2023

Strategies to Meet the Budgeted Ratio Between Adjunct and Full-Time Faculty

Tanja Pennino
Walden University

Walden University

College of Management and Human Potential

This is to certify that the doctoral study by

Tanja Pennino`

has been found to be complete and satisfactory in all respects, and
that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Ronald Black, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Michael Campo, Committee Member, Doctor of Business Administration Faculty

Dr. Judith Blando, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer and Provost Sue
Subocz, Ph.D.

Walden University
2023

Abstract

Strategies to Meet the Budgeted Ratio Between Adjunct and Full-Time Faculty

by

Tanja Pennino`

MBA, Walden University, 2018

BS, Florida Technical College, 2016

Doctoral Study Proposal Submitted in Partial Fulfillment of

the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2023

Abstract

Human resource managers are concerned that the budgeted ratio between adjunct and full-time faculty will not meet certification standards, but human resource managers lack faculty hiring strategies to manage the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards. Grounded in the human capital theory, the purpose of this qualitative multiple case study was to explore the strategies used by human resource managers to manage the ratio between adjunct faculty and full-time faculty to maintain the institutional operating budget. The participants comprised of four human resource managers within 4-year state colleges in the southeastern United States who hire adjunct and full-time faculty. Data were collected through semistructured interviews, a review of organizational documents, and a reflective journal of notes. Thematic analysis was used to analyze the data. Three themes emerged: compensation and benefits, faculty and adjunct training, and student enrollment and retention. A key recommendation is for human resource managers to establish, adopt, and maintain quality adjunct and full-time faculty to support student retention. The implications for positive social change include the potential for managers to develop and implement strategies for budgetary flexibility for supporting gains in adjunct retention and the institution's financial performance enabling quality of life for faculty and their family.

Strategies to Meet the Budgeted Ratio Between Adjunct and Full-Time Faculty

by

Tanja Pennino`

MBA, Walden University, 2018

BS, Florida Technical College, 2016

Doctoral Study Proposal Submitted in Partial Fulfillment of

the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2023

Dedication

I dedicate my dissertation work to my closest loved ones. A special feeling of gratitude to my loving mother, Irmgard Thomas, who taught me the value of hard work, words of encouragement, love, and push for tenacity all these years and motivated me throughout my journey. My sister Bianca Pennino encouraged me along the way and was always a call away for advice and guidance. My two grandmothers are watching over me in heaven, Grandma Helen and Oma Gerda. You have all been my biggest cheerleaders. I also dedicate this dissertation to my friends, work colleagues, my Walden family, and my chair Dr. Ronald Black, who have helped and supported me throughout the process. I will always appreciate all they have done. I will end my dedication to my source of inspiration, wisdom, knowledge, and reason for my understanding, God. He has been the source of my strength throughout my journey and has continuously blessed me and my family.

Acknowledgments

I would like to acknowledge my chair, Dr. Ronald Black, and all my committee members for their continuous dedication, tremendous support, and professional leadership. I would like to thank all participants for their time and for making this doctoral study possible. I would also like to thank Professor Diana Erickson and Dr. Adrian Crutchfield for their guidance through my undergrad and master’s programs and for pushing me to be the best version of myself. I am eternally grateful for this circle of great people God has put in my life.

Table of Contents

Section 1: Foundation of the Study

Human resource managers (HRM) play a strategic role in managing people and the workplace culture and environment (Azeez, 2017). With reduced government funding forcing many institutions to fundamentally shift their business models, human resource departments have had to adapt to support a changing workforce (Aviso et al., 2019). Thus, business strategies that human resource managers use within higher education institutions to manage the budgeted ratio between adjunct and full-time faculty were explored in this study.

Background of the Problem

The growth of part-time faculty, often referred to as adjunct professors, nontenure instructors, or contingent faculty, has been an ongoing trend. The move toward hiring more part-time and non-tenure-track instructors began in the 1980s (Tirelli, 1997). In 1969, about 78% of faculty members at colleges and universities in the United States held tenure-track positions, and about 22% accounted for adjunct roles (Tirelli, 1997). In the mid-1970s, the U.S. economy began to falter, and college tuition rates and fees increased faster than the inflation rate (Abel & Deitz, 2014). Schools changed positions to more adjunct and part-time professors to reduce costs.

As leaders and managers at colleges and universities look to reduce their budget, reducing the number of tenure-track and full-time professor positions became the standard. Colleges often use part-time professors and adjuncts to teach courses rather than full-time faculty (Henkel & Haley, 2020). This hiring practice is way to save money amid increasingly reduce budgets but can cause controversial business practice. A review of the literature revealed little data about why human resource managers (HRM) lack faculty hiring strategies to manage the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards. Human resource managers align business strategies by addressing the hiring process, the profit/loss ratios, the measurables, and the retention of full-time and adjunct instructors within four-year state colleges.

Problem and Purpose

Adjunct faculty compose more than half of all faculty in American colleges and universities (Kimmel & Fairchild, 2017). Adjunct positions account for 70% of instructional staff in American higher educational institutions, a trend that increased since the start of the 1990s (Anthony et al., 2020). The general business problem is that human resource managers in the United States fail to achieve retention and financial outcomes for meeting educational institutions' overall budgeting operating expenses. The specific business problem is that some human resource managers lack faculty hiring strategies to manage the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards.

The purpose of this qualitative multiple case study was to explore the strategies used by human resource managers to manage the ratio between adjunct faculty and fulltime faculty to maintain the institutional operating budget. The population in this study was three human resource managers in 4-year state colleges in the southeastern United States who hire adjunct and full-time faculty. The results of this study may contribute to improving human resource managers' decision-making for delivering positive results enabling institutions to improve environmental stewardship by increasing awareness of both the risks and opportunities and implement initiatives within the organization to protect, reduce, and re-think processes, which can improve economic, environmental performance, and quality of life between adjunct and full-time faculty.

Nature of the Study

The three research methods are qualitative, quantitative, and mixed (Baskarada & Koronios, 2018). I selected the qualitative methodology to interview higher education human resource managers using semistructured, open-ended questions. Qualitative researchers use open-ended questions to yield more direct information and unique insight for researchers as respondents may find them less threatening than scaled questions (Pagan, 2019). In contrast, quantitative researchers use close-ended questions to test hypotheses that provide respondents with a fixed number of responses from which to choose an answer (Barnham, 2015). Mixed methods research includes both a qualitative element and quantitative element (Almalki, 2016). Quantitative methodology and mixed method are not appropriate for this study because hypotheses about variables' characteristics or relationships did not need to be tested for addressing this study's purpose.

I considered four research designs to study the strategies human research managers used for meeting the budgeted ratio between adjunct and full-time faculty: (a) mini ethnography, (b) focus group, (c) narrative, and (d) case study. Mini ethnography is a systematic study of people and cultures to describe the nature of phenomena through detailed investigations of individual cases (Grossoehme, 2014). Mini ethnography was not the optimal choice of my study because of the focus on observing a cultural phenomenon which was not the focus for my proposed study. Business researchers use focus groups to gain an in-depth understanding of a social issue and provide feedback designed to gather desired information (Grossoehme, 2014). Focus group was not the optimal choice for my study because a focus can be hard to control and manage and involves a group of anywhere from four to eight participants which can be difficult to analyze and be difficult to encourage all people to participate equally.

A narrative design entails collecting information and soliciting participants personal stories in detail about an event or a significant aspect of a certain time in their personal lives (Babchuk, 2017). A narrative was not the optimal choice for my study because a narrative design addressed detail and free-ranging discussion with emphasis on personal storied experiences, which aims to explore and develop human experience when represented in textual form. Case study researchers base the study on an in-depth investigation of a single individual, group, or event and select methods of data collection and analysis that will generate material suitable for comparing results from multiple case studies (Yin, 2018). Multiple case study was the optimal choice instead of a single case study because a multiple case study can identify the differences and the similarities among the cases to explain results in the study by developing a more in-depth understanding of the phenomena which a single case cannot provide.

Research Question

How do human resource managers manage the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards?

Interview Questions

1. What strategies have you used to manage the ratio between adjunct faculty and full-time faculty?
2. What strategies do you use to recruit and retain adjuncts and full-time faculty?
3. Based upon your experiences, what strategies did you find worked best to maintain the ratio between adjunct faculty and full-time faculty?
4. How did employees respond to different processes for managing the ratio between adjunct faculty and full-time faculty?
5. What were any barriers regarding implementing strategies for hiring adjunct over full-time faculty?
6. How did your managers address the primary barriers to implement strategies for meeting the budgeted ratio between adjunct and full-time faculty?
7. What else would you like to add that was not addressed about your strategies to manage the ratio between adjunct faculty and full-time faculty?

Conceptual Framework

The conceptual framework for this study was human capital theory. The basic concept of human capital theory is that investments in individuals can be measured based on the economic value they are able to contribute (Olaniyan & Okemakinde, 2008). In 1960, Theodore Schultz proposed human capital theory, which makes a direct link between an increase in investment in human capital, and causes increase in workers' earnings (Schultz, 1961). Understanding human capital theory allows individuals to make decisions about the inherent cost of future opportunities weighted with the opportunity cost of present situations to include investment risks and assumptions about opportunity costs (Olaniyan & Okemakinde, 2008). Human capital theory applied to my data analysis by seeking to explain the phenomena using the economics point of view. The human capital view asserts that to invest in human capital a competitive advantage and sustainability in the complex business world would be gained.

Managers can improve their understanding regarding the differences in earnings across workers that play a pivotal role in the acquisition, development, and retention of human capital for an organization. The conceptual framework of human capital theory facilitated the understanding of the strategies human resource managers use to guide human capital investments for school quality, training, and for meeting the budgeted ratio between adjuncts and full-time faculty. Human capital theory allowed me to find out how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability within an organization.

Operational Definitions

Adjunct: An educator hired on a part-time basis, often teaching introductory undergraduate or preparatory courses contracted semester-by-semester throughout an academic year (Buch et al., 2017).

Budgeted ratio: Ratios that provide information about the performance level or the extent of deviation of the actual performance form the budgeted performance and whether the actual implementation is favorable or unfavorable (Strouhal, 2015).

Full-time faculty: A person whose employment is based upon an official contract, appointment, or agreement with a school and given full-time assignments in teaching and research (Kimmel & Fairchild, 2017).

Higher education institutions (HEI): Any universities, colleges, or other educational institutions, public or nonprofit, offering and delivering higher education that admits persons having a certificate of graduation from a school providing secondary education and is legally authorized to provide an educational program for which the institution awards a diploma, certificate or bachelor's degree, or awards a degree that is acceptable for admission to a graduate or professional degree program (Ramísio et al., 2019).

Human resource management (HRM): The department of a business organization that focuses on the function of people within the business, ensuring best work practices are always in place (Kianto et al., 2017).

Operating budget: Budget that consists of all revenues and expenses over a period which a corporation, government, or organization uses for its operations and must be prepared in advance of a reporting period as a goal or plan that the business expects to achieve (Otley, 2016).

Assumptions, Limitations, and Delimitations

Assumptions, limitations, and delimitations are fundamental components of a research study. Assumptions are accepted as true, limitations are constraints largely beyond a person's control but could affect the study outcome, and delimitations are those characteristics that arise from limitations in the scope of the study that the researcher can control (Theofanidis & Fountouki, 2018). The delimitations, limitations, and assumptions of this study will be clarified in the following sections.

Assumptions

Assumptions provide a basis of truth that helps the researcher develop theories and influence the research process's development and implementation (Theofanidis & Fountouki, 2018). Three assumptions are found in this study. One assumption was that human resource managers are involved in the performance of employee retention strategies. Another assumption was that participants in this study would answer honestly and unbiased when answering interview questions. Another assumption was interviewees in this study would respond to interview questions with truthful information.

Limitations

Limitations are weaknesses that impact a study and its outcomes and can hinder or influence the interpretation of the writer's findings (Queirós et al., 2017). Four limitations are found in this study. One limitation was that participants in this study might not communicate all the details related to their strategies to reduce employee turnover. Another limitation was that researcher bias could have influenced the analysis of data based on the short time limit of the study. Another limitation was that the value of collected data depends on the participants' truthfulness and experience in this study. Another important limitation was that the time and accessibility of observations may be limited.

Delimitations

Delimitations are factors that can restrict the questions a researcher can answer or the conclusions a researcher can draw from the findings (Bloomberg & Volpe, 2018). Three delimitations are found in this study. One delimitation was that only human resource managers in 4-year state colleges in Florida are the only participants in this study. Another delimitation was only human resource managers who had experience implementing effective employee turnover strategies participated in the study. A final delimitation was that only retention strategies in higher education institutions were studied.

Significance of the Study

Contribution to Business Practice

Higher education, especially within 4-year state colleges, has been undergoing many challenges, budgetary demands, and requirements (Pucciarelli & Kaplan, 2016). In the 1960s adjuncts were typically hired because they possessed technical skills and practical knowledge that were beneficial to students and their expertise, including workplace experiences that assisted in keeping curriculum up to industry standards (Kezar & Maxey, 2014). Understanding the strategies for meeting the budgeted ratio can lead to a better understanding of the ways in which managers can more efficiently and effectively recognize adjuncts' offerings to the overall quality of higher education and student success. The issues that caused the increase in hiring adjuncts are based on operating expenses, decreasing government funding for education, lack of strategies, and knowledge of employing adjunct faculty over full-time instructors (Kezar & Maxey, 2014). The results of this study may provide human resource managers the needed information to better manage the ratio between adjunct faculty and full-time faculty to meet the goals for their institutions' operating budgets.

Implications for Positive Social Change

The implications for positive social change include the potential for managers to develop and implement strategies for budgetary flexibility for supporting gains in adjunct retention, and institutions financial performance enabling better quality of life for faculty and their family. In addition to growth and financial success, universities have become accountable for their impact on society and the environment (McCaffery, 2018). The results of this study may contribute to positive social change by allowing human resource managers to have a deeper understanding of meeting budgeted ratios between adjunct and full-time faculty that could enable institutions to increase funds for increasing scholarships for students and their families in need, and when graduated, can support employee needs, their communities, and the environment.

Review of the Professional and Academic Literature

The objective of this qualitative study was to reveal effective faculty hiring strategies used by human resource managers to maintain the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards. Employees are less likely to leave when they share similar organization values, and HRM practices can strategically improve hiring strategies and improve retention (Presbitero et al., 2016). The significant challenge by most of the organizations is not only managing their workforce but also retaining them (Azeez, 2017). Hiring, securing, and maintaining a skilled workforce plays a major role in any organization, central to an institution's ability to be economically competitive for growth and sustainability. The impact of trust on the relationship of HR strategies and knowledge sharing is examined and explains how hiring strategies, practical training, fair compensation, and performance appraisal created a trustworthy environment in organizations (Imran et al., 2016). The review begins with the organization of the literature, following the study's purpose, and analyzing and synthesizing the conceptual framework of human capital theory.

Literature Review Organization

The literature review begins with an outline of effective HR faculty hiring practices to manage the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards. This research proposes a model for human resource management in higher education and investigates the current hiring practices in higher education institutions, in terms of the applied techniques. Because of the lack of recent research on faculty hiring practices within 4-year state colleges related to the topic of adjunct and full-time faculty, I used relevant academic works involving HR processes in other industries. Incorporating the human capital theory into the literature review showed that compensation policies to retain staff to compete and strategies set in place could affect employee retention strategies set in place is achievable through a variety of new HR practices. The review also includes HR managers hiring strategies to address the business problem. The review will consist of HR managers' successful methods when hiring adjuncts and full-time faculty and making final selections.

Literature Review Strategy

A search strategy is necessary to retrieve published academic works related to a study topic during selected years (McGowan et al., 2016). Various resources identified provided the information needed to gather appropriate literature. The first choice of identifying resources came from the Walden University database. The second option for identifying resources came from other academic databases such as EBSCO, SAGE

Premier, Academic Search Complete, ResearchGate, Online Journals Search Engine, ProQuest, and the third from Google Scholar provided peer-reviewed information. Two major themes emerged when using primary sources and secondary sources: (a) human resource management hiring strategies and (b) strategies used to maintain the institutional operating budget and meet certification standards about adjunct and full-time faculty hiring. I used the literature to identify limitations and the need for future studies on the topic under review. I explored effective HR hiring practices used for maintaining the institutional operating budget and certification standards. In this study, the number of articles and the percentage derived from peer-reviewed sources published between 2016 and 2021 include 151 (86%). However, the literature review comprised of several articles and citations from peer-reviewed sources published before 2016.

Human Capital Theory

Human capital theory is the most predominant economic theory of Western education, which dates to the early 1960s (Schultz, 1961). The human capital theory is seen as a definitive part of economic performance and a primary strategy to achieving technological change, research, innovation, or education. After Theodore Schultz proposed human capital theory, Gary Becker introduced the human capital theory to advance organizations in a sustainable competitive way (Weiss, 2015).

When hiring and training, organization managers analyze through the lens of the human capital theory. In the discussion of the human capital theory for education, four questions are addressed: (a) what it is, (b) why it is essential, (c) whether it has affected higher education decisions, (d) and whether there is an alternative or related theory that should be considered. Human capital consists of habits, personality attributes, and knowledge that create the ability to achieve economic value (Olaniyan & Okemakinde, 2008). Human capital is unique as it differs from any other capital because the need for organizations to evolve and achieve goals.

Human capital theory conveys both decisions from individuals to invest in human capital for training purposes and education, and the system of lifetime earnings (Peers, 2015). Individuals' multiple levels of investment in education and training are described in terms of expected returns that entail costs both indirect expenses and foregone earnings during the investment period (Peer, 2015). Human capital theory applies the idea of the opportunity cost in schools or training settings (Schultz, 1961). The investment aspect is important in the human capital theory as a pivotal factor of the theory. The acquisition of human capital through education and training is an investment in the sense that the individual foregoes current income for increased earning potential in the future (Peers, 2015). A significant concept of the human capital theory is that training employees in specific skills encouraged workers to remain in their positions, increased productivity, and earning potential (Weiss, 2015). Human resource managers need compensation policies to retain staff to compete, and strategies set in place can affect employee retention (Buta, 2015). When organizational leaders or managers invest in human capital, they expect a positive return on their investment leading to a prosperous society.

Business leaders who support human capital theory and invest in their workforce and employees who remain employed in their positions contribute to the overall economy. Research shows that leaders who invest in employees as assets achieve higher gains for the organizations, both productively and economically (Kuzminov et al., 2019).

The human capital theory provides organizations with a main concept for economic gain, which is important to the sustainability of education institutions (Kuzminov et al., 2019). Because human resource management is involved in acquiring, cultivating, and retaining human capital, the need to find, recruit, and select people possessing the right knowledge, skills, and abilities that the organization needs is vital.

The theory that has been discussed so far is mainly in the tradition of Becker's approach to human capital. Human capital is viewed as processes within the production methods where leaders can survey human capital as a wealth of knowledge or ability that is directly part of the production role within an organization. The alternative is to view education purely as a signal. The signaling theory was developed by Michael Spence based on observed knowledge gaps between organizations and possible employees, and its innate method led it to conform to other sectors, such as business, financial areas, and Human Resource Management (Bergh et al., 2014). Though the human capital theory claims that education expands wages by increasing productivity, the signaling theory claims that education improves wages simply because education levels is a signal of the workers skillset (Marginson, 2019). The primary difference between signaling and human capital models is that signaling models allow organizations to produce assumptions about unobserved characteristics of workers based on the work or educational experience, or on direct measures of features for job performance and human capital theory posits that human beings can increase their productive capacity through considerable education and skills training (Amankwah-Amoah, 2018).

The hiring function can be thought of as acquiring human capital. When referring to HRM, human capital is a vital aspect within organizations. Human capital theory proposes that society and individuals procure economic benefits from investments in people (Canlas, 2016). The rise of higher educational collages joined with globalization and technology give awareness to competitiveness. To survive and succeed in a competitive environment, institutions must complete protocols, and establish a practice of procedures and how they help the successful improvement of academic quality in higher educational institutions.

Relationship of Human Capital Theory to Managing the Budgeted Ratio

Human capital theory contends that human capital is a primary factor of economic success in all professions. Human capital theory is closely linked to human resource management, as found in macroeconomics and business administration (Buta, 2015). Human resource management takes part in the development, acquisition, and retention of human capital for an organization. Human capital theory is relevant to the decisionmaking stages for human resource managers. Organizational leaders see human capital as the range of economically useful human capabilities, which can be established by joining ingrown capabilities with investments in human beings. Education is seen as a significant investment in human capital (Psacharopoulos & Patrinos, 2018), as human skills are seen as a factor of production in the development process (Canlas, 2016). Access to instruction and schooling ensures an increase in human capital stock in society and enhances national productivity and economic growth (Canlas, 2016). Human capital theory affirms that education and enrollment is an investment decision by which individuals forgo time and resources in return for higher wages in the future (Cherkesova et al., 2016).

Higher education is sometimes thought of as an individual-level investment, where the dedication of time and tuition dollars yields rewards in improved skills and higher earnings (Cherkesova et al., 2016). Although higher education pays off for many, individuals' exact returns are highly uncertain and evolve (Canlas, 2016). Factors contributing to an individual's ROI in higher education can be broken down into several parts, including the cost for higher full-time faculty over adjuncts, the length of time to hire and train an instructor, and the likelihood of meeting certification standards. The assumption of aligned human capital accumulation and labor market returns is partially dependent on managers possessing the appropriate information they need to make hiring decisions.

Various ways of investments exist into human resources on top of competencies in managing the budgeted ratio. Businesses can commit in general human capital, an investment into distinct training that grants fruition of general knowledge, operational in numerous businesses (Riley et al., 2017). General human capital can result in a higher future expected return of investment. Another option in investment into human resources is to invest in specific human capital, which entails a commitment to enhancing individual competencies and skills for a job (Morris et al., 2017). Other forms exist through which a business can supply investment in human resources, such as improving working conditions and by using more innovative protective aids and efficient tools (Morris et al., 2017). When investing in human capital, business leaders should seek attention to the specifications used for investments into fixed capital, considering factors that affect the investment processes and procedures.

Experts have been inquiring, testing, and verifying methods that objectively determines the value of human capital (Pravdiuk et al., 2019). The primary intent in measuring the amount of human capital is its approximation, which is essential for a business's management and financial decisions of a business (Lee & Lee, 2016). When bearing in mind the philosophy of managing and planning involved in human resources, specific rules are imperative to take into consider: first, the viability of the investment, which answers underlying questions about the availability of needed resources, time aspect, coherence, and the magnitude of capital invested (Pasban & Nojedeh, 2016).

Human Resource Recruiting and Hiring Strategies

The early 2000s brought a shift of challenges and changes to higher education. With reduced government funding forcing many institutions to shift their business models, HRM has had to adapt to support an ongoing changing environment including limited resources available to HR departments, compensation concerns, and limited longterm job security (Aviso et al., 2019). With cutbacks in government funding regarding hiring, headcounts are paramount, and HR professionals will need to adapt to attract and retain the best employees. As organizations dedicated to learning and development, higher education institutions are falling behind regarding offering growth and opportunities for staff (Alonderiene & Majauskaite, 2016). When they are not in the business of educating students, universities rank around the bottom quartile for employment opportunities to learn and grow, compared with other industries in the United States (Mian et al., 2020).

To close the gap, higher education institutions must start to center more on learning and development strategies and programs for employees. Universities have a vast educational system to educate their students, but they do not necessarily have the needed procedures to educate faculty staff and admin (Elrehail et al., 2018). With institutions overspending large amounts of capital to attract top talent from the United States, HR practitioners must work even harder to appeal to candidates by incorporating strategic opportunities into their employer brand (Engel & Curran, 2016). Universities looking to attract top candidates should articulate the best aspects of their institution and ensuring external touchpoints like their website and recruitment processes (Rutter et al., 2016). Offering multiple elements will help align institutions with its employer brand, allowing them to put their best foot forward in a competitive job market.

Addressing the environment of higher education, which has become more competitive and influential in decision making, human resources are the most dynamic and essential assets that an institution could secure to fit in this competitive environment. Any educational institution's success depends mainly on its quality and its determinant of human resource management as the core of educational administration (Azeez, 2017). This research focuses on higher education's human resources as the necessary element of improving higher education quality, which is considered a significant factor for social, technological, economic, and professional development. Higher education institutions have become more interested to implement human resource management as a full strategic partner in their operations, critical in hiring employees (Alonderiene & Majauskaite, 2016). Their major efforts have been to increase the higher education systems' quality to be more productive in structure and hiring strategies (Aviso et al., 2019). These efforts require a structural transformation on the methods of handling the changes in relationships and the work environment and the way strategy and resources are managed, developed, and retained to accomplish a sustainable environment.

HR practices have had to adapt to focus on the candidate journey, and institutions should consider incorporating academic mobility and view their mission when managing academic talent needs. The right recruitment strategies assist businesses to draw perfect candidates. With effective recruitment strategies and talent investment, businesses can become more successful (Maheshwari et al., 2017). Still, productivity and profitability can negatively impact a business if procedures are unbecoming. The fundamental method to finding and hiring the right people is to be observant of culture yet given the pace that some businesses employ new people, culture can become a second thought (Engel & Curran, 2016). Hiring is not about screening applicants who are anxious to work for a business, but the position of hiring rests with the recruiting strategies, candidates, and finding the right fit (Bhalla, 2019). If not done correctly, an organization’s recruitment attempts can generate unqualified job applicants, which in turn may be prone to turnover if hired (Bhalla, 2019). Recruiting the proper employees can be demanding, but the rewards of a well-assembled strategy are limitless because productive recruiting is based on which talent management initiatives establish and produces results.

Human Resource Practices and Policies in Higher Education

Human resource management share concerns which require increased attention on an individual institutions level (Aviso et al., 2019). Bhalla (2019) stated that the need is to recruit and retain highly skilled and motivated staff to transform higher education sustainability. While more attention is paid to administrators' working conditions, academic staff need to be considered to assure the commitment and contribution to the process of higher education institution (Pucciarelli & Kaplan, 2016). Presbitero et al. (2016) included that HRM is considered broader than managing recruitment processes and salaries. Issues such as training, incentives and rewards, evaluation and development, and planning of future staffing demands are all part of human resource management (Maheshwari et al., 2017). While job duties vary and change with technology and other initiatives progress, managing people within an institution continue to remain an important HRM function.

Procedures, as well as contractual conditions and options for faculty and staff development and career advancement, are components in sustaining and attracting qualified faculty and staff at institutions (Henkel & Haley, 2020). Techniques are important to ensure skills and capacities are modernized continuously to meet the changing requirements set on the higher education systems (Al Shobaki et al., 2017). Guest (2017) stated that some issues lack open competition for positions, the lack of sufficient selection criteria based on the skills needed, the lack of training requirements, and the different influences that management may be exposed to. Human resource management strategies serve as guiding principles for improving capital and general resources which are inherent factors of production.

Besides the many challenges that HRM faces, the strategies and procedures implemented, university departments, and the direct functions of divisions and its distinctiveness, shows what HR stands for collectively (Javed et al., 2019). Khan (2020) expressed that modern strategies could be achieved if human resource management departments restructure along with HR activities away from its traditionally routine procedures and tasks and position itself to center attention on strategic importance. HRM involves the contribution of individuals to understand an institution's planned objectives and the fulfilment of each worker's requirements in an organization. Quality management of educational institutions way of tracking the academic standards and helps build confidence within the society.

HRM has an important role at different levels and stages of processes. HRM depends on policies and systems that carry and influence staff's attitude and performance (Guest, 2017). HRM is a process that includes tasks which attract, develop, motivate, and retain human resources (Lim et al., 2017). Kianto et al. (2017) stated that human resource management objectives are to achieve the desired results to assist in developing the skills of people and providing material, practices, and developmental needs created to align personal goals and objectives of the organization.

HR procedures, strategies, and policies can alter from organization to organization. HR policies provide guidelines for employee behavior, interactions, employment laws, job descriptions, disciplinary, health, and safety measures (Azeez, 2017). Zardasht et al. (2020) expressed that HRM policies and procedures of an organization are made to comply with the laws and regulations and are made to prevent lawsuits, in case of problems faced within the workplace. Policies implemented provide guidelines that organizations use to administer rules and ensure the organization is meeting compliances and procedures (Guest, 2017). Organizations should keep HR policies current and relevant to meet the ethical and legal standards expected of a sustainable work environment.

HR Practices for Managing the Budgeted Ratio between Adjunct and Full-time

Faculty

Human resources play a more prominent role on the academic side more than ever. Pay and working conditions for adjunct faculty are surprisingly inadequate and scrutinized in passing years (Abel & Deitz, 2014). Higher education institutions hold themselves as an inspiration to others regarding best practices (Al Shobaki et al., 2017). In managing the budgeted ratio between adjuncts and full-time faculty, issues between adjuncts and full-time faculty seem to be gaining more public attention. Schools are taking steps to manage the budgeted ratio via human resources more effectively (Azeez, 2017). Al Shobaki et al. (2017) pronounced that colleges and universities have begun taking additional measures to organize, train, and support adjuncts. In a time of needed accountability and limited costs, effective management of adjuncts is growing into a necessary environment.

Mangers contributing to the needs of adjuncts and maintaining a budgeted ratio promotes employee satisfaction and assists employee performance (Azeez, 2017). Adjunct faculty began with hiring and retaining career professionals who brought realworld experience into the classroom (Bhalla, 2019). Historically, colleges also hired adjunct faculty when enrollment spiked; and colleges needed to acquire a particular type of expertise when full-time faculty could not teach a specific course (Buch et al., 2017). Henkel and Haley (2020) explained how adjunct faculty have become a fundamental factor of the economic model that sustains institutions and education. Adjuncts are known to have lower pay than full-time faculty and receive limited benefits, which make adjuncts at institutions' the least expensive way to deliver instruction (Kimmel & Fairchild, 2017).

College costs that regularly decline, forces colleges to find ways to limit costs to sustain college access and resources. Part-time faculty outnumber full-time faculty at most colleges by far, and this remains relative for HRM and leaders to maintain the budgeted ratio (Kimmel and Fairchild, 2017). McCaffery (2018) stated that whatever the economic strategy, colleges committed to assisting students in earning degrees must rethink their model for working with part-time faculty so that all faculty prepare to serve students and institutes effectively. HRM, administration, and financial departments must all be on the same accord. Managers must increase collaborative efforts to minimize barriers, maximize efficiencies, and increase employee engagement among adjuncts.

Budgeting for HR involves fundamental components and practices to manage the budgeted ratio. Practices such as compensation and benefits, include payroll expenses, incentive compensation, and all benefits costs (DeGeest et al., 2017). For hiring reasons, components include costs jobs advertising, background checks, applicant systems and more (DeGeest et al., 2017). Budgeting for human resources can become complicated because employee capabilities are intrinsically interrelated. The human resources department must calculate budgets based on headcounts of employees, increased benefit and salary costs, growth projections, and turnover rates, which use data to help set a budgeted plan (Walk et al., 2019). Regarding benefits and compensation, budgets effect nearly every part of the business, especially in an increased growth year where hiring increases, and numbers are continuously adjusting.

HR budgets are highly unique to a company’s strategic direction. Most HR budgets will involve reviewing historic financial performance, choosing a budgeting strategy, analyze real-time performance data, and retrieve a comprehensive view of how finance influences operations (Buller & McEvoy, 2016). For HR to budget and maintain for the future, they will have to review past budgets and the strategic plan moving forward each year. By reviewing past plans this allows HR departments to establish goals and identify capital expenditures based on past performance (Madhani, 2020). A considerable HR practice is to execute an analysis of HR performance data and budget actuals in real-time (Rauch & Hatak, 2016). An analysis should include departmental and organizational revenue expenses, hiring, turn-over, and employee compensation practices (Rauch & Hatak, 2016). A budget must allow HR to accomplish its strategic objectives and by creating the budget, HRM will have accurate information about past costs.

Budgeting involves the systematic collection of information and data so that the finances needed to support an organization's objectives can be projected (Buller & McEvoy, 2016). Prior to the budgeting process, an organization needs to complete a strategic plan to identify annual goals and objectives. That will allow departments to concentrate their allotted budgets in supporting those objectives. Javed et al. (2019) affirmed that HRM strategies if effectively used may become a source of developing a transparent performance management system, a collaborative environment in schools and of promoting teachers' efficiency in the areas of knowledge, skills and development as professionals, as well as enhancing a school's productivity and improving performance.

Colleges and universities have distinct programs, goals, and procedures to acquire and spend financial assets and capital revenues. Bhalla (2019) expressed no all-around model is used to budget financial capital within higher education institutions. The word budget constitutes both an institution's revenue expenditures and resources (Chirica & Puscas, 2018). For public institutions, accounts consist of legislative provisions, tuition based on credit hours and courses taken, grants, or contracts, consisting of revenues from outside sources (Chirica & Puscas, 2018). Combined revenue resources constitute an institution's operating budget and the entirety of monies required to finance the institution's ongoing and recurring expenses, but the complete picture for institutions operating budget is much more (Kelchen & Stedrak, 2016).

The HR department spending's constitutes the most familiar understanding of the word budget (Kianto et al, 2017). The central part of the budget process used for operations and research is known as the center of institutions' activities. Evans (2017) communicated that HRM should know precisely how budgets are allocated within central expenditure departments and categories, whether financed by public or restricted expenditures. Monies fall into three categories: (1) capital, which refers to significant purchases for resources or equipment, (2) salaries and benefits, (3) expense items, and continuing costs (Umbricht et al., 2017). Colleges and universities that seek the lack of budgeting must react and ensure proper allocation adaptation to increase pliability and the condition of instruction and programs.

The issues acquired within traditional allocations and budget procedures specify the need for new techniques. Drucker (2016) included that an institution subjected to reduce allowances must sometimes cover budget requests in another area to reach institutional targets. Meeting the faculty's salary needs, resource allocations decrease remarkably for systems, facilities, or maintenance concerns (Kianto et al, 2017). The question facing human resource departments within higher education is how to welcome new views of how the institution can move from the way processes currently run to what direction the processes should go.

Applicable resource allocation procedures can no longer be based on what worked in previous years. An integrated resource allocation model called the Responsibility Center Management model, allows resource-allocation choices shared between academic and administrative departments (Hensley, 2020). After establishing strategic priorities, optional strategies allow areas to keep the resources generated yet holds them responsible for gathering costs they collect and imposes a tax on expenditures to supply some resources for operations and funding (Hensley, 2020). Other substitutes for resource budgeting and allocations involve; carryover of excess from one year to another, tuition rates based upon the popularity of programs, and allowing the most productive research areas to gather a portion of contingent costs (Li, 2017).

Budgets and allocations are intricate areas for institutions and personal to work. Umbricht et al. (2017) voiced that during evolving higher educational times, the deficiencies of systems and procedures, a needed demand for accountability by legislation, stakeholders, and managers, processes for budgeting and allocating financial means must be examined. Traditional resource allocation and budgetary methods used in America's colleges and universities rely upon sustainable continued processes, and misuse can cause damage the system of higher education and its practices (Schulze-Cleven & Olson, 2017). To understand how higher education institution’s lead, managers must seek certain measures that should be implemented to accomplish goals and what environmental elements exist within and externally that can enhance the accomplishments of the mission.

HR Management Strategies for Maintaining the Institutional Operating Budget

College's approach the management of budgeting differently with appropriate forecasting, institutional support, and procedures. There is a myriad of information leaders use to manage and enhance university budgets successfully. Mitchell et al. (2017) disclosed how revenue is the most seen difference in public institutions which receive state funds. States have been under financial pressures which leads to state funding of total revenue for public schools in a decline (Li, 2017). On the expense side, the major initiatives are the same as labor, including salaries, benefits, facilities, and technology (Li, 2017). Goodell et al. (2020) stated that for-profits have net earnings targets, whereas not-for-profits take their budget excess into reserves or end up lengthening their programs and services.

Since the early 2000s the price of managing budgets has affected higher education (Li, 2017). Meaning there would be replacement costs and upward pressure on salaries to remedy salary compression. Due to forces on the revenue side, as states move to restrict tuition, leaders may seek less expensive pathways to degree completion and public policy initiatives (Hagood, 2019). Leadership and managers will have to do better with less and make a case for how they do it. Leaders need to clear about what they cannot do if they do not have the funding. For leaders and managers to keep an eye on programs and services and cut what is not working and look to exhaust programs to partners with more resources or support those success programs from other sources is much beneficial (Chan et al., 2017). This can permit a department to use internal reallocation to develop negotiations and bring in new revenue.

When leaders refer to the HR budget, the most basic definition of an HR budget is the fund's HR allocates to all HR processes (Cools et al., 2017). When done right, an HR budget will avert over hiring and give an analysis of the organization's staffing needs and talent. HR budget plans require the strategic separation of the basic allocation elements to address the human needs within the organization (Arnold & Artz, 2019). Some specific categories for budget expenses in HR have to do with recruitment, onboarding, compensation packages, benefits, training, and professional development (Howells, 2020). A human resources department is not a revenue generator, meaning the department's focus is not on earning money but also on the strategies that help ensure the organization runs smoothly.

Leaders must identify the strategies and priorities for the HR department and the entire organization. HRM must determine how HR's goals fit in with the organization's goals and how they prioritize with the budget appropriately. HR budgets are highly unique to an organization's strategic direction. Shivajee et al. (2019) revealed that strategies include reviewing historic financial performance, choosing a budgeting strategy, analyzing real-time performance data, and setting a comprehensive view of how finance effects operations. An analysis of real-time performance data will help HRM by looking at revenue, departmental and organizational expenses, staffing for recruiting, hiring, turnover, and employee compensation details (Shivajee et al., 2019). Setting effective strategies will ensure a more realistic budget cap, help managers understand where they can build flexibility in the budget, and help monitor the budget's performance in real-time.

A well-planned budget ensures that HR receives the essential funding to support employee initiatives and programs required to captivating and retaining a skilled work environment (Aviso et al., 2019). HR budgeting also gives managers a chance to invest in employees' well-being by making the work environment a safer, healthier place. By putting aside some of the budgets for specific programs or initiatives, the organization can reap the rewards of focusing on costs, safety, and security. Developing an HR budget and planning for a business's talent needs requires an ability to gather relevant information, interpret data, and apply cost accounting principles (Aviso et al., 2019). After collecting data, HRM can analyze the data for underlying trends and interpret how they affect your company's talent needs.

HRM can together specify employment statistics that influence workforce supply and demand, turnover, and productivity ratios. HRM must understand that the economy, employment policy, and competition help define the business environment in which it functions. HRM must ensure they are structured data collectors who know how to interpret the impact of information on strategic planning. Cost accounting serves HR well when preparing departmental and program budgets (Monday, 2017). HRM forecasts labor demand regarding the skills and headcount needed to execute the strategic plan to ensure the right business (Stankevičiūtė & Savanevičienė, 2018). One forecasting tool, the trend analysis, studies previous employment levels against business variables to predict future staffing demands (Altonji & Zimmerman, 2017).

The merit of a trend analysis hinges on the operational factor adopted. HR can use trend analyses to seek patterns that influence staffing levels (Altonji & Zimmerman, 2017). Turnover and retirement affect the availability of skills and experience and may showcase shortcomings in training, planning, or professional development (Howells, 2020). For example, tracking turnover might show that new adjuncts leave within so many months of employment or that full-timers are opting to retire earlier. The outcome of various trend analyses set the presence for the devising of the HR budget. Knowing how many positions it must fill or eliminate, HR can realistically estimate costs associated with staff adjustments such as recruitment, training, equipment upgrades, severance packages, or relocation (Shivajee et al., 2019).

HRM uses ratio analysis, a demand-side forecasting model used to forecast demand and contrast forecasting results against industry standards or business competition (Zhong et al., 2018). Where HR are concerned, ratios develop a relationship between a factor such as previous staff levels or future revenue forecast and employee staffing needs (Ajunwa, 2016). The contrast makes standard the first number in the ratio, and the staffing requirement is the second number. For example, a ratio of 30:1 based on college revenues can mean that for every $30,000 in college revenues, HR estimates the department will need one full-time employee.

A benefit to ratio analysis is that HR can use a ratio calculation to estimate staffing demands differently. Sutcher et al. (2019) explained that some analyses include employee turnover ratios, cost-per-hire ratios, or the time it takes to fill positions. Turnover ratios allow HR to change initial workforce estimates based on the number of employees replaced and may need hired within the coming year (Sutcher, 2019). Filling jobs helps HR with a time frame for the hiring process and decides how, when, and where to post open positions (Zhong et al., 2018). Cost-per-hire ratios help HR budget planning, and ratio calculation equations differ according to the ratio calculated (Zhong et al., 2018).

When HRM calculates turnover ratios, they must divide the number of personal terminated for the past year or an approximate turnover number by the average number of employees employed during the year (Erten-Bucha & Strunkb, 2016). HRM can assess the time it takes to fill jobs by figuring the total for all the available days of open positions during the previous year and dividing this number by the number of jobs filled positions led during that time (Erten-Bucha & Strunkb, 2016). HRM can calculate costper-hire by totaling the hiring costs or calculations for the previous year, multiply this number by 1.10 and divide the total by the number of employees hired during that time (Huselid, 2018). Tepavicharova (2016) stated that once ratios analysis is complete, HRM typically authenticates their strategic plans by benchmarking expenditures, such as budget allocation by the department, to other organizations.

HR Skills Used for Budgeting and Recruiting

Developing an HR budget and planning an organization's talent needs requires gathering relevant information, interpreting data, and applying cost accounting principles. HR professionals need proficiency in budgeting and forecasting to manage the workforce in line with growth plans (Aviso et al., 2019). Viitala et al. (2017) expressed that one-way HR managers can manage the workforce is by fact-gathering and pulling together employment-specific statistics that influence workforce supply and demand, turnover, and productivity ratios. HR managers need to be structured collectors of data who know how to interpret information that influences the strategic plan.

After gathering data, HRM analyzes the data for underlying trends and interprets how the data will affect an organization's talent needs (Diaz-Fernandez et al., 2017). The HR plan and budget rely on statistical analysis expertise, concluding, and anticipating probable outcomes based on historic data (DeGeest et al., 2017). These are the same compelling thinking skills employers look for in a budget manager. HRM experienced in cost accounting can show the return on investment in compensation and benefits packages, the impact of turnover and layoffs, and the viability of using temporary or parttime employees (Cools et al., 2017). Budgeting and cost accounting serve HR well when preparing departmental and program budgets.

Evaluating recruiting attempts requires assessing hiring procedures as well as employee turnover. To assist with the impact of turnover, organizations need qualitative and quantitative measurements to gauge where they shine and where they need to grow (Queirós et al., 2017). HRM can calculate an organization's cost-per-hire (CPH) or the cost to fill a job position (Huselid, 2018). CPH includes time involved in vetting candidates, creating job postings, leading screenings, and interviews, coordinating schedules with managers, and participating in board interviews (Huselid, 2018). Postoffer expenses include fees for drug tests, background checks, and employment assessments (Huselid, 2018).

HRM can calculate whether the organization is investing too much on recruiting and hiring by adding the average CPH to the budget for employee compensation and benefits (Howells, 2020). When recruiting costs max out the HR budget, it might seem like a simplistic measure to determine whether recruiting efforts are practical. However, if the organization's recruiting costs cause HR to reallocate money for training and other workforce costs to recruiting, there could be excessive costs to hire new employees. HRM can determine the cost of employee turnover by adding the CPH and turnover expenses to provide a better perspective of what it costs the business to complete the cycle of recruiting from employee placements to termination (Karthikeyan & Thomas, 2017).

HR can use trend analyses to seek internal patterns that have an impact on staffing needs and levels (Javed et al., 2019). Howells (2020) confirmed that turnover, seniority, and retirement affect the availability of skills and experience and highlight shortcomings in training, planning, or professional development. According to "Strategic Planning for Human Resources," a trend analysis can demonstrate essential when HR concerns education levels of entry-level candidates and ethnic influences on the recruitment strategy and training programs (Bryson et al., 2018). The results of trend analyses set the stage for the preparation of an HR budget. Knowing how many positions must be filled or eliminated, HR can realistically estimate costs associated with changes such as recruitment, training, equipment and clothing, severance packages, and relocation.

HRM conduct assessments to evaluate a candidate's skills and knowledge, identify an employee's competency, determine employee satisfaction, or discover training needs (Diaz-Fernandez et al., 2017). Lee and Ahn (2020) explained that influential HR professionals use industry-standard techniques such as the Myers-Briggs personality type indicator. HRM also use online survey tools to establish assessments for inside use (DiazFernandez et al., 2017). Business leaders use the results of evaluations to make sure they obtain the correct personnel with the needed skills to assist the organization meet its strategic goals (Khan & Ahmed, 2020). Assessments can result in programs addressing issues in work and personal balance, professional and career development, and wellness (Diaz-Fernandez et al., 2017). HR professionals can use the results to account for investments in services and programs to start or discontinue initiatives.

A major difficulty emerges in higher education based on the standard organizational structure of HR. HR is a staff function consisting of creating reports and certain employee functions such as pay, benefits, and retirement (Javed et al., 2019). The division between academic and staff personnel can be an issue regarding creating talent strategies that serve the entire organization (Imran et al., 2016). HR must work together with academic affairs to restructure its procedures and practices and move from traditional based operations to proactive workforce techniques that strengthen and establish sustainability within adjunct and full-time faulty workforce.

Strategies to Sustaining a Diverse Adjunct and Full-time Faculty Workforce

Managers at colleges doing the hard work of transforming themselves to become concentrated on accountability for success, must think about faculty in the general aspect of the change process, and study how certain practices that might be waged at each position in the process is useful. Procedures created to assist college leadership and the strategic decisions about how and when to interact faculty in organizational change aid in the organization’s success (Bhalla, 2019). A strongly independent faculty may reduce systemic limitations on faculty engagement, such as unsuitable hiring practices (Buch et al., 2017). Applications deemed as well thought out plans can assist leaders to rethink their efforts to seize adjunct and full-time faculty more thoroughly.

When committing to institutional change and improvement, leadership that employs motivates an eagerness among adjunct and full-time faculty to become engaged partners in the strenuous work of change is preeminent. Kimmel and Fairchild (2017) shared that when performing strategies, providing resources, and incentives for full-time and adjunct faculty, this all assists in the sustainable institutional change outcome. Enhancing strategies, implementing, and evaluating, it assists HRM and leaders to standardize assumptions and opportunities for constant involvement to build up full-time and adjunct faculty loyalty to change efforts (Khan, 2020). Gorski and Mehta (2016) stated that a benefit of exploring faculty engagement through the process of change is that it becomes easier to contemplate how to employ strategies suitable to the goals of change efforts and the barriers and opportunities that subsist at numerous steps along the way.

HRM understands that change is never as simple and linear as on paper. A framework like the human capital theory can assist colleges with the when and where to invest and what resources to use in engaging full-time and adjunct faculty in ways that will boost student success capabilities (Olaniyan & Okemakinde, 2008). Researchers Mansour and Dean (2016) shared that HRM within college settings that have time to attract adjunct faculty with well thought out plans about building connections between adjuncts and full-time faculty improve collaborative strategies for professional development and the advancement of students. Regardless of the stage of the change process, colleges and HRM must seek ways to assimilate opportunities for constant participation of full-time and adjunct faculty.

HRM managers perceive that full-time and adjunct faculty have become a pivotal attribute of the economic model that colleges use to sustain education (Allui & Sahni, 2016). Sutcher et al. (2019) explained that as public funding, a percent of college costs, has steadily declined, colleges are forced to find ways to subdue costs. Part-time faculty far outnumber full-time faculty at most colleges (Kimmel & Fairchild, 2017). Expanding the contingent workforce size is a rational economic solution because it minimizes costs and maximizes flexibility. Colleges can simply reduce or enlarge instructional volume based on changes in enrollment (Kezar & Maxey. 2014). Kelchen and Stedrak (2016) stated that plans are driven solely by economics that do not always serve students well. Whatever the economic strategy, colleges committed to helping students earn credentials must rethink their model for working with part-time faculty so that all faculty are prepared to serve their students effectively.

When colleges' commitment to part-time faculty, the contingent commitment may be reciprocated, but both pay, and explicit expectations are low for most part-time faculty (Kezar & Maxey, 2014) This arrangement essentially turns teaching into a transaction defined by a few specific tasks, and there is often no expectation or even invitation to do more. Full-time faculty expectations typically include teaching, developing, and evaluating programs and curriculum, holding office hours, and participating in institutional governance (Bhalla, 2019). Students' educational experiences are often contingent on the employment status of the faculty members they happen to encounter (Buch et al. 2017).

Different abilities exist, at least partly because colleges too often are not fully supporting part-time faculty or engaging them in elements of the faculty experience. Researchers Chan et al. (2017) vocalized that a college can change its relationship with its faculty but making that change will require some investment of both financial and political capital. In an environment perpetually characterized by funding constraints, colleges can control how they use the resources they have (Altonji & Zimmerman, 2017).

Some strategies that HRM can implement for full-time, and adjunct faculty are professional development, incorporate high-impact practices, and reallocate existing dollars to make sure part-time faculty have the support they need (Allui & Sahni, 2016). College leaders can ask themselves whether their expectations for part-time faculty are aligned with the college's expectations.

Faculty, particularly part-timers, face poor working conditions are commonly characterized by last-minute hiring decisions and a lack of time to prepare to provide instruction and exclusion from meaningful participation in governance and professional development (Kezar and Maxey, 2014). Javed et al. (2019) advised that college leaders develop a plan for achieving student success goals and hire to accomplish and meet those goals. Chirica and Puscas (2018) concluded that institutions do not invest in hiring because they are not investing in the faculty because the institution is making no longterm commitment to them, and there is no need to spend a vast deal of time and money during selection.

Colleges are making substantial and important commitments to their students, their communities to redesign educational experiences, and improve college completion while closing achievement gaps across a diverse student population (McCaffery, 2018). Allui and Sahni (2016) expressed that colleges HRM determined to make good on these commitments understand that they must rethink their relationship with faculty. Abel and Deitz (2014) argued that HRM within colleges know they cannot effectively foster higher student success without making sure that full-time and part-time faculty have the support they need to serve their students effectively. Efforts used to improve the budgeted ratio between full time and adjunct faculty can begin with a better understanding of each faculty group's strengths, challenges, teaching practices, concerns, and aspirations (Canlas, 2016). Focusing persistently on what matters most for improving student success, colleges can determine what changes to their interactions with adjunct faculty will most powerfully promote that improvement.

HRM within colleges can take steps to engage faculty and the hiring process. Establishing effective solutions related to all dimensions of a college's interactions with these teaching professionals is essential (Drucker, 2016). HRM must recognize that not all part-time faculty want to be full-time faculty (Javed et al., 2019). Henkel and Haley, (2020) stated that student success and effective educational practice as primary considerations, strengthens and brings talents of part-time faculty by matching each to the professional tasks that bring a significant benefit to the organization. HRM must recognize part-time faculty in monetary ways, when possible, and in non-monetary ways as well.

Data that accurately depicts faculty experiences at colleges should be the starting point for leadership conversations (Kelchen & Stedrak, 2016). Pucciarelli and Kaplan (2016) voiced that faculty engagement survey data, data from focus groups, and data from other sources must routinely be disaggregated to reveal significant disparities in part-time versus full-time faculty experiences. Data will often lead to more questions than answers so that an inquiry process will require a commitment of effort over time (Pucciarelli & Kaplan, 2016). Building knowledge and understanding will help colleges create new systems that better support part-time faculty (McCaffery, 2018). Systems in place and actions will, in turn, produce conditions more consistently conducive to faculty-student success.

The relevance of having full-time faculty instead of adjuncts, has been recognized as essential by college leaders that have executed a non-tenure-track full-time faculty structure where instructors are obligated and upraised on the skillset they can bring to the table (Sutcher et al., 2019). Nica (2018) expressed that faculty who obtain salaries related to their tenure-track peers does not mean decreased cuts but rather a way to provide skill sets to students with the benefit of full-time instructors instead of an arrangement of adjuncts. The result of such a system is not that much of a concern, but more recognized that there is some added merit when a faculty member is full-time, instead of being hired as an adjunct (Nica, 2018).

As educational institutions continue strategic initiatives, the dependency on parttime employees as a means of cost-cutting grows (Li, 2017). Managers apprehensive with affairs must take a position on a stance and consider the value of full-time and adjunct faculty in a truly academic manner. Higher education structures modify to changing circumstances, limiting the number of part-time and adjunct faculty, and ensuring proper employment conditions will help sustain trust and organizational values (Mian et al., 2020). Javed et al. (2019) included that HRM defining suitable ratios between full and part-time faculty would warrant refinement in teaching with consideration of the diversity among routines and higher education institutions and reconsider this ratio regarding the rapidly changing circumstances within higher education organizations.

Transition and Summary

The transition and summary section includes the problem statement and the purpose statement that address how human resource managers in the United States fail to achieve retention and financial outcomes for meeting educational institutions' overall budgeting operating expenses. The research question, interview questions, conceptual framework, significance of the study, and literature review are introduced in Section 1. Throughout the literature review, the need for strategies to improve HRM decisionmaking for delivering positive results enabling institutions to improve the budgeted ratio and quality of life between adjunct faculty and full-time faculty is verified. In the literature review, research on the human capital theory, HR recruiting and hiring strategies, and HR practices for managing the budgeted ratio between adjunct and fulltime faculty is summarized. The nature of the study includes the use of a qualitative method with a multiple case study design.

In Section 2, the purpose statement, the role of the researcher, participants, research method and design, population and sampling, data collection instruments and techniques, organizational techniques, data analysis, and reliability and validity are presented. Section 3, I will include (a) present my findings, (b) discuss the application to professional practice, (c) express implications for social change, (d) provide recommendations for action, (e) propose recommendations for further research, (f) offer my reflections, and (g) close with a conclusion.

Section 2: The Project

A comprehensive explanation of a qualitative multiple case study is explored in Section 2. Section 2 includes the purpose of this study, my role as the researcher, a description of the participants, the research method and design, sampling and population, ethical research to protect participants, data collection techniques and analyses, and the validity and reliability of this study. This section expands on the information outlined in the literature review in Section 1 and includes further details on the importance of exploring the research question.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies used by human resource managers to manage the ratio between adjunct faculty and fulltime faculty to maintain the institutional operating budget. The population in this study was three human resource managers in 4-year state colleges in the southeastern United States who hire adjunct and full-time faculty. The results of this study may contribute to improving human resource managers' decision-making for delivering positive results enabling institutions to improve environmental stewardship, by increasing awareness of both the risks and opportunities and implement initiatives within the organization to protect, reduce, and re-think processes which improve economic, environmental performance, and quality of life between adjunct faculty and full-time faculty.

Role of the Researcher

In a qualitative study, the role of the researcher is to act as the chief mechanism for clarification, data collection, organization, and examination (Yin, 2018). In this study, I administered the data collection instrument consisting of open-ended research questions by completing phone and online Teams interviews. The use of open-ended interview questions using additional questioning to provide additional information in qualitative research is an acceptable method to collect data in qualitative research studies (Weller et al., 2018). Before data collection, the participants were informed of the purpose of the study and gave informed consent. I interacted with study participants and served as the interviewer and observer. The advantage of personal interviews is that the researcher can make additional observations and collect nonverbal clues from participants (Lancaster, 2017). As an observer all my observations were disclosed that occurred during the interview process, and the interviewees were asked semistructured interview questions to explore their perceptions and lived experiences.

I implemented ethical framework and guidelines when performing the research. The *Belmont Report* contains the ethical framework and guidelines when performing research involving human subjects (Friesen et al., 2017). The framework was followed to include obtaining informed consent from the participants, informing the participants of the right to withdraw from the research at any given time, and protecting the identity and potential risks of the participants. The researcher's responsibility is also to present study results in an ethical and unbiased way (West et al., 2018). Bias can occur in the recording of responses and during the interaction with participants because of a researcher's perceptions (West et al., 2018). Any bias was mitigated to the best of my ability. The results and data were viewed through the lens of other researchers and focused on the study through the participants' experiences. Further, I have no direct experience working with human resource managers from colleges or the participants of the study, but I do understand the hiring process and the way human resource managers make decisions as part of my current career path. Proper standards were implemented as they pertain to ethics, validity, and honesty to obtain the truest results possible.

Participants

The participants in this study consisted of three human resource managers in 4year state colleges in the southeastern United States who hire adjunct and full-time faculty. The eligibility criterion for participants was having one or more years of HR management experience and successful strategies to retain adjunct and full-time faculty. The rationale for selecting HR leaders from 4-year state colleges was that HR leaders might have knowledge and information about implemented retention strategies and adapt to leverage changes to improve talent management processes within colleges. Researchers must ensure that the selected participants know about the topic (Kyngäs et al., 2020). HR leaders are responsible for identifying, hiring, and improving the human capital within the business organization (Azeez, 2017). HR leaders are significant employees of any organization because of their aptness, contribution, and attention to detail to their overall success (Evans, 2017).

The selection of 4-year state colleges began with a search of public listings on the Internet of all colleges in the southeastern United States to obtain contact information for human resource departments. The process researchers use to contact participants consists of obtaining initial contact, establishing rapport, building trust, member checking, and securing access to the research site (Thomas, 2017). To gain access to potential participants, I followed the guidelines of Saunders and Townsend (2016) by contacting three human resource managers in-state colleges in the southeastern United States. The participants were contacted by via email with an introduction of myself, explanation of my role as a student researcher, what the intent of the study was, and a request access to complete interviews with human resource managers.

A follow-up contact was an emailed letter of agreement to request permission to interview and conduct research at that specific organization. After receiving Walden

Institutional Review Board (IRB) approval to conduct research (approval no. 04-26-220694108), contact with human resource managers at each state college involved a team's meeting and a second email to provide a copy of the IRB approval letter to secure access to potential participants. A researcher should be upfront about their identity and the significance of the research to gain access to the research site and participants (Cormier, 2018). Researchers have identified that recruitment tactics using collaboration with gatekeepers and face-to-face interaction with participants are essential aspects of qualitative research (Amundsen et al., 2017). Researchers convey with gatekeepers to establish the agreement to obtain access to participants and the consent of participants by allocating the intent of the study (McFadyen & Rankin, 2016).

To initiate a working relationship and rapport with participants, a casual conversation with the participants occurred during the interviews to establish my role as a researcher and member of the community without discontinuing business operations. Prospective participants received an email letter of participation that included a statement of approval from senior management at each of the three colleges to recruit participants and an email copy of the consent form to review. Potential participants had my contact information to respond via email or telephone with their agreement to take part in the study or obtain further information.

To build assurance, I shared with the potential participants that their information will remain confidential and their value and importance of their experiences for the study. Researchers establish a rapport with interviewees by building a trusting relationship (Prior, 2018). Creating trust between the researcher and the participants is relevant when depending on interviews for data collection (McGrath et al., 2019). The researcher must establish a purposeful relationship with the participants because of the risk accompanied by the possibility that the participants association may resort to siding with the researcher or cause biased decision making (Saunders & Townsend, 2016). Building good communal relations between researcher and participant is a prime aspect that needs to be considered, primarily when a researcher engages in interviews and observations to produce rich data (Fritz & Vandermause, 2018).

Research Method and Design

Researchers can use quantitative, qualitative, and mixed methods (Yin, 2018). The qualitative method was appropriate for this study to survey and collect data based on observations and feedback from volunteer human resource managers within 4-year state colleges throughout the southeastern United States. I used a multiple case study design to seek the processes and strategies and the overall experiences of human resource managers from state colleges with regards to the budget ratio between full-time and adjunct faculty.

Research Method

Research methods consist of three primary methodologies: qualitative, quantitative, and mixed methods. What method a researcher chooses depends on their goal and approach to inquiring about a phenomenon (Babchuk, 2017). Each research method provides a variety of analysis methods and constitutes different data collection methods. I used the qualitative research method to explore strategies needed to meet the budgeted ratio between adjunct and full-time faculty throughout the southeastern United States. Using the qualitative methodology, the researcher can obtain a detailed understanding of the topic and survey participants by speaking directly with the study subjects (Phillippi & Lauderdale, 2018). A qualitative research method was relevant to explore the issue in both the context of the participants' experience and how they transcribe their experiences in their words (Baskarada & Koronios, 2018). The qualitative method was suitable for this study because this study was conducted to generate an indepth and thorough understanding of strategies that human resource managers of state colleges can use to develop and execute action plans.

A quantitative approach is appropriate when the researcher intends to use scientific methods to modify variables that pilot specific results. Quantitative researchers examine the relationships among variables through hypotheses and observe results from smaller samples to larger populations using the qualitative method (Rutberg & Bouikidis, 2018). Quantitative data collection methods are much more constructed than qualitative data collection methods and more appropriate for testing hypotheses but are not relevant for gathering or examining detailed information (Brunsdon, 2018). The results from data assembled and quantitative data collection methods provide numerical specification rather than complex narratives, which generally results in researchers not providing a detailed accounting of the human insight. A quantitative methodology was not acceptable for this study because I will not quantify a phenomenon or test the relationship between variables.

The use of the mixed method enables researchers to eliminate the restriction of a single research method and allows extensive qualitative and quantitative data (Crane et al., 2018). Researchers use a mixed-method approach to examine and explore complex problems through a blend of qualitative and quantitative methods (Onwuegbuzie et al., 2017). The mixed methodology is fitting when researchers intend to take advantage of the strengths of qualitative and quantitative, when they wish to capitalize on large amounts of data, and when a single research method is not sufficient to answer the research question (McKim, 2017). The quantitative and mixed-method techniques are not appropriate for this study because I did not seek to record or use measurable data. The intent of this research was to identify strategies human resource managers use to relate to implementing and meeting the budgeted ratio between adjuncts and full-time faculty to support the improvement of organizational performance. Because of the exploratory nature of this study, using the qualitative approach was the most conducive approach to achieving the objectives of this research.

Research Design

Upon completing an in-depth analysis of research designs, I selected a multiple case study design to investigate the strategies human resource leaders in education will need to address to meet the budgeted ratio between adjuncts full-time faculty. Qualitative researchers choose among multiple research designs, including case studies, phenomenology, and ethnography (Babchuk, 2017). When the objective of a researcher is to explore a phenomenon in its natural context without manipulation using multiple sources, a case study design is most fitting (Harrison et al., 2017). A case study is also appropriate when the researchers aim to narrate a multifaceted phenomenon (Yin, 2018). When using a case study research design, researchers gain flexibility, permitting them to gather data through multiple data sources (Ridder, 2017).

The case study design was more applicable and provided an advantage over phenomenology or ethnography designs because the researcher can understand the compound relationships among the participants within a smaller time frame (Harrison et al., 2017). Researchers use the phenomenological method to describe participants' lived experiences (Yin, 2018). When using the phenomenological design, researchers translate lived experiences within an event and perspectives to appreciate a phenomenon (Adams & van Manen, 2017). A phenomenological method was not suitable for this study because I sought to explore a phenomenon, not to describe participants' experiences.

In ethnography, the researcher seeks to understand a specific culture within his or her field or natural environment (Eisenhart, 2017). An ethnographic inquiry design meets the needs of a study when a researcher takes in and becomes a part of the cultural characteristics of a group of daily activities for a lengthened period (Wutich & Brewis, 2019). The ethnographic research design did not match the needs of the study because the focus was not to understand the phenomenon of a distinct group or culture.

For this multiple case study, the elements of analysis were human resource managers in various organizations. Data collection methods in case studies include interviews, archival records, documents, participants, and direct observation, objects, and focus groups (Yin, 2018). In this study, the data were collected through semistructured interviews with four resource managers within state and university institutions. Samples in qualitative research are removed to reflect the goal and purpose of the study (Sim et al., 2018). Small sample size is proper when conducting qualitative research (Braun & Clarke, 2021). Data saturation occurs when the continuing collection of data generates no new information or additional benefits (van Rijnsoever, 2017). The approach to sample size aligned with my study and ensure an in-depth understanding of the human resources policies and strategies employed for meeting the budgeted ratio between adjuncts and full-time faculty. Based on the case study design and the technique of member checking to verify the data, I concluded that four participants assure to support the study and achieve data saturation by performing additional interviews. Using a multiple case study design will allow a researcher to produce a comprehensive picture to review the strategies and insight obtained from the human resource professional experiences (Babchuk, 2017).

Population and Sampling

Qualitative researchers have the purpose of gaining insights about a phenomenon directly from the participants' viewpoint in the investigation (Saunders & Townsend, 2016). The target population for this study consisted of three human resource managers from state and university level educational institutions in the southeastern United States who have experience recruiting and hiring adjuncts and full-time faculty. The quality of the selected population determined the number of participants required to depict the research phenomenon adequately. A small sample size requires attaining saturation to permit research variety and quality (Molenberghs et al., 2016). Data saturation is often used to dictate the appropriate sample size in qualitative studies (Hagaman & Wutich, 2017). Selecting the sample size is a determining factor in reaching data saturation. Data saturation occurs when the sample size provides sufficient perspectives and information from the participants (van Rijnsoever, 2017). I reached data saturation by interviewing three human resource managers in three different state or university educational institutions. The justification for the sample size occurred with data saturation, wherein a particular number of participants is the minimum number needed to reach saturation (Sim et al., 2018).

In qualitative case studies, purposive sampling practices are more acceptable than the random sampling method because of the specific limits comprising the nature of the case study (Yin, 2018). In this study, the type of sample implemented was purposeful sampling. The goal of purposeful sampling is to obtain information of importance to the research to gain in-depth knowledge (Braun & Clarke, 2021). Purposeful sampling assisted with the required sample of four human resource managers who regularly work with adjuncts and full-time faculty within educational institutions situated in the southeast United States. The basis of the criteria included the following: (a) the qualitative design of the study, (b) the commitment to collect in-depth information, (c) the similarity of the human resource managers population required by the case, (d) and the state or university must operate within the boundaries of the southeastern United States.

Human resource professionals selected had to be 18 years or older, had a minimum of one or more years of experience in their institution, and can hire employees to be eligible participants for this research. The location for the participant interviews should be at a secure site of selection and convenience (Yin, 2018). I ensured that interviews were in a comfortable and non-threatening environment when conducted. The interviews allowed participants to be open and honest in their responses with the option of in-person, by phone, or virtual. Limitations, multiple interviews, and the data collected ensured data saturation and provided an in-depth, intensive, and detailed approach to the interviews and research.

Ethical Research

Researchers use protocols and ethical measures to manage the interaction between a researcher and a participant during the stages of a qualitative study (Roth & von Unger, 2018). To ensure the ethical standards of the research, I sought out the permission of

Walden's IRB to administer this multiple case study. Once IRB approval was granted to conduct this multiple case study, I abided by the Office of Research Ethics and Compliance, the Institutional Review Board for Ethical Standards in Research, and Walden's IRB ethical standards practices. To adhere to the Walden University requirements, all research participants signed an informed consent before any interviews occur.

The individuals interested in participating in this study received a notification to execute the Participant Consent Form electronically and was instructed to reply stating "I consent." The Participation Consent Form contained the (a) purpose of the study, (b) responsibility of researcher for ensuring confidentiality, (c) assertion of voluntary participation, (d) the existence of an audio recording device for documentation, and (e) collection of documents. The Participation Consent Form also contained a disclosure that participation in the study were voluntary with no incentives or compensation, and withdrawal from the study was optional. The participants had a choice to discontinue from the study at any time by sending me an email.

The purpose of informed consent was to give interviewees appropriate information regarding participation in the study (Nusbaum et al., 2017). In a manner that is understandable to all participants, the purpose and connotation of the study and any potential benefits or risks was explained to those participating in the research study. The researcher's responsibility to follow ethical standards and principles and informed consent safeguarded participants' rights within the research study (Arifin, 2018). Obtaining informed consent is a major part of ensuring reliability in research development (Williams & Pigeot, 2017). The act of transparency and transmission is the basis for trust development between the researcher and the study participants and proves to increase participants' willingness to partake in a study fully (Surmiak, 2018).

Protecting the rights and privacy of research participants was preeminent in cumulating, storing, and analyzing participants' data (Ross et al., 2018). Participants of a study may decline or terminate their involvement at any time throughout the process of the survey, as their participation is strictly voluntary. To ensure confidentiality and discretion, pseudonym's name was used to identify participants. Electronic executed Part Participation Consent Forms, recorded interviews, and the researcher's interpretation of data was stored in a safe and on a personal password-protected external hard drive for a minimum of five years, ensuring the rights of the participants and that their identity remains confidential. After the four-year threshold, all hard copies of the executed Participant Consent Forms and recorded interview data would be shredded. All electronic information would be destroyed by redacting the data and ablaze the passwordword-protected external hard drive. Protecting participants' privacy is an essential consideration in establishing participants' trust and willingness to contribute to the study as the researcher preserves concern for participants' confidentiality and autonomy (Moriña, 2020).

Data Collection Instruments

Qualitative researchers use surveying, interviews, focus groups, and research to accumulate information (Yin, 2018). Qualitative researchers apply open-ended questions, discussions, or surveys to collect in-depth data about the participants' interpretation (Almalki, 2016). This study was a qualitative case study, in which I served as the primary instrument for data collection. Qualitative researchers are the prime instruments for data collection because the researcher composes the study protocol, asks the interview questions, and records the answers for examination (Clark & Sealé, 2018). Semistructured interviews are suitable to gather qualitative data from participants that include an in-depth analysis of the applied exposures of the research topic (DeJonckheere & Vaughn, 2019).

Researchers use semistructured interviews to exhibit credibility and reliability of participants' subjective responses and findings regarding a distinct phenomenon (Cypress, 2017). Semistructured interviews in a virtual environment were used in this study to assemble information. An interview protocol (see Appendix A) was used to ensure uniformity by capturing participants' agreement via email to engage voluntarily, along with an email reminder that they may elect to stop at any time by using an informed consent form. Participants had a window of time to ask questions before I began the interview process. During the interviews, with participants' permission, an online recorder was used to record the interview and take handwritten notes during the interview process. The last step will consist of follow-up online interviews and complete member checking.

In addition to participants interviews, HR documentation such as reports, employee manuals, and other substantive documents needed for data triangulation was used. Researchers use distinct approaches such as triangulation and member checking to authenticate data quality cumulated from participants (Turner et al., 2017). Member checking is a helpful method the researcher could use to boost the research study's accuracy, credibility, and validity (Saunders and Townsend, 2016). Instruments' reliability and validity would be addressed by conducting member checking with all participants.

The procedure of member checking continued until all participants were satisfied with the transcripts. Data saturation is when participants repeat answers with no new information, no more themes appear from the interviews, or use the same construct during the discussions and the same results would occur (Saunders et al., 2018). I continued interviewing, member checking, and data review until findings from the interviews indicate data saturation.

Data Collection Technique

A qualitative researcher can use a range of data collection approaches that include (a) designing a case study database, (b) using sources for evidence, and (c) being wary when using data from web-based sources (Moser & Korstjens, 2018). The predominant data collection method used for this qualitative research study was the semistructured interview. Advantages of semistructured interviews are that they (a) provide more academic rigor, (b) aid the researcher in enabling coding of emerging themes, and (c) allow for elaborated dialogue (DeJonckheere & Vaughn, 2019). Brown and Danaher (2019) expressed that researchers also use semistructured interviews to allow the participants to communicate their opinions in their style.

Before conducting any research, approval from the Walden University IRB was obtained and all participants were required to acknowledge via email a consent form which was sent via email. I started my research by investigating four-year state colleges in the Southeastern United States who hire adjunct and full-time faculty. During the research process, I reached out to eight different universities via email within the Southeastern United States, and three of them agreed to participate in my research. The other five denied participation due to IRB rules and procedures. Once I established a list, I reached out via email to three organization's human resource department using the internet and the organization's point of contact website information and emailed my invitation letter. Once I heard back from the three participants with a positive response, I emailed my informed consent form to gain permission and to set up times to conduct the interview via online Microsoft Teams, requesting that it be in a quiet place where there would not be any distractions. The interview was recorded via Microsoft Teams recording selection and then transcribed into Microsoft Word, a popular word-processing program, and ATLAS.ti, a computer program used mostly for qualitative research or qualitative data analysis. I chose Microsoft Teams recorder versus using a cell phone or digital recorder for better quality of sound because the recorder is imbedded in the Microsoft Teams application.

Once the participants received the consent form, they acknowledged their acceptance via email. I chose Microsoft Teams compared to other tools because Microsoft Teams shines with integrations of the wider suite of apps and services used for Microsoft 365. For example, Teams is intertwined with OneDrive and SharePoint, making managing notes during presentations, and engaging with the audience less challenging and file-sharing easy and intuitive. Conducting interviews for the participants' conveniences was appropriate for giving a comfortable environment to save the participants' time and enhance understanding of the questions asked (Harrison et al., 2017). I also included a written statement within the Email Invitation of how I protected their identities and the data obtained during the investigation.

Once I established consent by emailing a consent form to the head of the organization HR department with required signature response back, I continued with the Microsoft Teams scheduling the interviews via email (see Appendix B). Participants had a week time frame to respond to the invitation email from the date sent and another week to sign the consent form from the date sent for participation in the interview. I recorded the interviews using the recorder button on Teams and transcribe the interviews for analysis. I also kept a journal of notes from the participants feedback during the interview. Research data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights (Bhat, 2019). The information applied in my data analysis and later in my finding's section provided in reducing a large chunk of data into smaller fragments.

Qualitative data collection methods are exploratory, and they focus more on gaining insights and understanding underlying reasons by enhancing the quality of the results (Arifin, 2018). My qualitative data collection was done through observations, interviews, and the collection of documents. I used triangulation as a technique to analyze results of the same study using different methods of data collection. The purpose of methodological triangulation within market research was to increase the validity of a study and to interrogate different ways of understanding a research problem (Dzwigol, 2020). I applied the methodological triangulation by conducting interviews with human resource managers, watched body language, and kept a journal with annotated notes for the strategies implemented within the organization and reviewing documents and reports.

I pulled any public records of documents or financial statements. The documents that I reviewed consisted of public records showing the hiring of adjuncts and fulltime faculty and pay charts reflecting salary information. This information applied to my research by allowing me to compare my findings across three different universities and showed the ratio of adjuncts and fulltime faculty hired with salary information for each. The information found from the public documents and financials allowed me to develop my themes by comparing the documents information to the information I received form each interview. Following the interviews, I conducted member checking with interviewees, which consisted of following up with each participant via Teams to review questions and answers from previous interviews and included follow-up emails. The follow-up emails included asking the participants to review the interview transcripts and confirm findings for data saturation. Participants had a week time frame to respond to the follow up email from the date sent. No changes were recommended within the follow up interviews.

Data Organization Technique

Vigorous data organization is an important part of research to exhibit sound processes for scientific inquiry and provide support for exploration (Yin, 2018). The qualitative researcher can use numerous arrangements to categorize the data mustered from participants. Gibbs (2018) contributed to the thought process of using data organization techniques for audio recording, participant coding and written notes. The data that I collect during the research process was safeguarded both electronically and physically. Specific documents and data included signed consent forms, interview recording audio files, and printed transcripts. Files were labeled in alphabetical order by college name to include the interviewee name with a DYMO Label Maker Label Manager. For example, I entered the labels by entering the text using the computer-style QWERTY keyboard and one-touch fast-formatting keys on the label maker. All recorded data was guarded and stored in an encrypted password-protected external driver and guarantee that it remains in my safe deposit box for five years.

Researchers should arrange data collected from participants by formulating a database (Saunders & Townsend, 2016). The alignment of data authorizes the researcher to augment the research merit (Gibbs, 2018). Carpendale et al. (2017) indicated researchers could use coding for examining, assembling, and analyzing data in a structured way. Coding was used to facilitate managing data from multiple sources and to support analysis. I will destroy all data that I collected after four years following the study as required by Walden University policy by shredding all documents and recordings and physically destroying the thumb drive containing electronic data.

Data Analysis

Qualitative researchers can use distinct data analysis procedures that pertain to research studies (Saunders et al., (2018). Researchers could use various data resources to generate an in-depth understanding of the research study. Abdalla et al. (2018) pinned down four types of triangulations, including (a) investigator triangulation, (b) data source triangulation, (c) method triangulation, and (d) theory triangulation. I used data source triangulation and the method triangulation throughout my study to assist with data analysis. Following the interview sessions, transcribed the recorded interviews using ATLAS.ti version 9.1.5 for Windows and Microsoft Word 10 for Windows to help me code written journal notes to compare strategies to assist with identifying themes. I chose ATLAS.ti over other qualitative software like NVivo or Quirkos because the software is leading for qualitative data analysis and use of details. I chose Microsoft Word because the immediate benefit of low-cost. Other scholars are known to use Microsoft Word for coding purposes like a most recent study published by Marc Bellucci from Walden University which used Microsoft Word for comparing his data and charts for figuring out how to use Microsoft Word comments for tagging text-based data and reviewed for patterns found (Bellucci, 2020).

The benefits of using ATLAS.ti was that it works with multiple documents and networks, works with documents in any character set, and directly imports data and offers a coding technique that can be done by simply dragging codes onto the selected piece of data. Compared to using NVivo or Quirkos, ATLAS.ti offers the ability to filter the data in various ways and run basic reports for different groups, which allows for easy data comparison, to include its wide applications and cost effectiveness. Thematic analysis was used to discern, interpret, and properly illustrate the emerging themes within the recorded data. Methodological triangulation is a way for researchers to ensure the objectivity and validity of findings (Abdalla et al., 2018). Researchers triangulate data to request access to other data and information, such as an organization's reports or documents (Lodhi, 2016).

Peer-review articles and semistructured interviews was used as method triangulation to convene data from human resource managers. From reviewing the documents and financial information I gathered was allowed me to develop my themes by comparing the how many adjuncts and fulltime faculty was hired with salary information for each, to the information I received form each interview about the quantity of adjuncts hired compared to fulltime faculty. No salary was discussed in the interview process. The qualitative researcher can regulate data analysis through four steps, including (a) data transcription, (b) data coding, (c) data validation, and (d) data organization (Castleberry

& Nolen, 2018). Coding the recordings for the interviews of each participant is a proper method for sustaining confidentiality and anonymity (Maher et al., 2018). The recordings were coded with alphabetic and numeric characters and document each interview using ATLAS.ti and manually from the recordings. The manual process was appropriate because the researcher might gain more understanding of participants' verbatim replies.

Connecting, comparing, and categorizing the codes from participants' answers are part of the qualitative analysis of the study findings, which included rearrangement, summarizing, and identifying significant themes to confirm results (Deterding & Waters, 2021). According to Yin (2018), there are three basic steps to use when handling data: (a) compiling the data, (b) disassembling the data of emerging themes and codes, and (c) reassembling the data using themes to arrive at meaningful sound observations. I began by analyzing data from the literature review to discover possible themes among current research used. Following the interviews, I analyzed transcriptions and compare the themes I found from the literature review to those I discovered in the discussions.

The conceptual framework used was, human capital theory, and was used to improve understanding the differences in earnings across workers that play a fundamental part in the acquisition, development, and retention of human capital for an organization. Human capital theory applies to this section by allowing HRM to identify human capital analytics begin to understand what the data means and what types of analyses and other data may be needed to respond to the questions and issues that stakeholders really want and need to know about the strategies needed to meet the budgeted ratio between adjunct and full-time faculty. To close the data analysis section out, I searched for any research regarding my study topic “Strategies for Meeting to Meet the Budgeted Ratio Between

Adjunct and Full-Time Faculty" or conceptual framework of human capital theory for further analysis and comparison with themes that emerge during analysis of literature review and interviews.

Reliability and Validity

Quantitative researchers use statistical processes to exemplify reliability and validity which is why qualitative researchers must provide equivalent methodological proof of credibility (Cypress, 2017). In qualitative research, the relation for quantitative reliability points to the study's dependability (Mohajan, 2017). The validity refers to data saturation, credibility, transferability, and confirmability (Mohajan, 2017). To demonstrate adequate methodological rigor, qualitative researchers must furnish evidence of the reliability and validity of their studies. In this qualitative research study, prioritizing was used to establish research reliability and validity.

Reliability

Qualitative researchers prove the realistic and trustworthiness of the data collected from actual participants by addressing study reliability (McDonald et al., 2019). Reliability is the degree of dependability of research (Tracy & Hinrichs, 2017). Qualitative researchers can strengthen the trustworthiness of findings by ensuring process transparency and the ability of other researchers to replicate the research (Cypress, 2017). For this study, predetermined interview protocol was used to aid in replicability, thereby making it possible for other researchers to repeat the process for similar studies. I asked the same question in the interviews for all four organization's human resource managers. Financial statements were reviewed for each organization, which was multiple sources of data collection for this study.

Member-checking, triangulation, review of transcripts, peer review, and enabling external audits are sufficient tools for establishing dependability (Varpio et al., 2017). Methodological triangulation was vital for study reliability, which includes different data sources to support the triangulation requirement for the dependability of the study findings on the data analysis method employed (Abdalla et al., 2018). I combined the analyzed codes from the participants' answers and arrange them in groups to collect the themes from the process, which is a procedure to attain reliability (Yin, 2018). Memberchecking was incorporated within the research, to include organizational archival documents, reporting of triangulate, and the data to assure the study's dependability.

Validity

Qualitative researchers should guarantee the trustworthiness and accuracy of the study to procure research merit (Mohajan, 2017). Qualitative research validity confirms accuracy in conducting the study, collecting data, analyzing data, and confirming findings (Hayashi Jr et al., 2019). Qualitative case study validity includes appropriate sample selection for the study that demonstrates the purpose of the study (FitzPatrick, 2019). Yin (2018) suggested the assembly of data from numerous sources for enhancing the value of research.

Credibility

Researchers can use a conglomerate of approaches to assure the credibility of the research. Abdalla et al. (2018) noted that researchers could use method triangulation and data processes to convey credibility. Useful approaches to establishing creditability were methodological triangulation, peer debriefing, and member checking (Stewart et al., 2017). I used peer-reviewed articles and semistructured interviews as method triangulation to communicate credibility and establish the validity of this study.

Confirmability

Confirmability refers to objectivity that the accuracy, relevance, or meaning of the collected data can be followed as a process, replicated by other researchers (Williams & Pigeot, 2017). Researchers should contribute sufficient precise data to analyze and utilize the data for other circumstances (Mohajan, 2017). Researchers should covey confirmability by revealing that the meaning and results derive from the data (Korstjens & Moser, 2018). I adhered to a strict interview protocol (see Appendix A) to demonstrate the findings' confirmability and used ATLAS.ti as an appropriate method for analyzing qualitative data and coding transcripts during the research process.

Transferability

Transferability is a research validity that includes application in the different form of the research site, which indicates for conclusion of the findings depending on similarities or differences between sites (FitzPatrick, 2019). Qualitative researchers present descriptions to include accounts of the context, the research methods, and examples of raw data to enhance the transferability of the study (Mohajan, 2017). Broad and rich data was presented as descriptions of the research context and participants' data to augment the transferability of this case study. In qualitative research, achieving data saturation helps to ensure transferability because the researcher has demonstrated that no new insights are gained from additional research (Munthe-Kaas et al., 2019).

Data Saturation. Data saturation for the qualitative researcher is that the researcher will not get further details from purposefully sampled participants; therefore, data saturation determines the purposeful sample size (Lowe et al., 2018). Member checking and follow-up email correspondence was incorporated until I reached saturation when no new information about the study topic emerged. I reached data saturation with the coded interview data collected from the four participants that was accessed for this study and continue to cumulate more data until saturation was obtained. The strategy of credibility, conformability, and transferability increased the validity of the current case study to ensure data saturation and to enhance the trustworthiness of this study.

Transition and Summary

The objective of this qualitative multiple case study was to explore the strategies used by human resource managers to manage the ratio between adjunct faculty and fulltime faculty to maintain the institutional operating budget. In Section 2, I (a) described the role of the researcher, (b) identified study participants, (c) provided research method and design, (d) discussed population and sampling method, (e) described the need for ethical research, (f) specified data collection, analysis, and organization techniques, and (g) provided strategies for assuring reliability and validity. In Section 3, I will (a) present my findings, (b) discuss the application to professional practice, (c) express implications for social change, (d) provide recommendations for action, (e) propose recommendations for further research, (f) offer my reflections, and (g) close with a conclusion. I intend for my research to illuminate strategies for solving a problem in business practice by identifying and exploring effective strategies for maintaining the institutional operating budget between adjunct faculty and full-time faculty within higher educational institutions.

Section 3: Application to Professional Practice and Implications for Change

Introduction

Section 3 consists of the presentation of the findings, application for professional practice, implication for social change, and recommendations for action. This section concludes with suggestions for further research, my personal reflections, and a conclusion.

Presentation of the Findings

The objective of this qualitative multiple case study was to explore the strategies used by human resource managers to manage the ratio between adjunct faculty and fulltime faculty to maintain the institutional operating budget. The research question in this study was "How do human resource managers manage the budgeted ratio between adjunct and full-time faculty to maintain the institutional operating budget and meet certification standards?" In this study, I implemented Schultz's human capital theory as my conceptual framework to represent factors contributing to earnings across workers that play a pivotal role in the acquisition, development, and retention of human capital for an organization. Human capital theory and its methods facilitated the understanding of the strategies human resource managers use to guide human capital investments for school quality, training, and for meeting the budgeted ratio between adjuncts and fulltime faculty.

Qualitative data collection was completed through interviews and the collection of documents. After I completed the interviews, I complied the data by transcribing and using ATLAS.ti software to interpret and properly illustrate the emerging themes within the recorded data. All data sets were guarded and stored in an encrypted passwordprotected external driver and guarantee that it remains in my safe deposit box for 5 years. To ensure validity and reliability of the emerging themes, each participant was given a follow up interview to their responses through member checking.

Based on methodological triangulation and the coding and patterns found in the transcripts, three themes emerged in relation to strategies that meet the budgeted ratio between adjunct and full-time faculty: (a) compensation and benefits (b) faculty and adjunct training (c) student enrollment and retention. The hiring managers of the organizations were familiar with strategies supporting adjunct faculty and full-time faculty. Findings confirmed that compensation and benefits, adjunct and full-time faculty training, and student enrollment have a significant impact on the ratio needed to maintain the institutional operating budget for the organization.

Theme 1: Compensation and Benefits

The first theme to emerge was compensation and benefits, which aligned to the body of literature and related to the human capital theory. The information I reviewed in the documents and financial information applied to creating my themes by allowing me to compare hiring ratios and salaries that addressed what the participants in the interviews stated about compensation and benefits. Hiring managers place value on the need to compensate employees because this practice promotes an attentive and understanding culture within the organization. It is paramount to find employees that fit into an organization; however, those employees require benefits and compensation to accept the position and/or remain at the organization. Though the hiring managers need to acquire skilled faculty and adjuncts to meet job requirements, the objective is also for hiring managers to understand the strategies needed for gaining employees.

As an organization grows, the need for faculty and adjunct instructors increases. During the recruitment process, having a benefit package could help hiring managers with finding qualified candidates. The hiring managers who participated in this study agreed that compensation and benefits is a strategy used to hire faculty and adjuncts. The hiring managers also indicated that the organization's budget and yearly strategic goals determine the level of compensation and benefits earned by an employee. P1 noted, that "based on the level of expertise of a candidate, compensation is determined." P1 went on further to say, "we need qualified workers, which costs money." Hiring management should understand this when determining the hiring requirements. P2 noted that qualified employees require a higher wage yet may require training based on experience regardless of the circumstances, costs are involved. P3 went a step further and stated that "removing benefits and setting pay to the lowest cap" limits the organization's ability to hire skilled faculty and adjuncts. P3 also noted that "candidates have turned down jobs to go to other organizations for the pay and benefits."

All participants noted that "faculty and adjunct require the hiring of skilled technical personnel both on the hourly level and on salary level. In addition to needing employees with a special skill set, P2 added that "a strategy for an organization is to find faculty and adjuncts that can work and agree on the benefits and the amount of compensation that the role plays." When an organization requires certain skills to complete job duties, finding qualified faculty and adjuncts may be difficult. Because of this difficulty, skilled employees require a certain threshold or higher wages to do the job.

The hiring managers in this study all agreed to this.

The approach of hiring managers was that providing compensation to workers was paramount to achieve and maintain competitive advantage by meeting budget radios. Salary, compensation, and benefits might affect the hiring of employees (Abel & Deitz, 2014). In addition to compensation, employers attract candidates with health care plans, bonuses, and annual leave (DeGeest et al., 2017). The human capital theory pertains to the process used by leaders and analysis conducted when making decisions (Galiakberova, 2019). Due to the human capital connection between decision making and hiring management, the conceptual framework of human capital theory facilitates the understanding of strategies human resource managers use to guide human capital investments for school quality, training, and for meeting the budgeted ratio between adjuncts and full-time faculty (Holden & Biddle, 2017).

Theme 2: Faculty and Adjunct Training

The second theme to emerge was faculty and adjunct training, which also aligned with the literature and conceptual framework. Faculty and adjuncts are significant in higher education's aim to refine outcomes, yet full-time and adjunct faculty are positioned differently within institutions due to their work responsibilities, teaching methods, and learning process (Kalkbrenner et al., 2021). The information I reviewed in the documents and financial information applied to creating my themes by allowing me to compare hiring ratios and salaries that addressed what the participants in the interviews stated about hiring and training of employees in the beginning stages of being hired. P1 noted that "perceptions of adjuncts by full-time faculty and department chairs can be mixed." P1 also stated that "full-time faculty members do stress that fact that adjuncts that are more segregated from the institutions or departmental mission." P2 stated, "some department chairs appreciate newer practices and training models used for adjunct faculty, but some believe adjuncts are still too disconnected."

P2 further reported that "adjunct faculty themselves feel alienated due to lack of participation or understanding of the necessary knowledge and skills needed to maintain their position. P3 noted, "by uncovering how training and participation plays a role within a university or state level may contribute to more positive outcomes or even suggest a rationale for altering the roles of some faculty members to enhance educational goals." P3 went on to further state "for instance, scheduling departmental meetings so that all adjuncts and faculty members can attend may be one-way roles may change and enhance the training process." The increase in involving program coordinators, chairs, and deans of education colleges and departments, as well as other professional colleges and departments can magnify the ability to learn more about the needs and practices needed to onboard new adjuncts and faculty (Nica, 2018). P1 noted that department leaders should alter the type of faculty interaction and participation within program implementation and departmental decisions to positively affect student learning for purposes of accountability measures.

The duration of work and involvement in a university defines the status of adjunct faculty, who comprise full-time and part-time members (Bhalla, 2019). P2 noted, "it is important to take in account that fulltime adjuncts usually work on average one term to one year for a college or university and that some colleges hire adjuncts and bargain pay which usually restricts them to become full-time faculty." P2 further stated, "therefore most adjuncts, do not participate in meeting or trainings, rarely hearing an adjuncts voice." Some higher educational institutions are negotiating union contracts with adjunct faculty that allow them to participate in training processes and program implementation (Kovaleski & Arghode, 2021). P3 revealed how “adjunct faculty continue to learn and practice despite the lack of faculty development resources to which they have access and find that the learning is limited due to their contracts.” P1 stated that “any adjuncts within institutions lucky enough to participate in any training initiatives, as well as discuss and reform their practice, has benefited from their participation and has enhanced the quality of student learning.”

Training and development have long been proven to deliver many benefits, including improved overall job satisfaction, reduced employee turnover, decreased costly errors, employee productivity, and increased overall quality of work (Höfrová et al., 2021). Human capital theory relates to the training of adjunct and fulltime faculty by allowing leaders to understand that businesses thrive with the right training and development strategies in place and develop economic value which in return increased overall quality of work (Aboobaker, 2020). Organizations today operate in a “knowledge economy,” in which higher educational institutions are more willing to govern the strategies for the designing and sharing of knowledge amongst its employees (Iqbal et al., 2018). This puts more strategic importance on human capital management and measurement. The need for training and professional development highlights the importance of understanding the general and overall requirements concerning pay and benefit specifics (Luna-Arocas et al., 2020). Leaders should evaluate the organizational structure and evaluate whether adequate support mechanisms are present for adjunct and fulltime faculty together, and ask important questions considered to determine why training and development are needed for future development and productivity.

Theme 3: Student Enrollment and Retention

The third theme to emerge was student enrollment and retention. The student enrollment and retention theme aligned to the body of literature and related to the human capital theory. High student retention rates are considered an added gain for academic institutions, particularly for tuition-driven colleges and universities that rely on a substantial student population to remain sustainable (Tight, 2020). The information I reviewed in the documents and financial information applied to creating my themes by allowing me to compare hiring ratios and salaries that addressed what the participants in the interviews stated about retention and the turnover rate of employees. P1 stated that "retention is a financial obligation for institutions because each student who remains enrolled for an additional semester positively impacts the institution's finances." For institutional leaders to be able to understand how to get ahead involves a shared approach involving the institutional staff who are responsible for building retention programs and faculty (Tudor, 2018). P1 goes on to further state that" understanding how faculty feel about their involvement in the process is an imperative first step for institutions." When faculty engage in regular interaction and contact with students, it helps to reinforce their learning efforts, determination, and persistence to stay in class and fulfill their degree graduation requirements, which in turn helps retention and financial assistance needed to hire faculty (Hempel et al., 2020).

P2 stated that "it is no longer a question of whether institutions should involve faculty in retention strategies, but rather how they can incorporate faculty. P2 also stated that "to aid in the retention process, faculty tend to believe that advising represents a measure of involvement in the student retention process. By understanding faculty approaches regarding roles and responsibilities in student retention efforts, organizational leaders can begin to magnify efforts to advance faculty involvement in student retention efforts beyond the classroom and advising environment (Cuseo, 2018). P2 further noted that “by using advising strategies, faculty can begin enhancing retention efforts beyond the classroom environment.” P3 added “in addition, faculty involvement in student recruiting endeavors amplifies student retention, specifically focusing on early faculty connection with incoming first-year students.”

Kalkbrenner et al. (2021) found that faculty and student interactions in and outside the classroom environment boosted student motivation to graduation. P3 stated that “regression when it comes to retention strategies could be related to a lack of continuing and experienced faculty and student interactions, advising, and best practices.” P2 further stated that “the decrease in student retention could be directly related to a lack of student and faculty association outside normal classroom meetings.” P3 noted that “many faculty and leadership pride themselves on their ability to build a bridge with students and that faculty and student interactions advocate student success.”

Human capital theory relates to enrollment and retention of students by association of the types of higher education institutions with the attraction, development, and retention of human capital, which is defined as the skills, training, and education of individuals (Faggian et al., 2019). All participants noted that “most institutions use retention rates as a part of their strategies for recruitment and enrollment targeting.” Al Hassani and Wilkins (2022) concluded that administrators are now looking to faculty connections to support with improving student retention initiatives through student relationships and faculty diligence. Having a considerable understanding of how faculty feel about their involvement in retention efforts can lead to more faculty participation in retention strategies and the roles and responsibilities faculty play within organizations (Barbera et al., 2020).

Applications to Professional Practice

The results from this research study contributed to the variety of strategies used by human resource managers and provided useful evidence as to how relevant it is to maintain the budgeted ratio between adjunct and full-time faculty within in higher education institutions. Human resource managers within higher education institutions use (a) strategies needed for gaining employees though compensation and benefit packages, (b) training strategies and models used for full-time faculty and adjuncts, and (c) student retention and enrollment strategies and patterns based on the findings in this study. In addition, the importance of strategic alignment and the practice of making better hiring strategies a core pillar of an institution's organizational standards demonstrates inclusive leadership and leader's ability to function effectively with people.

Investments in human capital depend upon the costs of acquiring the skills and the returns that are expected from the investment. The study's conceptual framework and literature review align with my conclusions by allowing human resource managers and leaders to set achievable goals, provide coaching and training for your staff, and deliver constructive feedback on improvement. Beyond hiring and retention, college and university departments will increase transparency by including the voices of all faculty members in decisions that directly affect them. In some ways, human capital management may be complicated for performance management, but HRM can create foundations for profitable human capital management and a function workplace.

Implications for Positive Social Change

Human resource managers who take advantage of the recommendations for action from this research will create a successful workplace that will increase effectiveness while promoting a strong positive social change. Bhalla (2019) stated that a collective audit on what colleges and universities are doing and not doing to attract, retain, and cultivate diverse talent is needed to improve hiring strategies. Implications of this study for positive social change would be helpful in addressing the recruitment policies and hiring practices of institutions allowing them to integrate the benefits, training, and retention strategies needed to enhance the livelihood of the employees, student success, and the community. Higher education institutions' focus should be on ensuring that they have taken the necessary steps to create an inclusive work environment that will allow all faculty and adjuncts together to thrive and feel included (Al Hassani & Wilkins, 2022). The findings provided the potential for improving leaders' and human resource managers efficiency in using human resource management processes to provide resources and strategies during and after the hiring phase to assist in the overall organizational performance.

Recommendations for Action

The study focused on the strategies used by human resource managers to manage the ratio between adjunct faculty and full-time faculty to maintain the institutional operating budget. The following recommendations may assist human resource managers. Human resource mangers and leaders should (a) offer professional workshops, seminars, conferences, and training to full-time and adjunct faculty, (b) set up a better pay system and find benefits that will attract and retain highly qualified educators, and (c) establish an inclusive environment that aims to help educators and students of all backgrounds. The role of HR in higher education is that today's HR professionals is increasingly becoming directly involved in the recruitment and hiring of employees both faculty and staff (O'Meara et al., 2020). With the higher education landscape consistently changing, HRM play an important role to support emerging and changing processes and hiring practices.

To fill this gap, HRM and leaders within higher education institutions need to focus more on employer branding and how they attract qualified candidates, development of training programs for new and current faculty and adjuncts and integrate a performance management system with goal-oriented objectives that assist both faculty and adjuncts. Higher education HRM departments need to go beyond focusing on the acquisition of new talent and offer their existing staff adequate opportunities to develop new skills and grow in their careers (Grunspan et al., 2018). It's also critical for the HR M and leaders to serve as a bridge between workers and management so that the voices of both faculty, adjuncts, and staff are heard, resulting in effective dialogue and less frustration. The findings of this study demonstrate a true commitment needed from senior leadership and human resource managers that stem from recommendations and experiences needed to create a meaningful change that will create a work environment that is beneficial for full-time and adjunct faculty.

Recommendations for Further Research

The aim of this qualitative multiple case study was to explore the strategies used by human resource managers to manage the ratio between adjunct faculty and full-time faculty to maintain the institutional operating budget. Recent studies have shown that high performing business organizations practice strategic human resource management (Hamadamin & Atan, 2019). There is a gap in both conceptual and applied studies for human resource managers in higher education (Aleixo et al., 2018). The results of the study indicate that based on participants' perceptions, the higher education institutions under study have a level of awareness that more strategies are needed to budget the ratio between adjuncts and fulltime faculty. The results of the study show that higher education is facing major problems surrounding the development of human capital, especially of the faculty members and needs to devote more attention to their human resource practices.

The result of study also shows the recruitment and selection process are largely inadequate and needs more constructive attention. The study also reflects that human resource managers and leaders need to continue to work on the performance appraisal and compensation system. As a result of these findings, there are strong implications for administrators, faculty, and other higher education personnel interested in applying and improving their best practices in strategic human resources management. Future research should include more universities, both public and private. In addition, future research should also consider moderating variables such as organizational climate, university culture, the labor market. Drawing on the analysis, the study contributes rich and fruitful findings to the area of strategic human resource management.

Reflections

As a professional advisor and adjunct instructor working in higher education for the last 12 years, I have reflected on the experiences of being on the administrative side and the adjunct side, but admittedly, pursuing the DBA with my specific topic has been informational and a very rewarding task. Going into my doctoral process I knew there were many strategies and procedures that human resource managers targeted that assisted adjuncts and fulltime faculty for gainful employment. What I did not know or fully understand at the time was the level of understanding, dedication, and commitment that HRM and leaders within higher education institutions need to understand specific actions that personnel in this role could take to review the applicant pool to ensure adequate representation. When I started data collection, I had no prior experience or personal contact with any of the participants, and I was not made fully aware of the strategies used by HRM until I started my research. I believe my limited exposure to HRM business practices allowed me to remain open and unbiased throughout the process.

Throughout the research process, I made sure I focused solely on the interview data and documents reviewed and remained aware of my biases. The HRM and leaders provided valuable practical experience and strategies for hiring adjuncts and fulltime faculty from multiple perspectives. Throughout this study I have learned that successful hiring and recruitment strategies are vital to building strong organizations, and HRM can benefit from these perspectives and strategies. My doctoral committee assisted me with their corrections, advice, and coaching which helped me improve my quality of work, and I gained a wealth of knowledge and experience from them in the process. All the research I have completed about hiring strategies needed to manage the ratio between adjunct faculty and full-time faculty, I have broadened my understanding of the topic and strategies for implementing effective hiring strategies that I hope other HRM, and leaders will share within there institutions.

Conclusion

Human resource professionals face challenges on how to manage the ratio between adjunct faculty and full-time faculty to maintain the institutional operating budget. The aim of the qualitative multiple case study was to use the human capital theory as a lens to identify strategies that some HRM professionals use to facilitate the hiring process. The results of this study addressed the research found via the Literature Review, which identified there was a need for strategies needed to manage the processes geared towards adjuncts and fulltime faculty in reference to hiring practices. Using openended questions, I conducted semistructured interviews with three HRM/leaders to collect data to answer the research questions. Three themes emerged from the thematic data analysis of data indicating the strategies that some human resource professional and leaders use to screen and recruit adjuncts and fulltime faculty within the southeastern U.S. region. The themes that emerged were (a) strategies needed for gaining employees though compensation and benefit packages, (b) training strategies and models used for full-time faculty and adjuncts, and (c) student retention and enrollment strategies and patterns based on the findings in this study.

Human resource professionals who are facing challenges when it comes to strategies to screen and select job applicants may use the findings of this study to enhance their hiring practices. By enhancing their hiring practices to screen and select potential faculty and adjuncts, HR professionals might expand and diversify their job applicant pool, which may foster creativity and innovation of for institutions and leadership within the higher education sector. Although there is a need for future research, this qualitative case study contributed to the limited existing body of HRM touch points of within literature. Within the study I discovered and cross-referenced the material using the conceptual framework to explore the strategies pertaining to the hiring process and how the process can change and/or alter the outcome of adjuncts and fulltime faculty experiences. The research confirms that there has been increased effectiveness in the strategies needed to hire adjuncts and fulltime faculty, but there are still opportunities for improvement. The study findings support the conclusions of previous scholarly research pertaining to the use of strategies needed to enhance and facilitate the hiring process.

References

Abdalla, M. M., Oliveira, L. G. L., Azevedo, C. E. F., & Gonzalez, R. K. (2018). Quality in qualitative organizational research: Types of triangulation as a methodological alternative. *Administração: ensino e pesquisa*, *19*(1), 66–98. https://doi:10.13058/raep.2018.v19n1.578

Abel, J. R., & Deitz, R. (2014). Do the benefits of college still outweigh the costs? *Current Issues in Economics and Finance*, *20*(3). https://www.drjessicabc.com/uploads/8/5/9/2/85928276/do_the_benefits_of_college_outweigh_the_costs_4.pdf

Aboobaker, N. (2020). Human capital and entrepreneurial intentions: Do entrepreneurship education and training provided by universities add value? *On the Horizon*, *28*(2), 73–83. https://doi.org/10.1108/OTH-11-2019-0077

Adams, C., & van Manen, M. (2017). Teaching phenomenological research and writing. *Qualitative Health Research, 27*, 780–791. https://doi:10.1177/1049732317698960

Ajunwa, I., Friedler, S., Scheidegger, C. E., & Venkatasubramanian, S. (2016). Hiring by algorithm: Predicting and preventing disparate impact. http://sorelle.friedler.net/papers/SSRN-id2746078.pdf

Aleixo, A. M., Leal, S., & Azeiteiro, U. M. (2018). Conceptualization of sustainable higher education institutions, roles, barriers, and challenges for sustainability: An exploratory study in Portugal. *Journal of Cleaner Production*, *172*, 1664–1673. https://doi.org/10.1016/j.jclepro.2016.11.010

Al Hassani, A. A., & Wilkins, S. (2022). Student retention in higher education: The influences of organizational identification and institution reputation on student satisfaction and behaviors. *International Journal of Educational Management*. https://doi.org/10.1108/IJEM-03-2022-0123

Allui, A., & Sahni, J. (2016). Strategic human resource management in higher education institutions: Empirical evidence from Saudi. *Procedia-Social and Behavioral Sciences*, *235*, 361–371. https://doi.org/10.1016/j.sbspro.2016.11.044

Almalki, S. (2016). Integrating quantitative and qualitative data in mixed methods research: Challenges and benefits. *Journal of Education and Learning, 5*(3), 288–296. https://doi.org/10.5539/jel.v5n3p288

Alonderiene, R., & Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management, 30*(1), 140–164. https://doi.org/10.1108/IJEM-08-2014-0106

Al Shobaki, M. J., Naser, S. S. A., El Talla, S. A., & Amuna, Y. M. A. (2017). HRM university systems and their impact on e-HRM. *International Journal of Information Technology and Electrical Engineering, 6*(3), 5–27.

https://hal.archives-ouvertes.fr/hal-01567728/

Altonji, J. G., & Zimmerman, S. D. (2017). *The costs of and net returns to college major* (No. w23029). National Bureau of Economic Research. https://doi.org/10.3386/w23029

Amankwah-Amoah, J. (2018). Human capital flows in failing organizations: an integrated conceptual framework. *Journal of Intellectual Capital*, *19*(4), 732–746. https://doi.org/10.1108/JIC-05-2017-0065

Amundsen, D. L., Msoroka, M. S., & Findsen, B. (2017). "It's a case of access." *The problematics of accessing research participants.* https://doi.org/10.15663/wje.v22i4.425

Anthony, W., Brown, P. L., Fynn, N., & Gadzekpo, P. (2020). The plight of adjuncts in higher education. *Practitioner to Practitioner*, *10*(4), 3–10. https://eric.ed.gov/?id=EJ1246736

Arifin, S. R. M. (2018). Ethical considerations in qualitative study. *International Journal of Care Scholars*, *1*(2), 30–33. https://journals.iium.edu.my/ijcs/index.php/ijcs/article/view/82

Arnold, M., & Artz, M. (2019). The use of a single budget or separate budgets for planning and performance evaluation. *Accounting, Organizations, and Society*, *73*, 50–67. https://doi.org/10.1016/j.aos.2018.06.001

Aviso, K. B., Chiu, A. S., Demeterio III, F. P., Lucas, R. I. G., Tseng, M. L., & Tan, R. R. (2019). Optimal human resource planning with P-graph for universities undergoing transition. *Journal of Cleaner Production*, *224*, 811–822.

https://doi.org/10.1016/j.jclepro.2019.03.213

Azeez, S. A. (2017). Human resource management practices and employee retention: A review of literature. *Journal of Economics, Management and Trade*, 1–10. https://doi.org/10.9734/JEMT/2017/32997

Babchuk, W. A. (2017). Qualitative research: A guide to design and implementation. *Adult Education Quarterly, 67*(1), 71–73. https://doi.org/10.1177/0741713616671930

Bhat, A. (2019). Data analysis in research: *Why Data, Types of Data, Data Analysis in Qualitative and Quantitative Research.* https://www.questionpro.com/blog/dataanalysis-in-research/

Barbera, S. A., Berkshire, S. D., Boronat, C. B., & Kennedy, M. H. (2020). Review of undergraduate student retention and graduation since 2010: Patterns, predictions, and recommendations for 2020. *Journal of College Student Retention: Research, Theory & Practice*, 22(2), 227–250. https://doi.org/10.1177/1521025117738233

Barnham, C. (2015). Quantitative and qualitative research. *International Journal of Market Research, 57*(6), 837–854. https://doi.org/10.2501/IJMR-2015-070

Baskarada, S., & Koronios, A. (2018). A philosophical discussion of qualitative, quantitative, and mixed methods research in social science. *Qualitative Research Journal, 18*(1), 2–21. https://doi.org/10.1108/QRJ-D-17-00042

Bellucci, M. L. (2020). Improving small business hiring practices in the millennial era, (2020). *Walden Dissertations and Doctoral Studies*. *8263*. https://scholarworks.waldenu.edu/dissertations/8263

Bergh, D. D., Connelly, B. L., Ketchen Jr, D. J., & Shannon, L. M. (2014). Signalling theory and equilibrium in strategic management research: An assessment and a research agenda. *Journal of Management Studies*, *51*(8), 1334–1360. https://doi.org/10.1111/joms.12097

Bhalla, N. (2019). Strategies to improve equity in faculty hiring. *Molecular Biology of the Cell*, *30*(22), 2744–2749. https://doi.org/10.1091/mbc.E19-08-0476

Bloomberg, L. D., & Volpe, M. (2018). Completing your qualitative dissertation*: A Road Map from Beginning to End*. Sage Publications. https://pdfs.semanticscholar.org/ca4e/9f7432cd333b6db745bb5f8ec3ae5b7bc64a.pdf

Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise, and Health*, *13*(2), 201–216. https://doi.org/10.1080/2159676X.2019.1704846

Brown, A., & Danaher, P. A. (2019). CHE principles: Facilitating authentic and dialogical semistructured interviews in educational research. *International Journal of Research & Method in Education*, *42*(1), 76–90. https://doi.org/10.1080/1743727X.2017.1379987

Brunsdon, C. (2018). Quantitative methods III: Scales of measurement in quantitative human geography. *Progress in Human Geography, 42*(4), 610–621. https://doi.org/10.1177/0309132517717008

Bryson, J. M., Edwards, L. H., & Van Slyke, D. M. (2018). Getting strategic about strategic planning research. *Public Management Review*, *20*(3), 317–339.

https://doi.org/10.1080/14719037.2017.1285111

Buch, K., McCullough, H., & Tamberelli, L. (2017). Understanding and responding to the unique needs and challenges facing adjunct faculty: A longitudinal study. *Int Educ Res*, *16*(10), 27–40. https://doi.org/10.26803/ijlter.16.10.3

Buller, P. F., & McEvoy, G. M. (2016). A model for implementing a sustainability strategy through HRM practices. *Business and Society Review, 121*(4), 465–495. https://doi.org/10.1111/basr.12099

Buta, S. (2015). Human capital theory and human resource management. Implications in development of knowledge management strategies. *Ecoforum Journal*, *4*(1), 22. https://ecoforumjournal.ro/index.php/eco/article/view/140

Canlas, D. B. (2016). *Investing in human capital for inclusive growth: focus on higher education* (No. 2016–02). PIDS Discussion Paper Series. https://www.econstor.eu/handle/10419/173523

Carpendale, S., Knudsen, S., Thudt, A., & Hinrichs, U. (2017, October). Analyzing qualitative data. In *Proceedings of the 2017 ACM International Conference on Interactive Surfaces and Spaces* (pp. 477–481). https://doi.org/10.1145/3132272.3135087

Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds. *Currents in Pharmacy Teaching and Learning*, *10*(6), 807–815. https://doi.org/10.1016/j.cptl.2018.03.019

Chan, C. K., Fong, E. T., Luk, L. Y., & Ho, R. (2017). A review of literature on challenges in the development and implementation of generic competencies in higher education curriculum. *International Journal of Educational Development*, *57*, 1–10. https://doi.org/10.1016/j.ijedudev.2017.08.010

Cherkesova, E. Y., Breusova, E. A., Savchishkina, E. P., & Demidova, N. E. (2016). Competitiveness of the human capital as strategic resource of innovational economy functioning. *Journal of Advanced Research in Law and Economics*, *7*(7 (21)), 1662–1667. https://doi:10.14505/jarle.v7.7(21).11

Chirica, O., & Puscas, B. (2018). The diversification of income sources in the higher education public institutions budgets. *The Audit Financial Journal, 16*(149), 148–148. https://ideas.repec.org/a/aud/audfin/v16y2018i149p148.html

Clark, K. R., & Vealé, B. L. (2018). Strategies to enhance data collection and analysis in qualitative research. *Radiologic technology*, *89*(5), 482CT–485CT. http://www.radiologictechnology.org/content/89/5/482CT.extract

Cleary, P., & Quinn, M. (2016). Intellectual capital and business performance. *Journal of Intellectual Capital*. 17(2), 255-278. https://doi.org/10.1108/JIC-06-2015-0058

Cools, M., Stouthuysen, K., & Van den Abbeele, A. (2017). Management control for stimulating different types of creativity: The role of budgets. *Journal of Management Accounting Research*, *29*(3), 1–21. https://doi.org/10.2308/jmar-51789

Cormier, G. (2018). The language variable in educational research: An exploration of researcher positionality, translation, and interpretation. *International Journal of Research & Method in Education*, *41*(3), 328–341. https://doi.org/10.1080/1743727X.2017.1307335

Crane, A., Henriques, I., & Husted, B. (2018). Quants and poets: Advancing methods and methodologies in business and society research. *Business & Society, 57*(1), 3–25. https://doi:10.1177/0007650317718129

Cuseo, J. (2018). Student–faculty engagement. *New Directions for Teaching and Learning*, *2018*(154), 87–97. https://doi.org/10.1002/tl.20294

Cypress, B. S. (2017). Rigor or reliability and validity in qualitative research: Perspectives, strategies, reconceptualization, and recommendations. *Dimensions of Critical Care Nursing*, *36*(4), 253–263. https://doi:10.1097/DCC.0000000000000253

DeGeest, D. S., Follmer, E. H., Walter, S. L., & O'Boyle, E. H. (2017). Retracted: The benefits of benefits: A dynamic approach to motivation-enhancing human resource practices and entrepreneurial survival. *Journal of Management*, *43*(7), 2303–2332. https://doi.org/10.1177%2F0149206315569313

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, *7*(2). https://dx.doi.org/10.1136%2Ffmch-2018-000057

Deterding, N. M., & Waters, M. C. (2021). Flexible coding of in-depth interviews: A twenty-first-century approach. *Sociological methods & research*, *50*(2), 708–739. https://doi.org/10.1177%2F0049124118799377

Diaz-Fernandez, M., Bornay-Barrachina, M., & Lopez-Cabrales, A. (2017). HRM practices and innovation performance: A panel-data approach. *International Journal of Manpower*. https://doi.org/10.1108/IJM-02-2015-0028

Drucker, J. (2016). Reconsidering the regional economic development impacts of higher education institutions in the United States. *Regional Studies*, *50*(7), 1185–1202. https://doi.org/10.1080/00343404.2014.986083

Dzwigol, H. (2020). Methodological and empirical platform of triangulation in strategic management. *Academy of Strategic Management Journal*, *19*(4), 1–8. https://www.proquest.com/docview/2435127174?pqorigsite=gscholar&fromopenview=true

Eisenhart, M. (2017). A matter of scale: Multi-scale ethnographic research on education in the United States. *Ethnography and Education*, *12*(2), 134–147. https://doi.org/10.1080/17457823.2016.1257947

El Mansour, B., & Dean, J. C. (2016). Employability skills as perceived by employers and university faculty in the fields of human resource development (HRD) for entry level graduate jobs. *Journal of Human Resource and Sustainability Studies*, *4*(01), 39. https://www.scirp.org/journal/PaperInformation.aspx?PaperID=65145&#abstract

Elrehail, H., Emeagwali, O. L., Alsaad, A., & Alzghoul, A. (2018). The impact of transformational and authentic leadership on innovation in higher education: the contingent role of knowledge sharing. *Telematics and Informatics*, *35*(1), 55–67. https://doi.org/10.1016/j.tele.2017.09.018

Engel, M. & Curran, F.C. (2016). Toward understanding principals' hiring practices. *Journal of Educational Administration*, *54*(2), 173–190. https://doi.org/10.1108/JEA-04-2014-0049

Erten-Bucha, C., & Strunkb, G. (2016). The HR staff ratio–How to Calculate Easily? A theoretical model and practical application compared interculturally. In *Cross-Cultural Business Conference* (p. 279). https://www.researchgate.net

Evans, S. (2017). HRM and front-line managers: The influence of role stress. *The International Journal of Human Resource Management*, *28*(22), 3128–3148. https://doi.org/10.1080/09585192.2016.1146786

Faggian, A., Modrego, F., & McCann, P. (2019). Human capital and regional development. Handbook of regional growth and development theories. https://doi.org/10.4337/9781788970020.00015

FitzPatrick, B. (2019). Validity in qualitative health education research. *Currents in Pharmacy Teaching and Learning*, *11*(2), 211–217. https://doi.org/10.1016/j.cptl.2018.11.014

Friesen, P., Kearns, L., Redman, B., & Caplan, A. L. (2017). Rethinking the Belmont report? *The American Journal of Bioethics*, *17*(7), 15–21. https://doi.org/10.1080/15265161.2017.1329482

Fritz, R. L., & Vandermause, R. (2018). Data collection via in-depth email interviewing: Lessons from the field. *Qualitative Health Research*, *28*(10), 1640–1649. https://doi.org/10.1177%2F1049732316689067

Galiakberova, A. A. (2019). Conceptual analysis of education role in economics: The human capital theory. *Journal of History Culture and Art Research*, *8*(3), 410–421. https://doi.org/10.7596/taksad.v8i3.2256

Gibbs, G. R. (2018). *Analyzing qualitative data* (2nd ed.). Sage Publications.

Goodell, J. W., Goyal, A., & Hasan, I. (2020). Comparing financial transparency between for-profit and nonprofit suppliers of public goods: Evidence from microfinance. *Journal of International Financial Markets, Institutions and Money*, *64*, 101146. https://doi.org/10.1016/j.intfin.2019.101146

Gorski, I., & Mehta, K. (2016). Engaging faculty across the community engagement continuum. *Journal of Public Scholarship in Higher Education*, *6*, 108–123. https://files.eric.ed.gov/fulltext/EJ1123818.pdf

Grossoehme, D. H. (2014). Overview of qualitative research. *Journal of Health Care Chaplaincy, 20*(3), 109–122. https://doi.org/10.1080/08854726.2014.925660

Grunspan, D. Z., Kline, M. A., & Brownell, S. E. (2018). The lecture machine: A cultural evolutionary model of pedagogy in higher education. CBE—Life Sciences Education, 17(3), es6. https://doi.org/10.1187/cbe.17-12-0287

Guest, D. E. (2017). Human resource management and employee well-being: Towards a new analytic framework. *Human Resource Management Journal, 27*(1), 22–38. https://doi.org/10.1111/1748-8583.12139

Hagaman, A. K., & Wutich, A. (2017). How many interviews are enough to identify meta themes in multi-cited and cross-cultural research? Another perspective on guest, Bunce and Johnson's (2006) landmark study. *Field Methods, 29*, 23–41. https://doi:10.1177/1525822x16640447

Hagood, L. P. (2019). The financial benefits and burdens of performance funding in higher education. *Educational Evaluation and Policy Analysis*, *41*(2), 189–213. https://doi.org/10.3102%2F0162373719837318

Hamadamin, H. H., & Atan, T. (2019). The impact of strategic human resource management practices on competitive advantage sustainability: The mediation of human capital development and employee commitment. *Sustainability*, *11*(20), 5782. https://doi.org/10.3390/su11205782

Hayashi Jr, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *The Qualitative Report*, *24*(1), 98–112. https://www.proquest.com/openview/c200412f0d74bd6a137110fb51805eeb/1?pq-origsite=gscholar&cbl=55152

Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research: Foundations and methodological orientations. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research 18*(1). https://doi.org/10.17169/fqs-18.1.2655

Hawkins, J. E. (2018). The practical utility and suitability of email interviews in qualitative research. *The Qualitative Report*, *23*(2), 493–501. https://digitalcommons.odu.edu/nursing_fac_pubs/24/

Hempel, B., Kiehlbaugh, K., & Blowers, P. (2020). Scalable and practical teaching practices faculty can deploy to increase retention: A faculty cookbook for increasing student success. *Education for Chemical Engineers*, *33*, 45–65. https://doi.org/10.1016/j.ece.2020.07.004

Henkel, T. G., & Haley, G. R. (2020). A field study: The business of engaging higher education adjunct faculty. *The Journal of Applied Business Research, 36*(25), 51. https://commons.erau.edu/publication/1419/

Hensley, B. O. (2020). *Critical Storytelling in 2020: Issues, Elections and Beyond, 10*(3).

194-97. Brill Sense. https://doi.org/10.1163/9789004432758_010

Höfrová, A., Moore de Peralta, A., Rosopa, P. J., Small, M. A., Payne, K. S., & Rymešová, P. (2021). Faculty perception of the contribution of start-up packages to professional development. *Innovative Higher Education*, *46*(4), 481–497. https://doi.org/10.1007/s10755-021-09550-0

Holden, L., & Biddle, J. (2017). The introduction of human capital theory into education policy in the United States. *History of Political Economy*, *49*(4), 537–574. https://doi.org/10.1215/00182702-4296305

Howells J.D. (2020). Effective staffing, recruitment, and HR management. *Comprehensive Healthcare Simulation: Program & Center Development* (Seropian, M., Keeler, G., & Naik, V., Eds.). Springer, Cham. https://doi.org/10.1007/978-3-030-46812-5_15

Huselid, M. A. (2018). The science and practice of workforce analytics: *Introduction to the HRM special issue, 57*(3), 679–684. https://doi.org/10.1002/hrm.21916

Imran, M., Arshad, Q., Haq, R., Mobeen, M., Kamran Khan, M., & Pervaiz, U. (2016). Human resource practices and knowledge sharing: The moderating role of trust. *International Journal of Organizational Leadership*, *5*, 15–23. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3331827

Iqbal, A., Latif, F., Marimon, F., Sahibzada, U. F., & Hussain, S. (2018). From knowledge management to organizational performance: Modelling the mediating role of innovation and intellectual capital in higher education. *Journal of Enterprise Information Management*. https://doi.org/10.1108/JEIM-04-2018-0083

Javed, S., Javed, R., Ahmed, N., & Anjum, D. (2019). Human resource management practices and its impact on job satisfaction among employees in higher education sector. *International Journal of Marketing and Human Resource Management, 10*(2), 1–12. https://www.iaeme.com/ijmhrm/issues.asp?JType=IJMHRM&VType=10&IType=2

Kalkbrenner, M. T., Jolley, A. L., & Hays, D. G. (2021). Faculty views on college student mental health: Implications for retention and student success. *Journal of College Student Retention: Research, Theory & Practice, 23*(3), 636–658. https://doi.org/10.1177/1521025119867639

Karthikeyan, C., & Thomas, P. (2017). A panoramic view on evolving strategic HRM concepts in globalization: A HR leadership perspective. *Journal Homepage: https://www.ijmra. us*, *7*(7). Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, and Cabell's Directories of Publishing Opportunities, U.S.A.

Kelchen, R., & Stedrak, L. (2016). Does performance-based funding affect colleges' financial priorities? *Journal of Education Finance, 41*(3), 302–321. https://www.jstor.org/stable/44162557

Kezar, A., & Maxey, D. (2014) *Troubling ethical lapses: The treatment of contingent faculty. Change: The Magazine of Higher Learning, 46*(4), 34–37. https://doi.org/10.1080/00091383.2014.925761

Kianto, A., Sáenz, J., & Aramburu, N. (2017). Knowledge-based human resource management practices, intellectual capital, and innovation. *Journal of Business*

Research, *81*, 11–20. https://doi.org/10.1016/j.jbusres.2017.07.018

Kimmel, K. M., & Fairchild, J. L. (2017). A full-time dilemma: Examining the experiences of part-time faculty. *Journal of Effective Teaching*, *17*(1), 52–65. https://www.eric.ed.gov/?id=EJ1139922

Khan A., Ahmed S. (2020). Strategic approach towards organizational performance: Modern practices over human resource management. *In International Conference on Management Science and Engineering Management 1191*, 436–444. Springer, Cham. https://doi.org/10.1007/978-3-030-49889-4_34

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, *24*(1), 120–124. https://doi.org/10.1080/13814788.2017.1375092

Kovaleski, B. J., & Arghode, V. (2021). Employee engagement: Exploring higher education non-tenure track faculty members' perceptions. *European Journal of Training and Development*, *45*(8/9), 796–813. https://doi.org/10.1108/EJTD-06-2020-0113

Krasniqi, F. X., & Topxhiu, R. M. (2016). The importance of investment in human capital: Becker, Schultz, and Heckman. *Journal of Knowledge Management, Economics, and Information Technology*, *6*(4), 1–18. https://www.scientificpapers.org/wp-content/files/1569_KrasniqiTopxhiu-The_Importance_of_Investment_in_Human_Capital.pdf

Kuckartz, U., & Rädiker, S. (2019). Analyzing focus group data. In *Analyzing Qualitative Data with MAXQDA* (pp. 201–217). Springer, Cham. https://doi.org/10.1007/978-

3-030-15671-8_15

Kuzminov, Y., Sorokin, P., & Froumin, I. (2019). Generic and specific skills as components of human capital. *New challenges for education theory and practice*. *Форсайт*, *13*(2). (eng). https://doi.org/10.17323/2500-2597.2019.2.19.41

Kyngäs, H., Kääriäinen, M., & Elo, S. (2020). The trustworthiness of content analysis. In *The application of content analysis in nursing science research* (pp. 41-48). Springer, Cham. https://doi.org/10.1007/978-3-030-30199-6_5

Lancaster, K. (2017). Confidentiality, anonymity, and power relations in elite interviewing: conducting qualitative policy research in a politicized domain. *International Journal of Social Research Methodology*, *20*(1), 93–103. https://doi.org/10.1080/13645579.2015.1123555

Lee, D., & Ahn, C. (2020). Industrial human resource management optimization based on skills and characteristics. *Computers & Industrial Engineering*, *144*, 106463. https://doi.org/10.1016/j.cie.2020.106463

Lee, J. W., & Lee, H. (2016). Human capital in the long run. *Journal of Development Economics, 122*, 147-169. https://doi.org/10.1016/j.jdeveco.2016.05.006

Lee, I., & Shin, Y. J. (2018). Fintech: Ecosystem, business models, investment decisions, and challenges. *Business Horizons, 61*(1), 35–46. https://doi.org/10.1016/j.bushor.2017.09.003

Li, A. Y. (2017). Dramatic declines in higher education appropriations: State conditions for budget punctuations. *Research in Higher Education*, *58*(4), 395–429. https://doi.org/10.1007/s11162-016-9432-0

Lim, S., Wang, T. K., & Lee, S. Y. (2017). Shedding new light on strategic human resource management: The impact of human resource management practices and human resources on the perception of federal agency mission accomplishment. *Public Personnel Management, 46*(2), 91–117. https://doi.org/10.1177%2F0091026017704440

Lodhi, M. F. K. (2016). Quality issues in higher education: The role of methodological triangulation in enhancing the quality of a doctoral thesis. *Journal of Research in Social Sciences, 4,* 62–74. https://www.numl.edu.pk/jrssindex.html

Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying thematic saturation in qualitative data analysis. *Field Methods*, *30*(3), 191–207. https://doi.org/10.1177%2F1525822X17749386

Luna-Arocas, R., Danvila-Del Valle, I., & Lara, F. J. (2020). Talent management and organizational commitment: the partial mediating role of pay satisfaction. *Employee Relations: The International Journal*, *42*(4), 863–881. https://doi.org/10.1108/ER-11-2019-0429

Madhani, P. M. (2020). Enhancing HR competitiveness: A Six Sigma approach. *World at Work Journal, 27*(2), 30–37. https://dx.doi.org/10.2139/ssrn.3672993

Maher, C., Hadfield, M., Hutchings, M., & de Eyto, A. (2018). Ensuring rigor in qualitative data analysis: A design research approach to coding combining NVivo with traditional material methods. *International Journal of Qualitative*

Methods, *17*(1), 1609406918786362. https://doi.org/10.1177%2F1609406918786362

Maheshwari, V., Gunesh, P., Lodorfos, G., & Konstantopoulou, A. (2017). Exploring HR practitioners' perspective on employer branding and its role in organizational attractiveness and talent management. *International Journal of Organizational Analysis*. https://doi.org/10.1108/IJOA-03-2017-1136

McCaffery, P. (2018). The higher education manager's handbook*: Effective leadership and management in universities and colleges*. Routledge publications. https://www.researchgate.net/profile/Peter_Mccaffery3/publication/327294655_The_Higher_Education_Manager's_Handbook_Effective_Leadership_and_Management_in_Universities_and_Colleges/links/5bae2f4c92851ca9ed2c0055/TheHigher-Education-Managers-Handbook-Effective-Leadership-and-Managementin-Universities-and-Colleges.pdf

McDonald, N., Schoenebeck, S., & Forte, A. (2019). Reliability and inter-rater reliability in qualitative research: Norms and guidelines for CSCW and HCI practice. *Proceedings of the ACM on Human-Computer Interaction*, *3*(CSCW), 1–23. https://doi.org/10.1145/3359174

McFadyen, J., & Rankin, J. (2016). The role of gatekeepers in research: learning from reflexivity and reflection. *GSTF Journal of Nursing and Health Care (JNHC)*, *4*(1). https://dl6.globalstf.org/index.php/jnhc/article/view/1745

McGowan, J., Sampson, M., Salzwedel, D. M., Cogo, E., Foerster, V., & Lefebvre, C. (2016). PRESS peer review of electronic search strategies: 2015 guideline statement. *Journal of clinical epidemiology*, *75*, 40–46. https://doi.org/10.1016/j.jclinepi.2016.01.021

McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical teacher*, *41*(9), 1002–1006. https://doi.org/10.1080/0142159X.2018.1497149

McKim, C. A. (2017). The value of mixed methods research: A mixed methods study. *Journal of Mixed Methods Research, 11*, 202–222. https://doi:10.1177/1558689815607096

Marginson, S. (2019). Limitations of human capital theory. *Studies in Higher Education*, *44*(2), 287–301. https://doi.org/10.1080/03075079.2017.1359823

Mian, S. H., Salah, B., Ameen, W., Moiduddin, K., & Alkhalefah, H. (2020). Adapting universities for sustainability education in industry 4.0: Channel of challenges and opportunities. *Sustainability*, *12*(15), 6100. https://www.econ-society.org/

Miles, S. J., & Van Clieaf, M. (2017). Strategic fit: Key to growing enterprise value through organizational capital. *Business Horizons, 60*(1), 55–65. https://doi.org/10.1016/j.bushor.2016.08.008

Mitchell, M., Leachman, M., & Masterson, K. (2017). *A lost decade in higher education funding state cuts have driven up tuition and reduced quality*. http://hdl.handle.net/10919/83618

Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University. Economic Series*, *17*(4), 59–82. https://www.ceeol.com/search/article-detail?id=673569

Molenberghs, G., Kenward, M., Aerts, M., Verbeke, G., Tsiatis, A., Davidian, M., & Rizopoulos, D. (2014). On random sample size, ignorability, ancillarity, completeness, separability, and degeneracy: Sequential trials, random sample sized, and missing data. *Statistical Methods in Medical Research, 23,* 11–41. https://doi:10.1177/0962280212445801

Monday, O. (2017). Human Resources Accounting: Issues, Benefits and Challenges. *International Journal of Economics, Finance, and Management Sciences*, *5*(3), 129–138. https://doi: 10.11648/j.ijefm.20170503.11

Moriña, A. (2020). When people matter: The ethics of qualitative research in the health and social sciences. Health & Social Care in the Community. https://doi.org/10.1111/hsc.13221

Morris, S. S., Alvarez, S. A., Barney, J. B., & Molloy, J. C. (2017). Firm-specific human capital investments as a signal of general value: Revisiting assumptions about human capital and how it is managed. *Strategic Management Journal, 38*(4), 912–919. https://doi.org/10.1002/smj.2521

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, *24*(1), 9–18. https://doi.org/10.1080/13814788.2017.1375091

Munthe-Kaas, H., Nøkleby, H., & Nguyen, L. (2019). Systematic mapping of checklists for assessing transferability. *Systematic Reviews*, *8*(1), 1–16. https://doi.org/10.1186/s13643-018-0893-4

Nica, E. (2018). Has the shift to overworked and underpaid adjunct faculty helped education outcomes? *Educational Philosophy and Theory. 50*(3), 213–216. https://doi.org/10.1080/00131857.2017.1300026

Nusbaum, L., Douglas, B., Damus, K., Paasche-Orlow, M., & Estrella-Luna, N. (2017). Communicating risks and benefits in informed consent for research: a qualitative study. *Global Qualitative Nursing Research, 4*, 2333393617732017. https://doi.org/10.1177%2F2333393617732017

Olaniyan, D. A., & Okemakinde, T. (2008). Human capital theory: Implications for educational development. *Pakistan Journal of Social Sciences, 5*(5), 479–483. https://docsdrive.com/pdfs/medwelljournals/pjssci/2008/479-483.pdf

O'Meara, K., Culpepper, D., & Templeton, L. L. (2020). Nudging toward diversity: Applying behavioral design to faculty hiring. *Review of Educational Research*, *90*(3), 311–348. https://doi.10.3102/0034654320914742

Onwuegbuzie, A. J., Gerber, H. R., & Schamroth Abrams, S. (2017). Mixed methods research. *The international encyclopedia of communication research methods* (pp.1–33). Hoboken, NJ: John Wiley & Sons, Inc. https://doi.10.1002/9781118901731.iecrm0156

Otley, D. (2016). The contingency theory of management accounting and control: 1980–2014. *Management Accounting Research*, *31*, 45–62. https://doi.org/10.1016/j.mar.2016.02.001

Pagan, V. (2019). Being and becoming a “good” qualitative researcher? Liminality and the risk of limbo. Qualitative research in organizations and management: *An International Journal, 1(1),* 75-76. https://doi.org/10.1108/QROM-04-2017-1523

Pasban, M., & Nojedeh, S. H. (2016). A review of the role of human capital in the organization. *Procedia-Social and Behavioral Sciences, 230*, 249–253. https://doi.org/10.1016/j.sbspro.2016.09.032

Peers, C. (2015). What is human in human capital theory? Marking a transition from industrial to postindustrial education. *Open Review of Educational Research*, *2*(1), 55–77. https://doi.org.10.1080/23265507.2014.996767

Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research, 28*, 381–388. https://doi:10.1177/1049732317697102

Pravdiuk, N., Pokynchereda, V., & Pravdiuk, M. (2019). The human capital of an enterprise: theory and assessment methodology. *Baltic Journal of Economic Studies, 5*(2), 176–183. https://doi.org/10.30525/2256-0742/2019-5-2-176-183

Presbitero, A., Roxas, B., & Chadee, D. (2016). Looking beyond HRM practices in enhancing employee retention in BPOs: focus on employee–organization value fit. *The International Journal of Human Resource Management*, *27*(6), 635–652. https://doi.org/10.1080/09585192.2015.1035306

Prior, M. T. (2018). Accomplishing rapport in qualitative research interviews: Empathic moments in interaction. *Applied Linguistics Review*, *9*(4), 487–511. https://doi.org/10.1515/applirev-2017-0029

Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to investment in education: *A Decennial Review of the Global Literature. Policy Research Working Paper; No. 8402.* World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/29672

Pucciarelli, F., & Kaplan, A. (2016). Competition and strategy in higher education: Managing complexity and uncertainty. *Business Horizons*, *59*(3), 311–320. https://doi.org/10.1016/j.bushor.2016.01.003

Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*. https://doi.org/ 10.5281/zenodo.887089

Ramísio, P. J., Pinto, L. M. C., Gouveia, N., Costa, H., & Arezes, D. (2019). Sustainability Strategy in Higher Education Institutions: Lessons learned from a nine-year case study. *Journal of Cleaner Production*, *222*, 300–309. https://doi.org/10.1016/j.jclepro.2019.02.257

Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: *A literature review*. http://dx.doi.org/10.5539/jel.v6n1p102

Rauch, A., & Hatak, I. (2016). A meta-analysis of different HR-enhancing practices and performance of small and medium sized firms. *Journal of Business Venturing*, *31*(5), 485–504. https://doi.org/10.1016/j.jbusvent.2016.05.005

Ridder, H. G. (2017). The theory contribution of case study research design. *Business Research, 10,* 281–305. https://doi:10.1007/s40685-017-0045-z

Riley, S. M., Michael, S. C., & Mahoney, J. T. (2017). Human capital matters: Market valuation of firm investments in training and the role of complementary assets. *Strategic Management Journal, 38*(9), 1895–1914. https://doi.org/10.1002/smj.2631

Ross, M. W., Iguchi, M. Y., & Panicker, S. (2018). Ethical aspects of data sharing and research participant protections. *American Psychologist, 73*(2), 138. https://psycnet.apa.org/doi/10.1037/amp0000240

Roth, W. M., & von Unger, H. (2018). Current perspectives on research ethics in qualitative research. In Forum qualitative social forum: *Qualitative Social Research, 19*(3). https://doi.org/10.17169/fqs-19.3.3155

Rutberg, S., & Bouikidis, C. D. (2018). Exploring the evidence. Focusing on the fundamentals: A simplistic differentiation between qualitative and quantitative research. *Nephrology Nursing Journal, 45*(2), 209–213. https://www.annanurse.org/

Rutter, R., Roper, S., & Lettice, F. (2016). Social media interaction, the university brand and recruitment performance. *Journal of Business Research*, *69*(8), 3096–3104. https://doi.org/10.1016/j.jbusres.2016.01.025

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & Quantity*, *52*(4), 1893–1907. https://doi.org/10.1007/s11135-017-0574-8

Saunders, M. N., & Townsend, K. (2016). Reporting and justifying the number of interview participants in organization and workplace research. *British Journal of*

Management, 27(4), 836–852. https://doi.org/10.1111/1467-8551.12182

Schultz, T. W. (1961). Investment in human capital. *The American economic review*, *51*(1), 1–17. https://www.jstor.org/stable/1818907

Schulze-Cleven, T., & Olson, J. R. (2017). Worlds of higher education transformed: toward varieties of academic capitalism. *Higher Education*, *73*(6), 813–831. https://doi.org/10.1007/s10734-017-0123-3

Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in qualitative research be determined a priori? *International Journal of Social Research Methodology*, *21*(5), 619–634. https://doi.org/10.1080/13645579.2018.1454643

Shivajee, V., Singh, R. K., & Rastogi, S. (2019). Manufacturing conversion cost reduction using quality control tools and digitization of real-time data. *journal of cleaner production*, *237*, 117678. https://doi.org/10.1016/j.jclepro.2019.117678

Stankevičiūtė, Ž., & Savanevičienė, A. (2018). Designing sustainable HRM: The core characteristics of emerging field. *Sustainability*, *10*(12), 4798. https://doi.org/10.3390/su10124798

Stewart, H., Gapp, R., & Harwood, I. (2017). Exploring the alchemy of qualitative management research: Seeking trustworthiness, credibility, and rigor through crystallization. *The Qualitative Report*, *22*(1), 1–19. http://eprints.soton.ac.uk/id/eprint/401432

Strouhal, J. (2015). Historical costs or fair value in accounting: Impact on selected financial ratios. *Journal of Economics, Business and Management*, *3*(5), 560–564. https://pdfs.semanticscholar.org/3321/1d200b347146c1d437cbe396ba4cd52f0184

.pdf

Surmiak, A. D. (2018). Confidentiality in qualitative research involving vulnerable participants: Researchers' perspectives. In Forum Qualitative Sozialforschung/Forum: *Qualitative Social Research, 19*(3). https://doi.org/10.17169/fqs-19.3.3099

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, *27*(35). https://eric.ed.gov/?id=EJ1213618

Tepavicharova, M. (2016). Possibilities of benchmarking for measuring the effectiveness of the human resource management in the organization. *Knowledge International Journal, 15*(2), 549–553. https://ikm.mk/ojs/index.php/KIJ/article/view/3331

Theofanidis, D., & Fountouki, A. (2018). Limitations and delimitations in the research process*. Perioperative Nursing, 7*(3), 155–163. https://www.spnj.gr/articlefiles/volume7_issue3/pn_sep_73_155_162b.pdf

Thomas, D. R. (2017). Feedback from research participants: are member checks useful in qualitative research? *Qualitative Research in Psychology*, *14*(1), 23–41. https://doi.org/10.1080/14780887.2016.1219435

Tirelli, V. (1997). Adjuncts and more adjuncts: Labor segmentation and the transformation of higher education. *Social Text, (51*), 75–91. https://www.jstor.org/stable/466648?seq=1

Tight, M. (2020). Student retention and engagement in higher education. *Journal of further and Higher Education*, *44*(5), 689–704.

https://doi.org/10.1080/0309877X.2019.1576860

Tracy, S. J., & Hinrichs, M. M. (2017). Big tent criteria for qualitative quality. *The international encyclopedia of communication research methods*, 1–10. https://doi.org/10.1002/9781118901731.iecrm0016

Tudor, T. R. (2018). Fully integrating academic advising with career coaching to increase student retention, graduation rates and future job satisfaction: *An industry approach. Industry and Higher Education, 32*(2), 73–79. https://doi.org/10.1177/0950422218759928

Turner, S. F., Cardinal, L. B., & Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational Research Methods*, *20*(2), 243–267. https://doi.org/10.1177%2F1094428115610808

Umbricht, M. R., Fernandez, F., & Ortagus, J. C. (2017). An examination of the (un) intended consequences of performance funding in higher education. *Educational Policy, 31*(5), 643–673. https://doi.org/10.1177%2F0895904815614398 van

Rijnsoever, F. J. (2017). Saturation: a simulation and guidelines for sample sizes in qualitative research. *PloS one*, *12*(7), e0181689. https://doi.org/10.1080/2159676X.2019.1704846

Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the cobra effect: problematising thematic emergence, triangulation, saturation, and member checking. *Medical Education*, *51*(1), 40–50. https://doi.org/10.1111/medu.13124

Viitala, R., Kultalahti, S., & Kangas, H. (2017). Does strategic leadership development feature in managers' responses to future HRM challenges? *Leadership & Organization Development Journal*. https://doi.org/10.1108/LODJ-02-2016-0035

Walk, M., Zhang, R., & Littlepage, L. (2019). "Don't you want to stay?" The impact of training and recognition as human resource practices on volunteer turnover. *Nonprofit Management and Leadership*, *29*(4), 509–527. https://doi.org/10.1002/nml.21344

Weiss, Y. (2015). Gary Becker on human capital. *Journal of Demographic Economics*, *81*(1), 27. https://doi.org/10.1017/dem.2014.4

Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PloS one*, *13*(6), e0198606. https://doi.org/10.1371/journal.pone.0198606

West, B. T., Conrad, F. G., Kreuter, F., & Mittereder, F. (2018). *Can conversational interviewing improve survey response quality without increasing interviewer effects?* https://deepblue.lib.umich.edu/bitstream/handle/2027.42/141370/rssa12255.pdf?sequence=2

Williams, G., & Pigeot, I. (2017). Consent and confidentiality in the light of recent demands for data sharing. *Biometrical Journal, 59*(2), 240–250. https://doi.org/10.1002/bimj.201500044

Wood, L. M., Sebar, B., & Vecchio, N. (2020). Application of Rigour and Credibility in qualitative document analysis: Lessons Learnt from a case study. *The Qualitative Report*, *25*(2), 456–470. https://nsuworks.nova.edu/tqr/vol25/iss2/11/

Wutich, A., & Brewis, A. (2019). Data collection in cross-cultural ethnographic research. *Field Methods*, *31*(2), 181–189. https://doi.org/10.1177%2F1525822X19837397

Yin, R. (2018). *Case Study Research Design and Methods* (6th ed.). Los Angeles, CA: Sage publications.

Zardasht, P., Omed, S., & Taha, S. (2020). Importance of HRM Policies on Employee Job Satisfaction. *Black Sea Journal of Management and Marketing, 1*(1), 49–57. https://doi.org/10.47299/bsjmm.v1i1.15

Zhong, X., Lee, H. K., Williams, M., Kraft, S., Sleeth, J., Welnick, R., & Li, J. (2018). Workload balancing: staffing ratio analysis for primary care redesign. *Flexible Services and Manufacturing Journal*, *30*(1), 6–29. https://doi.org/10.1007/s10696-016-9258-2

Appendix A: Interview Protocol

1. Contact HR managers from the targeted organizations to obtain a list of potential participants.
2. Email an invitation letter and the informed consent form to each of the participants to invite them to participate in my research study.
3. After the participants reply to the email with the words, ―I consent", I will establish interview times directly with each of the participants.
4. Create a file folder for each of the participants before the interview.
5. Conduct semistructured interview via Teams or phone interview.
6. Share with each participant the purpose of the research and assure the participants about confidentiality and have participants 'approval for recording the interview.
7. Share interview questions with participants, and ensure that the interview place is quiet and comfortable before starting the interview.
8. After obtaining responses to all the interview questions, I will conclude the interview by thanking the participant and stopping the recording. I reminded the participant of my responsibility to protect their identity and the identity of the organization they represent, and that I would be keeping all data for a period of five years in a safe for which only I have the key or combination.
9. Inform participants that the date will go through a transcription review and member checking process and the transcribed data would be shared to check accuracy.

Appendix B: Interview Questions

1. What strategies have you used to manage the ratio between adjunct faculty and fulltime faculty?

2. What strategies do you use to recruit and retain adjuncts and full-time faculty?
3. Based upon your experiences, what strategies did you find worked best to maintain the ratio between adjunct faculty and full-time faculty?
4. How did employees respond to different processes for managing the ratio between adjunct faculty and full-time faculty?
5. What were any barriers regarding implementing strategies for hiring adjunct over fulltime faculty?
6. How did your managers address the primary barriers to implement strategies for meeting the budgeted ratio between adjunct and full-time faculty?
7. What else would you like to add that was not addressed about your strategies to manage the ratio between adjunct faculty and full-time faculty?