PERCEPTIONS OF THE EFFECTIVENESS OF
ADJUNCT FACULTY INTEGRATIVE PRACTICES
AT SAUK VALLEY COMMUNITY COLLEGE

by

Jonathan Daniel Mandrell

This dissertation submitted in partial fulfillment of the
requirements for the degree of

Doctor of Education

Ferris State University

November 2014

PERCEPTIONS OF THE EFFECTIVENESS OF
ADJUNCT FACULTY INTEGRATIVE PRACTICES
AT SAUK VALLEY COMMUNITY COLLEGE

by

Jonathan Daniel Mandrell

Has been approved

November 2014

APPROVED:

Noreen Thomas, Ed.D., Committee Chair

Andrea Wirgau, Ed.D., Committee Member

Jim Sawyer, Ed.D., Committee Member

Dissertation Committee

ACCEPTED:

Roberta Teahen, Ph.D., Director
Community College Leadership Program

ABSTRACT

This mixed-method study focused on the perceptions of integrative practices being offered to adjunct faculty at Sauk Valley Community College. An integrative practice was defined by the researcher as a method, activity, program, or offering that enhances interaction within the campus, augments personal growth and development, or fosters relationships among the faculty or academic departments. With national and institutional trends indicating a continued reliance upon adjunct faculty, determining the effectiveness of such practices was critical to better prepare adjunct faculty for the classroom, which ultimately impacts student success.

Initially, adjunct faculty and full-time faculty participated in a survey that focused on perceptions of current integrative practices on campus, including their level of communication among one another. To verify the survey's data, the adjunct faculty later participated in focus group discussions, where in-depth explanations were provided to support the results. Five themes emerged from the data, which focused on communication, professional development, inclusion, mentoring, and a lack of recognition, compensation, and respect.

The researcher found that increased communication among departments, more adequate professional development, offering a new instructor orientation, and providing mentoring could assist in better integrating the adjunct faculty to campus. The researcher's findings and analysis of data, combined with recommendations directly from

the participants, has provided the institution with a framework for building a pathway to

success for its adjunct faculty.

DEDICATION

This study is dedicated to my wife, who has pushed me to be the very best I can be and has maintained a steadfast commitment to my success. Without her support, none of this would have been made possible. It is also dedicated to Dr. George Mihel, President of Sauk Valley Community College, who pushed me to pursue such studies and saw a level of leadership and potential in me that I did not initially recognize in myself.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Community colleges are facing a multitude of threats and challenges today as they continue to serve their citizens and prepare for the future. Pressures to produce more graduates and demonstrate accountability are higher than ever, all while operating on reduced budgets and access to resources. Regardless of such financial restraints, dedication to the student through excellent instruction has remained paramount.

Affordability and access have long been hallmarks of the community college, along with providing new innovations in preparing tomorrow's workforce. Developmental education continues to be a great burden on the community college, as leaders continue to expend resources to transform the unprepared into college-ready students. While funding has diminished some services, campus leaders are looking closely at methods to improve processes for increased efficiency. One such method is to make more effective use of adjunct faculty and better prepare them for today's academic programs and classrooms. The increased reliance on adjunct faculty has equally created the challenge of ensuring these instructors are prepared for the classroom and effectively integrated to campus. Davison (2013) stated, "Ultimately, the involvement of adjunct faculty can build a stronger sense of community within a division or department, and even within a campus."

The use of adjunct faculty today continues to increase, offering institutions a variety of benefits. According the Coalition on the Academic Workforce (CAW, 2012), part-time faculty members represent the largest and fastest growing segment of the postsecondary instructional workforce in the United States (p. 6). Not only do the adjunct faculty provide institutions with an opportunity to expand their course offerings at a minimal cost, they can provide valuable workforce instruction that perhaps a full-time faculty member cannot offer. Adjunct faculty members also fill the gaps where full-time faculty cannot, such as non-traditional course offerings or weekend classes. Regardless of their background, why they teach, or what they teach, they must be properly integrated with a robust offering of professional development, familiarization to resources, departmental inclusion, and mentoring programs. In 2009, the Department of Education conducted a fall staff survey within 2- and 4-year institutions, finding that nearly 75% of all faculty members were on non-tenure tracks, consisting of part-time or adjunct faculty, graduate assistants, or full-time non-tenured (cited in CAW, 2012, p. 1). Since these faculty members are on the front lines of instruction, student success hinges upon their preparation. In reference to student success and community colleges providing support, Tinto (2014) stated:

> It follows that another action colleges must take to promote greater student success is the establishment of effective faculty development programs that require, not simply encourage, new faculty to participate in professional development activities during their first years at the college.

The number of adjunct faculty members today suggests that the reliance on adjunct and part-time faculty is becoming increasingly visible and is expected to continue their growth in numbers. Equally, the decreasing number of full-time faculty members, who often serve as points of contact for part-time faculty, is likely to make a negative

2

impact on the future of institutions. Such reliance on adjunct faculty should generate discussion and concern among campus leaders, particularly in ensuring that adjunct faculty members are integrating to campus, meeting student needs, and maintaining the quality of academic programs and degrees. Integrative practices on campuses nationwide are flourishing to ensure that adjunct faculty are trained, informed, mentored, and prepared for today's student. Dembicki (2014) stated:

> Ensuring that part-time faculty have the experience, incentive and opportunity to help students succeed is of growing importance as community colleges are increasingly using adjunct faculty instead of full-time faculty.

The level of preparedness, or lack of, for the ever-growing population of adjunct faculty members should garner much attention and prompt the need for intervention and support systems for these critical members of higher education. "Adjunct faculty" is the fastest growing job title in America, according to *The Economist* ("Social Media and Job Titles," 2012). Support systems and resources provided to adjunct professors vary among institutions. The Coalition of Academic Workforce's June 2012 report suggests that adjunct faculty members often feel underprepared, are treated unequally, lack resources, feel disconnected, and are in need of a consistent support system.

As the number of adjunct faculty positions continues to rise, effective resources and integrative systems must be established and utilized to maintain excellence in academics. Professional development, recognition, association with the full-time faculty and mentoring opportunities, higher salary, and being a part of decision-making processes are some of the methods used to provide inclusiveness to adjunct faculty. Cohen and Brawer (2008) stated that adjunct faculty are chosen less carefully because the institution is not making a long-term commitment to them and the need to spend a great

deal of time and money on them is unnecessary (p. 96). If colleges continue to use adjunct faculty to serve a large proportion of the student population, a system that provides support and preparation will be essential.

With adjunct faculty lacking the tools and resources to be successful and feel connected on campus, we may be providing a disservice to the students. In reference to this lack of resources and its impact on students, Kezar and Maxey (2013) stated, "While institutions may have decided to exclude adjunct faculty from receiving the same kind of support that regular faculty receive to reduce costs, such decisions have implications for student learning and risk management." Identifying which integrative practices are perceived as effective by adjunct faculty members, as well as ineffective, is the focus of the researcher. From such a study, implementation of new initiatives, as well as increased engagement could prove beneficial.

The Invisible Faculty

The voices of adjunct faculty are often perceived as not being strong or connected with the inner operations of campus. Many of the adjunct faculty teach courses primarily in the evening or perhaps only online. Such a schedule, combined with an institution's lack of commitment to their inclusion, can result in their frustrations or feelings of disconnectedness. Such a situation has resulted in adjunct faculty being dubbed the "Invisible Faculty," as stated by Gappa and Leslie (1993), which can be insulting in nature and result in feelings of discontent among the members.

All too often, adjunct faculty can be hired at the 11th hour and receive materials just in time to make their way to class, let alone prepare quality lessons and supporting materials. Such faculty then have had minimal time to become familiar with the campus

and make connections with others, particularly the full-time faculty, staff, and administration. Without a college's policy on name tags or badges, many adjuncts can be lost or camouflage themselves, unidentified by their peers. Maria Maisto, president of the New Faculty Majority and former adjunct faculty member, stated, "I've worked in places where I've walked down the hall and had full time faculty members just walk past me and not even look at me" (Herships, 2013). Furthermore, if adjuncts teach purely online, their ability to interact with other campus representatives is greatly reduced and unlikely. Yee (2007) stated:

> There are no convenient methods for knowing when adjunct faculty have been hired or how to contact them because adjunct faculty use their own private email accounts rather than a university account. One of the primary challenges is identifying the adjunct faculty to advertise training and development opportunities. (p. 15)

Gappa and Leslie (1993) conducted extensive research in the area of adjunct faculty and wrote a book titled *The Invisible Faculty*, which focuses on the status of adjunct faculty and the call to improve their working conditions. Within the publication, both authors collaborated and conducted a study that emphasized how to make quality improvements to education with the use of part-time faculty. In regard to the need for such a study, Gappa and Leslie stated, "We can neither ignore their presence nor engage in the wishful fantasy that someday all faculty will be full-time and on the tenure track" (p. 7). Recommended practices were pursued to greatly enhance the adjunct experience and strengthen the quality of instruction.

Within their study, over a 7-month period, the authors interviewed 240 part-time faculty members, 146 department chairs, 58 administrators, and 23 faculty leaders at 18 colleges. This totaled 467 in all. Their goal in each of the interviews was to capture the

common themes and trends of problems, issues, and recommendations for improving integrative practices for adjunct faculty.

Throughout the study, Gappa and Leslie (1993) found the central theme that faculty were being grouped into two categories—high and low. Gappa and Leslie's study found the following:

> We think such bifurcation is damaging to the general ethic of community that academics have long honored and also damaging to the quality of education. It is especially dangerous at a time when institutions are confronting an impending shortage of full-time faculty, an expanded educational agenda, and fiscal difficulties that demand focused, efficient programs. Institutions can and must do more to overcome the bifurcation of their faculties and to foster a unity of purpose that is reinforced by a new sense of community. (p. 12)

Gappa and Leslie further stated that there is no further need to argue over the place and role of adjunct faculty and that they are here to stay, along with a significant course load. They must be supported, respected, and regarded as partners in the arena of higher education. With this firm stance on and inspiration to improve adjunct faculty working conditions, both authors concluded their study with 43 recommended practices to implement.

To summarize their findings, the #1 recommendation was to develop goals for the use of part-time faculty that are based upon the educational mission of the college. By understanding itself and the mission, as well as who should be providing the instruction that meets this need, an institution can best represent itself and serve the community. The #2 recommendation was to ensure that part-time faculty are included in the faculty staffing plan, such as knowing why and how department chairs are using such members and how they fit into the big picture. The #3 recommendation was to consult with part-

time faculty in the process of the faculty staffing plan. This form of inclusion means that adjunct faculty have a stake in the institution and their input is valued.

Other recommendations from the study include having adjunct faculty as a part of the assessment of student learning, as well as supporting their involvement on campus committees and shared governance initiatives. Part-time faculty should also be heavily involved in professional development opportunities, such as workshops, conferences, and departmental trainings. There are many recommendations that seem quite simple and may be micromessages to adjunct faculty, but they can prove to be powerful. Efforts such as invitations to social events, informal talks, and public recognition can pay dividends. Many adjunct faculty feel they are often unrecognized and not included in the mainstream of recognition efforts. Accomplishments such as furthering their education, working with students on a successful endeavor, or their recognition by industry should be noted and visible.

Gappa and Leslie (1993) concluded their study by again insisting that an institution's commitment to adjunct success should be intentional. The authors stated, "We were impressed by the institutions that have carefully defined their purposes, translated those purposes into thoughtful faculty staffing plans, and sought a balanced mix of talents among their full-and part-time faculty" (p. 283). The statement alone reflects the essence of integration among adjunct faculty at institutions.

The idea that adjunct faculty feel invisible on campus speaks volumes. With such faculty now teaching the bulk of courses on campus and having feelings of discontent or lack of recognition or visibility, prompt action across college campuses should be sought.

must feel their sense of value on campuses, and that energy is then felt by the students whom they serve.

The Future of Adjunct Faculty

With the current state of community colleges producing more graduates with fewer resources, all signs point to the continued and increased use of adjunct faculty. Thompson (n.d.) stated, "Universities and colleges hire adjunct professors to save money because it costs less to hire two or three part-time instructors than to hire a single full-time professor." Much of this is due to full-time benefits and their costs being removed from the equation. Threats of reductions in state and federal funding, maintaining the open door, and serving the developmental students also continue to be high priorities for community colleges. Without adjunct faculty, making ends meet, which enables community colleges to be the robust educational institutions that they are, would be impossible.

Course delivery methods, focus on student success, and classroom innovations will be absolutes as the community college continues to compete with for-profit institutions and other accessible means of higher education, such as national online schools. Baum and McPherson (2011) stated:

> At their best, for-profit colleges show a sensitivity to the needs and lives of their students that is highly admirable and should serve as a model for other institutions; at their worst, these places can prove shockingly exploitive of vulnerable individuals. The best among the community colleges are entrepreneurial, imaginative, and forward looking, marshaling the energy to tackle big challenges creatively.

Ensuring students that a local community college education still equates to great job and transfer opportunities will continue to be essential, and the marketing presence of

the faculty will be valuable. Known working professionals in the community, many of whom serve as adjunct faculty, can be a strong voice in recruiting students and providing them with those crucial workforce skills. This also provides students with a great opportunity to connect with not only the faculty, but also a mentor in the field.

What Is Integration and Why Is It Important?

In discussing how adjuncts can or should be integrated to a campus, leaders must understand what integration is and the benefits it engenders. The Merriam-Webster dictionary defines *integration* as incorporation as equals into society, or an organization of individuals of different groups (Integration, 2013). In reference to adjunct and full-time faculty integration, Helen Burnstad, Johnson County Community College Director Emeritus of Staff and Professional Development, stated:

> Development opportunities for adjuncts are not much different from those available to full-time faculty. Adjuncts are invited to participate in any of the professional development offered by the institution except for sabbaticals. Like full-time faculty members, they also have access to financial support to attend conferences and are eligible for tuition reimbursement. (Kelly, 2008)

Given that adjunct faculty are steadily on the rise, it can be seen as a transition to a new era in which such are becoming the majority and need such assistance. An aggressive plan or commitment to their assimilation to campus is necessary to meet such outcomes. Leaders must instill a philosophy, commitment, and vision to adjunct integration. This also extends to developing a strategic plan that addresses such efforts. V. C. Smith (2007) stated, "The marginalization of adjunct faculty and their lack of integration into the community of scholars underlie the issue of educational quality" (p. 62).

Stinson (2013) stated there are nine ways to improve "on-boarding" of adjunct faculty through coordination, which include paying adjuncts for their time at orientations,

introducing them to campus departments and staff, providing professional development, and pairing them up with on-staff mentors (p. 38). Such practices also ensure that adjunct faculty are considered a voice on the campus and that they feel their voice is heard. Being engaged at all levels of the campus can enhance such efforts, as well as cultivate a strong morale.

As the use of adjunct faculty within higher education increases, there is a great need to ensure that such instructors are being integrated to campus through meaningful and effective practices. These integrative practices include orientations, mentoring programs, attendance in departmental meetings, access to offices and resources, as well as being active on campus committees. Campuses across the nation are currently implementing a variety of these processes, as well as creating new innovations to facilitate growth among the adjunct faculty. Campuses such as Johnson County Community College (2012) in Overland Park, Kansas, offer an adjunct certification program to integrate their adjunct faculty. "We try to be seamless. Most students don't know if their instructors are adjuncts or full-time faculty," stated Helen Burnstad, Johnson County's Director Emeritus of Staff and Professional Development (Kelly, 2008).

Rio Salado College, located in Maricopa County, Arizona, has achieved great success with its systems approach to adjunct faculty. The college was initially created to be fully supported by adjunct faculty only, and full-timers were later hired when it was determined to be necessary (V. C. Smith, 2007). According to the campus website, these full-time adjunct faculty, known as residential faculty, serve as department chairs and oversee nearly 1,300 adjunct faculty members. The college has been successful through

its management and leadership provided to its adjunct faculty. Such a system should inspire other colleges to focus heavily on the integration of their adjunct faculty members, as well as on how their full-time faculty interact and work within the institution to instill this culture and environment.

The culture of integration is visibly seen within the Rio Salado campus. An extensive mentoring program is in place for the adjunct faculty. Before being hired, adjunct faculty are immediately assigned a mentor and attend orientation, where they are introduced to the campus history and culture. The new hires are then introduced to the learning systems and resources of the college, all before they are ever allowed to teach a course. The initial course for new hires is limited to a small number of students, and the mentee closely tracks their growth and progress. "We make sure that someone is truly prepared for teaching online before they have students in a course," says Faculty Chair of Languages, Angela Felix.

> The orientation is patterned after what an instructor will do when they actually have students, and they will role-play both sides—faculty and student. They go through the whole student experience and then, as a faculty member, they will go through the process of grading assignments, for example, all the while getting ongoing support from an assigned Instructional Helpdesk mentor. (Lorenzo, 2012)

Professional development opportunities are offered as "All Faculty Learning Experiences" and are extended to all instructional employees, namely, the adjunct faculty. During this time, departmental meetings and conferences are held to allow area faculty members to unite and discuss area-related topics and matters. Quarterly newsletters are also provided to the faculty to keep them current and informed on campus happenings and announcements. Adjunct faculty are also recognized through multiple awards on a yearly basis.

11

Retention of adjunct faculty can hinge upon their satisfaction and inclusion to the institution. A commitment to such a philosophy can equate to increased quality of instruction being provided to students, as well as reducing the need to continually retrain new adjunct faculty members. Evans (2009) stated that an overreliance on adjuncts, which is happening today due to budget constraints, can be damaging to the quality of education that students receive. Increased engagement with adjunct faculty, similar to the level of full-time faculty, can assist in preventing this. Working conditions of adjunct faculty can be much improved by the commitment and implementation of such initiatives.

The need to ensure that adjuncts are prepared, return semester-after-semester, and have the confidence to provide the highest quality of education to today's students prompts the research question, "Which integrative practices lead to higher satisfaction rates among adjunct faculty?"

Focus of Study and Role of Researcher

The Dean of Instructional Services at Sauk Valley Community College, who supervises the adjunct faculty, is also the researcher in this study. The researcher is responsible for the hiring, training, observing, and reviewing of the adjunct faculty. The researcher coordinates orientation and professional development training for the adjunct faculty members upon hire and throughout their duration at a college. New hire orientation, technology training, workshop days, opening semester in-service training, and pairing the adjunct faculty with mentors are offerings that are utilized. These integrative practices provide adjunct faculty with the opportunity to adapt to the campus operations, policy, and procedure. They also provide the adjunct faculty with the tools

and resources to gain confidence and manage the classroom. The researcher also works with adjunct faculty to better acquaint them with full-time faculty members and to help with inclusion to their respective departments. The American Association of University Professors (AAUP, 2013) stated:

> When half or more of the faculty at an institution may not participate in meetings of the faculty senate, when decisions about revisions to a course are made without input from those who teach it, or when the majority of a department's faculty has no voice in the selection of its chair, something is amiss. (p. 3)

The focus of the study is to determine the perceived effectiveness of integrative practices that are offered to the adjunct faculty. By determining which factors equate to adjunct faculty effectiveness, the institution can best prepare them for success. The most effective combination of offerings or a sequence will also be of value to the researcher.

At the conclusion of the study, the researcher will have not only a better understanding of adjunct faculty perceptions regarding their inclusion to the campus, but may also have more knowledge of how to lead these initiatives in the best interest of the institution. The study will also provide the researcher and the institution an opportunity to hear the voices of the adjunct faculty, as well as provide leaders with identified areas for improvement. Listening to the adjunct faculty and reacting to their needs will better prepare for them not only for the classroom, but also in building stronger relationships within academic departments and among the campus staff.

History of Sauk Valley Community College

Sauk Valley Community College, located in Dixon, Illinois, was established in 1965 and will soon celebrate its 50th year. Since its opening, the college has strived to enhance learning opportunities and increase degree offerings. Such offerings have

resulted in providing local citizens with access and convenience to higher education. The college serves five counties: Lee, Ogle, Whiteside, Bureau, and Carroll. These five counties account for 193,766 citizens that are served by the college (U.S. Census Bureau, 2014). The college enrolls approximately 4,000 students annually, of which 55% are full-time and 45% are part-time (SVCC Institutional Research, 2013c).

The college is deeply committed to the community college philosophy by offering educational opportunities to individuals from all walks of life. Not only does the institution provide associate degree and certificate programs geared toward training for the workforce, but transfer education is also afforded to the community. The college is centrally located to 4-year institutions, such as Northern Illinois University and Western Illinois University, which provide convenient transfer opportunities.

Adult education and developmental education are also provided to assist students in their academic endeavors. The college also offers corporate training and recreational courses for those interested in picking up a new workforce or leisure skill. The reputation of the college is positive among the community and viewed as a central educational and training facility for all individuals. Community events and intercollegiate athletics are also highly attended by members of the community.

The college first received accreditation by the Higher Learning Commission of North Central Association in 1972 and recently received full accreditation in 2010 (SVCC, 2012-2014). The current president is Dr. George Mihel, the fifth president of the institution.

Background of Adjunct Faculty at Sauk Valley Community College

This background information is based upon the researcher's assessment of adjunct faculty at Sauk Valley Community College and derived from his experiences in working directly with these instructors. Forty-eight full-time, tenure-track faculty members occupy the Sauk Valley campus as of fiscal year 2014 (Sauk Valley Human Resources, personal communication, September 30, 2013). This is an increase of six new full-time faculty members from the previous year. These 48 faculty members provide points of contact for their various programs and serve on multiple committees within the institution. Many even serve as faculty advisors to student clubs and organizations, such as Phi Theta Kappa or Student Government Association. These faculty members are quite visible on campus and have their own office space with placards of their schedule and a photo to accompany it. They are well-known and are clearly visible representatives across the institution. Their faculty association is strong, with many members who regularly meet and engage with one another.

After the schedule and obligations of the full-time faculty have been satisfied, the ever-so-critical and valuable adjunct faculty step in to offer a more expansive schedule and fill the gaps that remain. Many of these adjunct faculty members bring an invaluable skillset of workforce experience and knowledge base that make the community college elite in their mission to prepare the future pioneers of industry within the classroom. With the number of adjunct faculty on the campus increasing from 130 adjunct faculty members in 2004 to 150 in 2014, their inclusion to the campus and its operations must become a part of its culture to ensure quality and cohesiveness of the academic programs.

The number of adjuncts reached an all-time high in 2010, when 153 adjunct faculty members were employed (SVCC Institutional Research, 2013b).

Sauk Valley Community College has used adjunct faculty for a multitude of reasons, many of which are consistent with national trends, such as financial advantages and offering a more comprehensive schedule, particularly in scheduling night courses and nontraditional offerings. The adjunct faculty at Sauk Valley Community College have afforded the college the ability to provide a more comprehensive schedule, all the while bringing the workforce component to the classroom.

Initial data, as seen below in Figure 1, indicates that Sauk Valley has seen a decrease in full-time faculty members over the past 9 years. These numbers include the entire population of adjunct faculty from fall to spring, non-duplicated. These data were made available through the Institutional Research Office at Sauk Valley Community College.
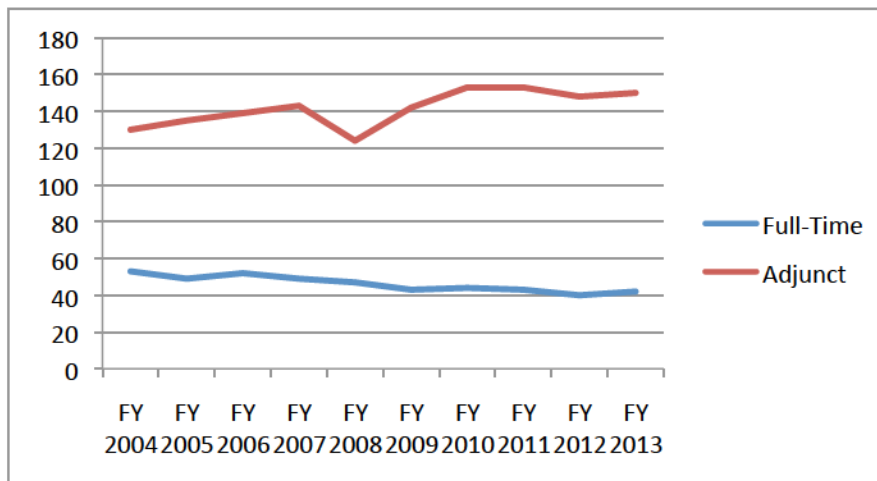
(Sauk Valley Community College Institutional Research, 2013b)

Figure 1. Total number of tenure-track and part-time faculty members at Sauk Valley Community College from FY04 to FY13.

Adjunct faculty at Sauk Valley Community College are much like other faculty from traditional community colleges. The adjunct faculty come from various backgrounds and represent a diverse mix of expertise. Adjunct faculty are limited to 11 credit hours per term to keep them at part-time status, but rely on the campus as a means of income. Some piece together other teaching opportunities through online institutions or through neighboring institutions. A recent survey (Appendix A) by the researcher indicated that many adjunct faculty members (34%) have full-time career fields, such as welding for local corporations or serving as police officers, and teach at the campus for the experience and supplemental income. Some adjunct faculty are high school teachers (23%) by day and an adjunct faculty member by night or even online (Mandrell, 2013).

More recently, many adjunct faculty have been hired by Sauk Valley Community College to instruct dual enrollment and transplant a college course to the high school classroom. In reference to these great opportunities, the Illinois Community College Board (n.d.) stated, "Dual credit amplifies the usefulness and applicability of the 11th and 12th grades, maximizes state and local educational resources, and provides a platform that fosters secondary and postsecondary collaboration and interdependence." These offerings have been well received by area students, high school administrators and staff, the college staff, and also parents in the community. Growth within dual credit has been consistent over the past years and it continues to increase each year. For example, current up-to-date institutional data confirm that in comparing Fall FY 13 and FY 14 semesters, dual credit has increased 8.4% in students served and 13.3% in credit hours (SVCC Institutional Research, 2013a). New sections of Psychology dual credit have been established in area high school districts, resulting in the need to send adjunct faculty to

17

those sites. Originally, dual credit was created to provide general education college credit opportunities to area high school students, such as in English, Biology, Mathematics, and Speech. It has now evolved into career courses being offered, such as Welding, Criminal Justice, and Nursing. As anticipated, with the expansion of such offerings, the increase in adjunct faculty has increased.

The adjunct faculty of Sauk Valley are unionized and members of the National Education Association (NEA). Their contracts, like other faculty unions, are bargained and negotiated every 3 years. Each year, adjunct faculty receive an increase in pay, based upon their time with the college. Even though the adjunct faculty association is in existence, these faculty still seek a stronger voice on campus and are not provided the healthcare and benefits of full-time tenure-track faculty members.

Adjunct faculty seek integration to the Sauk Valley campus in a variety of ways. Prior to the start of each semester, an adjunct faculty training or in-service is held, offering an evening of professional development. The topics at the event vary, based upon current topics on campus and in the field. According to the researcher, this event is also optional, and typically only about one-third of the adjunct faculty attend. There is no stipend offered for attendance. In the fall of 2013, 27 adjunct faculty members attended.

Beyond the in-service and orientation, adjunct faculty participation can be vastly different by department. Many departments hold regular meetings, including adjunct faculty, which greatly enhances their communication, as well as provides a sense of belonging. Unfortunately, some departments do not have this type of cohesiveness or have any full-time faculty at all. For example, the EMT program and the Early Childhood Education program do not have a full-time faculty member and operate solely through

adjunct faculty. As a result, adjunct faculty in these areas do not have a central point of contact, other than the administration. This connection may be needed so that adjunct faculty can understand their departmental operations better, become acquainted with departmental resources and staff, as well as receive mentoring that is unique to the program. Without a point of contact, problems can arise not only for the department's development, but also in the completion of reports, such as program reviews, which are completed every five years.

In terms of resources and office space, adjunct faculty do not receive individual office space or clerical support. They are provided a large office that is shared by the entire adjunct population. Within the space, there are three computers and a printer, a refrigerator and microwave, as well as several tables and chairs for working space. Adjunct faculty are also provided an individual storage space, if they desire to have one. Many adjunct faculty use this space to make phone calls, but providing that phone number as a central phone line can pose difficulties and privacy concerns when so many other faculty use the room. Per the researcher's documentation for key requests, approximately 30% of the adjunct faculty use this space. Due to the campus being rather small in size, gaining further office space could be difficult, but not impossible.

The Dean of Instructional Services, the author of this study, supervises the adjunct faculty. His primary role is to schedule the adjunct faculty for courses by using currently employed members or hiring additional instructors. Once these faculty are in place, the Dean of Instructional Services then ensures they have all of the required needs for their courses and he manages the students and faculty within such courses. Adjunct faculty are provided professional development opportunities by the dean, but they are not required to

participate. New adjunct faculty receive an informal orientation to the college as they are hired and then their progress is monitored by the dean to ensure they are on the correct path to success. It is the role of the Dean of Instructional Services to make certain the adjunct faculty needs are met, as referenced in the job description (see Appendix B), particularly in the area of class preparation, professional development needs, and connections to full-time faculty. A mentoring program is not in place, but the dean works to provide new hires with either current full-time faculty or another experienced adjunct faculty member as a point of contact for their given department. Beginning in the fall of 2013, the new role of faculty leaders was created. The function of this position is detailed in the job description "Faculty Leader" (see Appendix C). The faculty leader role is to manage the area programs, including operational planning, budgets, program reviews, assisting with research, development of continuous improvement, scheduling of classes, monitoring syllabi and course outlines, marketing and website, and staff development. These positions were created by the president, academic vice president, and the author of this study to increase collaboration of the faculty, assist in coordination of scheduling, and the planning of departmental goals.

These full-time faculty members act somewhat as department chairs, but do not play a role in the retaining or observation of other faculty members. The academic vice president serves as the supervisor to full-time faculty, while the Dean of Instructional Services supervises the adjunct faculty. This includes the observation and evaluation process.

With the number of full-time faculty decreasing over the years at Sauk Valley Community College, the number of adjunct faculty has grown. Such faculty serve their

purpose in providing quality instruction to the students and allow the college to remain fiscally responsible. However, their need to understand campus processes, particularly in the area of instruction, has increased.

Research Study

Purpose

As adjunct faculty continue to take on a predominant role and increase their presence on campus, providing them with strong support systems and mechanisms is essential. The adjunct faculty will continue to be relied upon not only for financial purposes, but also for the dynamic of teaching that they have historically provided to students. Understanding how adjuncts receive such support and their perceptions of effectiveness within those practices will provide the researcher with information that can be used to best construct a more effective system of support and programming for adjunct faculty. The AAUP (2013) noted:

> The causes and repercussions of a system in which some faculty receive vastly more compensation, privilege, autonomy, evaluation, information, professional support, and respect than others extend far beyond governance. But the routine exclusion of some faculty from department meetings, curricular planning, and other governance activities does much to foster the sense of inequity. (p. 2)

Gaining a better understanding of how adjunct faculty perceive current institutional practices and support will assist in future planning not only for current adjunct faculty, but also for full-time faculty, administration, and future adjunct faculty. Because many adjunct faculty lack the knowledge or access to resources and support, a research study on such a topic can provide Sauk Valley Community College, as well as similar institutions, with identified areas for improvement. The creation of such a

pathway to success for adjunct faculty will also contribute to instructional effectiveness and increased student outcomes. According to the Higher Learning Commission (n.d.) and their recommendations for "Teaching and Learning: Quality, Resources, and Support," faculty will consistently participate in "Assurance of consistency in the level and quality of instruction and in the expectations of student performance."

Results from the study will assist campus personnel in building better adjunct faculty relations and preparation by confirming what current practices are working, what policies need to be changed or revised, and what methods are most effective. The implementation of new programs or enhancements will also be reviewed. The way in which adjunct faculty are received within an institution can have an impact not only on the quality of instruction, but also in their retention and satisfaction with the institution. The ability to adapt to an institution will be essential for them, and identifying such barriers will assist campus leaders and staff in ensuring that they start off on the right track and continue such growth.

Significance of Study

The reliance upon adjunct faculty, as well as the high number of adjunct faculty on campuses, provides significant reasoning for further study of their relationships and the perceived effectiveness of current campus policies and practices. As community colleges continue to embrace faculty as vital members of the retention process, the adjunct faculty are critical to student success. It is clear that adjunct faculty provide college campuses with a method to save money, but the support systems within instruction should not be compromised. Thompson (n.d.) stated,

Universities and colleges hire adjunct professors to save money, because it costs less to hire two or three part-time instructors than to hire a single full-time professor. Full-time professors usually have health insurance and other benefits, as well as higher salaries.

This study will provide a better understanding of what is currently perceived as effective for adjunct faculty members and where opportunities for improvement exist.

Understanding how each department interrelates with one another will also create significant opportunities within this study. Whether the department is social sciences, physical sciences, mathematics, or career/technical backgrounds, getting a closer look at how well the full-time faculty and adjunct faculty work collectively will inform not only campus leaders on how to make adjustments, but also faculty on the front lines of instruction on where improvements can be made. Such information can be used to better prepare faculty members in both departmental processes and classroom preparation, which impact our most valuable stakeholder—the student.

Impact of Study

Much like the purpose of the study, the results will generate areas to address in adjunct faculty preparation and growth, including the impact of full-time faculty and their relationships. The data that are collected will provide campus leaders with a base of knowledge regarding what is currently perceived as effective and where gaps remain. Determining how adjunct faculty seek guidance and integration across the campus will outline what programs should be continued, implemented, or removed from the campus operations. Interaction among instructional faculty will also be revealed. Without such research, how faculty, whether full-time or adjunct, interact with one another and collaborate can be unclear.

The role and impact of mentoring on campus among instructional faculty will also be evaluated. While there is no formal mentoring program on campus, informal relationships could assist campus leaders in understanding the need for creating a formal mentoring structure. Faculty mentoring is defined as a partnership between faculty and staff, which enables a new faculty member to seek support from, confide in, and provide overall guidance and direction as they adapt to campus. Understanding how full-time faculty are currently mentoring adjunct faculty could help provide a baseline for the creation of a formal program. Equally, the study could also reveal that adjunct faculty are serving as mentors as well.

Research Design

The design of the study will be a mixed-method approach, in which quantitative and qualitative research techniques will be utilized. A majority of the research will be focused on Sauk Valley Community College. A survey to adjunct faculty and full-time faculty at Sauk Valley Community College will be administered to collect quantifiable data, while face-to-face interviews will be conducted to gather qualitative data. Only adjunct faculty and full-time faculty with 4 semesters of teaching experience will qualify as participants. The survey and interviews will consist of questions regarding perceptions of integrative practices currently offered to adjunct faculty on the campus. Those integrative practices will consist of mentoring, orientation, workshops, in-services, departmental meeting attendance, office space access, membership in the adjunct faculty association, and other forms of interaction that may be taking place on campus or are seen as a need for implementation.

A review of practices by the researcher will provide a background of what approaches are currently being applied at other campuses. Such a review will provide the researcher with not only what practices are effective, but also which ones are not. This information will assist the researcher in building upon other models and making recommendations to his own institution based on the research discovered in this study, as well as that of other researchers on other campuses. A review of documents on campus will also expand the research by including assessments and evaluations of previous offerings by Sauk Valley Community College.

Focus groups will also be added to the quantitative research process. Groups of 6 to 10 adjunct faculty will participate in the discussion, which will provide an engaging discussion that addresses the integrative practices covered within the survey and interviews. The discussion will be guided by the conversation of the participants with the researcher serving as a narrator. Like the face-to-face interviews, the researcher will seek to interpret the information and detect themes and trends that are presented. Krueger and Casey (2009) stated, "A focus group study is a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment" (p. 2).

At the conclusion of the research process, through the findings and the data analysis, the researcher will be able to answer research questions created prior to the study. A comparative analysis of the quantitative data, as well as the outcomes of the qualitative data, will provide the researcher with a clearer understanding of the perceived effectiveness of integrative practices for adjunct faculty at Sauk Valley Community College. The researcher will be able to see how faculty members interact with one

another and collaborate, as well as the variances among the academic departments. By using the mixed-method approach, the research can gather quantitative data, and also confirm such findings through face-to-face interviews or focus groups. Krueger and Casey (2009) stated, "The purpose of conducting focus groups is to listen and gather information. It is a way to better understand how people feel or think about an issue, product or service. Focus groups are used to gather opinions" (p. 2).

Research Questions

In conducting the study, the researcher will be guided by a series of research questions. These questions focus on the significance of the study, as well as inquiries by the researcher.

Question 1: What are the integrative practices among adjunct faculty at Sauk Valley Community College that are perceived as the most effective by adjunct faculty and full-time faculty?

This research question seeks to determine how adjunct faculty perceive campus offerings that are designed to facilitate their growth. Adjunct faculty at Sauk Valley Community College have no obligations to participate in such activities and they are offered solely on an optional basis.

Question 2: Does the level of communication and interaction between the adjunct faculty and full-time faculty impact their satisfaction of one another?

This question seeks to better understand the level of communication between the adjunct faculty and the full-time faculty. Some departments are highly connected to one another, while others are not. This question will assist in identifying the level of communication and the interdepartmental relations between the faculty.

Question 3: What are the desirable attributes for an adjunct faculty member teaching in an effective academic program?

Through the study, data will be collected regarding the level of interaction among adjunct faculty, full-time faculty, and academic departments. The perception of what attributes are of value will be obtained from both adjunct and full-time faculty. The responses will assist campus leaders and instructional faculty to determine where gaps exist and how they can be bridged.

Question 4: What programs, practices, or policies could Sauk Valley Community College implement to better develop their adjunct faculty?

Going forward, the researcher will be able to use results of this research question to better guide the institution in developing adjunct faculty. The current state of specific integrative practices will be realized, as well as what changes can be implemented or pursued.

Question 5: Do levels of satisfaction of Sauk Valley Community College adjunct faculty correlate to their participation in integrative practices on the campus?

The research questions will help the researcher understand if participation in integrative practices has any impact on the level of satisfaction by the full-time and adjunct faculty. "A traditional dissertation is based on an important research question that adds to the knowledge base of the area" (Ferris State University, n.d.). Only about one third of adjunct faculty attend the in-services and workshops, which could be due to many factors. Understanding these factors and whether there is an associated level of satisfaction will provide the researcher with knowledge for future planning and about how to make decisions about and informed changes to the current state of satisfaction.

27

Chapter Summary

The use of adjunct faculty among college campuses is growing for a multitude of reasons. Adjunct faculty provide college campuses with the ability to provide instruction that not only is cost-effective but is also taught by experts in the field or those that can help in filling scheduling gaps. Many adjunct faculty can also be retired educators or those that teach for various personal reasons or gain. The community college mission is to serve the citizens, and today's adjunct faculty are assisting in this by providing the college with more instructional tools and resources.

Sauk Valley Community College, a rural campus in northern Illinois, utilizes adjunct faculty much like other campuses. The campus has seen a decline in full-time faculty over the years and an increase in adjunct faculty. As course offerings are expanding, the need to better prepare adjunct faculty is essential; full-time faculty have been decreasing, but adjunct faculty representation is expanding beyond the campus and into high school classrooms. With dual credit demands continuing to increase among high school districts, the adjunct faculty are also asked to do more to meet these needs.

Adjunct faculty not only lack a voice on college campuses, but they can also lack resources. This includes not receiving professional development opportunities and support, as well as feeling disconnected from the campus operations. Mentoring opportunities and departmental inclusion can often be lacking, resulting in a sense of depreciation and respect. Integration practices, such as being a part of committees, attending departmental meetings, receiving professional development, or being recognized for one's accomplishments, can vary among campuses. The adjunct faculty at Sauk Valley Community College are supervised by the researcher, who is seeking to

learn more about their perceptions of integrative practices on the campus. Reversing these trends and gaining a better understanding of the adjunct faculty is a focus of the researcher. The needs and views of the adjuncts can assist the researcher and the institution in future planning, as well as maximizing the effectiveness of faculty preparedness. Such research can also assist in providing adjunct faculty with the necessary tools and resources to adapt to the campus.

CHAPTER 2

LITERATURE REVIEW

Adjunct faculty have long provided community colleges with the opportunity to expand their course offerings at an affordable and cost-effective rate. According to Evans (2009),

> It is unjust to expect adjunct faculty members to perform the kinds of duties, beyond teaching, that are expected of full timers. One of the main justifications for paying adjuncts less per course than full timers is that adjuncts don't have such extracurricular duties or research obligations. That argument has pluses and minuses, but on the whole it's true.

Such faculty have also brought about a new way of learning to the classroom, based upon their previous experiences in industry or other unique instructional areas. The adjunct faculty provide great flexibility to a college's schedule and are continued to be highly relied upon to assist colleges in their goals, directions, and mission.

Both academic departments and career/technical programs use adjunct faculty. Like full-time faculty, they are found within various departments, but many are without a prestigious title or benefits that are extended to them. Regardless of their title or status, one commonality among all instructional faculty is that they serve the student. Student success is the ultimate measure of academic institutions, and providing students with the most positive learning experience is in the hands of such individuals. In these uncertain times, discovering more about the adjunct faculty and how campuses can better serve

them will be necessary to ensure high academic standards are maintained among institutions. Moser (2014) stated,

> Adjuncts and graduate students often deliver excellent instruction, but that is in spite of their working conditions. Most contingent faculty members and graduate assistants are so poorly compensated and teach so many students that they face powerful disincentives to quality instruction.

Who Are the Adjunct Faculty?

Adjunct faculty, or contingent faculty as they are sometimes known, provide community colleges with the ability to provide exceptional instruction and further meet the mission of the community college in serving its citizens. These critical faculty members teach within community colleges for a variety of reasons. Approximately 50% come from a full-time career, where they work daily in the field and provide workforce experiences within their classes throughout our campuses (Monks, 2009). Many are getting their first experience in teaching to learn more about possible career opportunities in academe, while others are hopeful that they are on the path to full-time, tenure-track positions within their institution or another. Approximately 14% are retired instructors who still wish to be in the field but with a much lesser teaching load (Monks, 2009). One common reason for being an adjunct faculty member is that they teach for the love and passion of it.

During a 2009 survey of adjunct faculty conducted by the *Chronicle of Higher Education*, Festus Mwinzi, a physics adjunct faculty member at Kishwaukee College, stated, "It's not the money, it's about giving back to the community and seeing the students excel" (June, December 2009). According to the American Federation of Teachers (2010) survey of 500 part-time faculty members, as previously referenced in this study, 57% percent responded that they were in their jobs primarily because they like

31

teaching and not primarily for the money. Despite the passion for teaching, many are not satisfied with their working conditions, which they believe are inadequate.

According to the American Association of University Professors (AAUP, n.d.), more than 50% of all faculty hold part-time appointments, teach at multiple campuses, and lack health care benefits. The AAUP also found that non-tenure tracks in both full-time and part-time faculty are increasing and that such appointments account for 68% of all faculty appointments. The AAUP further stated that a majority of contingent faculty teach basic courses and do not have professional careers outside of academe.

Colleges continue to make use of adjunct faculty for a variety of reasons as well. As previously mentioned, the adjunct faculty bring a diverse offering of instruction, but they also provide the college with an opportunity to remain fiscally sound. Many colleges are restricting their hiring of full-time faculty and resorting to the services of adjunct faculty as a cost-saving measure. The amount of adjunct members to full-time faculty members has been increasing steadily over the years. The National Center for Education Statistics (NCES, 2010) reports that the use of adjunct faculty in the United States has increased from 23% in 1970 to 50% in 2009. With the increased reliance on adjunct faculty, it has become imperative to integrate these adjunct faculty members to the campus, not only to succeed professionally, but to ultimately facilitate student success.

Adjunct faculty members come from all walks of life. These instructors are found throughout higher education and are essential to the daily operations as a campus. Gappa and Leslie (1993) studied the various backgrounds of adjunct faculty, creating a typology of such instructors. Adjunct faculty can be categorized as freelancers, career enders, content experts, or aspiring academics. Freelancers are those adjunct faculty who, by

their own choice, teach in many part-time jobs and can teach a variety of courses. Career enders are those that have completed a career in another industry or academics, and have returned to instruct on a limited basis. Content experts are those who work full-time within the context of the course and provide great insight at the classroom level. An aspiring academic could be someone who is seeking to pursue teaching full-time, but either has not pursued it full-time or is awaiting such an opportunity. Ellis (2013) stated, "All categories of adjunct faculty report the same top three motivational factors for teaching: joy of teaching, personal satisfaction, and a flexible work schedule." These various types of adjunct faculty can encounter the pitfalls of being a part-time faculty member, though. Flannery (2012) stated,

> To be contingent means you're working on a temporary basis. Often you can't count on a job until days before the semester begins. About all you can rely on is poor pay, zero health and retirement benefits, and the lack of a more secure job at the end of the year.

The feelings of insecurity among our adjunct faculty should raise caution to the quality of instruction. Providing more security and a sense of belonging to our adjunct faculty not only can improve their lives, but also that of our most important stakeholder—the student. The Community College Center for Student Engagement (CCCSE, 2014) noted:

> College leaders can ask themselves whether their expectations for part-time faculty are aligned with student needs; they can expect part-time faculty to interact with students outside of class, participate in professional development, and incorporate high-impact practices in their teaching; and they can reallocate existing dollars to make sure part-time faculty have the support they need to help students succeed. (p. 3)

Impact of Adjunct Faculty Today

There are a variety of reasons for the increase in adjunct faculty on campuses today. Adjunct faculty are not only cost-effective, but they also provide expertise in their

various disciplines, oftentimes from experience in the field. Faircloth, Karlsson, Martinak, and Wicher (2006) stated these "street smarts" may not always be available to full-time faculty (p. 42). The ability to expand course offerings, particularly in the evening and online, also contributes to the staffing needs. Adjunct faculty also provide an alternative to hiring full-time faculty members, which requires higher salaries and the cost of benefits. In an article in the *Chronicle of Higher Education* titled "Adjunct Faculty and Quality," David Evans (2009), a college administrator, stated, "The economic downturn has had effects ranging from painful to devastating on college and university budgets, and whenever budgets come up in conversation, the issue of adjunct hiring is sure to be close behind." Some programs within colleges may not be successful enough to support full-time faculty members, so the only alternative is to hire adjunct faculty to keep the program operational.

As seen in Figure 2, institutions place a strong emphasis on part-time positions, particularly faculty. According to the first quarter Higher Education Employment Report in 2012, 19.4% of all faculty postings were for part-time positions, up from 18%, or a 1.4 percentage point increase from the same quarter a year earlier (p. 8).

35.0

30.0

25.0

20.0

15.0

10.0

5.0

0.0

2008　2009　2010　2011　2012

■ Percentage of Faculty Job Postings that are Part-Time　■ Percentage of Administrative Job Postings that are Part-Time

Q1 08　Q2 08　Q3 08　Q4 08　Q1 09　Q2 09　Q3 09　Q4 09　Q1 10　Q2 10　Q3 10　Q4 10　Q1 11　Q2 11　Q3 11　Q4 11　Q1 12　Q2 12　Q3 12　Q4 12
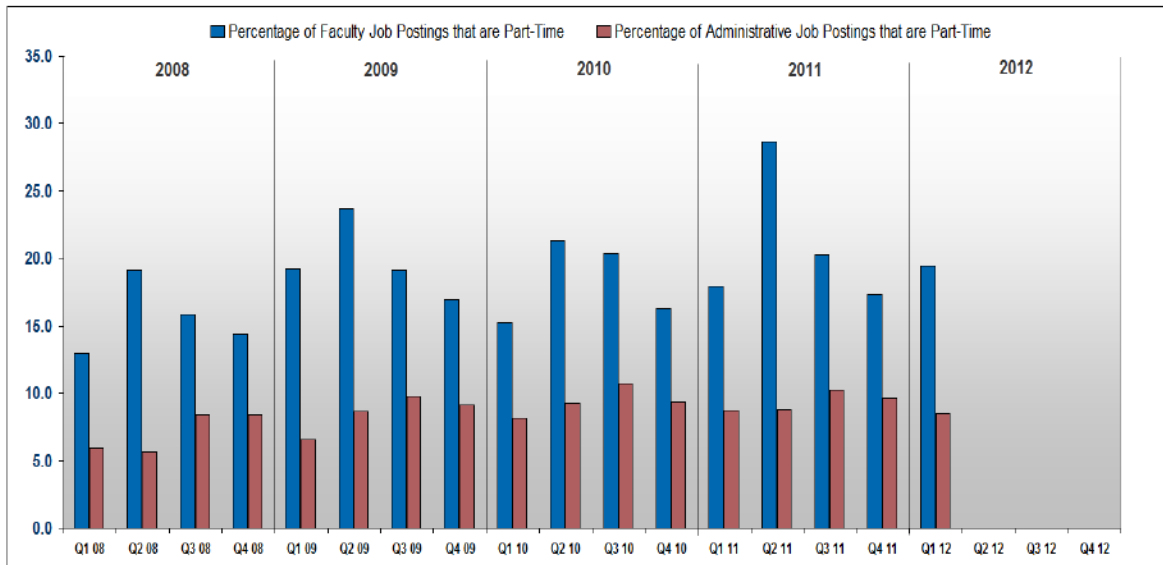
(Higher Education Employment Report, First Quarter, 2012)

Figure 2. Percentage of part-time faculty job postings and part-time administrative job postings.

Retirements are also having an impact on the full-time to adjunct ratio. As full-time faculty retire, the ability to replace them can become an issue when discussing costs. Hiring an adjunct faculty member can be the solution to a budget crisis or when a particular program's enrollment may be dwindling. Without a full-time contact on a campus for a program, students, as well as employees and administration, can find it difficult to seek information.

With 75% of all faculty members on non-tenure tracks community colleges of today rely heavily on the adjunct faculty, particularly to provide instruction to our students (cited in CAW, 2012, p. 1). Integrating them into an institution can be a challenge but must be a priority to maintain the mission of our institutions and to serve the community. In a recent survey by the American Federation of Teachers (AFT, 2010) of adjunct faculty and their working conditions, AFT president Randi Weingarten stated,

> What is happening in our colleges and universities today is directly linked to our
> country's economic future. Adjunct and part-time faculty play such a critical role

35

in educating our college students, and we must work to ensure that they are fully supported.

There are many opportunities for our campus leaders to provide the necessary support for this new majority of faculty members, known as adjunct faculty. We owe it to our students and the future to provide them the highest quality of faculty that we can. Lyons (2007) stated, "The sheer number of classes assigned to adjunct professors makes a powerful argument that responsible colleges and universities should invest in their teaching lives" (p. 6). From 1970 to 2009, adjunct faculty among 2-year institutions grew from 92,000 members to more than 400,000 (NCES, 2010). A question that must be addressed in regard to this issue is, "What are some of the ways in which colleges integrate adjunct faculty into the academic life of their campuses?" Stainburn (2009) stated, "While many adjuncts are talented teachers with the same degrees as tenured professors, they're treated as second-class citizens on most campuses, and that affects students." This view and culture must change on campuses as we seek to improve higher education and the students being served.

Orientation for Adjunct Faculty

An orientation provides an adjunct faculty member with essential information, tools, and guidance to be successful. Orientations attempt to cover all the needs of the adjunct professor, but doing so can be difficult, as there are many unpredictable issues that arise over the course of a semester. Many institutions do not require adjunct faculty members to attend such orientations, and scheduling conflicts among the various instructors can result in low attendance. Some institutions have enacted some incentives to encourage attendance, many even providing a monetary stipend, such as Johnson

County Community College, which provides an $800 stipend for completion of its Adjunct Faculty Certification program, which provides tools and resources to adjunct faculty. The orientation should, at minimum, provide resources and establish the best ways of communicating with adjunct faculty. Many adjuncts communicate regularly, while others can sometimes pose a challenge when reaching out to them. Communication can be face-to-face, but extends to emails, phone calls, and text messages. The opportunity to greet new adjunct faculty must always be accompanied by the message that the institution appreciates them and will serve them in many ways. Berry (cited in Stinson, 2013) stated, "At the best orientations new adjuncts have the opportunity to meet with veteran adjuncts without administrators present, which allows for honest and open discussion." Not retaining these valuable individuals can be costly and time-consuming. Wallin (2007) stated, "Colleges must factor in the resources of time and energy devoted to hiring and orientating by department/division chairs, human resource officers, and full-time faculty serving on adjunct hiring committees" (p. 115). Retaining adjunct faculty extends well beyond just locating another instructor to fill the void.

Many adjunct faculty need a strong orientation of the demographics of the college and the mission of the institution. Students and the general public regularly ask faculty about the enrollment, program offerings, and tuition. To make all members feel a part of the team on campus, this vital information should be provided, particularly to adjunct faculty. Many colleges offer a page of information to new hires that covers facts about the institution. This information should be distributed and regularly addressed with adjunct faculty. After all, with adjunct faculty becoming the new majority on campus, it is critical that they understand the operations of the institution and the people they serve.

37

Wallin (2007) stated that adjunct faculty need to understand what the institution expects of them through thorough orientation programs and ongoing support. Wallin further stated, "Realizing that part-time faculty choose to teach for a variety of reasons, administrators need to be cognizant of the best ways to integrate them into the culture of the institution" (p. 68).

Shepherd University, located in Shepherdstown, West Virginia, has committed to a support system program for adjunct faculty that is based upon an orientation seminar, much like many other campuses nationwide. In the fall of 2005, campus leaders realized their need for a more thorough orientation process for adjunct faculty, based upon the visible increase in adjunct faculty usage. Adjunct faculty members outnumbered full-time faculty members by almost 50%, and nearly 50% of 100-level courses and 40% of the general education courses were being taught by such faculty (Renninger, Holliday, & Carter, 2007, p. 199). Renninger et al. stated, "This was alarming given that they were teaching such a large number of critical courses even though they were typically much less connected to the institution and thus not always aware of campus resources available to assist our students." In response to these concerns, Shepherd University staff members applied for and were awarded a mini-grant from the West Virginia Higher Education Policy Commission to fund the creation of an adjunct training seminar. The total funds were $7,125. Their primary goal in mind was to increase student retention and educate adjunct faculty on how to prepare for the classroom and to gain access to campus resources. A committee was formed comprised of multiple stakeholders, such as administrators, department chairs, and adjunct faculty. This group of individuals coordinated the event, including particular topics to be addressed. The training seminar

included a speaker on retention, meals for the participants, an instructional component, and a paid stipend to the attendees. Attendees also received a copy of the book *Success Strategies for Adjunct Faculty*, written by the accomplished and renowned author Richard Lyons. Information from the creation of the program, as well as its planning, prompted the Shepherd staff to create a guide for adjunct faculty, which covered the essential information for faculty, including how to get acclimated to campus. Overall, 2,000 to 5,000 students benefited from the training, as their instructors were the adjunct faculty members being trained in the seminar. In response to the program, the creators, Laura Renninger, Shannon Holliday, and Marie Carter (2007), stated, "Never underestimate how committed your adjunct faculty are. Some drove more than two hours each way to attend our training sessions. We also had more people attend than we planned for, so make sure you have more than enough materials" (p. 207). This model of orientation, or integration training, is becoming common on college campuses today and evolving into a standard at the beginning of semesters. Many institutions are even offering refresher orientations, many of which are provided online, such as Johnson County Community College and Valencia College, who have adjunct certification programs to support both new and experienced faculty.

If an institution is lacking a strong orientation process and there is no other means to familiarize a new adjunct faculty with the campus, that instructor's potential could be restrained. Knowing the processes and resources available on campus could make all the difference not only for the faculty, but also for the student and institution. If an instructor is uncertain about the essentials of the position, the opportunity for growth may be lost.

Professional Development and Adjunct Faculty

Professional development can be referred to as a broad concept that provides the opportunity for personal and professional advancement. Altany (2012) stated, "Professional development promotes faculty responsibility for continuous, career-long growth based upon not only the trial and error of experience, but also theory, research, and professional collaboration with colleagues." It emphasizes growth and skill attainment through the programming of activities, initiatives, and intentional design. College campuses vary in the many ways in which professional development is offered. There are several types of formal professional development that can be provided to adjunct faculty. Attending conferences or seminars not only provides faculty with an opportunity to gain further knowledge and network with other professionals, but also reinforces that the institution is invested in them. Many institutions bring professional development directly to their campuses, which can serve a large number of faculty, both full-time and adjunct. By extending this invitation to all faculty, regardless of status, they can be empowered by the opportunity to gain knowledge, develop new skills, and provide the power of collaboration. Valencia College, which employs approximately 1,500 adjunct faculty annually, has implemented "My Development Plan," in which adjunct faculty members complete a professional development plan that outlines a program designed to move the instructor forward by taking professional development offerings provided internally by its Center for Teaching/Learning Innovation. Dr. Jyoti Pande, the Assistant Director of Faculty and Learning Development at Valencia College, stated, "Faculty need a development plan like students need an academic plan. It is used to guide them in their growth moving forward" (personal communication, November 14, 2013).

Valencia College's center provides nearly 400 sections of professional development offerings, which can be found within their exclusive catalog.

The most common and traditional form of professional development is a conference or workshop, in which a specific agenda is planned to reach a target audience. Brickman and Costa (2001) stated, "Sending adjuncts to conferences would make them feel a more integral part of the profession and expose them to a wider variety of teaching methods and materials" (p. 18). Such offerings are often provided on college campuses by a professional development staff, such as an institution's teaching and learning center. Such centers also provide faculty with customized, one-on-one training. Common topics include classroom management, online resources, pedagogy, syllabus development, and teaching an online course. In efforts to continue integrating adjunct faculty, many colleges are providing them with the necessary tools to be effective.

In 2012, Houston Community College's adjunct faculty, representing 48% of all faculty, received 200 iPads and were offered training to enhance their classroom capabilities. Doug Rowlett, director of the campus educational technology services, states that the tools are important and cost a lot of money, but that they make improvements to the classroom (Mulvaney, 2013). Online training can also be effective as it caters to adjuncts' nontraditional schedules. AdjunctSuccess is an online platform that provides adjunct faculty members with training through a series of webinars. Richard Lyons, a renowned author who provides instruction for AdjunctSuccess, stated, "Adjuncts typically are teaching odd hours or on the weekend, when they don't see a lot of other folks. They often feel marginalized. The Webinars foster a sense of community" (Powers,

2006). Lyons' statement not only emphasizes the need for professional development for adjunct faculty, but also supports the integration of these instructional members.

While conferences and workshops provide a valuable form of professional development, opportunities for professional growth extend far beyond these offerings. Professional development continues to evolve through technology and the changing landscape of higher education. One such change is that professional development can be obtained online and is accessible when the targeted audience is available. For example, adjunct faculty offerings of professional development tend to be offered in the evening or on weekends. Online faculty certification programs continue to be a viable program for institutions and can provide stipends to faculty upon completion.

Some college campuses offer a rewards system for adjunct faculty who participate in professional development. Stipends and increased pay per credit hour are some of the more traditional rewards. Some institutions also require that a minimum of professional development hours be completed to continue teaching a course. Such mandates are an intentional design to ensure faculty success. Austin Community College (n.d.) in Austin, Texas, states on its website, "Professional Development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment. It plays a key role in maintaining trained, informed, and motivated employees, regardless of job classification." Adjunct faculty at Austin Community College are required to complete 4 clock hours of professional development per year. These hours can be contractual or simply recommended by a department or an administration. At the College of DuPage in Glen Ellyn, Illinois, adjuncts are placed into a two-step orientation process upon hire. The new hire first views on online orientation

that outlines policies and procedures, then they are provided face-to-face teaching strategies sessions throughout the, which are required. Kirk Overstreet, Associate Dean of Adjunct Faculty at the college, states, "As our business needs change and the college moves toward the use of additional adjuncts in the classroom, these efforts will ensure consistency and quality teaching" (Overstreet, 2014).

To ensure that professional development is sound and effective, campus leaders must create a culture of evidence. Professional development offerings must be visible, encouraged, and intentional in design. Faculty development committees can be effective, particularly if they involve motivated and strong faculty voices, some of which can be adjunct faculty. Consistent reinforcement that professional development is essential and encouraged should be visible from the top-down of an organization. From the day a faculty member is hired, be it adjunct or full-time faculty, a commitment to the institution's human capital—the faculty—should be apparent. At the Community College of Philadelphia, adjunct faculty are provided a mentor and also participate in teaching circles, which are small groups of faculty members that discuss classroom topics (Stinson, 2013). Current trends of professional development vary and are advancing in a multitude of ways, particularly in the delivery. Internal offerings at community colleges are now expanding into web-based and hybrid offerings. The teaching and learning centers of community colleges are expanding and reaching out to individuals at all levels, including the adjunct faculty. Sauk Valley Community College in Dixon, Illinois, offers the Faculty Innovation Grant (FIT), where faculty can apply for up to $10,000 to conduct innovative research in the area of instruction. The researcher assists in administrating the FIT grant at Sauk Valley Community College. Lane Community College in Eugene,

Oregon, also offers a similar grant, known as the Discipline Contact Grant, where faculty members can receive up to $500 a year to join memberships in professional organizations, subscribe to publications, or connect with industry groups. Such grants are intended to promote networking and facilitate personal growth within faculty disciplines.

The creation of incentive-based programs is expanding, such as providing faculty a bump in pay for completing a series of programs, activities, or courses. Many courses focus on the future of the student learner, such as online courses and classroom technologies.

With the discussion of Massive Open Online Courses (MOOCs) gaining momentum and attention, such courses can help adjunct faculty gain or refresh their knowledge in a given discipline. Enrolling in courses through Coursera, an online education company, is free and provides an open door to some of the most well-known and accomplished institutions. Bali (2013) stated that MOOCs provide faculty with many opportunities for professional development, such as seeing how others teach online, joining community conversations, better understanding what it is like to be on the student side of online courses, as well as being exposed to new resources that could benefit instruction. Curtis Bonk (2012), professor of education at the Indiana University, teaches a MOOC course for educators around that world, titled "Instructional Ideas and Technology Tools for Online Success," which emphasizes online pedagogy. Bonk stated, "It is more like a summer workshop experience for college instructors than an introductory course on computer science or engineering that you might hear about from Stanford or MITx." In reference to the outcomes of the course and its usefulness, Bonk stated, "What surprises me the most is how quickly the MOOC participants have grasped

and adapted some of the ideas presented and embedded them in their own online and blended courses." Such opportunities could prove to be convenient for adjunct faculty and their varying schedules.

Some colleges lack a strong professional development system for their adjunct faculty. If the circumstance dictates, adjunct faculty will rely on their full-time employer to provide training and education, which can also benefit the classroom and student experience. Professional development opportunities must be tied to an institution's commitment to excellence and advancement. Murray (2002) stated that a common thread within research is that many faculty development programs lack goals, particularly those that are tied to an institutional mission (p. 91). Professional development must be meaningful and rich, and must serve as the lifeblood of an institution.

Continuous improvement in the classroom is a necessity, and without the opportunity for it, students can suffer the consequences and the faculty can never develop to his or her fullest potential. Faculty seek a variety of input to improve their teaching and assessment of their students. Professional development opportunities are often heavily emphasized to the full-time faculty, but it is essential that such opportunities are provided to all, including adjunct faculty. Celine Kavalec-Miller, the director of the Teaching/Learning Academy at Valencia College stated, "Instructors must continually revise and stay up with the times. Revitalizing practices is a part of improving the learning experience for students" (personal communication, November 14, 2013).

Adjunct faculty are expected to instruct students much like full-time faculty. The students they teach are often a part of a curriculum that is heavily instructed by full-time faculty. Students expect true academic professionals who are knowledgeable on the

subject, regardless of their status with the institution. Thus, the adjunct faculty member must be provided for and empowered to excel, which includes continuous development and improvement.

Mentoring

New adjunct professors can enter the field alone and have little guidance from a counterpart. Many community colleges have a group approach in providing support to adjunct faculty and an individualized support system is non-existent. A mentor for an adjunct faculty member can serve as a professional to facilitate the acclimation to the classroom. Having an experienced professional in the field, such as a full-time faculty member, provides an invaluable form of modeling. The feelings of loneliness or disconnection can often be relieved when a viable mentoring program is in place. Zutter (2007) stated, "Faculty mentoring programs are perhaps one of the best ways to create collegiality across disciplines and build community among instructors at post-secondary institutions" (p. 68).

The mentoring process on campuses, for those who do utilize it, can be heavily focused or loosely monitored. Some mentoring involves consistent contact between the mentor and mentee, while other styles can involve helping only when called upon. Each adjunct faculty will have different needs, based on his or her experiences or history. Zutter (2007) stated,

> Newer faculty must overcome many challenges during their early years of instructing. Some of these include time pressures to get everything accomplished, preparation for new classes, dealing with difficult students, determining priorities, and feeling insecure about the evaluation of their teaching methods. (p. 70)

46

An adjunct faculty member who is familiar with the campus can have an advantage in this process, but it is not enough. The constant contact and fellowship with a mentor can build life-long skills and confidence that serve the students, staff, and the institution. A strong mentoring program can also inspire mentees to become future mentors. This process of building success and providing one-on-one attention is the philosophy of the community college.

While adjunct faculty can be rewarded for completing given sessions, full-time faculty can be rewarded as well for assisting adjuncts along the way. For example, many colleges offer stipends to full-time faculty members who mentor an adjunct faculty member. Such mentoring programs focus upon the core elements of adjunct faculty integration, such as departmental inclusion, orienting to the campus and department, as well as having someone to turn to for guidance. Many colleges provide mentoring programs in a variety of ways. At Austin Community College, full-time or adjunct faculty mentor new faculty and receive a $200 stipend for doing so. These members cannot mentor more than three mentees. Mentors must have at least 3 years experience, attend orientation, and spend at least 10 hours per semester with the new adjunct faculty member. Ivy Tech Community College's mentoring program is similar to Austin Community College's, but the mentor and mentee are paid based upon the hours spent together and the program emphasizes that both faculty members spend time in one another's classrooms. Completing a series of observation and response forms is a requirement (Appendix D). At Metropolitan Community College (MCC), adjunct faculty attend the Adjunct Faculty Institute, where they participate in a mentoring program either

in-person or online. The mentors and the mentee meet throughout the semester and complete documentation that relates to the progress of the new faculty member.

Many technologies are available to assist in the mentoring process. While the traditional method of mentoring emphasizes one-on-one and face-to-face interaction between the mentor and mentee, new alternatives are being deployed on college campuses. A largely popular program known as eMentor, created by Teaching for Success, is now being utilized in community colleges. This web-based program takes the place of the traditional mentoring process in that it provides tailored services requested by the institution. For example, an institution shapes the experience of the mentee by having the program administer topics that are relevant to its campus and classroom, such as effective teaching practices and learning strategies. While a service such as this can lack the face-to-face mentoring experience, it does provide a standardized method to ensure that critical information is disseminated to a new adjunct faculty member.

Mentoring programs can vary by campus. The experience provides a strong system of support that emphasizes integration to a campus. The connections and experiences made between a great mentor and mentee can be lifelong and can be one of the more simple investments made by an institution. As the trend of adjunct faculty hires continues to grow, establishing mentors for these instructors will contribute to student and institutional success. In reference to mentors, Aragon (2011) stated, "When we become the experts or specialists, we need to remember our responsibility to take others with us." This philosophy can become a culture within an institution if faculty are empowered to do so.

Disconnectedness

Being new to anything in life can come with a sense of loneliness and disconnection. Being a part of a team and having a sense of connectedness can facilitate growth in all endeavors. An adjunct faculty member represents the campus and students often rely upon them for guidance within the classroom. To serve our students best, all members of the team on campus, regardless of position, must be well informed and connected. Green (2007) stated that some institutional leaders believe that adjunct faculty should play a role in governance, while others believe their duties lie solely in the classroom (p. 32). This latter philosophy reinforces that adjunct faculty remain disconnected on campuses in the higher education system. Many adjunct faculty teach at off-peak times, have full-time jobs elsewhere, and have limited access to support staff or faculty based upon their tight schedule. Ensuring that all adjunct faculty members feel a sense of connection is crucial and should be intentionally implemented by an institution. "Adjunct faculty must feel connected and a part of the institution. They should have goals and direction to ensure their growth," stated Valencia College's Assistant Director of Faculty and Instructional Development, Jyoti Pande (personal communication, November 14, 2013).

Giving adjunct faculty a voice on campus and making them feel a part of the institution's future and goals can also help to retain these faculty members. Replacing employees is time-consuming and costly. Burnstad and Gadberry (2005) stated, "The opportunity to contribute by having their voice heard on campus will go a long way toward integrating part-time faculty into the campus culture" (p. 113). Many institutions have facilitated this process by integrating adjunct faculty into the various committees

throughout campus, such as planning committees, curriculum committees, and faculty development committees. Representation on such committees permits adjunct faculty members to have a strong voice and a sense of belonging.

Another option that colleges make use of is an adjunct faculty website. Oklahoma City Community College provides an exclusive website for adjunct faculty, which opens with a welcome from the Vice President of Academic Affairs, Felix Aquino. The site also provides many valuable resources to adjunct faculty, such as contact information, handbooks, and campus policies. Users of the site can also connect to the college's Teaching and Learning Center. The website provides adjunct faculty with a central location on a campus website that outlines their role in the institution. Many of these webpages also include biographies about the faculty, providing information about their expertise, experiences, achievements, and how they serve the community and the college. A photo is often attached to the biography as well. This site also provides adjunct faculty with a calendar of upcoming events, reminders, campus services, important documents, and policies of the institution. This portal for the adjunct faculty can direct them to where they can receive assistance or provide them with essential tools that are efficient and convenient.

Access to Resources

Adjunct faculty vary in terms of how much time they spend on campus. Many are on campus only to teach their courses, which differ in load for each member. While on campus, adjunct professors may not have office space to conduct business. Primosch (2013) stated:

Most adjuncts lack adequate college office space and equipment to prepare lessons and class activities. They must often counsel students about assignments and personal problems in hallways and other public areas because there is no private meeting space. This lack of essential resource can impact the quality of teaching and communication between students. With the increasing use of adjunct faculty, this could impact the quality of education and service being provided.

During an orientation, access to resources should be discussed, but it should also be an opportunity to allow the adjunct faculty to work with the resources. For example, becoming familiar with the library and its many offerings benefits not only the development of the instructor, but also the quality of instruction provided to the student. Locating printing services is often an area of need for many adjuncts, and they may not realize the procedure to complete this task until a critical moment arrives, such as administering a test or quiz. Stinson (2013) stated:

> An email from the department chair with a building and classroom number, a schedule, a syllabus, and instructions for getting a parking permit is about all the orientation many adjuncts receive before arriving on campus to teach their first class. It's no wonder many of them don't assimilate into campus.

Within the classroom, many adjuncts may lack the proper classroom equipment for their discipline. Providing all faculty with the essential equipment to perform their tasks greatly enhances the ability to achieve the desirable student outcomes. Elkes (2012) stated, "Little attention has been paid to ensure that adjunct faculty members have the tools they need to be effective in the classroom, and this cohort is often viewed as an appendage rather than as a vital component of a campus community." Ensuring that adjunct faculty have the tools to be successful can affect student success and the quality of instruction provided. Many adjunct faculty do not realize where to turn to for resources or assistance, or may be uncertain that such resources are necessary to enhance their level of instruction. This issue can be resolved by working closely with full-time faculty, who

may have the materials and equipment to best serve the adjunct faculty member and their students. This connection to full-time faculty can also reduce any issues relating to disconnectedness. Ensuring that adjunct faculty and full-time faculty have a sense of connectedness and exhibit transparency can be essential to improve working relations and to better serve the students. Yoshioka (2007) stated,

> One of the best ways to ensure student success is for students to have timely and frequent access to their teachers. In this respect, part-time faculty are caught in the jaws of a monumental dilemma. Many want to spend time with students in order to help them succeed. (p. 44)

Being able to dedicate time exclusively to students in one location can be difficult. Yoshioka further stated that many adjunct faculty members cannot commit to this, as they have become "freeway flyers" and teach in multiple locations in order to make a modest living (p. 44).

Many adjunct faculty and full-time faculty share mutual students in their courses and program, so it is of great importance that adjunct faculty can fully teach to the expectations of the full-time faculty member. In reference to this concern, Leblanc and Scott (2010) stated that part-time faculty should be monitored and mentored, including a process of full-time faculty approving exams and assignments on an ongoing basis. If students do not receive quality instruction from an adjunct faculty member, they may be unprepared for the future courses, some of which could be with the full-time faculty members.

Adjunct Faculty Workload

The workload and the amount of courses taught by adjunct faculty can vary by institution. According to the Community College Center for Student Engagement

(CCCSE), adjunct faculty teach 58% of the classes offered at community colleges (CCCSE, 2014, p. 2). The Affordable Care Act and its restrictions may result in new policies, such as capping course loads. For example, Maricopa Community Colleges and Austin Community College, as discussed below, have taken such action. With greater reliance on adjunct faculty and the flexibility they provide to a campus, the demand and burden upon them has increased. Many adjunct faculty welcome the opportunity to teach more courses, thus increasing their earnings and their level of engagement on campus. Under the proposed Affordable Care Act, their previous history of teaching a large load of classes could be in jeopardy, if they choose to do it at just one institution as the act will likely cap and reduce the number of credit hours an adjunct faculty member can teach. This could equate to adjuncts stretching themselves geographically, which is equally a concern in terms of quality of instruction.

Many adjunct faculty teach through a variety of delivery methods, such as online, hybrid, or face-to-face, and even teach for multiple institutions. With access to higher education and technology evolving, such opportunities will continue to be available, which will allow adjunct faculty to increase their course load, if they are interested, but perhaps not under the best of circumstances and not at the same college.

Many institutions work to keep adjunct faculty under the 75% equivalency of a full-time faculty workload. For example, at Austin Community College, board policy states that adjunct faculty will have no more than 9 hours assigned to them in the fall or spring semesters, and no more than 6 hours in the summer session. Anything over such an amount would be considered an excessive workload. Maricopa Community College also abides by the same policy with the 9-credit-hour restriction.

While such institutions restrict adjunct faculty loads, these instructors are still able to teach for multiple institutions. The workload of adjunct faculty has become a growing concern as it relates to benefits, particularly healthcare. Institutions are now preparing to restrict the hours taught by adjunct faculty to prepare for the new health care reform. St. Petersburg College in Florida will be staying below the 30 hour-per-week threshold to control the cost of benefits that would be paid to adjunct faculty. Doug Duncan, senior vice president for administrative and business services on the campus states, "Providing benefits for part-time employees and instructors would amount to about $8,100 each, for a total cost of millions" (Kingkade, 2013). Such changes have the capability of changing the not only the workload of adjunct faculty, but the number of adjunct faculty employed.

Affordable Care Act

The Affordable Care Act was drafted in 2013 and has sparked much controversy on college campuses. The Act, which seeks to ensure that employers are offering benefits to part-time employees, has created new discussion particularly on how adjunct faculty can receive access to benefits. As a result of the Act, part-time employees must be granted healthcare benefits if they exceed 30 workload hours per week (June, 2013). Because many college professors work on their courses continually, both in and out of the classroom, creating a formula for hours has been difficult. These hours include all the time that many adjunct faculty work around the campus, such as tutoring or working in other college offices. At the time of this research, the Internal Revenue Service was reviewing the Act to determine how colleges should apply the guidelines, as total teaching hours can be difficult to determine from one adjunct faculty member to another, as well as from course to course. The Internal Revenue Service originally released a

statement (see June, 2013) stating that colleges must be reasonable in their efforts in calculating adjunct faculty workload hours. In February 2014, the U.S. Department of Treasury (2014) confirmed a ruling on such calculations and released a statement regarding a final ruling, which states:

> Adjunct faculty: Based on the comments we received, the final regulations provide as a general rule that, until further guidance is issued, employers of adjunct faculty are to use a method of crediting hours of service for those employees that is reasonable in the circumstances and consistent with the employer responsibility provisions. However, to accommodate the need for predictability and ease of administration and consistent with the request for a "bright line" approach suggested in a number of the comments, the final regulations expressly allow crediting an adjunct faculty member with 2 ¼ hours of service per week for each hour of teaching or classroom time as a reasonable method for this purpose.

At Sauk Valley Community College, full-time faculty are required to teach 15 credit hours per semester. In response to the Affordable Care Act, the administration will apply the 2¼ hours of service rule, as released by the U.S. Department of Treasury.

The Act has caused many colleges to face criticism, as they have reduced the number of hours that an individual adjunct faculty member can work, in order to avoid paying benefits and to remain within their annual budgets. Such decisions by colleges have sparked protest among adjunct faculty nationwide. Oakton Community College, located in the Chicago suburb of Des Plaines, Illinois, currently employs 400 adjunct faculty members; 85 will face an immediate cut with the new guidelines (Zorn, 2013). As a result, Bill Silver, an Illinois Education Association union representative, stated that in addition to the adjunct faculty suffering wage losses, the students will see fewer course offerings and sections (Zorn, 2013). "Adjuncts are very precarious anyway. They usually have very low wages, and are often already below the thresholds for health care. But for those people who have it, being cut down to lose it is very devastating," stated Gwen

Bradley of the American Association of University Professors (Resnikoff, 2013). Some states do not consider adjunct faculty as state employees, such as Virginia. In reference to this, Lewis (2013) stated,

> Because community college adjunct professors are contractors, not state employees, they're paid by the class load they carry; they don't punch a clock. And, because they're contractors, they are also ineligible for retirement benefits or unemployment compensation should they find themselves jobless. (p. 10)

With adjunct faculty already feeling disconnected from campuses, as previously discussed in this study, reducing their load not only impacts their personal lives, but further distances them from the mainstream of campus operations. The new Act may also cause colleges to bolster the number of adjunct faculty that are employed due to caps on individual course loads, resulting in a need to hire more adjunct faculty to cover the student demand. Community colleges in rural areas, which often face challenges in finding qualified adjunct faculty, may suffer setbacks in meeting students' schedule demands as a result of not being able to provide an instructor. Murray (2007) stated,

> Much is being written about a potential shortage of qualified community college faculty. Rural community colleges may be at the greatest disadvantage in attracting and retaining new faculty because they cannot offer the financial, cultural, and social advantages that more urban institutions can. (p. 57)

While the Act has created much controversy about restrictions to adjunct faculty, it has equally recognized that adjunct faculty are an integral part of the higher education system and deserve recognition for their work and dedication. Many adjunct faculty are seeking acceptance and recognition by their institutions for their efforts and dedication. Although implementation of the Act may result in adjunct faculty being limited, it requires that college leaders apply the benefits packages that full-time faculty receive if they teach the equivalent of 30 hours or more. Fairness and equality for adjunct faculty is

another step in the direction of improving morale and integrating these essential instructors into our campuses.

Adjunct Involvement in Shared Governance and Strategic Planning

From an institutional standpoint, shared governance incorporates the philosophy of integration, including adjunct faculty. Shared governance is a concept that is gaining momentum within college campuses. The idea of shared governance focuses on the many stakeholders who are a part of the decision-making and campus processes. The American Federation of Teachers (n.d.) stated, "Shared governance is a set of practices under which college faculty and staff participate in making significant decisions concerning the operation of their institution." Ensuring that committees have balanced representation from members of departments across the campus, and keeping all members of the college and the community informed, are two efforts that support this movement. Frequent communication from the top-down and reporting out on campus decisions, issues, and new updates are integral parts of the shared governance model. Boggs (2013) stated, "Colleges usually have several governance and planning committees that provide leaders with valuable advice and give people who will be affected by campus decisions a voice in the process."

With the shared governance model, strategic planning is open to the many stakeholders, and it is reflected in the campus objectives, philosophy, vision, and mission. As colleges focus on strategic planning and directions, the adjunct faculty of a campus should be a critical group in such processes. With adjunct faculty making up a majority of course instructors, including them in such planning not only seems necessary, but beneficial. The American Association of University Professors (AAUP) has called for

any academic employee, including adjunct faculty, to be given a role and full vote in shared governance decisions on campuses (Schmidt, 2011).

Colleges have employed many methods to ensure that adjunct faculty are heard and contribute to the direction of a campus. Adjunct faculty can be seen representing the faculty senate, advising student clubs, serving on planning and hiring committees, and also appearing in regular faculty newsletters and publications. These efforts are just a few of the many ways that adjunct faculty can play a role in the strategic plan of a college campus. Olson (2009) stated:

> The key to genuine shared governance is broad and unending communication. When various groups of people are kept in the loop and understand what developments are occurring within the university, and when they are invited to participate as true partners, the institution prospers.

Olson reinforced that consistent communication across the campus, including the adjunct faculty, is essential to strengthen partnerships and improve relations, which ultimately enhances the student experience.

Unionization and Collective Bargaining of Adjunct Faculty

Across the nation, adjunct faculty are uniting and forming unions, much like full-time faculty members have for years. Forming such groups has introduced a bold and new stance on adjunct faculty working conditions. From pay and benefits to access to resources, adjunct faculty are uniting in such efforts in the name of equality and respect. The forming of such unions is also another way in which adjunct faculty are seeking to increase their participation and voice on campus. Barbara Bowen, a vice president at the American Federation of Teachers states, "For too long, there was the prevailing feeling

among many adjuncts that they were an invisible part of the profession, but the silence in the profession about contingent faculty has been broken" (June, December 2009).

While increasing their voice on campus is critical, many other benefits, along with salary, can be negotiated in the process. These negotiations alone indicate that adjunct faculty have the power to be heard and hopefully understood. Adriana Kezar, professor of education at the University of Southern California and director of the Delphi Project, which examines the role and development of faculty, stated that unionizing does empirically make a difference and that it is one of the few changes that has helped to make changes so far (Flaherty, 2013). Kezar further stated:

> Research comparing the working conditions of unionized and non-unionized adjuncts shows that those with collective bargaining power have better salaries and benefits and are more likely to have paid office hours, opportunities for paid professional development, and guaranteed participation in governance and other faculty domains. (Flaherty, 2013)

The adjunct union movement has been increasing, both on individual campuses and nationally. One campus appears to be influencing another, but the national stage is also increasing its effort and campaign. The Service Employees International Union (SEIU), which represents many individuals from various fields, has taken a firm stance on increasing adjunct faculty unionization. The SEIU has held symposiums over the past year to bring action and change to working conditions of adjunct faculty by unionizing. At a Boston symposium sponsored by SEIU, Joseph Ramsey, an adjunct at UMass-Lowell, urged adjunct faculty to unite by stating, "The adjunct faculty struggle is a struggle to fight for the values of equality, security, and justice for all on our campuses" (Quinn, 2013).

In terms of integration and purposes of this research, efforts have been made for tenure-track and adjunct faculty to unite as one union, but challenges have been realized. In 2011, the University of Illinois-Chicago faculty sought to do so and were blocked by the campus leaders. As a result, the matter was taken to court, where a judge ruled that the university could not block the union from representing both ranks of faculty. The university contended that the state statute excluded such part-time faculty and that adjunct faculty and tenure-track faculty do not have mutual commonalities to bargain together (Jaschik, 2011).

At the state level, California has also seen an increase in the unionizing of adjunct faculty. According to their website, the California Part-Time Association (CPFA) was created in 1998 and serves nearly 46,000 non-tenure-track faculty. Their goal is to advocate for equality among all faculty. They do require annual dues of $40, and they state to support their mission they will provide the following:

- Encouraging practices and policies that ensure our faculty is as diverse as the students we serve;

- Educating the public, as well as students, faculty, administrators and legislators, about part-time faculty concerns and issues;

- Serving as a coalition and resource base for all individuals and organizations interested in promoting professional equity;

- Working to complement, enhance and reinvigorate the work that is already being done in faculty organizations, statewide and nationally, who share our mission;

- Creating alliances with other faculty, academic, labor, or social organizations, statewide or nationally, who share our goals; and

- Seeking legislative means to achieve our goals.

60

The California Part-Time Faculty Association has developed great access to faculty online through their listserv of adjunct faculty at all 109 community college campuses. Robert Yoshioka (2007), a union organizer, stated:

> CPFA originated and continues to maintain an active, open, subscription-based listserv for its members. Our membership is drawn from all education unions and even includes sympathetic full-time faculty and college administrators, as well as members of the state legislature and the state chancellor's office. (p. 44)

Such a diverse representation of membership reinforces the strong support that adjunct faculty have in becoming a more integrated and stronger voice on campuses. In looking to the future and gaining momentum for equality among all faculty, Yoshioka (2007) stated:

> Removing the artificial barriers and minimizing the differences between members of these two groups of equally qualified teachers will have the net result of leveling the playing field and will substantially improve the quality of education available to all students we teach. (p. 46)

The University of Illinois-Chicago, which combines its full-time and adjunct faculty members in a labor union, participated in a two-day strike in February 2014 in an effort to seek more balanced and fair wages. The union sought to have the minimum pay of full-time faculty increased to $45,000 and for the adjunct faculty to receive a pro-rated wage for their time and efforts (Schmidt, 2014). Such efforts not only raise awareness to equality for adjunct faculty, but also reinforce the collaboration being seen on campuses between adjunct faculty and unionization.

New Faculty Majority and Advocacy

Whereas organizing adjunct faculty unions plays a critical part in lobbying for better work conditions and overall equality, other initiatives are underway that are changing the focus of adjunct faculty rights. Created in 2009, a group called the New

Faculty Majority sought to fight for adjunct faculty, but not in a unionized fashion. The group, which has become visible on the Web and within higher education publications, accepts members from all walks of life in higher education. According to its website, the New Faculty Majority strongly emphasizes four hallmarks: to educate, advocate, litigate, and legislate.

The group's website provides a variety of resources, as well as current updates, events, and policy impacting the adjunct faculty. The mission of the group is visibly seen on the site, which states:

> NFM is dedicated to improving the quality of higher education by advancing professional equity and securing academic freedom for all adjunct and contingent faculty. For this purpose, NFM engages in education and advocacy to provide economic justice and academic equity for all college faculty. NFM is committed to creating stable, equitable, sustainable, non-exploitative academic environments that promote more effective teaching, learning, and research.

In 2010, as they were gaining momentum and saw increased interest, the group selected an executive director. Maria Maisto had previously taught as an adjunct at the University of Akron, had walked in the shoes of adjunct faculty, and saw the need for reform of adjunct faculty conditions and equality. She had even won the 2008 election as the part-time faculty representative of the faculty senate. Maisto stated:

> There are a whole range of different issues to address when it comes to adjuncts. We want to make sure that adjunct- and contingent-faculty perspectives are represented at the table so people aren't talking about us when we're not in the room. (June, September 2009)

Maisto has visibly increased her presence in the media and throughout college campuses. She has written numerous publications and can be seen at many adjunct faculty advocacy events that are hosted nationwide.

According to the New Faculty Majority's website, membership dues on a sliding scale based upon income have been implemented to support the group. The dues range from $15 to $100 per year and provide the following:

- Access to NFM discussion forums

- Eligibility for leadership roles in NFM and the ability to help chart NFM's future

- Access to NFM's health insurance program and other benefits including publications, informational and educational programs, and webinars

- Eligibility for support for conference attendance and public education efforts at which you provide the contingent faculty perspective

- Eligibility for any emergency legal and humanitarian assistance that we might be able to provide or raise.

Such advocacy groups continue to grow and gain interest from the non-tenured population. Online websites and blogs continue to increase in numbers and garner attention. The website, www.Adjunctnation.com, has become a common online hotspot among adjunct faculty and their loyal followers. Within the site, a variety of news and opinions is provided in the area of adjunct faculty, as well as updates on threats to their current work status, and advances being sought or made in the higher education arena. The site also promotes current full-time positions that are being advertised nationally. Websites such as the *Chronicle of Higher Education* also devote special features and permanent sidebars to address adjunct faculty concerns and awareness. The *Chronicle*'s "Adjunct Project" is a supplemental website that provides an analysis on data that can be searched by an area. Participants to the site can upload data available in their areas regarding adjunct pay, but they can also search other areas for the current rate of pay for adjunct faculty at other institutions. Specific information such as working conditions on campus or departmental pay on average can be researched on the site.

Best Practices

Many institutions have implemented a variety of successful programs to facilitate the integration of adjunct faculty on their campuses. These programs provide resources and support for the instructor, along with incentives for attending. The following three community college examples are representative of the work being done. Each of these programs has made an impact on the success of the adjunct faculty, and the benefits have extended into the quality of instruction being provided.

Black Hawk College – Moline, Illinois

Adjuncts at Black Hawk College participate in a day-long academy, in which they are paired with other instructors, both full-time and adjunct, learning from one another's experiences and pedagogy. Black Hawk College (2012) calls the event "The Adjunct Academy, Connect with the Best . . . You Deserve It." The coordinators of the event even extend an invitation to a nearby campus, Scott Community College in Davenport, Iowa. The event focuses heavily on connecting adjunct faculty with possible mentors, sharing knowledge and networking, and also educating the attendees on current topics and innovations. This collaboration builds partnerships not only amongst individuals, but also between the two campuses. This event is promoted as professional development and it leaves a lasting impression with the part-time faculty. Black Hawk also provides adjunct faculty with their own webpage, which provides resources in areas of getting started as an adjunct, instructional technology, teaching and learning, wellness and safety, and personal productivity. Information for the event can be located on the website at www.bhc.edu.

Black Hawk's campus also provides a Center for Teaching and Learning, whose services are provided to all faculty, both full-time and part-time, in the areas of teaching and online learning. In addition to these great services, the part-time faculty at Black Hawk College build solidarity among one another by being unionized and negotiating their contracts.

Johnson County Community College -- Overland Park, Kansas

Johnson County Community College offers a training program for adjunct faculty known as the Adjunct Certificate Training (ACT) program. This program provides a variety of assistance to adjunct faculty in an online setting, which accommodates their varying schedules. The program is a module-based program that contains seven module lessons. An adjunct faculty member must complete all seven modules and then complete an eighth module of their own choosing. Some of the areas covered in the modules include technology, legal issues, teaching styles, employment policies, syllabus creation, and assessment. Those completing the program receive an $800 stipend. This program offers adjunct faculty professional development with an emphasis on integration into the campus. It also provides the adjunct faculty members with a strong sense of accomplishment and attachment to the college's philosophy. Information for the program can be located on their website at www.jccc.edu.

Valencia College – Orlando, Florida

While many know Valencia College for its extraordinary completion rates and student success initiatives, its faculty development offerings for adjunct faculty are also exceptional. Valencia provides adjunct faculty with an option to enroll in an Associate

Faculty Certification, which requires 60 clock hours of professional development. Once that has been attained, the participants receive a bump in pay per credit hour. Those completing the program are required to take an additional 20 hours of offerings to maintain the certification. Of the current 1,500 adjunct faculty at the college, 467 completed the program last year (J. Pande, personal communication, November 14, 2013).

Chapter Summary

This chapter summarized the research that has been conducted in the area of adjunct faculty, particularly the history, working conditions, and efforts made by campuses to integrate them more deeply into their institution. While adjunct faculty play a critical role in their institutions, much attention has been devoted to their advancement and professional development opportunities and growth. With trends indicating that the adjunct faculty hiring growth will continue, ensuring that such members are provided equal opportunity to training and campus inclusion is vital to the quality of education offered to the student body.

Although adjunct faculty teach for a variety of reasons, it seems their treatment at campuses varies as well. The welcome and orientation for new adjunct faculty can differ greatly at various institutions. Providing new faculty a strong foundation upon hire is the first step in connecting faculty to resources to set them up for success, much the same as all campus leaders and higher education employees do in connecting students to tools and resources for success. A strong connection to people and resources, particularly by fostering relationships with others, ensures that adjunct faculty get off to a strong start. Professional development also varies, such as to whom it is offered, funds for

opportunities, online offerings, and possible incentives or rewards for such. Some colleges are offering adjunct faculty certifications that combine professional development with incentives upon completion. A commitment to professional development is a commitment not only to enhancing skills, but also to the adjunct faculty themselves.

Mentoring opportunities can provide adjunct faculty with a strong point of contact on a campus. Mentors can offer adjuncts another way to enhance their classroom skills, as well as their connections to resources and people. Those serving as mentors can be full-time or adjunct faculty members. This consistent contact can form lifelong relationships that facilitate growth among one another. Mentoring programs can be formally offered on campuses, where stipends that are paid to the mentor. Regardless of the payment or the formal offering of a program, the bonds that are forged benefit not only the adjunct faculty, but also the institution and ultimately the student.

As adjunct faculty working conditions have become a growing concern, advocacy groups and unions have formed. The New Faculty Majority provides adjuncts with support at a national level, while individual campus unions for adjunct faculty support their needs as well. Unionization has enabled adjunct faculty to collectively bargain contracts and rally for better pay, resources, and benefits. While the unionization of adjunct faculty is one way of improving adjunct faculty conditions and gaining a stronger voice on campus, the Affordable Care Act was developed with intentions to do the same. The Affordable Care Act is meant to force institutions to provide benefits to adjunct faculty who work over a given set of hours, but it has resulted in colleges reducing the number of classes assigned to individual adjuncts, such as St. Petersburg College, who will keep such faculty members under the 30 clock-hour threshold, per the Affordable

Care Act guidelines (Kingkade, 2013). The future of the Affordable Care Act is unknown at this time as it has been suspended until further notice while such concerns are addressed. Although the Act was crafted with good intentions for part-time workers, it has created difficulties by limiting the course load of adjunct faculty, who have long counted on the income and opportunity to teach.

Several colleges are working to ensure that their adjunct faculty are receiving the proper services and support to be successful. The inclusion to their campuses includes professional development, mentoring, strong orientation programs, connections to full-time faculty and departmental decisions, and the opportunities to serve the college on committees under the shared governance model. The integration of adjunct faculty to campus facilitates their growth and ensures that support mechanisms are in place to help the member develop the competencies needed to be an effective employee and representative of the campus. As colleges continue to rely on the adjunct faculty to meet campus and student needs, the commitment to their development and inclusion to the campus should be visible. Listening to their needs and understanding their perceptions can provide leaders with the ability to provide practices that are conducive to their advancement.

CHAPTER 3

METHODOLOGY

Introduction

The increased reliance on adjunct faculty in higher education has become a common practice, requiring leaders to better understand instructor needs, provide support, and establish stronger relationships among faculty and academic departments. How adjunct faculty members relate to their institution can vary based upon their relationships with faculty and employees, their access to resources, and their knowledge of an institution's policies and practices. Olson (2009) stated, "When various groups of people are kept in the loop and understand what developments are occurring within the university, and when they are invited to participate as true partners, the institution prospers."

With the steadfast commitment to student success and a vision to achieve the completion agenda's goals, better understanding of these goals and preparation of our faculty, who are on the front lines of instruction is essential; this includes adjunct faculty. With just 25% of faculty on the tenure track (cited in CAW, 2012), a deeper understanding of key priorities by these individuals is warranted. Many of these concerns revolve around professional development and the overall interaction and participation of the adjunct faculty on campuses. Altany (2012) stated, "Professional development

strengthens the affective, intellectual, and social aspects of academic life. It improves the academic experience at institutions for teachers and students."

The intent and focus of this study was to collect data from adjunct and full-time faculty to determine perceptions of their integration and the various levels of relationships, connectedness, and participation that exist among the academic departments and faculty members. This data collection included internal factors and perceptions among the various faculty at Sauk Valley Community College in Dixon, Illinois. An integrative practice is defined by the researcher as a method, activity, program, or offering that enhances interaction within the campus, augments personal growth and development, or fosters relationships among the faculty or academic departments. This includes attending orientations or workshops, mentoring, attending academic department meetings, serving on campus committees, or other formal and informal offerings that adjunct faculty may be participating in to foster growth individually or as an academic department. While the faculty were the primary unit of analysis in the study, the administration, staff, and other key college stakeholders could be mentioned as having an impact, be it positive or negative, throughout the data collection processes.

To maximize the results of this study and provide further clarification of the findings, a mixed-methods approach was utilized. Creswell and Clark (2007) stated, "The definition of mixed methods research involves both collecting and analyzing quantitative and qualitative data" (p. 6). Quantitative data include closed-ended performance instruments, while qualitative data focus on open opinions, views, beliefs, and perspectives. Both paradigms, combined in this study, provide the researcher with an

exhaustive approach in the data collection and analysis. Creswell (2009) stated, "It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study" (p. 4). Additionally, more insight can be gathered using the combination of both methods as they provide an expanded understanding of research problems (Creswell, 2009, p. 203). The design alone provides a unique opportunity for the researcher to capitalize on the benefits of both paradigms and the additional challenges. Sale, Lohfeld, and Brazil (2002) indicated that a convincing argument for mixing qualitative and quantitative research designs in a single study would be to challenge the underlying assumptions of the two paradigms themselves (p. 47). With a mixed-methods design, the researcher attempts to interpret several perspectives through such methodology. It is an approach to knowledge that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (Johnson, Onwuegbuzie, & Turner, 2007, p. 113).

The participants of this study, as discussed below in the sampling procedures, were limited to current adjunct and full-time faculty that have at least 4 semesters of experience, excluding the summer session, which is generally viewed as 2 years teaching experience at Sauk Valley Community College. While the numbers fluctuate each semester due to scheduling demand, approximately 150 adjunct faculty are employed by the campus for the combined fall and spring semesters; 48 full-time, tenure-track faculty are employed by the college.

From a quantitative perspective, the chi-square analysis was utilized to compare statistical significance differences between the various categorical responses, which were be measured at the .05 significance level. The chi-square test is a test of relative

71

frequencies (Vogt, 2007, p. 191). The chi-square test can be useful when dealing with bivariate problems, which involves two variables, while multivariate problems relate to relationships among three or more variables (Vogt, 2007, p. 195). Historically, the most common technique used for independent and dependent variables has been the chi-square test for statistical independence (Vogt, 2007, p. 191). The objective of the study was to answer the research questions of the researcher and gather data that could be utilized to impact policy and practices. These responses, which were categorized as responses and variables, were compared for statistical significance.

The qualitative component of this study required the researcher to interpret and identify the meaning of words and reasoning, as well as identify factors that contribute to such perceptions. Merriam (2009) stated, "The task is to compare one unit of information with the next in looking for recurring regularities in the data" (p. 177). The focus groups were utilized to foster discussion that identified emerging themes and trends. While the quantitative component relied upon statistical measures, such as chi-square, the qualitative component relied upon the researcher's software, notes, and observations to identify such categories of themes.

The methodology was guided by the researcher's effort to answer the established research questions as listed below, and the effectiveness, engagement, interaction, and satisfactions levels were measured by perceptions and participation in the practices.

1. What are the integrative practices among adjunct faculty at Sauk Valley Community College that are perceived as the most effective by adjunct faculty and full-time faculty?

2. Does the level of communication and interaction between the adjunct faculty and full-time faculty impact their satisfaction of one another?

3. What are the desirable attributes for an adjunct faculty member teaching at Sauk Valley Community College?

4. What programs, practices, or policies could Sauk Valley Community College implement to better develop their adjunct faculty?

5. Do levels of satisfaction of Sauk Valley Community College adjunct faculty correlate to their participation in integrative practices on the campus?

Appropriateness of the Study

This study was selected as a result of the increasing reliance and growth of adjunct faculty in higher education at a national level and the researcher's role at Sauk Valley Community College in managing adjunct faculty. The literature review regarding this topic indicates that adjunct faculty across the nation are seeking more benefits, a stronger voice, and a stronger connection to campuses. Evans (2009) stated, "The goal is to integrate adjuncts into the college community by having them serve on major committees, attend department meetings, and participate in the same professional development activities as full-time faculty members."

The most appropriate design of the study was pursued to ensure that comparative quantitative data were collected, as well as the inclusion of observed qualitative data that could be used in addition to the quantifiable findings. Creswell (2009) stated,

> In planning a study, researchers need to think through the philosophical worldview assumptions that they bring to the study, the strategy of inquiry that is related to this worldview, and the specific methods or procedures of research that translate that approach into practice. (p. 5)

As a result, the mixed-methods approach provided an opportunity to validate the results of the study not only through the use of survey instruments, but also by combining a face-to-face environment to further interpret those results. Such a model, known as the explanatory mixed-methods design, is defined as a two-phase process and allows the researcher to collect and analyze both types of data by first starting with quantitative

collection through the use of a survey, then subsequent collection and analysis of qualitative data (Creswell & Clark, 2007, p. 72). This second phase consisted of focus group discussions involving the adjunct faculty participants who completed the initial quantitative survey phase. These sessions provided the participants an opportunity to discuss various topics relating to the survey's findings within an informal discussion among peers. To ensure the most honest answers are provided in the focus groups, an independent third party, who is not an employee of the college, documented such processes and served as the moderator. Krueger and Casey (2009) stated, "The moderator guides the discussion, deciding where more information is needed and when and when to move on. The best moderators are masters at this, because they understand what kind of information will be most useful to the client" (p. 86). Villard (n.d.) stated, "The moderator must be mentally alert at all times, patient as participants respond to questions, free from distractions, well-informed about the purpose and objectives of the study and possess the ability to manage the communication process." Both phases of the data collection process are specifically outlined below in this chapter.

With this two-phase follow-up model, Creswell and Clark (2009) stated, "The researcher identifies specific quantitative findings that need additional explanation, such as statistical differences among groups, individuals who scored at extreme levels, or unexpected results." Outlier data are defined as those scores that are extreme (Vogt, 2007, p. 61). This not only assists in internal validation, but it also provides a strategic overlap to confirm the data. Reliability and validity are discussed below with this study. Figure 3 illustrates the explanatory model design and its two phases that the researcher utilized in data collection, analysis, and interpretation.
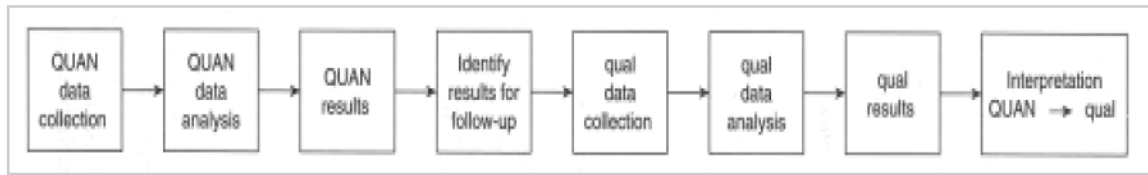
Figure 3. Explanatory design: Follow-up explanations model.

Research Methodology

The mixed-methods approach for the study combined the administration of two surveys, one to full-time and one to adjunct faculty, along with focus interviews of the adjunct faculty. As outlined above, the design provided the researcher with an opportunity to combine survey research and cross-reference it with focus group discussions. Survey research, in which a relatively large sample of people are selected from a predetermined population, who then provide responses in a standardized form (Kelley, Clark, Brown, & Sitzia, 2003), is used in a variety of ways. Roztocki (2001) stated, "Surveys and interviews are perhaps the most popular methods of primary data collection for academic research." The data collection process took place in two phases.

Instrumentation is a critical component of this mixed-methods research design as two quantitative surveys are critical to the first phase of data collection process. Bullock, Little, and Millham (1992) stated, "Quantitative work, by its definition, implies the application of measurement or numerical approach to the nature of the issue under scrutiny, as well as to the gathering and analysis of data" (p. 85). Creswell and Clark (2007) stated that quantitative research can lack voices of the participants and they can be unheard (p. 9). To ensure that voices of the participants were heard, open-ended questions were provided in the surveys. These open-ended questions allowed participants to supply answers in their own words (Creswell & Clark, 2007, p. 6). The researcher's surveys

75

were created in electronic format for distribution through Survey Monkey, an online data collection system. Boyer, Olson, and Jackson (2001) stated that electronic surveys provide several advantages, such as questions can be written without space-constraints of paper, they eliminate any controversy as to what response was selected, pictures and special formatting can be provided, and they capture data in a timely manner (p. 1).

The electronic survey (Appendix E) designed for adjunct faculty focused on their interaction with full-time faculty, programs, initiatives, and activities that enhanced their teaching and sense of inclusion to the campus. The questions addressed programs, such as faculty orientation, mentoring programs, workshops, departmental meetings, serving on committees, input into departmental goals, access to resources, and perception of campus inclusion, such as being a voice in decisions. Adjunct opinions on possible changes at the campus, such as the implementation of mandated orientations for new adjunct faculty hires, were also captured. Satisfaction levels with their adjunct positions at the college were also assessed. Some adjunct faculty teach only online or in the evenings, defined as 3:59 p.m. or after, and these participants were identified in the survey so that possible variances in their responses could be analyzed.

As mentioned, three open-ended questions were made available, which address improvements to the adjunct faculty office, topics that adjunct faculty feel are the most essential for professional development, and identification of integrative practices that they feel are most effective at SVCC. Demographic information about the respondent was requested, such as course load, education level, and longevity teaching at the college.

The electronic survey for full-time faculty (Appendix F) focused on their interaction and communication with adjunct faculty, along with their views on policy

regarding adjunct faculty expectations, professional development, and potential mandates upon hiring, such as orientations or mentoring. Three open-ended questions were also provided on the survey, which asked the full-time faculty about what integrative practices they feel are most effective, what could be implemented to foster growth among the adjunct faculty, and also what best practices they have used in working with adjunct faculty. Like the adjunct faculty survey, demographic information was also collected and analyzed.

As the surveys were returned to the Survey Monkey system, the researcher used such data to make correlations and comparisons among groups, status of faculty, practices, and policies that relate to the integration of adjunct faculty. The initial survey data analyses also provided a foundation for the study by informing the researcher for the follow-up qualitative phase. The goal of the quantitative phase of the study was to collect and analyze categorical data, which is defined as the classification of objects into different categories (The Institute for Statistics Education, n.d.).

Independent and dependent variables exist within the quantitative surveys that were administered. Helmenstine (n.d.) stated, "An independent variable is the variable that is changed in a scientific experiment to test the effects on the dependent variable." The independent variables included the attendance or interest in various activities, policy, events, or practices that are being offered on the SVCC campus, while the dependent variables included levels of satisfaction, perceptions, views, and effectiveness regarding such topics. Dependent variables are the variables being tested, those that are "dependent" on the independent variable (Helmenstine, n.d.).

The second phase of the study focused on qualitative research and the use of focus groups. The researcher's qualitative role emphasized eliciting such in-depth data that are based upon subjective views, perceptions, and opinions. Brannen (1992) stated that qualitative researchers use themselves as data collection instruments, attending to their own cultural assumptions and data, while quantitative researchers construct a finely tuned tool that allows for less flexibility, imaginative input, or reflexivity (p. 5). Brannen further stated, "Qualitative work does not survey the terrain, it mines it" (p. 6).

Villard (n.d.) stated, "Many times focus group interviews do not stand alone as the research tool. They can be used as a follow-up to quantitative research (i.e., needs assessment) about the meaning and interpretation of previously derived data." In addition, Merriam (2009) stated, "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5). In reference to such a method, Berkwits and Inui (1998) stated, "It is used to capture expressive information not conveyed in quantitative data about beliefs, values, feelings, and motivations that underlie behaviors."

Three focus groups were conducted on-site at Sauk Valley Community College in the boardroom of the college, which provides the participants with minimal distractions and an appropriate professional environment to foster discussion. Krueger (2002) stated the environment in focus groups should be open and comfortable with circle seating and that the narrator should have mild unobtrusive control (p. 2). The designated room also was an area of low traffic and best ensured confidentiality among the participants. An

independent third-party moderator guided such conversations and the researcher was not present due to his supervisory role of such adjunct faculty.

The focus group conversations were documented using transcripts of the discussion, as well as field notes. Field notes should include the observer's comments and particularly verbal descriptions of the setting, people, activities, and direct quotations from or the substance of what people said (Merriam, 2009, p. 131). Field notes were of value to the researcher, who directly participated in the focus group, but transcription provided an in-depth collection of the entire conversation. Transcribed notes were much more focused and in-depth. Bazeley (2007) stated, "The goal in transcribing is to be as true to the conversation as possible, yet pragmatic in dealing with the data" (p. 45). Such notes included all "ums," "mmms," and repetitions, as well as incomplete sentences, interruptions, nonverbal elements, and the emotional tones (Bazeley, 2007, p. 45). In reference to this, Kvale (1996) stated, "Transcription from tape to text involves a series of technical and interpretational issues for which, again, there are a few standard rules but rather a series of choices to be made" (p. 169). Qureshi (1992) stated, "A qualitative interview is an exhausting process for the interviewer, involving the necessity to listen, process information, and plan the next stages of the interview simultaneously" (p. 109).

After such documentation was collected, the data were segmented into emerging themes and categories. Such categories enabled the researcher to identify concepts that represent a phenomenon (Bazeley, 2007, p. 82). These themes were processed using the NVivo qualitative software package. NVivo manages data and their ideas, queries the data, and also provides models and matrices in the data-reporting process (Bazeley, 2007,

p. 3). To assist in the data analysis of such emerging themes in this qualitative

component, the researcher utilized thick description. Merriam (2009) stated:

> Today, when rich, thick description is used as a strategy to enable transferability, it refers to a description of the setting and participants of the study, as well as a detailed description of the findings with adequate evidence presented in the form of quotes from participant interviews, field notes, and documents. (p. 227)

Sample Selection

The researcher sought to determine the current state of adjunct faculty at Sauk

Valley Community College as it related to their connectedness to campus and

relationships with college personnel, particularly the full-time faculty. The participants of

the study consisted of the adjunct faculty, otherwise known as part-time or contingent

faculty, and the full-time faculty. Due to the institution being relatively small in size at

approximately 150 adjunct faculty and 48 full-time faculty, the researcher sought a non-

random purposeful sample.

Merriam (2009) stated, "Purposeful sampling is based upon the assumption that

the investigator wants to discover, understand, and gain insight and therefore must select

a sample from which the most can be learned" (p.77). Merriam further stated that to

begin such sampling, a researcher must first determine what selection criteria are

essential in choosing the people or sites to be studied. As a result, this method allowed

the researcher to sample all faculty, regardless of being adjunct or full-time status, with

two years of experience, capturing their various views and opinions, both quantitatively

and qualitatively.

The adjunct faculty at the college are defined as those faculty who are not on the

tenured track and teach a course load of 75% or less of a full-time faculty member. Such

faculty typically teach fewer than 11 credit hours per semester, as compared to the

minimum of 15 credits hours of a full-time faculty member. The adjunct faculty were selected from the Sauk Valley Community College BANNER data system from the Office of Institutional Research, which is the central data source for the campus operations. Due to a non-random purposeful sample being obtained, a complete list of adjunct ($n = 150$) and full-time ($n = 48$) faculty was collected. From this list, the researcher compiled an exhaustive list of potential participants for survey distribution. After determining eligible participants through this process, it was confirmed that 62 adjunct faculty and 38 full-time faculty had 4 semesters of teaching experience, finalizing the sampling pool. For phase one of the study, the survey was completed via Survey Monkey by the researcher, approved for delivery by the SVCC Dean of Institutional Research, and sent to these eligible participants via campus email. A confidentiality statement accompanying the survey (Appendix G) granted all participants anonymity and confidentiality.

The qualitative phase, otherwise known as the second phase, used the selection of participants based upon volunteering and convenience, which is simply known as convenience sampling. Merriam (2009) stated, "Convenience sampling is just what is implied by the term—you select a sample based on time, money, location, the availability of sites or respondents, and so on" (p. 79). To ensure that the researcher could expand upon the results submitted by those that completed the survey, the researcher sought a minimum of 6, but no more than 10, adjunct faculty respondents to voluntarily participate in three focus groups. Krueger and Casey (2009) stated:

> Participants are selected because they have certain characteristics in common that relate to the topic of the focus group. The researcher creates a permissive environment in the focus group that encourages participants to share perceptions and points of view without pressuring participants to vote or reach consensus.

81

To protect the anonymity of the participants, the adjunct faculty received a follow-up email asking for volunteers to participate in this second phase. Their willingness to participate remained separate from a submitted survey; any names associated with survey results were removed. This ensured that the identity of those participating in the quantitative survey was protected. Kaiser (2009) stated,

> Given that qualitative studies often contain rich descriptions of study participants, confidentiality breaches via deductive disclosure are of particular concern to qualitative researchers. As such, qualitative researchers face a conflict between conveying detailed, accurate accounts of the social world and protecting the identities of the individuals who participated in their research. (p. 1632)

As previously mentioned, the Office of Institutional Research at Sauk Valley Community College provided the researcher with the qualifying participants in the study.

Data Analysis

The results of the surveys administered (Phase 1) to full-time and adjunct faculty were analyzed and reported through the use of descriptive statistics and a chi-square analysis. Descriptive statistics included the mode, median, and mean scores. Vogt (2007) stated that descriptive statistics are used in helping us describe and summarize data, as well as investigate and explore quantitative evidence (p. 11). Frequencies and percentages were provided in the analyses, which ultimately was compared to one another. Chi square allowed the researcher to analyze variables within the categorical data, such as the faculty status or an entire academic department, along with their responses or perceptions. Chi square has historically been the most commonly used technique when both the independent and dependent variables are categorical (Vogt, 2007, p. 191). Utilizing and providing contingency tables with chi square allowed the researcher to compare multiple variables across one another. The analysis also allowed

the researcher to determine if one variable is contingent upon another through the use of contingency tables and is ideal for ordinal or nominal responses such as these (Vogt, 2007, p. 193). Table 1 displays a breakdown of the possible independent and dependent variables within the survey that could be used with the chi-square analysis.

The frequency of the responses within the survey's results, as well as the strengths and weaknesses of relationships between the categorical data, assisted the researcher in narrating such discussion. Emerging trends and patterns were noted and later coded into the qualitative data software. As previously mentioned, the transcribed documents, field notes, and recordings also contained the raw data. A data matrix with columns that represented the various topics (Appendix H) was created to assist the moderator in presenting the discussion's qualitative results. This matrix outlined the effective and ineffective integrative practices, as well as the reasoning behind such views. This information is later presented in Chapter 4 to assist in answering the study's research questions.

Table 1: *Adjunct and Full-Time Faculty Survey Variables*

Adjunct Faculty Survey

Independent Variables	Dependent Variables
Level of education	Levels of satisfaction with adjunct position
Frequency of interaction with full-time faculty	Levels of communication and interaction with full-time faculty and academic department
Mentoring program participation	
Use of adjunct office and resources	Full-time position interest
Taken the online teaching orientation (i3)	Level of satisfaction with views being heard at SVCC
Total credit hours taught by semester on average	As active in department as the adjunct would like to be
Retired from SVCC as full-time faculty	
Level of teaching experience at SVCC	
Frequency of attendance at professional development or workshops	
Frequency of attendance at area meetings	
Frequency of attendance at department meetings	
Teaches night courses only	
Teaches online courses only	
Currently teaches for other Institutions, along with SVCC	
Included in department goals and discussion	
Serves on campus committees	
Member of adjunct union	
Attends professional development outside of SVCC offerings	

Full-Time Faculty Survey

Independent Variables	Dependent Variables
Level of education	Satisfaction with the level of interaction with adjuncts
Level of teaching experience at SVCC	
Has served as a mentor to adjunct faculty	Perceptions of adjuncts meeting engagement and involvement expectations of department
Interested in serving as mentor	
Attendance at professional development or	Perceptions of adjuncts being offered enough

workshops by adjunct faculty	opportunities to integrate to campus
Attendance at departmental or area meetings by adjunct faculty	
Levels of communication with adjuncts	
Adjuncts included in department goals	
Views on professional development mandates for adjunct faculty	

Data triangulation was utilized by the researcher to ensure that similar themes were emerging. Data triangulation is defined as using different sources in order to increase the validity of a study (Guion, Diehl, & McDonald, n.d., p. 1). The researcher utilized methodological triangulation by combining two sets of survey results of the full-time faculty and adjunct faculty with focus group interview findings, as well as member checks. Member checks, also known as respondent validation, is a process by which participants that were interviewed in the study are asked for feedback on the accuracy of the transcription of that interview (Merriam, 2009, p. 217). In combining the quantitative and qualitative results for comparison, the researcher was able to collect critical data through the use of the surveys, focus groups, and member checks. Methodological triangulation consists of using multiple qualitative and quantitative methods to conduct a study, but generally requires more resources and time (Guion et al., n.d.).

Limitations of the Study

The researcher recognizes that limitations exist within this study and awareness of such ensures that the study's capabilities and challenges are recognized. Vogt (2007) noted that threats in research or, in this case, limitations, should be noted by the researcher, who also should note the steps taken to reduce them (p. 125). The results of

85

the survey and focus groups are limited to only Sauk Valley Community College faculty, making generalizations to other campuses difficult. Such a study could, however, be replicated at other institutions.

The researcher currently serves as the Dean of Instructional Services at Sauk Valley Community College. Such a role designates the researcher as the supervisor of the adjunct faculty at the college, with the exception of the healthcare fields, Nursing and Radiologic Technology. Such duties under the job description (Appendix B) include adjunct faculty hiring, training, evaluating, scheduling, and the promotion of professional development. The researcher also served as an adjunct faculty member in 2008 prior to joining the ranks of full-time faculty in 2009 and ultimately joining the administration in 2012.

Online-only faculty were also considered within the study, but their sample size was low at just three instructors. Such information from online faculty was, however, an opportunity for the researcher to enhance their perceptions of campus relationships and participation in integrative practices on campus.

Some academic departments do not have full-time faculty due to low enrollment or an inability to staff such a position. For example, the Art Department at the campus is operated entirely with adjunct faculty due to historically low enrollments, and the Criminal Justice Department has been without a full-time faculty member since 2012 due to a vacancy and the inability to attract qualified applicants. Such issues could result in a participant's inability to have experienced relationships with full-time faculty.

A final limitation is that, like many other studies, this study was a snapshot of a given time. The responses from the participants were based solely upon their views at the

time of the survey and focus groups, and the results were analyzed in this given timeframe of the 2013-2014 academic year.

Validity and Reliability

Vogt (2007) stated, "Invalid research is pointless. Unreliable approaches to research will also have little, if any, value" (p. 113). Reliability concerns the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials, yet validity is the tendency toward consistency found in repeated measurements of the same phenomenon (Carmines & Zeller, 1979, p. 11).

Along with the Institutional Review Board (IRB) process and the process to ensure internal validity and reliability, the research process and its purpose, including the surveys, were reviewed and approved by the president of the college, the academic vice president, and the Dean of Institutional Research. Member checks, discussed previously, were used. A pilot study was also conducted to best prepare the researcher for effectively carrying out the research.

To ensure reliability of the study, the Dean of Institutional Research at Sauk Valley Community College retained the quantitative data gathered within Survey Monkey. These data were stored securely in the Research and Planning Office on the campus and made available to the researcher after the deadline had passed for participation in the survey. The researcher could then analyze the data and prepare for the focus group interviews. The Dean of Institutional Research remained in possession of the original data results. An independent third party also served as the moderator for the focus groups. This ensured that participants were not revealing information to their supervisor, who is the researcher for the study. The participants were assigned participant

numbers and those focus group discussions were sent to a transcriber from the third-party moderator. Any identifiable information was removed during transcription.

The researcher also applied face validity to the study, which sought to determine if the instrument was truly serving its purpose and addressing its intended measures. Mostert (n.d.) stated,

> Face validity is most often understood as a subjective and cursory judgment of a concept, assessment instrument, or any other conceptualization to ascertain whether, on its face, it appears valid (i.e., that the concept being measured seems reasonable; that a test instrument appears to measure what it purports to measure; that the association between the concept and how it is measured seems appropriate and relevant at first glance), without further regard to the underlying legitimacy of the nomological network, concept, instrument and test items, or the construct it purports to measure.

The surveys that were utilized by the researcher exhibit face validity by asking participants to measure their perceived level of effectiveness. Satisfaction levels, along with levels of engagement and participation, assisted the researcher in such efforts. The researcher used the pilot study participants to test face validity and determine if the instrument measures are appropriate.

Pilot Study

The researcher conducted a pilot study to test the feasibility of the study and its processes and instruments. Shuttleworth (n.d.) referred to such tests as a small-scale rehearsal of the larger research design. During the spring semester of 2014, the quantitative survey was distributed to adjunct faculty and full-time faculty that did not meet the selection criteria for participation. This was defined as the faculty with fewer than two years of teaching experience. This group did not meet the criteria for the initial sample selection, but was able to provide adequate responses to "test" the research

88

design. Such efforts verified that the survey was effectively written, covered appropriate material, and was easily interpreted by the future participants. It also ensured that the researcher provided for adequate practice or a test run of the selected research processes. Hosting a practice adjunct faculty focus group for those not meeting the selection criteria also ensured that the researcher was able to practice and prepare for the future focus groups of eligible participants. Based on this pilot, the researcher made necessary modifications or adjustments to further strengthen the internal and external reliability of the study.

Multiple Sources and Member Checks

Over the course of the study, the researcher provided multiple sources or methods of data. The researcher's explanatory design collected quantitative data from full-time faculty and adjunct faculty, and then cross-checked those results through focus groups, a qualitative approach. The researcher then sought further internal validity by minimizing the misinterpretation of the responses of participants and utilizing member checks. This process allowed the researcher to take the findings to the participant group and determine if they were accurate or "rang true" (Merriam, 2009, p. 217). Any outlier data was also confirmed and explained during this process.

Generalizability

Due to the study focusing only on faculty at Sauk Valley Community College and a non-probability sample, generalizations to other institutions may prove difficult, thus impacting its transferability. In contrast, probability sampling allows the investigator to generalize results from its drawn study sample, but because this study specifically sought

participants from a given criteria and not at random or systematically, it used a non-probable sample (Merriam, 2009, p. 77). While the research process itself could be replicated at another campus, there could be a substantial variance in results due to the sample size, faculty relations, campus offerings and programming, and, ultimately, the opinions of the respondents. To assist in transferability, using thick, rich descriptions of the focus group discussions could help other researchers best understand the setting, strategy, environment, and responses that were captured on those given dates. Myers (2000) stated, "In communicating—or generating—the data, the researcher must make the process of the study accessible and write descriptively so tacit knowledge may best be communicated through the use of rich, thick descriptions."

Ethical Considerations

To ensure the integrity of the study and protection of its participants, the researcher had recognized methods to maintain high ethical standards. Confidentiality, anonymity, implied consent, and being conscientious to sensitive matters are areas that the researcher took into consideration throughout the research and its reported findings. Creswell (2009) stated that researchers must not put participants at risk and that vulnerable populations must be respected (p. 89). In all research, the researcher should consider the special needs of the population, including the impact on minors, the mentally incompetent, victims, persons with neurological impairments, pregnant women, prisoners, and individuals suffering from disease or other conditions (p. 89). Populations such as the ones mentioned were unlikely to participate in the researcher's study, but the researcher was aware of such accommodations and needs that could be required. Vogt

(2007) noted that the application of research methods by the researcher is always influenced by the moral and legal obligations of the participants.

Institutional Review Board and Leadership Approval

The first step taken to inform the institutions of the research is through the formal process. The researcher first informed the president and academic vice president of Sauk Valley Community College of the study's intentions and purpose. The academic vice president also serves on the Institutional Review Board (IRB) at Sauk Valley Community College. The researcher sought approval by the Institutional Review Boards of Sauk Valley Community College and Ferris State University (Appendix I), committees designed to provide review, oversight, and an approval process to protect the ethical interests of the institutions and all of its stakeholders, as well as maintain standards within the researcher's process. The IRB documentation was completed by the researcher, outlining the purpose of the study, the instruments to be administered, the timeline of the research, the population of potential participants, and also how the researcher would protect these selected individuals.

Informed Consent Rules

All participants were provided with informed consent rules and their participation was voluntary and not a requirement. Deborah Smith (2003) stated, "When done properly, the consent process ensures that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits." The participants were also informed that while the researcher is the Dean of Instructional Services at the campus, the results of the study would have no impact on their employment or status with the college.

91

Participants of the study were also informed through confidentiality statements regarding intentions to protect their interests and identity. The contact information for the researcher's faculty dissertation chair was also provided to the participants. Cherry (n.d.) noted that, aside from IRB approval, there are key components in ethical research, which include voluntary participation, obtaining informed consent from the participants, and maintaining confidentiality.

Dissemination of Information

At the conclusion of the research, the study and its findings will be made available for public access. As mentioned, identities of participants will be protected. The results of the study seek to improve faculty relations and enhance policy; therefore, the information should be available to the college's administration, faculty, and staff. All participants were notified of such intentions prior to their participation.

CHAPTER 4

FINDINGS AND RESULTS

Chapter 4 presents the study's quantitative and qualitative results and summaries. The quantitative portion of the study centered on separate surveys sent to adjunct faculty and full-time faculty, while the qualitative portion focused on the trends and themes that emerged from three focus group sessions. Only adjunct faculty that had taught for 4 semesters were sampled. Prior to the formal research being pursued, a pilot study was conducted.

Contributions of the Pilot Study

The pilot study was conducted approximately 3 weeks prior to the formal research being conducted. The purpose of the pilot study was to test the processes, documents, surveys, and the overall methodology that were originally created. The sample pool of the pilot study consisted of adjunct faculty that did not meet the formal research selection criteria, which were those with less than four semesters of teaching experience at Sauk Valley Community College. In total, this was 48 adjunct faculty and 4 full-time faculty. The Office of Institutional Research sent the survey, via Survey Monkey through email, to these members with a 2-week timeframe for completion. At the completion of the 2

weeks, it was concluded that 14 adjunct faculty members and 3 full-time faculty members completed the survey.

No feedback was provided by those that completed the survey. A request to the participants for feedback was sent via email, which yielded no responses. Two participants wrote the researcher to provide support, after which the researcher sought their feedback regarding any such possible adjustments. It was again concluded that the survey was sound and fit for the formal research.

Six members that participated in the pilot study survey participated in the focus group. The pilot focus group was also conducted and carried out per the methodology of the study. The researcher was not present and provided the moderator a series of questions to emphasize. A digital recorder was used to capture the conversation and also for transcription later. Participants were provided name placards with a participant number, so as to protect their identity and to remain anonymous. The transcriptionist referred to participants only by number. The session lasted approximately 60 minutes and participants were served breakfast.

At the conclusion of the study, the moderator noted that the session was successful in fostering discussion and that it was focused on the established guided questions for the adjunct faculty. The moderator noted that they felt it may be necessary to change the order of the guided questions to facilitate a better flow of discussion. This change was implemented at this time. The moderator also noted that having participants introduce themselves to one another prior to the session beginning could assist in having a more guided discussion and also prevent them from inquiring about one another, which could reveal identifiers about an individual. This recommendation was also noted and

implemented for the formal research focus group discussions. The recording from the pilot study focus group was later transcribed by a third party. The transcribed notes were then loaded into the NVivo software for the researcher to interpret and analyze. The survey data were also coded into SPSS for analysis.

At the conclusion of the pilot study, the researcher was able to make necessary adjustments to benefit the formal research study. Processes, procedures, software, and analyses were refined, enhanced, and improved to benefit the formal research process.

Description of the Sample

Participants of the formal study were selected based upon their experience in instruction at Sauk Valley Community College. To be eligible, adjunct and full-time faculty had to have taught at the institution for a minimum of four semesters. This included the summer session. The researcher believed that this amount of time provided the adjunct faculty with adequate time to have experienced teaching at the campus and becoming familiar with the college's resources, processes, and staff.

The response rate among the participants was high due to frequent communication from the Office of Institutional Research consistently informing the participants of the study's purpose and its deadline to participate. The survey was administered via Survey Monkey through email with a 2-week timeframe for completion. The researcher was removed from the data collection process and all results were reported back to them at the conclusion of the data collection. Among the adjunct faculty, 61 adjunct faculty were eligible for the study. Of the participants, 41 completed the survey, yielding a response rate of 67%. Additionally, 40 full-time faculty were eligible

for the study and 26 of those instructors completed the survey, yielding a response rate of 65%.

Demographics of the Sample

Demographic information on the adjunct faculty was collected through use of the survey. The adjunct faculty were asked to provide information regarding their educational attainment, their course load, how long they have taught for SVCC, as well as if they teach for other institutions. While determining the academic department of the participant could have proven beneficial, it was omitted from the survey to protect the identity of those that work within departments that have only one individual assigned to the area. At the time of the study, four academic areas did not have a full-time faculty member assigned to them and were operated by adjunct faculty only. This posed a unique area for the researcher to study as a lack of full-time leadership could impact the success and integration of its adjunct faculty.

Mixed Method Phases

Quantitative Results – Phase 1

The first phase of the study consisted of two separate surveys being administered to the adjunct faculty and the full-time faculty. The survey sought the opinions of the faculty in the areas of faculty development, communication, their level of interaction, and their satisfaction, and additional open-ended questions allowed the participants to put results "into their own words." The full-time faculty survey consisted of 18 questions, while the adjunct faculty survey consisted of 37 questions. As discussed within Chapter 3, chi square was used to test statistical significance at the .05 significance level.

96

Qualitative Results – Phase 2

The second phase of the study served as a follow-up to the quantitative phase. A series of focus group discussions were hosted to discuss the results of the survey. A third-party moderator facilitated the discussions and used a series of guided questions (Appendix J) created by the researcher. These questions were created as a response to the survey and sought validation of the results. The moderator also completed a confidentiality agreement to ensure that information revealed in the sessions remains confidential (Appendix K).

Three separate focus groups were hosted within the Sauk Valley Community College boardroom. Each of the members was provided participant number identification badges. To protect participant identity, introductions of one another were conducted prior to the recording of the session so that participants were familiar with one another and would not investigate such while being audio recorded. Before the recording of the session, participants signed a waiver of consent to participate, which outlined the researcher's intentions and the assurance of a participant's confidentiality and anonymity (Appendix L).

Session one consisted of 5 adjunct faculty members, session two consisted of 6 adjunct faculty members, and session three consisted of 4 adjunct faculty members. While the researcher sought for 6 to 10 adjunct faculty members to be in attendance at each focus group, the response rate provided the adequate amount of discussion that enabled the participants' voice to be heard. The moderator provided each of the participants with the results of the survey that the adjunct faculty had completed. Each session lasted approximately 60 minutes. At the conclusion of the session, the moderator

turned the audio recorder over to a hired transcriptionist. The transcriptionist also completed a confidentiality agreement (Appendix M) to keep all information confidential, as well as removed any identifiers from the transcript so that the researcher would not be able to identify any given individuals. Once the transcripts were created, the researcher provided them to the focus group moderator for validation and confirmation of the content. The moderator approved of the transcripts and noted that the information was accurately recorded in the transcripts, particularly what key themes emerged from the discussion. With the researcher manually analyzing the transcripts, NVivo qualitative software program was utilized for coding and identification of such themes and patterns.

Identified Themes through Analysis

Several themes and factors were commonly identified as being barriers or limitations to the adjunct faculty's integration on campus. Themes that supported best practice or positive experience were also included in this discussion. Such themes also guided the researcher in answering the established research questions. Through the focus group discussions, recommendations for improvement or potential changes to policies, procedures, and programming were also provided by the participants. The following combination of themes emerged among the adjunct and full-time faculty:

- Communication and interaction within department

- Mentoring and relationships

- Professional development and orientations

- Campus inclusion

- Lack of recognition, compensation, and respect

Analysis of Data

Theme: Communication and Interaction within Department

Throughout both phases of the study, communication and interaction was often discussed and noted. The study provided the researcher the opportunity to determine how communication was taking place and the level of interaction and engagement among the faculty.

In capturing data regarding communication and interaction between the adjunct faculty and full-time faculty, the researcher sought to determine their satisfaction level with such. Table 2 provides the satisfaction levels by adjunct faculty with their department and its full-time faculty. Just 6 participants (14.6%) of the adjunct faculty are "very satisfied" with their level of interaction within their department and its full-time faculty and 9 participants (22%) are "satisfied." Combined, 37.5% of respondents are "satisfied" or "very satisfied" within this area. Ten (24.4%) of the participants were "neutral," but the highest category of the respondents was "somewhat dissatisfied" at 11 participants and 26.8% of the responses. The lowest level of satisfaction, "dissatisfied," was 9.8% of the responses and just 4 of the total participants.

Table 2: *Satisfaction of Adjunct Faculty With the Level of Interaction With Department and Its Full-Time Faculty*

		Frequency	Percent	Valid percent	Cumulative percent
	How satisfied are you with the level of interaction with your department and its full-time faculty?				
Valid	Very satisfied	6	14.6	15.0	15.0
	Satisfied	9	22.0	22.5	37.5
	Neutral	10	24.4	25.0	62.5
	Somewhat dissatisfied	11	26.8	27.5	90.0
	Dissatisfied	4	9.8	10.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Table 3 provides the same variable of levels of interaction, but within the full-time faculty's views. The findings of the adjunct faculty's views on the level of interaction, as previously noted, are consistent with that of the full-time faculty's views. Just 2 participants (7.7%) of the full-time faculty are "very satisfied" with their level of interaction within their department and its adjunct faculty and 4 participants (15.4%) are "satisfied." Combined, 24.1% of respondents are "satisfied" or "very satisfied" within this area. Seven (26.9%) of the respondents were "neutral," but the highest category of the respondents was again "somewhat dissatisfied" at 9 participants and 34.6% of the responses. Three participants, or 11.5% of the responses, were "dissatisfied."

100

Table 3: *Satisfaction of Full-time Faculty With the Level of Interaction With Department and Its Adjunct Faculty*

		Frequency	Percent	Valid percent	Cumulative percent
	How satisfied are you with the level of interaction with your department and its adjunct faculty?				
Valid	Very satisfied	2	7.7	8.0	8.0
	Satisfied	4	15.4	16.0	24.0
	Neutral	7	26.9	28.0	52.0
	Somewhat dissatisfied	9	34.6	36.0	88.0
	Dissatisfied	3	11.5	12.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

Several variables could be used to compare the level of interaction and engagement, particularly levels of experience in teaching. How often the full-time faculty interact with adjunct faculty could have implications on their integration to campus and their satisfaction rates among many variables. Table 4 provides a crosstabulation of the satisfaction among full-time faculty of interaction with the adjunct faculty compared with how often the full-time faculty indicated that they communicate.

Also depicted in Table 4, the chi-square *p*-value of .079, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related.

Table 4: *Crosstabulation of Satisfaction With Interaction With Adjunct Faculty and Frequency of Communication in Any Form with Adjunct Faculty from Your Department*

| | | How satisfied are you with the level of interaction with your department and its full-time faculty? | | | | | |
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
On average, how often do you communicate in any form with adjunct faculty from your department?	Weekly	2	3	3	1	1	10
	Monthly	0	0	2	7	0	9
	Yearly	0	1	2	0	1	4
	Never	0	0	0	1	1	2
Total		2	4	7	9	3	25

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	19.434	12	.079
N of valid cases	25		

Table 5 provides a crosstabulation of the level of experience with the level of interaction and within an adjunct faculty member's department and its full-time faculty. The results indicate that the highest frequency of responses was within the "neutral" or "somewhat dissatisfied" category. The largest group of the sample was from those with 5-10 years of experience with 19 participants (47%). Of these 19 participants, 7 were "very satisfied" or "satisfied," yet 7 were "somewhat dissatisfied or "dissatisfied." Six participants from this category were "neutral" in their response. The highest level of experience, those with 16 or more years of experience, did not yield any "very satisfied" or "satisfied" responses. Such a negative response provides an opportunity for the researcher to further investigate a lack of interaction.

Table 5: *Crosstabulation of Satisfaction With Interaction With Full-time Faculty and Level of Experience in Teaching*

		How satisfied are you with the level of interaction with your department and its full-time faculty?					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
My level of experience in teaching at SVCC is:	2-4 years	1	2	3	3	1	10
	5-10	3	4	5	4	3	19
	11-15	2	3	1	2	0	8
	16+	0	0	1	2	0	3
Total		6	9	10	11	4	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	7.113	12	.850
N of valid cases	40		

As depicted in Table 5, the chi-square *p*-value of .850, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. While the chi-square analysis revealed that the results were not statistically significant, the findings do indicate that a large portion of the adjunct faculty have 5-10 years of experience in teaching as an adjunct faculty member and that there are several mixed feelings among this population. The population of adjunct faculty members with 16 or more years of teaching is low at just 3 instructors, yet none of them have a minimum of "somewhat satisfied" views on their level of interaction with full-time faculty.

When further analyzing data regarding communication utilizing crosstabulations, the researcher was able to further the data analysis process by comparing the satisfaction levels of interaction above with other variables.

Table 6 compares the satisfaction levels of interaction and whether adjunct faculty are invited to area or academic department meetings. Mixed views within these variables were observed by the researcher. While the distributions are quite even among the variables, slightly more adjunct faculty members are neutral, somewhat dissatisfied, or dissatisfied with the level of interaction versus whether or not they are invited to area or academic department meetings. While 15 of the possible participants (38%) were at minimum "satisfied" with their level of interaction, 6 of them were not invited to these critical meetings. Also, 24 of the participants (61%) are either neutral, somewhat dissatisfied, or dissatisfied, of which 16 of them are not invited to such meetings.

As depicted in Table 6, the chi-square p-value of .243, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. While the significance levels may indicate such, the individual responses regarding the lack of invitation to such meetings, 21 of 39 responses (53%), should be further explored by the researcher and discussed within the study's recommendations.

Table 6: *Crosstabulation of Satisfaction With Interaction With Full-time Faculty and Whether Adjunct Faculty Are Invited to Area or Academic Departmental Meetings*

		How satisfied are you with the level of interaction with your department and its full-time faculty?					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
Are you invited to your area or academic departmental meetings?	Yes	4	6	2	4	2	18
	No	2	3	8	6	2	21
Total		6	9	10	10	4	39

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	5.468	4	.243
N of valid cases	39		

Table 7 provides a crosstabulation of whether adjunct faculty are invited to area or departmental meetings and how many of such meetings an adjunct faculty member attends. Twenty-two of 40 respondents (55%) indicated that they are not invited to such meetings. Of these 22 respondents, 1 attended 1 to 2 meetings per year. Of those that are invited, 18 of 40 respondents (45%), 6 are not attending any meetings (15%), 9 (22.5%) are attending 1 to 2 meetings per year, 1 is attending 3 to 4 meetings per year (2%), and 2 participants (5%) are attending more than 5 meetings. Departmental meetings and their frequency can vary among the academic departments and areas, which was noted by the researcher.

As depicted in Table 7, the chi-square *p*-value of .001, being less than the threshold of .05, indicates that the results are statistically significant. Based upon this, the results could be generalizable to other populations. In doing so, other researchers should

105

note that these results are unique to Sauk Valley Community College's communication processes and interdepartmental relations.

Table 7: *Crosstabulation of Attendance at Area or Departmental Faculty Meetings and Whether Adjunct Faculty Are Invited to Meetings*

		How many area or departmental faculty meetings do you attend on average each year?				
		0	1-2	3-4	More than 5	Total
Are you invited to your area or academic departmental meetings?	Yes	6	9	1	2	18
	No	21	1	0	0	22
Total		27	10	1	2	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	17.508	3	.001
N of valid cases	40		

Attendance at departmental meetings was also analyzed in comparison to the satisfaction of the interaction with full-time faculty. Table 8 provides a crosstabulation of satisfaction with interaction with full-time faculty and attendance at departmental faculty meetings each year.

Overall, just 15 the 39 participants (38%) are satisfied or higher with their level of interaction with full-time faculty. Twenty-six of the 39 participants (66%) are not attending any such meeting, regardless of satisfaction rates. Twenty-four of the 39 participants (61%) express neutral, somewhat dissatisfied, or dissatisfied views toward full-time faculty interaction. Just 6 of the participants that are "satisfied" or higher have been to a minimum of one meeting and of those, only 1 participant has ever attended 3 to 4 meetings and just two have attended 5 or more meetings.

106

Table 8: *Crosstabulation of Satisfaction With Interaction With Full-time Faculty and Attendance at Departmental Faculty Meetings Each Year*

		How satisfied are you with the level of interaction with your department and its full-time faculty?					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
How many area or departmental faculty meetings do you attend on average each year?	0	4	5	9	5	3	26
	1-2	2	2	1	4	1	10
	3-4	0	1	0	0	0	1
	More than 5	0	1	0	1	0	2
Total		6	9	10	10	4	39

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson chi-square	8.830	12	.717
N of valid cases	39		

As depicted in Table 8, the chi-square p-value of .717, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. Based upon the analysis, a large distribution of the participants are not attending departmental meetings; 17 of the 26 participants (65%) that have never attended a departmental meeting feel neutral, somewhat dissatisfied, or dissatisfied with the level of interaction with full-time faculty. Other factors, such as whether or not they were invited, could be attributed to whether or not they attended these meetings. As previously referenced, 22 out of 40 adjunct participants (55%) have never been invited to a departmental meeting.

To further explore satisfaction and departmental meeting participation, the researcher also analyzed attendance at departmental meetings in comparison to the

overall satisfaction with the adjunct teaching experience. Table 9 provides such results. Twenty-three of the 40 participants (57%) are a minimum of "satisfied," yet not attending any departmental meetings. In total, 27 of the participants (67%) are not attending any meetings, regardless of their satisfaction with their adjunct teaching experience.

Table 9: *Crosstabulation of Satisfaction With Adjunct Teaching Experience and Attendance at Departmental Faculty Meetings Each Year*

| | | Please rate your overall satisfaction with your adjunct teaching experience at SVCC: | | | | | |
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
How many area or departmental faculty meetings do you attend on average each year?	0	11	12	2	1	1	27
	1-2	5	4	1	0	0	10
	3-4	1	0	0	0	0	1
	More than 5	0	1	0	1	0	2
Total		17	17	3	2	1	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	11.801	12	.462
N of valid cases	40		

As depicted in Table 9, the chi-square *p*-value of .462, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. Based upon the analysis, despite high satisfaction rates with the adjunct faculty teaching experience, it does not appear to have an impact on attendance at departmental meetings. Other factors, such as being invited, could be attributed to the rate of attendance at departmental meetings.

Table 10 provides the satisfaction level of interaction compared to what common methods are being utilized by the faculty to communicate. Sauk Valley Community College provides email addresses to all employees, including adjunct faculty. This is a common method of communication for the faculty, both adjunct and full-time. An adjunct office does provide use of the phone, but based upon syllabi examined by the researcher, many adjunct faculty members use their personal cell phone or home phone as their primary number of contact. Face-to-face communication can vary within the department.

Of the 39 participants, 14 (35%) are at a minimum "satisfied" with their level of interaction with full-time faculty with the most common method being phone or email. Just 3 of the 14 respondents that are a minimum of "satisfied" use phone, email, and face-to-face methods. In terms of having "neutral" feelings about their level of interaction, 10 of the 39 respondents (25%) felt this way with 6 of them using phone or email as a method, while 1 interacted face-to-face, and 3 indicated they do not interact at all with full-time faculty. Eleven of the 39 respondents (38%) were "somewhat dissatisfied" and had the highest frequency of not interacting with full-time faculty in any method. Overall, regardless of a satisfaction level, phone or email is the most common method of interaction among adjunct and full-time faculty. Twelve of the 39 respondents (30%) do not interact with the full-time faculty by the means of any of the methods, which should be explored further by the researcher.

Table 10: *Crosstabulation of Adjunct Faculty Interaction With Department and Full-time Faculty and Method of Interaction*

		How satisfied are you with the level of interaction with your department and its full-time faculty?					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
If you interact with the full-time faculty from your department, is it more common:	By phone or email	3	4	6	3	0	16
	Face-to-face	1	1	1	2	2	7
	Both of the above	0	3	0	1	0	4
	I do not interact with full-time faculty in any of the above	1	1	3	5	2	12
Total		5	9	10	11	4	39

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson chi-square	15.587	12	.211
N of valid cases	39		

As depicted in Table 10, the chi-square p-value of .211, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. Contact by phone or email is the most common method 16 of 39 responses (41%), yet no contact or interaction at all, 12 of 39 responses (30%), is visible to an observer of the data.

Each academic department at SVCC is responsible for developing goals and plans. These plans, known as operational plans, outline the direction of the department's goals, their metrics, and who is responsible for such tasks. These are typically created through communication by email, phone, and face-to-face contact, along with attending

departmental or area meetings. Table 11 provides a crosstabulation of the results

regarding full-time faculty beliefs of SVCC adjunct faculty being as engaged as the full-

time faculty would expect them to be compared to if the adjunct faculty are consulted

with as a part of the department's goals or operational plans.

Table 11: *Crosstabulation of Perception of Engagement of Adjunct Faculty in Department and Whether They Are Consulted in Creation of Department Goals or Plans*

		In your perception, do you believe the SVCC adjunct faculty in your department are as engaged and active as you would expect them to be?		Total
		Yes	No	
Are adjunct faculty consulted with as a part of the creation for your department goals or operational plans?	Yes	5	3	8
	No	7	8	15
Total		12	11	23

Chi-Square Tests					
	Value	*df*	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.524	1	.469		
N of valid cases	23				

The results indicate that just 5 of 23 (21%) of the full-time faculty participants felt

that the adjunct faculty are consulted with regarding goals and operational plans, as well

as agreed that the adjunct faculty are as engaged and active as they would expect to be.

Eleven of the 23 participants (47%) felt that the adjunct were not consulted regarding

goals and operational plans and that they also felt the adjunct were not as engaged or

active they expected them to be. Regardless of how the full-time faculty perceived the

level of engagement and activity within their department by adjunct faculty, 15 of the 23

full-time faculty participants (65%) indicated that adjunct faculty are not consulted with regarding departmental goals or operational plans.

As depicted in Table 11, the chi-square *p*-value of .469, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. The low distributions should be noted by the researcher regarding further exploration or applicability of the results.

Table 12 provides the level of interaction with full-time faculty and the overall satisfaction of an adjunct faculty member's teaching experience. Thirty-four of the 40 (85%) adjunct faculty participants rated their overall satisfaction with teaching at Sauk Valley Community College as "satisfied" or "very satisfied." In comparing these 34 participants to the feelings of satisfaction with interaction of full-time faculty, 14 of them (35%) are a minimum of satisfied with their interaction with full-time faculty, 10 of them (25%) have "neutral" feelings toward their interaction, and 10 (25%) also are "somewhat dissatisfied" or "dissatisfied."

Just 3 participants (7%) are "somewhat dissatisfied" or "dissatisfied" with their teaching experience overall. Of the 2 participants "somewhat dissatisfied" with their teaching experience, one is "somewhat dissatisfied" with his or her level of interaction with full-time faculty, while the other is "dissatisfied" with the level of interaction. Only 1 adjunct faculty member is both "dissatisfied" with his or her level of interaction with full-time faculty and the adjunct teaching experience at Sauk Valley Community College.

As depicted in Table 12, the chi-square *p*-value of .110, being greater than the threshold of .05, indicates that the results are not statistically significant and that these

factors are not related. Despite the factors not being related, the researcher should note

the high level of overall satisfaction alone with the adjunct teaching experience.

Table 12: *Crosstabulation of Satisfaction With Adjunct Teaching Experience and Satisfaction With Interaction With Full-Time Faculty*

| | | Please rate your overall satisfaction with your adjunct teaching experience at SVCC: | | | | | |
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
How satisfied are you with the level of interaction with your department and its full-time faculty?	Very satisfied	5	1	0	0	0	6
	Satisfied	4	4	1	0	0	9
	Neutral	4	6	0	0	0	10
	Somewhat dissatisfied	4	4	2	1	0	11
	Dissatisfied	0	2	0	1	1	4
Total		17	17	3	2	1	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	23.143	16	.110
N of valid cases	40		

Qualitative Findings Within Communication Theme

Phase two of the study provided focus group discussions that centered around the

results of the survey. A standardized list of questions was used to guide the moderator

(Appendix J). The researcher utilized the NVivo qualitative software to code the focus

group transcript data and identify emerging themes and patterns. One such pattern was

the topic of communication and interaction.

Much like the survey indicated that there is a need for increased communication

between full-time faculty and adjunct faculty, several statements were made during the

focus group to confirm such quantitative findings. Many recommendations and best practices were referenced, such as frequency and method of contact, some of which took place through mentoring, but also the understanding of when departmental meetings were held and the input of the adjunct faculty within the topics discussed at the meetings. Whom adjunct faculty should seek as a point of contact also was a factor. Mentoring is discussed within the next section of the study.

Among all themes referenced in the focus groups, communication was the most referenced and much of the discussion centered on areas of improvement and past practices. This theme yielded 35 references, with professional development the second most at 29 references. Communication was also referenced in all three focus groups. Within communication, being informed of activities, meetings, or opportunities to connect with other faculty members was discussed. As an example, the following statements were made by adjunct faculty participants to support this finding:

> If anything, hopefully the big thing that will come out of this study is the communication between the full-time and the adjuncts needs to improve. I don't know why there is a riff there. Like you said, individually it's fine, but as a whole it needs to improve. The adjuncts feel like we are on the outside looking in. I know two adjuncts that are in this department. I asked them if they were aware that there was a departmental meeting about some new things that they're wanting to do in the department. They said they were never told. I told them there was a meeting.

The desire to have points of contact to reach out to was also referenced. While mentoring is referenced in the study, these specific points of contacts were referenced more toward the need to have an established communicator or central point of contract from each department that could inform adjunct faculty of critical departmental information. For example, the following comments by adjunct faculty participants were specifically referenced to support this finding:

> In my opinion, it is, or should be the full-timer's responsibility to reach out to the adjuncts and then the adjunct can say, "Hey, I want more contact or I'm good with a howdy-doody or good-bye and just let me know what book I need to use.

> I like to have the consistency of knowing who to go to, so my department has been my constant to ask questions of.

> I think a lot of times we just don't ask anyone for that [a need] and that need goes unfulfilled because you think it's an odd thing to bother [supervisor] with. We've talked before, who do you ask this type of question of, and we're not quite sure.

In response to improvements, one adjunct stated,

> Perhaps a scheduled meeting once a year with two full-time staff to inform adjunct of critical policies, expectations, and best practices.

Overall, confusion exists among the adjunct faculty in regard to whom they should contact for given problems or issues. Equally, consistent scheduling of events and activities that incorporate adjunct feedback and communication appears to be an opportunity for the researcher to explore as an area of development for the campus.

Theme: Mentoring and Developing Relationships

Throughout the study, many references were made regarding mentoring, both the need for it, as well as its impact on the participants. As discussed in the communication theme above, having a point of contact for adjunct faculty has been identified in the study, and both the full-time and the adjunct faculty provided perspectives on mentoring in both phases of the research. The role of a formal mentor or program has not been established at Sauk Valley Community College. Faculty mentoring is defined as a partnership between faculty and staff, which enables a new faculty member to seek support from, confide in, and provide overall guidance and direction as they adapt to

115

campus. As a result of its successes and references in this study, it is furthered discussed in Chapter 5 as a recommendation moving forward.

Of the 26 full-time faculty members that participated in the survey, 19 of them (73%) indicated they have served as a mentor to an adjunct faculty member. Of the 26, 17 indicated that they would be interested in serving as a mentor (65%). Table 13 provides a crosstabulation of full-time faculty having served in a mentor role in comparison to their interest in serving as a mentor. Of the 26 participants, 15 have served in a mentor role (57%) and are still interested in serving as a mentor. Just 5 of the 26 participants (19%) have never served as a mentor or have no interest in doing so.

As depicted in Table 13, the chi-square p-value of .017, being less than the threshold of .05, indicates that the results are statistically significant. With the variables demonstrating such significance, the researcher can further explore the needs of a mentoring program or process, particularly with 17 members showing interest.

Table 13: *Crosstabulation of Interest in Serving as Mentor and Having Served in a Mentor Role to Adjunct Faculty*

		Would you be interested in serving as a mentor to an adjunct faculty new hire?		Total
		Yes	No	
Have you served in a mentor role to an adjunct faculty member?	Yes	15	4	19
	No	2	5	7
Total		17	9	26

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	5.736	1	.017		
N of valid cases	26				

The researcher also analyzed years of experience in teaching by the adjunct faculty in comparison to whether they currently have or had a mentor at SVCC. Table 14 provides the comparison in a crosstabulation. Of the 40 respondents, just 18 (45%) of them were identified as having had a mentor. As could be expected, as the years of experience increased, the relationship with a mentor decreased. The results indicate that those with the least amount of years of experience (2 to 4 years) as an adjunct faculty member have the highest number of mentors. The most adjunct faculty members from the sample were found in the 5 to 10 years of experience range with 19 total, but just 7 of the 19 have or had a mentor.

As depicted in Table 14, the chi-square p-value of .044, being less than the threshold of .05, indicates that the results are statistically significant. Such a result further indicates that these factors are related. As a result, the researcher can explore further explore mentoring processes and practices as they relate to years of experience.

Table 14: *Crosstabulation of Level of Teaching Experience and Having a Mentor*

		My level of experience in teaching at SVCC is:				Total
		2-4 years	5-10 years	11-15 years	16+ years	
Do you currently or have you had someone at SVCC that you considered to be a mentor?	Yes	8	7	3	0	18
	No	2	12	5	3	22
Total		10	19	8	3	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	8.097	3	.044
N of valid cases	40		

Table 15 provides a crosstabulation of the comparison of adjunct faculty that currently have or had a mentor at SVCC and if they believe SVCC should implement a mentoring program for new hires. Of the 39 respondents, 15 (38%) indicated they have had someone that they considered to be a mentor and 21 (53%) have not had such a relationship. Thirty-six of the 39 respondents (92%) believed that SVCC should implement a mentoring program.

As depicted in Table 15, the chi-square p-value of .401, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. Despite the lack of statistical significance, the researcher should note the high response rate in favor of a mentoring program for new adjunct hires.

Table 15: *Crosstabulation of Belief in Whether SVCC Should Implement a Mentoring Program for New Adjunct Faculty Hires and If the Participant Has a Mentor*

		Do you believe SVCC should implement a mentoring program for new adjunct faculty hires?		Total
		Yes	No	
Do you currently or have you had someone at SVCC that you considered to be a mentor?	Yes	15	2	17
	No	21	1	22
Total		36	3	39

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.704	1	.401		
N of valid cases	39				

Of the 18 adjunct faculty respondents that answered the question, "Did you perceive the mentoring relationship as effective?" 17 indicated that such a relationship was effective (94%). Table 16 reflects such results.

Table 16: *Perception of Effectiveness of Mentoring Relationship*

Did you perceive the mentoring relationship as effective?					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	18	43.9	100.0	100.0
Missing	System	23	56.1		
Total		41	100.0		

The full-time faculty survey provided an open-ended question (#16) that asked, "What current integrative practices at Sauk Valley do you believe are effective for adjunct faculty?" Many of the responses focused on a need to develop a mentoring process or to have a point of contact from a full-time faculty member to maintain communication. Such responses as evidence to support this finding included:

Mentoring and departmental meetings

Adjunct faculty in-service, informal access to full-timer faculty

In-service, workshops, mentoring

It depends on the person in charge of contacting the adjunct faculty; the person in my "department" is very hands on with the adjunct faculty, especially two of them; but she needs to be—there are no full-time people in either of their areas. They need someone to reach out to them.

Mentoring

The in-service is a terrific resource to keep; mentoring could work in a more structured way. I felt inundated with mentoring demands the last time I did it (and it didn't help that I knew the person personally so difficult to say no). Workshops are a good idea.

In-services, departmental meetings, mentoring

119

Qualitative Findings Within Mentoring

During the focus group discussions, the discussion of a mentor was often referenced, particularly in the participants' experience with having such a relationship or the need to have a program in place. This theme yielded 19 references by participants and it was mentioned in all three focus group sessions. Like the topic of communication, there were commonalities of the need for the adjunct faculty to have a point of contact to seek assistance or advice from, such as being mentored by a full-time or adjunct faculty member.

The role of full-time faculty members and their significance was noted and coded by the researcher into the NVivo qualitative software. Examples of such references made by adjunct faculty to the impact of full-time faculty in mentoring and evidence of this finding by the researcher included the following:

> There's only one other person in my department that is full-time. That person has been my mentor since day one. From the moment I came in, that person took me by the hand and led me through and we still communicate often.

> Look at how well you're treated by your mentor. In my department, I didn't meet the full-timers until I had been here 3 years. I had to go find that person. That person never reached out to me. I approached them. We talk maybe once every 4 to 5 months.

> Maybe that just goes back to when an adjunct is brought on-board having a full-time person to touch base with them now and again. Some people are very independent and might not need the contact. If you are so inclined, it would be nice to put a face with a name. Maybe a mentoring program.

> You said you had somebody that was a mentor and I have no one like that in terms of a full-time person. I depended on another part-time individual as a mentor so there wasn't any kind of relationship with the full-time faculty.

> The past successes or best practices of mentoring were also widely referenced.

Such information provided the researcher with what existing practices are helpful, as well as what programs could be implemented. While a formal mentoring program does not exist at Sauk Valley Community College, the researcher was able to determine that mentoring is taking place, be it informally. References to mentoring program needs or past practices included:

> You all should have my mentor! The first day of the semester they always leave me a nice note and most of the time there is a gift with it.

> The first time I met my mentor I was told this is your space, put whatever you want in here, it's locked up so everything is secure. I was told here is the refrigerator, use that. I get emails just asking how things are going. You should have my mentor because they are awesome!

> Mentoring is really important. Based on the question, would a formal mentoring program help? I think so.

> I don't want to rub your face in it, but my mentor came to my full-time job and spent the day with me. We developed a good working relationship and I felt like a value equal to them.

> You can put together a mentor program, but you will have somebody that will just go through the motions and say, there's that, there's that, there's that. You can't legislate the caring attitude.

> I think that having somebody that is just there for anything, you can ask curriculum questions, you can ask about ordering books, who do I talk to for this. Just having someone that you know and have a relationship with that you can trust to answer your questions, to me that is valuable.

To conclude, the theme of mentoring provided the researcher with data relating to the impact of relationships with other faculty members. Participants of the focus groups emphasized the need to have an effective mentor, yet this need also assists in the improvement of communication and even in gaining knowledge on how to access resources. The participants felt that overall a mentoring relationship could facilitate the improvement of many adjunct faculty concerns, such as being informed, being invited to

events, access to resources, and the sense of inclusion. At minimum, with department chairs lacking in the academic areas, an established point of contact beyond the supervisor was voiced.

Theme: Professional Development and Orientations

Within the study, much discussion and attention was given to the area of professional development. Mentoring was often referenced in these discussions, but the college formally offers two in-services throughout the year and two workshops at mid-semester, along with many instructional technology training sessions. One of such sessions is known as i3, which is mandatory for all first-time online faculty members, unless administration overrides the policy. Non-online faculty can opt to take the i3 course for professional development as it provides access to online resources for instruction.

Table 17 provides the frequency with which adjunct faculty are attending the two in-service offerings. Both offerings are provided the day before the start of the semester. A daytime and evening session are offered on both of these dates to provide flexibility. Of the 41 respondents, 16 (39%) do not attend at all, 18 (43%) attend 50% of the time, and 7 (17%) attend 100% of the time. In regard to their attendance for the mid-term workshop day, Table 18 provides the frequency with which they attend, which is less attended than the in-service. For example, 24 of the 41 respondents (58%) do not attend the mid-semester workshop at all. Twelve of the 41 (29%) attend 1 of the 2 dates, and just 5 (12%) attend both sessions.

Table 17: *In-service Training Attendance at Beginning of Each Semester*

		Frequency	Percent	Valid percent	Cumulative percent
	Sauk hosts two in-service training sessions per year, which are held at the beginning of each semester. On average, what percentage do you attend?				
Valid	0	16	39.0	39.0	39.0
	50%	18	43.9	43.9	82.9
	100%	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

Table 18: *Faculty Workshop Attendance in Middle of Each Semester*

		Frequency	Percent	Valid percent	Cumulative percent
	Sauk hosts two faculty workshop days per year, which are held in the middle of each semester. On average, what percentage do you attend?				
Valid	0	24	58.5	58.5	58.5
	50%	12	29.3	29.3	87.8
	100%	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

The researcher sought to analyze data that combined attendance at both the in-services and workshops. Table 19 provides a crosstabulation of the attendance at both the in-service and the mid-semester workshop. Between the two offerings, there are four opportunities for professional development that include all of the faculty. Of the 41 respondents, just 5 (12%) attend all four offerings—the in-service each semester and the mid-semester workshop. Fourteen respondents (34%) do not attend any of the offerings, and 9 (21%) attend 50% of each of the offerings.

Analyzing attendance at both the faculty workshop and the in-service training assisted the researcher in comparing whether an in-service or workshop has more value than one another. As depicted in Table 19, the chi-square p-value of .000, being less than the threshold of .05, indicates that the results are statistically significant. The significance between the two variables provides the researcher with the opportunity to further explore the attendance at the workshops and in-services, particularly in the area of those not attending any of the offerings.

Table 19: *Crosstabulation of Attendance at Beginning-of-Semester In-Service Training and Mid-Semester Faculty Workshops*

		Sauk hosts two faculty workshop days per year, which are held in the middle of each semester. On average, what percentage do you attend?			
		0	50%	100%	Total
Sauk hosts two in-service training sessions per year, which are held at the beginning of each semester. On average, what percentage do you attend?	0	14	2	0	16
	50%	9	9	0	18
	100%	1	1	5	7
Total		24	12	5	41

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	33.862	4	.000
N of valid cases	41		

Table 20 provides the frequency with which the adjunct faculty have completed the i3 online orientation course for new online faculty. Of the 40 respondents, 7 (17%) have completed the i3 training. Twenty-eight respondents (70%) indicated they have

never taught online, and 5 (12%) stated they simply have not taken it. As previously

mentioned, while the course is required, special circumstances do exist in which faculty

can be temporarily exempted from its completion, per approval of the area dean. Of the

40 adjunct faculty members, just 3 (7%) teach online only.

Table 20: *Participation in the i3 Online Orientation Course*

		Frequency	Percent	Valid percent	Cumulative percent
	If you teach online, have you taken the i3 online orientation course offered through IT?				
Valid	Yes	7	17.1	17.5	17.5
	No	5	12.2	12.5	30.0
	I have never taught online	28	68.3	70.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Table 21 provides a crosstabulation of adjunct faculty that have taught online only

over the past 2 years and whether they have taken the i3 online orientation. Of the 40

respondents, just 3 (7%) teach online only. Of those 3 adjunct faculty, 2 have taken the i3

course. A large population of adjunct faculty, 28 of the 40 respondents (70%), do not

teach online. Of this sample, no respondents have taken the i3 course.

As depicted in Table 21, the chi-square *p*-value of .019, being less than the

threshold of .05, indicates that the results are statistically significant. Such a result further

indicates that these factors are related. The high number of adjunct faculty that have

never taught online should be noted as the i3 course serves as professional development

exclusively for new online faculty. An increase in online offerings would mean an

increase in the i3 instructor enrollment.

Table 21: *Crosstabulation of Adjunct Faculty That Have Taught Online Only Over the Past 2 Years and Participation in the i3 Online Orientation*

		If you teach online, have you taken the i3 online orientation course offered through IT?			
		Yes	No	I have never taught online	Total
Have you taught only online over the past two years (strictly online)?	Yes	2	1	0	3
	No	5	4	28	37
Total		7	5	28	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	7.876	2	0.19
N of valid cases	40		

The opinions of the adjunct faculty as to whether they receive enough professional development was of interest to the researcher in considering what adjustments could be made to current programming and possible need to expand such offerings discussed above. Table 22 provides the responses of the adjunct faculty in regard to how they feel about receiving enough professional development or training opportunities at SVCC. Of the 41 responses, 27 participants (65.9%) believe they do receive enough opportunities; 14 participants (34.1%) believe they do not.

Table 22: *Responses Regarding Adequate Professional Development or Training Opportunities*

Do you believe you receive enough professional development or training opportunities?		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	27	65.9	65.9	65.9
	No	14	34.1	34.1	100.0
	Total	41	100.0	100.0	

In response to 34.1% of the participants feeling they do not receive enough professional development or training, Table 23 provides a crosstabulation of how many of those participants also seek professional development elsewhere. Of the 14 participants that indicated they feel they do not receive enough professional development or training opportunities, 7 of them have sought professional development elsewhere. Twenty-one of the 41 participants (51%) felt they received enough opportunities, but also attended professional development elsewhere. Where the adjunct faculty are seeking additional professional development is an area for the researcher to consider, as mentioned in Chapter 5, where recommendations of the study are provided.

As depicted in Table 23, the chi-square *p*-value of .070, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. Despite the factors not being related, the researcher should note the high numbers of adjunct faculty attending professional development outside of the institution and how such an interest can be channeled back into Sauk Valley Community College.

Table 23: *Crosstabulation of Attendance at Professional Development Elsewhere and Belief in Receiving Adequate Professional Development Opportunities*

| | | Have you attended another form of professional development outside of SVCC in the past two years? | | |
		Yes	No	Total
Do you believe you receive enough professional development or training opportunities?	Yes	21	6	27
	No	7	7	14
Total		28	13	41

| | | | Chi-Square Tests | | |
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	3.285	1	.070		
N of valid cases	41				

Opinions of the full-time faculty were sought concerning professional development. Table 24 provides the responses of the full-time faculty in regard to their opinion of whether adjunct faculty should have mandatory professional development hours. Adjunct faculty are currently not required to complete any professional development hours. Of the 25 full-time faculty members that responded to the question, just 8 participants (30.8%) felt that adjunct faculty should be mandated to complete professional development hours; 17 participants (65.4%) felt that adjunct faculty should not be required to complete such hours.

Table 24: *Responses Regarding Mandatory Professional Development Hours for Adjunct Faculty*

		Frequency	Percent	Valid percent	Cumulative percent
	Do you believe adjunct faculty should have mandated professional development hours?				
Valid	Yes	8	30.8	32.0	32.0
	No	17	65.4	68.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

To further analyze the adjunct faculty's views on mandated professional development hours, Table 25 provides a crosstabulation of the comparison of full-time faculty's views on mandated professional development hours for adjunct faculty along with whether the adjunct faculty are granted enough opportunities to integrate to campus. Such a comparison could guide the researcher in determining if a need to provide more opportunities is necessary, particularly if the views are to make such offerings mandated.

Of the 24 full-time faculty participants, just 4 of them (16%) believe the adjunct faculty should have mandated professional development hours, as well as believe the adjunct faculty are granted enough opportunities to successfully integrate to campus. Such a response indicates that the researcher should pursue further programming and professional development opportunities. The most frequent response, from 10 participants (41.6%), indicated they felt enough opportunities are granted, yet they also felt adjunct faculty should not have mandates for professional development hours.

As depicted in Table 25, the chi-square *p*-value of .558, being greater than the threshold of .05, indicates that the results are not statistically significant. While the

129

factors are not related, an interest does exist to further pursue integrative opportunities indicated by the responses of 10 of the 24 full-time faculty participants, regardless of whether mandated professional development hours are in place.

Table 25: *Crosstabulation of Full-Time Faculty's Views on Whether Adequate Opportunities to Integrate to Campus Are Granted to Adjunct Faculty and Mandated Professional Development Hours*

		Do you believe SVCC adjunct faculty are granted enough opportunities to successfully integrate to campus?		Total
		Yes	No	
Do you believe adjunct faculty should have mandated professional development hours?	Yes	4	4	8
	No	10	6	16
Total		14	10	24

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.343	1	.558		
N of valid cases	24				

The researcher sought to determine if levels of satisfaction had an impact on participation in integrative practices, such as professional development. Table 26 provides a crosstabulation of attendance regarding in-service training sessions in comparison to the overall satisfaction with the adjunct teaching experience. While satisfaction with teaching experience is high with 34 of the 41 participants (82%) indicating they are at a minimum "satisfied" or higher, it appears that 20 of those adjunct faculty members are attending at least one of the two offerings (50% of the time), and 6 are attending both (100% of the time). With just 4 participants (9%) feeling neutral about

their teaching experience, 2 are still attending at least one session, and 1 attends both sessions. Of the 3 that are "somewhat dissatisfied" or "dissatisfied," 2 are also still attending 50% of the time.

As depicted in Table 26, the chi-square *p*-value of .975, being greater than the threshold of .05, indicates that the results are not statistically significant. While the factors are not related, the researcher should note the high level of satisfaction with the teaching experience and that just 6 participants attend both offerings. Equally, 16 participants are not attending at all, regardless of their satisfaction with the teaching experience.

Table 26: *Crosstabulation of Overall Satisfaction With Adjunct Teaching Experience and Attendance at In-Service Training Sessions at Beginning of Each Semester*

| | | Please rate your overall satisfaction with your adjunct teaching experience at SVCC: | | | | | |
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
Sauk hosts two in-service training sessions per year, which are held at the beginning of each semester. On average, what percentage do you attend?	0	7	7	1	1	0	16
	50%	7	7	2	1	1	18
	100%	3	3	1	0	0	7
Total		17	17	4	2	1	41

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	2.185	8	.975
N of valid cases	41		

To further analyze overall satisfaction with the adjunct teaching experience and its comparison to attendance, the researcher compared such satisfaction levels with

given attendance at workshops, which are held at mid-semester (Table 27). When the overall satisfaction of the teaching experience is high, attendance at the workshops is less frequent than the previously referenced in-services. Twenty-four of the 41 participants (58%) are not attending workshops at all, of which 21 are "satisfied" or higher. Just 4 of the participants (9%) that are "satisfied" or higher attend both workshops, and 9 (21%) attend just one.

Table 27: *Crosstabulation of Attendance at Mid-Semester Faculty Workshops With Overall Satisfaction With Adjunct Teaching Experience*

		Please rate your overall satisfaction with your adjunct teaching experience at SVCC:					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
Sauk hosts two faculty workshop days per year, which are held in the middle of each semester. On average, what percentage do you attend?	0	11	10	2	1	0	24
	50%	5	4	1	1	1	12
	100%	1	3	1	0	0	5
Total		17	17	4	2	1	41

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	4.864	8	.772
N of valid cases	41		

As depicted in Table 27, the chi-square *p*-value of .772, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. While the factors are not related like the comparison of attendance to in-service attendance, the researcher should note the high level of

satisfaction with the teaching experience and that 58% of the participants are not attending any of the workshops.

Qualitative Findings Within Professional Development

After analyzing the quantitative data relating to professional development offered to the adjunct and full-time faculty, the researcher sought to determine what topics were of importance to the two groups. This information was collected through an open-ended question on each survey, and it was also discussed within the focus group discussions.

Question 32 of the adjunct faculty survey asked, "What topics do you believe are most effective topics in professional development for SVCC adjunct faculty?" The same question was asked of the full-time faculty in their survey (Question 11). This allowed the researcher to compare the opinions and views of both groups regarding such topics and their perceived importance. Using the NVivo qualitative software to code the data and reviewing the responses provided emerging themes among topics. Those themes included technology, opportunities specific to a discipline, teaching strategies, and services that are unique to SVCC faculty. The following are some of the responses from the adjunct faculty as evidence to support these findings:

Technology in the classroom and discipline-specific trends

How to teach online

Effective practices in key subject areas; technology informational meetings

Services provided at Sauk for faculty and students

Technology implementation training with pay incentive (hourly)

What resources are available to faculty that adjuncts could benefit from

Learning teaching with technology-new PowerPoint, remotes

133

Upon hire, an orientation to the building and services would have been nice

For me, it is computers

Best practices in teaching, new approaches, and the use of technology in the classroom

Moodle training

Those specific to my discipline

Among the full-time faculty, it seems these responses were similar. The same themes emerged: technology, opportunities specific to a discipline, teaching strategies, and services that are unique to SVCC faculty. The NVivo qualitative software supported such and these same topics were the most frequent in a qualitative analysis. The following are all of the responses collected from the full-time faculty:

Role specific orientations and curriculum expectations

Instructional design and assessment

Classroom methods, classroom management, college-level course design and expectations

Assessment methods

I just think they need to be more a part of what we do at Sauk—have a better understanding of how things work

Subject Area focus—innovation in writing labs (same things full-time could benefit from actually)

New adjuncts would benefit from basic information, such as the need for a syllabus, what is on the syllabus, how to use SOARS, how to enter grades, when they are to withdraw students, etc.

Exclusively among the three focus groups, professional development was referenced the second-most among the participants, with communication being the most frequent. Of the three focus group discussions, professional development was referenced

29 times in total and coded into the NVivo software. Mentoring was not considered as a form of professional development. The areas addressed within the topic of professional development included the benefits it provides, access, compensation, topics that are essential, and scheduling conflicts. The statements regarding the benefits and advantages that professional development provides included the following:

> It would benefit the College. We are employees and we are growing professionally, so that's the way I see it. It would be translated to being better at our jobs.

> Ultimately, it's about the students. The better we are at our jobs, the better it is for the students.

> First of all, we've never been invited to go to a conference or anything that would make an improvement for us.

> If the full-time do go to anything, I never get anything back from them that might have learned from going. Are we ever asked if we would like to attend something? No.

> I'm on a new committee that talks about faculty development and there are a lot of new things coming down the pike where there will be opportunities for adjuncts and things.

> The credit would only be for full-time; adjuncts it would be a badge or something. They are talking about some sort of stipend possibly. I don't know how that's all going to play out, but at least they are thinking along those lines and trying to include adjuncts more in terms of professional development.

> The topics that were perceived as a need in the area of professional development

varied. Access to campus tools, resources, and technology were common references, but also the need to have opportunities unique to their academic disciplines was also provided. As evidence to support these findings by the researcher, the following statements were made in reference to the needs and topics of professional development from the adjunct faculty:

> When I first got here, I needed the basics to get started and it was more geared towards professional development type stuff. There was a little bit of the basics,

135

but not enough to get me going. Then it switched over to, here are the basics—year after year after year—and now I felt like I was wasting my time to come because I was past that.

I think the most important piece for that adjuncts would be an orientation where you get exposed to Moodle, SOAR, the different services, where you go through an orientation class. I see that being more beneficial than in in-service, per se.

Nobody actually talks about substances in our disciplines; I mean actual content related to our disciplines. Isn't that still why we are teaching at a college? Because we are experts in our field and we are supposed to keep abreast of the most recent theoretical and quantitative developments in our field. There is no encouragement for that.

They are doing more [the college]. It is centered on "what to do in the classroom." I think they're doing a pretty decent job with that trying to bring in different ideas and strategies. They are trying to keep up on that stuff I think.

How the adjunct faculty are compensated or recognized for attendance at professional development opportunities also emerged in focus group discussions. These discussions focused on motivations to attend professional development opportunities beyond personal or professional growth, but more on credit or compensation for such. The granting of credit, compensation, or a potential rewards system to increase interest and attendance was also provided in the conversations. As evidence to support such, specific references to these areas included the following:

It sort of bothers me that they have to debate about whether or not adjuncts should be given credit for professional development. I can see them saying if someone is only here a semester or two maybe not, but if someone has been here 10-15 years and you actually have to talk about whether that person should be given the credit or not. That's something I don't understand.

The adjuncts will bring up the fact that we're not being paid to attend and that's a valid point.

I've heard things like, oh, we pay for these things. No, they don't. If we go to a conference, what does it cost? With airfare, hotel, conference fee, etc., conferences are going to run you at least $500. I hear they might give you like $50; that's not encouraging professional development.

Scheduling of professional development can be a barrier as many adjunct faculty have varying schedules, such as working another full-time job, teaching online only, or even teaching during only one part of the day, such as night classes only. Bringing adjunct faculty members together for programming was a topic that emerged within this theme, along with their motivations or desires to attend. As evidence, such references to this topic included:

> I'm coming from a different perspective. This is just a part-time job for me. I get professional development from my day job and I feel like I don't see my kids if I come here.

> I understand that if someone is here only 1 day or night a week they might not want to do it. It should be available for those of us that are here a lot and we want to do it.

> But when you think about it, you have 100 adjuncts, and only 24 attend.

> Most places even offer a web-based thing so you can video conference. It's interactive and live, but it doesn't cost you to go anywhere. You could do those a lot more cost-effectively for the department.

To conclude, the theme of professional development provided the researcher with data that could be used to improve professional development opportunities, their scheduling and coordination, and a possible compensation or credit system for attendance. Participants of the focus groups emphasized the various topics that could be utilized to build such programs or offerings, as well as how such topics impact the success of their teaching experience. Such information was valuable in writing Chapter 5, which provides recommendations for the study.

Campus Inclusion

The participants presented the researcher with data and discussion regarding the area of inclusion and whether or not the adjunct faculty members felt a part of their

academic departments or the campus itself. Key relationships that exist within the campus and departments were provided in the data, but the need to develop such was also emphasized. The relationships that are shaped between individuals and their academic departments were of significance not only in regard to inclusion, but also again in how communication may be lacking among faculty. Several variables to analyze were made available through the data collection to measure the level of engagement and inclusion between the full-time and adjunct participants. Specifically, adjunct faculty that taught only online and in the evenings were analyzed to determine any differences in the area of inclusion. Participation on committees and their level of interaction or being informed were common topics and variables for analyses. Direct recommendations for administrators for continuous improvement were also provided.

As previously referenced within the theme of "Communication," Tables 28 and 29 provide the satisfaction levels of interaction among the full-time and the adjunct faculty. It was previously noted that satisfaction levels in regard to interaction between the groups among both ranks of faculty were low, most notably being that "somewhat dissatisfied" was the most frequent of responses. Overall, a trend is seen that respondents feel neutral, somewhat dissatisfied, or dissatisfied.

Table 28: *Satisfaction With Level of Interaction With Department and Adjunct Faculty*

How satisfied are you with the level of interaction with your department and its adjunct faculty?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very satisfied	2	7.7	8.0	8.0
	Satisfied	4	15.4	16.0	24.0
	Neutral	7	26.9	28.0	52.0
	Somewhat dissatisfied	9	34.6	36.0	88.0
	Dissatisfied	3	11.5	12.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

Table 29: *Satisfaction With Level of Interaction With Department and Full-time Faculty*

How satisfied are you with the level of interaction with your department and its full-time faculty?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Very satisfied	6	14.6	15.0	15.0
	Satisfied	9	22.0	22.5	37.5
	Neutral	10	24.4	25.0	62.5
	Somewhat dissatisfied	11	26.8	27.5	90.0
	Dissatisfied	4	9.8	10.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Table 30 provides a crosstabulation of the level of the full-time faculty's perceptions of adjunct faculty engagement and activity in the department compared with the full-time faculty's perception of the adjunct faculty being as engaged and active as

139

expected to be. Of the 24 participants, they were split at 50% regarding the adjunct faculty being as active as they expected them to be. Just 4 of the full-time faculty participants (16%) are at a minimum satisfied with the level of engagement as they would expect adjunct faculty to be, as well as being a minimum of satisfied with their level of interaction. The highest frequency of responses among level of interaction were "somewhat dissatisfied" for 8 participants (33%) and "neutral" for 7 participants (29%). Just 1 participant is "very satisfied" and feels adjuncts are as engaged and active as he or she expects them to be.

As depicted below in Table 30, the chi-square p-value of .831, being greater than the threshold of .05, indicates that the results are not statistically significant. While the factors are not related, the high number of adjunct faculty not being as engaged as full-time faculty perceive they should be could be further explored by the researcher.

Table 30: *Crosstabulation of Full-Time Faculty's Satisfaction With Interaction With Department and Adjunct Faculty and Adjunct Faculty Engagement and Activity in the Department*

		How satisfied are you with the level of interaction with your department and its adjunct faculty?					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
In your perception, do you believe the SVCC adjunct faculty in your department are as engaged and active as you would expect them to be?	Yes	1	3	3	4	2	12
	No	1	1	4	4	2	12
Total		2	4	7	8	3	24

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	1.476	4	.831
N of valid cases	24		

In looking deeper at campus inclusion, only 7 of the 40 respondents (17%) indicated that they are currently serving on at least one campus committee. In response to "Do you believe adjunct faculty should serve on more campus committees?" 27 of the 38 participants (71%) indicated "Yes." Table 31 provides a crosstabulation of those that indicated they serve on a campus committee and whether adjunct faculty should serve on more committees. Of the 7 participants indicating that they serve on a committee, 5 feel adjunct faculty should serve on more committees. The highest response, 21 of the 37 participants (56%), do not serve on a committee, but felt they should serve on more committees. Nine of the respondents (24%) felt that adjunct faculty should not serve on more committees and are not serving on at least one committee. The lowest of compared

responses, 2 of the 30 participants (6%) were those that do serve on at least one committee and did not feel adjuncts should serve on more committees.

As depicted in Table 31, the chi-square *p*-value of .941, being greater than the threshold of .05, indicates that the results are not statistically significant. While the factors are not related, the high number of adjunct faculty not serving on a committee could be further explored by the researcher, particularly for those that are interested in such opportunities.

Table 31: *Crosstabulation of Belief Regarding Adjunct Faculty Should Serve on More Committees and Whether Respondent Serves on a Campus Committee*

		Do you believe adjunct faculty should serve on more campus committees?		Total
		Yes	No	
Do you serve on at least one campus committee?	Yes	5	2	7
	No	21	9	30
Total		26	11	37

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.006	1	.941		
N of valid cases	37				

The belief of whether adjunct faculty members feel their voice is heard on campus was analyzed by the researcher. The variables of the perception of adjunct faculty's views being heard was used in a crosstabulation versus their level of satisfaction with the teaching experience. Table 32 indicates that their views being heard are critical to their level of satisfaction with their teaching experience.

142

Table 32: *Crosstabulation of Satisfaction With Adjunct Teaching Experience and Whether Adjunct Faculty Feel Their Voice Is Heard*

		Please rate your overall satisfaction with your adjunct teaching experience at SVCC:					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
Please rate your level of satisfaction with the following statement: I believe my views are heard at Sauk Valley Community College.	Strongly agree	2	0	0	1	0	3
	Agree	12	8	1	0	0	21
	Neutral	3	4	2	0	0	9
	Disagree	0	5	1	0	0	6
	Strongly disagree	0	0	0	1	1	2
Total		17	17	4	2	1	41

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	47.187	16	.000
N of valid cases	41		

Regardless of how the adjunct faculty felt about their views being heard, 34 of the 41 respondents (82%) rated their teaching experience as "satisfied" or higher. Just 3 respondents (7%) felt "somewhat dissatisfied" or "dissatisfied" and of those 3, 1 "strongly agreed" that his or her views are heard, while the other two individually indicated they were "somewhat dissatisfied" or "dissatisfied." Twenty-two of the respondents (53%) at a minimum "agree" that their views are heard on campus, with 3 (7%) indicating "strongly agree."

As depicted in Table 32, the chi-square *p*-value of .000, being less than the threshold of .05, indicates that the results are statistically significant. Such a result further indicates that these factors are related.

Adjunct faculty who teach after 3:59 p.m. could face bigger challenges of connecting with full-time faculty due to scheduling. Fifteen of the 41 adjunct faculty participants (36.6%) in the survey indicated they teach only after 3:59 p.m. Table 33 provides a crosstabulation of the evening adjunct faculty in comparison to their perceived level of engagement with full-time faculty. Despite the scheduling challenges for evening adjunct faculty, 7 of the 15 (46%) teaching only in the evenings are "satisfied" or higher with their level of interaction with their department and full-time faculty, 5 (33%) felt neutral, and 3 (20%) are "somewhat dissatisfied." None of the evening adjunct faculty were "dissatisfied." Twenty-five of the 40 adjunct faculty members (62%) indicated they do not teach only in the evenings. Of the 15 adjunct faculty who teach only in the evenings, none of them serve on a committee, as previously noted in the study.

As depicted in Table 33, the chi-square p-value of .214, being greater than the threshold of .05, indicates that the results are not statistically significant and that these factors are not related. Despite the factors not being related, the researcher should note the equal distributions of the responses, indicating a variety of opinions on their satisfaction level, regardless of whether they taught only in the evenings.

Table 33: *Crosstabulation of Satisfaction With Interaction With Full-time Faculty and Whether Adjunct Faculty Teach Only Evening Classes*

		How satisfied are you with the level of interaction with your department and its full-time faculty?					
		Very satisfied	Satisfied	Neutral	Somewhat dissatisfied	Dissatisfied	Total
When teaching face-to-face classes, do you teach only after 3:59 p.m. (evening classes) and not any other time?	Yes	4	3	5	3	0	15
	No	2	6	5	8	4	25
Total		6	9	10	11	4	40

Chi-Square Tests			
	Value	*df*	Asymp. Sig. (2-sided)
Pearson chi-square	5.802	4	.214
N of valid cases	40		

Qualitative Findings With Inclusion

In analyzing the qualitative data from the study regarding this area, the focus groups provided discussion regarding the topic of developing relationships and inclusion to the college. Using the NVivo software provided the researcher with the opportunity to analyze the data for emerging patterns and themes and to code them into themes. This theme yielded 22 references and was discussed in all three focus group discussions.

Within the discussion, several participants brought up a lack of inclusion within curricular decisions, which is guided by the full-time faculty. Being invited to participate in committees or in decisions from the college as a whole was also referenced and coded. References regarding a lack of inclusion by the adjunct faculty within curricular input included the following:

The adjuncts in my area were involved in the curriculum, but our voices were not heard. The full-time faculty made the decisions. They said, yes we will listen, but we are making the decision. You are not a part of the decision-making process.

I was asked if I wanted to be involved in the curriculum decisions in my area, which I was, but I was not allowed input into all of the courses I teach.

We don't get to make decisions about curriculum and that sort of thing.

We're just not real teachers to them, we're just not.

We get these emails all of the time regarding classes being added and removed, but we're not involved in those decisions.

I think it goes back to the department. I think it has to be the department issue because I've always felt valued and appreciated by the full-timers in my department.

Are you invited to academic/department meetings? Being in the department I am in, we don't have a full-time instructor. There are never any departmental meetings and it lacks that leadership because we don't have a full-time faculty member.

The full-timers are paid to attend the meetings, but we're not getting paid to come back out to the meetings.

The adjunct faculty participants also discussed their feelings of not being included in campus-wide decisions or opportunities to provide input. Involvement in shared governance or committee activity was referenced during these discussions. Discussion of compensation did arise within this theme as it relates to the motivation to be more involved. The following references provide evidence to support the feelings of the adjunct faculty in relation to participation in committee work and the value of their input:

It comes down to the choice. I don't want to be on any committees. I work during the day and I come in and do my class. I do tons of prep work and I guess I forgot about how much prep work I do.

I'm not on all of the committees and the full-timer would be. Adjunct, we're not as committed. We have other jobs and commitments and we're only getting paid for the 3 credits or whatever.

146

Much of the discussion centered around the holistic approach that the college is not providing a culture of inclusion for the adjunct faculty. Several references were made to not playing a role in direction of the college, knowing key members on campus, feeling "invisible" at times, or the efforts to include them in general. The following statements support the researcher's observation:

Things have definitely gotten better. I think the college is making an effort to include adjuncts.

If they [the college] said your input is important and valued, yes I think folks would want to participate.

Most of the time we're not even invited to participate; if they did I think that even with the pay, some people would get involved.

What about the President? Does he know you? Can he call you by name?

Sometimes I feel highly invisible out here. I've been here over 8 years and when I was working full-time I didn't attend a lot of the meetings out here. The adjuncts don't really know the adjuncts.

Some people want to include adjuncts and some people do not. There is a definite divide. It's not true for everybody. Some people are doing a lot to get adjuncts included; some people do not want the adjuncts included.

The results of the qualitative data support the findings of the quantitative data in that there is an interest among adjunct faculty to participate in more committees and increase their input. Getting more acquainted with campus personnel and resources, along with increased communication (mentioned earlier), could assist in resolving several barriers presented in the themes. The need to foster more input regarding curricular decisions is apparent and visible from the discussions that ensued.

Lack of Recognition, Compensation, and Disrespect

A theme involving a lack of recognition or disrespect emerged through both phases of the study. Much of this was attributed to issues involving compensation, being seen as "invisible" on the campus, or not valued within a program or the campus. The researcher did not seek survey data regarding compensation, but emphasized relationships, professional development, and communication more when analyzing campus integration. Compensation appeared to be an underlying theme for some of the discussion, regardless of the researcher's intent to not pursue it specifically as a topic of discussion. Statements relating to disrespect were referenced and coded 28 times, being the third-most of the discussion themes. The theme of disrespect was referenced in all three focus groups. Compensation yielded 19 references when coded into the NVivo software and appeared in discussion within two of the three focus group discussions.

While the surveys did not provide specific quantifiable data to analyze in this area, the focus groups facilitated the emergence of such a pattern or theme. To support such evidence, the following comments were made throughout the focus group discussions regarding a lack of recognition or disrespect that support the researcher's findings:

> I was told once "you're lucky you're here, some places treat adjuncts even worse."
>
> You talk about including adjuncts in meetings and things. I've been in some meetings and some of the comments have been – "we've got to keep in mind that an adjunct might be teaching this" - as if the village idiot might be teaching this. It's hard to sit through the meetings when you hear those kind of comments.
>
> That's why I'm here. I've felt valued by administration, not by faculty. I think there is a huge difference; administration does care about adjuncts. I think it's just some faculty members, at least where it applies in my case.

Most of us teach the same courses as full-timers, yet we make far less. We are teaching the same class, doing the same thing, and make far less. Pay isn't the motivating factor, but could there be any more of a clear message that we are just simply not as valued? We're good enough to teach the same classes, but not good enough to actually pay the same for teaching the same class. That's a real problem.

The reference to compensation was discussed within the focus groups as it related to the adjunct faculty's interest in attending activities outside of the classroom, as well as the college's savings by using adjunct faculty over hiring full-time faculty. An interest to attend further events or activities, if compensated, was observed and noted by the researcher. The following statements provided evidence to support the researcher's observations:

Adjuncts don't feel they're being paid enough to come out here all of the time for meetings or forums.

It's certainly not the pay that keeps us here; it's the students.

Exactly, if they paid us for the meetings, I think people would be more than willing to do the "above and beyond" sort of thing.

What I see now, that has changed, more and more adjuncts are teaching part-time and this is their only means of income. They depend on the adjunct position economically, like a full-time position. That's been what I've seen, especially over the last 2 years.

You're [adjunct faculty] okay to come in and teach these classes, but we're not bringing you in full-time, we're just not, we don't want to spend the money.

I don't think as many full-time faculty are being hired due to the budget constraints and it is a lot cheaper to get adjuncts, to whom you do not have to pay benefits, than it is to get a full-time person. I see that, not just here, it's everywhere.

The full-timers are paid to attend the meetings, but we're not getting paid to come back out to the meetings.

Adjuncts don't feel they're being paid enough to come out here all of the time for meetings or forums.

To conclude, lack of recognition, compensation, and feelings of being disrespected are supported in the quantitative and qualitative data. The researcher can further use these data to determine compensation needs and what recognition practices could be built and implemented at Sauk Valley Community College. Overall, compensation could be used as a method of recognition. Such implications are provided in Chapter 5.

Research Question Answers Guided by Themes

After analyzing the data, both quantitatively and qualitatively, the five themes guided the answering of the established research questions. Communication, mentoring, recognition, inclusion, and respect were dominant areas of the data, both within the surveys and among discussion in the focus groups. The researcher used the research questions to guide them in analyzing the data and providing answers that were the voice of the participants in the survey and the focus groups.

Question 1

What are the integrative practices among adjunct faculty at Sauk Valley Community College that are perceived as the most effective by adjunct faculty and full-time faculty?

The study focused heavily on assessing current integrative practices at Sauk Valley Community College to facilitate and support adjunct success. Integrative practices were defined by the researcher as a method, activity, program, or offering that enhances interaction within the campus, augments personal growth and development, or fosters relationships among the faculty or academic departments. This included orientations,

mentoring, attendance or invitation to departmental meetings, access to offices and resources, as well as being active on campus committees or other such opportunities to provide input to the college. Both phases of the study, the surveys and focus groups, assisted the researcher in determining what integrative practices were perceived as the most effective, as well as ineffective. Much of the perceived effectiveness of integrative practices hinged upon the level of communication, interaction, engagement, and being oriented. To support such findings by the researcher and as noted previously, the theme of communication was the most frequently referenced theme throughout the focus groups. Specifically, within a focus group, an adjunct faculty member stated:

> I feel like when I first started here I was floundering in the dark. There was absolutely no, very little communication. It was basically, "you are teaching this, go to it!"

Additionally, another adjunct faculty member providing the following:

> I don't get any communication from the department unless I initiate it. If I have a question I seek someone out or email them.

Such statements reinforce and clarify that many adjunct faculty are in need of frequent communication and a central point of contact on campus. The noted reference to email further indicates the technology is not only effective for communication, but also that adjunct faculty should be oriented to such and understand how to effectively navigate it.

The topic of orientation was presented to the participants within the survey, as well as referenced within the focus group discussions. Currently, the college does not require new adjunct faculty to participate in any sort of orientation, but they are provided with an informal orientation by their supervisor. Aside from a possible new hire orientation, such as becoming oriented to the campus and its processes, it appears that orientations to other areas of being an adjunct faculty member are needed, such as

151

technology, support services, and the many people around the campus, such as full-time faculty. Data from the full-time faculty survey indicate that new adjunct faculty members should participate in a mandatory orientation upon hire with 24 out of 26 participants (92%) indicating so. Of the 41 adjunct faculty participants, 28 (68%) indicated that new adjunct faculty members should attend a mandatory orientation upon hire. Such an orientation could assist in getting adjunct faculty acclimated to other areas of teaching, such as technology, support services, and the areas of need referenced in the study. To support such a finding, within the adjunct faculty focus groups, one participant stated the following:

> Well, I guess as a service, anyone that is a new adjunct needs to be oriented in the correct way so they find out everything they need to know before they start. Something as simple as how do you use the computers, copiers, etc., make a big difference when you first start.

An orientation does exist for online faculty, known as i3, and of the 41 participants in the adjunct faculty survey, just 7 of them (17%) have completed the course. Of the participants, 28 (68%) indicated that they do not teach online, so the desire to learn the online resources could be impacted by this. Five of the participants (12%) indicated they have not taken the i3 course and do teach online. The i3 course is also considered professional development for many, which appears to be a struggle for adjunct faculty to attend, be it online or face-to-face. Of the adjunct faculty participants, 39% do not attend the annual in-service trainings, and 58.5% do not attend a mid-semester workshop. On a positive note, the study did conclude that 36.6% of the adjunct faculty are attending the instructional technology department's professional development offerings, which are hosted online or in webinar format. Overall, 93.3% of the adjunct faculty are attending 1 to 2 instructional technology workshops. As a result, the

researcher has noted that online offerings are favorable to adjunct faculty participation. Among the adjunct faculty, 68.3% are finding professional development outside of the institution, which should be further explored by the researcher.

Of all integrative practices, mentoring was observed by the researcher as both needed for the faculty and effective when utilized. As noted, while no formal mentoring program exists on campus, many successes were voiced. To support such, within the adjunct faculty focus groups, one participant stated:

> There's only one other person in my department that is full-time. That person has been my mentor since day one. From the moment I came in, that person took me by the hand and led me through and we still communicate often.

Many barriers were also identified by participants due to a lack of such mentoring processes. To reinforce such, one adjunct faculty participant stated:

> In my department, I didn't meet the full-timers until I had been here 3 years. I had to go find that person. That person never reached out to me. I approached them. We talk maybe once every 4-5 months.

Having access to full-time faculty, be it through mentoring, professional development, or academic meetings, was widely discussed by the adjunct faculty, particularly within open-ended questions and the focus group discussions. The areas of success regarding this practice focused on full-time faculty being actively engaged with the adjunct faculty, including a mentoring relationship. The level of satisfaction regarding engagement between the two groups was evenly distributed, but the high level of neutral, somewhat dissatisfied, or dissatisfied responses should be noted. A low level of satisfaction of regarding engagement among the two groups, combined with low attendance at professional development and a lack of invitation to departmental meetings, was also noted by the researcher. Of the full-time faculty participants, 95.8% reported in

their survey that adjunct faculty are not attending departmental meetings. Of the adjunct faculty participants, 45% indicated that they are invited, while 55% indicated they are not.

Being recognized or sought out to attend such integrative practices was also identified in the study. With few adjunct faculty attending in-services or workshops, combined with scheduling conflicts of having full-time positions or teaching for other institutions, the motivation or desire to attend such purposeful events is lacking. Integrative practices without support behind it, such as compensation or encouragement by full-time faculty or administration, limits the participation in such practices. With such low attendance at departmental meetings, extending an invitation could make an immediate impact on attendance.

Along with communication, relationships, and recognition, access to resources was discussed in the study. Among the adjunct faculty, 32.5% indicated they utilize the adjunct office, which is shared. Of the 32.5%, all of them indicated the office is useful and effective. In terms of improvement, the adjunct faculty noted that they need a more private space to meet with students one-on-one, as well as having the full-time faculty host their meetings in the office on occasion. Such access to full-time faculty was again noted by the researcher, based upon this. Question #17 of the adjunct survey asked participants about their use of the adjunct office and their input for possible improvements. One participant noted:

> Perhaps a scheduled meeting once a year with 2 full-time staff to inform adjunct of critical policies, expectations, and best practices.

In regard to the current access to a shared office space, one adjunct faculty participant in the focus group stated:

It's a wonderful thought, but there isn't a place for us to meet privately with a student. The full-timers all have their own offices, that's great and I'm not knocking it, but you can't meet with students in there when other adjuncts are in there. So, where do I meet with a student one-on-one?

Campus inclusion was also referenced throughout the study. Committee work is an integrative practice that was explicitly discussed. Among the adjunct faculty, 71% indicated that adjunct faculty should serve on more committees, with just 17.5% of the adjunct faculty indicating they currently serve on a committee. A quarter of the adjunct faculty participants were members of the adjunct faculty association, but just 58.5% of the participants felt their voices are heard on campus.

Integrative practices at Sauk Valley Community College appear to be tied to the identified themes by the researcher. Communication and interaction with full-time faculty is key and tied to integrative practices, such as mentoring and attendance at critical department meetings, as well as being involved in goal-setting activities. Professional development attendance is higher when offered through technology, and face-to-face offerings are facing declining enrollment, particularly when compensation is not offered. More integrative offerings that are specific to the adjunct faculty member's discipline should be pursued, such as meetings by discipline or department, professional development unique to a discipline, and increased mentoring relationships within those areas.

Question 2

Does the level of communication and interaction between the adjunct faculty and full-time faculty impact their satisfaction of one another?

The level of communication between the adjunct faculty and the full-time faculty was measured on the survey, as well as referenced within the focus groups. Level of

155

communication and interaction can vary, particularly among those that teach online only or exclusively in the evenings. Comparing the satisfaction rates among the groups, along with the adjunct faculty teaching experience, was pursued by the researcher.

Initially, with just 45% of the adjunct faculty being invited to area or academic department meetings and 67.5% having never attended a meeting, communication between the groups is lacking, regardless of the measured satisfaction rates. Communication currently takes place most frequently on a monthly basis and by phone or email (40%). Of the adjunct faculty, 32.5% indicate that no interaction or communication is taking place with full-time faculty. In terms of satisfaction rates, a majority of adjunct faculty rated their satisfaction level with interaction with full-time faculty as being neutral, somewhat dissatisfied, or dissatisfied. While many adjunct faculty are satisfied or higher (36%) with such, the researcher should explore further methods to increase their satisfaction of interaction. In terms of full-time faculty, just 50% indicated they are satisfied with the adjunct faculty's engagement and interaction in their department.

Mentoring was determined to be an opportunity to increase engagement and interaction. With 73.1% of the full-time faculty indicating that they have served in a mentoring role to adjunct faculty, combined with 65.4% of the full-time faculty expressing interest in serving as a mentor, this method of interaction and engagement could prove beneficial. To further support that this type of engagement could be fruitful, 100% of the adjunct faculty who indicated they had a mentor also found it to be effective.

Low level of interaction and communication was not indicative of job satisfaction. Despite the low level of satisfaction among one another in regard to engagement and

156

interaction, 83% of the adjunct faculty are satisfied with their overall teaching experience at Sauk Valley Community College. The teaching experience is clearly positive for the adjunct faculty, yet communications and interaction are lacking. For example, 34 of the 40 adjunct participants are "satisfied" or higher with their teaching experience, yet 27 of the 40 do not attend departmental meetings, and 22 of those 40 participants indicated they have never been invited to such a meeting.

Question 3

What are the desirable attributes for an adjunct faculty member teaching in an effective academic program?

Several desirable attributes for an adjunct faculty member became visible throughout the study. Such attributes were not only discussed in the focus groups, but also referenced in the surveys. These attributes emerged within the themes of communication and interaction, mentoring and relationships, and professional development and orientations.

Attributes within the theme of communication are critical for the adjunct faculty to successfully integrate to campus, as well as the development of trust between the given faculty members, particularly mentors and mentees. Communication with one another can be effective in nurturing a mentoring relationship among the faculty. Within the adjunct faculty focus groups, one participant noted:

> Just having someone that you know and having a relationship with that you can trust to answer your questions, to me that is valuable.

Being available on campus for face-to-face interaction is crucial, according to them. To support this, the full-time faculty indicated that their most common method of interaction with the adjunct faculty is face-to-face and that is also most often on a weekly basis. The

adjunct faculty disagreed and indicated that phone or email is their most common method of communication and that the frequency of the interaction is monthly. With 12 of the 39 adjunct participants (30%) in the survey indicating that they do not interact with adjunct faculty in any capacity, being a good communicator and having a sense of assertiveness, particularly when faced with scheduling challenges of faculty, is essential to foster this needed relationship. In sum, being available on campus appears to be critical, as well as having the technical skills to navigate such communication via email.

Understanding the value of mentoring and the desire to serve as such was emphasized in the study. As mentioned under Question 2 above, a mentor can not only be of value to the development of an adjunct faculty member, but it is simply in demand and necessary, as perceived by both the full-time and adjunct faculty. Whether the mentor or mentee are full-time or adjunct faculty, having the desire to assume this role is an attribute of need in the faculty ranks.

In terms of the theme of professional development and orientations, the full-time faculty indicated that having a strong foundation of first-week information, such as syllabus creation, entering grades, and reporting practices of the department and college is important, yet having the desire to learn teaching methods and instructional design is of value in their perception. To support such and as previously referenced, 93.3% of the adjunct faculty are attending 1 to 2 instructional technology workshops, validating the value of technology and these offerings. The college's increased focus on online offerings for professional development has also proven to provide access for the adjunct faculty.

In regard to the theme of inclusion, being inclusive and assertive will prove beneficial to adjunct faculty. With the perceived communication among adjunct faculty and attendance at departmental meetings and goal-setting initiatives, seeking out such opportunities could not only improve communication, but also increase the input of adjunct faculty to the department. Likewise, more frequent communication from the full-time faculty should also be expected. Such efforts support a shared governance model for the college as well.

The attribute of being a team player is critical for adjunct faculty. With 50% of full-time faculty indicating that their adjunct faculty are not as engaged as they would hope, the need to include them more will also hinge upon their interest to do so. This level of involvement would also increase communication, contact and participation at key meetings, and the likelihood of serving on committees, if there was interested in doing so.

Looking to the future, attributes of both ranks of faculty should mirror one another to maximize effectiveness of successful adjunct faculty integration. Overall, being a strong communicator, combined with having adequate technology skills, can be a valuable attribute to aid in the success of an adjunct faculty member. The technology skills will support the ability to engage not only in professional development and communicate with full-time faculty, but also in opportunities to provide their input regarding campus matters and affairs. Exhibiting the attributes of a good mentor will also assist new adjunct faculty members to grow and develop as professionals. Many desirable attributes are key to adjunct success, but none are greater than desire, having a strong sense of caring, and being a strong communicator. To support such a finding by the

researcher, as previously referenced in the study, an adjunct faculty participant in the focus group noted:

> You can put together a mentor program, but you will have somebody that will just go through the motions and say, there's that, there's that, there's that. You can't legislate a caring attitude.

Question 4

What programs, practices, or policies could Sauk Valley Community College implement to better develop their adjunct faculty?

The themes guided the researcher in determining what programs, practices, or policies could be implemented. Through interpreting survey data, as well as direct recommendations in focus group discussions, several opportunities emerged through the quantitative and qualitative phases.

Many of the potential program, practices, or policies are tied to communication and having a connection to such offerings. This need could be bridged by the creation of a formal mentoring program, in which notable interest was observed the by researcher. For example, the researcher discovered that there was statistical significance ($p = .017$) using a chi-square analysis when comparing adjunct faculty interest in being a mentor versus whether the adjunct faculty had previously served as a mentor. Fifteen of the 26 adjunct participants (57%) in the survey indicated they had been a mentor, as well as had a desire to serve as a mentor to a new adjunct faculty hire. Such significance was further noted by the researcher as a recommendation for future programming at the campus, which is discussed in Chapter 5. Furthermore, with 45% of the adjunct faculty indicating they have or had a mentor and that 100% of those relationships were perceived as effective, the need for a design or program to foster mentoring relationships is evident.

160

To directly support this finding in answering the given research question, 92.5% of the adjunct faculty participants indicated such a program should be created, and 73.1% of full-time faculty also would like to see its implementation. Of the full-time faculty, 65.4% are willing to serve in such a role. To reinforce this, 50% of the full-time faculty felt that adjunct faculty are not as engaged in their department as they would expect them to be. Aside from quantitative and qualitative data indicating such a need, mentoring was also cited as a best practice by many faculty members, whether they served as the mentor or the mentee.

Professional development opportunities for adjunct faculty varied on campus. Just 32% of the full-time faculty felt professional development should be mandatory for the adjunct faculty. Attendance at such opportunities is low and the motivation to attend is lacking. Lack of pay and the scheduled time of day for the face-to-face events were cited as barriers to attendance. Despite these identified barriers, online professional development showed significantly favorable results. With over 90% of the adjunct faculty indicating they had attended 1 to 2 offerings of online professional development through the instructional technology department, further offerings and surveying of topics could be pursued. Webinars, instructional blogs, and online workshops were cited as examples. Within the study, references were made that programming should be more focused on academic disciplines. Another notable reference included increased professional development in the area of Moodle, which is web-based training offered by the college.

Policy relating to service on committees for adjunct faculty could be explored, based upon the study's results. With such a small number of adjunct faculty currently serving on a committee (17.5%) and their interest in serving on a committee (45.5%),

tying the opportunity to inclusion initiatives could have benefits. Among the adjunct faculty, 71.1% believe they should be serving on more campus committees. The benefits of serving on committees extend well beyond just the theme of inclusion, but also in simply having the opportunity to be more involved in decision-making processes, actively being engaged on campus, and overall being better informed about campus processes and communications. The adjunct faculty association does provide the adjunct faculty with opportunities to bargain and organize, as well as provide their voice in key campus decisions. Of the 41 participants in the adjunct faculty survey, 10 (24%) indicated they are members of the adjunct faculty association.

Many adjunct and full-time faculty provided perspectives on programs or initiatives that could benefit newly hired adjunct faculty. Data and discussions suggested that an intentional design was needed to assist new adjunct faculty. As a result, a mandatory new hire orientation was perceived as a need and was suggested. With 92.3% of full-time faculty and 71.8% of adjunct faculty indicating that a mandatory orientation upon hire should be implemented, the evidence of such a need was evident. References to programming with such an orientation included "Sauk Survival" and other information that should be presented upon hire. Such information included locating resources and services, as well as how to access grade systems, build syllabi, and get to know your full-time faculty. As one participant stated, "A better understanding of how things work." During this study, a new faculty online orientation was created to assist new adjunct faculty in their first semester. A faculty academy is scheduled to begin in the fall of 2014 as well. With online professional development offerings proving to be fruitful, an online orientation is an adequate response to faculty orientation needs. Recommendations for a

more effective orientation were referenced in the study. One adjunct faculty member noted:

> It doesn't have to be something drawn out. It could be concise, maybe 2 hours tops. You don't have to fully teach Moodle, per se, just give adjuncts phone numbers and times where they can get extra help from IT. Just give basic information so we know what's out there, but nothing grueling where we have to sit through hours of training and so forth, especially if you don't plan on using. Orientation if it was kept to 2 hours max, I think people would be able to fit it in their schedule.

Incentive-based initiatives were also referenced during the study. Incentives included the need for compensation for professional development attendance, a rewards system for professional development completion, and food provided at such offerings. The full-time and adjunct faculty both referenced that incentives are lacking. Better compensation, establishing seniority for being granted opportunities, or providing recognition for such efforts were specifically provided as possibilities to establish incentive-based programs. The full-time faculty referenced the need for incentive-based programs to assist in driving attendance alone, while the adjunct faculty expanded upon this and focused more on driving attendance to foster professional growth that benefits the students. The adjunct faculty also referenced having other obligations in their lives, such as full-time employment, and that incentives would be needed for them to extend their schedule any further. Much of the incentive-based initiatives could be negotiated through the adjunct faculty's association. This also presents another opportunity for their voice to be heard on campus, as discussed in this study.

Overall, the researcher was able to identify programs, practices, or policies that could be implemented at Sauk Valley Community College. Mentoring programs could facilitate improved morale, inclusion, and communications among the faculty. An initial

mandatory orientation not only could help with individual growth, but also with communication and expectations of working at the college and with full-time faculty. Online professional development could assist in individual growth and in advancing an academic department. Barriers associated with travel or scheduling would also be removed. Within such offerings, a more discipline-based emphasis, along with available technology tools, could be provided, which was also addressed in the study. The given research question provided valuable answers for the researcher to further explore.

Question 5

Do levels of satisfaction of Sauk Valley Community College adjunct faculty correlate to their participation in integrative practices on the campus?

Among adjunct faculty, the level of satisfaction with their teaching experience alone was high, with 83% of the participants being "satisfied" or higher. While the teaching experience alone is perceived as high and satisfactory for the adjunct faculty, several other factors emerged in the study as impacting such satisfaction. Other variables of satisfaction were also included in the study, such as level of interaction or engagement with full-time faculty.

Specifically, satisfaction levels regarding engagement between the faculty as well as the overall satisfaction of an adjunct faculty member's teaching experience were used in comparison with participation in department meetings, in-services, mid-semester faculty workshops, and the overall regular contact between the adjunct and full-time faculty. Discussions of participation in integrative practices were also referenced within the focus groups.

Being invited to participate to such integrative practices was an area the researcher pursued when exploring adjunct and full-time faculty relationships and communications. In analyzing data relating to this, it was determined that nearly half of the adjunct participants were not being invited to academic or department meetings and that their satisfaction rates with interaction with full-time faculty were split nearly even between being satisfied (15 responses), neutral (10 responses), or dissatisfied (14 responses). With full-time faculty's satisfaction rates of adjunct faculty being higher when communicating weekly, such invitations could be extended during these times. With just 26 out of 39 adjunct faculty (66%) indicating they have never attended a departmental meeting, this could be impacting the distributions of the satisfaction level of interaction. To support reasoning for a lack of attendance, the researcher previously referenced an adjunct faculty member's views on a divide between both ranks of faculty, but simply being invited can also aid in full-time and adjunct faculty relations, particularly in feeling a sense of caring and inclusion, despite their inability to attend at times. To support such, one adjunct faculty member noted:

> I find it very helpful to be invited into the discussions. I can't always make it because I work full-time, but when I can I find it very helpful. I think what you're voicing for all of you it would be helpful, but it's difficult to get away when you're working a full-time plus job.

To reinforce such a statement regarding this sense of inclusion and the value of adjunct faculty input by full-time faculty, an additional adjunct faculty member stated:

> If they said your input is important and valued, yes I think folks would want to participate.

In comparing the satisfaction level with the overall adjunct teaching experience, it seems to be high, regardless of their participation or invitations to such meetings or

activities. With 34 out of the 40 adjunct faculty (85%) "satisfied" or higher with their experience, just 3 are a minimum of somewhat dissatisfied with both the adjunct teaching experience and the level of interaction with full-time faculty.

For full-time faculty, their satisfaction with adjunct faculty was higher among those that communicate weekly. The highest level of dissatisfaction was "Somewhat dissatisfied" and among those that communicated monthly. Never communicating yielded no "satisfaction" at all, which was expected. In sum, full-time faculty members that are communicating weekly or monthly are more satisfied with their adjunct faculty's level of interaction.

In specific offerings and analyzing in-services and workshops, it does not appear that such programming is impacting an adjunct's perception of their teaching experience. For example, of the 41 adjunct faculty participants, nearly 16 do not attend either in-service (39%), 18 attend just one (41%), and 7 go to both offerings (17%). Despite these attendance trends, 34 of these adjunct faculty members are "satisfied" or higher with their adjunct teaching experience, and of the remaining 7 individuals, just 3 of them were a minimum of "somewhat dissatisfied" or lower and 4 were "neutral."

When analyzing the attendance at mid-semester workshops, despite high satisfaction rates within the adjunct teaching experience, attendance dropped tremendously within the offering compared to in-service. Twenty-four of the adjunct participants do not attend either session (58%), 12 attend just one (29%), and 5 go to both (12%). Like the in-service, with high satisfaction rates among adjunct faculty, attending or not attending the workshop does not appear to be impacting their teaching experience.

166

Such mandates to attend, which the researcher was exploring in this study, could impact their teaching experience negatively.

When analyzing years of experience, adjunct faculty with 5 to 10 years had the highest response, but yielded the highest level of satisfaction in regard to interaction with full-time faculty. There were no levels of satisfaction among adjunct faculty with 16 years or more teaching experience. These groups could be further explored by the researcher to determine their vast differences in satisfaction with interaction and participation.

Among evening adjunct faculty, even though 15 of the adjunct faculty members (36%) in this study taught only in the evening, they were overall still satisfied with their adjunct teaching experience. Evening adjunct faculty also were not any more satisfied or dissatisfied with their teaching experience than those that taught in the daytime. One adjunct faculty participant did note a sense of loneliness while teaching in the evening and stated, "It's lonely at night. It is weird and lonely." While this theme was noted only once and was viewed as outlier data, it was noted by the researcher as a potential concern relating to the dissatisfaction of teaching. With just three adjunct faculty teaching online only, the sample size was not enough to pursue in terms of participation.

Regarding the qualitative analysis of the study, adjunct participants regularly cited their "love of teaching" when discussing their satisfaction with the institution. To support such a finding by the researcher, one adjunct faculty member in a focus group stated:

> Through all of the bad and feelings of not belonging, I still find it rewarding to give back and to interact with the students and teach them. For all of the bad things, the good really outweighs the bad and that's what keeps me here.

To further support such a perspective, another adjunct faculty member stated:

167

I wondered why I was doing this because it was the hardest thing I've ever done. It got easier. I kept doing it because I did like teaching.

While it appears that their satisfaction levels are high regarding their overall teaching experience, their satisfaction regarding interaction and engagement was far lower. With the topic of communication being the most-referenced theme within the three focus groups, this is consistent with the low level of satisfaction from the survey. Such focus group findings confirm that while satisfaction can be low in the area of interaction and engagement, it is not impacting the overall experience by the adjunct faculty.

The quantitative findings also revealed that the implementation of such reward or incentive-driven programs could facilitate an increase in participation at events and programs. Pay was the fifth-most referenced theme in the focus group discussions. Such programs are discussed in Chapter 5, but pay or compensation could be tied to attendance. Driving attendance at such events could also lead to increased communications and inclusion within the campus. Various scheduling conflicts was also a significant barrier to attendance at such events and practices. For example, adjunct participants mentioned that they work other jobs, many full-time, and that extending themselves any further at the college was not in their best interest, particularly without compensation. The need for more web-based training, along with incentives, could further provide a solution to these identified barriers.

Overall, the researcher determined that satisfaction within adjunct teaching experience is high, yet satisfaction levels vary among levels of interaction. Outside of satisfaction levels, other factors are contributing to attendance, such as compensation, scheduling, and communication about such events. Chapter 5 presents recommendations and solutions that support the data analysis from both phases of the study.

CHAPTER 5

RECOMMENDATIONS

Chapter 5 provides the recommendations, based upon the researcher's findings at the completion of the study. The research questions that guided the study assisted in providing recommendations, both for the long and short term at Sauk Valley Community College. These recommendations are driven through the analysis of the data that were collected from the surveys and focus groups. To guide such recommendations, the surveys administered to the faculty provided the researcher with categorical data for statistical analyses, while the focus groups provided substance through spoken words. Specifically, recommendations were provided in the context of the focus group discussion. Through both phases of the study, recommendations emerged from the participants directly and from the researcher. These recommendations include short- and long-term planning and implications.

Measuring and evaluating the success of these recommendations will enable the researcher and SVCC leaders not only to determine the effectiveness of the study's results and findings, but also to seek continuous improvement of the adjunct faculty's integration to campus. Some of these recommendations include sequencing certain events and initiatives for adjunct faculty preparedness, such as providing a consistent pathway of

orientations, mentoring opportunities, professional development, and access to full-time faculty.

Recommendations Driven by Research Questions

The study was guided by five research questions that emphasized various areas pertaining to adjunct faculty integration at Sauk Valley Community College. The questions centered upon the following topics, from which the researcher's recommendations are derived:

- Effectiveness of current and past practices

- Communication

- Desirable attributes

- Establishing and creating new programs and policy

- Levels of satisfaction and participation

The researcher's recommendations focus on areas that can be refined and built upon current practice, yet others require that programs or policy be developed. Many current practices were noted as effective but were also referenced by participants as needing improvements or refinement. Other recommendations that emerged were in response to demands for their creation or were supported by data. The provided recommendations focus on adjunct faculty integrating to Sauk Valley Community College through increased communication, stronger orientation processes, professional development, access to resources, and having a strong connection with a mentor. Such opportunities will assist adjunct faculty by providing support, access to resources, and connections to key relationships, such as other instructional faculty and staff.

Recommendations for Refinement

The researcher determined that several current and past practices are assisting the adjunct faculty, yet they are disrupting their integration to Sauk Valley Community College. Many of the practices include a lack of communication between key individuals and departments, such as full-time faculty and resources provided on campus. While these initiatives and programs were referenced in the study as being effective, opportunities for improvement are also noted.

Lack of a Mentoring Program

While mentoring appears to be effective, no formal program exists. Participants in the study provided valid examples of how mentors have played a critical role in their success, both inside and outside of the classroom at SVCC. Based upon a new adjunct faculty member's experience and background, a mentor's role can vary. While some adjunct faculty have an established mentor, many do not. Many rely upon the administration to serve in this role, which some participants of this study, based upon their experiences, referenced as being uncomfortable because they do not wish to be perceived as a nuisance. The researcher recommends that the current informal mentoring process be adapted to a formalized program for new faculty hires.

Inconsistent Orientations Upon Hire

New adjunct faculty hires do not receive a formal orientation, which the researcher recommends. Supervisors, such as deans, can take it upon themselves to host such a session, but a formal mandated orientation is not in place. Many adjunct faculty in the study spoke of their experience in "learning as they go," but the integration processes

171

have improved recently for new hires, as noted by the participants. New hires are lacking knowledge relating to email, the SOAR grade-entry system, and familiarization with equipment such as copy machines and classroom technology. Many of these needs have communication implications, which are addressed below. As a result of this study and to assist in immediate improvements in this area, an online faculty orientation was created by the administration, which could vastly improve preparedness of the adjunct faculty. Both the researcher and the participants noted the college's direction to continuously improve in this area.

Lack of Communication and Inclusion

Invitations to critical meetings, such as department meetings, are lacking. As a result, many adjunct faculty are not engaging with full-time faculty and miss critical information to advance the department. This includes departmental goal input and curricular decisions, such as revisions or recommendations. Some participants speak of strong ties to full-time faculty, while many do not. Some even referenced that a full-time faculty member does not exist within their department. Some critical relationships among individuals and departments are held together by various key employees of the campus, while others are not. Every Wednesday at 12:30 p.m. is designated as "activity hour" by administration, which is a reserved hour of time for internal meetings to be scheduled, if needed. Within this study, no specific reference to adjunct faculty attending these sessions was provided, and the researcher recommends that adjunct faculty be invited.

Overall, a central point of contact, be it a mentor or department head, is missing within the communication structure for adjunct faculty. This person, known as a faculty leader at SVCC, already exists and serves as a liaison between administration and faculty.

172

This designated adjunct faculty leader could serve as yet another layer of communication for the adjunct faculty. The duties could include informing the adjunct faculty of news and needs for input, as well as reminding these individuals of upcoming meetings. While these persons may not be formally serving as mentors, they provide yet another opportunity to reach the adjunct faculty and keep them informed, as well as to establish a central point of contact.

Based upon this, the researcher recommends that adjunct faculty be invited to the meetings on Wednesdays at 12:30, and that a central point of contact be established for faculty to receive such communication about events.

Minimal Interest in Professional Development

The researcher determined that professional development is of interest, but that new flexible scheduling options are needed, including attending by way of technology. With a high number of adjunct faculty indicating that they attend numerous forms of online professional development through the Instructional Technology department, this appears to be an effective practice already in place. Among on-campus professional development offerings, lack of attendance was a concern and the reasoning varied, including lack of time and compensation. Programming was also an addressed concern as, in the past, the in-service at the start of each semester was only an orientation and not professional development in nature. New topics and programming have emerged, such as improving student retention, teaching strategies, and integrating technology. While attendance has increased, scheduling for these events is yet a barrier. Many of the adjunct faculty have varying schedules or cite a lack of interest. Although food is provided at the in-services and the mid-semester workshops, monetary compensation or stipends are not

173

given but were requested within this study by participants. Also during this study, new opportunities for faculty development emerged, which are discussed later in this chapter. The researcher recommends that more online offerings of professional development be provided, as well as adjusting the schedule of face-to-face opportunities to serve a larger population. Because stipends are contractual, it is recommended by the researcher that this topic be discussed during the negotiations process, which is ongoing.

Recommendations for New Strategies and Opportunities

The researcher acknowledges that the forthcoming recommendations will require the design and implementation of new initiatives. Such opportunities and recommendations are focused on the responses of the full-time and adjunct faculty participants. Much like the themes, these recommendations include the areas of communication, professional development, mentoring, relationships, recognition, inclusion, and compensation. The following recommendations by the researcher suggest ways for Sauk Valley Community College to create new strategies and opportunities to improve the integration of adjunct faculty.

Increased Communication Through Multiple Methods

The topic of communication was frequent throughout the study. As noted in Chapter 4, communication is a concern and is closely tied to other issues, such as attending campus events, departmental meetings, and professional development; having a sense of inclusion; and feeling appreciated or heard on campus. The theme of communication yielded the most frequent responses by the adjunct faculty in the

qualitative component of the study, and when combined with the findings of the survey, it is evident that several opportunities and recommendations exist in this area.

Several methods could be utilized not only to improve communication, but also to establish it. Adjunct faculty spoke of not being included in communications with full-time faculty, not having a central point of contact for communication, not being consulted in decisions or input, and teaching within departments where full-time faculty simply do not exist. As previously mentioned in this chapter, along with establishing a central point of contact for adjunct faculty and being invited to the Wednesday 12:30 faculty hour that exists, several new opportunities can be created to better inform and engage the adjunct faculty.

To assist in opening lines of communication, increasing invitations and improving communications in regard to departmental meetings and events could be effective, but ensuring that all means of communication are open is essential. For example, the use of the campus email system by all faculty members should be required. This could be established at an orientation upon hire. Once it is established that both ranks of faculty, full-time and adjunct, are frequently using and checking their email, listservs of email addresses to streamline departmental email messages could connect all faculty within the department. Listservs are created by the campus Instructional Technology department and provide email users with a grouping of email contacts based upon commonalities, such as members of an academic department. Creating such listservs is recommended and appropriate for increasing communication among departments and faculty. The researcher recommends that invitations to all departmental meetings be increased, most

notably through the email system, which provides an effective channel for communication.

The researcher discovered that a large portion of adjunct faculty teach only in the evening and that they are lacking communication or direction from their academic department. During the evening, few full-time faculty are on campus or available. Ensuring that these adjunct faculty members are contacted, preferably face-to-face, could improve communications and input from this population. Scheduling a departmental meeting in the evening before classes begin could be a cost-free way of bridging this gap. Tying in operational planning and goal-setting during these communications could also enhance the level of inclusion and shared governance among the adjunct faculty.

Overall, the researcher recommends that invitations and notices of departmental events be communicated to the adjunct faculty, particularly through email. The researcher further recommends that such scheduling of events be considered in the evening hours to assist in accommodating those that teach exclusively at night or work another job during the day.

Providing Discipline-Based Professional Development and Incentives

The study revealed that adjunct faculty are interested in online or electronic professional development offerings due to scheduling conflicts, convenience, or their personal interest. While these offerings are highly accessed and of interest, the content is not discipline-specific. Participants in the study indicated that they are interested in more discipline-based professional development, both electronically and through other methods of delivery, such as internal face-to-face offerings or external conferences.

Based upon these findings and direct requests by the participants within the study, the researcher recommends the creation of discipline-based professional development.

In addition to the content and method of delivery for professional development, there is also a need for incentives to attend such opportunities. At the time of the study, incentive-based programs or compensation for attending or completing professional development were non-existent. Participants also referenced their lack of motivation or interest in attending professional development offerings. Many indicated that scheduling already posed a barrier for them, and without compensation, it was difficult to show interest or attend. Full-time faculty are currently granted promotional credit for attending professional development that is approved by administration. No such opportunities exist for adjunct faculty, particularly since promotional opportunities do not exist for adjunct faculty. The creation of a faculty academy, discussed later in this chapter, will assist faculty in attaining professional development unique to their needs, but it should be noted that only full-time faculty are eligible for promotion or increased compensation based upon completion of such. Adjunct faculty currently are granted increases in compensation based only upon their semesters of experience in teaching at the college. The researcher recommends that adjunct faculty be provided compensation for attending professional development offerings, particularly since they are ineligible for promotional credit that full-time faculty are afforded.

Inclusion and Providing Committee Participation Opportunities

All of the aforementioned recommendations provide an opportunity for an adjunct faculty member to become more involved on campus. One area that has not been addressed, but which was noted in the study, is how few adjunct faculty members serve

on campus committees. Being a part of a campus committee is an opportunity for employees to be a part of a specific initiative. This can range from serving on a faculty development committee, curriculum committee, technology committee, program review committee, or even accreditation committee. These committees are driven by their diverse membership, ranging from faculty, staff, administration, and even students. Many committees serve to review processes, create new initiatives, or provide a service to the college.

Committee members are selected based on the committee's charge and representation requirements. For example, most committees require a structure of a minimum number of individuals from various areas of the college. One such area is the faculty, including the adjunct faculty. Members of a committee can return each year, but many rotate off and on committees. At the beginning of each academic year, perspective committee members can sign up to serve on committees during a two-week open enrollment period. The researcher recommends that adjunct faculty be informed of such committee opportunities.

Simply informing the adjunct faculty of this open enrollment period and more strongly encouraging their participation could greatly increase adjunct faculty representation on committees. Adjunct faculty representation on the faculty development committee, program review committee, and curriculum committee could be instrumental in changing the culture of adjunct faculty on campus. Committees provide an ideal opportunity for adjunct faculty voices to be heard on campus.

Another opportunity for inclusion and for adjunct faculty voices to be heard is through membership in their union, known as the Sauk Valley Community College

Adjunct Faculty Association. The study revealed that just 10 participants declared they are members of the association. Increased communication from their association could be pursued to provide the adjunct faculty with yet another opportunity to provide input and direction at the college. The association is responsible for negotiating their collective bargaining agreement, as well as representing adjunct faculty in grievance procedures. The researcher recommends that the adjunct faculty association also increase its communications to perspective new members through the use of its office, email, and public notifications.

Increased Adjunct Faculty Office Space

The study revealed that adjunct faculty office space is helpful and that improvements have been made to it recently, but key components are still missing to make the space more effective. Participants spoke of using it for equipment needs, storing personal belongings, and meeting with students. Participants noted that meeting with students is critical to their success and that the office is not conducive to privacy needs or working one-on-one with students. Participants even mentioned their discomfort in walking in on another adjunct faculty member meeting with a student. As a result, it is recommended by the researcher that office space be increased on campus to allow more privacy, or that the current space be modified to allow for student–faculty engagement. Three phases of remodeling are currently scheduled to take place at Sauk Valley Community College. The data and findings from this study support a recommendation by the researcher that increased adjunct faculty office space be included in these plans.

Increased Recognition and Visibility of Adjunct Faculty

Consistent with national trends, adjunct faculty in the study spoke of being unrecognized on campus or unknown on campus. The AAUP (2013) states:

> When half or more of the faculty at an institution may not participate in meetings of the faculty senate, when decisions about revisions to a course are made without input from those who teach it, or when the majority of a department's faculty has no voice in the selection of its chair, something is amiss. (p. 3)

With a large number of these participants teaching only online or in the evening, being known throughout the campus is a challenge. The researcher confirmed that even the daytime adjunct faculty members are not attending campus events or departmental meetings. As a result, the researcher recommends increasing the visibility of the adjunct faculty, as well as recognizing their accomplishments and accolades.

As a result of this study, an adjunct faculty web page was created and is regularly updated. On the site, resources and calendars are available to the adjunct faculty to keep them informed, but the web page also provides adjunct faculty biographies and profiles. This website also notes the education, accomplishments, experiences, and awards of the many successful adjunct faculty. This option is being used by only approximately 15% of the adjunct faculty. Increased awareness of this space, as well as having adjunct faculty complete their profile upon hire, could be pursued. The researcher recommends placing a link to the page on the campus website, which could greatly improve access and visibility to the adjunct faculty.

The campus also has a newspaper, which serves both the students and the employees of the college. The publication provides updates on employees and students, which are reported only when an individual brings the information forward. The researcher recommends that a focus on the faculty be provided in this area, including

recent articles published or industry recognition. A supervisor or human resources staff member could ensure regularly that such information is being gathered and forwarded to the newspaper's editor. This new process would be inexpensive yet would increase the flow of communication.

The Human Resources office hosts an annual awards event to recognize retirees and employees with notable years of experience. The attendance at such events by adjunct faculty members is low, if not entirely non-existent. Efforts to increase the attendance could be pursued by Human Resources and the administration. With the new communication processes being proposed, these events could be incorporated into the new flow of information between the departments and could also be placed in adjunct faculty offices and on the adjunct faculty website. These award events are also another opportunity for employees of the college to visibly see the adjunct faculty and attach a name to a face.

The fact that the faculty do not know one another was noted in the study by the researcher. Adjunct participants spoke of not being recognized by some full-time faculty and some even specifically mentioned that key administrators did not know their name. As previously mentioned, if communication and engagement is increased among all faculty members, it will enable full-time faculty and adjunct faculty to strengthen their relationships and get to know one another. Some adjunct faculty members in the study discussed that a full-time faculty member does not exist in their area, which also creates a disconnect in communication and interdepartmental relations. The researcher recommends that the areas lacking full-time faculty, such as Art, Emergency Medical

Services, and Foreign Language, be closely monitored to ensure that these adjunct faculty members have a central point of contact or direction.

Creation of a Sauk Valley Faculty Academy

During the study, the faculty development committee at Sauk Valley Community College began its creation of a faculty academy. Additionally, a new Teaching and Learning Center was created by administration, known as the Faculty Center for Innovative Teaching (FaCIT). The academy sought to provide professional development opportunities relevant to today's faculty, including the adjunct faculty. This initiative presents a great opportunity for adjunct faculty to sharpen their skills, develop new teaching techniques, and engage with other faculty members, regardless of their rank or title. The creation of such an academy also aligns with best practices presented in this study, such as Valencia College's Teaching and Learning Center that offers faculty development programs. The essence of the academy is to provide different tracks of professional development based upon the faculty's need. A total of four tracks are available for a participant:

- Teaching in the Community College
- Teaching with Technology
- Teaching Hybrid or Online
- Faculty Leadership

Pedagogy varies by individual faculty and their preferences, but the faculty academy challenges the faculty to step outside of their standard teaching methods and pick up new skills or sharpen their existing skillset. An emphasis is also placed on the future of learning by today's student.

182

The Teaching in the Community College track is provided in a learning community format with a mix of full-time and part-time faculty. This offering not only provides the benefits of support through a learning community, but it also integrates faculty of both ranks. Within the offering, participants complete a portfolio that provides their teaching philosophy, a professional development plan, and several artifacts that support their teaching techniques. The American Association of Community Colleges (n.d.) states:

> Community colleges rely on a blend of full- and part-time faculty to offer the broadest array of courses to meet varying student curricular and scheduling demands. Adjunct professors, or part-time faculty members, have long been part of community college staff. Adjunct faculty are typically hired because they possess technical skills and practical knowledge that are beneficial to students. Their expertise and workplace experiences help keep curricula fresh.

The Teaching with Technology track is a series of interactive workshops and is five independent courses in total. The five courses cover the use of Moodle, online collaboration, the use of multimedia, mobile apps, online tools, and faculty organizational tools. Employing these tools in a class is used as a method of assessment. Lambert (2009) stated, "The old-style classroom, grounded in spoken lectures and reading lists, is becoming obsolete. Images now dominate a new style of teaching in which visual, audio, and interactive formats rule, often trumping words as the dominant means of communication."

The Teaching Hybrid or Online track is also built upon a learning community format. The offering provides faculty of all ranks to build their skills in the areas of design and development of an online or hybrid course. The essentials of course design are covered initially in one course; then a second course for advanced online teaching is offered. Stoltz-Loike (2013) stated, "Online education is inherently a technology

183

communication platform that offers another method for student instruction. It is up to the instructor to make it great." The focus of the content is on SVCC's learning management system and the many instructional tools that can be adapted to improve student outcomes.

The final track is a piece for future leaders. The Faculty Leadership track consists of a learning community format that focuses entirely on the participant's department or the college. The content covers planning, working in teams, developing budgets, supervision, balancing work/life, and various management topics. A leadership project is the final assessment, which is agreed upon with the faculty participants, and is required for completion of the track. The demand for leadership in community colleges across the nation is projected to increase, and developing new leaders to fill this void will be critical. According to the American Association of Community Colleges (2013), 75% of current community college leaders plan to retire within the next 10 years.

The series of learning opportunities through the faculty academy provides SVCC faculty with a great opportunity to gain promotional credit and stipends. At the time of this study, faculty negotiations were ongoing and compensation for participation had not yet been determined. The initial proposal called for faculty to receive promotional credit for the completion of individual courses within a track. The researcher was invited to the negotiation of both the adjunct and full-time faculty contracts, where bargaining points of the faculty academy were discussed, including results of this study.

Building a Sequence of Offerings Based Upon Recommendations

Based upon the research of this study, which indicated a strong need for an established process for becoming oriented upon hire, improving communication, and attending professional development, the researcher recommends that the college and its

adjunct faculty implement a sequential design that is devoted to integration and success. The sequence and offerings would focus on the following:

- Adjunct faculty orientation upon hire

- Email and campus communications

- Resources on campus

- Classroom technologies

- Connection to a mentor

- Faculty academy enrollment

- Classroom observation and evaluation

- Follow-up at the end of first semester

These recommended offerings in sequence by the researcher enables adjunct faculty members to be supported in their first semester and beyond through a series of programming, forming of key relationships, and access to the many resources that are essential.

Upon hire, the researcher recommends that a formal mandated orientation take place, either immediately on a one-on-one basis with a dean or by way of a scheduled session for all new adjunct faculty hires. The number of new adjunct faculty hires can vary by semester. The need for an orientation was strongly voiced by both the adjunct and the full-time faculty. It seems a uniform and consistent session across the campus is non-existent. Such a creation would establish consistency in programming and outcomes that meet both full-time and adjunct faculty needs.

The researcher's recommended programming for the orientation consists of new adjunct faculty being guided through the log-in process of their online communication

systems, such as email, FAST (Faculty and Staff Tools), and Moodle. Those faculty teaching online for the first time would be enrolled in the i3 online orientation class, as discussed in this study, and is currently mandated upon hire for online adjunct faculty. Access to these communication systems ensures that electronic communication channels are open, and that faculty understand how to navigate such systems on a daily basis.

Resources on campus extend far beyond just online tools and email. The campus provides copying services, clerical support, a library for research and student support, a Teaching and Learning Center for faculty, and a Learning Assistance Center (LAC) for student tutoring and outside-of-the-classroom support. The LAC works jointly with faculty to ensure they are providing adequate teaching that aligns with curriculum and course content. Having access to these key resources is essential not only to classroom instructional success, but also to student success.

The researcher's next recommended component of the sequence of offerings is to connect the adjunct faculty to a mentor. The ideal mentor would be a full-time faculty member who is deeply involved in the department and campus initiatives. If a formal mentoring program, which was being created at the time of this study, is established, then following those processes is appropriate. If such a program is not yet in place, then the appropriate dean should seek out a suitable mentor. As previously mentioned, a mentor's role can vary, based upon the needs of the adjunct faculty member or the department's direction and goals. Frequent contact and follow-up would be expected, as well a briefing at the first semester's end.

Enrollment in the faculty academy would assist new adjunct faculty hires in assessing their competencies and would create a pathway of professional development to

facilitate their success. If pedagogy, classroom management, or technology is needed by faculty, the faculty academy will provide him or her with an opportunity to sharpen skills and instill personal growth, both in and out of the classroom.

Throughout the first semester, adjunct faculty members are observed, as well as evaluated, by their dean. Student evaluations are also conducted at the midterm of the semester, but are returned at the start of the next semester. The researcher recommends providing immediate feedback on the student evaluations as this may be an effective method for new adjunct faculty to make necessary adjustments. Adjunct faculty observations are currently conducted at the discretion of the appropriate dean, but an observation in the first month, as well as at midterm, could establish consistency in this process. After an evaluation, face-to-face feedback within a week should be given to the instructor, which can open dialogue and foster discussion on the adjunct faculty member's progress in the first semester.

At the end of a semester, the researcher recommends following up with new adjunct faculty to assess where improvements could be made, as well as provide any further support they may still need to be successful in future teaching. As a result, a semester's end follow-up or checklist is further recommended. This would ensure that all of the semester-long tasks are handled, and individual outcomes by the adjunct faculty are met. Completing this process could be swiftly and effectively carried out through a mentor or appropriate dean.

Many components of this proposed sequence exist at Sauk Valley Community College, while some are in development. Once the components in development are completed, placing the initiatives in the appropriate sequence upon hire would assist

adjunct faculty in opening channels of communication, orienting to the campus, forming

relationships, achieving growth through continuous professional development, and

grasping the many campus processes and procedures that facilitate faculty and student

success.

Summary of Recommendations and Study

The study sought to determine the perceived effectiveness of integrative practices

for adjunct faculty at Sauk Valley Community College. By way of reviewing the

literature, designing effective methodology, collecting data, and conducting a thorough

data analysis, the researcher was able to answer the research questions and conclude the

study with findings and recommendations.

Recommendations by the researcher focused on continuous improvement and

building a framework for a sustainable future of adjunct faculty success at Sauk Valley

Community College. In a time of uncertainty in higher education, the literature and

research suggested that a reliance upon adjunct faculty will continue. In reference to

such, Kezar and Maxey (2013) noted:

> Although the rise in numbers of non-tenure-track faculty began long before this
> current period of constrained budgets and financial uncertainty, board members
> and administrators today may often view hiring greater numbers of non-tenure-
> track faculty as a quick and easy way to trim expenditures.

Increased accountability among colleges is also expected, particularly in the area of

student success and completion. As such, a commitment to adjunct faculty and their

preparedness should be visible and demonstrated, not only at Sauk Valley Community

College but across all campuses. While the study represented only the faculty of Sauk

188

Valley and was a snapshot of data at one given time, its methodology could be replicated at another college with comparable programming, structure, and demographics.

Increased communication, inclusion, access to resources, mentoring, and professional development opportunities represent the areas of recommendation or need for improvement in the study. It should be noted that many of these areas are established on campus, and revising policy or reforming procedures may be all that is needed. Many of such initiatives are cost-free and require only time and input by key individuals on campus, such as full-time faculty and administration.

By sequencing given initiatives and events upon hire for adjunct faculty, a pathway to communication, resources, and preparedness could be created at Sauk Valley Community College. Many of these components are in place or are under development, requiring only the appropriate sequence and a commitment by administration and key stakeholders to execute its processes.

The opportunities for future research could be pursued by assessing the initiatives and integrative practices that are implemented. The changing demographics of adjunct faculty could also prompt a researcher to replicate the study and determine if there are any changes in the results of the data analysis. Furthermore, as the emphasis of the faculty contracts changes over the years, it could foster more opportunities for adjunct faculty to integrate to campus. Learners of today and tomorrow are counting on the development and preparedness of our faculty. It will start with having adequate and appropriate integrative systems in place.

REFERENCES

Altany, A. (2012, June 29). Professional faculty development: The necessary fourth leg. *Inside Higher Ed.* Retrieved from http://www.facultyfocus.com/articles/faculty-development/professional-faculty-development-the-necessary-fourth-leg/

American Association of Community Colleges. (n.d.). *Faculty and staff at community colleges.* Retrieved from http://www.aacc.nche.edu/AboutCC/Trends/Pages/facultyandstaffatcommunitycolleges.aspx

American Association of Community Colleges. (2013, September). *Data points: Pending CEO retirements.* Retrieved from http://www.aacc.nche.edu/Publications/datapoints/Documents/PendingCEO_9%2011%2013.pdf

American Association of University Professors. (n.d.). *Background facts on contingent faculty.* Retrieved from http://www.aaup.org/issues/contingency/background-facts

American Association of University Professors. (2013, January). *The inclusion in governance of faculty members holding contingent appointments.* Retrieved from http://www.aaup.org/file/contingent-inclusion-in-governance_0.pdf

American Federation of Teachers. (n.d.). *Shared governance in colleges and universities.* Retrieved from http://www.aft.org/about/resolution_detail.cfm?articleid=217

American Federation of Teachers. (2010, March 22). *AFT survey looks at part-time and adjunct faculty issues.* Retrieved from http://www.aft.org/newspubs/news/2010/032210ameracad.cfm

Aragon, J. (2011). Mentoring as a mandate. *Inside Higher Ed.* Retrieved from http://www.insidehighered.com/blogs/university_of_venus/mentoring_as_a_mandate

Austin Community College. (n.d.). *Professional development and evaluation programs.* Retrieved July 28, 2013, from http://www.austincc.edu/hr/profdev/overview.php#requirements

Bali, M. (2013, July 12). Five reasons teachers should dip into MOOCs for professional development. *MOOC News and Reviews.* Retrieved from

http://moocnewsandreviews.com/5-reasons-teachers-should-dip-into-moocs-for-professional-development-2/

Baum, S., & McPherson, M. (2011, December). For-profits vs. community colleges: Either way, governments pay. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/blogs/innovations/for-profits-vs-community-colleges-either-way-governments-pay/31067

Bazeley, P. (2007). *Qualitative data analysis with NVivo* (2nd ed.). Los Angeles, CA: Sage.

Berkwits, M., & Inui, T. S. (1998). Making use of qualitative research techniques. *Journal of General Internal Medicine, 13*(3), 195-199. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1496926/

Black Hawk College. (2012). *Adjunct academy*. Retrieved July 23, 2012, from http://elc.bhc.edu/events/adjunct-academy/

Boggs, G. R. (2013, October 2). A different set of advice for community college presidents. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/A-Different-Set-of-Advice-for/142025/

Bonk, C. J. (2012, June 1). Building different MOOC's for different pedagogical needs. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Building-Different-MOOCs-for/132127/

Boyer, K. K., Olson, J. R., & Jackson, E. C. (2001, July). Electronic surveys: Advantages and disadvantages over traditional print surveys. *Decision Line*. Retrieved from http://www.decisionsciences.org/decisionline/vol32/32_4/32_4res.pdf

Brannen, J. (1992). Combining qualitative and quantitative approaches: An overview. In J. Brannen (Ed.), *Mixing methods: Qualitative and quantitative research* (pp. 3-39). UK: Avebury.

Brickman, B., & Costa, G. (2001). Successfully integrating part-time faculty into the community college: Former adjuncts speak. *TESL Reporter, 34*(2), 15-19.

Bullock, R., Little, M., & Millham, S. (1992). The relationships between quantitative and qualitative approaches in social policy research In J. Brannen (Ed.), *Mixing methods: Qualitative and quantitative research* (pp. 81-99). UK: Avebury.

Burnstad, H., & Gadberry, J. L. (2005). Retention of part-time faculty. *Adjunct faculty in community colleges: An academic administrator's guide to recruiting, supporting, and retaining great teachers, 1*, 113-125.

Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment*. Beverly Hills, CA: Sage.

Center for College Community Student Engagement. (2014). *Contingent commitments: Bringing part-time faculty into focus.* Retrieved from http://www.ccsse.org/docs/PTF_Special_Report.pdf

Cherry, K. (n.d.). Conducting ethical research in psychology. *About.com.* Retrieved from http://psychology.about.com/od/ethicalissues/a/resethics.htm

Coalition on the Academic Workforce. (2012, June). *A portrait of part-time faculty members.* Retrieved from http://www.academicworkforce.org/ CAW_portrait_2012.pdf

Cohen, A. C., & Brawer, F. B. (2008). *The American community college.* San Francisco: Jossey-Bass.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles, CA: Sage.

Creswell, J. W., & Clark, V. L. (2007). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Davison, D. (2013, November). Integrating the adjunct faculty into the college community. *Academic Senate for California Community Colleges.* Retrieved from http://www.asccc.org/content/integrating-adjunct-faculty-college-community

Dembicki, M. (2014, April 7). Focusing on adjunct faculty to improve student success. *Community College Daily.* Retrieved from http://www.ccdaily.com/ Pages/Campus-Issues/Focusing-on-adjunct-faculty-to-improve-student-success.aspx

Elkes, L. (2012). Adjunct faculty need support. *The Baltimore Sun.* Retrieved from http://articles.baltimoresun.com/2012-01-16/news/bs-ed-adjunct-faculty-20120116_1_adjunct-faculty-part-time-faculty-full-time-faculty

Ellis, M. (2013, April 15). Weaving adjunct faculty into the 21st century community college. *Community College Times.* Retrieved from http://www.ccweek.com/news/ templates/template.aspx?articleid=3508&zoneid=7

Evans, D. (2009, May 15). Adjunct faculty and "quality." *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/blogs/onhiring/adjunct-facultyquality/7319

Faircloth, R., Karlsson, R., Martinak, M. L., & Wicher, P. M., (2006). We're so glad you asked: Maryland adjuncts speak out on their status, needs and opinions. *The Journal of Continuing Higher Education, 54*(3), 42-47.

Ferris State University (n.d.). Dissertation options. *DCCL Community College Leadership.* Retrieved from http://www.ferris.edu/HTMLS/administration/ academicaffairs/extendedinternational/ccleadership/program/dissertation.htm

Flaherty, C. (2013, July 26). Union raises for adjuncts. *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2013/07/26/adjunct-union-contracts-ensure-real-gains-including-better-pay#ixzz2aqJ83557

Flannery, M. E. (2012, July 18). NEA presses for adjunct faculty rights. *NEA Today*. Retrieved from http://neatoday.org/2012/07/18/nea-presses-for-adjunct-faculty-rights/

Gappa, J. M., & Leslie, D. W. (1993). *The invisible faculty.* San Francisco, CA: Jossey-Bass.

Green, D. W. (2007). Adjunct faculty and continuing quest for quality. In R. Wagoner (Ed.), *New Directions for Community Colleges: The Current Landscape and Changing Perspectives of Part-Time Faculty, 2007*(140), 29-39.

Guion, L. A, Diehl, D. C., & McDonald, D. (n.d.). *Triangulation: Establishing the validity of qualitative studies.* The University of Florida. Retrieved from http://edis.ifas.ufl.edu/pdffiles/FY/FY39400.pdf

Helmenstine, T. (n.d.). What is the difference between independent and dependent variables? *About.com* Retrieved from the http://chemistry.about.com/od/chemistryterminology/a/What-Is-The-Difference-Between-Independent-And-Dependent-Variables.html

Herships, S. (2013, June 20). Adjunct professors join steelworkers, autoworkers to get organized. *Marketplace Education*. Retrieved from http://www.marketplace.org/topics/economy/education/adjunct-professors-join-steelworkers-auto-workers-get-organized

Higher education employment report. (2012). *Higher Ed Jobs*. Retrieved from http://www.higheredjobs.com/documents/HEJ_Employment_Report_2012_Q1.pdf

Higher Learning Commission. (n.d.). *Policy title: Assumed practices.* Retrieved from http://policy.ncahlc.org/Policies/assumed-practices.html

Illinois Community College Board. (n.d.). *Dual credit*. Retrieved from http://www.iccb.org/dualcredit.html

The Institute for Statistics Education. (n.d.). *Categorical data*. Retrieved from http://www.statistics.com/index.php?page=glossary&term_id=418

Integration. (2013). *Merriam-Webster online*. Retrieved from http://www.merriam-webster.com/dictionary/integration

Jaschik, S. (2011, July 13). One big faculty union. *Inside Higher Ed*. Retrieved from http://www.insidehighered.com/news/2011/07/13/illinois_judge_rejects_challenge_to_faculty_union_with_both_adjuncts_and_tenured

Johnson County Community College. (2012). *Academic certification training program.* Retrieved from http://www.jccc.edu/faculty-development/adjunct-certification-training.html

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research, 1*(2), 112-133.

June, A. W. (2009, September 10). An activist adjunct shoulders the weight of a new advocacy group. *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/An-Activist-Adjunct-Shoulders/48348/Summary

June, A. W. (2009, December 14). Surge in adjunct activism is spurred by bad economy and hungry unions. *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/Surge-in-Adjunct-Activism-Is/49492/

June, A. W. (2013, January 7). IRS says colleges must "reasonable" when calculating adjuncts' work hours. *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/IRS-Says-Colleges-Must-Be/136523/

Kaiser, K. (2009). Protecting respondent confidentiality in qualitative research. *Qualitative Health Research, 19*(11), 1632-1641.

Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003, January). Good practice in the conduct and reporting of survey research. *International Journal for Quality in Healthcare.* Retrieved from http://intqhc.oxfordjournals.org/content/15/3/261.long

Kelly, R. (2008, August 30). Integrating adjuncts into the community college through professional development, support. *Faculty Focus.* Retrieved from http://www.facultyfocus.com/uncategorized/integrating-adjuncts-into-the-community-college-through-professional-development-support/

Kezar, A., & Maxey, D. (2013, May/June). The changing academic workforce. *Association of Governing Boards of Universities and Colleges.* Retrieved from http://agb.org/trusteeship/2013/5/changing-academic-workforce

Kingkade, T. (2013, August 8). Adjunct faculty still waiting to hear their fate under Obamacare. *The Huffington Post.* Retrieved from http://www.huffingtonpost.com/2013/08/08/adjunct-faculty-obamacare_n_3682384.html

Krueger, A. (2002, October). *Designing and conducting focus group interviews.* University of Minnesota. Retrieved from http://www.eiu.edu/~ihec/Krueger-FocusGroupInterviews.pdf

Krueger, R. A., & Casey, M. A. (2009). *Focus groups: A practical guide for applied research* (3rd ed.). Thousand Oaks, CA: Sage.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing.* Thousand Oaks, CA: Sage.

Lambert, C. (2009, November-December). Professor video: Visual, audio, and interactive media are transforming the college classroom. *Harvard Magazine*. Retrieved from http://harvardmagazine.com/2009/11/new-media-transform-college-classes

Leblanc, R., & Scott, S. (2010, October 19). Working with part-time faculty to enhance teaching and the curriculum: A top 10 list. *Faculty Focus*. Retrieved from http://www.facultyfocus.com/articles/faculty-development/working-with-part-time-faculty-to-enhance-teaching-and-the-curriculum-a-top-10-list/

Lewis, B. (2013, May 10). Obamacare rules mean pay cuts for Virginia adjuncts. *Community College Week*, *25*(20), 10-11.

Lorenzo, G. (2012, March 11). A systems approach: Expanding access and achieving student success through support services at Rio Salado College. *The Source on Community College: Issues Trends, and Strategies*. Retrieved from http://www.edpath.com/images/RioReport.pdf

Lyons, R. E. (2007). Deepening our understanding of adjunct faculty. In R. Lyons (Ed.), *Best practices for supporting adjunct faculty* (pp. 1-8). Bolton, MA: Anker.

Mandrell, J. (2013). Adjunct faculty recruitment. [Survey]. Unpublished raw data.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Monks, J. (2009). There's no such thing as a typical full-timer. *American Association of University Professors*. Retrieved from http://www.aaup.org/article/who-are-part-time-faculty#.UkXclNLkss9

Moser, R. (2014, January 13). Overuse and abuse of adjunct faculty members threaten core academic values. *The Chronicle of Higher Education*. Retrieved from https://chronicle.com/article/OveruseAbuse-of-Adjuncts/143951/

Mostert, M. (n.d.). Face validity. *Sage Research Methods*. Retrieved from http://srmo.sagepub.com/view/encyclopedia-of-measurement-and-statistics/n164.xml

Mulvaney, E. (2013, February 26). HCC faculty gives 200 adjunct faculty iPads. *Chron*. Retrieved from http://www.chron.com/news/houston-texas/houston/article/HCC-campus-gives-200-adjunct-faculty-iPads-4309905.php

Murray, J. P. (2002). The current state of faculty development in two-year colleges. In C. Outcalt (Ed.), *Community college faculty: Characteristics, practices, and challenges, 118*, 89-97.

Murray, J. P. (2007). Recruiting and retaining rural community college faculty. *New Directions for Community Colleges, 2007*(137), 57-64.

Myers, M. (2000, March). Qualitative research and the generalizability question: Standing firm with Proteus. *The Qualitative Report, 4*(3). Retrieved from http://www.nova.edu/ssss/QR/QR4-3/myers.html

National Center for Education Statistics. (2010). Table 259: Number of instructional faculty in degree-granting institutions, by employment status, sex, control, and type of institution: Selected years, fall 1970 through fall 2009. In U.S. Department of Education, National Center for Education Statistics (Ed.), *Digest of education statistics* (2010 ed.). Retrieved from http://nces.ed.gov/programs/digest/d10/ tables/dt10_259.asp

Olson, G. A. (2009, July 23). Exactly what is shared governance? *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/Exactly-What-Is-Shared/47065/

Overstreet, K. (2014, May). How one institution supports adjunct faculty. *University Business.* Retrieved from http://www.universitybusiness.com/article/how-one-institution-supports-adjunct-faculty

Powers, E. (2006, August 22). Online training for adjuncts. *Inside Higher Ed.* Retrieved from http://www.insidehighered.com/news/2006/08/22/adjunct

Primosch, W. (2013, November 4). Adjuncts need support. *The Baltimore Sun.* Retrieved from http://www.baltimoresun.com/news/opinion/oped/bs-ed-adjunct-union-20131104,0,2039728.story

Quinn, M. (2013). Adjunct action symposium unites contingent faculty from across Boston. *Service Employees International Union.* Retrieved from http://www.seiu.org/2013/04/adjunct-symposium-unites-contingent-faculty-in-bos.php

Qureshi, H. (1992). Integrating methods in applied research in social policy: A case study of careers. In J. Brannen (Ed.), *Mixing methods: Qualitative and quantitative research* (pp. 101-125). UK: Avebury.

Renninger, L., Holliday, S., & Carter, M. (2007). Initiating a support system for adjunct faculty: The first year. In R. Lyons (Ed.). *Best practices for supporting adjunct faculty* (pp. 199-216). Bolton, MA: Anker.

Resnikoff, N. (2013). Colleges roll back faculty hours in response to Obamacare. *MSNBC.* Retrieved from http://tv.msnbc.com/2013/01/14/colleges-roll-back-faculty-hours-in-response-to-obamacare/

Roztocki, N. (2001). Using Internet-based surveys for academic research: Opportunities and problems. *State University of New York.* Retrieved from http://www2.newpaltz.edu/~roztockn/alabam01.pdf

Sale, J. E., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality & Quantity, 36,* 43-53.

Sauk Valley Community College. (2012-2014). History of college. *Sauk Valley Community College Catalog.* Retrieved from http://catalog.svcc.edu/ content.php?catoid=5&navoid=150#Our_History

Sauk Valley Community College Institutional Research. (2013a). 2013 fall enrollment statistics and semester comparisons [Data file]. Retrieved from https://fast.svcc.edu/info/coursesched/daily-enrollment.html

Sauk Valley Community College Institutional Research. (2013b). Adjunct faculty totals versus full-time faculty totals, 2004-2013. Unpublished raw data.

Sauk Valley Community College Institutional Research. (2013c). Student data profile. Retrieved from http://www.svcc.edu/about/college-student-profile.html

Schmidt, P. (2011). AAUP weighs calling for adjunct faculty to have major role in shared governance. *The Chronicle of Higher Education.* Retrieved from http://chronicle.com/article/article-content/129775/

Schmidt, P. (2014). University of Illinois-Chicago faculty members go on strike in unusual display of support for contingent instructors. *The Chronicle of Higher Education, 60*(24), A4.

Shuttleworth, M. (n.d.). Pilot study in scientific research: Testing a study before launching. *Explorable.com.* Retrieved from http://explorable.com/pilot-study

Smith, D. (2003, January). Five principles for research ethics. *The American Psychological Association.* Retrieved from http://www.apa.org/monitor/ jan03/principles.aspx

Smith, V. C. (2007). A systems approach to strategic success with adjunct faculty. In R. Wagoner (Ed.), *New Directions for Community Colleges: The Current Landscape and Changing Perspectives of Part-time Faculty, 2007*(140), 55-66.

Social media and job titles: A pixelated portrait of labor. (2012, March 10). *The Economist.* Retrieved from http://www.economist.com/node/21549948

Stainburn, S. (2009, December 30). The case of the vanishing full-time professor. *The New York Times.* Retrieved from http://www.nytimes.com/2010/01/03/education/ edlife/03strategy-t.html?ref=edlife

Stinson, S. (2013, November). Adjunct 101. *University Business,* pp. 37-40.

Stoltz-Loike, M. (2013, December 18). Incentives and training. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/advice/2013/12/18/essay-incentives-and-training-teaching-online

Thompson, S. (n.d). Adjunct vs. full-time professor. *Chron*. Retrieved from
    http://work.chron.com/adjunct-vs-fulltime-professor-8553.html

Tinto, V. (2014, March 3). Access without support is not opportunity. *Community
    College Week, 26*(15), 4.

U.S. Census Bureau. (2014). *State and county quickfacts: Illinois.* Retrieved from
    http://quickfacts.census.gov/qfd/states/17000.html

U.S. Department of Treasury. (2014). Final regulations implementing employer shared
    responsibility under the affordable care act (ACA) for 2015. Retrieved from
    http://www.treasury.gov/press-center/press-releases/Documents/
    Fact%20Sheet%20021014.pdf

Villard, J. A. (n.d.). *Use of focus groups: An effective tool for involving people in
    measuring quality and impact.* Ohio State University. Retrieved from
    http://www.leadershipeducators.org/Resources/Documents/Conferences/Anchorage
    /villard.pdf

Vogt, W. P. (2007). *Quantitative research methods for professionals.* Boston, MA:
    Pearson/Allyn and Bacon.

Wallin, D. L. (2007). Part-time faculty and professional development: Notes from the
    field. In R. Wagner (Ed.), *New Directions for Community Colleges: The Current
    Landscape and Changing Perspectives of Part-time Faculty, 2007*(140), 67-74.

Yee, K. (2007). Ensuring an effective start for adjunct faculty: Orientation with multiple
    options. In. R. Lyons (Ed.), *Best practices for supporting adjunct faculty* (pp. 13-
    23). Bolton, MA: Anker.

Yoshioka, R. B. (2007). Part-time faculty in California: Successes, challenges, and future
    issues. In R. Wagoner (Ed.), *New Directions for Community Colleges: The Current
    Landscape and Changing Perspectives of Part-time Faculty, 2007*(140), 41-47.

Zorn, E. (2013, March 5). Teachers, colleges getting early lesson in Obamacare. *The
    Chicago Tribune.* Retrieved from http://blogs.chicagotribune.com/news_columnists
    _ezorn/2013/03/-teachers-colleges-getting-early-lesson-in-obamacare.html

Zutter, C. (2007). Mentoring adjunct instructors: Fostering bonds that strengthen teaching
    and learning. In R. Lyons (Ed.), *Best practices for supporting adjunct faculty* (pp.
    68-80). Bolton, MA: Anker.

APPENDIX A

SVCC ADJUNCT FACULTY RECRUITMENT SURVEY

Adjunct Faculty Recruitment Project

Q1 How did you become aware of an adjunct position at SVCC?

Answered: 46   Skipped: 0
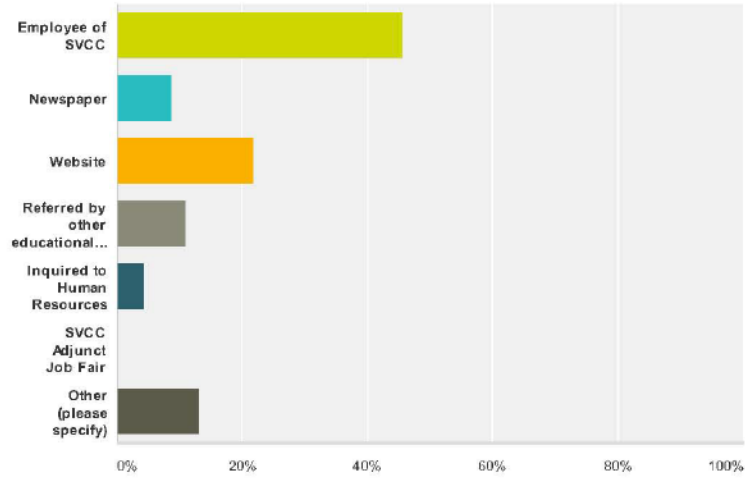
Answer Choices	Responses	
Employee of SVCC	45.65%	21
Newspaper	8.70%	4
Website	21.74%	10
Referred by other educational institution (Universities, Colleges, K-12)	10.87%	5
Inquired to Human Resources	4.35%	2
SVCC Adjunct Job Fair	0%	0
Other (please specify)	13.04%	6
Total Respondents: 46		

200

Adjunct Faculty Recruitment Project

Q2 In your opinion, what is the best way for Sauk to recruit new, qualified adjuncts?

Answered: 44   Skipped: 2
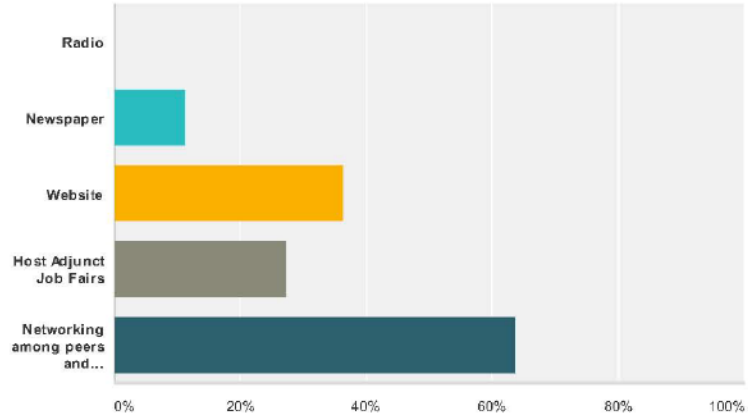
Answer Choices	Responses	
Radio	0%	0
Newspaper	11.36%	5
Website	36.36%	16
Host Adjunct Job Fairs	27.27%	12
Networking among peers and community	63.64%	28
Total Respondents: 44		

Q3 If you work within an industry outside of teaching at SVCC, do you know other qualified employees that would be interested in being an adjunct faculty member?

Answered: 46   Skipped: 0
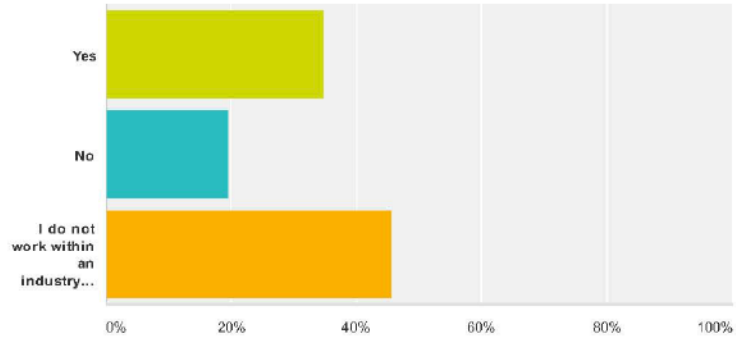
Answer Choices	Responses	
Yes	34.78%	16
No	19.57%	9
I do not work within an industry or in the field	45.65%	21
Total Respondents: 46		

202

Adjunct Faculty Recruitment Project

Q4 If you work within the K-12 system, do you believe there are interests among your qualified colleagues to consider adjunct opportunities at SVCC?

Answered: 46   Skipped: 0
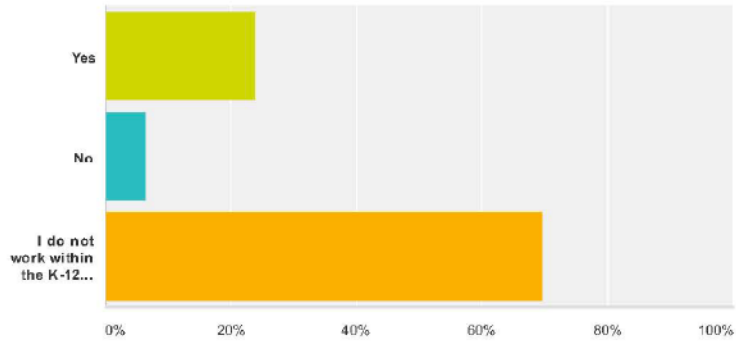
Answer Choices	Responses	
Yes	23.91%	11
No	6.52%	3
I do not work within the K-12 system	69.57%	32
Total Respondents: 46		

Adjunct Faculty Recruitment Project

Q5 Are there locations within the community that SVCC may be missing in their marketing efforts towards the recruitment of adjunct faculty? If yes, please provide your thoughts.

Answered: 13   Skipped: 33

Adjunct Faculty Recruitment Project

Q6 Do you believe social media (facebook, etc) could be an effective way to reach potential adjunct faculty candidates?

Answered: 46   Skipped: 0
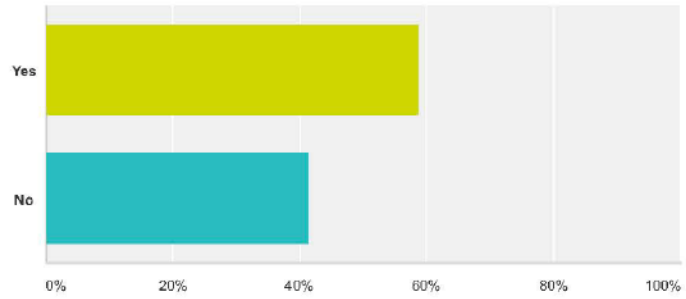
Answer Choices	Responses	
Yes	58.70%	27
No	41.30%	19
Total Respondents: 46		

Adjunct Faculty Recruitment Project

Q7 Would you be interested in participating in marketing campaigns to recruit adjunct faculty for SVCC?

Answered: 45   Skipped: 1
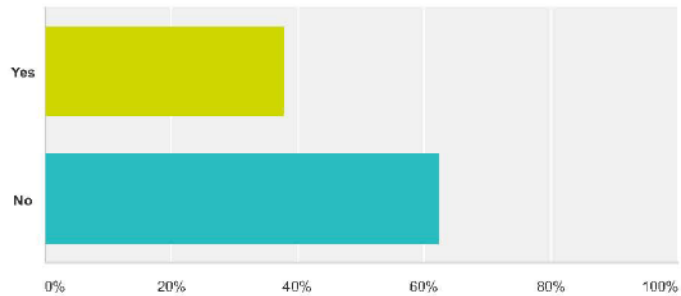
Answer Choices	Responses	
Yes	37.78%	17
No	62.22%	28
Total		45

204

Q8 Please provide us with any additional comments that you feel could be helpful in our efforts to recruit qualified adjunct candidates in the community.

Answered: 15   Skipped: 31

APPENDIX B

DEAN OF INSTRUCTIONAL SERVICES JOB DESCRIPTION

JOB DESCRIPTION

TITLE: Dean of Instructional Services

SUPERVISED BY: Academic Vice President

DEPARTMENT: Instructional Services

GRADE: Dean

CATEGORY: Full-time Administrator

STATUS: Exempt

FUNCTION OF THE JOB:

Assists the Academic Vice President in the operation of the Academic Services Division.

DUTIES AND RESPONSIBILITIES

1. Responsible for hiring, training, observing, and reviewing all adjunct faculty.

2. Assist the Academic Vice President in the preparation of the instructional schedule for each semester, and in reviewing and submitting the final schedule to the Office of Admissions and Records.

3. Assist the Vice President with ensuring that appropriate and qualified faculty exist to teach all courses offered.

4. Assist the Vice President in the preparation of the annual Academic Services division budget.

5. Responsible for the preparation of all State and Federal reports for the Perkins and other grants administered by the Dean's office.

6. Serve as a member of the Administrative Council.

7. Be a member of the Workforce Investment Board and attend meetings as the Perkins representative.

8. Develop, in consultation with the Vice President, annual goals for the department.

9. Responsible for the planning, supervision, budgeting and outcomes of the Business and Community Education unit of the College.

10. Responsible for working with area high school principals, counselors, dual high school faculty and internal recruiters for dual credit.

11. Coordinate all PTR STEM and CTE continuous improvement processes and complete an annual report showing the progress on each.

12. Assume all other reasonable professional duties and responsibilities as assigned by the Academic Vice President.

ESSENTIAL FUNCTIONS:

1. Must be able to communicate by telephone on a daily basis.

2. Must be able to provide verbal/visual presentations to department personnel, institution and Board of Trustees.

3. Must be able to operate computers.

PERSONAL INTERACTION:

Maintain regular contact with departments, divisions, appropriate personnel, and faculty to ensure that programs in the Academic Services division function effectively. Frequent interaction and personal contact with community leaders, the general public, outside organizations, and State governing boards pertaining to the Academic Services division.

SUPERVISION EXERCISED:

Administrative and functional supervision is exercised over the all adjunct faculty, Business and Community Education Coordinator, Career Services Coordinator, and an Administrative Assistant.

REQUIREMENTS:

Master's degree required. Evidence of support for the missions of a comprehensive community college; computer literate, with business or industrial experience preferred. Appreciation for teamwork, with excellent oral and written communication skills. Knowledge/experience with alternative teaching/learning options, curriculum design and evaluation. Ability to contribute to instructional vitality and growth.

Revised:

8/7/13

TORT LIABILITY STATEMENT:

Coordinates the College Risk Management Program in a capacity appropriate to this position. This includes, but is not limited to, monitoring conditions, events and circumstances present through daily College operations, and communicating observations to the appropriate supervisor or taking necessary actions to correct, prevent or limit safety problems. May serve as a member of a committee that supports the health, safety and/or legal rights of visitors, students and staff. Such committees may include the AA/EEO, Sexual Harassment, and Safety/Loss Control committees. (Risk Management Categories I, III, IX. See Tort file.)

This description is intended to indicate the kinds and levels of work difficulty that will be required of the position that will be given the title and shall not be construed as declaring what specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of the supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of a similar kind or level of difficulty.

APPENDIX C

FACULTY LEADER JOB DESCRIPTION

JOB DESCRIPTION

TITLE: Faculty Leader

SUPERVISED BY: Academic Vice President

DEPARTMENT: Academic Services

CATEGORY:

Exempt (Faculty Leaders may complete work as time allows. Some Friday meetings, etc. may be necessary (approximately 1 partial Friday meeting per month with Vice President required).

STATUS: Exempt

FUNCTION OF THE JOB:

Manage the area programs including operational planning, budgets, program reviews, assisting with research, development of continuous improvement, schedule classes, monitor syllabi and course outlines, marketing and website, and staff development.

DUTIES AND RESPONSIBILITIES

1. Responsible for coordinating participation in and completion of operational planning (including sub-units), budgets, program reviews, and development of continuous improvement for program area.

2. Provide main contact for Academic Vice President and faculty in dealing with course outline updates, syllabi, and book selections for the area(s) covered. Assist the Vice President in coordinating and maintaining and colleting current course outlines and master course syllabi.

3. Review and approve proposed course outlines prior to submission to curriculum committee for appropriateness, consistency, and completeness (IAI, assessment language, etc.).

4. Initiate and coordinate faculty efforts to update existing programs and courses; develop new, complementary, and alternate programs and courses within department; dissolve programs as necessary.

5. Provide leadership for curriculum alignment to workforce/taskforce/certification needs and/or area schools and universities in terms of guidance, collaboration, alignment and approval. Implement and use the continuous improvement model (PTR-Pathways to Results process where appropriate). Assure compliance with external academic requirements for a course or program (IAI, ICCB, etc.)

211

6. Provide documentation of outcomes and recommendations from meetings and report progress on operational and action plans to the Academic Vice President.

7. Assist Academic Vice President and Deans in maintaining compliance with internal and external requirements (i.e. Perkins, PTR (Pathways to Results), attendance reporting compliance, cut scores, etc.).

8. Coordinate faculty efforts in planning, executing, collecting, documenting, and acting upon assessment data from area. Assist the Assessment Team, Academic Vice President and Director of Institutional Research in reviewing assessment data and proposing program and institutional changes based upon that data.

9. Collaborate with other faculty leaders in data driven adjustments to the 2-year master schedule include time/day scheduling of course offerings and faculty each semester including developing/deploying alternative methods of instruction, delivery, course length, and schedules for class delivery as appropriate (shorten time to get degrees, etc.). Review data driven appropriate section seat and number of sections caps.

10. Where appropriate, coordinate the development of departmental exams, create/review master lab assignments and solutions for each course to maintain consistency of outcomes among faculty.

11. Responsible for the coordination of marketing efforts for department - work with marketing on marketing campaigns to increase enrollment in area.

12. Involve departmental faculty in recruiting and marketing efforts. Main contact for student and outside inquiries regarding area programs and courses.

13. Assist in providing input to the writing of grant documents where appropriate and assist the cultivation of donations of equipment, supplies, etc.

14. Responsible for working on opportunities to market programs to high school students, business, and adult populations. Work to recruit additional students to create equity with programs [non-traditional students (NTO - Perkins)] and equity issues (PTR).

15. Review retention rates with Vice President, assessing and tracking success and completion rates for programs and classes in the department and developing improvement recommendations with the Academic Vice President.

16. Assist in recruiting and hiring new full time and adjunct faculty. Mentor adjunct faculty and new faculty in accordance with the faculty orientation check sheet including reviewing presentations, instructional material, assessment, and syllabus development with ensuring alignment to Sauk standards and in instructional delivery. Assist in developing training plans and faculty development plans to be reviewed by Academic Vice President.

17. Assume all other reasonable professional duties and responsibilities as assigned by the Vice President.

ESSENTIAL FUNCTIONS:

1. Organizer: arranges meetings of colleagues to create/modify assessment plan, develop draft of operational plan/goals and monitor timetable to completion

2. Mentor: serves as resource to program/discipline faculty on assessment and improvement within area

3. Organizer of data: collects or oversees that assessment records are submitted to the Assessment Team and recorded

4. Coordinator: coordinates with other Faculty Leaders to ensure assessment congruency

PERSONAL INTERACTION:

Frequent and personal contact is made with all levels of college personnel, faculty, students, and organizations in relation to specific departmental duties and services.

SUPERVISION EXERCISED:

REQUIREMENTS:

Faculty Leader will be evaluated by the Vice President based upon job performance based upon an annual plan derived by the Faculty Area Leader and the Vice President. Much of this evaluation will be based upon the performance initiative and extent of completion as documented in the area operational plan. Full-time and adjunct faculty input will also be part of this evaluation. The faculty development evaluation instrument will be developed by the Faculty Development Committee and re-evaluated annually.

Revised:

8/13/13

TORT LIABILITY STATEMENT:

Coordinates the College Risk Management Program in a capacity appropriate to this position. This includes, but is not limited to, monitoring conditions, events and circumstances present through daily College operations, and communicating observations to the appropriate supervisor or taking necessary actions to correct, prevent or limit safety problems. May serve as a member of a committee that supports the health, safety and/or legal rights of visitors, students and staff. Such committees may include the AA/EEO, Sexual Harassment, and Safety/Loss Control committees. (Risk Management Categories I, III, IX. See Tort file.)

This description is intended to indicate the kinds and levels of work difficulty that will be required of the position that will be given the title and shall not be construed as declaring what specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of the supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of a similar kind or level of difficulty.

APPENDIX D

IVY TECH MENTORING PROGRAM DESCRIPTION

Mentoring Program
Ivy Tech Community College Northeast

Philosophy:
Providing mentor*ing* through a formal program enables new faculty to benefit from those individuals who have shown through their performance to be strong instructors. But it is a two way street, and many mentors find that they learn much from their mentees and are reinvigorated by the experience.

What a mentor is:
- Someone who guides another person through a new experience.
- Someone who provides best practices and other practical information.
- Someone who helps another 'learn the ropes.'
- Someone who has a chance to learn from another (it's a two way street).

What a mentor is not:
- An evaluator, judge or supervisor. (A mentor is responsible for addressing the issues, NOT the mentee.)
- Part of the employment decision-making process for new faculty.

Mentor Qualifications:
- Must have four terms (2 years) at Ivy Tech as adjunct or full-time faculty.
- Must be willing to spend 6-10 hours per term helping a new faculty member.
- Must act as a resource and role model for new faculty.
- Must not be a supervisor.

Mentoring Matches:
BEFORE the start of each semester, Program Chairs should match new faculty with experienced instructors who are teaching or have taught similar classes, bearing in mind that individual schedules must be able to facilitate both face-to-face meetings and class observations.

The mentor and mentee must complete and sign a Mentoring Agreement Form. This could be considered the first mentoring meeting. This form should be signed by the Program Chair and sent to Jeana Bodart, Mailbox #90 or Room 1611, as soon as possible.

How to Begin:
The mentor should initiate contact with the mentee. Using the checklist provided, the mentor and mentee can plan their mentoring sessions. This should involve 3 or more face-to-face meetings, 1 mentor observation, and 1 mentee observation.

Meetings:
When/where mentoring meetings are held is up to the participants. We suggest that there be at least 3 sessions of at least an hour: one before or early in the semester, one before midterm, and one before finals. Often a wrap-up meeting is also helpful for reflection and growth.

Classroom Observations:
Both mentor and mentee should have the opportunity to observe each other's class. Often, the mentee finds it helpful to observe his/her mentor early in the term. Then the mentor's observation of the mentee should happen by mid-term so that feedback can be implemented. Both mentor and mentee should complete a Teaching Observation Checklist, which can then be discussed soon after the observation.

End of Term:
After completing the mentoring program for the semester, each adjunct mentor/mentee must fill out a Claim Voucher, indicating the **number of hours spent**, as well as the **current hourly pay rate**. The **Claim Voucher** must be signed by the Program Chair, and routed to Jeana Bodart, Mailbox #90 or Room 1611. Mentors and mentees will then be paid for their participation in the mentoring program.

Ivy Tech Community College
Mentor Assignment Form

Mentor assignments should be made by Program Chairs <u>before the start of every term, or as soon as possible in the beginning of the semster</u>. Chairs should select faculty members who can serve as a resource and role model for new faculty members, using the following criteria:

- At least 4 terms (2 years) employment at Ivy Tech as full time or adjunct faculty
- Consistently strong and effective ratings on student and other evaluations
- Willing to spend 6-10 hours per semester as mentor to new faculty
- Willing to share pedagogical knowledge and resources.
- May not be a supervisor (without permission from Program or Division Chair)
- Both mentor and mentee (adjuncts) will be paid their current hourly rate (up to 10 hours) after the mentoring has been completed for the semester (Claim Voucher).

Semester _____ Year: _____

Mentor Information:

Name:_____ Phone:_____
Email:_____ Voice Mail:_____
Program:_____

Signature:_____ Date:_____

Mentee Information:

Name:_____ Phone:_____
Email:_____ Voice Mail:_____
Program:_____

Signature:_____ Date:_____

Mentee Courses:

Course #	Title	Section	Campus/Room	Day/Time

Completing and signing this form is an agreement between the mentor and mentee to meet the expectations of their respective mentoring programs and to keep open and active lines of communication for at least the semester indicated above.

Please complete this form AS SOON AS POSSIBLE, and send it to Jeana Bodart,
(Mailbox #90 or Room 1611)
who will then give mentoring packets to the mentee and mentor.
Questions: 480-4201 or jbodart@ivytech.edu.

Ivy Tech Community College Northeast

Mentor Checklist

Mentor_____   Department_____

Mentee_____   Department_____

Please use this check list to guide you through the mentoring process. Check off the items as they are completed. Feel free to add items you and your mentee deem necessary. Use the comments section to note what was added or not relevant for your purposes.

Soon after receiving your mentoring assignment:
____   Contact mentee to exchange phone numbers, email, availability, etc.
____   Set date and time for first face-to-face meeting and mentee observation

Within the first month of the term, meet with the mentee in person to discuss the following:
____   Review the syllabus for each course taught
____   Discuss classroom management issues (discipline, policies, etc.)
____   Share class activity ideas, assignment sheets, or other helpful pedagogical information.
____   Discuss teaching strategies and techniques
____   Review administrative services (printing, photocopying, voice mail, etc.)
____   Review student services (library, tutoring, computer labs, etc.)

Within the first month, the following should be completed:
____   Share assignments, PowerPoints, etc. that have worked well in past
____   Discuss testing and assessment development
____   Mentee should observe mentor's class
____   Date for mentor observation of mentee should be set

About mid-term:
____   Discuss classroom successes and difficulties with mentee
____   Develop plan for remainder of term
____   Ensure that mentee is able to access all necessary services
____   Observe mentee's class

Within the final three weeks of the term:
____   Have a final face-to-face meeting
____   Discuss end of term procedures (student evaluations, etc.)
____   Discuss end of term grading policies and procedures
____   Discuss mentoring assessment

At the end of the mentoring experience:
____   Make sure this packet is completed, including the **CLAIM VOUCHER**.
____   Ask your Program Chair to sign the CLAIM VOUCHER, and route it to Jeana, Mailbox #90 or Rm.1611.
____   You will be notified when your check is ready for pick-up at the Finance Office.

Comments (if necessary, use back of form as well):

Mentor Signature:_____   Date:_____

Ivy Tech Community College Northeast
Mentee Checklist

Mentor_____   Department_____

Mentee_____   Department_____

Please use this check list to guide you through the mentoring process. Check off the items as they are completed. Feel free to add items you and your mentor deem necessary. Use the comments section to note what was added or not relevant for your purposes.

Soon after receiving your mentoring assignment:
_____   Mentor contacted you to exchange phone numbers, email, availability, etc.
_____   Set date and time for first face-to-face meeting and mentee observation

Within the first month of the term, you & your mentor should meet in person to:
_____   Review the syllabus for each course taught
_____   Discuss classroom management issues (discipline, policies, etc.)
_____   Share class activity ideas, assignment sheets, or other helpful pedagogical information.
_____   Discuss teaching strategies and techniques
_____   Review administrative services (printing, photocopying, voice mail, etc.)
_____   Review student services (library, tutoring, computer labs, etc.)

Within the first month, the following should be completed:
_____   Share assignments, PowerPoints, etc. that have worked well in past
_____   Discuss testing and assessment development
_____   Mentee should observe mentor's class
_____   Date for mentor observation of mentee should be set

About mid-term:
_____   Discuss classroom successes and difficulties with mentee
_____   Develop plan for remainder of term
_____   Ensure that mentee is able to access all necessary services
_____   Observe mentee's class

Within the final three weeks of the term:
_____   Have a final face-to-face meeting
_____   Discuss end of term procedures (student evaluations, etc.)
_____   Discuss end of term grading policies and procedures
_____   Discuss mentoring assessment

At the end of the mentoring experience:
_____   Make sure this packet is completed, including the **CLAIM VOUCHER**.
_____   Ask your Program Chair to sign the CLAIM VOUCHER, and route it to Jeana, Mailbox #90 or Rm.1611.
_____   You will be notified when your check is ready for pick-up at the Finance Office.

Comments (if necessary, use back of form as well):

Mentee Signature:_____   Date:_____

Ivy Tech Community College Northeast
Mentoring Teaching Observation Form

Instructor:_____Observer:_____

Date: _____ Time of Observation: _____ # of students: _____

Topic/Objectives for this Lesson:

Instructions: Place a check on the line at the observed level of achievement, and make any supportive comments on the back of this form.

Explanation and/or demonstration of subject matter (ease of presentation, appropriate level for the students and the course):

|_____|_____|_____|_____|_____|_____|

Confident and Correct   Unsure or Inconsistent   Incorrect

Ability to keep student's interest and attention: (pace, voice projection, use of language understandable to the students, use of mannerisms)

|_____|_____|_____|_____|_____|_____|

Efficient   Adequate   Poor

Style of teaching: (lecture, discussions, student involvement, respect for others, ability to maintain atmosphere conducive to learning)

|_____|_____|_____|_____|_____|_____|

Facilitated learning   Neutral   Inhibited Learning

Knowledge of subject matter (appropriate demonstration of mastery of the content):

|_____|_____|_____|_____|_____|_____|

Confident and Correct   Inconsistent   Unsure or Incorrect

Organization of the subject matter (logical progression, evidence of preparation for class):

|_____|_____|_____|_____|_____|_____|

Strong in all areas   Neutral   Weak - limited learning

Level of enthusiasm demonstrated by instructor:

|_____|_____|_____|_____|_____|_____|

Positive - Facilitated learning   Neutral   Negative - Inhibited learning

Quality of active learning elements: (Appropriateness of objectives and learning activities)

|_____|_____|_____|_____|_____|_____|

Appropriate -   Neutral   Inappropriate -
Most students on task/engaged   Most students off-task or unengaged

Ivy Tech Community College Northeast
Mentor Observation Form

Instructor: _____ Observer: _____
_____ (Mentee)   (Mentor)

Date: _____ Course & Section: _____

1. Teaching methodology(ies) used during this class.	Lecture _____ Discussion _____ Laboratory _____ Clinical Practicum _____ Group Work _____ Other _____
2. Comment on the instructor's teaching methodology(ies).	
3. Any suggestions about other methodologies the instructor could use?	
4. Any hints to stimulate more class discussion / student participation?	
5. Did the instructor use any technology and/or visual aids?	No _____ Yes _____ List:
6. Comment on the instructor's use of these aids, or others that might be used.	
7. Comment on the instructor's time management and/or organization?	
8. How did the instructor show alertness to student difficulties?	
9. How did s/he handle student questions? Any suggestions for a more effective manner?	
10. Any other hints for the instructor?	
11. Please reflect on the overall class session experience.	

Ivy Tech Community College Northeast
Mentee Observation Form

Instructor: _____   Observer: _____

(Mentor)   **(Mentee)**

Date: _____   Course & Section: _____

1. Teaching methodology (ies) used during this class.	Lecture _____ Discussion _____ Laboratory _____ Clinical Practicum _____ Group Work _____ Other _____
2. How might you incorporate the methodology(ies) used into your own class sessions?	
3. What were the objectives of the class session and how did the instructor make them clear to the students?	
4. How did the instructor stimulate class discussion or student participation?	
5. Did the instructor use any technology and/or visual aids?	No _____ Yes _____ List:
6. How might you incorporate these aids into your class sessions?	
7. What did you learn about time management and/or organization from this class session?	
8. How did the instructor show alertness to student difficulties?	
9. How did the instructor handle student questions?	
10. Any questions for the instructor?	
11. Other comments about what you learned from this observation.	

Adjunct Faculty Mentoring Response - MENTOR

Name: _____Department:_____

Mentee: _____

1) When did you first contact your mentee? _____

2) About how many times did you: _____meet (face-to-face) with your mentee?
                                         _____phone your mentee?
                                         _____e-mail your mentee?

3) Did your mentee observe your class? Comment...

4) Did you observe your mentee's class? Comment...)

5) Do feel that your mentee understands the administrative and support services available at Ivy Tech and how to access these services? Comment...

6) Did you need to help your mentee develop his/her syllabus, lesson plans, or other pedagogical materials? Comment...

7) Did you feel confident helping your mentee?

8) What did you learn from the mentoring process? How did it help your own professional development?

9) Any suggestions for improving the mentoring process?

10) Any overall comments about the mentoring process?

Thanks for serving as a MENTOR!

Adjunct Faculty Mentoring Response - MENTEE

Name_____   Department:_____

Mentor_____

1) When did your mentor first contact you to offer guidance and support? _____

2) About how many times did you: _____ meet (face-to-face) with your mentee?
                                           _____ phone your mentee?
                                           _____ e-mail your mentee?

3) Did your mentor observe your class? How was this helpful?

4) Did you observe your mentor's class? How was this helpful?

5) How do you feel your mentoring time affected your teaching? Did the support offered meet your needs?

6) Did your mentor help you better understand any of the following:

Voice mail	Yes --- No	Tutoring services available to students	Yes --- No
Campus Connect	Yes --- No	Student discipline, cheating, etc.	Yes --- No
Online grading	Yes --- No	Summas & their use	Yes --- No
Blackboard	Yes --- No	Emergency telephone system	Yes --- No
Learning Resource Center	Yes --- No	Copy machine, scantron, etc.	Yes --- No
Media Retrieval System	Yes --- No	Library materials available to faculty	Yes --- No
Assessing student work	Yes --- No	Curriculum, syllabus, texts, assignments	Yes --- No

7) What do you need further help with, or want more information on (including, but not limited to the items listed above)?

8) Any suggestions for improving the mentoring process?

9) Any overall comments about the mentoring process?

Thanks for participating in the Mentoring Program!

APPENDIX E

ADMINISTERED ADJUNCT FACULTY SURVEY

Survey for Adjunct Faculty

Section One

1. My level of experience in teaching at SVCC is:
   a. 2-4 years
   b. 5-10 years
   c. 11-15 years
   d. 16+ years

2. What is your education level?
   a. Doctorate
   b. Master's Degree
   c. Bachelor's
   d. Associate's
   e. Other

3. Do you teach for another higher education institution (college, university)?

   YES
   NO

4. Are you retired from SVCC as a full-time faculty member?

   YES
   NO

5. How many credit hours have you taught on average, per semester, at SVCC in the past two academic years?
   a. 1-3 credit hours
   b. 4-6 credit hours
   c. 7-9 credit hours
   d. 10-12 credit hours
   e. 13-16 credit hours
   f. 17-20 credit hours
   g. 21-24 credit hours
   h. 25 credit hours or more

Section Two

6. Have you taught online only over the past two years (strictly online)?

   YES
   NO

7. When teaching face-to-face classes, do you teach only after 3:59 p.m. (evening classes) and not any other time?

YES
NO

8. Are you invited to your area or academic departmental meetings?

YES
NO

9. How many area or departmental faculty meetings do you attend on average each year?
   a. 0
   b. 1-2
   c. 3-4
   d. More than 5

10. Do you currently or have you had someone at SVCC that you considered to be a mentor?

YES
NO

11. If yes, do you or did you perceive the mentoring relationship as effective?

YES
NO

12. Do you believe SVCC should implement a mentoring program for new adjunct faculty hires?

YES
NO

13. How often do you have contact (face-to-face, e-mail, written) with full-time faculty in your department?
   a. There are no full-time faculty in my department
   b. Daily
   c. Weekly
   d. Monthly
   e. Never

14. If you interact with the full-time faculty from your department, is it more common:
   a. By phone or e-mail
   b. Face-to-face
   c. Both of the above

d. I do not interact with full-time faculty in any of the above forms

15. Do you use the adjunct office and its resources? If no, skip to question 19.

YES
NO

16. If Yes to the above, do you find the adjunct office useful?

YES
NO

17. How would you improve the adjunct faculty office?

PLEASE LIST

18. Sauk hosts two in-service training sessions per year, which are held at the beginning of each semester. What % on average do you attend?
    a. 0
    b. 50%
    c. 100%

19. Sauk hosts two faculty workshop days per year, which are held in the middle of each semester. What % on average do you attend?
    a. 0
    b. 50%
    c. 100%

20. In the past two years, have you attended any workshops offered through Instructional Technology (IT), such as Moodle workshops, webinars, online tutorials?

YES
NO

21. If Yes, how many have you attended, on average, each year of the IT workshops?
    a. 1-2
    b. 3-4
    c. 5 or more

22. If you teach online, have you taken the i3 online orientation course offered through IT?

YES
NO
I have never taught online

23. Have you attended another form of professional development outside of SVCC in the past two years?

YES
NO

24. Do you serve on at least one campus committee?

YES
NO

25. If you do not serve on a campus committee, would you be interested in doing so?

YES
NO

26. Do you believe adjunct faculty should serve on more campus committees?

YES
NO

27. Are you a member of the adjunct faculty association (union)?

YES
NO

28. Do you believe adjunct faculty should attend mandatory orientations upon hire?

YES
NO

29. Do you believe adjunct faculty should have mandated professional development hours?

YES
NO

30. Please rate your level of satisfaction with the following statement: I believe my views are heard at Sauk Valley Community College.
    a. Strongly Agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

31. Do you believe you receive enough professional development or training opportunities?

YES
NO

32. What topics do you believe are most effective topics in professional development for SVCC adjunct faculty?

PLEASE LIST

33. What do you believe are the most effective practices for adjunct faculty to integrate to campus at SVCC?

PLEASE LIST

34. Are you as active on campus and within your department as you would like to be?

YES
NO

35. Are you interested in being a full-time faculty member at SVCC?

YES
NO
I am retired from SVCC as a full-time instructor

36. How satisfied are you with the level of interaction with your department and its full-time faculty?
   a. Very Satisfied
   b. Satisfied
   c. Neutral
   d. Somewhat Dissatisfied
   e. Dissatisfied

37. Please rate your overall satisfaction with your adjunct teaching experience at SVCC:
   a. Very Satisfied
   b. Satisfied
   c. Neutral
   d. Somewhat Dissatisfied
   e. Dissatisfied

APPENDIX F

ADMINISTERED FULL-TIME FACULTY SURVEY

Full-Time Faculty Survey

Section One

1. My level of experience in teaching full-time at SVCC is:
    a. 2-4 years
    b. 5-10 years
    c. 11-15 years
    d. 16+ years

2. What is your education level?
    a. Doctorate
    b. Master's Degree
    c. Bachelor's
    d. Associate's
    e. Other

Section Two

3. On average, how often do you communicate in any form with adjunct faculty from <u>your department</u>?
    a. Daily
    b. Weekly
    c. Monthly
    d. Yearly
    e. Never

4. If you interact with the adjunct faculty from your department, is it more common:
    a. By phone or e-mail
    b. Face-to-face
    c. Both of the above
    d. I do not interact with adjunct faculty in any of the above forms

5. How satisfied are you with the level of interaction with your department and its adjunct faculty?
    a. Very Satisfied
    b. Satisfied
    c. Neutral
    d. Somewhat Dissatisfied
    e. Dissatisfied

6. On average, does at least one adjunct faculty member attend your <u>departmental</u> meetings?
    YES
    NO

7. Do adjunct faculty attend your <u>area</u> meetings?
   YES
   NO

8. Are adjunct faculty consulted with as a part of the creation for your department goals or operational plans?
   YES
   NO

9. Do you believe adjunct faculty should attend mandatory orientations upon hire?
   YES
   NO

10. Do you believe adjunct faculty should have mandated professional development hours?
    YES
    NO

11. What professional development topics do you believe SVCC adjunct faculty could benefit the most from?
    PLEASE LIST

12. Have you served in a mentor role to an adjunct faculty member?
    YES
    NO

13. Would you be interested in serving as a mentor to an adjunct faculty new hire?
    YES
    NO

14. In your perception, do you believe the SVCC adjunct faculty in your department are as engaged and active as you would expect them to be?
    YES
    NO

15. Do you believe SVCC adjunct faculty are granted enough opportunities to successfully integrate to campus?
    YES
    NO

Section Three

16. What current integrative practices (in-services, departmental meetings, workshops, mentoring, etc) at Sauk Valley do you believe are effective for adjunct faculty?
    PLEASE LIST

17. What integrative practices would you like to see offered to SVCC adjunct faculty that are not currently offered that could facilitate growth among the adjunct faculty?
    PLEASE LIST

18. Please share any best practices that you or your department use to assist adjunct faculty in integrating effectively to SVCC:

PLEASE LIST

APPENDIX G

ONLINE SURVEY INFORMED CONSENT WAIVER

Informed Consent Waiver– Online Survey

Project Title: Perceptions of the Effectiveness of Adjunct Faculty Integrative Practices at Sauk Valley Community College

Principal Investigator: _____**Jon Mandrell**_____

      Email: __jon.d.mandrell@svcc.edu_____ Phone: _815-499-0631_____

Faculty Advisor: **Noreen Thomas, Ed.D., Ferris State University**_____

      Email: _____noreen.thomas@ferris.edu_____ Phone: 239-405-7687_____

You are invited to participate in a voluntary online survey about adjunct faculty and their perceptions of integration at Sauk Valley Community College. The researcher (Jon Mandrell) is interested in determining the effectiveness of campus offerings to adjunct faculty, such as professional development, orientations, communication with full-time faculty, and academic departments. I estimate that it will take approximately 10 minutes to answer the survey questions. You may refuse to answer any question at any time without consequence. If you do not wish to answer a question you may skip over any questions you choose.

The identity of participants will not be asked or revealed within the survey. Your participation is anonymous and the results of the survey will be analyzed collectively as a group. **All names/identifying information will be kept separate from the study data.**

Information collected from the interview will directly benefit Sauk Valley Community College and their administration, faculty, and staff as they make future decisions impacting the direction of adjunct faculty opportunities. The information gathered will allow the campus leaders to determine where positive adjustments can be made to programming and processes for adjunct faculty, and the study will present no greater risk than what one encounters in daily life. Participation or nonparticipation in this study will not impact your relationship with Sauk Valley Community College in any way.

If you have questions about this study, please contact the researcher's Faculty Advisor, Noreen Thomas, listed above. If you have questions about your rights as a participant, contact the Ferris State University Institutional Review Board (IRB) for Human Participants at 1201 S. State St.- CSS 310, Big Rapids, MI 49307 (231) 591-2553 or IRB@ferris.edu.

By clicking on the link below and continuing to the survey, you consent to participate in this research study.

You may print or save a copy of this page for your records.

Important Note: Identical wording to this above Informed Consent agreement will be included on the first (opening) page of the survey. Thus, respondents will be providing their consent in two locations.

APPENDIX H

FOCUS GROUP MODERATOR DATA MATRIX

Date:

Group:

Practices Named and Discussed	Reasoning for Effectiveness	Reasoning for Ineffectiveness	Recommendations of Group for Improvement

Data Matrix Utilized by the Researcher to Chart Themes and Perceptions on

Effectiveness of Integrative Practices at Sauk Valley Community College.

APPENDIX I

IRB APPROVAL DOCUMENTS

Human Subject Research Request Form
Sauk Valley Community College
RESEARCHERS AFFILIATED WITH SVCC

Action by the Institutional Research Board (IRB) (if necessary):

X Approve the research
This research project is approved for (length of time) _____

_____ Deny the research project

Signatures of IRB members:

_____   _____
Signature   Date

Chris Shelly
_____   _____3-19-14_____
Signature   Date

Alan P Jg
_____   _____3/17/14_____
Signature   Date

_____   _____3-17-14_____
Signature   Date

_____   _____3/18/14_____
Signature   Date

Robert Duncan
_____   _____3/19/14_____
Signature   Date

Copy of this document will be delivered to researcher.

Ferris State University

To: Dr. Noreen Thomas, Mr. Jon Mandrell
From: Dr. Stephanie Thomson, IRB Chair
Re: IRB Application #140302 (Title: *Perceptions of the Effectiveness of Adjunct Faculty Integrative Practices at Sauk Valley Community College*)
Date: April 4, 2014

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, *"Perceptions of the Effectiveness of Adjunct Faculty Integrative Practices at Sauk Valley Community College"* (#140302) and approved it as *expedited –category 2G* from full committee review. This approval has an expiration date of one year from the date of this review. **As such, you may collect data according to procedures in your application until April 4, 2015.**   It is your obligation to inform the IRB of any changes in your research protocol that would substantially alter the methods and procedures reviewed and approved by the IRB in this application. Your application has been assigned a project number (#140302) which you should refer to in future communications involving the same research procedure.

We also wish to inform researchers that the IRB requires follow-up reports for all research protocols as mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) for using human subjects in research. We will send a one-year reminder to complete the final report or note the continuation of this study. The final-report form is available on the IRB homepage. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,

Ferris State University Institutional Review Board
Office of Academic Research, Academic Affairs

APPENDIX J

FOCUS GROUP GUIDED QUESTIONS

Focus Group Questions

Current Views on Campus Practices

1. Tell us about yourself and your experiences as an adjunct faculty at Sauk Valley Community College.

2. How do you feel about Sauk Valley Community College's professional development opportunities?

3. Do you feel more contact or resources from our campus personnel is needed? If so, please elaborate on those needs and who would be needed to assist.

4. What sort of additional programs would you like to see offered to adjunct faculty at Sauk Valley Community College?

5. What more could Sauk Valley Community College be doing to facilitate the growth of adjunct faculty and their inclusion to campus? Is there anything that should be removed?

Survey Results (Questions guided by results of survey)

6. What were your general thoughts on the survey?

7. Based upon the survey results from the adjunct faculty, discuss what stands out to you. Does anything surprise you regarding the results?

8. Does the data support what you hear in discussions from other adjunct faculty?

9. Please discuss openly any final thoughts you have regarding the survey or this discussion.

Questions to the researcher

10. What questions can I, the researcher, answer for you?

APPENDIX K

MODERATOR CONFIDENTIALITY AGREEMENT

Confidentiality Agreement

I, _____, the focus group moderator, agree to maintain full confidentiality in regards to any and all information received during the Focus Group sessions related to Jon Mandrell's research study titled "PERCEPTIONS OF THE EFFECTIVENESS OF ADJUNCT FACULTY INTEGRATIVE PRACTICES AT SAUK VALLEY COMMUNITY COLLEGE."

 Furthermore, I agree:

1. To hold in strictest confidence the identification of all individual comments collected during the focus group sessions.

2. To not make copies of any materials related to the Focus Group sessions, including participant names or comments.

I am aware that I can be held legally responsible for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the audiotapes and/or files to which I will have access.

Moderator's name (printed)

_____

Moderator's signature _____

Date _____

APPENDIX L

FOCUS GROUP INFORMED CONSENT WAIVER

Informed Consent Waiver Focus Group Discussion

Project Title: Perceptions of the Effectiveness of Adjunct Faculty Integrative Practices at Sauk
    Valley Community College
Principal Investigator: _____**Jon Mandrell**_____
        Email: _jon.d.mandrell@svcc.edu_____ Phone: _815-499-0631_____
Faculty Advisor:_____**Noreen Thomas, Ed.D.**_____
        Email: _____noreen.thomas@ferris.edu_____ Phone: 239-405-7687_____

You are invited to participate in a voluntary Focus Group Session about adjunct faculty and their perceptions of integration at Sauk Valley Community College. The researcher (Jon Mandrell) is interested in determining the effectiveness of campus offerings to adjunct faculty, such as professional development, orientations, communication with full-time faculty, and academic departments. Information will be collected through three focus groups with 6-10 adjunct faculty members participating in the guided discussion led by the researcher or external facilitator. Each focus group session will take approximately 45 -60 minutes to complete.

The focus group sessions will be recorded and will be transcribed by either the researcher or an outside transcriptionist (who may be hired for this work). Prior to the beginning of the session, you will be assigned a Participant Code Number. During the session, your identity will not be disclosed; instead, you will be referred to by your Code Number. Any documents that links your number with your Participant Code Name will be stored in a locked cabinet, off campus, at the researcher's home. This list will be destroyed once the data have been coded. All audiotapes will also be destroyed once the transcripts are completed. **All names/identifying information will be kept separate from the study data.**

Information collected from the focus group discussion will directly benefit Sauk Valley Community College and their administration, faculty, and staff as they make future decisions impacting the direction of adjunct faculty opportunities. The information gathered will allow the campus leaders to determine where positive adjustments can be made to programming and processes for adjunct faculty, and the study will present no greater risk than what one encounters in daily life. The focus group discussion data will be collected anonymously, unless one would identify him or herself, and the topic is not sensitive. You may refuse to answer any question at any time, without consequence. Your participation or nonparticipation in this study will not impact your relationship with Sauk Valley Community College in any way.

If you have questions about this study, please contact the researcher's Faculty Advisor, Dr Noreen Thomas, listed above. If you have questions about your rights as a participant, contact the Ferris State University Institutional Review Board (IRB) for Human Participants at 1201 S. State St.- CSS 310, Big Rapids, MI 49307 (231) 591-2553 or IRB@ferris.edu.

By signing and dating this Informed Consent form, you consent to participate in this research study.

_____

Signature   date

APPENDIX M

TRANSCRIPTIONIST CONFIDENTIALITY AGREEMENT

Confidentiality Agreement

I, _____, the transcriptionist, agree to maintain full confidentiality in regards to any and all audiotapes and documentations received from, the researcher, Jon Mandrell, relating to his/her research study on the researcher study titled "PERCEPTIONS OF THE EFFECTIVENESS OF ADJUNCT FACULTY INTEGRATIVE PRACTICES AT SAUK VALLEY COMMUNITY COLLEGE."

Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio-taped interviews, or in any associated documents.

2. To not make copies of any audiotapes or computerized titles of the transcribed interviews texts, unless specifically requested to do so by the researcher, Jon Mandrell

3. To store all study-related audiotapes and materials in a safe, secure location as long as they are in my possession.

4. To return all audiotapes and study-related materials to Jon Mandrell in a complete and timely manner.

5. To delete all electronic files containing study-related documents from my computer hard drive and any back-up devices.

I am aware that I can be held legally responsible for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the audiotapes and/or files to which I will have access.

Transcriber's name (printed) _____

Transcriber's signature _____

Date _____