work effectiveness. DeLotell and Cates are amongst various scholars who argued transformational leadership style connects with the relationship variable. DeLotell and Cates focused their study on the commitment to the institution's online adjunct faculty based on the relationship these employees have with their leaders and the department chairs transformational leadership style. DeLotell and Cates acknowledged due to the changes in technology, higher education will make a fundamental shift and will change education strategies. According to DeLotell and Cates, transformational leadership approach seeks to meet the challenges of recruiting, training, and evaluating specific individuals. The survey utilized within the study consisted of a three-part questionnaire given to 560 online adjunct faculty. This qualitative research did present the transformational leadership variable being a prominent factor of a component to build a trusting relationship with the higher education leader.

Jena, Pradhan, and Panigrahy (2018) noted for leaders to foster engagement amongst remote employees, an increase of trust must occur. Jena et al. (2018) referred to employee engagement as a present connection factor to the institution and raises

ownership amongst the part-time employee. Jena et al. mentioned that work engagement connects an employee to their organization. Various factors become beneficial with the institution's expansion towards distance education. Jena et al. emphasized the importance of transformational leadership characteristics to increase employee engagement. Within the study Jena et al. demonstrated with data how employees that are engaged demonstrate trust and commitment with the assistance of leaders. The results further emphasized how transformational leadership presented an increase in the relationship between employee engagement and trust on behalf of the employee. Increased engagement amongst remote adjunct faculty can benefit the institution.

Leadership Characteristic in Effective Online Adjunct Faculty Engagement

Different determinants assist in part-time employee online engagement. The three significant determinant factors of leadership in online adjunct faculty engagement found in the literature review were the inspiration, authenticity, and freedom for adjunct faculty. Anitha (2014) illustrated employee engagement determinants include work environment, team and co-workers, training and career development, compensation, organizational policies, and workplace well-being. Anitha referred to a study by Wallace and Trinkka, which conducted research demonstrating engagement occurred naturally when leaders inspire their subordinates. This organizational variable becomes essential and difficult when referring to faculty that are not on campus regularly or are on campus at odd hours. Anitha emphasized when leaders communicate to their staff that the individual's work is meaningful and essential to the success of the organization, the leader's result leads to interest and engagement.

Interest and engagement transfer over to a faculty's perception of being part of the institution and can assist in increase employee online engagement. Anitha (2014) found a connection between employee engagement and the relationship with leadership. The research indicated a strong relation between an engaged employee and the employee's job performance. Two variables found in the study, enhancing employee engagement, were the work environment and work relationships. For adjunct faculty to partake in the production of the intellectual contribution, the leader's action in inspiration must be evident in their actions and communication strategies. The result abets in the engagement of various attributes of the online adjunct faculties working environment, which consists of instruction, employee development, and communication with academic leadership.

Authentic leadership develops from ethical values and stem from leaders genuinely encompassing actions of trustworthy, reliable, and genuine individuals. Gardner, Cogliser, Davis, and Dickens (2011) conducted a literature review of authentic leadership. According to Gardner et al., when a leader embraces authenticity, they provide their personal experience, their thoughts, emotions, needs, desires, or beliefs, and their actions surround their self-awareness. The implementation of this type of leadership trait by a leader in academia assist remote, adjunct faculty in feeling support and receiving acceptance. This acceptance ranges from the leader accepting the diversity within their group of remote, adjunct faculty and allowing the different frame of thinking work for the benefit of the department and the college or university.

Boekhorst (2015) conducted an article to focus on the importance of leaders being authentic to bring forth inclusion in the workplace. Boekhorst referred to authentic

leadership as bringing inclusion in a workplace environment. Inclusion brings together faculty from different ethnicities, races, and genders to increase the success of department learning goals. Boekhorst pointed out that although adjunct faculty are on campuses part-time, inclusion allows them to feel part of the organization and assist them in striving to accomplish departmental goals. Having a better understanding of the lack of what inauthenticity contains should allow for leaders to aspire in obtaining the characteristic trait of authenticity. Boekhorst emphasized the importance of authentic leaders in regard to diversity to assist their followers in understanding the value of differences in the workplace to incorporate inclusion. Due to the increase in online adjunct faculty in the workplace colleges and universities, embracing authentic leadership assist in the acceptance of various cultures to engage the online adjunct faculty further.

The feeling of inclusion within the remote employee at times can make engagement harder for the academic leader and faculty. Jolley et al. (2014) conducted a qualitative study to research the sense of inclusion amongst the adjunct faculty. Many of the adjunct faculty in the study of Jolley et al. classified themselves as isolated from their institution. Online adjunct faculty were interviewed to understand further. Jolley et al. conducted a study to examine the experiences and challenges of adjunct faculty in their community colleges. Jolley et al.'s investigation resulted in the finding of the lack of engagement amongst adjunct faculty and how the negative views on adjunct faculty assessments. This study depicted how the system is broken within the higher education platform, and leaders can assist. Gardner et al. (2011), Boekhorst (2015), and Jolley et al. focused their research on the leader embodying a different mindset or authenticity. The

characteristic of authenticity in a leader can promote an online environment of engagement, inclusion, and support needed for the online adjunct faculty to excel in their position within the institution.

In reviewing different sources, there are several tips provided by various scholars to assist in overcoming the challenges encompassed in working with remote employees. Stoker (2018) presented ten tips to work with remote employees. Stoker mentioned helping in remote employee engagement, the leader should give assigned tasks in detail of the leaders' expectations for the particular performance. Other tips provided by Stoker to successfully manage the remote employee; distinguish the goals of the company, present the milestones of accomplishments, implement an open relationship with the remote employee, be flexible, and understand the need of the remote employee, follow up with the remote employee regularly, institute growth goals, and celebrate in the success of the remote employee.

Another leadership characteristic benefiting the increase of remote, adjunct faculty engagement emphasizes the leader's ability to facilitate their followers and deter them from partaking in the actions of micromanagement. Dostaler, Robinson, and Tomberlin (2017) mentioned the Association to Advance Collegiate Schools of Business (AACSB) standards state, for employees to receive success in engagement, there are two different balances vitally important to occur, academic participation and professional engagement. Dostaler et al. (2017) emphasized effective engagement cannot happen without academic engagement, professional engagement, or when both of these elements do not interconnect in some efficient way.

Dostaler et al. (2017) conducted an empirical study to capture data from 142 students. Dostaler et al. examined the connection of a faculty's engagement in the course with the student's engagement in the classroom. Dostaler et al. found faculty that were engaged in the classroom also had students engaged.

Assistance to a leader's faculty becomes critical on employee engagement in the advancement of college and university goals. Engagement entails actions on behalf of the remote, adjunct faculty, and the academic leader. Due to the act of active engagement undergoes entire efforts from the individual partaking in the act. In assisting online adjunct faculty engagement and increasing knowledge, instructors are encouraged to become facilitators in the classroom. Leaders can implement this same concept towards their leadership traits. Leaders inspiring their faculty to assist in the expansion of knowledge results in the instructor feeling comfortable in differentiating their lesson but staying consistent with the departmental goals.

Need and Benefits of Engagement

Academic leadership can affect the engagement of their online academic faculty. An adjunct massive dual labor market could raise the issue on campuses of the lack of employee faculty engagement. The difficulty increases on behalf of the academic leadership to keep online adjunct faculty engaged within the relationship due to various components institutions have placed on leaders to cut costs. Colleges employ online adjunct faculty with minimum or no incentives, a decrease in long-term job security, and no office hours. Adkins (2016) referred to a 2015 Gallup poll demonstrating U.S. workers were engaged 32%, not engaged 50.8%, and actively not engaged 17.2%. Disengagement

in institutions affects the leader and part-time faculty relationship. Raina and Khatri (2015) conducted an exploratory study to examine engagement factors of faculty in higher education institutions. Raina and Khatri mentioned employees who are engaged demonstrate characteristics of loyalty, present a transformation element that alters the organization, accomplish better results, and are more productive. Raina and Khatri's literature review on the topic of employee engagement presents the importance of faculty engagement, which can range from cognitive engagement to the emotional dimension of engagement. Raina and Khatri mentioned Livingston (2011) found that there is a challenge to engage faculty. The disengagement of online adjunct faculty impact higher education with negative implications on online employee engagement.

Along with Raina and Khatri (2015), Lather and Jain (2015) wrote a study on employee engagement. Lather and Jain examined employee engagement to understand the link of 10 leadership practices to encourage employee engagement. The leadership practices consisted of "connect, career, clarity, convey, congratulate, contribute, control, collaborate, credibility, and confidence" (Lather & Jain, 2015, p. 68). The authors emphasized how disengaged employees are costly for companies ranging from 243 – 270 billion dollars lost in productivity. Disengaged employees are seen as disconnected in the working environment (Lather & Jain).

The study of Anthony-McMann, Ellinger, Astakhova, and Halbesleben (2017) examined the relationship between workplace stress and an employee's engagement. Anthony-McMann et al. (2017) presented positive attributes on employee engagement from "job satisfaction, job performance, profitability, customer satisfaction, and

employee retention” (p. 164). Anthony-McMann et al. suggested that elements in the measurements of engagement assist in understanding the various components of the engagement scale that was mentioned by Kahn. Kahn referred to an increase in positive interpersonal relationships are essential to employee engagement (Anthony-McMann, 2017). Positive critical factors in employee engagement depicted in the study of Lather and Jain (2015). Although various factors can encourage the element of engagement for the remote, part-time faculty, academic leaders could implement academic leadership traits that further produces inclusion, engagement, and support.

Thirolf (2017) suggested a faculty engagement framework to aid in faculty engagement. Thirolf created a framework due to an extensive literature review from the scholar. Thirolf established a framework incorporating communication, socialization, and faculty development to aid in online part-time faculty engagement. Thirolf’s suggestion was to incorporate these elements within the first months of new faculty employment. Thirolf’s research depicted the essential components of engagement and integration in higher education provided a positive outcome in recognition of removing the obstacles for student success. Thirolf reflected in faculty engagement in their specific roles, and when engagement did appropriately, there is dedication, passion, and positive interaction of their students. Thirolf’s research emphasized the importance of adjunct faculty due to their instruction of more than half of the students. Adjunct faculty are seen being ignored by their employers, and the author expressed that engagement and integration are vital. The literature review provided a foundation to understand the importance of engagement and integration on a positive outcome of part-time faculty and student success.

Leadership Challenges

A critical essential element within the online platform at colleges is the complex challenges leaders have to engage their online adjunct faculty adequately. Working remote for most online adjunct faculty consists of trying to stay engaged with their institution presenting challenges for their academic leadership to assist in the engagement process. There are different definitions of engagement within the literature, although, within this study, I will use the definition of engagement from Saks. Saks (as cited in Anthony-McMann et al., 2017) refers to engagement as not being an attitude, preferably a specific level that an individual embraces when they are attentive and absorbed in an exceptional performance in their role. Davis, Dent, and Wharff (2015) mentioned the complexity of leadership in higher education and how the challenges have increased due to technology and globalization. Davis et al. referred to mounting demands for accountability had placed leadership in higher education in a position that institutions have to put a focus on these issues. Davis et al. stressed the importance of organizational performance within the study and how leadership systems are thinking leadership assists in motivation.

Crawford and Germov (2015) focused on a study to assist in increasing engagement at the University of Newcastle in Australian University. Crawford and Germov examined diverse workforce approaches for the study to aid in enhancing development in the instructor's career, improving engagement, and growing particular activities within the faculty. Specific leadership traits utilized by academic leadership may assist in the challenges within higher education. Crawford and Germov mentioned

due to the increase in academic work, the landscape of higher education instructors have changed, and higher education management can no longer take these individuals for granted. Crawford and Germov focused on the conditions of employment for this group of faculty. Crawford and Germov called adjunct faculty casual employees. Disadvantages within casual employees are “job insecurity, lack of career path, low pay, the absence of accrued leave benefits, and working hours are irregular and unsociable” (Crawford & Germov, 2015, p. 535). Implementing specific leadership traits from academic leadership may assist in increasing support amongst their remote, part-time instructors.

The interconnection amongst academic leadership and online adjunct faculty in higher education public colleges present challenges. Tipple (2010) emphasized maximizing the quality and effectiveness present in higher education institutions. Tipple offers specific information connected to online adjunct faculty and the motivation behind their teaching, experiencing the leadership styles. The leadership styles prominent in the research were transformational leadership style and situational leadership style. According to Tipple, transformational leadership style has demonstrated to be an effective leadership style to assist in the interaction with employees in the online platforms. Tipple suggests academic leadership must focus on what motivates their online adjunct faculty, to engage them in the online working environment further. The academic leadership should further increase the passion, encouragement, simulation, and direct operation (telephone calls and email) of the remote employees (Tipple, 2010).

Along with focusing on the leadership styles, the author presents two sections, the workforce, and the online systems. Tipple (2010) communicates that the same online

methods utilized for online support for students can also be applicable for the online adjunct faculty support within higher education. Further, Tipple mentioned that the best leadership style is one that fosters the skills of the adjunct faculty and provides motivation. Similarly, Davis et al. (2015), Crawford and Germov (2015), and Tipple agree that there are new challenges in the academic leadership within higher education to aid in expanding knowledge in the field.

Communication Obstacles on Virtual Platforms

Interpersonal communication amongst leadership is an essential element of academic leaderships' use of leadership traits amongst their online adjunct faculty to assess engagement. Calota, Pirvulescu, and Criotoru (2015) argued the vital importance of the element of communication in a management position. Calota et al. (2015) mentioned successful managers spend 55-95% of their time conducting various skills in communication (speaking, listening, reading, and writing). The success of management does lie within keeping the forms of communication open.

The virtual platform comes with various challenges to academic leadership and their remote, adjunct faculty. Academic leadership can enhance their online communication with online adjunct faculty through email, online discussions, and weekly updates on the department. Online adjunct faculty are more susceptible to isolation compared to on-campus colleagues. Schieffer (2016) conducted a study focusing on the virtual platform and the barriers online adjunct faculty have. The author stressed the importance of collaboration amongst online adjunct faculty. Schieffer suggested within the study are virtual professional learning communities to bring a social outlet where

online adjunct faculty can further develop and expand their knowledge. Academic leadership can incorporate their leadership traits within these particular online communities to increase the engagement of faculty and diminish the sense of disconnect.

In a traditional face-to-face campus setting, leaders are more apt to communicate more with their adjunct faculty. With the transition of adjunct faculty transitioning to online courses, the challenge in the academic leadership position presents to continue the engagement with remote, adjunct faculty. The essential tasks of management are solving issues and communicating correctly to assist progress in their subordinates' performance. In a recent study, Calota et al. (2015) introduced Henry Mintzberg's three levels of management communication, "interpersonal roles, informational roles, and decision making roles" (p. 78-79). This study suggests that leadership can aid in engagement by incorporating interpersonal skills into their leadership traits, which will help them be a strong skill and help them inspire others.

There are various factors to assist in motivation to online adjunct faculty working on online courses. Part-time faculty in some institutions have limited or no resources and limited or no training, which can affect their efficiency in their work (Pons et al., 2017). The vital element for a leader and instructor relationship is finding the need for the academic leader to assist the instructor in growing within their position. Leaders must find areas to comprehend how to "motivate, compensate, develop, and properly utilize this key human resource" (p. 56) the majority amount of faculty within institutions (Pons et al., 2017).

Summary and Conclusions

The integration of technology has broken down the limitations of higher education to expand their courses towards online education. To address the demands, institutions have turned their attention on increasing the hiring process for online adjunct faculty. Due to the expansion in distance education amongst institutions, the hiring of adjunct faculty has altered the landscape of higher education. More than half of faculty in higher education are now adjunct faculty to aid in the fluctuation of enrollment. The change of online adjunct faculty in higher education has presented challenges of increasing engagement for those remote employees. The virtual platform in higher education presents challenges in which the use of academic leadership traits could assist.

The shift within higher education, provided by online courses, becomes unequivocally clear how vital for academic leaders is to take an active role in incorporating leadership strategies to increase engagement in the online platform. Engagement benefits both the instructor and the institution by increasing the sense of connection and passion. Academic leaders within higher education can effectively manage online adjunct faculty in a way with leadership strategies that can increase engagement for these remote employees. Employee engagement affects the various aspect of a remote employee and becomes a ripple effect on behalf of the instructor and academic leadership. Academic leadership traits used to engage their online adjunct faculty may aid in keeping the faculty committed and motivated towards the institution.

The academic leadership can incorporate individualized strategies when the leader recognizes the value online adjunct faculty bring to their institutions. The sections within

this chapter breakdown the vital impact leaders have with their online adjunct faculty. The wide-ranging factors discussed in this chapter were categorized to demonstrate the critical components that leadership strategies if implemented effectively, could aid in an engagement component and inclusion for online adjunct faculty. Factors that are vital for academic leadership could be the use of leadership strategies to promote engagement and inclusion within the online environment outlined in this chapter. The literature search strategies incorporated in finding the material, history of online education, remote learning environment, leadership traits, leadership support for remote, adjunct faculty, leadership characteristic inactive online adjunct faculty engagement, leadership challenges, authentic relationship, benefits of engagement, communication obstacles on the virtual platforms, and theories within leadership presented a more in-depth understanding on the topic of online adjunct faculty engagement and inclusion.

Chapter 3: Research Method

The purpose of this qualitative descriptive phenomenological study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. Sousa (2014) claimed that the use of qualitative research presents a detailed description of the phenomenon in the natural environment. Academic leaders in public colleges in Central Florida described their lived experiences for the current phenomenological study. Moustakas (as cited in Sousa, 2014) developed the phenomenological research methodology based on the notion that researchers should explore the wholeness and essence of participants' experiences.

This chapter presents a detailed review of the research question, research design, my role as the researcher, methodology, and the research approach selected to answer the research question. Specific components of the chapter include (a) the logic of choosing the participants; (b) an explanation of the instrument used for data collection; (c) procedures for recruitment, participation, and data collection; and (d) my data analysis plan. Further, I describe how I ensured the research was trustworthy by focusing on issues of credibility, transferability, dependability, confirmability, and ethical procedures. Finally, I present the summary of Chapter 3.

Research Design and Rationale

Moran (2002) referred to phenomenology as a collection of information gathered in an attempt to explain a specific phenomenon. The phenomenon addressed in the current descriptive phenomenological study was inclusion and engagement of online adjunct faculty. Moran stated that phenomenology “describes things as they appear to

consciousness” (p. 6). The phenomenological method allows the researcher to capture how the participant relates to the phenomenon (Dawidowicz, 2016).

Moustakas (1994) noted that the phenomenological approach is used in research when the researcher wants to capture the knowledge of a phenomenon and capture an experience of a phenomenon. Percy, Kostere, and Kostere (2015) recommended using phenomenological methodology to examine the lived experiences of a phenomenon such as feelings. The phenomenological method allowed me to collect detailed information from academic leaders regarding their lived experiences in higher education. The views of inclusion and engagement among online adjunct faculty are seen differently by academic leaders.

Van Manen (2016) noted that phenomenological research captures the understanding and elements that ground the participants’ experiences. Connelly (2015) suggested that research questions should be narrow to support the research. The research question used to guide the current study was the following: What are the lived experiences of academic leaders regarding strategies to increase engagement for online part-time instructors at colleges in Central Florida? Connelly observed that a research question assists in presenting specific components of the phenomenon studied, the individuals included in the study, and what the researcher would like to find out.

The phenomenon addressed in the research question was engagement among adjunct online faculty. Although there is valuable research on online employee engagement, there is a gap in the research on leadership strategies used by academic leaders to promote engagement with remote part-time employees. I planned on taking a

different perspective on the topic by examining different leadership strategies used by academic leaders by selecting the leader's essential tactics through the lens of shared leadership theory, servant leadership theory, relationship leadership theory, and LMX theory. This study focused on the lived experiences of individuals in a phenomenological qualitative approach that was appropriate to use in answering the research question (see Hancock, Ockleford, & Windridge, 2001).

Ravitch and Carl (2016) noted that qualitative research assists in understanding individuals, groups, and phenomena in a natural environment. The qualitative phenomenological methodology selected in in the current study was intended to explore the experiences of academic leaders in higher education at public colleges. Percy et al. (2015) stated that to gather experiences from participants, the focus must be on outward attention: "What was experienced? What happened? and to what does the belief point to in the outer world?" (p. 77).

The other qualitative design that I considered to assist in answering the research question was the case study. Hyett, Kenny, and Dickson-Swift (2014) referred to the case study methodology as research to capture the complexity of the topic in specific cases. Through the case study methodology, stories collected by the participants present a deep understanding of the topic. This method was not selected because I sought to examine the lived experiences of academic leaders regarding strategies to promote inclusion and engagement among online adjunct faculty.

Role of the Researcher

Van Manen (2016) referred to the role of the phenomenological researcher as an individual “standing in the fullness of life, in the middle of the world of relations and situations” (p. 32). Rager (2005) described the role of the researcher in a qualitative study as an instrument from which the information collected becomes analyzed. Rager also suggested that the researcher presents the element of sensitivity in the detailed factors of a participant’s experience. Ravitch and Carl (2016) added that the researcher conducting a phenomenological study must understand the goals of the project. Ravitch and Carl also stated that the features added by the researcher are “positionality, social location/identity, experiences, beliefs, prior knowledge, assumptions ideologies, biases, and overall perception of the world” (p. 40).

Mays and Pope (1995) stated that the qualitative researcher should obtain data to stand independently so that other scholars can analyze the data in the same manner. Rubin and Rubin (2012) referred to the role of a researcher as encouraging the participant in the conversation, engaging with the responses of the interviewee, and asking detailed questions while being present and active. Ravitch and Carl (2016) mentioned gathering details about how the participant understands the phenomenon of the study. A goal of the phenomenological researcher is to achieve full description by capturing the responses of the participant.

Burkholder, Cox, and Crawford (2016) emphasized that the researcher should avoid bias throughout the data collection process. Burkholder et al. mentioned bias within a study can skew the data collection because participants can change their responses due

to the perception of bias. To avoid bias in the current study, I followed the suggestions of Burkholder et al. by not leading the participants, by being aware of their facial expressions, and by not requiring participants to answer questions they did not feel comfortable answering. According to Bevan (2014), the interest of a phenomenological researcher is in describing a participant's experience in the manner the individual experiences it, not from a theoretical viewpoint.

In understanding the influential component of my part as a researcher, I contributed to retrieve clarity from the data collection of academic leaders' experiences and compose a detailed study. My study assists in adding relevant knowledge to literature. As my role as the researcher in this study, I conducted in-depth qualitative interviewing. Rubin and Rubin (2012) suggested making participants feel comfortable during the interview process by having an open and trusted relationship. As the researcher, I tried to incorporate this recommendation before the interview and send the participant information about myself. As the researcher, I converted and built communication with the participant before the interview process by sending detailed information about this study. As the researcher, I converted and built communication with the participant prior to the interview process by sending as much information possible for this study.

In addition to being a PhD student, I am also an adjunct faculty. Being an adjunct faculty in college provided me with the opportunity and experience of attending several adjunct trainings in which I have spoken to adjunct faculty on-site and those working in the online platform about specific issues. Having these past experiences, I feel qualifies

me to bring my expertise to understand particular strategies that might engage online adjunct faculty. Throughout the interview process, I followed Burkholder et al.'s (2016) suggested avoiding bias by staying neutral. I was transparent in collecting the data from academic leaderships' experiences. The ethical issues that might arise during the data collection are interviewing leadership that is within the same institution. To diminish the ethical problems, I had no personal or professional relationship with the academic leader.

Methodology

This study employs a descriptive qualitative inquiry approach to understand the experiences of academic leaders relative to assessing the effect of remote, adjunct faculties increasing in inclusion and engagement. Matua and Van Der Wal (2015) described descriptive phenomenology as an approach that allows for the researcher to analyze the phenomenon while containing the richness and depth of the phenomenon. According to Matua and Van Der Wal, the unveiling of the participant's exploration of a descriptive phenomenological study allows for the investigation to unveil the phenomenon from the perception of the participant. Selecting this descriptive qualitative research will aid in investigating the phenomenon of engagement through the view of the academic leader.

Participant Selection Logic

Patton (2015) explained the fundamental difference between qualitative and quantitative research. Patton referred to quantitative research as measuring the reaction of participants of many individuals and a smaller number of participants in which the phenomenon can be captured in-depth and detailed in a qualitative method. The

participants selected meet the same requirements to participate in the study. Patton proclaimed that the phenomenological approach retrieves to capture the nature of the experiences of the participant in a more comprehensive understanding. Patton added that qualitative researchers using the phenomenological approach should become immersed in the study.

The general population for this study is higher education leadership within the public college sector who manage online adjunct faculty. For this study, I implemented Robinson's (2014) four-point sampling guide to define, decide, plan a strategy, and recruit the selected participants to find my target population. The defined demographic are academic leaders in public colleges within Central Florida. The deciding factor is those academic leaders who manage online adjunct faculty in public colleges in Central Florida. The four-point sampling guide's planning strategy aspect was to recruit academic leaders who have experience in using leadership strategies to engage their online academic faculty. The recruitment tool for this study was LinkedIn. Utilizing LinkedIn gave me immediate access to this population.

A descriptive phenomenological perspective was applied to this study. Ravitch and Carl (2016) acknowledged the purposeful sampling strategy in qualitative research allows the researcher to present the depth of the study of the population (online adjunct faculty) and location (public colleges in Central Florida). Groenewald (2004) referred to purposeful sampling as an important kind of non-probability sampling. The purposive sampling for my research included academic leaders from public colleges within Central Florida, leading online adjunct faculty in higher education. The social networking

platform, LinkedIn, assisted in finding and selecting prospective research participants. Through the LinkedIn portal, I searched for academic leaders and narrowed their place of employment by verifying the academic leader is in higher education in a public college in Central Florida. Once the academic leader was in higher education, I sent a message to recruit them to participate in this descriptive qualitative phenomenological study.

My hope in using LinkedIn was to aid in narrowing the academic leaders that oversee adjunct faculty in the online education platform. The attributes that disqualified an academic leader were those individuals that have not supervised online adjunct faculty. According to Patton (2015), there is no specific rule for the number of participants selected within a qualitative study. Other scholars have found the sample size within their individualized-study that meets saturation; for example, Ristino and Michalak (2018) conducted a phenomenological study capturing the thoughts of 20 employees to expand their understanding of organizational culture. To capture the richness of the academic leaders' experiences, the number of academic leaders recruited for this study was between 15-20 participants or until I reached saturation. The second option I had in the data collection to retrieve further participants was utilizing the snowball sampling. The saturation of themes might occur before 15 participants, although I conducted two or three interviews extra until the sample is homogenous (Vasileiou, Barnett, Thorpe, & Young, 2018). Fusch and Ness (2015) stated not to focus on the number of the data collection, instead, think of your data as "rich as quality" and "thick as quantity" (p. 1409).

Instrumentation

According to Englander (2012) and Moustakas (1994), many phenomenological researchers select interviews as a form of data collection to find the meaning of the phenomenon. The type of interviews I planned to conduct were semistructured interviews. Englander mentioned that semistructured interviews allow the participant to be lead and not directed within the interviewing process. The semistructured interviews conducted towards the academic leader lets me ask questions conveniently to retract the appropriate information (see Pietkiewicz & Smith, 2014). These semistructured interviews vary from each participant due to the use of probing questions, although the interview questions were the same for all participants.

Rubin and Rubin (2012) referred to semistructured interviews as scheduled, extended conversations between the researcher and the participant. Rubin and Rubin explained that within semistructured interviews, the researcher has a minimum amount of questions for the participant and follow-up questions to gather more in-depth data. My hope in conducting semistructured interviews were to have meaningful conversations to extract the leadership strategies the academic leader uses to engage their online adjunct faculty.

The data collection instruments were interview protocol and the use of a recording device. Moustakas (1994) referred to the interview protocol as a vital component in collecting a detailed depiction of the conscious experience of the participant. My interview protocol developed for my study (Appendix B) was based on the guidance of Castillo-Montoya (2016), created the interview protocol refinement framework (IPR

framework). Castillo-Montoya mentioned the IPR framework entails a four-phase process: aligning the interview questions with the research question, conducting an inquiry-based conversation, and accepting feedback from the participant. Castillo-Montoya emphasized some might only complete phases 1-3, in which those researchers have taken the various steps to ensure the reliability of the research instrument. Castillo-Montoya proclaimed that the most important instrument is the researcher. Castillo-Montoya noted the most important instrument is the researcher. The researcher facilitates the interview and uses their intuition to aid in expanding the IPR framework.

Jacob and Furgerson (2012) and Rubin and Rubin (2012) suggested interview protocols for the researcher to use a script at the beginning and end of the interview, along with the use of open-ended questions. In creating the interview protocol, the researcher should develop questions that are easy and increase in difficulty (Jacob & Furgerson, (2012); Patton, 2015). Jacob and Furgerson mentioned that starting a question with “tell me about” (p. 4) allows for the participant to take the question in different directions providing areas for various thoughts and elements.

According to Jacob and Furgerson (2012), the researcher should use a recording device while conducting interviews to limit their notetaking. I planned to conduct the interviews within 60-90 minutes to provide adequate time for the participants to expand on their lived experiences. The interviews were conducted through the Zoom Video Communications platform (Zoom). Zoom allows for the researcher and the participant to conduct interviews through a remote conferencing platform. While interviewing the participants through Zoom, I planned to audio record the conversations to capture

detailed conversations. I created the consent agreement to become aware of the recording device that I used to achieve the detailed discussions. Jacob and Furgerson further suggested making sure the recording devices are working and have backup plans if they are not working. The backup plan was to use a separate recording device which has an application assisting in transcribing the interview conversations.

Procedures for Recruitment, Participation, and Data Collection

According to Moustakas (1994), the phenomenological interview is informal and embedded with open-ended questions. Moustakas suggested the first step of the researcher is to start with a conversation to create an atmosphere of trust and relaxation. Moustakas added following the initial conversation; the researcher should focus the interview on “the experience, moments of particular awareness and impact, and then describe the experience fully” (p. 10). Moustakas places the responsibility on the researcher to emphasize the type of atmosphere conducted within the interview.

A conversational partnership is a term used by Rubin and Rubin (2012) regarding building a rapport between the researcher and the interviewee. Rubin and Rubin mentioned during the interviewing process the term, conversational partnership, establishes respect each individual has with each other. The primary tool for the extraction of the information to aid in answering the research question was in-depth qualitative interviews. According to Rubin and Rubin, the three vital aspects that a researcher must embrace is not to have yes-or-no questions, instead look for rich detail in the responses, have open-ended questions where the interviewer does not participate in

answering the issues presented, and the researcher should have the flexibility to answer the questions that apply to the situation.

Jacob and Furgerson (2012) suggested during the beginning of the interviewing process, the researcher should start with a script that will allow the researcher not to forget vital elements that must inform the participant of essential items. Jacob and Furgerson incorporated that the script should be the collection of the consent agreement. Jacob and Furgerson explained that the researcher and the participant should allow sufficient time to interview in a semiprivate location without interruption.

My recruitment strategy was to use LinkedIn to find academic leaders in colleges in Central Florida. I collected the data through the LinkedIn platform and reached out to the academic leaders. Once the academic leaders agreed to participate in the study, the interactive, videoconferencing Zoom platform was utilized. I collected the data from interviews using Zoom. The participants received a message from me regarding my study. The data platform from where I planned to have my interviews were on Zoom. Zoom gave the participants convenience to partake in a detail conversation at the comfort of their selected location. If the participant was unwilling to participate in the data collection through Zoom, then I planned to embark on face-to-face interviews. The frequency of the data collection events occurred three times a week. The duration of the data collection events was planned for a month. Jacob and Furgerson (2012) recommended to listen and stay focused throughout the interviewing process and end the interview with a script. The participant received an end script to exit the study. The interviews were audio-recorded upon the consent of the participant.

Data Analysis Plan

Moustakas (2016) referred to a descriptive phenomenological study as an approach to capture the interpretations of the participants. Moustakas acknowledged that within a descriptive phenomenological study, the content analysis provides the researcher with information about what needs to be known in the data collection. According to Basit (2003), data analysis should not get left towards the end of the data collection, instead, data analysis is a continuous process. Basit described that the researcher at the beginning stages of the research data collection should try to think of what codes, themes, or categories can aid in explaining the phenomenon.

Giorgi (2012) introduced a five-step method for researchers who want to conduct descriptive phenomenological research. I implemented the five-step method in my data analysis plan, which will aid in connecting the data toward my research question. Giorgi advised the researcher first must have the correct attitude. In the first step, the researcher is sensitive to the phenomenon and does not bring non-presented prior knowledge. The following actions taken by the researcher is to read the collected description and capture the transition. In the third step, the researcher transforms the data into second themes. The fourth step informs the researcher to write the experience the study. Since my study explores the effect of online adjunct faculties increasing engagement at colleges in Central Florida, in step 4 of my analysis I intended to interrogate the meaning units from the wide lens of shared leadership theory, servant leadership theory, relationship leadership theory, and LMX theory and leadership strategies in higher education. For the final step, Giorgi described the process as raw data.

Coding. Basit (2003) referred to the coding process a critical element for researchers. Basit added coding or categorizing data consists of segmenting the data into categories requiring the researcher to label the data for a rich meaning. Basit expressed coding allows the researcher to look profoundly into questions that could arise and similarities across the data. According to Ravitch and Carl (2016), categorizing the data allows the researcher to engage in the data. Saldaña agreed with Ravitch and Carl regarding the value incorporated in coding the data and how the process aids in collecting rich data and assist the researcher in organizing the data into similar groups.

Saldaña (2016) mentioned that the researcher must work on perfecting the coding and recoding process. Saldaña suggests to layout the interview transcripts. For the coding process, I incorporated Liamputtong and Ezzy's suggestion in formatting the data collection in three columns (as cited by Saldaña). The first column has the raw data from the academic leader interviews. I embed the preliminary codes in the second column. Saldaña added preliminary words, which are notes jotted during the interviews. Saldaña mentioned the second column provides the first impressions of the researcher, which can lead to transitional links. The third column presents the final codes.

Software. There is a substantial amount of software available for researchers to organize data analysis. Basit (2003) mentioned the researcher has the responsibility in coding and analyzing the data. Basit stated the researcher must "create the categories, do segmenting and coding, and decide what to retrieve and collate" (p. 145). The software used during the data analysis plan was Microsoft Office Word and Microsoft Excel. During the data process, the transcription of the data will get embedded into the Word

application. The transcription occurred in the Microsoft Word program and then I transferred the data into the Excel spreadsheet. Reviewing the data in the Excel spreadsheet allowed me to discuss the patterns of similarity and find the common categories in the personal lived experiences of the academic leader.

The software I planned to utilize to thematically analyze the interviews was the NVivo software. Rødnesnes, Faber, and Jensen (2019) mentioned the use of the NVivo software presents the benefit of aiding the researcher to auto code the material of the study. NVivo also allows the researcher to enter various forms of data collection within the platform. The NVivo tool could also aid the researcher in shaping and arranging the data (Rødnesnes et al, 2019). NVivo is easy to comprehend, maneuver, and is a software that assists in reviewing the data collection to find particular words, connections, or phrases.

Discrepant cases. Maxwell (2009) identified discrepant cases as occurrences that cannot be accounted for within the data translation. The process of data collection can become strenuous for the researcher, and discrepant cases can arise. According to Fusch and Ness (2015), researchers, as well as participants' bias, is existing in the research, intentionally or unintentionally. Fusch and Ness suggested for the researcher to understand their lens on the topic to interpret better the experience of the participant and not the researcher's lens. I planned to capture the entire interview and listen to the participant while taking minimum notes. To improve the rigor of the study, I was conscious of any facial expressions that might deter the participant in answering the

question entirely. Any discrepant cases received transparency by having the information transcribed.

Issues of Trustworthiness

According to Vilakati (2009), qualitative research embodies the element of trustworthiness when the data truly demonstrates the experience of the participant. Ravitch and Carl (2016) referred to the researcher as an instrument establishing a trustworthy part of credibility, transferability, dependability, and confirmability. Anney (2014) mentioned the researcher must consider within their qualitative research trustworthiness principles to assure rigor in the research. Listed below are different dimensions of trustworthiness incorporated for my study, credibility, transferability, dependability, and confirmability.

Credibility

The appropriate strategies I implemented to establish credibility were validating participants' responses through data triangulation and careful record-keeping. According to Bradshaw (2001), member checks are one of the necessary forms to verify the credibility of a study. Thomas (2017) defined member checks as when the participant reviews, comments, and corrects the transcript of the interview or findings. To ensure credibility, each academic leader participating in the interviews received a brief summary of the findings. These member checks allowed participants to provide feedback from the interviews. Allowing the participant to read the interview transcript aids in a more detailed interview by allowing the participant to add a more detail description of their responses to the interview questions. Further, the participant has the ability to validate

their answers. Once the participants review the transcription and present feedback, the interview feedback was received to incorporate the credibility of the data collection.

I followed the advice of Twining, Heller, Nussbaum, and Tsai (2017) and incorporated the analytic process of method triangulation. Twining et al. acknowledged method triangulation allows for the use of various methods to gather data. Within this study, I incorporated the method of triangulation by utilizing the Zoom platform, note-taking, transcription, and recording of the interviews. The last strategy implemented to display credibility was to maintain careful record keeping. To ensure the detail of the interviews were captured authentically, I incorporated record-keeping of every interview with an audio device. The audiotape device aids in obtaining the detailed descriptions of the academic leader's personal experiences. The findings for this study can accurately reflect strategies of higher educational leaders in public college due to the different participants in the study and capturing detailed descriptions of their lived experiences.

Transferability

Burkholder et al. (2016) stressed the importance of how the results from the data collection within a phenomenological study lie on transferability. Houghton, Casey, Shaw, and Murphy (2013) referred to transferability as research applying to another situation without fluctuating the initial study. The gathering of detailed data results from academic leaders assists in the transferability of the study. The communication of this in-depth descriptive interviews helps readers to find specific aspects of the study that can be relatable. The selection of the academic leader discusses the detailed lived experiences within public college to engage online adjunct faculty further presenting transferability.

The data collection methodology of this study can become applicable to academic leaders in other institutions and their online adjunct faculty.

Anney (2014) mentioned the more depth the data collection can be will allow the researcher to discern the content collected. To aid in in-depth interviews, I incorporated probing questions. The use of probing questions assisted in encouraging the participant to provide a detailed description in the responses provided and more depth in understanding of the phenomenon. Another strategy to consider was purposeful sampling. Anney mentioned purposeful sampling, the “researcher provides a detailed description of the inquiry, and participants were selected purposively” (p. 278). Implementing purposeful sampling for the study will present an in-depth form of transferability.

Dependability

Anney (2014) proclaimed dependability consists of the applicability of the findings of the result through time to ensure that other individuals can incorporate the data. Dependability consists of the applicability of the findings of the result through time. To include accuracy and stability in the data through time, I planned to use reflective journaling. According to Ortlipp (2008), a researcher utilizing reflective journaling can self-reflect and keep a log of changes that occur throughout the research process. During my reflective journaling, I kept a journal of detailed notes of the interviews and what happened throughout the process.

Confirmability

Ravitch and Carl (2016) suggested a vital component to create confirmability within a study is having an audit trail. Ravitch and Carl added the implementation of an

audit trail reduces any biases the participants have within the study towards the phenomenon. Wolf (2003) stated the use of audit trails aids in confirming the evidence that the investigation is “systematic, objective, and worthy” (p. 175). According to Wolf, having an audit trail brings rigor to the study. Wolf suggested in conducting audit trails, the researcher should present in detail the data analysis and the specific choices that led to the results of the investigation. Wolf added to aid in the systematic process for other peer reviewers, the audit trail must be organized for the reviewer to follow. For the interviews with the academic leader, the audit trail contained transcribed interviews, reflective journaling to reflect my thoughts on the subject, and audio recording. Ortlipp (2008) advised the use of reflecting journaling provides a research trail for the researcher. The reflective journaling aids in diminishing biases that I obtained in my role as an online adjunct faculty.

Ethical Procedures

Ethical procedures to protect participants during the recruiting stage first must include permission from the Institutional Review Board (IRB). The application to the IRB must be the first step of the ethical procedure after the oral defense. Cook, Hoas, and Joyner (2013) mentioned the IRB oversees any study that has the research subjects involving human participants. Before any study gets conducted the IRB approval was met. Cook et al. mentioned the IRB is in charge of reviewing the dangers and benefits, participant selection methods, informed consent process, and methods for protecting the privacy of the participant. Once the IRB approved my study, I started searching for

participants on LinkedIn. For a researcher to use the LinkedIn website as a selected site vested interest that affects the outcome of the study, the researcher does need approval.

During the initial beginnings of conducting the data for the study, I disclosed the purpose of the study. The participants were reassured that their responses to interview questions were kept confidential and anonymous, to ensure there is no harm to the participant. Confidentiality during the interview process ensured ethical procedures during the data collection. Before the interview, the participants received the consent agreement. Within the consent agreement, the participants received a clear understanding of the purpose of their participation in the data collection.

Further, the consent agreement was informed of the voluntary status of the participation of this research and tell in detail that their exiting of the project was allowed at any time, to aid in incorporating ethical procedures during the debriefing process. Having the consent agreement in the beginning data collection stage presents trust throughout the process of data collection. According to Rubin and Rubin (2012), the researcher must show respect to the participant. A vital component of the ethical procedure was being of the differences of each participant to respect their culture, religion, gender, etc. Along with showing respect, I was vigilant during the interviewing process. With observation techniques, I tried to be aware that the participant is feeling uncomfortable with any question.

I planned to use Zoom as the tool to conduct interviews. To assist in minimizing disruption, I tried to have the interview at a convenient time for the participant. I informed the participants to allot 60-90-minutes for the interview so that they can

schedule themselves accordingly. To protect the participants' identity, I assigned an identification number to each participant. During the interview process, I implemented the responsive interview model. Rubin and Rubin (2012) suggested the use of the responsive interview model presents depth and detail of response. To ethically report the analyzing of the data, I did not side with the participants and communicated the positive and negative results of the data collection. To aid in ethical reporting of the data, I reported the data collection honestly and shared reports with others.

Summary

In Chapter 3, I supported my logical reasoning for selecting the descriptive phenomenological methodology as the most suitable methodology for answering my research question. I explained the pivotal role of the researcher in my descriptive phenomenological study. Upon reviewing the literature, I developed my reasoning behind the intricate parts of the methodology which included the participant selection, instrumentation used, procedures for recruitment, participation, and data collection, along with my data analysis plan — a detailed description of my plans on how I ensured that my study is trustworthy. In Chapter 4, I depict the study results of the descriptive phenomenological qualitative study. With this chapter, I present the results of the description of the setting, demographics, and data collection. Significant attention gets placed on the data analysis, including the description of the components of the evidence of trustworthiness.

Chapter 4: Results

The purpose of this qualitative descriptive phenomenological study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. This chapter presents an examination of the research setting, participant demographics, data collection, data analysis, and evidence of trustworthiness. I describe how I ensured the research addressed issues of trustworthiness by focusing on credibility, transferability, dependability, and confirmability. Finally, I present the study results and conclude Chapter 4 with a summary.

Research Setting

For a compelling study, the researcher must strive to obtain an adequate number of participants. I recruited potential participants using LinkedIn to accomplish the goal of obtaining an appropriate number of academic leaders. Individuals qualified to participate in this study were academic leaders who oversaw adjunct faculty in the online education platform. Due to the coronavirus pandemic, several leaders in higher education were overseeing online adjunct faculty and were eligible to participate in this study. I searched for employees on LinkedIn who worked in the public college sector within Central Florida. My goal was to use purposeful sampling to recruit participants who met the selection criteria for the study.

Within LinkedIn, I pulled up the institution's name and researched the employees' position and their qualifications. I conducted various steps to apply purposeful sampling to recruit participants. Patton (2015) recommended using purposeful sampling to ensure

rich data regarding the phenomenon. I sent out emails to the contacts with the letter of invitation explaining the purpose of the study. A total of 52 participants responded to the initial email. Three individuals informed me that they did not have the time to participate, 16 sent over their consent to participate, and 33 said they did not meet the study qualifications.

Demographics

I sought to achieve the target number of 15 participants. Recruitment activities resulted in 15 interested candidates to partake in the semistructured interviews. These individuals were academic leaders in one of the colleges in Central Florida who had experience overseeing online adjunct faculty. The academic leaders represented different leadership positions, experience in years, and genders. The candidates selected for this study held positions as chairs, adjunct coordinators, deans, directors, and managers. The experience of participants ranged from 2 to 20 years. Regarding gender, the sample included 4 men (26%) and 11 women (73%). Table 1 demonstrates the participant demographics for this study.

Table 1

Participant Demographics

Case	Gender	Job title	Years of experience
PT1	Female	Chair	18
PT2	Female	Adjunct coordinator	7
PT3	Male	Dean	20
PT4	Male	Dean	9
PT5	Male	Chair	18
PT6	Female	Director	5
PT7	Male	Manager	4
PT8	Female	Dean	2
PT9	Female	Manager	19
PT10	Female	Director	4
PT11	Female	Dean	11
PT12	Female	Director	17
PT13	Female	Dean	16
PT14	Female	Director	17
PT15	Female	Manager	14

Note. Source: Compiled by author.

Data Collection

I used the descriptive phenomenological approach to explore the employees' lived experiences of leadership strategies they used to aid online part-time instructors with a sense of inclusion and engagement at public colleges in Central Florida. I conducted face-to-face interviews using Zoom. Upon their consent, participants were sent the interview questions before the Zoom interview session for review. Although I had informed the participants that the interviews might last 60-90 minutes, each interview lasted between 30 and 65 minutes. I asked probing questions to gather further information. Some participants were brief with their responses. The participants who elaborated and gave various examples made the interviews last 65 minutes.

The interviewees' participated in the Zoom interviews at a convenient location of their choice. Because of the pandemic, there was no longer an option for the in-person face-to-face interview. My location for the Zoom meetings was in my home. I conducted Zoom interviews from June 2020 until August 2020. During the Zoom session, some participants paused to think about the differences of leadership strategies they implemented to aid in engagement and inclusion among their online adjunct faculty and what the institution does for their online adjunct faculty. I used probing follow-up questions to elicit specific answers to the interview questions to obtain an in-depth understanding of the strategies used by those academic leaders toward their online adjunct faculty.

Each interview was recorded upon the participant's consent by Apple's Voice Memos application. Recordings were transcribed using Zoom conferencing and notated using Microsoft Word. The Zoom transcription is available with a paid subscription. The Zoom conference host sets the option to transcribe the interview, and within 1 hour of the end of the Zoom conference, the transcription is available for review. I reviewed all of the transcriptions to make sure the documents were accurate. I was proactive in making the initial review and corrections to ensure a faster transcript review process.

My initial plan was to use a recording device that could transcribe the interview. My plans changed because I became comfortable using Zoom to transcribe the interview conversations. After each interview, I reviewed the transcript and removed identifying information to ensure participant confidentiality. The transcript was then sent to the participant to review. The goal of the transcript review was to make sure that the

transcript captured the lived experiences accurately. Some participants made corrections to the transcripts to provide further details to their lived experiences. Other participants went off topic from the questions provided. Nevertheless, I captured the entire interview.

Data Analysis

I used the NVivo to assist in data analysis. Giorgi's (2012) five-step method was applied to explore and analyze the data. A full immersion of the data assisted in the data analysis process. The data analysis process was continuous to identify the codes, themes, and categories within the data.

During the semistructured interviews, I listened intensively to detailed descriptions provided by the participants. Vilakati (2009) expressed the importance of phenomenological research to implement a conceptual task. Further, Vilakati (2009) suggested incorporating the conceptual task; the researcher must immerse themselves in the data by reading the data several times. Once the interviews' completion occurred, I sent the transcript for review to the participants for accuracy. Out of the 15 participants, 14 confirmed the accuracy of the data. Upon receiving the approved transcript from the participant, I then proceeded to immerse myself in the data. In data immersion, I collected the transcript from Zoom, and then I compared the transcription with the audio recording. During this conceptual stage, I found data relative to the research question. The data discovered was placed into categories and sent out to the participants for member checks.

Coding

I used Microsoft Word, QDA Miner Lite, and Microsoft Excel to code and analyzed the data collection. Microsoft Word was used to take notes during the interview process, find patterns, and write any surprises. QDA Miner Lite was used to organize and store the data for coding. Microsoft Excel spreadsheets were used primarily to better understand the variables collected from the participants, presented in Table 1.

Saldaña (2016) suggested focusing on your research question to influence the selected coding method. The first cycle of coding method selected to assist in analyzing the data was Descriptive Coding, although halfway through the coding method, I switched to NVivo Coding. Saldaña, noted NVivo coding is best used for interview transcripts to capture the individual's viewpoint. Saldaña further expressed in NVivo Coding the researcher gathers the code from the participant's actual language.

Throughout the lengthy interview process, I selected specific data from the participant's actual language that was relevant to answer the research question. During the notations process, I typed notes using Microsoft Word, and downloaded the transcript into QDA Miner Lite. Using QDA Miner Lite allowed me to review the entire transcript and code information relevant to answering the research question. After the data collection, the participant reviewed the transcript. I organized to find a connection and new knowledge. In going through and analyzing the data, I used the QDA Miner Lite to combine the codes similar in interpretation from the data.

Leadership strategy became one of my categories. Within the leadership strategy category, a code that was relative and received a higher percentage was engagement

following communication. QDA Miner Lite allowed me to retrieve the percentage of words from the codes selected from the transcripts. The codes were arranged from highest to lowest, making engagement the highest percentage. I noticed surprising patterns, such as empowerment in the leadership strategies, were pertinent in answering the research question. The patterns presented the codes of the data. I focused on the question while exploring the data to assist in analyzing the answers. The question that I wanted answered was trying to understand leadership strategies used for engagement. I identified patterns in the responses of the academic leaders.

Discrepant Cases

During the interview process, the qualities of discrepant cases utilized were taken, having the interview transcribed. To understand the topic's lens, I used the Zoom transcription service and the audio recording of Voice Memos to capture the entire interview. Saldaña (2016) suggested that using multiple sources validates the coding and trustworthiness of the study. While both services were working in capturing the interviews, I was able to listen and connect to the participant while taking minimum notes. To improve the study's rigor, I was conscious of my facial expressions during the response session. During the interview process, taking minimum notes allowed me to probe questions where I saw fit to grasp an excellent response to the interview question.

Incorporating a descriptive phenomenological study helped investigate the phenomenon of inclusion and engagement through the academic leader's view. The use of this methodology allowed me to capture an individual's experience and expertise. With each question presented to the participant, I listened tentatively, and upon receiving

the transcript, I segmented the data by the question. I sought out the best methodology for my research and sought out sources like Jones (2011), who conducted a study with adjunct faculty and academic leaders. Jones selected eight adjunct faculty, and I decided to choose a more significant number to receive the topic's saturation.

To help capture experience better to select the correct discrepant cases, I chose to choose individuals in LinkedIn with the title of an individual in higher education with surrounding academic leadership. This aspect focused on the analysis to help answer the research question with the expertise the academic leaders bestow. Individuals that did not communicate with online adjunct faculty were not involved in the interview process. The negative case sampling in this data collection was the individuals who received an invitation and did not serve as academic leaders in higher education or did not communicate with online adjunct faculty.

Interview Excerpts

The following are interview excerpts from the individual participants of this research notated, recorded, and transcribed through Zoom:

Participant PT1, Program Chair

This participant was a female with 18 years of experience working at a community college. PT1 expressed that “she is careful of how engaged she wanted online adjunct faculty to be.” She understood that online adjunct faculty had other jobs along with this higher educational position. Her method of implemented leadership strategy was communication. She stated that the use of the platform, Slack, allowed her to communicate with the masses. This participant stated, “mentorship team or their program

chair should regularly reach out, and ask them how they're doing, ask them what questions they have for us, ask them if they are encountering anything that they could use our help and support with." The categories that emerged within the coding of the data was communication. The codes which emerged from the data were electronic communication, influence engagement, perception, mentor, support, recognition, and resource. The main theme that emerged from the data collection was being there for the student.

Participant PT2, Adjunct Coordinator

PT2 has seven years of experience in her position and expressed, "We engage through Zoom, we engage through email, we engage through personal observation, texting, they come to my office, and we do meetings." Pt2 emphasized the value online faculty bring to their department. She noted that during the welcome back week, she rewards her adjunct faculty with gifts of appreciation. She stated she puts forth the effort to do what is needed to perform the job adequately or above an acceptable way. PT2 loves to share her expertise to aid in engagement through observations, text, and weekly meetings. Although an adjunct coordinator, this participant has served various roles, and she shares her knowledge from different viewpoints to the online adjunct faculty. She stated, "So as lead instructor some things I share. Some things I share more as an adjunct coordinator." The categories that emerged within the coding of the data was communication, leadership strategy, and relationship. The codes which emerged from the data were observations and evaluations, expectations, share expertise, support,

empowerment, and recognition. The theme that emerged from the data collection was engaged in the whole program and support by different programs.

Participant PT3, Dean

PT3 is a dean with 20 years' experience in higher education. He focuses on supporting his online adjunct faculty. As soon as they enter the department, the online adjunct faculty connects to a mentor that will aid them. Pt3 stated, "developed this mentoring program very intentionally with our full-time and part-time faculty." He mentioned, "the mentorship program is in place to support and empower the online adjunct faculty to aid in engagement within their position. This participant emphasized he wants to lead by experience, so he is also a part-time faculty member and has a mentor. Pt3 stated regarding the online education platform, "we've gotten a lot better at this collaboration." Categories that emerged within the coding of the data was the relationship, communication, and engagement. The codes that emerged within the data was support, hiring, inclusion, and ability to listen. The themes which emerged from the data collection was mentoring program for part time faculty, weekly or bi-weekly meetings through Zoom, and department chairs.

Participant PT4, Dean

PT4 has nine years of higher education experience and trusts his online adjunct faculty to follow the college's procedures. PT4 expressed, "if there is something you feel like you know, hey, I do not need to be involved." He incorporates his online adjunct faculty in the planning of the class schedules. PT4 passes a form for the faculty to fill out to gather when they would try to teach. This academic leader created this form so that the

online adjunct faculty do not feel that their dean is not picking their classes. PT4 is very responsive to his online adjunct faculty. Categories that emerged within the coding of the data was relationship and engagement. This participant scored high with the code of empowerment and mentor. Themes derived from the coding of the data were trusting that most of them know what to do, know the procedures, policies say to do, and I trust that most of them know what to do.

Participant PT5, Department Chair

PT5 has 18 years of higher education experience and stated, “I’ll give them an outcome. Then I turn them loose.” This academic leader encourages the online adjunct faculty to succeed within their position but stresses that he is available for them if they need him. PT5 invites the faculty to meetings and asks for their input on programmatic changes. PT5 takes the extra initiative to forward emails from the administration with as much information in the subject line and informs the adjunct faculty to focus on a particular portion of the email. When asked to define employee engagement, PT5 thoughts on employee engagement is when the instructor is there for their students. PT5 expressed his views on engagement were, “engaged employee is there for the students and with the students.” Categories that emerged from the data coding were engagement. The codes that occurred within the data were support, guidance, empowerment, and inclusion. The theme that emerged from the data collection was we use our part-time faculty’s advice as much as or perhaps more and reach out to them.

Participant PT6, Director

PT6 has five years of higher education experience and stated, “she tries to develop the relationships with the online adjunct faculty on a very personal level to ensure that they could keep them around.” PT6 further stated that she likes to be flexible with the online adjunct faculty and ensure that online adjunct faculty stay with her. Pt6 expressed, “faculty feel pretty empowered, because you know I told them hey you’re the expert in your field.” She said the definition of employee engagement were those employees that felt connected to their institution and the department. To aid in this engagement, the leadership strategy PT6 incorporates is to engage with the faculty on a one on one basis. Categories presented in the data were relationship and engagement. Codes within the data were flexible, connection, close, empowerment, inclusion, and mentor. The themes that came up were engagement on a one-on-one basis, and personnel designated to work with other faculty.

Participant PT7, Manager

PT7 has four years of higher education experience and expressed, “engagement is a product of being satisfied with your job.” PT7 further stressed the importance of open line communication for engagement and ensuring that the faculty do not feel that they are bothering when asking for assistance. He stated, “online adjunct faculty receive a lot more communication from their deans than other adjuncts.” PT7 expressed how, once every semester, the faculty gather to understand what worked and what did not work that current semester to engage online adjunct faculty along with full-time faculty. The main category that emerged from the data was communication. Some of the codes derived

from the data were isolation, close, and job satisfaction. Themes retrieved from the data were job responsibility, feel isolation, and work is lacking.

Participant PT8, Dean

PT8 has two years of experience in the position and stated, “engaged employees feel connected and interest in being at the institution.” This participant impressed me in the aspect of collaboration. Collaboration provides an engagement component with her online adjunct faculty. This dean has implemented in her department Zoom meetings, where she steps aside and allows the online adjunct faculty to collaborate and share their experiences in their online instructional platform. PT8 stated, “employee feels connected and interested in being there.” This participant takes communication to the next level by sending out weekly update emails with her personal contact information to aid in the feeling of inclusion and engagement. Adding this minor element presents a personal touch for her remote adjunct faculty to access her support personnel. Her social presence is intentional to aid in promoting presence in the online platform. She tries to experience her adjunct online faculty experience, so she tries to teach online courses and take professional developments to prepare her to lead her faculty. A category that derived from the data collection was relationship. Three of the relevant codes were resource, empowerment, and recognition. A theme that were present were adjunct faculty that are essential and connection.

Participant PT9, Dean

PT9 has 19 years of higher education experience and said, “my adjunct faculty are engaged because they make decisions with me.” This participant embodies the leadership

strategy of communication, which was the main code along with team approach and expectations. She emphasized how communication fosters engagement—being present and approachable with her online adjunct faculty aids in their engagement. She communicates various ways where her faculty can grow within the institution.

Recognition is also communicated to her online adjunct faculty when the department gets acknowledged for exceptional work. The online adjunct faculty make decisions with her and are welcome to attend advisory board meetings. During the face-to-face interviews, she expressed how grateful she is to her online adjunct faculty. Categories derived from this participant were relationship and engagement. Themes present within the data employees engaged in the whole program, along with being upfront with what I expect and find.

Participant PT10, Director

PT10 has four years of experience in the position and expressed, “different levels of training aids in online adjunct engagement.” This leader in a college within Central Florida astounded me with her focus on empowerment. PT10 is very aware of the goals of her online adjunct faculty for advancement within the college. She has an individual meeting with each of the online adjunct faculty as they enter the institution to understand better what professional development will work best to accomplish their personal goals. She strives to make sure every online adjunct faculty are current in their discipline, making professional development extremely vital. Categories that derived from the data were relationship and engagement. Codes present within the data were levels of training, inclusion, empowerment, and team approach. Two prominent themes retrieved from the

data were professional development is strong in the institution and gather individual goals.

Participant PT11, Dean

PT11 has 11 years of higher education experience, and expressed engagement was “keeping the faculty members connected to the institution feeling like part of the family.” This academic leader within Lake-Sumter State College stressed being an authentic leader and leading with honesty. PT11 communicates the professional development available to the online adjunct faculty to present the knowledge to be empowered. The professional development courses provide interview skills for the online adjunct faculty to effectively interview for academic purposes. The success of the interview skills learned through this professional development course has allowed most of the college’s full-time faculty to come from adjunct faculty. Two categories derived from the data were communication and engagement. Codes relevant to the data collection are strong, connection, authentic, and meeting. Themes present in the data were professional development and authentic leader.

Participant PT12, Dean

PT12 has 17 years of higher education experience and referred to engagement by stating, “being present in the class and very responsive to questions and inquiries.” The academic leader incorporates collaboration, which was the main category when coding. To assist in engagement, PT12 meets with her online adjunct faculty and makes sure that her adjunct faculty know each other. PT12 emphasized, “You can’t have a team when the team doesn’t even know who the team members are. They need to have those

conversations between themselves and between their industries.” PT12 receives a lot of input from her faculty to understand better what the department can do to make the program improve or their feelings about teaching a semester. She positively sees value in her adjunct faculty and depends on their expertise and opinions to improve the program. Codes relevant to the data collection were support, cordial, collaboration, being present. Themes present in the data were meet with each one and make decisions with me.

Participant PT13, Chair

PT13 has 16 years of higher education experience and expressed she sends her online adjunct faculty “individually an email just letting them know that I really appreciate that they work with their students, supported them, and their students appreciated that based on their responses.” The leadership strategy this participant embodied was empowerment. PT13 emphasized the importance of professional development with her online adjunct faculty. She appreciated her online adjunct faculty and sent out individual emails to be transparent and let them know how much she appreciates them as an instructor. The definition presented by this participant regarding employee engagement is that the faculty find value in their institution and find value in what they do. Categories shown in the data collection were relationship and engagement. The codes retrieved from the interview were the source, value, empowerment, and appreciation. Themes retrieved from the data are value in what they do and are involved in program updates.

Participant PT14, Director

PT14 has 17 years of higher education experience and expressed, “communication at times can be challenging.” She sends out weekly communication to stay connected. PT14 further stated that she tries to be present with her adjunct faculty. In her position, she stresses the importance of workshops, seminars, and presentations. PT14 also mentioned that her goal is to provide an equal opportunity for professional development. The main category that emerged from the data was relationship and engagement. Some of the codes derived from the data were service, being present, communicate, and inclusion. Themes retrieved from the data were weekly communication and equal opportunity for professional development.

Participant PT15, Program Manager

PT15 has 14 years of higher education experience and said, “at the end of every semester we will get together and we all kind of talk about how did the semester go, what were some of the things that you liked about the course, we didn’t like about the course, and what are some things that we could change?” She stressed the need to be transparent. She shares everything that is going on to provide a sense of inclusion. PT15 defines employee engagement as when employees were willing to put forth the effort in doing what is needed. She gathers once a semester with her faculty to better understand what worked and talk about what can get done better. The main categories that emerged from the data were relationship, and communication, and engagement. Some of the codes derived from the data were close, communicate, being transparent, and meeting. Themes

retrieved from the data were close working relationship and willingness to put forth the effort.

Evidence of Trustworthiness

Trustworthiness is a vital component incorporated within the research. To receive the participant's trust, I sent out a detailed letter of participation to the potential candidate electronically. The participation letter consisted of information about myself, why the study is getting conducted, what I desired to retrieve from the research and the consent agreement. Once the potential participant responded to the email with the consent of participating, I sent a list of the interview questions and asked for the best time to conduct the interview. I followed up with the email with detailed information on the Zoom meeting. During the interview, I was actively engaged with the participant and asked several times if there were any questions. I built a relationship and trust with the participant and assured them that their information is confidential.

Credibility

Ravitch and Carl (2016) defined credibility as the researcher's ability to take the complications within the study and find patterns. I created credibility by implementing triangulation with every semistructured interview. Ravitch and Carl (2016) further suggested that the researcher implement triangulation to establish credibility. The set of processes used were interview transcripts and audio recordings. I incorporated the different sources used to collect data to review the information for accurate interpretations of the academic leaders' interviews.

Transferability

Conducting this qualitative research assisted me in implementing in the transferability phase probing questions and purposeful sampling. According to Patton (2015), transferability introduces the researcher with the responsibility to present the reader with sufficient information about the data. Tentatively listening allowed me to present probing questions during the interview process. The probing questions presented to the participant assisted in having the interviewee to elaborate more on their responses. The in-depth responses during the content collection assisted in retrieving a detailed description of the phenomenon. To present another element of transferability, I selected purposeful sampling. Implementing purposeful sampling allowed me to retrieve those potential candidates within LinkedIn that were academic leaders in colleges within Central Florida. I hope these individuals can further help gather their lived experience to collect leadership strategies used to engage online adjunct faculty.

Dependability

According to Patton (2015), dependability entails that the researcher that the data collection process was “logical, traceable, and documented” (p.685). Reflective journaling attributes assisted in incorporating dependability in this study. Throughout the data collection, I completed a reflective journaling with all participants. Reflective journaling aids in tracking research design. Morrow (2005) suggested implementing dependability, the researcher must have a process in place that is repeatable. Conducting reflective journaling during and after the data collection process allowed me to self-reflect on the interview and keep a log of the interview’s essential aspects. The use of

recordings assisted with more validity to the study, allowing me to maintain adequate and in-depth detailed notes over the interview process.

Confirmability

I applied conformability towards every interview with the implementation of audit trails. Ravitch and Carl (2016) referred to confirmability as allowing the researcher to acknowledge and discover one's own biases. During every interview, I conducted notes based on the responses of the participants' responses towards their lived experiences of the phenomenon. I audio recorded the interview and had a transcript of every interview to capture the participants' narratives. With the audio recording assistance, I compared the transcript to make sure that the transcript provided clarity and captured the academic leader's leadership strategies. I printed out every transcript, along with a printout of the participant's consent. In implementing these confirmability steps, I tried to achieve research with rigor and reduce any biases.

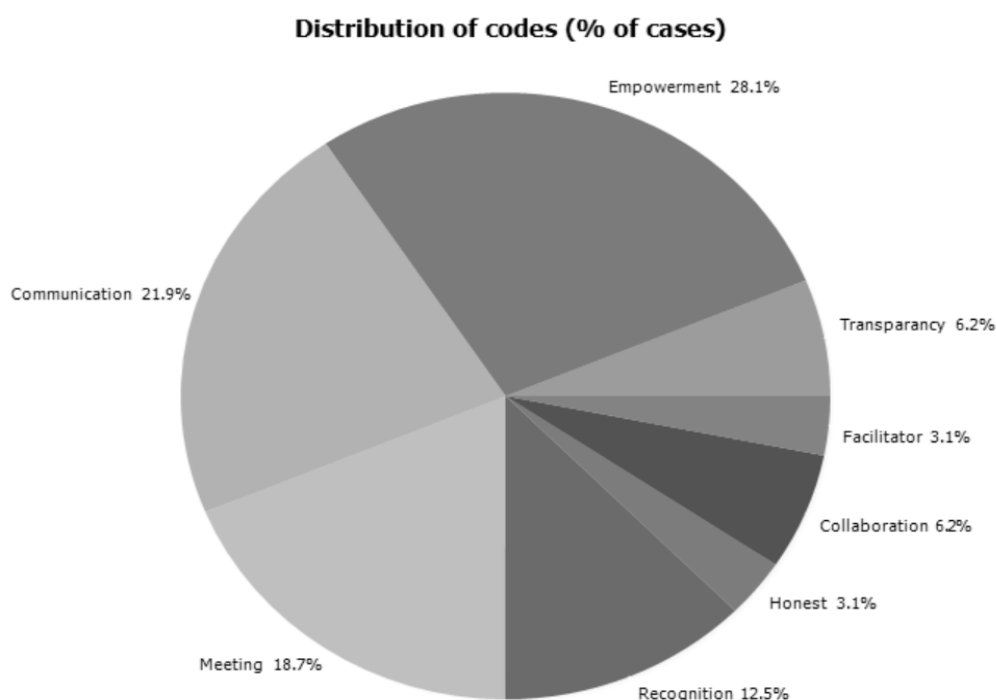
Results

I provided the findings in Figure 1 from the data collected from the semistructured interviews. Within this section, I provide the data presented in common themes from the 15 participants who volunteered in offering their expertise in the interviews. The significant findings from this descriptive qualitative study are listed below for the research question: What are the lived experiences of academic leaders regarding strategies to increase engagement for online, part-time instructors at colleges in Central Florida?

1. Being transparent and informing the online adjunct faculty when good things occur in the department or bad things in the department.
2. Providing with the materials for specific courses to aid in support.
3. Getting to know the other online adjuncts in the department.
4. Having an open discussion about the discipline and the industry through meetings.
5. Presenting contact information so that the online adjunct faculty know how to get ahold of the academic leader.
6. Provide contact information so that the online adjunct faculty learn how to get ahold of each other.
7. Engaging through Zoom, through email, and text.
8. Incorporating weekly or bi-weekly meetings.
9. Adjunct faculty become leaders within the group when they share their knowledge with other faculty.
10. Provide equal opportunity for professional development.

This study has identified one code leading the other codes within the category of leadership strategy. The data was interpreted to provide a more substantial answer to the research question by conducting the NVivo coding. I gathered and reviewed the data through transcripts, recordings, and note-taking. To capture the essence of the responses, I utilized probable consideration from the data with the participant's answers. The participants were elaborate in their responses, which helped me capture the responses to create the code and then categorize the codes.

Saldaña (2016) mentioned the process of coding helps to classify and categorize the data. The category of leadership strategy was applied to gather specific leadership strategies implemented by the participants. Figure 1 demonstrates the different leadership strategies presented by academic leaders. Other academic leaders' possible interference of smaller leadership strategies might get utilized, but the open-ended interview questions did not provide leadership strategy suggestions.



Note. Source: Compiled by author

Figure 1. Academic leaders' leadership strategies.

The leading code of empowerment was present amongst academic leaders' responses in the category of leadership strategy. Among the cases, 28.1% (9 cases) of academic leaders mentioned implementing activities understood as the element of empowerment as their leadership strategy. There were nine counts of this code assigned

to the cases. A possible explanation of why the results turned out this way is that academic leaders might want their online adjunct faculty to feel self-sufficient while working remotely. The academic leaders' empowerment activities incorporated professional development and resources to ensure that the faculty had access to the materials they needed to be successful in their positions. The open-ended interview questions allowed the participant to elaborate on the response, and thoughtfully provide examples of how they implemented leadership strategies that positively impacted online adjunct faculty engagement.

In returning to the data, I noticed a connection in academic leaders' responses, making the second-highest code communication. A possible explanation for this might be two interview questions: How has communication influenced engagement with your online adjunct faculty and What is your perception of managerial communication and its influence on the remote, adjunct faculty engagement, both referring to communication. There were seven counts of this code assigned to the cases. Amongst the cases, 21.9% of the academic leaders provided data regarding the code of communication eminent in their leadership strategy. The communication code's specific strategies provided faculty feedback and weekly meetings to keep the online adjunct faculty informed. Other descriptions of lived experiences from the academic leadership surrounding communication with online adjunct faculty were from social media, zoom, email, and text.

Other codes presented in the category of leadership strategy shown in Figure 1. Coding the data collection results presented codes of transparency at 6.2%, facilitator at

3.1%, collaboration at 6.2%, honest at 3.1%, recognition at 12.5%, and having meetings at 18.7%. Appendix D presents the codebook describing the categories, codes, and definitions of the codes. During the interview process, each participant answered eight questions with probing questions to understand their responses further. The questions demonstrated in the Interview Protocol in Appendix C were essential to gather the study's whole essence. Due to the detailed description of the responses, I retrieved various codes from the data collection. Appendix E presents the number of participants which selected a specific code, theme, and the number of words presented in the data.

I reviewed the transcripts individually for codes and noticed overlapping categories that emerged on academic leaders' leadership strategies to aid in engagement. It seems possible the closeness of the empowerment and communication results compared to the other leadership strategies due to communication stemming from the academic leaders' perception of making the online adjunct faculty more aware to assist in aiding their students'. Participant 2, 8, and 14 chose to implement leadership strategies placed in the code of empowerment and communication, although the words' frequency measured higher in empowerment than communication. A possible explanation for this might be that academic leaders utilize several leadership strategies towards different individuals. There might be an overload of communication coming from various individuals within the college, and Participant 8 aids in providing the essential aspects of the information to online adjunct faculty. Participant 8 mentioned how she sends weekly emails that are summarized. Participant 8 further explained:

correspondence from the President or from Vice President sometimes is hard to digest, so I do a weekly email and I try to just summarize developments, check in. I put my home phone number every single time and remind everyone that they should call me.

Taking the extra measure from this participant possibly presents a deeper connection with her online adjunct faculty.

Various academic leaders stressed how they wanted to be the resource and provide the flexibility that the online adjunct faculty needed. PT8 expressed, "I created a Canvas page for our part-timers that has all the resources on it." Another participant, PT6, mentioned, "I try to be very flexible." This data must receive interpretation with caution because of what resources and flexibility the online adjunct faculty needs differ from other adjuncts. The leadership strategies implemented by the academic leadership are embedded around aiding the online adjunct faculty. The academic leaders see the expertise and want to make decisions around them and be flexible. The leadership strategies applied by the academic leader surrounds itself with empowering the online adjunct faculty to feel inclusion amongst the institution. The qualities presented in listening is a critical component expressed by participants one and two. Professional development was another essential component of empowerment expressed by various academic leaders.

Summary

This section has attempted to summarize the code that emerged prevalent in answering the research question. This study's findings sought out to answer the research

question, which concentrated on leadership strategies implemented by academic leaders in colleges within Central Florida to promote online adjunct faculty engagement. The evidence of this study suggests that the hierarchy amongst all the codes was empowerment. The research has also shown a small gap between participants utilizing empowerment for their leadership strategy and applying the leadership strategy of communication to engage the remote adjunct faculty. The evidence from this study demonstrated 28.1% (9 cases) of the participants felt that empowerment was a leadership strategy used to engage their online adjunct faculty.

The evidence from this study demonstrated 28.1% of the participants felt that empowerment was a leadership strategy used to engage their online adjunct faculty. Nine participants amongst 15 incorporated empowerment strategies in their leadership role to aid online adjunct faculty with engagement. The findings indicate how close the leadership strategy of communication also is utilized to promote engagement in the online learning platform amongst remote adjunct faculty. The results of this study indicate that 21.9% of academic leaders implement communication to engage online adjunct faculty. The research also shows seven cases of participants prefer the use of communication.

This study's findings differ from other studies by presenting a leadership strategy that becomes universal amongst remote employees. Flynn et al. (2016) referred to increasing communication measures on behalf of the leaders. Although communication measures presented within the study were 21.9% from the academic leaders, this study provided a different element with empowerment superseded by 28.1%. Another element

presented within the interviews was the definition of engagement. Saks (as cited in Anthony-McMann et al., 2017), referred to engagement as not being an attitude, rather a specific level that an individual embraces, although when asked to present a definition of employee engagement, the academic leaders did not mention this definition. The definition presented by academic leaders ranged from abiding by the policies, connection, and feeling valued. Appendix F has an entire list of codes. The essence of empowerment used in leadership strategies translates in academic leaders' minds to promote inclusion and engagement. This study further fills in the gap by detailing the leadership strategies used by academic leaders to promote engagement with remote part-time employees. The study findings differ from other studies by incorporating the academic leaders' beliefs and promoting how they appreciate the online adjunct faculty.

In Chapter 5, I discuss the interpretations of the findings for this descriptive phenomenological qualitative study. With this chapter, I present the limitations of the research and recommendations for future research. Further, I present an explanation of the implications for positive social change. I place significant attention on ending the chapter with a firm conclusion of elements that captures the study's essential essence.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative descriptive phenomenological study was to discover leadership strategies to increase inclusion and engagement among online part-time faculty at public colleges in Central Florida. The intention of conducting this descriptive phenomenological qualitative study was to improve the body of knowledge regarding academic leaders' leadership strategies to increase inclusion and engagement among online adjunct faculty. The results of this study showed new insights from academic leaders to assist leaders in higher education institutions in increasing online faculty's inclusion and engagement in public colleges. The strategies obtained from conducting this study may provide virtual part-time instructors with an increased sense of inclusion and engagement.

According to study findings, academic leaders' most prominent strategy was empowerment to aid in engagement, making the result 28.1%. Empowerment activities ranged from providing the online adjunct faculty with the resources to make them self-sufficient by incorporating workshops, seminars, and presentations as forms of professional development. Six academic leaders had online adjunct faculty connected to mentors for the first point of contact for resources. The second leadership strategy applied by academic leadership was communication (21.9%). Specific activities used among academic leaders regarding communication strategies were providing phone numbers, communicating feedback and recognition, or having weekly or biweekly meetings.

Chapter 5 presents the interpretation of the findings in the context of the peer-reviewed literature reviewed in Chapter 2. Within the interpretation of the findings, I

confirm, disconfirm, and extend the knowledge within the discipline using the conceptual framework of servant leadership theory, shared leadership theory, relationship leadership theory, and LMX theory. Additionally, I identify the limitations of the study and provide recommendations for further research. Finally, I explain the implications for positive social change and provide a summary for the study.

Interpretation of the Findings

Several interpretations were presented and documented throughout the data collection process. The findings of the study presented the clarification of the data. The following section lists the interpretations connected to the research question. In this second part of this section, I present the research findings confirming the four-part conceptual framework selected for this study.

Research Question

What are the lived experiences of academic leaders regarding strategies to increase engagement for online, part-time instructors at colleges in Central Florida? The findings revealed that most of the participants preferred empowering their online adjunct faculty to increase their sense of inclusion and engagement. The perceptions captured were according to the individual academic leaders within Central Florida's colleges lived experiences implemented toward their online adjunct faculty.

There were various emerging codes in the data analysis. The prominent code within the data analysis was empowerment within the category of leadership strategy. Professional development was a necessary lived experience of empowering online adjunct faculty expressed by various academic leaders. Participant 10, a director in one of

Central Florida's colleges, stressed the importance of professional development among online adjunct faculty to increase engagement. This participant felt strongly that the increase in knowledge for the online adjunct faculty becomes a form of empowerment. Participant 10's lived experience to engage online adjunct faculty included meeting individually with her faculty to determine where they need assistance and where they see themselves within the program. The research findings were consistent with the literature review on understanding motivational components of online adjunct faculty. Benton and Li (2015) expressed how professional development could be one of the elements in keeping online part-time employees engaged in the literature review. However, the research findings disconfirmed Caruth and Caruth's (2013) results that adjunct faculty had few or no opportunities for professional development.

There were differences with some participants applying the leadership strategy of communication to engage remote adjunct faculty. Most of the academic leaders who communicated directly to online adjunct faculty felt that the responsiveness in communication equaled the remote adjunct faculty's engagement. Various deans responded that defining engagement meant different activities on behalf of the online adjunct faculty regarding connection. Almost all of the academic leaders' responses defined employee engagement as the remote adjunct's efforts to obtain employee engagement. All participants understood that the online adjunct faculty had other obligations, and their primary engagement should be toward the student. The actions should revolve around their production in the course by being responsive to questions and putting effort into interacting with their students.

Four-Step Conceptual Framework

This study's four-step conceptual framework incorporates concepts derived from four leadership theories: servant leadership theory, shared leadership theory, relationship leadership theory, and Leader-member exchange theory (LMX Theory). The study's findings are consistent with my conceptual framework's findings based on concepts of ethically serving, sharing responsibility, connection, and shared respect.

Serving Ethically

Transparent communication is one of the elements presented in the data relevant to ethically serving. Gardner et al. (2011) noted that authentic leadership develops from ethical values and the leader providing personal experiences, thoughts, emotions, needs, and desires. In the current study, the academic leaders wanted to be accessible through email and text. Some leaders wanted to focus on communicating with the online adjunct faculty regarding events that the college was hosting and wanted to reach out to the online adjunct faculty to diminish the sense of isolation. Various participants expressed a sense of time to make improvements in communication to aid in engagement. Deans wanted to engage more with their online adjunct faculty while directors engaged with their online adjunct faculty but wanted more time. All of the academic leaders were humble in answering this question and understood that change needed to occur because of the value that the online adjunct faculty presented to their college.

Sharing Responsibility

Some academic leaders expressed the shared responsibility of leadership with their online adjunct faculty. Under PT4's leadership, he asks adjunct faculty what they

would like to teach and how many classes they could train for that semester to accommodate their requests. When asked “what leadership strategies have you implemented that have provided a positive outcome for online adjunct faculty engagement,” PT5 responded that they ask the online adjunct faculty’s input when the department makes a programmatic change. Mirroring that same leadership strategy of empowerment, PT6 expressed to faculty “You deliver the course, here are the learning outcomes you need to meet.” The shared responsibility gives adjunct faculty the ability to make decisions based on their expertise.

Connection

Another category that emerged from the data was a relationship that presents a connection between the academic leader and the online adjunct faculty. One of the suggestions presented by Stoker (2018) to successfully manage the remote employee, distinguish the goals of the company, present the milestones of accomplishments, implement an open relationship with the remote employee. Having an open relationship can lead to a connection between the academic leader and the online adjunct faculty. According to Uhl-Bien (2006), connection for members within the organization presents a human aspect within relationship leadership theory. The lack of a standardized measure makes it difficult to interpret these results with confidence without data from the academic leaders’ online adjunct faculty. Most deans that participated in the study expressed they were available if the online adjunct faculty needed assistance, but the relationship was not present because the online adjunct faculties primary contact was

other personnel. The adjunct coordinator, chairs, and directors felt they had a closer relationship that was more of a friend.

Participant 6 mentioned, “I try to develop those relationships on a very personal level.” The results do not rule out the influence of college responsibilities on direct contact personnel with academic leaders. The academic leaders might have more of a connection because they have more contact with online adjunct faculty and provide a resource to online adjunct faculty. Having that connection presents a stronger relationship with the online adjunct faculty. It is essential to keep in mind job descriptions within the college setting. Some deans might feel that the online adjunct faculty’s primary contact is another personnel.

Shared Respect

The academic leaders participating in this study highly respected their online adjunct faculty. The academic leaders see the expertise of the online adjunct faculty and want to make decisions around them and be flexible. One department chair mentioned that he gives an outcome and allows the adjunct faculty to make the decisions. Academic leaders expressed that they are an advocate for their online adjunct faculty. The academic leader wants to be responsive to their faculty’s needs by providing them resources during the welcome back meetings and a mentoring program. During the interviews with the academic leaders, the elements shared reflect LMX theory. According to Erdogan and Bauer (2015), LMX theory includes components of trust, mutual respect, and loyalty. The participants believed that if there are department improvements, the academic leaders will receive feedback from the online adjunct faculty. A leadership strategy implemented by

some academic leaders is listening, which is a critical component expressed by participants one and two.

Limitations of the Study

Two elements in the study design presented limitations. The first limitation was that academic leaders came from public colleges. My study sample was collected using academic leaders' lived experiences within public colleges and excluding academic leaders in a university institution. This limitation was due to public colleges usually serve a smaller number of faculty and students. My study findings were specific to a smaller socio-cultural context due to the personal connection the academic leaders have on a smaller number of leaders they oversee. The insight into the phenomenon of disconnect and engagement of online adjunct faculty correlates with this limitation because there is more possibility for more connections amongst colleagues in smaller settings.

The second limitation presented within the study was collecting insight of the academic leader's lived experiences with strategies used to include and engage the online adjunct faculty. This study did not confirm from the online adjunct faculty if the strategy used by their academic leader did improve inclusion and engagement. The insight I wanted to verify in focusing on this group of academic leaders was understanding the value the academic leaders place on engagement amongst their online adjunct faculty. This limitation provided a socio-cultural concentrate on the academic leader and not gathering content on the online adjunct faculty that the leader impacts.

Others can learn from this study by understanding that online adjunct faculty want to feel a sense of empowerment in their position. Although they hold a part-time job,

these faculty members need to feel included by receiving the opportunity to develop in professional programs and be incorporated in aiding their expertise in the department. The interpretation of my findings demonstrated the empowerment leadership strategy presented most effectively for academic leaders. When The conceptual framework assumes leadership strategies, it serves ethically, sharing responsibility, connection, and shared respect, incorporated by the academic leader. Others could learn from the findings of this study.

Recommendations

From the findings, I presented evidence that most academic leaders in this study prefer to use the leadership strategy of empowerment to increase inclusion and engagement. Professional development is an avenue that could aid online adjunct faculty to be self-sufficient, which corresponds with the leadership strategy of empowerment. Although I discussed the topic of leadership strategy implemented by academic leaders extensively, an area of interest that I would have liked to explore is to retrieve the views of the online adjunct faculty that the participant impacts. Other merely uncovered perspectives that I could explore to illuminate aspects of the subject would be to reconnect with the academic leader to see if they incorporated any leadership strategy changes after the interview.

One aspect presented by academic leaders was the use of professional development. Professional development within higher education could entail courses provided by the college or training by the leader. Not all colleges within Central Florida offer various professional development courses for their online adjunct faculty. The need

for colleges to provide professional development opportunities becomes crucial for advancing engagement for the online adjunct faculty and the college. My recommendation is for academic leaders to ask their online adjunct faculty what the faculty wants to advance in or need further assistance to advise them on resources that will aid the school's adjunct or professional development to empower the online adjunct faculty discipline. As a follow-up study, I would like to interview online adjunct faculty to understand what empowerment strategies they prefer for a leader to embrace increasing inclusion and engagement. My research could get extended by establishing a focus group with online adjunct faculty to gather that information.

Another form of acquiring knowledge is by incorporating a platform where online adjunct faculty can retrieve resources and learn of events occurring in the college or the community. The results suggest that some colleges have a platform, but a mentor is assigned to provide the resources or ask any questions in most colleges. Professionals in higher education can be impacted by these findings to review their department and try to incorporate events, social platforms, and professional development courses that aids in empowering their online adjunct faculty. Recommendations I can make for professionals include a platform where the online adjunct faculty can retrieve real-time information as they need it convenient and practical for time management for the faculty. The platform could aid in collaboration, such as Slack, a business communication platform used by one of the local colleges.

Implications

Several elements that emerged from this study reflect the implications of a high positive perception of value brought by the online adjunct faculty towards the institution. The elements presented by the academic leaders confirmed the conceptual framework presented for this study. The concepts found within the four theories (servant leadership theory, shared leadership theory, relationship leadership theory, and LMX theory) are serving ethically, sharing responsibility, connection, and shared respect. First is the high percentage of participants who implemented leadership strategies to empower the online adjunct faculty. 28.1 % of participants believed empowerment implemented as their leadership strategy presented a sense of inclusion and engagement amongst their online adjunct faculty. For instance, one of my codes was professional development, demonstrating a form of shared respect. According to Benton and Li (2015) remote adjunct faculty should be given the opportunity to participate in professional development. Even though the online adjunct faculty might not be required to complete professional development, the opportunity to participate in professional development should be present.

Second is a high implication of the second-highest leadership strategy provided by the participants for communication. Communication presented a form of connection and shared leadership with the online adjunct faculty. A positive social change received from the findings of this study could aid colleges throughout the globe is expanding the knowledge of academic leaders to assist in support efforts. Providing academic leaders with leadership strategies from this research could increase inclusion and engagement,

presenting a strong foundation for the leader, faculty, and institution. Forte (2017) mentioned how employee absenteeism affects our economy, transcending less money spent in our economy, impacting positive social change. This support can limit job disappointment, discontent, and disengagement, components derived from high turnover in the college or university.

Social change implications from this research could contribute to positive social change for the individual, institution, and society. Minimizing job dissatisfaction and lack of engagement could contribute to positive social change through increased rigor, productivity, and engagement on behalf of the individual online adjunct faculty. This research will aid academic leaders with attributes that will decrease disconnect amongst online adjunct faculty by reducing turnover, which aids society.

Conclusion

This study focused on discovering leadership strategies to increase inclusion and engagement amongst online, part-time faculty at public colleges in Central Florida. The reasoning behind choosing the specific focus was the importance of inclusion and engagement amongst online adjunct faculty within colleges. This study's conceptual framework came from four specific leadership theories, including shared leadership theory, servant leadership theory, and LMX theory. These theories embrace individual leadership and contribute to the influential component of the leader. The concepts derived from the theories were serving ethically, sharing responsibility, connection, and shared respect. The concepts within these theories supported the study to understand further how academic leadership can help support online adjunct faculty in diminishing the feeling of

disconnect, increasing engagement, and supporting academic leadership and their virtual, adjunct faculty.

This study's findings revealed a descriptive phenomenological detail of the prominent leadership strategy of empowerment as a leadership strategy to engage and include online adjunct faculty. Activities of empowerment that were prominent amongst the participants were professional development, providing resources, and being available. However, another very close leadership strategy utilized by academic leaders was communication. Activities of communication which allows academic leaders to be more accessible and have a social presence. Empowerment and communication leadership strategies incorporate serving ethically, sharing responsibility, connection, and shared respect.

As discussed in previous chapter one, my expectations for conducting this study were to provide new knowledge to assist management in supporting online adjunct faculty in higher educational institutions. These findings for this study superseded my expectations. This research presented new insights to help leaders in higher education institutions increase online faculty inclusion and public college engagement. Implementing specific leadership strategies could lead to an improvement in leader support. The recommendations presented in this study will be distributed to other leaders within higher education to understand the importance of utilizing empowerment leadership strategies with online adjunct faculty to include and engage their faculty. I will relay my findings in the top-quality academic journal and through conferences.

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Appendix A: Letter of Invitation to Participants

From: [Point of Contact Information]

Date: [Date]

Dear [Participant Name],

My name is Lorraine Matos, and I am a doctoral candidate in the School of Management at Walden University, conducting a study examining the leadership strategies of academic leaders in public colleges managing online adjunct faculty. My research is intended to explore the lived experiences of academic leadership using a particular strategy to engage their online adjunct faculty. You have been identified as a potential participant due to your qualifications. Your decision to participate in this research is voluntary and your decision. I will greatly appreciate your participation in this study and understand that upon participating, you may also decide to withdraw from the study at any time.

Your commitment would include participating in a remote interview of 60-90 minutes and will be at a time that is convenient for you. After the initial interview, there will be potentially up to two short follow-up phone meetings to confirm and to clarify information from the original interview. The entire interview and follow up process is to be completed over a 4-6week period.

If you agree to partake in this study, please be assured that this data collection is confidential. Participants will be assigned an ID number for confidentiality reasons, and no names are attached to the notes, records, or transcripts of the interviews. The

interviews are audio-recorded upon your consent. The information from the interviews will be in a locked file accessible to the researcher.

I am available by email and phone to discuss further the study. If you are interested in taking part in this study please:

- Read and sign the attached Letter of Consent.
- Keep a copy for your records.
- Send the Letter of Consent via email to: Lorraine Matos, PhD Candidate –
College of Management

Walden University

Lorraine.Matos@Waldenu.edu

Mobile: +1-407-575-9983

Thank you in advance for considering to participate.

Regards,

[Point of Contact Name]

Attachment: Consent Agreement

Appendix B: Interview Protocol

Engagement Strategies of academic leaders used with their online adjunct faculty

Participant ID	
Date	
Time	
Location	Face-to-Face or Zoom

Introduction to Research

Hello, and thank you for agreeing to participate in this interview. My name is Lorraine Matos and I am a doctoral student with Walden University's School of Management: Leadership and Organizational Change. I appreciate you taking your time to meet with me today.

My dissertation is designed to explore the strategies taken by academic leaders to engage their online adjunct faculty in the public college sector. You have been invited to participate as a/an (leader) in higher education. I am excited that you have allowed me to capture your lived experiences in strategies you use as a leader in higher education to engage your online adjunct faculty.

Pre-interview Instructions:

Hello, my name is Lorraine Matos. I want to start by thanking you for agreeing to participate in my PhD dissertation study.

Before we start the interview there are a few items I would like to cover.

This interview should take between 60-90 minutes. It's important that we do not get interrupted during the interview.

Is this still a good time to conduct the interview?

_____ Yes
 _____ No

Informed Consent

Before we begin the interview process, I would like to take a minute to review the informed consent. You are invited to take part in a research study that explores the leadership strategies used by academic leaders in public colleges within Central Florida to engage online adjunct faculty. Prior to this interview I sent out an email with attachments. Did you have a chance to review the documents that were sent within the email.

_____ Yes
 _____ No

I want to remind you that you are welcomed to skip any questions or stop the interview at any time. The information provided during the interviews will be reported without reference of your identity. Do you have any questions?

If you have reviewed the documents and do not have any questions or concerns, please sign the Informed Consent agreement.

_____ Form Signed

Permission for Audio Recording

This interview should take about 60-90 minutes, with your permission, I would like to record the audio of this interview. The recording will be transcribed in the next view days and will be sent to you for review (member check) to make sure that your thoughts were accurately recoded.

_____ Yes

_____ No

Do you have any questions for me?

_____ Yes

_____ No

Thank you. Now we will get started.

Interview Questions	Interview Script	Interviewee Responses
<u>Demographic Questions:</u>	Can you provide the following demographic information? 1. What is your title? 2. What is the name of your higher education institution? 3. What city is the institutions located? 4. What is your gender? 5. What is your job title? 6. How long have you been employed by your employer?	1. 2. 3. 4. 5. 6.
Question 2	How would you describe your employment relationship with your online adjunct faculties? Probe: Provide an example.	
Question 3	For clarification, please define employee engagement for me.	
Question 4	What leadership strategies have you implemented that have provided a positive outcome for online adjunct faculty engagement?	

Question 5	What leadership strategies have you implemented that have provided a positive outcome for online adjunct faculty inclusion?	
Question 6	How has managerial communication influenced engagement with your online adjunct faculty?	
Questions 7	<p>What is your perception of managerial communication and its influence on the remote, adjunct faculty engagement?</p> <p>Probe: How did you derive at this belief?</p> <p>Probe: How would you define employee morale?</p>	
Question 8	<p>If you could change something in your leadership strategies and/or use of other aspects of leadership what would you change and why?</p> <p>Probe: What do you think would be the impact of implementing that change?</p> <p>Are there any obstacles to implementing that change?</p>	
Closing Statement	<p>Thank you for all the information that you have shared. Is there anything else you would like to share at this time?</p> <p>Do you have any questions pertaining to the interview?</p> <p>Should any questions arise, please feel free to contact me with the contact information that I provided in the invitation letter.</p> <p>Once again, thank you for your time and support.</p>	

Post-interview

I would like to review the next steps with you.

Within a week, I will email you a copy of transcript of this interview. Please read through it to inform me if you believe the interview and the transcript captured your lived experiences accurately or let me know if changes should be made on the transcript.

Would it be possible for you to read and respond within 48 hours of receiving my email with the transcript attached?

_____ Yes
_____ No (agreed upon time if the answer is No:)

I would like to schedule a 15-minute follow up appointment to review and make changes to your transcript.

_____ Yes
_____ No

Before ending this interview, I would like to give you my email address (Lorraine.Matos@waldenu.edu) and my cell phone number (407-575-9983) in case you want to contact me.

Thank you again for taking time out of your busy schedule for this interview. I really appreciate it. Have a great day!

Appendix C: Codebook

Name of Theme	Key Code/Category	Examples of Quotes from the Transcript	
Types of Leadership Strategy	Transparency/Leadership Strategy	I want to be transparent and explain to everyone why I am doing certain things. They know the good and the bad things.	
	Collaboration/Leadership Strategy	My adjuncts know how to get ahold of each other.	
	Communication/Leadership Strategy	Work with the adjunct faculty	
	Empowerment/Leadership Strategy	Workshops, seminars, and presentations	
	Honesty/Leadership Strategy	Provide them assistance	
	Facilitator/Leadership Strategy	I am a facilitator. I am here to help. Lead them and make them successful	
	Meet Individually/Leadership Strategy	Meet with the online adjunct faculty about related goals.	
	Recognition/Leadership Strategy	If we get recognition, then I also let them know.	
	Topics Communicated	Accessible/Communication	We have a really good electronic communication in place. We communicate regularly via text.
		Appreciation/Communication	Sending individual emails of good things that I hear from them.
Challenging/Communication		It becomes hard with online communication. Big challenge is when the online adjunct faculty choose not to read the email.	
Events/Communication		Sending communication revolving around events.	
	Pleasant and Positive/Communication Program	My communication is pleasant and positive.	
	Updates/Communication	Touch base when there are program updates.	

Appendix D: Themes

Code	# of Participants	Themes	% Codes	NB of Words
Being Transparent	2	Transparency of good and bad things with online adjunct faculty	1.10%	38
Empowerment	9	Allow adjunct to be a leader in the group use online adjunct faculty advise, make sure they have the information needed	4.90 %	103
Communicate	7	Weekly emails, Engage through social media	3.80%	90
Recognition	6	Reach out, Adjunct faculty awards, send recognition emails	3.30%	57
Keeping Connected	1	Zoom meetings	0.50%	2
Meet Individually	2	Have discussions about goal, meet with instructors	0.50%	15
Honest	1	Being an authentic leader	0.50%	17
Collaboration	4	Building a team and allowing them to know one another, Having adjuncts get a hold of one another	2.20%	73

Appendix E: Qualitative Data by Participants

2) How would you describe your employment relationship with your online adjunct faculties?

Code	# of participant who offered this experience	Participants who offered this experience
Close	3	PT6, PT7, PT15
Cordial, Professional, and Friendly	1	PT12
Flexible	1	PT6
Good	1	PT2
Hiring	2	PT3, PT4
Provide Guidance	1	PT5
Strong	1	PT11
Team Approach	2	PT9, PT10
Their Resource	3	PT1, PT8, PT13

3) For clarification, please define employee engagement for me.

Code	# of participant who offered this experience	Participants who offered this experience
Abiding by the policies	1	PT4
Attending weekly meetings	1	PT3
Connection	4	PT6, PT8, PT11, PT13
Job Satisfaction	1	PT7
Employees moving up	1	PT10
Engaged in whole program	2	PT2, PT9
Feel valued	1	PT9
There for students	2	PQ1, PT5
There to put forth the effort	1	PT15
Responsive to questions	1	PT12

4) What leadership strategies have you implemented that have provided a positive outcome for online adjunct faculty engagement?

Code	# of participant who offered this experience	Participants who offered this experience
Ability to listen	1	PT3
Authentic	1	PT11
Being Available	1	PT4
Engage with them	2	PT13, PT10
Recognition	1	PT2
		PT9
Allow them to make decisions	1	

5) What leadership strategies have you implemented that have provided a positive outcome for online adjunct faculty inclusion?

Code	# of participant who offered this experience	Participants who offered this experience
Professional Development	4	PT1, PT10, PT11, PT14
Ability to listen	1	PT3
Invited to all events	3	PT5, PT6, PT12
Collaborate	2	PT4, PT6
Videos	1	PT7
Support	1	PT8
Recognition	1	PT9
Involved in program updates	1	PT13

6) How has managerial communication influenced engagement with your online adjunct faculty?

Code	# of participant who offered this experience	Participants who offered this experience
More phone calls	1	PT1
Social media	1	PT1
Ask questions at anytime	1	PT4
There are various communication techniques	1	PT5
Engage more with things going on in the college	1	PT5

7) What is your perception of managerial communication and its influence on the remote, adjunct faculty engagement?

Code	# of participant who offered this experience	Participants who offered this experience
Not having a revolving door	1	PT1
Department Chairs	1	PT3
Asking them more questions	1	PT1
Everyone wants the best for their students	1	PT6
Question 8	If you could change something in your leadership strategies and/or use of other aspects of leadership what would you change and why?	
Code	# of participant who offered this experience	Participants who offered this experience
Improve on what I am doing	1	PT12
Improve my ability to share and communicate	3	PT6, PT8, PT12
Ability to adapt to change	1	PT3
Be more outgoing	1	PT4
Be less direct	1	PT5
Remove roadblocks	1	PT11
Increase ability to listen	1	PT7

Appendix F: Participant Data Collection

Case	GENDER	Job Title	Years of Experience	Interview Length (minutes)	# Pages of Transcript 12-point font, single-space
PT1	Female	Chair	18	70 min	15
PT2	Female	Adjunct Coordinator	7	75 min	16
PT3	Male	Dean	20	44 min	12
PT4	Male	Dean	9	76 min	10
PT5	Male	Chair	18	60 min	10
PT6	Female	Director	5	50 min	7
PT7	Male	Manager	4	32 min	5
PT8	Female	Dean	2	65 min	10
PT9	Female	Manager	19	60 min	4
PT10	Female	Director	4	39 min	7
PT11	Female	Dean	11	32 min	8
PT12	Female	Director	17	64 min	9
PT13	Female	Dean	16	16 min	7
PT14	Female	Director	17	53 min	6
PT15	Female	Manager	14	25 min	7