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THE RELATIONSHIP BETWEEN PERSON-ENVIRONMENT FIT AND
EMPLOYMENT OUTCOMES IN PART-TIME ADJUNCT FACULTY

By
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A DISSERTATION IN PRACTICE

Submitted to the faculty of the Graduate School of Creighton University in Partial
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Abstract

Institutions of higher education have increased their reliance on part-time adjunct faculty members for the purposes of decreasing costs and increasing flexibility. Concerns about adjuncts' job performance and attitudinal outcomes have arisen as unintended consequences of this strategy. This study aimed to explore the potential for the development of adjuncts' perceived person-environment (PE) fit to form the basis for recommendations for improving the outcomes of job performance, job satisfaction, and organizational commitment at a small college in the northeast. Correlation analyses of a convenience sample confirmed that PE fit had significant positive relationships with part-time adjuncts' job performance and job satisfaction. Organizational commitment did not relate significantly with PE fit. The inclusion of control variables mostly demonstrated that PE fit had an independent relationship with employment outcomes. These findings informed a proposed solution for increasing PE fit in adjuncts through a series of socialization tactics to be applied in the attraction, selection, and retention stages of employment. Recommended steps included training administrative staff on PE fit, enhancing the adjunct job description, creating and administering organization culture and job profiles, redesigning training courses and communications for adjuncts, and collecting longitudinal fit and outcome data to assess the implementation.

Keywords: Part-time adjunct faculty, person-environment fit, job performance, job satisfaction, organizational commitment

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CHAPTER ONE: INTRODUCTION

Introduction and Background

Institutions of higher education are relying on part-time faculty at ever increasing rates at the undergraduate level. The National Center for Education Statistics (NCES) (2016) reported the ranks of part-time adjuncts grew in number by nearly 140,000 from 2003 to 2013. Adjuncts' growing share of the faculty pool has correlated with diminishing shares for all other categories of instructors – full-time tenured and tenure track, full-time non-tenured, and graduate assistants – during this period (American Association of University Professors, 2017). Driving this expansion are benefits to universities. The nature of adjuncts' short-term contracts provides administrators with more scheduling flexibility within and across academic sessions. Part-time faculty also tend to cost much less to employ than do full-time faculty (Baldwin & Wawrzynski, 2011). It is reasonable to expect that institutions will continue the pattern of hiring large proportions of part-time adjuncts given the increasing price of attending college.

Potential hidden costs of part-time employment engagements complicate the decision to rely on adjunct faculty members. An emerging research base has demonstrated that adjuncts experience negative employment outcomes such as lower job performance, job satisfaction, and organizational commitment. In terms of performance, evidence suggests part-time faculty engage high impact teaching behaviors at lower rates than their full-time counterparts (Umbach, 2007). Adjuncts also have demonstrated negative attitudinal outcomes and poor relationships with their institutions (Levin & Hernandez, 2014). The American Federation of Teachers (2010) found that half of all part-time adjuncts would prefer a full-time teaching engagement. A large proportion of

adjuncts earn an income below the federal poverty line for their service (Hoeller, 2014). This evidence on outcomes suggests that an ethical dilemma has emerged in higher education. Institutions may have leveraged the power that comes from short-term employment agreements to fulfill operational needs, but this trend has come at the expense of marginalizing part-time adjuncts. Stepping behind Rawls' (1971) veil of ignorance, part-time adjuncts have a relative lack of power in the employer-employee relationship. Their diminished access to the same benefits of employment, in terms of institutional support and employment outcomes, suggests that colleges and universities have an ethical obligation to begin promoting equitable outcomes for this population (Rawls, 1971).

A potential challenge for institutions who wish to reverse negative outcomes for adjuncts is the diversity in the population of adjuncts. Researchers consistently find that the motivations for teaching part-time are divided predominantly between those who wish to supplement full-time income, those who prefer teaching part-time, and those who are end-of-career (Leslie & Gappa, 2002; Monks, 2009). The desire for full-time teaching positions is as varied as employment motivations. Large-scale studies of the teaching population in higher education have shown anywhere from 35% to 51% of adjuncts preferred to serve as a full-time professor or were actively searching for full-time teaching positions (Coalition on the Academic Workforce, 2012; Leslie & Gappa, 2002; Monks, 2009). Academic credentials also are diverse across the part-time adjunct population. The Coalition on the Academic Workforce (2012) found that the largest proportions of adjuncts hold a master's degree (40.2%) or a doctorate (30.4%), while a sizable number have attained a professional degree (16.7%). Institutions would do well to

consider the diversity in the part-time adjunct population when developing new strategies for improving employment outcomes.

This study considered the variable of person-environment (PE) fit in this context. PE fit is the compatibility between an individual's characteristics and those of the work environment (Kristof-Brown, Zimmerman, & Johnson, 2005). A rich research tradition, summarized in meta-analyses such as Kristof-Brown et al. (2005) and Verquer, Beehr, and Wagner (2003), has demonstrated that fit correlates with various employment outcomes, including heightened performance and positive attitudes, irrespective of industry and employee demographic. These findings needed to be tested in adjunct faculty as only a few studies have applied elements of the fit construct in this population (Castiglia, 2006; Chunjiang, Honglan, & Ye, 2011). Correlations between fit and positive employment outcomes in adjuncts would be a signal to higher education institutions to redesign attraction, selection, and retention processes to include measures of fit and strategies to increase fit over time. Successful steps in this direction could improve the employment relationships and outcomes for the diverse population of part-time adjuncts.

Statement of the Problem

While colleges and universities have continued to increase the rate of part-time faculty employment, there is evidence to suggest that unintended consequences have emerged from this strategy. Part-time faculty have been shown to have lower performance in engaging students, using collaborative learning methods, and inflating course grades (Umbach, 2007; Johnson, 2011). Negative attitudinal outcomes such as lower levels of job satisfaction, increased feelings of isolation, and decreased sense of support also are evident in some studies of the part-time faculty workforce (Buch,

McCullough, & Tamberelli, 2017; O'Meara, Terosky, & Neuman, 2008; Levin & Hernandez, 2014). Scant research exists to suggest ways in which institutions of higher education can mitigate these outcomes. This study served to test if high levels of person-environment (PE) fit between part-time adjunct faculty and their institution correlated with improved performance and attitudinal outcomes of adjuncts.

Purpose of the Study

The purpose of this quantitative study was to determine if there was a significant correlation between PE fit and employment outcomes in individual part-time adjunct faculty at a small, private college in the northeast. Employment outcomes were categorized by job performance, job satisfaction, and organizational commitment.

Research Question and Hypotheses

While few studies have sought to quantify employment outcomes of part-time adjunct faculty, there have been indications that they experience lower performance levels and more negative attitudinal outcomes than do full-time faculty (Umbach, 2007; O'Meara et al., 2008; Johnson, 2011; Levin & Hernandez, 2014). Further, researchers have made few attempts to understand the variables related to these trends. The result has been that institutions have had few evidence-based practices at their disposal to use as levers to improve negative employment outcomes in part-time adjuncts. This quantitative study sought to fill these gaps by investigating the following research question:

To what extent does PE fit correlate with the positive employment outcomes of job performance, job satisfaction, and organizational commitment in part-time adjunct faculty members?

The following hypotheses were investigated in this study:

Hypothesis #1: Person-environment fit has a significant positive correlation with job performance of part-time adjunct faculty members.

Hypothesis #2a: Person-environment fit has a significant positive correlation with motivator factors of job satisfaction, as described by Herzberg's two-factor model (1968), in part-time adjunct faculty members.

Hypothesis #2b: Person-environment fit has a significant positive correlation with hygiene factors of job satisfaction, as described by Herzberg's two-factor model (1968), in part-time adjunct faculty members.

Hypothesis #3: Person-environment fit has a significant positive correlation with organizational commitment in part-time adjunct faculty members.

Hypothesis #4: Personal characteristics and demographic variables do not have significant relationships with employment outcomes in part-time adjunct faculty members.

Aim of the Study

The aim of this study was to inform an evidence-based solution to improve job performance and attitudinal employment outcomes in part-time adjunct faculty. Institutions of higher education would be able to use this understanding to revise attraction, selection, and retention processes to incorporate measures for, and means to maximize, PE fit levels in part-time faculty.

Study Methodology

This quantitative study collected descriptive data to conduct correlation analysis between the independent variable of PE fit and dependent variables of employment outcomes. The sample for the study included all assenting part-time adjuncts who were

actively teaching during the first or third session of the Fall 2018 semester at the site, a small, private college in the northeast. Three electronic survey instruments sent via email comprised the study's data collection tools. The first survey had a section for collecting perceived PE fit and another for personal characteristics and demographic variables. The researcher administered this survey at the beginning of each academic session included in the study period. Participants completed the Perceived Person-Environment Fit Scale (Chuang, Shen, & Judge, 2015) (Appendix A) to indicate their perceived PE fit in aggregate and by the subdomains of person-organization, person-job, person-supervisor, and person-group fit. Adjuncts shared personal characteristics and demographic data by completing adapted items from the National Study of Postsecondary Faculty (National Center for Education Statistics, 2003) (Appendix B).

The second and third survey collected data on part-time adjuncts' employment outcomes. Adjuncts reported, via the second survey, their attitudinal outcomes of job satisfaction and organizational commitment at the end of each six-week academic session. The satisfaction scale appeared on a separate page from the organizational commitment scale in the survey to avoid impacting reliability and validity of the distinct scales. The time – approximately five weeks – between the first and second survey in each data collection phase helped reduce the potential effect of common methods bias when using self-reports of attitudinal outcomes (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). As a valid and reliable instrument for assessing outcomes in adjuncts (Hoyt, 2012), the Dimensions of Part-Time Faculty Job Satisfaction instrument (Appendix C) measured job satisfaction. Allen and Meyer's (1990) Affective, Normative, and Continuance Commitment scale (Appendix D) measured organizational commitment.

Academic program directors completed a job performance rating at the end of each academic session in the study by using the in-role behavior items from the Organizational Citizenship Behaviors scale (Appendix E) from Williams and Anderson (1991). SurveyMonkey served as the secure distribution and collection system for all surveys. Statistical Package for the Social Sciences (SPSS) was used to analyze the resultant data set in accordance with the hypotheses of the study.

Participant Selection

Participant selection relied on data stored in the college's student information system (SIS). Faculty members who had part-time adjunct status and had at least one assigned course in the SIS during the first or third academic session of the Fall 2018 semester formed the study population. After securing institutional review board approval (Appendix F), the researcher sent a combined informed consent letter and permission request to each part-time adjunct faculty member in the population (Appendix G) and to the supervising academic program directors (Appendix H). Assenting adjuncts became the study sample and academic program directors who opted to participate provided performance data for the sample. Part-time adjuncts received two email invitations for (1) the initial survey for PE fit, personal characteristics, and demographic variables (Appendix G); and (2) the second survey for job satisfaction and organizational commitment (Appendix I). The email invitation for academic program directors (Appendix H) included a link to the job performance evaluation forms. Program directors completed a separate evaluation form for each participating adjunct. A password-protected system stored responses to ensure confidentiality. The research also removed personally identifying information during the construction of the final data set to promote

anonymity. Only the aggregated scale scores were present in the data set for analysis and reporting.

Definitions of Relevant Terms

The following terms were used operationally within this study.

Employment outcomes: the individual-level results, categorized as behaviors and perceptions or attitudes (Lanaj, Chang, & Johnson, 2012), that an employee experiences when executing the duties and responsibilities of a job. Considering the outcomes in this dissertation in practice, Lanaj et al. (2012) categorized job performance as a behavioral employment outcome and job satisfaction and organizational commitment as attitudinal employment outcomes.

Full-time faculty member: The American Association of University Professors (AAUP) considers full-time faculty to be those who are in either (a) tenure-track employment arrangements or (b) non-tenure track employment engagements that include contingent, short-term faculty; professors of practice; and graduate assistants (AAUP, 2014; Benjamin, Hollinger, & Knight, 2004).

Hygiene factors of job satisfaction: factors related to the work environment – pay and benefits, job security, supervision, e.g. – that are the primary source of employees' dissatisfaction (Herzberg, Mausner, & Snyderman, 1966).

Job performance: the assessment of an individual's execution of the duties and responsibilities specific to his or her job that contribute directly to an organization's core purpose (Barksdale & Werner, 2001; Borman & Motowidlo, 1993). Alternately referred to as in-role performance and task performance. Examples of positive performance are adequate completion of assigned duties and performance of expected tasks (Williams &

Anderson, 1991). Negative performance is typified by neglecting obligations and failure to perform assigned duties (Williams & Anderson, 1991). Job performance is distinct from non-job-specific elements of performance such as organizational citizenship behavior and deviant or counter-productive behavior (Rotundo & Sackett, 2002).

Job satisfaction: an employee's positive emotional state upon appraising his or her job experiences with factors related to the work of the job (Herzberg et al., 1966).

Motivator factors of job satisfaction: factors related directly to the job – the work itself, achievement, recognition, e.g. – that are the primary source of employees' job satisfaction (Herzberg, Mausner, & Snyderman, 1966).

Organizational commitment: the level at which an individual feels an emotional attachment to an organization, acknowledges the cost of leaving an organization, and feels a social obligation to continue employment at the organization (Meyer & Allen, 1991).

Part-time adjunct faculty member: an individual who is employed in an instructional role at less than full-time, is engaged in an employment agreement of a duration shorter than that of a tenure-track professor, and is engaged in an employment agreement that convey an impermanent relationship with an institution (Winters, 2015). Excluded from this group for the purposes of the study were graduate assistants and full-time, non-tenure track faculty members.

Person-environment (PE) fit: the complementary and supplementary compatibility between an individual and a work environment that occurs when certain content domains are well matched across several subdomains (Kristof-Brown et al., 2005). Content domains considered in this study included values, goals, personality, work

style, lifestyle, leadership style, knowledge, skills, abilities, interests, and job characteristics (Chuang et al., 2016). The subdomains considered in the study were person-job fit, person-organization fit, person-supervisor fit, and person-group fit.

Transformational leader: a person who provides a group with a vision and mission (charisma), communicates high expectations (inspiration), promotes problem solving and rationality (intellectual stimulation), and treats followers as individuals (individualized consideration) (Bass, 1990).

Limitations, Delimitations, and Personal Biases

The study had several limitations. Drawing a sample of part-time adjuncts from a single institution meant that findings could not be generalized to the part-time adjunct populations at other institutions. Most faculty who taught at the site were online instructors. Since this trend was reflected in the sample, findings may have been more applicable for online instructors than for on-ground faculty. The site also operated on an accelerated schedule comprised of six six-week academic sessions in a year. Participants had less time than they would in a traditional semester model to develop perceptions of fit and attitudinal outcomes. In terms of analysis, correlation tests were able to demonstrate whether there was a relationship between variables but did not provide grounds for establishing causality.

A practical delimitation of the proposed study was to include only active part-time adjuncts in the population. This decision was based upon matters of practicality. First, there were many part-time adjuncts who previously taught at the target site but were no longer engaged with the institution. It was not possible to know why the relationships were discontinued. Some adjuncts may have transitioned to a new job field, decided to

undertake a leave of absence, or retired, for example. These individuals ceased to be considered adjuncts because of their employment decisions. Further, sporadic employment engagements made it difficult to locate and contact inactive part-time faculty members. Finally, the time that had lapsed since inactive adjuncts' most recent teaching assignments invited the potential for reporting bias given Bradburn, Rips, and Shevell's (1987) summary of memory processes that negatively impact the accuracy of responses to autobiographical questions. While the design decision to include only active adjuncts reduced the population, the sampling tactic was acceptable given these considerations.

Personal bias may have entered the study since the researcher was an administrator at an institution that relies almost exclusively on part-time adjuncts. Past experiences interviewing, training, and supporting faculty members may have shaped the researcher's assumptions about the employment outcomes of the population under study. Using standardized, previously created survey instruments that had been tested for validity and reliability helped prevent the researcher from encouraging or directing responses. Collecting performance evaluations from academic program directors also prevented direct interference by the researcher in measuring this variable. Finally, analysis and interpretation of the data was grounded by existing research on PE fit, employment outcomes, and adjunct faculty members. Chapter four also presents participation rates and descriptive statistics to avoid bias in the reporting of findings.

The Role of Leadership in this Study

Bryson (2011) argued that effective leaders must consider external and internal pressures when formulating strategies that will bring success to groups. Hiring more part-

time adjuncts at lower salaries than full-time faculty has been one such reaction of university administrators when attempting to close gaps between internal production costs and external revenue streams and consumer demands. While this may be a positive example of strategic action in confronting the crisis of maintaining positive operating margins, the practice of hiring adjuncts has created two ethical dilemmas in its wake. First, a growing body of evidence demonstrates that adjuncts may be performing their jobs at lower standards than full-time faculty (Ehrenberg & Zhang, 2005; Jaeger & Eagan, 2009; Johnson, 2011; Mueller, Mandernach, & Sanderson, 2013; Umbach, 2007). Institutions seemingly have sacrificed quality in the learning experience, which is a core purpose of higher education, to remain financially solvent. Second, some studies have indicated that adjuncts experience negative attitudinal outcomes (Buch, McCullough, & Tamberelli, 2017; O'Meara, Terosky, & Neuman, 2008; Levin & Hernandez, 2014). These trends signal an injustice in the underlying employment arrangement between colleges and part-time adjunct faculty.

Particularly alarming has been the frequency with which adjuncts have reported feeling isolated and unsupported by their institutions (Levin & Hernandez, 2014). Haslam, Reicher, and Platow (2011) emphasized that two purposes of leaders are to foster group identity and to champion the group. Instead, institutions have relegated adjuncts to outsider status across higher education. Applying transformational leadership characteristics may help resolve the current limitations of the adjunct model. First, a transformational leader would create a vision and inspire followers to move to a future state (Bass, 1990). This would mean envisioning a way to engage part-time adjuncts to improve their outcomes. Second, Bass (1990) indicated that transformational leaders

drive their organizations to engage in problem solving. They would ask many stakeholder groups to determine methods to improve adjunct outcomes while still containing production costs. Finally, transformational leaders show care for individual employees (Bass, 1990). This is perhaps the most important characteristic to consider given the sense of isolation that many adjuncts currently feel. Increased attention to the diverse adjunct population and individuals' desire for orientation, development, and recognition (Hoyt, 2012) would mark a major improvement over many current institution-adjunct relationships.

A transformational leader who wishes to resolve the costs associated with the adjunct employment engagement could benefit by applying the construct of PE fit. Central to PE fit is the alignment between individuals and their environments. Prior research in other industries has shown promising results in correlations between fit and outcomes such as performance, satisfaction, and commitment in individual employees (Kristof-Brown et al., 2005). In a practical sense, a transformational leader could apply proven strategies from organizational behavior research to revise attraction, selection, and retention tactics to incorporate measures of PE fit. Taking these steps would mark a fundamental change in institutions' abilities to balance fiduciary responsibilities, educational outputs, and employment experiences of more members of their organizations. Adjuncts with resultantly higher levels of PE fit should feel a stronger affinity for their organization, achieve higher satisfaction, and perform their jobs better (Edwards and Billsberry, 2010; Kristof-Brown et al., 2005).

Significance of the Study

Over the last thirty years, part-time adjuncts have experienced a marked growth in their numbers and the proportion of the faculty body that they comprise at many institutions (NCES, 2018). Researchers have begun to explore the employment outcomes for adjuncts, but findings have been mixed. Possibly contributing to conflicting conclusions is the wide range of operationalizations for job performance and attitudinal outcomes that researchers have applied. This study served to provide more evidence to quantify outcomes by using standard operationalizations and by employing valid and reliable measurement instruments to test all hypotheses. Further, the study appeared to be the first to test for a correlation between PE fit and job performance in part-time adjuncts.

Less attention has been paid to determining possible antecedents of attitudinal outcomes in adjuncts. Specifically relevant to this dissertation in practice, Castiglia (2006) and Chunjiang, Honglan, and Ye (2011) attempted to determine if fit was related to adjuncts' attitudes. Measurement of a single subdomain of fit rather than the holistic construct of PE fit was a limitation of these studies. Mixed findings across the studies also imposes a limit on the application of the findings in practice. This dissertation in practice benefited the literature first by gathering additional data to test the relationship between fit and employment outcomes in adjuncts. Second, a holistic view of PE fit was applied rather than individual subdomains. This was important since all subdomains of fit have been found to correlate with employment outcomes ranging from job performance to job satisfaction, organizational commitment, turnover intent, and turnover (Kristof-Brown et al., 2005).

Conclusions drawn from the current study could be applied in a wide range of professional roles that are responsible for hiring, training, and retaining adjuncts. Cable and Judge (1997) and Sekiguchi and Huber (2011) demonstrated that it was possible for hiring managers to attract and select for perceived fit with high levels of accuracy. These practices could be brought to higher education and applied to fill a pool of adjuncts who demonstrate alignment with their environments. Kim, Cable, and Kim (2005) showed that organizations were able to increase levels of fit among employees through formal socialization tactics such as ongoing training and development. Those who oversee faculty development functions could apply the concept of fit in training materials. Finally, it may be beneficial to encourage the inclusion of measures of fit in performance evaluation and promotion processes since various subdomains of fit have been shown to relate with improved performance (Kristof-Brown et al., 2005). The combined result of these implications would be higher levels of PE fit and improved employment outcomes in adjuncts.

Summary

Institutions of higher education have come to rely increasingly on part-time adjuncts to provide greater flexibility and cost savings over the last several decades. This has created a dilemma since existing literature suggests that part-time adjunct faculty members may experience more negative employment outcomes than their full-time counterparts. Institutions must mitigate these hidden costs of employing adjunct faculty to improve overall outcomes for individuals and the institutional. This quantitative study aimed to address this need by determining if levels of PE fit between adjuncts and their environments correlated with positive employment outcomes at the individual level.

Measuring the correlations between PE fit and job performance and positive attitudinal outcomes helped identify instances when there were benefits in seeking high levels of fit. Further, the study's conclusions could be translated into practical steps for developing further adjuncts' PE fit through selection, attraction, and retention processes.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This literature review synthesizes existing primary work in the areas of part-time adjunct faculty, employment outcomes in adjuncts, and person-environment (PE) fit. The first section includes a summary of descriptive research on the characteristics of the part-time faculty population. Findings from this research are important for instructing a nuanced view of adjunct diversity. Next, research on the employment outcomes of job performance, job satisfaction, and organizational commitment, especially as they relate to part-time adjuncts, is summarized. While organizational behavior (OB) research has prevailing conceptualizations, operationalizations, and measurements for these variables, researchers have not applied them systematically to part-time adjuncts. Analysis of this research also yields the conclusion that evidence of adjuncts' employment outcomes has been mixed. An analysis of PE fit and its relationship to employment outcomes follows. The findings in the OB literature on PE fit provide insights that may be valuable for encouraging practices in attracting, selecting, and retaining part-time adjuncts that have been shown to lead to improved employment outcomes in other industries and job types. Concluding the chapter is an application of the transformational leadership model in the context of the study's purpose and aim.

Part-time Adjunct Faculty

Distinguishing features of part-time adjuncts are that they carry less than a full-time teaching load at an institution, are engaged in employment agreements of shorter durations than tenure-track professors, and are engaged in employment agreements that convey an impermanent relationship with the institution (Winters, 2015). Contingent

faculty is a closely related term in existing literature. The former group is larger as it includes part-time adjuncts, non-tenure faculty with full-time appointments, and graduate teaching assistants (AAUP, 2014). This literature review includes studies that address adjunct faculty and contingent faculty to avoid limiting the scope of findings unnecessarily. Emphasis remains primarily with part-time adjuncts and care is taken to discern between studies of adjunct and contingent faculty.

The population of part-time adjuncts is incredibly diverse. In terms of employment typologies, Gappa and Lesslie (1993) identified four major categories of adjuncts – specialists, freelancers, career-enders, aspiring academics – that have differing employment levels and motivations for seeking adjunct positions. Brown, Fuller, and Smith (2017) identified these typologies as the reigning standard in research on part-time faculty. A related theme in the research is adjuncts' desire for full-time instructional positions. The American Federation of Teachers (2010) reported that part-time adjuncts are split evenly into a proportion that would prefer full-time appointments and those that prefer part-time engagements. Part-time adjuncts may experience different employment outcomes because of the relative fit between their employment needs and desires and the supply of employment provided by institutions of higher education. Studies have not measured this relationship.

Part-time faculty also are diverse in demographic characteristics such as gender, levels of seniority, and education level. Monks (2009) analyzed data from the Integrated Postsecondary Education Data System and found that 50% of part-time adjuncts are men, their average age is 48 years, 77% are non-Hispanic white, and 27% hold a terminal degree as compared to 67% of full-time faculty. Demographic variables are an important

consideration since they influence employment preferences and outcomes in part-time adjuncts. The American Federation of Teachers (2010) found males, those who have taught fewer years, and those who are younger are more likely to prefer full-time employment over their existing part-time engagement. There is some indication that a misalignment between the desire for full-time employment and the provision of part-time status has related to negative employment outcomes for part-time adjuncts (American Federation of Teachers, 2010). This finding is supported by broader literature on the negative impact of underemployment on job satisfaction and organizational commitment in part-time workers (Maynard & Joseph, 2008; Maynard, Joseph, & Maynard, 2006).

Employment Outcomes and Part-Time Faculty

Much of the literature on part-time adjunct faculty has been descriptive or has aimed to quantify the growth in their population as a share of the faculty pool (Levin & Hernandez, 2014). Comparatively few researchers have conducted studies into employment outcomes and related variables in part-time faculty. Insights into job performance in this population is lacking both in terms of standardized measurement and in volume of findings (Jolley, Cross, & Bryant, 2011; Langen, 2011). Some research exists on attitudinal outcomes of adjuncts, but the findings have been mixed. In terms of job satisfaction, Antony and Hayden (2011) concluded that part-time adjuncts have lower satisfaction with individual elements of their jobs but higher overall job satisfaction than full-time faculty, Townsend and Hauss (2002) reported low satisfaction, and Feldman and Turnley's (2001) data indicated demographics may influence satisfaction among adjuncts. Findings on levels of organizational commitment in adjuncts also is mixed. Borchers and Teahen's (2001) found equivalent commitment across various types of

faculty, while a more recent study by Akroyd and Engle (2014) arrived at the contradictory conclusion that adjuncts' commitment is lower than full-time faculty on all scales. More research is necessary to clarify and standardize current understandings of the employment outcomes of part-time faculty.

Conversely, job performance, job satisfaction, and organizational commitment have been hallmarks of OB research. Each variable has been conceptualized and operationalized over time as a result. Application of the prevailing constructions of these outcomes to studies of part-time adjunct faculty has been uneven. Researchers, particularly those who have investigated performance, often have created their own conceptualizations of variables. The lack of shared definitions and measurement techniques is an impediment to institutions who would seek to apply broadly the findings from these studies.

Job Performance

Defining job performance. Campbell (1990) argued that performance, while an exceedingly popular construct in the field of industrial-organizational psychology, has suffered from a lack of standard criteria. The most common operationalization until recently was centered on the carrying out the tasks and behaviors specific to individual jobs (Motowidlo & Van Scotter, 1994). Motowidlo and Van Scotter (1994) synthesized previous research on in-role, extra-role, and organizational citizenship behaviors by proposing a construction of performance that added contextual performance to the existing operationalization of task performance. Contextual performance is the collection of behaviors outside of job requirements, such as volunteerism and supporting team members, that enhance the organization's environment (Motowidlo & Van Scotter,

1994). Task performance, also referred to as in-role behavior and job performance, and the operationalization used in this study, is the assessment of an individual's execution of the duties and responsibilities specific to his or her job that contribute directly to an organization's core purpose (Barksdale & Werner, 2001; Borman & Motowidlo, 1993). Williams and Anderson (1991) made an important contribution to the field by validating an instrument that asks raters to evaluate individuals on task performance criteria such as completion of assigned duties and fulfillment of responsibilities specified in the job description. Rather than being composed of specific duties or responsibilities, these are general criteria that can be applied virtually to any job. Using such a scale would allow a researcher to form comparisons of task-based job performance across job categories, employment arrangements, and similar variables.

Job performance in part-time adjunct faculty. Little research has aimed to quantify the job performance outcomes of part-time adjunct faculty. A limitation in the existing literature is the range of conceptualizations of job performance. Kulik (2001) summarized the four sources that institutions have tended to use to evaluate faculty performance: student learning, student ratings, alumni ratings, and formal evaluation observations.

One line of research has used student learning outcomes as a proxy for adjunct performance. Johnson (2011) and Chen (2012) investigated the impacts of part-time adjuncts on student retention. Both studies found that retention levels were not affected significantly when adjuncts taught courses. Ehrenberg and Zhang (2005) and Jaeger and Eagan (2009) concluded conversely that graduation rates were lower when institutions employed more adjuncts. In terms of grades, Johnson (2011) determined that students of

adjuncts attained higher mean grades perhaps because heightened sensitivity to course evaluation results caused the adjuncts to decrease the rigor of the course. Mueller, Mandernach, and Sanderson (2013) came to the opposite conclusion that students of adjuncts attained lower mean grades and higher failure and withdrawal rates. The authors suggested that this difference may have arisen due to lower ability levels in adjuncts to perform the key functions of a teaching role. Without direct evidence of how part-time adjuncts perform their jobs, these conjectures have made it difficult to design meaningful interventions aimed at improving teaching and learning outcomes.

Another conceptualization of adjunct job performance relies on in-role job performance indicators. A group of researchers have taken this approach, but they have developed a variety of operationalizations, measurements, and data sources. Umbach (2007) defined performance as the levels at which faculty members engage students and use collaborative learning methods. He constructed scales to measure these variables and concluded that adjuncts self-reported lower levels for both variables when compare to full-time faculty. Cha and Carrier (2016) instead relied on student ratings of teaching that included items for measuring perceptions of part-time adjuncts' preparedness, presentation, feedback, and respectfulness. Adjuncts achieved higher mean ratings than full-time faculty on all facets of the instrument. It is important to note that the adjuncts in the study had a stability and level of employment (over 0.5 full-time employment) that was uncharacteristic of other studies in this review. Positive outcomes may have been influenced by these characteristics.

Evaluations by supervisors or other outsiders is another method that has been used to gauge in-role job performance of part-time adjunct faculty. Research in this direction

has been hampered by the fact that institutions have tended to follow some combination of idiosyncratic, unclear, unofficial, and sporadically applied methods for gathering performance data for part-time adjuncts (Jolley, Cross, & Bryant, 2011; Langen, 2011). Institutions rely to varying degrees on student ratings, classroom observations, syllabus reviews, reviews of teaching materials, and self-evaluations when judging adjuncts' job performance (Langen, 2011). Outside evaluation of job performance also has lacked a standard operationalization and measurement method as a result. Drawing broadly applicable conclusions about in-role job performance from across these studies has been difficult since there has been little foundation for comparing the results of the measures. A study employing a standard operationalization and a validated job performance measurement tool was necessary.

Job Satisfaction

Defining job satisfaction. Early research on job satisfaction, such as Porter's (1962) study, sought to demonstrate job satisfaction as the fulfillment of employee needs. Supplanting this construction has been the view of job satisfaction as an employee's positive emotional state upon appraising his or her job experiences (Locke, 1976). Smith, Kendall, and Hulin (1969) advanced the field by considering job satisfaction to be comprised of employee attitudes about several aspects of the job. Their Job Descriptive Index measures five facets of work: coworkers, supervision, pay, the work, and opportunity for promotion. Steps to operationalize and measure job satisfaction facets have been helpful for researchers and practitioners who have aimed to diagnose problem areas or identify strengths in employee satisfaction. Ironson et al. (1989) proposed a contrasting construction of generalized job satisfaction. The result of their research was

the Job in General scale that eschews facets for an overall, or global, measurement of job satisfaction. Since the result of a general job satisfaction scale is a single value, this operationalization facilitates research aimed at measuring the relationship between satisfaction and other variables.

Two-factor model of job satisfaction. Herzberg et al. (1966) developed the two-factor, motivation-hygiene theory to explain the sources of satisfaction and dissatisfaction in employees. Motivating factors are related directly to the job – the work itself, achievement, recognition, e.g. – and are the primary source of job satisfaction (Herzberg, 1968). Hygiene factors are related to the work environment – pay and benefits, job security, supervision, e.g. – and are the primary source of dissatisfaction, a variable distinct from satisfaction (Herzberg, 1968). Herzberg (1968) found that methods for increasing job satisfaction have long-term, long-lasting positive effects and methods to decrease job dissatisfaction have short-term, short-lived positive impacts.

Job satisfaction in contingent workers. Thorsteinson (2003) furthered the literature on job satisfaction by conducting a meta-analysis of studies that compared employment outcomes in full-time and part-time, contingent employees from diverse industries. He concluded that job satisfaction does not vary significantly across employment status, job type, and demographic variables. Clinebell and Clinebell (2007) confirmed this finding after seeing a need for further tests given the number of organizational behavior studies that presented the opposite finding of lower job satisfaction in part-time employees. Maynard et al. (2006) added an important qualification by demonstrating lower levels of satisfaction among employees who desire full-time work.

Job satisfaction in part-time adjunct faculty as reported in national surveys.

When considering part-time adjunct faculty as a sub-group of contingent workers, early investigations were exploratory in nature. Antony and Valadez (2002) drew on the data gathered in the 1993 edition of the National Survey of Postsecondary Faculty (NSOPF) to compare the facet and global satisfaction of full-time and part-time faculty. The results indicated that full-time faculty had higher levels of satisfaction with individual facets of their jobs, such as pay and autonomy to select instructional materials, but that adjuncts had slightly higher satisfaction when asked about their job in an overall sense. Leslie and Gappa (2002) arrived at equivalent conclusions after comparing survey data from the Center for the Study of Community Colleges and the NSOPF. A more recent investigation of the 2004 version of the NSOPF yielded consistent results over time (Antony & Hayden, 2011). These studies were limited since identifying and contacting all adjuncts was difficult because of their high turnover rates and institutions' poor records of the population (Jacoby, 2005). Contradictory findings of low levels of facet satisfaction and high levels of global satisfaction among part-time adjuncts also have impeded generalized applications in practice.

Job satisfaction in part-time adjunct faculty as reported in specialized surveys. Contrasting findings have emerged from smaller scale studies that did not introduce the sampling problems of large, national surveys. One study of part-time history professors demonstrated low levels of satisfaction with job facets such as work conditions, collegiality, and the sense of being perceived as professionals (Townsend & Hauss, 2002). Besides demonstrating low levels of satisfaction among the adjunct population, these findings indicated that the field of expertise may impact satisfaction

levels among faculty with part-time status. Feldman and Turnley (2001) sought to compare job satisfaction levels of adjuncts at different career stages. They concluded that there are differences in satisfaction across stages, with early-career adjuncts having the lowest satisfaction levels. Satisfaction with advancement opportunities, pay, and respect were rated lowest across all stages (Feldman & Turnley, 2001). Maynard and Joseph (2008) concluded that the desire for full-time work also served as a predictor of part-time faculty members' job satisfaction. Those faculty who desired full-time work were less satisfied than those who desired part-time work and those who already had full-time employment engagements. Such studies pointed to the need for additional, nuanced investigation of the job satisfaction levels of part-time adjuncts.

Applications of the two-factor satisfaction-dissatisfaction model to part-time adjunct faculty. A parallel research path has applied Herzberg's two-factor theory of satisfaction to the study of faculty members. Wood (1973) created a job satisfaction scale based upon ten motivation-hygiene factors that relate to the role of faculty member, and a single, global item for overall satisfaction. Results on the global rating constitute "overall job satisfaction" and the scores on motivator factors comprise "total job satisfaction" (Wood, 1973). This instrument thus is flexible in its provision for the measurement of facet satisfaction and global satisfaction. Castillo and Cano (2004) validated and applied Wood's instrument in their study of satisfaction among faculty members. They determined that motivators, particularly "work itself," most strongly predicted satisfaction. Hoyt et al. (2008) carried on this work by creating a refined and validated instrument that applied the two-factor theory of satisfaction specifically to the part-time adjunct role. The instrument had four items for ascertaining global satisfaction and thirty-

two items for measuring motivator and hygiene factors. An even split of motivator and hygiene factors - recognition, honorarium, work preference, and teaching schedule - were the most important predictors of overall job satisfaction (Hoyt et al. 2008). These findings contravened Herzberg's (1968) conclusion that motivator factors are the greatest predictor of satisfaction. More research was needed to explore this phenomenon among part-time adjunct faculty members.

Organizational Commitment

Defining organizational commitment. Several conceptualizations of organizational commitment emerged in the mid-twentieth century. Mowday, Steers, and Porter (1979) and others considered organizational commitment to be the level at which an individual identifies with an organization and desires to remain employed. Kanter (1968) focused more on the profit that an employee stood to gain by remaining at an organization and the cost incurred by exiting. Another conception of commitment was the pressure felt by employees to meet the organization's needs and to do what is "right" (Wiener, 1982). Meyer and Allen (1991) synthesized these conceptualizations with their three-component model comprised of affective, continuance, and normative commitment.

- Affective commitment is the emotional attachment to, and identification with, the organization that results in a desire to stay.
- Continuance commitment is the acknowledgement of the cost of leaving an organization that results in a need to stay.
- Normative commitment is the "feeling of obligation to continue employment" that results in a feeling that the employee ought to stay (Meyer & Allen, 1991, p. 67).

Subsequent research has validated and expanded the application of the three-factor model. Irving, Coleman, and Cooper (1997) demonstrated that employees can discern the types of commitment and that the underlying model applies across occupations within an organization. The general applicability of the three-factor conceptualization increases its value for gauging organizational commitment in a variety of settings and jobs. Meyer et al. (2002) took stock of the field in a meta-analysis of the three-factor model and concluded that affective commitment had the strongest relationship with positive employment outcomes. Normative commitment related to moderate levels of positive outcomes and continuance commitment was unrelated, or negatively related, to outcomes (Meyer et al., 2002). Viewing the three components as distinct therefore was valuable and necessary when measuring organizational commitment in this study.

Organizational commitment in part-time adjunct faculty. As in the case of job satisfaction, Thorsteinson's (2003) meta-analysis of employment outcomes in contingent employees demonstrated that organizational commitment does not vary significantly across part-time and full-time workers. Clinebell and Clinebell (2007) arrived at the same conclusion in a subsequent test of Thorsteinson's findings. A limitation as it relates to the current study is that these studies did not contain commitment data drawn from higher education faculty members.

Relatively little peer-reviewed research has extended specifically into the organizational commitment of part-time adjuncts. The literature that is available has demonstrated mixed outcomes. Borchers and Teahen (2001) used the Organizational Commitment Questionnaire, which focuses primarily on affective commitment (Meyer &

Allen, 1991), to compare part-time adjuncts, full-time faculty, distance faculty, and on-ground faculty. The authors upheld Thorsteinson's (2003) conclusion that organizational commitment did not vary significantly across populations. Akroyd and Engle (2014) compared the organizational commitment of part-time and full-time faculty at community colleges. They found that adjuncts had lower commitment on all scales in Meyer and Allen's (1991) three-component model, though only normative and affective commitment met significance with small to medium effect sizes. Cha and Carrier (2016) conversely determined that contingent and part-time adjunct faculty experienced higher levels of affective organizational commitment. As noted above, the sample in this study had uncommonly stable relationships with the institution when compared to samples used in earlier studies. Further, the researchers used a single item to measure affective commitment. The conflicting findings across studies suggested the need for additional research to measure all three components of adjuncts' commitment with a validated instrument.

Person-Environment Fit

Discerning how individuals fit their environments is a longstanding and rich research tradition. In a seminal work, Lewin (1935) argued that behavior is a function of the person and of the environment, or $B = f(P,E)$. Missing in this conceptualization was an indication of how the person and environment are related or how they might interact. Pervin (1968) moved the field forward in a literature review that proposed that the alignment between certain environments and individuals' personality characteristics encourages positive performance and attitudinal outcomes. This first conceptualization of PE fit thus was based upon congruence between these variables while fit was

operationalized in terms of alignment between environmental and personality characteristics. Researchers since have taken the PE fit literature in varied directions. Of specific interest to this study were the positive impacts of fit on employment outcomes.

Complementary Fit and Supplementary Fit

One domain of the PE fit construct relates to the type of congruence between employees and organizations. Complementary fit is achieved when the employee or organization provides characteristics that the other needs (Muchinsky & Monahan, 1987). Cable and Edwards (2004) pointed to psychological needs fulfillment and skills fulfillment as the two dominant components of complementary fit. In this vein, the employee and the organization make one another whole. An employee and organization conversely experience supplementary fit when they share characteristics in common. Most researchers who have investigated supplementary fit have considered values congruence most strongly (Cable & Edwards, 2004). Cable and Edwards' (2004, p. 830) study integrated these traditions in the conclusion that "complementary and supplementary fit are interrelated but that both contribute independently to outcomes." The Perceived Person–Environment Fit Scale represents a culmination in this work since the instrument measures both operationalizations in a single scale (Chuang et al., 2016).

Person-Environment Fit as a Multivariable Construct

An early trend in fit research was the establishment of domains of PE fit. The most common domains in the literature are person-vocation (PV) fit, person-job (PJ) fit, person-organization (PO) fit, person-supervisor (PS) fit, and person-group (PG) fit. The dominant conceptualization of each domain of fit is as follows:

- PV fit: alignment between an individual's interests and a chosen profession (Holland, 1985);
- PJ fit: alignment between the needs of the employee and the supplies of the organization (Edwards, 1991);
- PO fit: alignment of individual and organizational values (O'Reilly, Chatman, and Caldwell, 1991);
- PS fit: alignment of an individual's and a supervisor's personal characteristics (Kristof-Brown, et al., 2005);
- PG fit: the interpersonal compatibility between the individual and the larger work group (Kristof, 1996).

Most studies conducted prior to Kristof-Brown et al.'s (2005) seminal meta-analysis focused on describing these domains in terms of their antecedents, outcomes, or impacts at different levels of analysis. Clear conceptualizations and deeper understandings of each domain have resulted. Few studies have taken a more holistic approach to measuring the relationship of overall PE fit, antecedents, and outcomes. The interactions and relationships between fit domains have been lacking as a result.

Person-Environment Fit as a Holistic Construct

More recent research on PE fit has attempted to integrate the domains of the construct. Jansen and Kristof-Brown (2006) first proposed an aggregate model with an algebraic combination of the dimensions. Confirmatory factor analysis carried out by Edwards and Billsberry (2010) rejected this model and concluded instead that the dimensions of fit independently operate and separately predict outcomes. A limitation of this study was that it did not test for other types of relationships beyond the aggregate.

Chuang et al. (2016) addressed this gap by testing for and confirming a superordinate structure to the relationships between domains. Another important contribution from this study was the creation of a validated multidimensional instrument – Perceived Person-Environment Fit Scale – for measuring PE fit. This tool facilitated the measurement of PE fit in a more holistic manner in this study, while still allowing for an analysis of the contributions of individual subdomains.

Employment Outcomes and PE Fit

Besides defining the scope of PE fit, researchers have been most interested in the outcomes and antecedents of fit. A common finding across numerous studies was that different domains of the overall construct of PE fit have the most predictive power for different employment outcomes. These relationships have not been explored in part-time faculty. Additional research is necessary to determine whether predictions prove true for this population.

PE fit and job performance. In terms of PE fit, the domain of PO fit accounts directly for variance in contextual and task performance ratings (Goodman & Svyantek, 1999). Greguras and Diefendorff (2009) found that PO and PJ fit also lead to task performance through a mediating relationship with competence need satisfaction. The resulting framework suggests that PE fit leads to positive performance levels which lead to positive attitudinal outcomes.

PE fit and job satisfaction. Among the domains of PE fit, PJ fit most strongly predicts overall job satisfaction (Edwards and Billsberry, 2010; Kristof-Brown et al., 2005). This is to be expected since the underlying relationship in job satisfaction and PJ fit is between the individual and the job being performed.

PE fit and organizational commitment. PO fit is most strongly connected to organizational commitment (Edwards and Billsberry, 2010; Kristof-Brown et al., 2005). This is logically consistent with the fact that the primary relationship in organizational commitment is between the individual to the organization (Meyers and Allen, 1991).

PE Fit and Attraction-Selection-Attrition

Schneider's (1987) attraction-selection-attrition (ASA) framework has become a lynchpin in PE fit studies (Kristof-Brown & Jansen, 2007). The ASA framework posits that certain types of people are attracted to, selected by, and attrited from organizations. Resulting from this cycle is an increasingly homogenous collection of employees who come to determine organizational values, beliefs, skills, and knowledge (Schneider, 1987). Schneider (1987) emphasized that organizations search for various types of fit in prospective employees and newcomers to uphold prevailing patterns in the organization over time. ASA thus is a practical explanation for how PE fit comes to be and how it is maintained in organizations.

There is a strong basis in the literature on ASA for using PE fit domains to attract and select individuals. An early study by Mason and Belt (1986) resulted in the conclusion that the wording of fictitious job descriptions had a negative effect on the probability of response by unqualified respondents. Stevens and Szmerekovsky (2010) conducted a similar study in which they constructed job descriptions and tested for applicants' attraction based upon fit with values. Participants were more likely to be attracted to descriptions that they perceived to display a high alignment between their personal characteristics and organizational values. These studies demonstrated that intentional design of job descriptions is an effective method to encourage attraction of

applicants with high levels of fit. A manager's selection decision also can be impacted positively using the fit construct. Cable and Judge (1997) verified that interviewers can perceive PO fit during interviews. Hiring decisions were biased towards applicants with higher levels of fit (Cable & Judge, 1997). Sekigucki and Huber (2011) expanded this research by comparing the use of PO fit and PJ fit in forming hiring preferences. They found that interviewers weighted PO fit more heavily for applicants for permanent employment and PJ more heavily for applicants for short-term, contract employees. The current study addressed a need in that there was no related research on the attraction and selection of part-time adjunct faculty for fit.

Maintaining high levels of PE fit post-selection is important for the attrition component of Schneider's ASA model. Several studies have shown that different methods can positively influence levels of PE fit over time. Chatman (1991) and Cable and Parsons (2001) demonstrated that socialization tactics related to higher levels of PO fit in employees. In terms of PJ fit, Hornug et al. (2010) summarized three approaches – job design, idiosyncratic deals, and job crafting – from OB research and practice that have been shown to contribute to increasing levels of congruence between employees and their jobs. The methods differed in terms of authority dynamics, goals, and content domains, but the similarity was that each resulted in the realignment of jobs with some combination of knowledge, skill, ability, and personal characteristics in employees (Hornug et al., 2010). Evidence was lacking on the use of such post-selection tactics to increase holistic or subdomain fit in part-time adjunct faculty. Additional research into the impact of fit on part-time adjuncts employment outcomes thus was necessary to provide a basis for institutions of higher education to craft retention efforts.

PE Fit and Contingent Workers

The meta-analysis of PE fit conducted by Kristof-Brown et al. (2005) concluded that much of the work investigating the fit construct has revolved around full-time, stable employment engagements. Some recent studies have sought to extend findings about PE fit to contingent workers. Sekiguchi and Huber (2011) determined that hiring managers emphasized PJ fit over PO fit when selecting part-time workers. The converse was true when selecting full-time workers. These are important contributions in the context of the ASA framework since selection may be driven by specific subdomains of fit at the expense of other subdomains. This trend was somewhat concerning in that all domains of PE fit related to positive employment outcomes in full-time workers (Kristof-Brown et al., 2005). Selecting part-time workers on a narrower basis of certain subdomains potentially could eschew benefits to individuals and organizations.

The current study helped to address this concern by testing the extent to which holistic fit correlated with positive employment outcomes for adjuncts during the post-selection phase of the ASA model. Yu (2012) provided preliminary support for this line of inquiry when he investigated how attitudinal outcomes in contingent workers related to various types of fit such as skill demands of the job, psychological needs fulfilment, and value congruence between workers and their organizations. He concluded that alignment in skills and job demands resulted in high levels of job satisfaction and organizational commitment for part-time workers. Fulfilling psychological needs and establishing value congruence resulted in higher organizational commitment with no impact on satisfaction (Yu, 2012). More research was needed to extend this finding to part-time faculty.

Transactional and Transformational Leadership

Dissonance between the increasing rate of part-time adjunct employment engagements and the mix of negative outcomes that adjuncts experience is an indicator that a correction is needed in higher education. Making changes to the prevailing model will require creativity and sustained effort. As Burns (1978) argued, leadership will be necessary to mobilize followers to achieve mutually beneficial results for institutions and the adjuncts who constitute a large group of followers. Evaluating the major typologies of leaders described by Burns (1978) and Bass (1985) – *laissez-faire*, transactional, and transformational – provides a basis for selecting the most appropriate approach for driving improvement in employment outcomes for part-time adjuncts.

***Laissez-faire* and Transactional Leaders**

Laissez-faire leaders reside at one end of the leadership spectrum. They are marked by their disengagement from their roles and from their followers. Rather, Bass (1998) indicated that *laissez-faire* leaders avoid making decisions and do not wield their authority to implement change. This approach could be summarized as a void of leadership behavior. Farther along the spectrum is transactional leadership. Transactional leaders are notably different in that they engage a variety of strategies to actively and passively lead their followers. An active leadership strategy in the transactional mode is the application of contingent rewards. Bass (1985) defined this approach as an exchange between the leader and follower in which the leader provides benefits to followers who reach their goals. Transactional leaders also employ management-by-exception by providing feedback when followers do not meet standards or do not achieve desired outputs (Bass, 1985). Bass (2008) refined management-by-exception to include a passive

variety in which the leader waits for a follower's deviation to cause a problem and an active form in which the leader watches for and corrects a follower's deviations before a problem can arise. The lack of leadership in the *laissez-faire* approach and the preoccupation with reacting to deviations from standards in transactional relationships present a challenge to contexts that require innovative solutions. Rather, only basic changes in followers will result from these approaches (Bass, 1985).

Transformational Leaders

Transformational leaders are distinct in that they seek to create a shared mission and vision and to motivate followers to transcend self-interest in working for the good of the group (Bass, 1985). These aims are in stark contrast with *laissez-faire* and transactional leadership in that they move beyond the status quo and point to positive change in systems. Bass (1990) outlined the methods by which transformational leaders bring about change: providing a mission and vision; communicating high expectations; promoting rationality and problem solving; and treating employees as individuals.

Leadership Approaches, Part-time Adjunct Faculty, and PE Fit

Reliance on *laissez-faire* and transactional strategies have been shown to result in lower organizational, group, and individual outcomes (Avolio, Bass, & Jung, 1997; Bass, 1990; Bass, 2008). The meta-analysis carried out by Dum Dum, Lowe, and Avolio (2013) found especially that performance and satisfaction are lower under *laissez-faire* and transactional leaders than under transformational leadership. These trends correlate with the findings on part-time adjunct performance (Umbach, 2007) and attitudinal outcomes such as senses of isolation and lack of support and of recognition as reported in Buch et

al. (2017), Hoyt (2012), and Levin and Hernandez (2014). Part-time adjuncts in these studies seemed to desire more proactive engagement from their leaders.

Transformational leadership contrasts with the other archetypes in that it was attractive in the context of the current study. Individualized attention and mission-centricity afforded by transformational leaders has correlated positively with levels of performance and satisfaction (Dumdum et al., 2013), both of which would benefit adjuncts. Assuming a transformational approach also served as a match for the desire among part-time adjuncts for professional development and support (Hoyt, 2012). The emphasis that transformational leaders place on change towards a future, positive state also aligned with the need for new approaches to resolve the hidden costs in the current adjunct employment model.

Transformational leadership also was preferable to other leadership approaches because it aligned with the construct of PE fit. An essential element of fit theory is that it can be increased through specific leadership decisions during attraction, selection, and attrition processes. Socialization and job design tactics applied after the hiring stage have been shown to increase levels of fit (Cable and Parsons, 2001; Chatman, 1991; Hornung et al. 2010). A transformational leader could apply formal socialization tactics to increase part-time adjuncts' understandings and adoption of an organizational mission, vision, and culture. These outcomes would be consistent with transformational leaders' charisma and inspiration. Job redesign, meanwhile, entails adjusting an employee's roles and responsibilities to fit his or her desires (Hornung et al., 2010) in a manner consistent with the individualized attention provided by transformational leaders. Hoyt's (2012) finding that adjuncts desire more autonomy in selecting teaching materials and the courses that

they teach related positively to the concept of increased PJ fit and a desire for transformational leaders who would address individual desires and intellectual growth.

Conclusion

Even as institutions of higher education have come to employ part-time adjuncts in increasing proportions, relatively few research-based practices exist to improve employment outcomes in this population. Researchers placed most of their early focus on descriptive studies to understand the composition of the population of adjuncts. There is an undeniably rich diversity among adjuncts in terms of demographics, employment motivations, and employment engagements. Comparatively little research has been conducted to understand the employment outcomes of part-time adjuncts. Studies on job performance, job satisfaction, and organizational commitment in this population have provided mixed and contradictory conclusions. A lack of standard conceptualizations, operationalizations, and measurements of outcome variables has further hampered applying the findings widely. This study sought to address these limitations by engaging prevailing models of job performance, job satisfaction, and organizational commitment found in OB literature.

Finally, existing research on adjunct employment outcomes has been descriptive in nature. Little has been said about the causes or contributing factors for the outcomes. Institutions that desire to drive positive changes in employment outcomes of their part-time adjuncts are without practical approaches as a result. This study addressed the gap by testing if PE fit, as predicted by extensive OB research, correlated with employment outcomes in adjuncts. The ASA framework provided a guide for informing practices that institutions could use to increase fit to drive improved outcomes. Transformational

leaders best matched the needs of this context since they are proactive in searching for changes and strategies, such as increasing PE fit, that would benefit employees and the organization.

CHAPTER THREE: PROJECT METHODOLOGY

Introduction

The purpose of this quantitative study was to determine if there was a significant correlation between person-environment (PE) fit and employment outcomes in individual part-time adjunct faculty at a small, private college in the northeast. Specific employment outcomes under consideration were job performance, job satisfaction, and organizational commitment. This study filled several needs in research and practice. First, there was little research on the employment outcomes of part-time adjunct faculty members. Evidence gathered in existing studies was mixed, though there were indications that adjuncts may exhibit negative employment outcomes. Second, even less had been done to understand the variables that related to adjuncts' employment outcomes. Institutions of higher education have been without evidence-based methods to address potential costs of the adjunct model of staffing. This study addressed these gaps by investigating if PE fit was correlated positively with employment outcomes in adjuncts. Support for the hypotheses would provide colleges with a basis for designing interventions to improve adjuncts' fit and employment outcomes.

Research Question and Hypotheses

While few studies have sought to quantify employment outcomes of part-time adjunct faculty, there are indications that their performance levels and attitudinal outcomes are lower or more negative than those of full-time faculty (Umbach, 2007; O'Meara et al., 2008; Johnson, 2011; Levin & Hernandez, 2014). Likewise, research into the variables related to these employment outcomes has been lacking. The result is that institutions have had few evidence-based practices at their disposal to improve negative

employment outcomes in part-time adjuncts. This quantitative study addressed this need by investigating the following research question:

To what extent does PE fit correlate with job performance, job satisfaction, and organizational commitment in part-time faculty members?

The following hypotheses were investigated in the study:

Hypothesis #1: Person-environment fit has a significant positive correlation with job performance of part-time adjunct faculty members.

Hypothesis #2a: Person-environment fit has a significant positive correlation with motivator factors of job satisfaction, as described by Herzberg's two-factor model (1968), in part-time adjunct faculty members.

Hypothesis #2b: Person-environment fit has a significant positive correlation with hygiene factors of job satisfaction, as described by Herzberg's two-factor model (1968), in part-time adjunct faculty members.

Hypothesis #3: Person-environment fit has a significant positive correlation with organizational commitment in part-time adjunct faculty members.

Hypothesis #4: Personal characteristics and demographic variables do not have significant relationships with employment outcomes in part-time adjunct faculty members.

Research Design

Method and Design

This quantitative correlational study was designed to identify the levels at which the independent variable of PE fit related to the dependent variables of job performance, job satisfaction, and organizational commitment. The study employed a survey design.

This methodology and design were applicable to the variables and constructs under study for several reasons. First, existing research on PE fit and employment outcomes provided a theoretical framework that had not been applied to part-time adjunct faculty. A test was needed to determine the extent to which the positive relationships between PE fit and employment outcomes existed in this population. This conformed to Creswell's (2009) guidance that quantitative methods are most appropriate when there is pre-determined information to be gathered. Second, the types of information to be collected aligned well with quantitative methods. PE fit and employment outcomes have been represented by attitudinal and performance data yielded by participants. Creswell (2009) indicated that these forms of data are studied most appropriately through the application of quantitative methods. Finally, this study aimed to gather data from a large group of prospective participants. A quantitative method employing surveys allowed for a larger scale of inquiry when compared to qualitative methods that would have been focused on smaller numbers of cases (Creswell, 2009). Surveys also provided the level of data structure that was necessary for robust statistical analysis (Babbie, 2014).

Nature of the Variables

The independent variable in the proposed study was PE fit. Holistic measures of PE fit are comprised of the subdomains of person-job (PJ), person-organization (PO), person-group (PG), and person-supervisor (PS) fit, each of which is measured at the individual level. Though instruments for measuring fit, such as the Perceived Person-Environment Fit Scale (Chuang et al., 2016) employed in this study, yield discrete scale scores, it was in line with prior research to treat these scores as continuous (Kristof-Brown et al., 2005). The dependent variables in the study were the employment outcomes

of job performance, job satisfaction, and organizational commitment. Each of these variables were measured at the individual level. Individual adjuncts attained outcome levels for each variable in the form of scale scores that fell on a continuum. Field (2013) indicated that correlation analysis was appropriate in this case since the independent and dependent variables under consideration were continuous in nature. Further, the study was not designed to test causality between variables. The potential covariation between independent and dependent variables was of interest regardless of the directionality of the relationship. Positive relationships provided a sound basis for constructing interventions aimed at increasing levels of PE fit in adjuncts with the expectation of simultaneously affecting positive correlations with levels of employment outcomes. The nature of the variables and of the relationships under consideration therefore adhered to Field's (2013) emphasis that correlation analysis should be employed only when the issue of causation is outside the scope of the study.

In addition to the independent and dependent variables in this study, several additional variables were considered. Monks (2009) and the American Federation of Teachers (2010) found that demographic characteristics potentially impacted employment preferences and some employment outcomes in part-time adjunct faculty. As a result, this study considered data on participants' genders, races, ages, duration of employment with the institution, and highest degrees attained. These variables, which were considered control variables, were either continuous or categorical in nature. Correlation analysis was appropriate in the case of age and employment duration since these variables and employment outcomes were continuous in nature. Comparison of means was a better test when personal characteristics or demographic variables were categorical since this type

of analysis made it possible to determine if outcomes were consistent irrespective of independent categories (Field, 2013).

Participants and Recruitment

The population under consideration in this study was comprised of individuals who taught as part-time adjunct faculty members at a small, private, undergraduate institution in the northeast. Part-time adjuncts were defined as those faculty members who served under short-term employment engagements at less than full-time status (Winters, 2015). Those adjuncts who were actively teaching courses at the site when the study was conducted and who opted into the study formed a convenience sample of the population. The nine academic program directors who supervised the participating adjuncts also contributed data in the form of job performance measurements. Data stored in the college's SIS facilitated identification of prospective adjunct instructor participants with active teaching assignments and their supervising academic program directors who also would participate in the final stage of data collection. The researcher limited participation to active adjuncts so that employment outcomes data could be collected as close in time to the employment engagement as possible. Allowing long periods to elapse between inputs and outputs would have increased the possibility of collecting distorted memories, particularly in the case of perceptions (Schacter, Guerin, & St. Jacques, 2011). This was especially the case in measurements of job performance since some supervising program directors oversaw over forty adjuncts across an academic semester.

The process of constructing the sample began with seeking approval of several parties. The president and institutional review board (IRB) at the site reviewed the research study as did the IRB at Creighton University (Appendix F). All parties provided

permission for the study to proceed. Next, a report from the student information system narrowed the list of all part-time adjuncts to those who were teaching in the target academic sessions. The researcher then solicited via electronic mail the participation of these part-time adjuncts. A drawing of ten \$25 Amazon gift cards served as an incentive for adjunct participation. After adjuncts opted into the study by submitting the first survey on perceived person-environment fit, personal characteristics, and demographic variables, the researcher solicited participation from academic program directors to complete performance evaluations for participants. Each program director who participated received a \$50 Amazon gift card in return for the time spent completing performance evaluations.

Data Collection Tools

This study employed several survey instruments that had been validated and tested for reliability in existing literature. Participants completed a single survey comprised of two distinct sections at the beginning of both academic sessions that comprised the study's data collection period. The first section of the survey contained the items of the Perceived Person-Environment Fit Scale (PPEFS) (Chuang et al., 2016) and the second section was a subset of questions from the National Survey of Postsecondary Faculty (NSOPF) (National Center for Education Statistics, 2003) pertaining to personal characteristics and demographics. The full NSOPF was longer than necessary for the purpose of the study, but Monks (2009) and the American Federation of Teachers (2010) established a precedent for selecting items from the instrument that were sufficiently reflective of the overall instrument to be valid for the current study. Further, given the robust use of the NSOPF data in various studies on part-time adjuncts, the

researcher selected specifically for the study instrument (Appendix B) the items for personal characteristics and demographic items that aligned to the control variables under consideration for Hypothesis 4.

Participating part-time adjuncts completed the PPEFS (Appendix A) to provide a measure of the independent variable of PE fit. The major strength of the PPEFS when compared to other fit measures was that it synthesized the various constructions and content domains of overall fit and the fit subdomains of PO, PJ, PG, and PS fit. Chuang et al. (2016) also conducted confirmatory factor analysis and reliability testing to select the best model for measuring each subdomain of fit. All subscales achieved Cronbach alpha scores between .84 and .91. Convergent validity was present with correlation values ranging between .68 and .79 ($p > .01$) with existing fit measures. Chuang et al. (2016) chose age and gender for testing discriminant validity and found that correlations were not significant ($p > .05$) or were significant at low levels ($r < .15$, $p < .05$). Each subscale had significant correlations ($p < .01$) with outcome variables to demonstrate criterion-related validity. Estimation testing for the functions of several multidimensional models of overall fit yielded the four subscales in a superordinate model. The result was an instrument comprised of 26 items that used a seven-point scale where a score of one represented “no match” between the person and environment and a score of seven represented a “complete match.”

When considering the correlation analyses that Hypotheses 1, 2a, 2b, and 3 implied, the PPEFS yielded a continuum of scores that met the needs of the study. The instrument also was validated and found reliable in a variety of fields ranging from service industries (Chuang et al., 2016), IT and retail (Kumar & Chaturvedi, 2017), and

textiles (Krishnan, Wesley, & Bhaskaran, 2017). Reliability, validity, and applicability tests therefore indicated that the PPEFS was appropriate for this study.

The researcher collected data on outcome variables via two surveys, one for attitudinal outcomes and the other for job performance. Adjuncts completed the first survey to report their job satisfaction and organizational commitment. The attitudinal survey presented on separate pages a job satisfaction scale and an organizational commitment scale. Hoyt (2012) developed an instrument with the specific intent of measuring job satisfaction in part-time adjuncts that fit the design of the study (Appendix C). Construction of the instrument was informed by Herzberg's two-factor model for satisfaction and represented refinements of instruments in Wood (1978) and Hoyt et al., (2008) that applied the two-factor model to the field of higher education and to the population of part-time adjuncts, respectively. Hoyt (2012) tested the reliability of the subscales and retained only those that surpassed the .7 threshold of Cronbach's alpha score, except in the case of work preference. The latter subscale attained an alpha of .65, which was close to the threshold and was included in this study. Additionally, an exploratory factor analysis carried out in Hoyt et al. (2008) ensured that only those items that validly loaded on factors were included in the final instrument. The researchers verified criterion-related validity by testing the ability of the instrument to predict outcome variables. The regression model accounted for 57% of variance in satisfaction and explained 45% of variance in loyalty (Hoyt, 2012). The product was an instrument with 9 subscales comprised of 27 total items wherein respondents had six choices ranging from a score of one for "strongly disagree" to a six for "strongly agree."

The second part of the survey completed by part-time adjunct faculty members measured organizational commitment. The researcher used Allen and Meyer's (1990) instrument (Appendix D) that employs the prevailing three-factor model of commitment. The instrument was comprised of three subscales that each had eight questions scored on a seven-point scale where one corresponded to "strongly disagree" and seven was "strongly agree." Allen and Meyer (1996) confirmed the construct validity of the items with median Cronbach alpha scores of .85, .79, and .73 across several studies. A further meta-analysis found strong reliability when applying the instrument in a variety of job functions, industries, and countries with participants with diverse education levels, tenures, and ages (Meyer et al., 2002). The instrument was useful for the population under study as a result.

Academic program directors completed the second survey for outcome variables to report adjuncts' job performance. The instrument was based upon items from Williams and Anderson (1991) that synthesized and expanded upon prior measures from OB literature. The authors segmented performance in terms of in-role behavior (job performance, task performance, i.e.) and organizational citizenship behavior (extra-role behavior, i.e.). Of the 21 items on their instrument, the seven items that measured in-role behavior were applicable for the proposed study of the dependent variable of job performance (Appendix E). Respondents chose from a five-point scale wherein a score of one represented "strongly disagree" and a score of five represented "strongly agree." All items measuring in-role behavior met the construct validity threshold after exploratory factor analysis via oblique rotation. Subsequent studies confirmed criterion-related validity and reliability with Cronbach alpha values of .8 and higher for all items when

administered in diverse fields ranging from manufacturing to services and the public sector (Randall et al., 1999; Van Dyne & LePine, 1998; Williams & Anderson, 1991). Academic program directors completed one instance of the instrument for each participating part-time adjunct in this study.

Data Collection Procedures

The college's SIS stored the data necessary for establishing the pool of participants. A report from this system marked the individuals who fit the participation criteria. The researcher solicited eligible participants – part-time adjunct faculty members and their supervising academic program directors – via email (Appendices F and G). Survey instruments were the primary vehicle for collecting data. As such, a practical data collection procedure required the use of an electronic survey system especially since the prospective participants, both part-time adjuncts and program directors, served the institution from a distance. SurveyMonkey, a secure online survey tool, stored the survey instruments, transmitted personalized invitations to solicit participation, and collected responses. SurveyMonkey also had a function for exporting raw data in a structured format that facilitated data analysis.

Two data collection phases comprised the study. The first phase of collection occurred in the first academic session (September to October 2018) of the fall semester and the second phase occurred in the third academic session (January to February 2019) of the fall semester. Each data collection phase had three stages. In the first stage, part-time adjuncts teaching in the session were invited to complete the PPEFS and demographic questions from the NSOPF during a three-week period at the beginning of the academic session. Questions from the two instruments appeared on separate pages of

the survey to uphold the reliability and validity of each. Completion of the survey signaled that the adjunct had opted into the study and subsequent data collection stages. Fit data from the PPEFS served as the independent variable in Hypotheses 1, 2a, 2b, and 3 and the demographic data from the NSOPF served as control variables in Hypothesis 4.

The second and third stages of data collection pertained to the dependent variables under study. A special consideration in the design of data collection in stages one and two was the needed since adjuncts were self-reporting attitudes and perceptions in each stage. Podsakoff, MacKenzie, Lee, and Podsakoff (2003) found that designs such as this tend to introduce common methods bias. A time lag design between data collection stages was appropriate to curb the potential for bias in adjuncts' responses (Podsakoff et al., 2003). As a result, part-time adjuncts completed the second stage of data collection at the end of the academic session. Participating part-time adjuncts had three weeks to report their job satisfaction and organizational commitment levels in this stage. Resulting data served as the dependent variables in Hypotheses 2a, 2b, 3, and 4. The third stage of data collection opened after the completion of stage two and was comprised of academic program directors filing a performance measurement for each of the participating adjuncts. Program directors had a four-week period to complete the stage to allow ample time for reporting on multiple adjuncts. Adjunct job performance data served as the dependent variables in Hypotheses 1 and 4.

Data Analysis Plan

Upon exporting the data from SurveyMonkey, the researcher summed response values on individual instrument items to arrive at overall instrument scores for each participant. This was in keeping with the design and intended use of each instrument.

Summing and collating responses across instruments was accomplished in Microsoft Excel. Next, IBM SPSS served as the tool to analyze the resulting data set. The first step of analysis was testing model assumptions to determine if parametric or non-parametric tests were most appropriate for the data. With the appropriate test identified, IBM SPSS also provided the ability to conduct correlation analyses between the independent variable and each dependent variable – job performance, job satisfaction, organizational commitment, i.e. - to address Hypotheses 1, 2a, 2b, and 3. A value above .10 for Pearson's r or Kendall's τ with significance ($p < .05$) was necessary to signal at least a small correlation in each case (Cohen, 1988).

Hypothesis 4 predicted that control variables comprised of personal characteristics and demographics would not relate to employment outcomes in adjuncts. A series of correlation and comparison of means analyses served as the basis for testing this hypothesis. Variables including age and employment duration with the college were continuous and were tested best by a separate correlation analysis for job performance, job satisfaction, and organizational commitment. As with other hypotheses in the study, a significant ($p < .05$) value above .10 for Pearson's r or Kendall's τ signaled that the hypothesis was validated. Other control variables – gender, race, preference for full-time instructional position, highest degree attained – were categorical in nature. A comparison of means across each variable's categories was appropriate in these cases. A significant ($p < .05$) result of a t -test or Mann-Whitney U test supported the hypothesis for dichotomous variables – gender, preference for full-time position, i.e. A significant ($p < .05$) result of an ANOVA or Kruskal-Wallis test supported the hypothesis in the case of variables with more than two categories – race, highest degree, i.e. Given the six control

variables and four outcome variables tested in Hypothesis 4, 24 total analyses were necessary.

Ethical Considerations

There were a few matters of ethics that were considered in planning and carrying out the study. The first related to the process for securing the necessary permissions to conduct the study. Two university IRBs reviewed the study and its design to ensure no harm came to participants. The invitations to participate (Appendices F, G, and H) explained the purpose of the study, the voluntary nature of participation, methods for protecting respondent anonymity in adherence with the ethical standards of social science research. Personnel at the target site, including the university president and vice president of human resources, also reviewed the design and aim of the study since it involved employees of the organization. Given the increased numbers of adjuncts teaching at the site, the consideration of these administrators on the matter of adjuncts, their employment engagements, and employment outcomes was useful when planning the study and for determining what interventions would be appropriate at the university. Institutional leaders were sensitive to potentially unintended consequences for adjunct faculty and the university. Securing the permission of site administrators therefore provided an additional check on ethical considerations within the unique context of the site and its employees.

Additionally, the researcher's relationship to the part-time adjuncts who served at the institution could have been a source of ethical concern without proper protective measures. The researcher was an administrator and leader at the study site. The power distance in the relationship between the researcher and subjects could have caused faculty to feel compelled or coerced into participating. A clearly worded informed consent form

was important to ensure that all prospective participants were aware that they did not have to join the study (Roberts, 2010). Additionally, the department overseen by the researcher was responsible for training and providing ongoing support to the population under study. Part-time adjuncts could have feared that participation would impact long-term employee-organization relationship. This especially was a concern since the types of data collected in the study – fit, performance, satisfaction, organizational commitment – already had been used in selection, evaluation, and retention processes at the institution. Taking steps to ensure confidentiality and anonymity were two approaches to limit this problem. This posed a challenge since the study methodology called for collecting data from several instruments and linking the results to one respondent. Confidentiality was achieved by ensuring only the researcher had access to the data files that contained the names and responses of the participants. The password protection in place in the survey system prevented anyone other than the researcher from accessing responses. Deleting identifying information – names, email addresses, i.e. – from the final data set secured anonymity during the analysis and reporting phases. These design considerations reduced ethical concerns to minimal levels.

Summary

The current study sought to determine the extent to which PE fit and employment outcomes were related in part-time adjunct faculty members. A quantitative approach was appropriate since these constructs were operationalized previously but had not been tested in the target population. Survey instruments collected the data necessary to support correlation and comparison of means testing. Applying validated, reliable instruments that measured common conceptualizations and operationalizations of the variables was an

improvement to existing research since existing studies on part-time adjuncts followed non-standard constructions and approaches to measurement. Correlation analyses were appropriate for testing the significance of the relationship between the independent, dependent, and control variables that were continuous in nature (Field, 2013).

Comparison of means was useful for several analyses for Hypothesis 4 when the personal characteristics or demographic variables that served as controls were categorical in nature.

Adjuncts and their supervisors who served at a small, private college in the northeast formed the population of the study. Reports drawn from the student information system yielded a list of the population of adjuncts. Those who responded to the initial survey of each data collection phase formed the convenience sample. At the end of each data collection phase, adjuncts completed a second survey pertaining to job satisfaction and organizational commitment and academic program directors filled performance evaluation surveys for participants. SurveyMonkey, a secure electronic platform, collected responses to all survey instruments. Confidentiality of all parties was maintained through the survey system's password protection and data was anonymized by removing identifiable information during analysis. The researcher collated data in Excel and completed final analyses for testing model assumptions and hypotheses in IBM SPSS.

CHAPTER FOUR: FINDINGS

Introduction

The purpose of this quantitative study was to determine if there was a significant correlation between person-environment (PE) fit and employment outcomes in individual part-time adjunct faculty at a small, private college in the northeast. Employment outcomes under consideration were job performance, job satisfaction, and organizational commitment.

The following hypotheses were investigated in the study:

Hypothesis #1: Person-environment fit has a significant positive correlation with job performance of part-time adjunct faculty members.

Hypothesis #2a: Person-environment fit has a significant positive correlation with motivator factors of job satisfaction, as described by Herzberg's two-factor model (1968), in part-time adjunct faculty members.

Hypothesis #2b: Person-environment fit has a significant positive correlation with hygiene factors of job satisfaction, as described by Herzberg's two-factor model (1968), in part-time adjunct faculty members.

Hypothesis #3: Person-environment fit has a significant positive correlation with organizational commitment in part-time adjunct faculty members.

Hypothesis #4: Personal characteristics and demographic variables do not have significant relationships with employment outcomes in part-time adjunct faculty members.

Whereas chapter three introduced the methodology of the study, this chapter will present the study findings. The chapter begins with a summary of the steps to collect,

organize, and analyze the data set for the sample of part-time adjunct faculty members who taught in the first and third academic sessions of the Fall 2018 semester at a small, private college in the northeast. A summary of participants' demographic information, including its relationship to the population, when a basis of comparison was available, follows. Next, findings of tests of model assumptions point to the selection of parametric or non-parametric analyses to test hypotheses. Finally, the chapter presents the analysis and result for each hypothesis of the study. The last section of the chapter synthesizes the study's findings.

Data Collection, Organization, and Analysis

Data Collection and Sample Construction

The study was comprised of two data collection phases – phase one was conducted during the fall semester, academic session one and phase two was conducted during the fall semester, academic session three – each with three stages of surveying. The first stage, which occurred at the beginning of the academic sessions, was an invitation to all part-time adjunct faculty members teaching in the academic session. Adjuncts opted into the study at this point by completing a survey that contained questions about perceived person-environment fit and demographic variables. Fit data served as the independent variable for Hypotheses 1, 2a, 2b, and 3 and demographic variables served as control variables in Hypothesis 4. Combining the two phases of data collection, 185 part-time adjuncts comprised the population at the site and 85 (45.9%) submitted complete responses to the first survey to signal opting into the study.

Stages two and three of data collection gathered dependent variables. In the second stage, which took place in the final week of the academic session, participants

completed a survey to report their job satisfaction to test Hypotheses 2a and 2b and organizational commitment to test Hypothesis 3. A total of 67 of the 85 adjuncts in the sample (78.8%) completed the second stage survey. The final stage of data collection, timed to open immediately after the academic session, was a report by academic program directors of the job performance of the part-time adjunct faculty members in the sample. Data from this stage were for testing Hypothesis 1. Nine of 10 program directors completed a total of 69 of a possible 85 performance evaluations (81.2%). Table 1 includes response rates for individual surveys grouped by phase.

Table 1

Complete Response Counts and Rates by Data Collection Phase and Stage

Collection Phase	Survey Stage	Surveys Sent	Complete Responses	Response Rate (%)
Phase 1	Stage 1	98	42	42.9
	Stage 2	42	32	76.2
	Stage 3	42	32	76.2
Phase 2	Stage 1	87	43	49.4
	Stage 2	43	35	81.4
	Stage 3	43	37	86.0

Some part-time adjuncts who participated in stage two did not have performance evaluation data from stage three ($n = 12$) and some adjuncts who had evaluation data did not complete the second stage survey ($n = 15$). As the relationship between (a) satisfaction and commitment and (b) job performance was out of the scope of the study, and the two sets of variables were tested under separate hypotheses, the data were complete for testing each hypothesis even though the individuals who comprised the final samples were not the same for each hypothesis.

Data Organization

The variables under study included person-environment fit, demographics, job performance, job satisfaction, and organizational commitment. Adjuncts completed two surveys, the first to report fit and demographic characteristics and the second to report satisfaction and commitment. Questions for the first survey were comprised of the full Perceived Person-Environment Fit Scale (PPEFS) (Chuang et al., 2016) and selected demographic questions from the National Study of Postsecondary Faculty (National Center for Education Statistics, 2003). After all participants submitted the first survey, an overall person-environment fit score for each participant was derived by adding the individual responses for all Likert items that comprised the scale. Responses were treated as numerical values ranging from 1 (no match) to 7 (complete match). Adjuncts who did not complete all items in the PPEFS were removed listwise from the sample at this point since incomplete scale scores would have impacted negatively all further analyses. Listwise deletion was acceptable in this case since the non-completed items did not cluster around specific questions or subscales, therefore suggesting that the data were missing completely at random (de Leeuw, Hox, Huisman, 2003).

Next, each demographic question was stored in its own column in the data set. Gender was coded as male or female; race was coded as African American or black, two or more races, unknown, and white; age was a continuous value in years; employment history with the college was a continuous value in years; desire for a full-time instructional role was coded as yes or no; and highest degree attained was coded as master's degree, first professional degree, or doctorate. The result of this stage of data organization was 85 records each comprised of a faculty member's first and last names,

an aggregated person-environment fit score, and six columns of personal characteristics of demographic data.

The second survey of adjuncts measured job satisfaction via Hoyt's (2012) instrument and organizational commitment via Allen and Meyer's (1990) Three-Factor Organizational Commitment Instrument. Three steps were necessary for organizing the resulting data. First, responses to items from the job satisfaction and organizational commitment scales had to be separated so that each could be aggregated on its own. Job satisfaction was segmented further into two collections of items, one each for the hygiene and motivator components of Hoyle's (2012) satisfaction instrument. Second, each scale had several reverse-coded items. Scores on these items were treated as numerical values from 1 (strongly disagree) to 6 (strongly agree) on the job satisfaction scale and from 1 (strongly disagree) to 7 (strongly agree) with a neutral value of 4 (neither agree nor disagree) on the organizational commitment scale. Scores for the reverse-coded items had to be inverted. For example, a score of 6 on the job satisfaction scale or of 7 on the organizational commitment scale was transposed as a score of 1. The final step was to aggregate participants' scores on the hygiene and motivator domains of the job satisfaction scale and the organizational commitment scale. These three scale scores resulted by adding scores for the individual Likert items in each scale. These scores were added into three new columns in the final data set and the values were entered by matching the adjuncts' first and last names across data sets.

The final survey in the study collected job performance data via the in-role behavior items contained in William and Anderson's (1991) instrument. Items on this instrument were aimed at a holistic view of adjuncts' performance, such as whether

adjuncts fulfilled the responsibilities specified in the job description and met formal performance requirements of the job. Academic program directors who supervised part-time adjunct faculty members in the Fall 2018 semester completed this instrument once for each participating adjunct. The Likert items in the scale were scored from 1 (strongly disagree) to 5 (strongly agree) with a neutral value of 3 (neither agree nor disagree). Two steps were necessary for calculating a scale score for performance. First, scores on reverse-coded items had to be inverted. Second, scores on individual Likert items were added together to arrive at the participants' scale scores for performance. Performance scale scores were added to the final data set as a new column by matching the faculty members' first and last names across data sets. Since this marked the construction of the final data set, faculty members' identifying information was removed in accordance with the goal of anonymizing results.

Data Analysis

The first element of data analysis in the study was comparing the convenience sample to the overall population of adjunct faculty members who taught at the institution. Gender, race, age, highest degree attained, and teaching field served as the bases for comparison for the two groups. Summing the count of each category of each variable for the sample and the population facilitated the calculation of proportions of each group who comprised the category. Side-by-side comparisons of proportions provided the grounds for determining if the sample represented the population and if conclusions about the sample could be extended accordingly.

The second phase of data analysis was testing hypotheses. Correlation analysis was most useful for Hypotheses 1, 2a, 2b, and 3, while correlation analyses or means

comparisons were useful to test components of Hypothesis 4 depending upon the nature of the independent variable under consideration. Two steps were necessary for testing each type of analysis: checking model assumptions and running final analyses. First, correlation analysis and comparison of means were most sensitive to assumptions of linearity and normality, while comparison of means also benefited from a check of homoscedasticity (Field, 2013). The statistical package IBM SPSS 24 provided scatterplots for checking linearity, descriptive statistics and the Kolmogorov-Smirnov or Shapiro-Wilk tests for checking normality, and Levene's test for checking homoscedasticity. Results of the tests for assumptions are in the Presentation of Findings section of this chapter. The second step of analysis was completing the final correlations and comparison of means analyses while considering the results of the assumption checks. Outcomes of these tests also are included in the findings sub-section devoted to each hypothesis.

Sample and Population Characteristics

Given the convenience sampling technique employed in the study, it is possible the variance in the sample may not have matched the population. To rectify this limitation as much as possible, Cochran (1977) instructed that characteristics of the sample and the population should be compared when possible. Participating part-time adjuncts reported personal characteristics and demographic variables in the first survey in the study. The survey collected characteristics such as gender, race, ethnicity, and age; educational background including highest degree attained and teaching field; and employment history and preferences. The part-time adjunct faculty members who formed the sample were diverse in all categories. Equivalent data for the population were

available in the student information system and an annual accreditation report. Bases for comparison to the sample were available for the characteristics of gender, race, ethnicity, age, highest degree attained, and teaching field. In each case, the sample was sufficiently like the population for the sample to be considered representative. Following in this section are comparisons of each personal characteristic or demographic variable.

Gender, Race, Ethnicity, Age

Demographic variables, which were available in the student information system at the college and in accreditation reports, provide the soundest basis for comparing the study sample to the population. The sample was representative of the population in terms of gender and race, as demonstrated in Table 2. A separate item on the first survey asked of respondents' ethnicity, "Are you Hispanic or Latino." Of the sample, three individuals (3.5%) indicated being Hispanic or Latino, which was equivalent to the rate (2.7%) reflected in the college's annual accreditation report of all faculty teaching during the study's collection period (A. DePaolo, personal communication, February 1, 2019). The average age in years of participants ($M = 49.91$, $SD = 11.25$) also was reflective of the average age in years in the population ($M = 48.40$, $SD = 11.19$).

Table 2

Genders and Races by Count and Proportion in the Sample and Population

		Sample		Population	
		<i>n</i>	%	<i>N</i>	%
Gender	Female	59	69.4	132	71.4
	Male	26	30.6	53	28.6
Total		85	100.0	185	100.0

Table 2 Continued

		Sample		Population	
		<i>n</i>	%	<i>N</i>	%
Race	African American or Black	7	8.2	15	8.1
	American Indian or Alaska Native	0	0.0	1	0.5
	Asian	0	0.0	2	1.1
	White	73	85.9	162	87.6
	Two or More Races	2	2.4	2	1.1
	Unknown	3	3.5	3	1.6
Total		85	100.0	185	100.0

Highest Degree Attained, Principle Teaching Field

The educational backgrounds of participants in the sample was varied. As reported in Table 3, the rates of types of highest degree attained in the sample were equivalent to those in the population of adjuncts teaching in Fall 2018 who reported this characteristic for accreditation reports (A. DePaolo, personal communication, February 1, 2019). In the case of principle teaching field, adjuncts selected from 19 options in the initial survey based upon the categories offered in the National Survey of Postsecondary Faculty that were widely applicable to the site's context. Of the options that were selected at least once, the researcher collapsed the teaching fields into nine categories, including an "other" field, that corresponded to the structure of academic programs at the college. The proportions of respondents teaching in these aggregated fields matched closely the breakdown of overall teaching fields for the course offerings ($N = 247$) during the academic sessions comprising the data collection period (Table 4).

Table 3

Highest Degree Attained by Count and Percentage in the Sample and Population

Highest Degree Attained	Sample		Population	
	<i>n</i>	%	<i>N</i> ^a	%
Doctorate	24	28.2	33	27.0
First Professional Degree	2	2.4	6	4.9
Master's	59	69.4	80	65.6
Bachelor's	0	0	3	2.2
Total	85	100.0	122	100.0

^a63 members of the population did not report to the college a highest degree attained in the annual accreditation report. These individuals were excluded from the analysis for highest degree attained to avoid impacting the calculation of the percentages of known degree types in the population.

Table 4

Principle Teaching Field for Course Offerings by Count and Percentage in the Sample and Population

Principle Teaching Field of Courses	Sample		Population	
	<i>n</i>	%	<i>N</i>	%
Business	17	20.0	43	17.4
Core Curriculum	16	18.8	48	19.4
Criminal Justice and Legal Studies	3	3.5	16	6.5
Information Technology & Security	3	3.5	12	4.9
Education	5	5.9	13	5.3
Health Sciences	9	10.6	24	9.7
Math and Sciences	6	7.1	21	8.5
Psychology	13	15.3	36	14.6
Other	13	15.3	34	13.8
Total Courses	85	100.0	247	100.0

Employment History and Preferences

Participating adjuncts had varied years of employment with the college ($M = 5.42$, $SD = 4.27$), though values clustered around two modes of 4 years and 11 years of employment. Replies to the first survey of adjuncts also demonstrated that employment beyond teaching at the college was the norm. The mean number of additional jobs held by part-time adjuncts was 1.46 ($SD = 0.89$) and only three participants did not have additional employment outside of serving as a part-time adjunct at the college. Nearly a third (32.94%) of participating part-time adjuncts also would have preferred a full-time teaching appointment if one was available.

Presentation of the Findings

Testing Model Assumptions

Hypotheses 1, 2a, 2b, and 3 predicted significant positive correlations between the independent variable of person-environment (PE) fit and the dependent variables of job performance, motivator factors of job satisfaction, hygiene factors of job satisfaction, and organizational commitment. A scatterplot matrix of all variables demonstrated that the assumption of linearity was met. Descriptive statistics, as reported in Table 5, suggested conversely that the assumption of normality likely was violated in most cases. PE fit and job performance demonstrated high levels of negative skew, while the motivator factors of job satisfaction and organizational commitment had high levels of negative and positive kurtosis, respectively. Only the hygiene components of satisfaction seemed to approach a normal distribution, but even this variable had an elevated level of negative kurtosis. These statistics warranted a test of normality.

Table 5

Descriptive statistics for independent and dependent variables in Hypotheses 1-3

Statistic	PE Fit	Job Performance	Satisfaction Motivator	Satisfaction Hygiene	Organization Commitment
<i>N</i>	85	67	67	67	69
<i>M</i>	149.22	31.04	44.36	82.04	103.93
<i>SD</i>	21.72	3.36	5.40	11.09	20.32
Skewness	-.72	-.86	-.14	-.39	-.27
Skewness <i>SE</i>	.26	.29	.29	.29	.29
Kurtosis	-.06	.18	-.76	-.57	.89
Kurtosis <i>SE</i>	.52	.57	.58	.58	.58

A Kolmogorov-Smirnov test on all independent and dependent variables was suitable given the sample size (Field, 2013). Significance was attained in the case of PE fit and job performance (Table 6), thus verifying the non-normal distribution of these variables. While the significance level suggested normality for both components of satisfaction and for organizational commitment, the non-normal distribution of PE fit remained important since it served as the independent variable across the hypotheses in the study. A non-parametric test of correlation that converted values to ranks therefore was necessary in all instances since this type of test did not assume a normal distribution and neutralized effects of outliers (Field, 20013). Howell (2010) argued that Kendall's τ is the preferred non-parametric correlation coefficient since it is better at predicting the corresponding correlation in the population and it provides a method to evaluate its standard error. As such, this statistic provided the basis for testing Hypotheses 1, 2a, 2b, and 3.

Table 6

Kolmogorov-Smirnov tests for independent and dependent variables in Hypotheses 1-3

	PE Fit	Job Performance	Satisfaction Motivator	Satisfaction Hygiene	Organization Commitment
Statistic	.108	.147	.085	.092	.067
<i>df</i>	85	69	67	67	67
<i>p</i>	.016	.001	.200	.200	.200

The fourth hypothesis predicted that personal characteristics and demographics would not relate significantly to employment outcomes in part-time adjunct faculty. The non-normal distribution of job performance ratings meant that all analyses involving this dependent variable required non-parametric tests. Scale scores for motivator and hygiene factors of satisfaction and for organizational commitment were normally distributed. Parametric tests were assumed to be appropriate analyses unless checks for bias in the independent variables warranted non-parametric tests. Two of the personal characteristics and demographic variables – age and employment duration with the college – presented as linear in a scatterplot matrix. These variables also had sufficiently large samples that a Kolmogorov-Smirnov test was useful for testing normality. The test result for age indicated a normal distribution ($p > .05$) and the result for employment duration indicated a non-normal distribution ($p < .05$) (Table 7). Pearson's correlation coefficient served as a parametric test for the relationship between age and the dependent variables of job satisfaction and organizational commitment. Kendall's correlation coefficient was an appropriate non-parametric test for the relationship between employment duration and the dependent variables of job satisfaction and organizational commitment.

Table 7

Kolmogorov-Smirnov Tests for Age and Employment Duration with the College

	Age	Employment Duration
Statistic	.088	.147
<i>df</i>	83	69
<i>p</i>	.165	.001

The other independent variables – gender, race, desire for a full-time instructional role, and highest degree attained – were coded into categories and required separate tests for biases. First, the result of a Levene’s test for each independent and dependent variable suggested homoscedasticity since the values were above the significance threshold ($p > .05$) except for job performance. Second, Field (2013) identified the Shapiro-Wilk test as the suitable check for normality since the counts in each variable category were small. The dependent variables were normally distributed in the categories for gender and desire for a full-time instructional role ($p > .05$) (Table 8). Race and highest degree attained had categories with insufficient numbers of cases to obtain complete analyses from the Shapiro-Wilk test. As a result, the researcher rejected the assumption of normality and used the non-parametric Kruskal-Wallis test to compare satisfaction and commitment across categories of race and highest degree. The non-parametric Mann-Whitney U test was more appropriate when (a) the purpose was to compare the mean scale scores of job performance between binary independent variables, and (b) scale scores had non-normal distributions across the binary categories (Field, 2013).

Table 8

Shapiro-Wilk tests for Gender and Desire for a Full-Time Role by Normal Dependent

Variables

DV	IV	IV Cat.	Statistic	df	p
Satisfaction Motivator	Gender	Female	.962	49	.113
		Male	.970	18	.794
Satisfaction Hygiene		Female	.959	49	.083
		Male	.962	18	.643
Org. Commitment		Female	.979	49	.518
		Male	.982	18	.971
Satisfaction Motivator	Desire FT Role	No	.971	46	.291
		Yes	.940	21	.218
Satisfaction Hygiene		No	.956	46	.081
		Yes	.955	21	.416
Org. Commitment		No	.977	46	.479
		Yes	.952	21	.365

Note. DV = dependent variable; IV = independent variable; IV Cat. = independent variable category. Org. Commitment = organizational commitment; *df* = degrees of freedom; Desire FT Role = desire for full-time role.

Hypothesis 1 Findings

The first hypothesis of the study stated that PE fit would have a significant positive correlation with job performance of part-time adjunct faculty members.

Correlation analysis showed that PE fit had a significant positive relationship with job performance (Figure 1), $\tau = .17$, 95% BCa CI [.001, .344], $p = .048$. That zero was not contained in the confidence intervals supported the significance of the finding. According to Cohen's (1988) thresholds, the effect size was small.

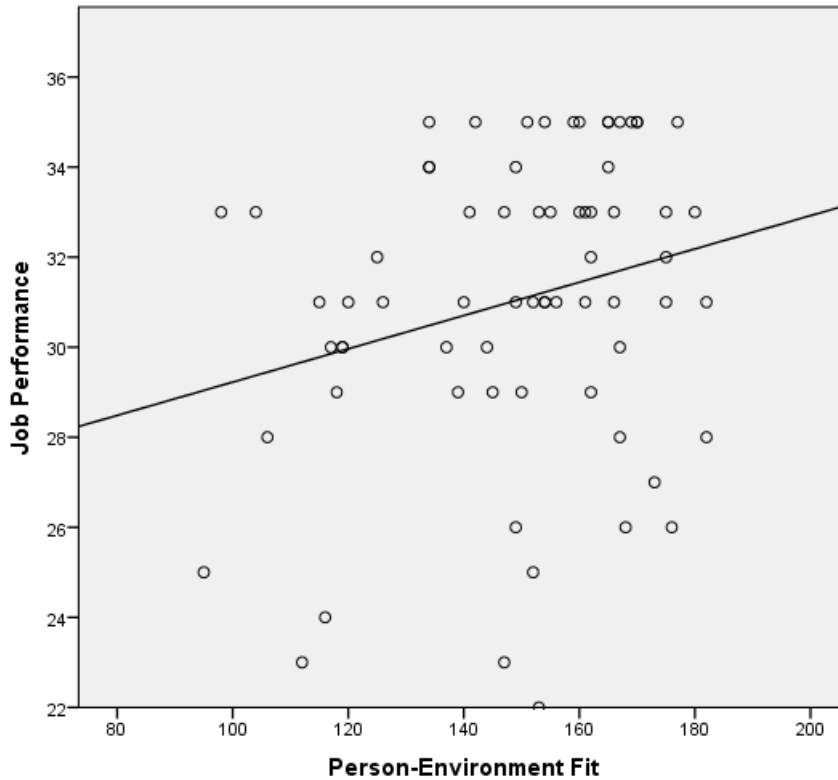


Figure 1. Correlation Scatterplot of Scale Scores for Person-Environment Fit and Job Performance.

Hypothesis 2a Findings

Hypothesis 2a proposed that job satisfaction would have a significant positive correlation with motivator components of job satisfaction. Person-environment fit had a significant positive correlation with motivator components of job satisfaction (Figure 2), $\tau = .35$, 95% BCa CI [.166, .508], $p < .001$. The confidence intervals did not cross zero and thus upheld the significance of the finding. The effect size was small-to-medium (Cohen, 1988).

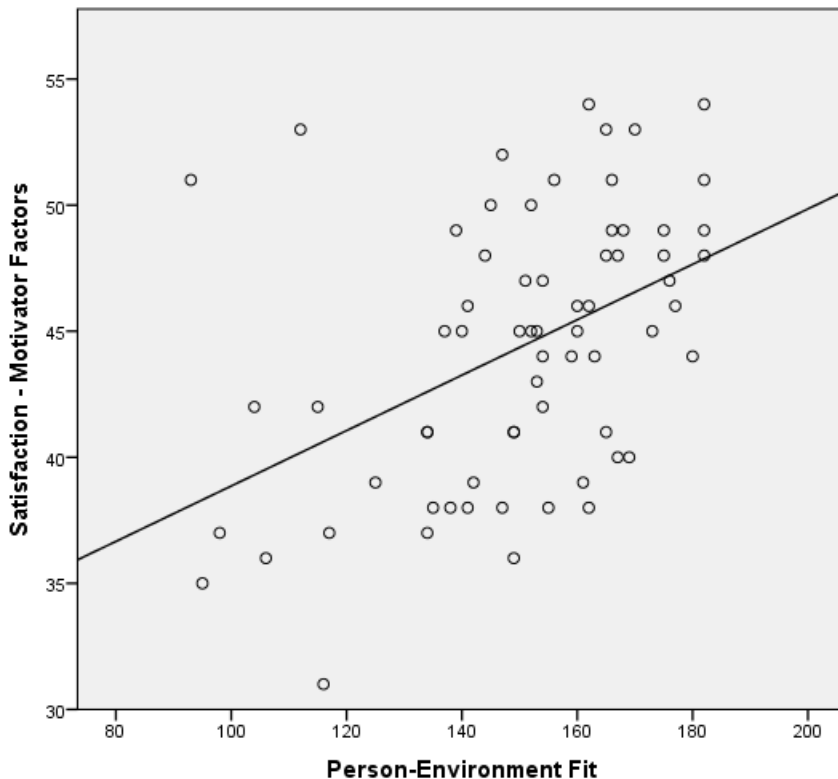


Figure 2. Correlation Scatterplot of Scale Scores for Person-Environment Fit and Motivator Factors of Satisfaction.

Hypothesis 2b Findings

Hypothesis 2b held that person-environment fit would have a significant positive correlation with hygiene components of job satisfaction in part-time adjunct faculty members. Person-environment fit had a significant positive correlation with hygiene components of job satisfaction, $\tau = .36$, 95% BCa CI [.182, .513], $p < .001$. The confidence interval did not contain zero and the p value was highly significant. Kendall's τ and the scatterplot of fit and hygiene factors (Figure 3) indicated a small-to-moderate effect (Cohen, 1988).

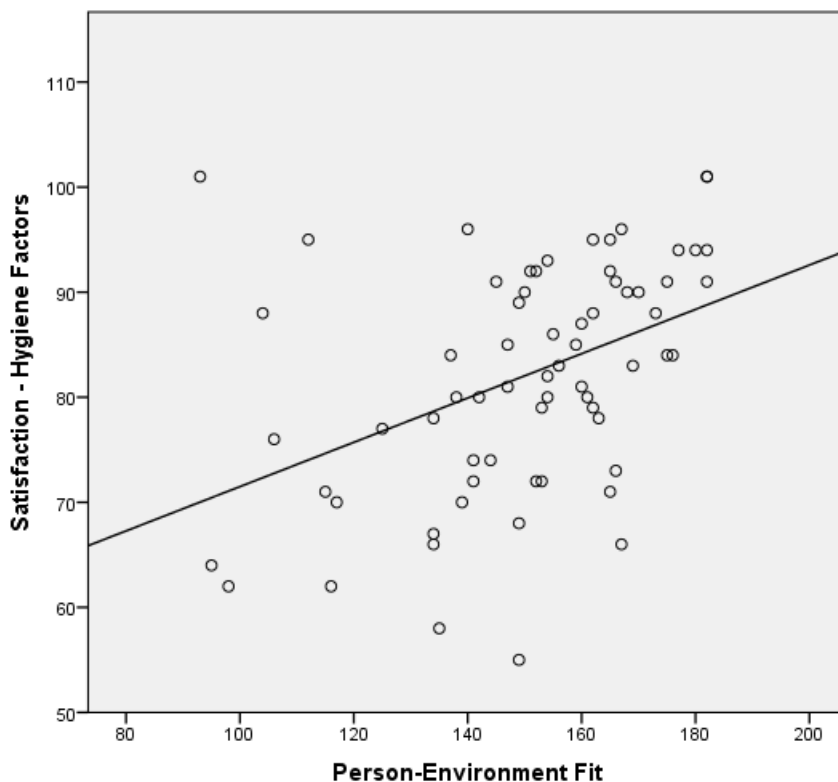


Figure 3. Correlation Scatterplot of Scale Scores for Person-Environment Fit and Hygiene Factors of Satisfaction.

Hypothesis 3 Findings

Hypothesis 3 predicted that person-environment fit would have a significant positive correlation with organizational commitment in part-time adjunct faculty members. Person-environment fit did not have a significant positive correlation with organizational commitment in part-time adjunct faculty members, $\tau = .11$, 95% BCa CI [- .069, .299], $p = .195$. The line of fit in the scatterplot (Figure 4) was nearly horizontal and the effect size was negligible at .11 (Cohen, 1988). Further, the confidence interval included zero and the significance value was greater than .05.

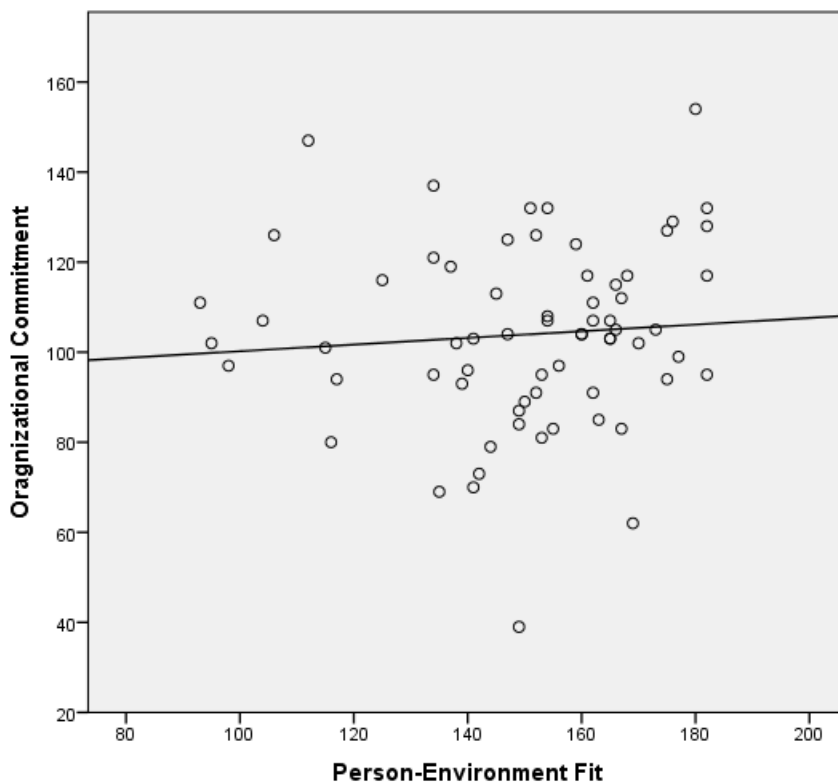


Figure 4. Correlation Scatterplot of Scale Scores for Person-Environment Fit and Organizational Commitment.

Hypothesis 4 Findings

The final hypothesis of the study was that personal characteristics and demographic variables would not relate significantly with employment outcomes in part-time adjunct faculty members. The independent variables under consideration were gender, race, age in years, employment duration with the college in years, desire for a full-time instructional role, and highest degree earned. Full analyses are provided below for each personal characteristic or demographic variable.

Gender. The difference in average scale score for job performance for females ($Mdn = 32.00$) and for males ($Mdn = 31.00$) was not significant, $U = 378.50, p = .072$. The difference in average scale score for motivator factors of satisfaction for females ($M = 44.92, SD = 5.00$) and males ($M = 42.83, SD = 6.29$) was not significant, $t(65) = 1.41, p$

= .163. The difference in average scale score for hygiene factors of satisfaction for females ($M = 126.94$, $SD = 14.43$) and males ($M = 124.94$, $SD = 16.83$) was not significant, $t(65) = 0.48$, $p = .633$. The difference in average scale score for organizational commitment for females ($M = 102.45$, $SD = 20.24$) and males ($M = 107.94$, $SD = 20.56$) was not significant, $t(65) = -0.98$, $p = .330$.

Race. The difference in scale scores for job performance for adjuncts who were African American or black, two or more races, unknown, and white were not significant, $H(3) = 0.07$, $p = .995$. The difference in scale scores for motivator factors of satisfaction for adjuncts of different races was not significant, $H(3) = 2.68$, $p = .444$. The difference in scale scores for hygiene factors of satisfaction for adjuncts of different races was not significant, $H(3) = 4.04$, $p = .257$. The difference in scale score for organizational commitment for adjuncts of different races was not significant, $H(3) = 3.17$, $p = .367$.

Age. The age of part-time adjuncts had a non-significant positive relationship with scale scores for job performance, $\tau = .01$, $p = .883$. The age of part-time adjuncts had a significant positive relationship with scale scores for motivator factors of job satisfaction, $r = .25$, $p = .042$. The age of part-time adjuncts had a non-significant positive relationship with scale scores for hygiene factors of job satisfaction, $r = .22$, $p = .072$. The age of part-time adjuncts had a non-significant positive relationship with scale scores for organizational commitment, $r = .15$, $p = .237$.

Employment duration. The employment duration at the college of part-time adjuncts had a non-significant negative relationship with scale scores for job performance, $\tau = -.14$, $p = .121$. The employment duration at the college of part-time adjuncts had a significant positive relationship with scale scores for motivator factors of

job satisfaction, $\tau = .21, p = .021$. The employment duration at the college of part-time adjuncts had a non-significant negative relationship with scale scores for hygiene factors of job satisfaction, $\tau = -.01, p = .895$. The employment duration at the college of part-time adjuncts had a non-significant negative relationship with scale scores for organizational commitment, $\tau = -.04, p = .629$.

Desire for full-time instructional role. The difference in average scale score for job performance for adjuncts who did not prefer a full-time instructional role ($Mdn = 32.00$) and those who did ($Mdn = 31.00$) was not significant, $U = 449.00, p = .247$. The difference in average scale score for motivator factors of satisfaction for adjuncts who did not prefer a full-time instructional role ($M = 44.96, SD = 5.18$) and those who did ($M = 43.05, SD = 5.78$) was not significant, $t(65) = 1.35, p = .182$. The difference in average scale score for hygiene factors of satisfaction for adjuncts who did not prefer a full-time instructional role ($M = 127.36, SD = 14.74$) and those who did ($M = 124.33, SD = 15.72$) was not significant, $t(65) = 0.76, p = .450$. The difference in average scale score for organizational commitment for adjuncts who did not prefer a full-time instructional role ($M = 101.17, SD = 20.74$) and those who did ($M = 109.95, SD = 18.40$) was not significant, $t(65) = -1.66, p = .101$.

Highest degree earned. The difference in scale scores for job performance for adjuncts having attained a master's degree, professional degree, or doctorate was not significant, $H(2) = 4.28, p = .117$. The difference in scale scores for motivator factors of satisfaction for adjuncts having attained a master's, professional, or doctoral degree was not significant, $H(2) = 2.30, p = .316$. The difference in scale scores for hygiene factors of satisfaction for adjuncts having attained a master's, professional, or doctoral degree

was not significant, $H(2) = 0.58, p = .748$. The difference in scale scores for organizational commitment for adjuncts having attained a master's, professional, or doctoral degree was not significant, $H(2) = 2.00, p = .368$.

Analysis and Synthesis of Findings

The research question for this study asked about the extent to which PE fit exhibited positive correlations with the employment outcomes of job performance, job satisfaction, and organizational commitment in part-time adjunct faculty members. On the matter of whether relationships were present, correlation analyses demonstrated that PE fit did relate positively and significantly to job performance and both components of job satisfaction. The data and analyses supported Hypotheses 1, 2a, and 2b as a result. Considering the extent of the relationship for significant correlations, the effect size in the case of PE fit and job performance was small and in the case of PE fit and both components of job satisfaction was small-to-medium. These findings are in line with the effect sizes contained within the meta-analysis of Kristof-Brown et al. (2005). Similarly, the effect sizes approached the lower bounds of the effect sizes that Chuang et al. (2016) reported during criterion-related validity testing when developing the instrument that this study employed to measure PE fit.

Conversely, the correlation between PE fit and organizational commitment in part-time adjuncts for Hypothesis 3 was not significant. The relationship also approached an effect size of zero. These findings marked a departure from the conclusions in the literature on PE fit, the bulk of which found significant positive correlations between fit and organizational commitment (Chuang et al., 2016; Edwards & Billsberry, 2010; Kristof-Brown et al., 2005). Overall, the answer to the research question therefore was

that PE fit had small-to-moderate relationships with performance and satisfaction in adjunct faculty and no significant relationship with organizational commitment.

Another question of the study, as addressed in Hypothesis 4, asked if personal characteristics and demographic variables had relationships with employment outcomes in adjuncts. This was an important facet to consider since (a) prior research on job satisfaction of part-time adjuncts suggested a significant relationship with personal characteristics and demographic variables (Feldman & Turnley, 2001; Maynard & Joseph, 2008), and (b) similar research was not available for job performance and organizational commitment. Adjuncts' genders, races, ages, employment durations with the college, preferences for a full-time teaching role, and highest degrees attained were included in the study since they were important sources of diversity in the universal population of adjuncts (Coalition on the Academic Workforce, 2012; Leslie & Gappa, 2002; Monks, 2009). The dependent variables of job performance, hygiene factors of job satisfaction, and organizational commitment did not differ significantly between categories of gender, race, employment preference, and degree attainment, nor were there significant correlations between these dependent variables and adjuncts' ages and employment durations. The findings of these 18 analyses affirmed the underlying assumption in Hypothesis 4 and ran counter to some of the conclusions in prior research on adjuncts.

Findings on the motivator factors of job satisfaction were mixed. Adjuncts' genders, races, preferences for full-time instructional roles, and highest degrees attained did not have significant relationships with motivator factors of satisfaction. The conclusions of these four tests supported Hypothesis 4. Conversely, adjuncts' ages and

employment durations with the college had significant positive relationships with motivator factors of job satisfaction. The effect sizes of both relationships were small but did represent a partial rejection of Hypothesis 4. This conclusion was not entirely surprising as Feldman and Turnley (2001) arrived at a similar finding when considering the relationship between overall job satisfaction in adjunct faculty members across career stages. Overall, the hypothesis that personal characteristics and demographic variables did not relate significantly with employment outcomes in adjuncts was upheld in 22 of 24 analyses.

Summary

The purpose of this quantitative study was to determine if there were significant positive correlations between person-environment (PE) fit and job performance, job satisfaction, and organizational commitment in individual part-time adjunct faculty at a small, private college in the northeast. Data collection for the convenience sample took place in two phases comprised of three stages each. During the study period, staff at the site collected data in an accreditation report that facilitated comparisons of the sample and population in terms of personal characteristics and demographics. Participating adjuncts completed a survey in phases one and two of the study, the first to report PE fit and personal characteristics and demographic variables and the second to report job satisfaction and organizational commitment. Academic program directors submitted evaluations of job performance for part-time adjuncts during stage three of each collection phase. After the data collection period, the researcher calculated scale scores for the independent and dependent variables and compared the personal characteristics and demographic variables of the convenience sample and the population. The sample

was sufficiently representative to allow for the extension of conclusions to the population.

Prior to testing each hypothesis, it was necessary to check the model assumptions for correlation and means comparison analyses. The researcher employed Kolmogorov-Smirnov tests for larger samples and Shapiro-Wilk tests when samples were split into smaller categories. PE fit and job performance were non-normally distributed so required non-parametric tests in the form of Kendall's τ for correlation analyses in Hypotheses 1, 2a, 2b, 3, and 4 and Mann-Whitney U tests or Kruskal-Wallis tests in Hypothesis 4. For continuous independent variables in Hypothesis 4, Pearson's correlation coefficient was applicable for normally distributed data and Kendall's correlation coefficient was applicable for non-normally distributed data. For categorical independent variables in Hypothesis 4, a parametric *t*-test was useful for comparing means when data were normally distributed in categories and the dependent variable was normally distributed. The non-parametric Mann-Whitney U test was appropriate when data were non-normally distributed in binary categories of independent variables or in the case of job performance since it was non-normally distributed. The non-parametric Kruskal-Wallis test was appropriate for comparing continuous outcomes when the independent variables had more than two categories.

Hypotheses 1, 2a, 2b, and 3 dealt with the relationship between PE fit and employment outcomes. The first hypothesis in the study stated that PE fit would have a significant positive relationship with job performance in part-time adjunct faculty members. Correlation analysis confirmed the hypothesis (Table 9). The effect size of the relationship was small. The second hypothesis was broken into two parts. The first part

predicted that PE fit would have a significant positive relationship with motivator factors of job satisfaction and the second predicted that PE fit would have a significant positive relationship with hygiene factors of job satisfaction. Correlation analysis demonstrated that the data sustained both parts of the hypothesis. Effect sizes were small-to-medium in both cases. The third hypothesis in the study postulated that PE fit would have a significant positive relationship with organizational commitment in part-time adjunct faculty members. Correlation analysis rejected the hypothesis.

Table 9

Summary of Predictions, Analyses, and Findings for Hypotheses 1, 2a, 2b, and 3

Hyp.	IV	DV	Predicted Direction	Result	τ	p
1	PE fit	Job performance	Positive	Supported	.17	.048
2a	PE fit	Motivator factors of satisfaction	Positive	Supported	.35	<.001
2b	PE fit	Hygiene factors of satisfaction	Positive	Supported	.36	<.001
3	PE ft	Organizational commitment	Positive	Rejected	.11	.195

Note. Hyp. = hypothesis; IV = independent variable; DV = dependent variable; τ = Kendall's correlation statistic.

The fourth hypothesis in the study predicted that personal characteristics and demographic variables for part-time adjunct faculty members would not have a significant relationship with job performance, job satisfaction, and organizational commitment. Gender, race, age, employment duration with the college, desire for a full-time instructional role, and highest degree attained served as the independent variables.

Comparison of the mean scale scores for females and males in the sample demonstrated that there was no significant difference between the groups in terms of job performance, job satisfaction, and organizational commitment. Similarly, the mean scale scores for job performance, job satisfaction, and organizational commitment were not significantly different when comparing the categories within the independent variables of race, desire for a full-time instructional role, and highest degree attained. Age and employment duration with the college did not have significant correlations with job performance, hygiene factors of job satisfaction, and organizational commitment. In the case of motivator factors of job satisfaction, age and employment did have significant positive correlations with small effect sizes. Overall, these findings mostly supported Hypothesis 4.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

Institutions of higher education have continued to increase the proportion of courses taught by part-time adjunct faculty members even as negative consequences associated with this cost-saving strategy have persisted. Evidence, while mixed, has demonstrated a reason to be concerned about performance outcomes in this population and provided clearer indications that certain attitudinal outcomes of part-time faculty are negative (Buch, McCullough, & Tamberelli, 2017; Johnson, 2011; Levin & Hernandez, 2014; O'Meara, Terosky, & Neuman, 2008; Umbach, 2007). Universities face an imperative to address these hidden costs of relying on contingent workers.

One strategy that could help improve employment outcomes for part-time adjuncts is encouraging the development of higher levels of person-environment (PE) fit with their organizations, supervisors, work groups, and jobs. Kristof-Brown, Zimmerman, and Johnson (2005) analyzed decades of research to determine that fit and its facets relate positively with outcomes in a wide range of industries. Still, the applicability of fit in the unique contingent and part-time employment relationship between adjunct faculty members and universities had not been tested. This study sought to address this gap by determining if higher levels of fit between adjuncts and their work environments related to positive employment outcomes.

This chapter synthesizes the findings of this study in support of a set of recommendations for improving the PE fit and employment outcomes of adjunct faculty members through attraction, selection, and retention strategies. Factors and stakeholders affecting the proposed solution are enumerated and explained to provide context-specific

guidance to the administrators responsible for carrying out the proposed implementation. As it was outside of the scope of this study to carry out the intervention, a full implementation and evaluation plan is presented to guide future action research. The chapter concludes with summaries of the study's implications and importance for practice, research, and leadership.

Purpose of the Study

The purpose of this quantitative study was to determine if there was a significant correlation between PE fit and employment outcomes in individual part-time adjunct faculty at a small, private college in the northeast. Employment outcomes were categorized by job performance, job satisfaction, and organizational commitment.

Aim of the Study

The aim of this study was to inform an evidence-based solution to improve job performance and attitudinal employment outcomes in part-time adjunct faculty. Institutions of higher education would be able to use this understanding to revise attraction, selection, development, and evaluation processes to incorporate measures for, and means to maximize, PE fit levels in part-time faculty.

Review of Findings

The first hypothesis of this study predicted that there would be a correlation between PE fit and job performance in part-time adjunct faculty members. The results of the correlation analysis for a convenience sample drawn from the population of adjuncts teaching a small, private college in the northeast demonstrated that there was a significant positive relationship between fit and job performance. The effect size was small but was in line with prior studies on other populations (Kristof-Brown et al., 2005). Considering

several personal characteristics and demographic variables, the sample was sufficiently representative so that the findings were applicable to the population from which the sample was drawn.

The second hypothesis stated that PE fit would be related positively to job satisfaction in adjuncts. Using Herzberg's (1968) two-factor model of satisfaction, fit was measured for its separate relationships with motivator and hygiene factors of satisfaction. Correlation analyses upheld both components of the hypothesis. The effect size was small to moderate in each case and the relationships met the significance threshold. These findings can be applied to the population of part-time adjuncts teaching at the site.

The third hypothesis proposed that PE fit would be related positively to organizational commitment in part-time adjuncts. Results of the correlation analysis did not support the hypothesis as the effect size was near zero and did not attain significance. Another study would be necessary to determine what employment conditions relate favorably with commitment in adjuncts.

Finally, the fourth hypothesis sought to determine if personal characteristics and demographic variables related with adjuncts' employment outcomes. This hypothesis served as a control to ensure that PE fit had the primary relationship with performance, satisfaction, and commitment. Of the 24 relationships tested by correlation analyses or comparisons of means, 22 did not meet significance and two did. The two significant correlations were between age and motivator factors of satisfaction and employment duration with the college and motivator factors of satisfaction. Effect sizes for both relationships were small. Overall, these findings mostly upheld Hypothesis 4 and signaled that PE fit had its own positive relationships with performance and satisfaction.

Proposed Solution

Evidence suggests that many part-time adjuncts have experienced negative employment experiences. Adjuncts have experienced lower performance than full-time counterparts in terms of engaging students, using collaborative learning methods, and inflating course grades (Umbach, 2007; Johnson, 2011). Negative attitudinal outcomes such as lower levels of job satisfaction, increased feelings of isolation, and a decreased sense of support also were evident in some studies of the part-time faculty workforce (Buch, McCullough, & Tamberelli, 2017; O'Meara, Terosky, & Neuman, 2008; Levin & Hernandez, 2014). Institutions of higher education have lacked evidence-based methods to reverse these outcomes. This study served as a step in filling this research gap by determining if person-environment (PE) fit correlated positively and significantly with job performance, job satisfaction, and organizational commitment. Significant positive correlations in the case of job performance and job satisfaction suggests that seeking to increase person-environment fit in part-time adjuncts may be one way to begin addressing employment outcomes in adjunct faculty members.

Solution Framework

To translate the study findings into the practice, Kristof-Brown and Jansen (2007) indicated that Schneider's (1987) attraction-selection-attrition (ASA) model would be useful for considering the relationships between fit and employment outcomes across the employment cycle. Applying the ASA model should provide institutions with a framework to evaluate and select strategies for developing PE fit between adjuncts and their jobs, organizations, supervisors, and work groups. Alterations to attraction would entail new methods for signaling different characteristics of the work environment to

prospective adjuncts. Improved selection would mean adding PE fit into the interview process. Finally, attrition strategies would involve ongoing techniques for socializing and measuring PE fit after an adjunct joins the institution. Academic program directors also could use longitudinal fit and employment outcomes data at the individual level to carry out interventions with specific adjunct faculty members. The following subsections elaborate upon general approaches consistent with the ASA model that would benefit many types of institutions and provide specific applications to the study's site.

Attraction strategies. Attraction strategies are comprised of the steps taken before a formal employment engagement begins. During this period, an institution of higher education makes various signals to prospective adjuncts about the work environment. Two common tools available to colleges and universities are job postings and externally facing websites that could be used to convey an image of the institution, a summary of its values, and the ways in which adjunct faculty members serve in the unique context of the institution. Findings from past studies on fit and attraction have demonstrated that cues such as these can be successful in attracting candidates who perceive themselves to align with the descriptions (Mason & Belt, 1986; Stevens & Szmerekovsky, 2010).

A strength of the current job posting template at the study's site was the inclusion of overall institutional values, such as entrepreneurial spirit and empowerment of students, in the company description section. Content area expertise, a component of person-job fit, similarly was included in the job functions section. Given that the site of the study was a distinct college within a university, additional language could be added in job postings to represent the specific context of the college. Two large differences set the

college apart from the larger university. First, the college serves adults rather than traditional college-aged students. Past reviews of adult students have demonstrated that this population places increased emphasis on attending college for career-oriented purposes (Aslanian, 2017; Soares, 2013). The college has designed curriculum and student services, such as career coaching and advising, with the needs of these students in mind. Job descriptions for adjuncts who will teach at the college similarly could emphasize the value of supporting career advancement for students. Second, the college has defined a set of adjunct job competencies that are unique to the site. There is an opportunity to communicate explicitly these competencies in the job functions section as a supplement to the requirements for subject expertise that already are listed. Improved attraction thus would entail edits to the standard job posting template.

Selection strategies. Selection deals with the range of formal and informal methods a university uses to choose to employ certain adjuncts rather than other candidates. An interview and orientation process are typical for selecting and preparing part-time adjuncts to teach at an institution. When considering the interview process, Cable and Judge (1997) and Sekigucki and Huber (2011) demonstrated that hiring managers naturally evaluate interviewees in terms of fit. Applicants similarly seek information about their fit with the prospective environment (Swider, Zimmerman, & Barrick, 2015). One method to increase the intentionality of fit evaluations, particularly those carried out by the organization, would be the use of a formal measurement instrument during the interview process. Administering the Organizational Culture Profile (OCP) from Cable and Judge (1997) and a job profile in two phases would be beneficial for improving selection based on person-organization fit. O'Reilly, Chatman,

and Caldwell (1991) designed the OCP expressly for this purpose and found the instrument to be valid and reliable. The process would begin with existing employees at the college completing the OCP and job profile to establish a baseline of values for the organization in aggregate and for adjunct supervisors as individuals. Adjuncts then would complete the OCP and program directors could evaluate candidates with the job profile during the selection phase to provide data about organization, supervisor, and job fit. A comparison of the organization's and supervisor's profile with that of the applicant and of the job profile and the candidate's qualities could serve as a partial basis for selection decisions.

Orientation programs also serve as an opportunity to gauge the selected candidates' teaching skill and to provide development before an official teaching placement. Meyer and Murrell (2014) found that most institutions provide formal orientation training comprised of core skills of an adjunct such as assessing student work and creating a community in the classroom. The focus of existing trainings therefore addresses most clearly the fit between the individual and the job. A supplement to this model would be to include elements of organizational, supervisor, and group values to incorporate other dimensions of person-environment fit. Pike (2014) and Saks, Uggerslev, and Fassina (2007) found that fit levels of employees increase with these types of socialization tactics. Further, since orientation courses tend to occur before a teaching appointment starts (Meyer & Murrell, 2014), they also could serve as a final opportunity to inform selection decisions if an institution were to design the course for that purpose. An example of this approach is employed at Southern New Hampshire University (2019) where prospective adjuncts must successfully complete the training

comprised of best practices and the institution's teaching philosophy prior to starting work in the classroom.

The site of this study uses a similar two-step selection process comprised of an interview and a required training. First, academic program directors conduct job interviews with prospective part-time adjuncts for a specific course or set of courses. Questions posed to prospective part-time adjunct faculty members about their fit with the job requirements tend to differ widely among directors. The informal nature of this part of the selection process results in insights of varying degrees of usefulness for estimating person-job fit. Supplementing the current interview strategies with a set of formalized questions about the required job competencies of adjuncts would bolster the value of interviews in selecting for diverse facets of person-job fit. As with the OCP, Caldwell and O'Reilly (1990) devised a profile-based sorting instrument for determining job fit. Academic program directors could draft a similar set of statements about the competencies of a part-time adjunct at the college and then find a set of common items that would represent the ideal candidate for serving as an adjunct at the institution. Directors would use the profile during or after the interview to evaluate each interviewee based on person-job congruence. Data from the OCP and the job profile instrument could improve the chances for selecting part-time adjunct faculty members who will better fit the environment at the college.

Academic program directors then enroll the selected candidates in an orientation course facilitated by training staff. Final execution of the teaching contract is contingent upon the adjunct faculty member completing the course. Required readings and activities address policies of the organization and core teaching competencies that, if mastered,

represent attainment of person-job fit. Existing language about institutional values is present in the course introduction but could be expanded and made more intentional in accordance with the suggestions of Pike (2014) and Saks et al. (2007).

Attrition strategies. Attrition is the maintenance or discontinuation of employment engagements over time. Schneider (1987) predicted, and Kristof-Brown et al. (2005) confirmed, that person-environment fit serves to influence attrition both in terms of who remains at an organization and who self-selects or is selected to exit the organization. Considering part-time adjunct faculty members, attrition outcomes are comprised of either (a) being offered and accepting additional teaching contracts, (b) being offered but rejecting subsequent contract offers, or (c) not being offered additional opportunities to teach. To avoid high exit rates and to improve employment outcomes, socialization tactics such as training courses and cultural communications help to increase PE fit during the employment period (Sutarjo, 2011). Ataman and Kondakçi (2016) concluded that higher education administrators and managers should engage these strategies widely to improve long-term employment outcomes in instructors.

The primary socialization tactics in use at the study's site are ongoing training courses and intermittent messages to adjuncts from academic administrators and training staff. Improvements can be made to each strategy to maximize the impact on adjuncts' and supervisors' fit. Consistent with the orientation course at the college, ongoing training courses are focused mainly on elements of person-job fit. Other forms of fit, especially person-organization and person-group fit, could be emphasized through instructional design decisions. Autry and Wheeler (2011) demonstrated, for example, that content and activities in training can impart elements of the organization's and

supervisor's cultural values. The college already includes similar messaging in the required onboarding course that occurs during the selection process. Replicating the content or enhancing it for the ongoing training courses and regular communications to adjuncts would be an efficient and effective approach to socialize fit throughout the employment cycle.

As adjuncts enter and exit the college over time, ongoing measurements would serve to demonstrate if the collective ASA strategies were effective in raising the levels of person-environment fit and employment outcomes. Boon and Biron (2016) showed that elements of PE fit change over time, so administering the Perceived Person Environment Fit Scale (PPEFS) (Chuang et al., 2016) at regular intervals would be helpful. Similarly, the college could collect from adjuncts ongoing measurements of variables such as job satisfaction and organizational commitment. Aggregating the trends in the independent and dependent variables would be useful for making decisions about continuing or improving the proposed solutions.

Summary of Proposed Solution

The ASA model guides the study's recommendations with the goals of increasing PE fit and attaining correlated improvements to employment outcomes in part-time adjunct faculty members. The data from this study, coupled with the literature, indicates that colleges and universities who rely on part-time adjuncts could improve employment engagements by adopting the following in hiring, on-boarding, and ongoing socialization processes:

- Training administrative staff on the concept of PE fit and its relationships with employment outcomes;

- Revising the standard job posting for adjunct teaching positions by including language about the college's unique organizational values and job competencies;
- Administering the Organizational Culture Profile (OCP) at the college to establish a baseline profile for the organization and adjunct supervisors; administering the OCP during job interviews to gauge prospective adjuncts' alignment to the organization's and supervisor's profiles;
- Creating a job profile instrument for instructional faculty; administering the job profile instrument during interviews to measure adjuncts' fit with the position's requirements;
- Adding organizational and supervisor values into ongoing training and communication; and
- Measuring and aggregating adjuncts' changing levels of fit and employment outcomes at regular intervals during the employment lifecycle to provide data for assessment and improvement of the solution.

Factors Related to the Solution

This section addresses multiple considerations an institution should make when attempting to carry out the proposed solutions. Foremost, implementation would signal a change to prevailing trends in adjunct-institution relationships. Colleges and universities therefore should consider applying change theory and change leadership practices when planning and executing the proposed solutions. General change leadership roles and tactics are introduced in the section on change leadership. The stakeholder subsection contextualizes change tactics that should be directed at each stakeholder group and explains the roles of each in carrying out the solution. Methods to organize stakeholders

during the implementation are suggested as measures to increase the fidelity of the solution. Finally, there are financial and budgetary, ethical and legal, and technological considerations that would need to be addressed.

Change Theory

A change framework is useful for designing change processes in an organization (Burke, 2014). To this end, Lewin (1947) produced a popular three-step framework comprised of (1) unfreezing, (2) moving (changing), and (3) freezing in a new state (refreezing). The unfreezing stage entails creating motivation and readiness to change behaviors (Schein, 1987). Steps for preparing for change occur at some combination of individual, group, and organizational levels. Lewin's (1947) second stage of moving involve carrying out an action plan to bring about the desired changes in behavior. The final stage is refreezing the organization with the change intact. Lewin (1947) explained that this step is necessary to protect the new behaviors from against additional, undesired changes. To be effective, individuals and their colleagues must gain comfort with the change and managers must provide feedback and positive reinforcement to support the change (Schein, 1987). These activities serve to reinforce the change over time so that it becomes normalized.

Lewin's (1947) model, as refined by Schein (1987), can be applied to the current study. Data gathered on adjuncts' fit, performance, satisfaction, and commitment could be paired with literature on adjuncts' overall employment outcomes to prepare and motivate stakeholder groups to unfreeze their behaviors. Descriptions of attraction, selection, and retention processes that benefit fit and employment outcomes also would provide a tangible vision of how to close the gap between the current and desired states.

Moving the organization in the second stage would entail an overall goal of designing a new model for adjunct employee support and development. To support this aim, staff members would redesign specific elements of the hiring process and socialization tactics and create the instruments to measure PE fit and employment outcomes in adjunct faculty members. The final step, refreezing, would require stakeholders to use the new and redesigned tools and tactics in attraction, selection, and retention processes. Senior leaders could support those responsible for implementation by providing feedback on the efficacy of the solutions and guidance to drive continuous improvement. Longitudinal reports on adjuncts' fit and employment outcomes also would serve stakeholders with direct evidence of the effectiveness of the change. Lewin (1958) concluded that the completion of all three stages would improve the probability of success and the longitudinal fidelity of the proposed solution.

Change Leadership

Given the number of functions and roles that would be involved in carrying out the proposed solution, an executive sponsor and project manager would be beneficial. The sponsor's responsibilities would be to define the project, maintain alignment to business needs, provide accountability checks, and support the project team with resources needed to achieve the set of recommendations (Young, 2016). The chief academic officer or whoever occupies the role ultimately responsible for the effectiveness of part-time adjuncts within an organization's educational model would be the reasonable selection as executive sponsor. Because of the large investment of time required for such a project, a separate individual should be selected to serve as a project manager. This role would direct the implementation on a day-to-day basis through actions like setting a

timeline, establishing deliverables, monitoring progress, and managing the performance of the implementation team (Young, 2016). Reporting and collaboration between the implementation team, project manager, and the executive sponsor would improve the fidelity of the implementation of the proposed solution and the likelihood of successful delivery of a full solution (Young, 2016).

The executive project sponsor and project manager also would be responsible for serving as change agents within Schein's (1987) framework to ensure a successful initiation and implementation of the solution. Cawsey, Deszca, and Ingols (2012) defined three roles for such change agents: change initiator, change implementer, and change facilitator. Initiating the change would be comprised of creating a sense of urgency and a vision for the new direction during the unfreezing phase (Cawsey et al., 2012). A practical step to fulfill this role would be to use standing group and individual meetings and other pertinent communication channels to convey trends in adjunct employment levels and outcomes nationally and at the institution. The gap between benefits for the institution and the adjunct faculty members could create the imperative for change. Introducing ways in which the solution would help engender positive outcomes for part-time adjuncts would set the vision for a future state.

The change implementer role requires the change agents to create a clear charge for the stakeholders who would carry out the solution in practice (Cawsey et al., 2012). Explaining the individual recommendations and how each aligns to the goal of improving outcomes in adjuncts would be beneficial for setting a clear path with attainable goals. Individual attention to the stakeholders who would be responsible for creating the job description, administering the organizational and job profiles, and redesigning the initial

training course simultaneously would provide support for those who willingly engage in the change and additional guidance for those who may resist. Setting accountability measures, such as deadlines and project roles and responsibilities, for each element of the solution would round out the implementer role.

Finally, Cawsey et al. (2012) indicated that leaders facilitate change by providing support to those who ultimately are responsible for implementing the changes in their work responsibilities or processes. To serve this role, the chief academic officer should meet and communicate regularly with the project manager and stakeholders to gain feedback on needed resources, guidance, and assistance. Particularly in the case of resistance, the chief academic officer or project manager could address stakeholder groups who may have concerns or questions. The change agents may seek to engage human resources personnel to perform this function, as well. Given the connection between the proposal and employment relationships, human resources would be positioned well to explain the role of PE fit in positive employment outcomes. These staff members also could address questions about how the solution and implementation plan would stand to impact attraction, selection, and retention process and the actual work of stakeholders.

Stakeholders

Academic administrators. As the group responsible for attracting, selecting, and retaining part-time adjuncts, the academic administrators are key stakeholders for the proposal. The study's literature review demonstrated that PE fit is a relatively novel concept in the field of higher education, particularly as it relates to adjuncts. Thus, academic administrators may hesitate to integrate fit in existing employment processes.

Increasing awareness and support in this group would be necessary to ensure the fidelity of the implementation. Cawsey, Deszca, and Ingols (2012) suggested connecting the change to the current state as an influence tactic. Some elements of PE fit, especially person-job fit, tend to be used naturally in employee recruitment and selection. This could serve as a form of continuity and a foundation for the change. Providing program directors agency to determine the implementation timeline and to design the plan should increase their perceptions of ownership and decrease resistance (Burke, 2014; Men, 2011). Formal education on PE fit also could be helpful in convincing administrators of the need for change while also preparing them for success (Cawsey et al., 2012). Swider, Zimmerman, and Barrick (2015) concluded that formal training is effective in improving the ability to recognize and encourage the development of fit to these ends.

Once sufficiently prepared with training, academic administrators would need to apply their learning in two ways. First, adjunct supervisors would collaborate with other stakeholder groups to develop the individual recommendations such as an organizational profile and a job profile. Second, the directors would need to use the concept of fit as they select new part-time adjuncts to join the institution. A collateral benefit of the training on PE fit would be increased preparation to address concerns or questions during implementation that might arise from the part-time adjuncts who already are employed at the college. Ensuring the readiness and willingness of academic program directors to undertake the proposed solution therefore would be of central importance.

Human resources. Human resources personnel at the university would have a stake in the solution as well. Two functions of this group tend to be facilitating the preparation and dissemination of job postings and training of hiring managers on

following employment law and institutional policy during the selection process. In the context of the proposed solution, human resources could organize the institution-wide administration of organizational and job profile instruments. Data gleaned from this process also could inform these administrators in providing guidance to hiring managers as job description templates are updated with PE fit cues. Human resources staff also could expand their role in training hiring managers by incorporating practices for identifying and enhancing fit during the attraction, selection, and retention phases.

Faculty professional development staff. Staff members responsible for the training and development of adjunct faculty members also are affected by, and must contribute to, the proposed solution. These personnel organize ongoing socialization tactics for preparing and developing part-time adjuncts to serve within the institution's unique context. Included in these tactics are the development and delivery of training courses, webinars, documentation, and electronic communications (Meyer & Murrell, 2014). The analysis of Meyer and Murrell (2014) suggested that adjuncts also interact with training staff early in the employment cycle before they start their first academic session teaching at the institution. Empowering training staff to apply concepts of fit would capitalize on this early contact. Formal training on PE fit, per Swider et al. (2015), would be an important first step. Training staff could use new competencies gained through such a training to redesign courses and other collateral to emphasize values and characteristics that could lead to increased alignment between adjuncts and the college. Meyer and Murrell (2014) concluded that trainers also are expected to provide feedback to adjunct faculty members during orientations and other training experiences. Formal

training would prepare training personnel to incorporate elements of fit in the feedback they provide on adjuncts' participation in training courses.

Part-time adjunct faculty members. Prospective part-time adjunct faculty members would read the job postings, evaluate their fit with the description in the posting, and complete the organizational culture and job profiles during the interview process. Incumbents of the position also would participate in ongoing socialization tactics during their employment at the institution. The recommendations therefore stand to impact most acutely this population in terms of changes in their perceived PE fit and employment outcomes. A potential barrier to the proposed solution would be resistance in this stakeholder group, particularly if adjuncts were to view the implementation as an extracontractual requirement or a threat to ongoing employment. Resistance could manifest as nonparticipation in socialization tactics – training, communication, i.e. – and noncompletion of ongoing PE fit and employment outcome measures. The impact of the solution would be limited and the ability to evaluate its effectiveness both would be negatively impacted in such a case.

Administrators and staff involved in the implementation plan must embrace adjuncts as partners in the proposed solution as a result. Jiang and Men (2015) concluded that transparent organizational communication is one method to increase employee engagement in the type of change suggested in this study. Applying this finding could involve explaining to prospective and current adjuncts the meaning of PE fit and its benefits for employees and employers. Explicit language about fit in the training courses also would constitute transparent communication to adjuncts of the college's expectations and values.

An important consideration when designing communications is the distributed nature, both in terms of time and location, of part-time instructors. An asynchronous communication tool like email would be effective in this context since it is not bound by time or location. Daft and Lengel (1984) suggested that such a low-information channel should be engaged when there is a low level of resistance. The change leaders also should engage richer channels to account for the potential for higher levels of resistance. Synchronous web meetings scheduled at different times and specifically designed to address the change could be beneficial. Live web streaming of existing faculty meetings also would support adjuncts who are unable to travel to campus. Pairing low- and high-information rich strategies would address adjuncts who display varying levels of resistance and would assist in managing the level of ambiguity engendered by the change (Daft & Lengel, 1984).

Increasing employees' empowerment over elements of the work environment also benefits the employee-organization relationship (Men, 2011). The college could provide part-time adjuncts an opportunity to help shape components of socialization by requesting their feedback. To this end, professional development staff and academic administrators could seek input on the types of training experiences adjuncts most desire. Other ways to empower adjuncts as stakeholders could be to (a) ask for their views of the revised job templates and organization culture and job profiles, and (b) solicit their completion of self-evaluations of PE fit and employment outcomes over time. Viewing and involving adjuncts as primary stakeholders in these manners should strengthen the employee-organization relationship and increase the likelihood of success for the solution.

External stakeholders. Groups outside of institutions of higher education also have a stake in the proposed solution. Advocacy groups and labor unions who strive to promote equity for part-time adjunct faculty members comprise a set of external stakeholders. One class of advocates is grassroots organizations, such as the Coalition of Contingent Academic Labor and the New Faculty Majority, that use informal tactics to promote positive changes for adjuncts (Clausen & Swidler, 2013). Unions also have been attempting to organize part-time faculty to gain improved employment relationships and terms. Edwards and Tolley (2018) surveyed collective bargaining agreements and found that adjuncts most often gain pay raises, longer term contracts, more academic freedom, access to professional development, and resources to support teaching and advising activities through collective bargaining. Finally, accrediting bodies tend to establish standards for instructional quality and faculty support. The Northeast Commission on Higher Education (2016), for example, requires that all faculty be integrated into the institution and have access to professional development.

The proposed solution aligns positively with many of the desired changes and standards that external stakeholders champion. Providing revamped faculty development in the form of training courses and communication would represent improvements to the institutional supports available to adjuncts. The transparency of an organizational culture and job profile scales also would provide part-time adjuncts clear targets for fitting with their jobs and overall environments at institutions of higher education. Attendant increases in PE fit and employment outcomes, especially positive attitudinal outcomes, arising from these tactics also would represent improvements over prevailing adjunct-institution employment relationships across higher education. Colleges and universities

who implement the proposal could share positive outcomes with external stakeholder groups and other institutions of higher education to provide a template for further adoption.

Organizing Stakeholders to Facilitate Change

The processes of designing and implementing the job description template, organizational culture and job profiles, socialization tactics, and ongoing assessments of fit and employment outcomes would require staff and administrators from several functional areas. Forming a cross-sectional committee to represent the stakeholder groups would provide an avenue for formal collaboration. Sub-groups could be formed to bring additional stakeholders into the design and implementation phases. University-level human resources executives, for example, could provide insights on employment law to the group responsible for rewriting the job description and constructing the organizational culture and job profiles. The committee also could be a conduit for part-time adjuncts to provide their feedback about training courses and other socialization tactics.

To ensure the fidelity of the data generated throughout implementation, the implementation committee also would need to consult with support groups like information technology professionals and data managers. These staff likely would be responsible for administering the systems for disseminating fit and outcome instruments, collecting responses from adjuncts, storing the information in a relational database, and analyzing and reporting results to the academic program directors and other stakeholders. An important consideration for these professionals would be the design of the underlying data schema for connecting fit measures with employment outcomes data such as satisfaction measures and job performance evaluations. Academic administrators who

supervise adjuncts and would be serving on the implementation committee could provide guidance on data and reporting needs, while human resources personnel would need to outline privacy requirements for storing and reporting data electronically in a secure, private, and ethical manner. Information technology practitioners would translate this guidance into the systems and databases that would convert the input of the implementation committee into electronic forms and tools.

Financial and Budgetary Issues

Costs for the solution can be categorized into staff time, price for survey instruments, and technologies for facilitating implementation. Training administrators and staff on PE fit, editing job postings, selecting profile and survey instruments, redesigning faculty socialization tactics, and gathering and analyzing data all would require staff members to divert time from the regular duties of their roles. Serving as the project manager or member of the implementation team would be most intensive. Institutions would need to consider available methods for accounting for the burden of time and opportunity cost of other projects or responsibilities that would stand to be diminished in priority. The cost of surveys for measuring PE fit, organizational culture and job profiles, and employment outcomes would vary according to the instruments chosen for these purposes. Designing custom instruments would carry high research and development costs in terms of administrator and staff time. Alternately, a college could adopt existing surveys but would need to budget for licensing costs to be paid to the owner of the instruments. Technology for sending surveys and collecting results in a centralized database for analysis and reporting would help staff who otherwise would

need to rely on time-intensive manual processes for these portions of the solution.

Institutions still would need to budget for the licensing cost of relevant technology tools.

Legal and Ethical Issues

Adjunct faculty have protections under state and federal employment laws. For example, the state in which the study site was located requires employers who have over a certain number of employees to maintain a file that includes performance evaluation documents and other pertinent employment records. These legal requirements should be kept in mind to ensure that institutions do not misuse fit or attitudinal outcomes data to drive ongoing employment decisions. Rather, consistent with the design of the study, data collected during the implementation of the solution should be aggregated in an anonymous fashion to protect adjunct faculty members' privacy and anonymity in light of employment laws. Communicating this standard of data security and the optional nature of completion of fit and outcome surveys also would be advisable to ensure that adjuncts feel safe in their employment and protected from retaliation when completing the survey instruments.

Technology Issues

Technology tools would facilitate the implementation and evaluation of the proposed solution. Administration of survey instruments for PE fit, organizational culture and job profiles, and employment outcomes would benefit from a centralized electronic survey platform. Applicable considerations when choosing a survey tool in the context of the proposal are core functionality, data security and respondent anonymity, the ability to extract and load results in a relational database, and the number of respondents allowed. Another set of tools would be necessary to store and report responses. These technologies

also would need to conform to the parameters of the proposal. Features must be available to ensure data security to protect the anonymity of part-time adjuncts and the ability to aggregate findings across instruments and collection periods. Finally, technology could ease the delivery of training and communications to administrators, staff, and adjuncts. A learning management system, email platform, and live web meeting system would satisfy these needs.

Timeline for Implementation and Assessment of the Solution

The current study was aimed at determining if levels of person-environment fit in part-time adjunct faculty members related positively with employment outcomes. This was a necessary first step to ensure that an intervention designed to increase fit was a worthwhile endeavor. As a result, testing the recommended steps for altering attraction-selection-attrition processes to increase fit was beyond the scope of this study. The study's site and other institutions of higher education could choose either to implement all the recommendations or to select certain elements of the proposal that align best with unique employment contexts and desired outcomes. Implementing all elements of the proposed solution would require multiple academic years if carried out as a collection of activities. Other approaches could be to select components for implementation over a shorter timeframe or to adopting elements in phases.

Regardless of the approach that an institution chooses, the first six to twelve months would need to be spent in Lewin's (1947) unfreezing stage by ensuring that the organization is prepared for the proposed change. Change leaders would use influence tactics to encourage participation and limit resistance during this period. The second stage of carrying out the changes in some combination of attraction, selection, and

retention methodologies could commence after stakeholders are primed. Institutions could select from the options to revise adjunct job descriptions; redesign training courses and communications; and design a PE fit scale, organizational cultural and job profile instruments, and employment outcome scales. Many of these changes could be designed concurrently since each of the projects would be independent of the others. Even so, six to twelve additional months would be necessary in the case of designing survey instruments unless the institution were to adopt existing instruments. Depending upon the staff resources available, it may be prudent to spread implementation of these components over a longer period.

Refreezing the organization and conducting ongoing evaluation of the effectiveness of the chosen interventions comprise the final stage. Refreezing should be hastened compared to earlier stages since implementation would consist of integrating the solutions into an existing framework of attraction, selection, and retention methods. The lengthier component would be collection of intervention data. Following the advice of Podsakoff, MacKenzie, Lee, and Podsakoff (2003), there should be a gap between the measurement of PE fit and employment outcomes to avoid common methods bias in gathering self-reported attitudinal data. As with the current study, a single round of implementation could occur in the span of a semester if adjuncts were to complete fit measurements early in the semester and adjuncts and academic administrators were to complete outcomes measures at the end of the semester. The number of data collection rounds necessary to attain enough data to test the implementation at statistically significant levels would depend on the institutional context. Variables impacting this portion of the timeline would be the number of part-time adjuncts teaching at the

institution, the rate at which adjuncts respond to socialization tactics, and the regularity with which each adjunct teaches at the institution. Smaller institutions may need to budget a full academic year or more to conduct a meaningful evaluation of the solution.

Implications

Implications for Practice

The nature of the convenience sample of part-time adjuncts teaching at the site somewhat limits the practical implications of the study. While the adjuncts who participated in the study were representative of the population at the site, it is not clear that the conclusions can be extended directly to other institutions that may have different instructional models or adjunct populations. Still, other institutions could adapt the study's recommendations in ways that fit the local context by combining the study's findings with prior evidence that selecting contingent employees for their fit is possible and beneficial (Sekiguchi & Huber, 2011; Yu, 2012). The college that served as the site in this study and its population of adjuncts also could benefit in several ways from the demonstrated correlations between PE fit and job performance and job satisfaction. First, research has demonstrated that part-time adjuncts experience negative feelings such as being underappreciated, isolated, and unsupported (Buch, McCullough, & Tamberelli, 2017; O'Meara, Terosky, & Neuman, 2008; Levin & Hernandez, 2014). Using socialization tactics during attraction, selection, and throughout the employment duration should benefit adjuncts by improving PE fit and increasing satisfaction with the employee-employer relationship.

Universities also would benefit in terms of the job performance levels in their pools of adjunct faculty members. Some of the existing research on this population

indicates that adjuncts perform their job roles at lower standards than their full-time counterparts (Ehrenberg & Zhang, 2005; Jaeger & Eagan, 2009; Johnson, 2011; Mueller, Mandernach, & Sanderson, 2013; Umbach, 2007). This study found that higher levels of PE fit related positively with scale scores on job performance evaluations completed by supervising academic program directors. Consistent with these findings, interventions to increase PE fit should relate to additional improvements in adjunct performance over time. This would reduce the ethical concern of trading negative outcomes of contingent faculty employment engagements for decreased operating expenses at the institution.

There are corollary benefits for academic program directors and students at the site. Directors should see two benefits. First, socialization within the ASA framework should lead to increased levels of fit, job performance, and job satisfaction in the existing adjunct faculty pool. Time spent on transactional exchanges like management by exception should be reduced as a result. Second, fewer adjuncts should experience a perceived lack of fit with their institutions. Voluntary and involuntary discontinuation decisions should decrease in this case (Kristof-Brown, et al., 2005). The combination of these outcomes would mean less time spent conducting job searches and interviews to recruit new adjuncts. Students also would benefit through interactions with faculty members who display high levels of fit with job requirements that relate positively with improved learning (Umbach, 2007). This study therefore has positive implications for institutions of higher education, part-time adjunct faculty members, and students.

Implications for Research

This study has implications on past and future research. Employing standardized operationalizations of job performance, job satisfaction, and organizational commitment

with part-time adjunct faculty members marked a step forward from much of the existing research that used disparate, non-validated constructions of these variables. Researchers who adopt similar operationalizations in future studies on employment outcomes in part-time adjuncts will have a sound basis for comparing results with this study's findings. Similarly, there was a paucity of research on how PE fit manifested in adjuncts and how it related to employment outcomes. This study therefore added to existing fit research by applying the construct in a new population. The conclusions that PE fit relates to adjunct job performance and job satisfaction especially extended similar findings from studies that used employee populations from other industries (Kristof-Brown et al., 2005).

The hypotheses that were entirely or partially rejected need to be tested again since this study represents early work to understand PE fit and employment outcomes in adjuncts. First, the conclusion that PE fit did not relate significantly to organizational commitment in part-time adjuncts contradicts the general trend in decades of fit research that Kristof-Brown et al. (2005) summarized via meta-analysis. A possible explanation is that, since organizational commitment increases at the individual level over time (Gao-Urhahn, Biemann, & Jaros, 2016; Meyer, Bobocel, & Allen, 1991), the short-term nature of adjunct contracts does not provide enough opportunity for commitment to develop. Additional studies are necessary to re-test this relationship to determine if it is stable across different samples of adjunct faculty members. Researchers also could attempt to measure the relationship between commitment and other independent variables popular in organizational behavior and organizational psychology research. A qualitative study, particularly with an interview design, would be the most appropriate next step to begin to form themes that would point to the variables that should be included in future

quantitative designs (Creswell, 2009). Finally, the finding that adjuncts' age and employment duration related significantly to motivator factors of job satisfaction is a special case. These relationships are inconsistent with prior fit research on diverse employee types (Kristof-Brown et al., 2005) but echo Feldman and Turnley's (2001) conclusion that an adjuncts' stage of employment, which could be a proxy for age and employment duration, is related to attitudinal outcomes. Additional studies are necessary to strengthen the support for the latter finding.

The current study also did not test the longitudinal relationships between PE fit and adjuncts' outcomes of job performance, job satisfaction, and organizational commitment. A pretest-posttest design would be useful in this respect since prior research demonstrated that fit changes over time (Boon & Biron, 2016; Kim, Cable, & Kim, 2005). Such a study could gather evidence of PE fit and employment outcomes at two points in time for two groups, one who would be exposed to the recommended socialization tactics between collection periods and one who would not. Comparisons of correlation coefficients for fit and employment outcomes in each group before and after the intervention period would demonstrate the extent to which socialization tactics relate simultaneously to PE fit and employment outcomes. Another analysis of this design could be a comparison of means to test if the treatment for one group results in significant differences between the experimental and control groups. Still other studies would be useful in determining if there are mediating or moderating variables at play in the relationship between PE fit and employment outcomes in part-time adjuncts. Field (2013) provided guidance that the first step of testing for mediation and moderation is creating conceptual models of variable relationships. A review of the literature on PE fit and its

interrelationships with employment and demographic variables would inform conceptualizations that could be tested in subsequent qualitative designs.

Finally, the study's sampling strategy created limitations for applying the conclusions to the larger population of part-time adjuncts and at diverse institutions of higher education. One source of concern is that the personal characteristics and demographics of the adjuncts teaching at the site were markedly different in some cases from the aggregate values that Monks (2009) compiled from the most recent iteration of the National Survey of Postsecondary Faculty. Participants in the current study were more likely than would have been expected to be white, female, and employed as an instructor at other institutions. Most of the participating faculty also taught online and all taught in an accelerated academic session with centrally managed course content. The institutional context thus was different in many respects from the prevailing model of higher education. Future studies would need to sample more widely the population of adjuncts to gain a representative sample when considering the characteristics of participants and the institutions where they teach.

Implications for Leadership Theory and Practice

Institutions of higher education face an ethical dilemma when choosing to employ large numbers of part-time adjunct faculty members. While the low pay afforded to this population has been helpful for balancing budgets and maintaining institutional vitality (Baldwin & Wawrzynski, 2011), other forms of cost have emerged from this strategy. Part-time adjuncts may experience negative attitudinal outcomes and, depending upon the operationalization, may perform at lower levels than full-time faculty (Umbach, 2007). O'Meara et al. (2008) reported that a source of frustration for adjuncts is their sense that

universities are not supporting or engaging them on an equal footing with full-time instructors. University administrators face an imperative to address the imbalance of benefits felt by the institution and part-time adjuncts.

One implication in this context is the need to increase opportunities for university administrators to carry out the leadership roles of generating group identity and championing the whole group (Haslam et al., 2011). PE fit can be construed as one form of group identity, especially when considered in the terms of Schneider's (1987, p. 450) assertion that "people make the place." Adjuncts who participated in this study displayed positive relationships between their perceived PE fit and their performance and satisfaction with their work. University leaders could capitalize on this conclusion to champion part-time adjuncts by engaging socialization tactics that would raise further levels of fit in the population.

Bass (1990) also provided a template for transformational leaders that administrators would do well to adopt given the study findings. Among other characteristics, a transformational leader creates a vision and inspires followers, engages the organization in problem solving, and shows care for individual employees (Bass, 1990). One vision implied by the study conclusions is a future state when adjuncts feel more aligned to, and integrated in, their environments. Administrators such as academic directors, hiring managers, and faculty trainers could adopt a transformative approach by selecting socialization tactics from this study's recommendations that would fit their institutional contexts and increase adjuncts' sense of fit. This behavior would be indicative of a dedication to addressing the problems caused by contingent work engagements by recognizing and honoring part-time adjuncts as individuals. Particularly

given adjuncts' desire for orientation and professional development (Hoyt, 2012), leaders should consider how initial and ongoing training could be used to increase perceived fit while simultaneously improving part-time faculty members' abilities to perform their jobs at high levels. Applying these and other socialization tactics would mark a transformation in the transactional relationship that has tended to characterize institution-adjunct engagements.

Summary of the Study

Employment patterns in higher education over the last thirty years have undergone significant change. During this period, the share of instructional staff employed part-time has grown 13%, thus bringing adjuncts to constitute nearly half of all faculty members (National Center for Education Statistics, 2018). Baldwin and Wawrynski (2011) listed lower costs of employment and increased staffing flexibility as two primary reasons institutions have adopted a strategy of increased reliance on part-time instructors. While universities have benefited, there is growing evidence that this has led to costs to institutions and to negative outcomes for adjuncts. Umbach (2007) and Johnson (2011) concluded that part-time faculty engage educational best practices at lower rates and inflate grades more often than do full-time faculty. These outcomes negatively impact the learning experience that universities deliver to the marketplace. For their part, adjuncts have reported feeling isolated and unsupported in their work (O'Meara, Terosky, & Neuman, 2008). Applying Bass' (1990) leadership hierarchy, universities need transformational leaders who will envision ways to improve institutional and adjunct outcomes and show increased care for, and integration of, adjuncts.

Extensive research in the field of organizational behavior suggests that supporting adjuncts in the development of high levels of person-environment (PE) fit could be one potential improvement that would carry low costs for universities. PE fit and its facets relate to diverse outcomes such as job performance; job satisfaction; organizational commitment; intent to quit; and the satisfaction of coworkers, supervisors, and organizations (Kristof-Brown et al., 2005). These findings have been applied across many industries and types of employees (Kristof-Brown et al., 2005).

Schneider (1987) proposed the attraction-selection-attrition (ASA) framework as the mechanism by which organizations can actively seek to heighten fit with employees. Subsequent studies have confirmed this proposition by testing strategies to increase fit across the stages of the ASA model. In terms of attraction, Stevens and Szmerekovsky (2010) demonstrated that job descriptions can be designed to entice applicants who have stronger fit. Cable and Judge (1997) and Sekigucki and Huber (2011) verified that hiring managers effectively use perceptions developed during interviews to select employees with high levels of fit. Other researchers confirmed that socialization after the hiring stage relates with increased fit over time (Cable and Parsons, 2001; Chatman, 1991; Hornug et al., 2010).

The current state of research on PE fit and employment outcomes in adjuncts posed concerns about immediately applying findings to this population. A limitation of existing PE fit and ASA studies was that researchers had not extended the findings to part-time adjunct faculty members. In terms of employment outcomes, Jolley, Cross, and Bryant (2011) and Langen (2011) surveyed the literature and concluded that studies on adjuncts have suffered from a lack of standardized operationalizations of the construct.

Comparisons of satisfaction levels and organizational commitment in part-time and full-time faculty yielded conflicting results (Akroyd & Engle, 2014; Borchers & Teahen, 2001; Feldman & Turnley, 2001; Townsend & Hauss, 2002). This quantitative study attempted to address these limitations in the existing literature with the goal of designing a proposed solution for impacting levels of fit and related positive employment outcomes.

Four hypotheses formed the basis of the study. The first addressed the correlation between PE fit and job performance in a convenience sample drawn from the population of part-time adjunct faculty members teaching at the site. Using Williams and Anderson's (1991) performance scale benefited the research base by applying a standard operationalization and a valid and reliable measure in the target population. Correlation analysis demonstrated a significant positive relationship between PE fit and job performance. The second hypothesis proposed that PE fit would relate positively to motivator and hygiene factors of job satisfaction in adjuncts. Correlation analyses confirmed both components of the hypothesis at significant levels. The third hypothesis predicted a positive relationship between PE fit and organizational commitment in part-time adjuncts. Results of the correlation analysis rejected this hypothesis. Additional studies on antecedents of commitment in adjuncts are warranted. The final hypothesis used personal and demographic characteristics as control variables to help isolate the relationship between PE fit and employment outcomes. Of the relationships tested, 22 of 24 did not meet significance while age and employment duration had positive, significant relationships with motivator factors of satisfaction. Considering the small effect sizes of the two significant correlations, the results mostly upheld the conclusion that PE fit had its own positive relationships with performance and satisfaction.

The collective findings of the current study therefore suggested that the site and other institutions could benefit from an intervention aimed at increasing adjuncts' PE fit. Socialization tactics carried out within the ASA framework, having been efficacious previously in impacting PE fit and its facets, formed the basis of the proposed solution. Training administrative staff on the concept of PE fit would prepare these personnel to carry out components of the proposed solution. Staff then could address attraction by revising job description templates for adjunct faculty positions to include cues for fit. Creation and administration of an organizational culture and a job profile instrument would facilitate academic program directors' ability to select applicants who demonstrate high levels of fit. Professional development and training staff could revise post-hire adjunct training courses and communications to provide ongoing signals of the values and characteristics of the organization and supervisors and the expected job competencies of the adjunct faculty role. Finally, universities could administer PE fit and employment outcomes measures at regular intervals to provide the basis for assessing the success of the intervention and making continuous improvements. Carrying out preparatory training and creating the deliverables aligned to the proposed solution likely would take multiple academic years. Given variances in adjuncts' employment durations and patterns, institutions should budget time adequate to their contexts for collecting PE fit and outcomes data to secure enough longitudinal evidence to inform a continuation decision for the solution.

The current study's findings and recommendations comprise an opportunity for institutions of higher education to transform their employment relationships with adjunct faculty members. University administrators must lead the way by acknowledging

negative consequences to the institution and adjuncts of relying on contingent employment arrangements and taking steps to reverse these negative outcomes. Such a future state would bring into balance the ethical and equitable treatment of adjuncts with the benefits felt by universities.

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Appendix A

Final Items of the Perceived Person–Environment Fit Scale (PPEFS) (Chuang, Shen &
Judge, 2016)

Person–Job Fit Scale (PJFS)

1. How would you describe the match between your professional skills, knowledge, and abilities and those required by the job?
2. How would you describe the match between your personality traits (e.g. extrovert vs. introvert, agreeable vs. disagreeable, and dependable vs. undependable) and those required by the job?
3. How would you describe the match between your interests (e.g. social vs. unsocial, artistic vs. inartistic, and conventional vs. unconventional) and those you desire for a job?
4. How would you describe the match between the characteristics of your current job (e.g. autonomy, importance, and skill variety) and those you desire for a job?

Person–Organization Fit Scale (POFS)

POFS-Values

How would you describe the match between your emphasis and your organization's emphasis on the following values?

1. honesty
2. achievement
3. fairness
4. helping others

POFS-Goals

How would you describe the match between your goals and your organization's goals on the following dimensions?

5. reward
6. the amount of effort expected
7. competition with other organizations

Person–Group Fit Scale (PGFS)

PGFS-Values

How would you describe the match between your emphasis and your group's emphasis on the following values?

1. honesty
2. achievement

3. fairness
4. helping others

PGFS-Goals

How would you describe the match between your goals and your group's goals on the following dimensions?

5. reward
6. the amount of effort expected
7. competition with other groups

PGFS-Attributes

How would you describe the match between you and your group members on the following characteristics?

8. personality
9. work style
10. lifestyle

Person–Supervisor Fit Scale (PSFS)

1. How would you describe the match between the things you value in life and the things your supervisor values?
2. How would you describe the match between your personality and your supervisor's personality?
3. How would you describe the match between your work style and your supervisor's work style?
4. How would you describe the match between your lifestyle and your supervisor's lifestyle?
5. How would you describe the match between your supervisor's leadership style and the leadership style you desire?

Scale: 7-point Likert-type where 1 = *no match* and 7 = *complete match*.

Appendix B

Selected Items from the National Study of Postsecondary Faculty Instrument (National
Center for Education Statistics, 2003)

Are you . . .

1 = Male, 2 = Female

In what year were you born?

Enter year: [Drop down menu of years]

Are you Hispanic or Latino?

0 = No, 1 = Yes

Please select one or more of the following choices to best describe your race. (Select all that apply.)

American Indian or Alaska Native | 0 = No 1 = Yes

Asian | 0 = No 1 = Yes

Black or African American | 0 = No 1 = Yes

Native Hawaiian or Other Pacific Islander | 0 = No 1 = Yes

White | 0 = No 1 = Yes

Do you consider your part-time position at The American Women's College to be your primary employment?

0 = No , 1 = Yes

Would you have preferred a full-time position for the 2018 Fall Term at The American Women's College?

0 = No, 1 = Yes

In what year did you start working at the job you held during the 2018 Fall Term at The American Women's College? Consider promotions in rank as part of the same job.

Year: [Drop down menu of years]

What is your principal field or discipline of teaching at The American Women's College? (Enter the name of the principal field or discipline in the box below. This name will be used to match against a list of academic fields, so please be specific and do not use abbreviations or acronyms. If you have no principal field, select the "Not applicable" box.)

Principal field: [Drop down menu of fields] | Not applicable

What is the highest degree you have completed? Do not include honorary degrees. (If you have none of the degrees or awards, select "Not applicable.")

0 = Not applicable (Do not hold a degree)

1 = Doctoral degree (Ph.D., Ed.D., etc.)

2 = First-professional degree (M.D., D.O., D.D.S. or D.M.D., LL.B., J.D., D.C. or D.C.M., Pharm.D., Pod.D. or D.P., D.V.M., O.D., M.Div. or H.H.L. or B.D.)

3 = Master of Fine Arts, Master of Social Work (M.F.A., M.S.W.)

4 = Other master's degree (M.A., M.S., M.B.A, M.Ed., etc.)

5 = Bachelor's degree (B.A., A.B., B.S., etc.)

6 = Associate's degree or equivalent (A.A., A.S., etc.)

7 = Certificate or diploma for completion of undergraduate program (other than associate's or bachelor's)

While you were employed at The American Women's College, how many other jobs did you hold during the 2018 Fall Term? Please do not consider any outside consulting jobs.

(If none, select "0.")

0 = 0, 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5 or more

If you were employed elsewhere, were you employed full time at any of these other jobs during the 2018 Fall Term?

0 = No, 1 = Yes

If you were employed elsewhere, how many of these other jobs involved instruction at another postsecondary institution during the 2018 Fall Term? (If none, select "0.")

0 = 0, 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5 or more

Appendix C

Two-Factor Job Satisfaction Instrument from Hoyt (2012)

Overall Job Satisfaction

1. I am completely satisfied with my job teaching as an adjunct faculty member at the university.
2. I am dissatisfied with aspects of my job as an adjunct faculty member. (reverse coded)
3. Considering everything, I have an excellent job as an adjunct faculty member.

Teaching Schedule

1. I am required to teach at times that are inconvenient for me. (reverse coded)
2. The times that I teach my classes work well with my other commitments.
3. The times scheduled for my class(es) have been convenient.

Quality of Students

1. I am completely satisfied with the quality and caliber of students in my classes.
2. Students lack motivation or the academic skills to succeed in my courses. (reverse coded)
3. Students here are highly engaged and very interested in their academic work.

Autonomy

1. I have a lot of freedom to develop and modify course content to meet the needs of my students.
2. I have a satisfactory level of autonomy to select material or texts for my courses.
3. I would like more freedom to determine the content, materials, or texts for my courses. (reverse coded)

Faculty Support

1. Full-time faculty or department chairs on the main campus are always available and accessible to me when I need assistance.
2. Full-time faculty and department chairs on the main campus lack interest and care very little about my success as a teacher. (reverse coded)
3. I feel very comfortable requesting assistance from full-time academic faculty or department chairs on the main campus when I have questions.

Classroom Facilities

1. The classroom space where I meet with students could be improved. (reverse coded)
2. The classroom(s) where I teach have multimedia equipment that adequately meets pedagogical needs.
3. The classroom space where I teach is excellent

Honorarium

1. I feel that I am well compensated for my teaching.
2. I am paid fairly for the amount of work I do to teach courses.
3. I am dissatisfied with the pay I receive for teaching courses. (reverse coded)

Work Preference

1. I really enjoy teaching courses.
2. I almost always look forward to teaching courses.
3. I would prefer to work other than teaching. (reverse coded)

Personal Growth

1. I have enhanced my teaching ability by learning several new teaching methods or techniques during this past year.
2. My teaching abilities have substantially improved this past year.
3. I am putting in extra time and effort to become a better teacher.

Recognition

1. I am often thanked for teaching here.
2. I rarely receive any appreciation for teaching part time at the university. (reverse coded)
3. Adjunct faculty are recognized for their teaching contribution at the university.

Scale: 6-point Likert-type where 1 = *strongly disagree* and 6 = *strongly agree*.

Appendix D

Three-Factor Organizational Commitment Instrument (Allen & Meyer, 1990)

Affective Commitment Scale

1. I would be very happy to spend the rest of my career with this organization.
2. I enjoy discussing my organization with people outside it.
3. I really feel as if this organization's problems are my own.
4. I think I could easily become as attached to another organization as I am to this one. (reverse coded)
5. I do not feel like 'part of the family' at my organization. (reverse coded)
6. I do not feel 'emotionally attached' to this organization. (reverse coded)
7. This organization has a great deal of personal meaning for me.
8. I do not feel a strong sense of belonging to my organization. (reverse coded)

Continuance Commitment Scale

1. I am not afraid of what might happen if I quit my job without having another one lined up. (reverse coded)
2. It would be very hard for me to leave my organization right now, even if I wanted to.
3. Too much in my life would be disrupted if I decided I wanted to leave my organization now.
4. It wouldn't be too costly for me to leave my organization now. (reverse coded)
5. Right now, staying with my organization is a matter of necessity as much as desire.
6. I felt that I have too few options to consider leaving this organization.
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice – another organization may not match the overall benefits I have here.

Normative Commitment Scale

1. I think that people these days move from company to company too often.
2. I do not believe that a person must always be loyal to his or her organization. (reverse coded)
3. Jumping from organization to organization does not seem at all unethical to me. (reverse coded)
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
5. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.
6. I was taught to believe in the value of remaining loyal to one organization.
7. Things were better in the days when people stayed with one organization for most of their careers.

8. I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (reverse coded)

Scale: 7-point Likert-type where 1 = *strongly disagree* and 7 = *strongly agree*.

Appendix E

In-role Behavior Items from Williams and Anderson (1991)

Name of part-time adjunct being evaluated: [text entry box]

In-role Behavior

1. Adequately completes assigned duties.
2. Fulfills responsibilities specified in job description.
3. Performs tasks that are expected of him/her.
4. Meets formal performance requirements of the job.
5. Engages in activities that will directly affect his/her performance evaluation.
6. Neglects aspects of the job he/she is not obligated to perform. (reverse coded)
7. Fails to perform essential duties. (reverse coded)

Scale: 5-point Likert-type where 1 = *strongly disagree* and 5 = *strongly agree*.

Appendix F

Creighton University Institutional Review Board Approval



Institutional Review Board

2500 California Plaza • Omaha, Nebraska 68178
 phone: 402.280.2126 • fax: 402.280.4766 • email:
 irb@creighton.edu

DATE: August 13, 2018

TO: Jeremy Anderson
 FROM: Creighton University IRB-02 Social Behavioral

PROJECT TITLE: [1288476-1] The relationship between person-environment fit and employment outcomes in part-time adjunct faculty

SUBMISSION TYPE: New Project

ACTION: APPROVED

EFFECTIVE DATE: August 13, 2018
 EXPIRATION DATE: August 12, 2019
 TYPE OF REVIEW: Expedited Review

Thank you for your submission of New Project materials for this project. This project was reviewed using the expedited process, in which two or more IRB members review the protocol and attachments and make recommendations as to approval and/or modification. The reviewers for the above project have recommended that this project be approved. The following documents were received, reviewed and approved:

- Application Form - 400 Application for Response to IRB Requests - ja.doc (UPDATED: 08/8/2018)
- Consent Waiver - 408 Template Information letter - ACADEMIC ADMINISTRATOR.doc (UPDATED: 08/8/2018)
- Consent Waiver - 408 Template Information letter - PART-TIME ADJUNCT FACULTY.doc (UPDATED: 08/8/2018)
- Consent Waiver - 429 Attachment G Waiver of Consent - documentation.docx (UPDATED: 07/28/2018)
- Creighton - IRB Application Form - Creighton - IRB Application Form (UPDATED: 07/7/2018)
- Data Collection - Data Collection Points.docx (UPDATED: 07/7/2018)
- Letter - 401 - Letter of Agreement - Bay Path University.pdf (UPDATED: 07/7/2018)
- Other - Email Communication - Survey Instrument 2 - PART-TIME ADJUNCT.docx (UPDATED: 07/7/2018)
- Protocol - Study Protocol - v2.doc (UPDATED: 07/28/2018)
- Questionnaire/Survey - Survey Instrument 1 - ACADEMIC ADMINISTRATOR.pdf (UPDATED: 07/9/2018)
- Questionnaire/Survey - Survey Instrument 2 - PART-TIME ADJUNCT.pdf (UPDATED: 07/7/2018)
- Questionnaire/Survey - Survey Instrument 1 - PART-TIME ADJUNCT.pdf (UPDATED: 07/7/2018)

The Creighton University IRB-02 Social Behavioral has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

The reviewers of this project have recommended approval. The consent documentation has been waived as, per 45 CFR 46.117, this research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

1. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant.
2. Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the Application for Modification of Approved Research for this procedure.
3. All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office. Please use the New Information Reporting application for this procedure. All FDA and sponsor reporting requirements should also be followed.
4. Advertisements, letters, internet postings, any other media for subject recruitment, and information given to subjects for use in this study require approval before posting or distribution. Please use the Request for Review of Supplemental Documents form when requesting review for supplemental documents.
5. This project has been determined to be a minimal risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the Reporting Form for Continuing Review/Project Termination for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date. If you complete this project within the year, you are required to close the study and submit a final report before the expiration date.

If you have any questions, please contact Christine Scheuring at 402-280-3364 or christinescheuring@creighton.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Creighton University IRB-02 Social Behavioral's records.

Appendix G

Invitation to Part-Time Adjuncts to Participate in the Study

Hello,

My name is Jeremy Anderson and I am a doctoral student at Creighton University. I am reaching out to you because I am conducting a study entitled “The Relationship between Person-Environment Fit and Employment Outcomes in Part-Time Adjunct Faculty.”

The purpose of this study is to determine the correlation between individuals’ levels of perceived person-environment fit (the compatibility between an individual and her/his work environment) and his or her job performance, job satisfaction, and organizational commitment. The results will help inform evidence-based practices for attracting, selecting, and retaining adjunct faculty members.

As an instructor at The American Women’s College who will be actively teaching in the [Fall I or Fall III] academic session, you are in the ideal position to provide me with your first-hand insights.

Your participation would be comprised of two surveys, one completed in [September or January] to report demographic information and your perceived person-environment fit and the other completed in [October or February] to report perceived job satisfaction and organizational commitment. You will have three weeks to return each survey and can expect to spend approximately 10 to 12 minutes completing each (20 to 24 minutes, total). Additionally, your supervising academic program director will provide an evaluation of your performance.

The risk of participation in this study is minimal. Your responses and those of academic program directors will be password-protected and I will anonymize them prior to analyzing and reporting data. Only I will have access to the password-protected system and I will delete all identifying information upon creation of the final data set.

As compensation for your time, you will be entered in a random drawing for one (1) of ten (10) Amazon gift cards with a value of twenty-five (\$25) dollars if you complete both surveys. Compensation is not contingent upon completing the full study as you may discontinue participation at any time.

If you assent to participate, please use the link below to launch the first survey instrument where you will report demographic data and your perceived fit with your environment (organization, supervisor, work group, and job, i.e.).

[Link to survey form]

You can contact me by phone or email with any questions about the research. Should you choose to participate, you can review your rights at any time in the Creighton University

Bill of Rights for Research Participation. Please direct any questions about your rights as a participant to Creighton's Institutional Review Board at 402-280-2126.

Thank you,

Jeremy Anderson

Appendix H

Invitation to Academic Program Directors to Participate in the Study

Hello,

My name is Jeremy Anderson and I am a doctoral student at Creighton University. I am reaching out to you because I am conducting a study entitled “The Relationship between Person-Environment Fit and Employment Outcomes in Part-Time Adjunct Faculty.”

The purpose of this study is to determine the correlation between individuals’ levels of perceived person-environment fit (the compatibility between an individual and her/his work environment) and their job performance, job satisfaction, and organizational commitment. The results will help inform evidence-based practices for attracting, selecting, and retaining adjunct faculty members.

As an academic program director at The American Women’s College who will be overseeing part-time adjuncts in the [Fall I or Fall III] academic session, you are in the ideal position to provide me with your first-hand insights.

Your participation would be comprised of completing a performance evaluation survey instrument for each of the participating part-time adjuncts who you oversee in the [Fall I or Fall III] academic session. You will have four weeks – from [start date] to [end date] – to return all performance evaluations and can expect to spend 5-10 minutes on each. Part-time adjuncts also will complete instruments to report their person-environment fit, job satisfaction, and organization commitment.

The risk of participation in this study is minimal. Your responses and those of part-time adjuncts will be password-protected and I will anonymize them prior to analyzing and reporting data. Only I will have access to the password-protected system and I will destroy identifying information upon creation of the final data set.

As compensation for your time, you will receive a \$20 Amazon gift card. Compensation is not contingent upon completing the full study as you may discontinue participation at any time.

If you assent to participate, please use the link below to launch the performance evaluation form.

[Link to performance evaluation form]

You can contact me by phone or email with any questions about the research. Should you choose to participate, you can review your rights at any time in the Creighton University Bill of Rights for Research Participation. Please direct any questions about your rights as a participant to Creighton’s Institutional Review Board at 402-280-2126.

Thank you,

Jeremy Anderson

Appendix I

Invitation to Part-Time Adjuncts to Report Attitudinal Employment Outcomes

Hello,

You are receiving this message because you volunteered to participate in the study entitled “The relationship between person-environment fit and employment outcomes in part-time adjunct faculty.”

Linked below is the second and final survey instrument that comprises your participation in this study. You will be asked to provide assessments of your job satisfaction and commitment to the organization (The American Women’s College, i.e.).

You can expect to spend approximately 10 to 12 total minutes completing the survey. Responses will be accepted through [end date].

Completion of the initial survey and this survey will make you eligible for a drawing of one (1) of ten (10) Amazon gift cards with a value of twenty-five (\$25) dollars.

[Link to survey]

If you have questions, or if you experience adverse effects as the result of participating in this study, you may contact me. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with me, please contact Creighton University’s Institutional Review Board at 402.280.2126.

Thank you,

Jeremy Anderson