Public Abstract
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This research was done to explore the worklife of contingent (part-time;
adjunct) faculty at extended campuses. These faculty have been overlooked
in the research literature. Their numbers continue to grow and the
extended campuses where they teach continue to multiply. Because this
subset of faculty teach a significant portion of the non-traditional
student population, their story needed to be told.

The qualitative research technique of a multiple location case study was
used for this research. Contingent faculty participants from three
extended campuses from a midwestern university were used in the study.
Participants responded to a semi-structured interview protocol. Their
responses were recorded and transcribed and subsequently themes were
drawn their responses and matched against a framework of respect,
academic freedom, equity, collegiality, flexibility and professional
growth.

The participants responses were analyzed and a discussion and
implications for practice section was produced for each framework
category. On the macro level, the participants in this research were
satisfied with their contingent faculty teaching assignments. On the
micro level, the participants provided insight on specific measures that
could be taken in each of the categories that could improve the extended
campus environment.

The implications for practice provided in this research can serve college
and university administrators by providing a roadmap for improving the
worklife of their contingent faculty at extended campuses. Because
this research was exploratory it provides a foundation for future
researchers to examine associated topics in the fields of both contingent
faculty and extended campuses.