

Running Header: THE EFFECTS OF INFORMAL MENTORING ON ADJUNCT FACULTY

THE EFFECTS OF INFORMAL MENTORING ON ADJUNCT FACULTY JOB
SATISFACTION AT AN OPEN ENROLLMENT UNIVERSITY

by

Kevin C. Nanna

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

Job satisfaction has long been considered a predictor of employee loyalty and retention. On the academic side, adjunct faculty have played a key role in post-secondary education for decades. As use of part-time adjunct faculty increases, now more than ever colleges should be focusing on attracting and retaining qualified adjunct faculty. Increasing enrollment, a changing demographic of student, modern technology and cost implications are all reasons why there has been an increase in demand for non-tenured or part-time faculty. With increased demand comes competition for the most qualified and able instructors. While competitive salary is a consideration, there are many other factors such as reputation, flexibility, comfort, and training that should be considered. This quantitative, *Ex-Post-Facto* (Casual-Comparative) study focused on Herzberg's Two Factor Theory of Motivation, utilized the Part-Time Faculty Job Satisfaction Survey (P-TFJSS), specifically the subscale for overall job satisfaction, drew from a sample size of 250 adjunct faculty with 83 participants. Two outliers were removed leaving the sample size of 81 participants. A Mann-Whitney *U* test allowed the researcher to reject the null hypothesis. The researcher concluded that informal mentoring does indeed impact adjunct faculty job satisfaction.

Keywords: adjunct faculty, mentoring, orientation, professional development, job satisfaction, private college, open enrollment

Dedication

I dedicate this work to the people in my life that have made an impact on who Kevin Nanna is today but have already left, or will leave this world before me, especially my Mother, Geraldine Anne Mackey. See you all on the flip-side.

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There are several people who have made this process possible. I must first and foremost thank my wife and editor, Molly Morgan, for her patience and understanding over the course of the last five plus years. It has at times been frustrating. Many weekends and evenings were spent working on coursework and the dissertation. In addition to the doctoral studies, we also had two children and moved, so I completely understand the extra burden she had to carry. Thank you! I also want to thank my children Mallory and Ryder for being a continuing inspiration. Without them it would have been much easier to drop out of the program; their existence has kept me moving toward the goal of completion. I also need to thank my brother, Michael Nanna, for his help throughout the process. I may never be the statistician he is, but he certainly helped me get through this. Additionally, I need to thank my former co-workers at Stratford University for their moral support as we pushed through our careers together for over six years. To my dissertation committee, Dr. Brian Yates, Dr. Kurt Michael and Dr. Shawn Stewart: a heartfelt thank you for your support and guidance. Finally, a quick shout out to all my friends and family around the country and world; you all have helped mold me into who I am, and it is through your relationships that I continue to grow and strive for something better for myself and my family.

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List of Abbreviations

Accrediting Council for Independent Colleges and Schools (ACICS)

Dependent Variable (DV)

Exploratory Data Analysis (EDA)

Independent variable (IV)

Institutional Review Board (IRB)

Learning Management System (LMS)

Maryland Higher Education Commission (MHEC)

National Center for Educational Statistics (NCES)

New Employee Orientation (NEO)

Part-Time Faculty Job Satisfaction Survey (P-TFJSS)

Professional Development (PD)

Southern Association of Colleges and Schools (SACS)

CHAPTER ONE: INTRODUCTION

Overview

Chapter one provides a detailed preview of the proposed study. This chapter begins with a background literature section, which introduces the need for better understanding of what drives adjunct faculty and leads to job satisfaction. The chapter then moves into a brief discussion of the problem that the study addressed and is followed by the purpose and significance of the study. Next the chapter moves into the research question and concludes with a definition of terms.

Background

One of the first steps new employees encounter when they join an organization is some form of orientation and mentoring. Orientation is typically considered as training or preparation for a new job or activity, is usually the first event of newcomers in an organization and can last from one day up to the first few months (Wanous & Reichers, 2000). Mentoring is a human relationship that includes encouraging and guiding personal growth and development (Campbell-Whatley, 2001) Further developed, mentoring is relational in nature and it involves the full-time faculty providing guidance regarding course structure, Learning Management System (LMS) setup, and effective teaching strategies for the student population (S. Stewart, personal communication, September 18th, 2017). Some companies and schools use the interview process itself as part of orientation and a place to begin mentoring when appropriate. Others allocate large sums of monetary resources to the process. While some orientations are considered worthwhile by employees, others can be considered a waste of time. As the education landscape of the United States continues to change and the availability of quality educators decreases,

finding, hiring, and retaining qualified faculty has become a priority for almost every institution of higher learning.

Universities and colleges spend considerable effort and money to hire new faculty (Ambrose, Huston, & Norman, 2005), The reputation and performance of faculty at colleges and universities across the country can be considered one of the driving factors of institutional success (Horstschraer, 2012). And while job satisfaction and employee retention are important topics for almost any business, it is especially important for schools where student success is the goal. If faculty members are dissatisfied with their work environment, their dissatisfaction will trickle down to the students in the form of poor guidance and instruction. As college tuition costs rise (Hemelt & Marcotte, 2011) and the microscope lens on two-year, four-year, community colleges, private, and public universities expands, more research is needed regarding many facets of the institutions, students, staff, and faculty. In recent years part-time or adjunct faculty use has dramatically increased for many of post-secondary institutions of learning in the United States (Community College Research Center, 2014). In fact, close to 60% of all instructors in the United States are adjunct faculty (National Center for Education Statistics, 2012). As more and more adjunct faculty are utilized, understanding their needs and what creates job satisfaction for these part-time employees is a key to improving faculty retention and effectiveness. Research suggests that professional development, mentoring beyond orientation, and more involvement in the institutions will help increase adjunct faculty satisfaction (Dolan, Hall, Karlsson, & Martinak, 2013).

Adjunct faculty teach both online and in the classroom; some even teach for several institutions due to the lack of availability of full-time faculty positions. These instructors have been coined professional or contingent adjunct, or part-time faculty who teach for one or more

educational institutions to create a full-time instruction load (Charlier & Williams, 2011). While many adjunct faculty are passionate about education, they can often feel removed from the institutions by whom they are employed because of their part-time status. For institutions to meet the demands of their students and to remain competitive in the higher education arena, it is imperative the administrators provide adjunct faculty with adequate resources and support to enhance their job satisfaction (Tassinari, 2014).

People have theorized that two factors affect human satisfaction: The importance of both being individuals as well as developing into engaged citizens who are concerned with the common good (Schugurensky & Silver, 2013). Turnover in any industry is an indication that employees are either not happy, not a fit, or simply have outgrown their positions. Like any industry leaders, education administrators need to understand this phenomenon called turnover. To understand why employees leave jobs, it is important to understand what motivates them and provides job satisfaction. Additionally, since the possibility of faculty shortages looms due to retirement and increased enrollment over time, colleges must work hard to train and retain faculty (Murray & Cunningham, 2004). 35.5% of Americans were enrolled in some form of college in 2000 and that number has grown to 40.5 % in 2015 (National Center for Educational Statistics, 2016).

There has been much research completed discussing the retention of employees and the motivations that drive this retention. In addition to the traditional costs of turnover, such as recruitment and selection, training, strain on other faculty, skill level and operating costs (Darmon, 1990; Watlington et al, 2010), institutions of learning must also be concerned with the reputation of faculty and the institution. While much research has been conducted around faculty satisfaction and finding the right fit for universities, less research has been completed regarding

adjunct faculty job satisfaction. Additionally, community colleges and for-profit institutions have been a part of the United States educational landscape since the 1800's and have seen substantial growth in recent years. A staggering 46% of all undergraduate students attend community college at some point in their education (Jurgens, 2010) and in 2012 nearly 12% of all college students were enrolled in private, for-profit institutions (National Conference of State Legislatures, 2013). Hence there is a strong need to explore adjunct faculty job satisfaction at these types of institutions.

Adjunct faculty are a part of the new America that has many of its workers toiling in contingent part-time positions, and by 2020, 40% of the United States population might work under insecure positions (Greenberg, 2014). While it is often exhausting to find the right fit between faculty member and school, it is better to wait and find the best candidate than hire quickly and regret it later (Reed, 2016). In addition to the increase in part-time faculty numbers, today's college students have completely different habits and behaviors (Lawrence, 2015). These new habits and behaviors can create issues for faculty who are not well trained to handle the current model of student.

Even as the faculty dynamic of colleges and universities across the United States shifts toward the use of more and more adjunct faculty, institutional views often remain negative (Goldman & Schmalz, 2012). Additionally, adjunct faculty members often work under conditions viewed as subpar compared to those of their full-time or tenured colleagues. They are regarded as transient workers and not an official part of the school (Halcrow & Olson, 2008). Therefore, adjunct faculty do not typically receive the same support and resources (Lokken & Mullins, 2014; McDaniel & Shaw, 2010; Meixner & Kruck, 2010).

As competition for well qualified adjunct faculty both online and in the classroom increases, understanding what motivates adjunct faculty is becoming more important. Job satisfaction is a key indicator of motivation for most employees; especially part-time faculty (Thompson, 2013). There are many ways to collect data on employee job satisfaction and this study will utilize the Part-Time Faculty Job Satisfaction Survey(P-TFJSS) which has been proven to be statistically relevant in assessing part-time faculty job satisfaction (Hoyt, 2012; Hoyt et al., 2007, 2008; Tomanek, 2010). Mentoring and orientations may prove to be a crucial step in the process of onboarding employees that lead to adjunct faculty job satisfaction (Anderson, Cunningham-Snell, & Hiagh, 1996). There are many other theories and this study will focus on Herzberg's Two Factor Theory of Motivation. Retention may also be considered a key indicator of job satisfaction and as the workplace dynamic in the United States and at post-secondary learning institutions changes, understanding job satisfaction is becoming more and more important.

Problem Statement

Due to the increased use of and need to retain adjunct faculty at almost all two and four-year colleges and universities, it is of utmost importance to investigate their job satisfaction. In fact, many schools are already using adjunct faculty to cover nearly 70 % of the course load, as reported in the Maryland Higher Education Commission (MHEC) Data Book (2011, p.20). The problem addressed in this study is the assessment of adjunct faculty member job satisfaction and to learn how to increase that satisfaction by highlighting the need for effective new faculty mentoring programs. Evidence has suggested that participation in orientation, mentoring, and professional development can enhance job satisfaction in adjunct faculty (Miller & Bedford, 2013).

Purpose Statement

The purpose of this quantitative *Ex-Post-Facto* (Causal-Comparative) study, is to determine if there is a difference in adjunct faculty overall job satisfaction as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction, between adjunct faculty who received informal mentoring and those who did not. A convenience sample of 83 adjunct faculty members from a small, private, university located in the Eastern United States was used. The independent variable (IV) was informal mentoring, which is defined as a human relationship that includes encouraging and guiding personal growth and development (Campbell-Whatley, 2001). Further developed, informal mentoring is relational in nature, and it involves the full-time faculty providing guidance regarding course structure, Learning Management System (LMS) setup, and effective teaching strategies for the student population (S. Stewart, personal communication, September 18th, 2017). The dependent variable (DV) was overall job satisfaction as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction. Job satisfaction is defined as a psychological and environmental condition that fulfills an individual's work experiences (Mishra, 2013). Additional demographic variables of the participants such as age, ethnicity, gender, highest level of education, and years teaching were also included in the data collection.

Significance of the Study

This study may allow academic leaders and administrators at colleges and universities to further understand the importance of mentoring, possible onboarding, or orientation programs for all adjunct faculty. The research will be able to cross industries and administrators in both education and business and may help employers learn more about how to increase job satisfaction for their employees.

Universities, colleges, and businesses alike often go to considerable effort and expense to attract, hire, and retain faculty (Ambrose, Huston, & Norman, 2005). As more part-time or adjunct faculty are utilized at colleges and universities, understanding the drivers of job satisfaction is of utmost importance. In 2011, the National Center for Educational Statistics (NCES) figures placed adjunct faculty members at 60% of all instructors (National Center for Educational Statistics, 2012). Job satisfaction should be considered a key factor in assessing an organization's ability to function as planned and to retain employees who will support the mission.

Research Question

The following research question guided this quantitative study:

RQ1: Is there any difference in *overall job satisfaction* as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not?

Definitions

1. *Adjunct faculty* – part-time faculty teaching in continuing higher education (Hoyt, Howell, & Eggett, 2007).
2. *Contingent Adjunct* – part-time faculty who teach for one or more educational institutions to create a full-time instruction load and who has taught at on institution for at least three years (Charlier & Williams, 2011).
3. *Job Satisfaction* – A psychological and environmental condition that fulfills an individual's work experiences (Mishra, 2013).
4. *Open Enrollment* – open access institutions (Jurgens, 2010).
5. *Informal Mentoring* - defined as being a process relational in nature, and involves the full-time faculty providing guidance regarding course structure, LMS (Learning Management System) setup, and effective teaching strategies for the student population (S. Stewart, personal communication, September 18th, 2017).
6. *Orientation* – training or preparation for a new job or activity and is usually the first event of newcomers in an organization and can last from one day up to the first few months (Wanous & Reichers, 2000)

CHAPTER TWO: LITERATURE REVIEW

Overview

Historically, workplace orientations and mentoring have been utilized by organizations to improve efficiency and increase job satisfaction. Without some form of orientation, employees would often enter an organization under-prepared. However, even with the generally accepted knowledge that orientations may improve job performance and job satisfaction, employees often enter organizations without any formal or informal training. Further adding to the need for effective orientation programs is the idea that it can take an employee an extended period of time to truly understand all aspects of their job and organization for which they work. Therefore, providing new employees with a solid base from which to grow would seemingly help them better assimilate and positively affect their job satisfaction. While this is true for most organizations, it is certainly true for academia. Many times, teachers acknowledge that their first year of employment is the most stressful and time consuming because of a lack of direction and clear understanding of the true task at hand (Meanwell & Kleiner, 2014).

For centuries, many have theorized that there are two factors that affect human satisfaction: the importance of being individuals, and the importance of developing into engaged citizens who are concerned with the common good (Schugurensky & Silver, 2013). Embracing both factors can be key to understanding what needs to be done to encourage employees to stay at an organization for an extended period. It may be that from human satisfaction, comes job satisfaction; and research indicates that general personal happiness and cohesiveness can affect job satisfaction, performance, and growth (Kwang & Gigeun, 2017). Turnover, on the other hand, in any industry, is an indication that employees are either not happy, not a fit for the organization, or simply have outgrown their positions. Turnover in any industry can be

extremely costly and simultaneously affect other functions of business (Wattlington, Shockley, Guglielmino, & Felsher, 2010). Like any industry leaders, education administrators need to understand the phenomenon of turnover. To understand why employees, leave jobs, it is important to first understand what might motivate them to stay. Motivation to perform well can be connected to compensation, paid time off, and many other benefits such as flex-time and flex-schedules. However, even if motivation is high, retention still may be low.

There has been much research discussing the retention of employees and the motivations that drive this retention. Most of the research has been focused on the psychology of people. In addition to the traditional costs of turnover in the business world, such as recruitment and selection, training, strain on other faculty, skill level, and operating costs (Darmon, 1990), institutions of learning must also be concerned with the reputation of faculty and the institution itself. While much research has been conducted around faculty satisfaction and finding the right fit for traditional four-year universities, less research has been completed regarding adjunct faculty satisfaction at open enrollment colleges and universities.

Community colleges and private universities have been a part of the United States' educational landscape since the 1800's and have seen substantial growth in recent years. A staggering 46% of all undergraduate students attend community college at some point in their education (Jurgens, 2010). With unforeseen continued growth and a diverse generation of students entering the post-secondary education market, adjunct faculty at these institutions should also be included in research.

With consistent growth in the use of adjunct faculty and their importance to learning institutions becoming more and more profound, adjunct faculty should be a priority. However, they are becoming a part of the new America that has many workers toiling in contingent part-

time positions. By 2020, 40% of the United States population might work under these types of insecure positions (Greenberg, 2014).

While it is often exhausting to find the right fit between faculty member and school, it is better to wait and find the best candidate than to hire quickly and regret it later (Reed, 2016). In addition to the increase in part-time faculty numbers, today's college students have completely different habits and behaviors (Lawrence, 2015). These new habits and behaviors can create issues for faculty who are not well trained to handle the modern model of student. Therefore, newer adjunct faculty who are more likely to understand the changing needs of the 21st century student are an even greater asset; Hence, increasing the need to have adjunct faculty who are satisfied and stay with their part-time positions.

An additional concern is that only slightly more than 50% of students who begin a post-secondary academic program will graduate before six years have expired at the institution at which they began (Hoffman, 2014). They are either transferring or leaving school completely. Student retention may be directly correlated with faculty abilities and their attitudes in the classroom. With so much at stake, including the fact that positive student-faculty interactions have long been associated with successful outcomes for students (Hoffman, 2014), finding the right faculty, both full-time and adjunct, is imperative to student, faculty, and institutional success.

Theoretical Framework

Retention of excellent adjunct faculty is a desired outcome for any organization and especially for institutions of learning, which include open enrollment schools such as community colleges, as well as private, and for-profit schools. For an instructor to pursue an adjunct faculty role which typically lacks many of the benefits and pay of a tenure or full-time position, there

must often be some other motivation. One such motivating factor could be effective training, mentoring, and orientation programs. These programs can potentially increase job satisfaction because people who understand their positions often persist in those positions for longer durations. There are many theories that introduce the concept of motivation which is pivotal to job satisfaction, Maslow's Hierarchy of Needs (1943), McGregor's Theory X and Theory Y (1960) and Vrooms Expectancy Theory (1964) to name a few. Each of these theories were created by psychologists working to better understand human motivation.

Herzberg (1964) theorized that a direct correlation existed between motivation and job satisfaction. Unlike other theorists, he believed that motivation was caused by factors of satisfaction and by factors of dissatisfaction both which played an important part in human motivation (Herzberg, 1964). His theory has been tested over time, and Herzberg has become an influential name in business management. In addition to his work in the United States, Herzberg took his theory abroad and it was tested in many places including Finland. His study in Finland concluded that almost 90% of the positive feelings at work were brought about by one or more motivating factors, while less than 10% of the negative attitudes involved the motivators (Herzberg, 1965). According to Hoyt et al. (2008), research shows adjunct faculty suffer from lack of integration in the college, fostered alienation, and disconnection in the community college environment. While many scholars have supported this theory, other literature exists that questions its validity and applicability.

Researcher Gardner (1977) had conflicting views on Herzberg's theory of motivation. However, a study by Bassett-Jones and Lloyd (2005) determined Herzberg's theory of motivation was still appropriate for measuring job satisfaction. Additionally, researchers Waltman, Bergom, Hollenshead, Miller, and August (2012) used Herzberg's theory to explain

career satisfaction for higher education professionals. Boord (2010) focused on the use of Herzberg's motivation-hygiene theory to predict job satisfaction in teaching improvement and professional development. Furnham, Eracleous, and Chamorro-Premuzic, (2009) proposed that satisfaction and dissatisfaction were not two opposite extremes of the same continuum, but instead two separated entities caused by different facets of effort (Ferguson, 2015).

As stated in Ferguson (2015), Ahmed, Nawaz, Iqbal, Ali, Shaukat, and Usman, (2010) used Herzberg's two-factor theory to conclude that significant relationship exists between motivational factors and job satisfaction. Understanding and appreciating the influencing effect of Herzberg's dual factor of motivation on employee job satisfaction helps the organization to improve drive, efficacy, and efficiency among the employees (Hong, 2011).

Since support for Herzberg's original study has been validated through these studies which found comparable results, it is also appropriate to ground this research study to focus on adjunct faculty who may or may not experience low job satisfaction, and who may have a lower level of organizational commitment. As applied to this study, Herzberg's theory holds that I would expect my independent variable of informal mentoring to explain the dependent variable of job satisfaction as measured by the survey, in the understanding as to what extent informal mentoring influences adjunct faculty job satisfaction.

Related Literature

Job Satisfaction

To better understand whether mentoring plays a role in adjunct faculty job satisfaction, there must first be an understanding of the term "job satisfaction". Job satisfaction is defined as a psychological and environmental condition that fulfills an individual's work experiences (Mishra, 2013). Psychological and environmental conditions are unique to everyone, and based

upon their experiences, so many things should be considered when evaluating job satisfaction. There is a great deal of research that has been conducted across the world in diverse cultural contexts, including both collective and individualistic societies, as well as in different educational settings, to explore the interplay between leadership style and faculty job satisfaction. It is true that no two combinations of people will interact the same way as another pairing, and the findings highlight that a relationship exists between leadership behavior and faculty job satisfaction (Al-Omari, 2008; Bogler, 2001; Grosso, 2008; Nguni et al., 2006; Stumpf, 2003). This information leads us to infer that employee job satisfaction can be tied to the leadership of the organization. Together with the fact that all employees, including adjunct faculty, have their unique past and experiences that have formed their beliefs and value systems, then it is easy to see just how complex understanding job satisfaction can be.

There are many different leadership styles evident in the world today. Two of the main styles are transactional and transformational leadership. The transactional approach to leadership focuses more on the “I say, you do” philosophy, while the transformational approach focuses on morale and teamwork to achieve organizational goals. Therefore, the effectiveness of any organization is impacted by the effectiveness of its leaders (Boeckmann & Tyler, 2002; Boezeman & Ellemers, 2008; Lind & Tyler, 1988). If the employees of an organization do not believe in the organization’s mission and leadership, then decreased job satisfaction can become an issue. Furthermore, the demands for leadership in organizations have increased due to technological advances and global changes in the workplace (De Hoogh, Hartog, & Koopman, 2005; Gilley, McMillan, & Gilley, 2009). Technology changes at such a rapid pace that today’s leaders need to inspire and motivate subordinates, create synergistic team environments, and foster positive job attitudes to respond to these changes (Gilley et al., 2009).

Although many styles of leadership exist, and many theories of leadership have been identified, the most effective leaders are those who communicate visions to their subordinates and organization, those who are friendly, and those willing to help followers develop individual strengths, and those who are comfortable taking risks (DeRue, Nahrang, Wellmann, & Humphrey, 2011; Humphrey, Hollenbeck, Meyer, & Ilgen, 2007). The days of the transactional top-down style of leadership are quickly disappearing. More recently, the generally accepted behaviors are associated with transformational and charismatic leadership styles (Barrick & Mount, 1991; Costa, McCrae, & Dye, 1991; De Hoogh et al., 2005). People just want their leadership to show some empathy and understanding. Research has also shown that transformational and charismatic leadership is related to follower commitment, job satisfaction, organizational commitment, and motivation (Avolio, Routundo, & Wulumbwa, 2009; Goleman, 2000; Ismail, Zainuddin, & Ibrahim, 2010; Jacobson & House, 2001; Shamir, 1991). Conversely, laissez-faire leadership correlates negatively with subordinate psychological health, job performance, and productivity, and positively with turnover rates (Ashforth, 1994; Ashforth, 1997; Padilla, Hogan, & Kaiser, 2007; Tepper, 2000). These insights show that job satisfaction seems to correlate with the organization's leader and that additionally employees prefer training, organizational commitment, and leaders who engage employees. One of the best ways that leaders can begin to engage employees is via orientation programs.

Orientation Programs

Orientation programs are a form of employee training designed to introduce new employees to their job, the people they will be working with, and the organization. These training programs can play a critical role during socialization by providing newcomers with a variety of valuable information (Anderson, Cunningham-Snell, & Hiagh, 1996). While the

interview process is also a time for supplying company information, most interviews are not long enough to provide adequate background. Orientation programs may take the form of formal training programs, informal orientating activities by peers and supervisors (Louis, Posner, & Powell, 1983), or a combination of both. Blended orientation programs can increase awareness by focusing on different platforms and learning styles. Orientation programs also differ in the extent to which they provide information about the broader organization as well as information about the job and immediate work environment. In recent years, orientation programs are also often completely or partially completed online. While online resources are helpful and easily accessible. They can leave some employees feeling removed from the organizations they just joined.

The use of orientation programs for the onboarding of students, faculty, military, and all employees has been a constant for many years. What has not been constant is the success or usefulness of variations of the orientation process. Some people see detailed orientations as a waste of time because the basic skills needed to do many jobs have already been previously developed. While there may be some validity to this statement, not all future employees and students retain information at the same pace. Others believe that any time a position, class, or job changes, there is a learning curve that needs attention in the beginning or the entire process will be negatively affected. One thing that most people would agree upon is that having a team in place that knows exactly when and what to do can only improve efficiency. Improving the weakest link in the chain is the only way to keep the chain from eventually breaking and causing greater problems for any organization.

As organizations have grown and developed into complex systems over time, they have seen the need to adapt to the economic environment. As organizations increased in complexity,

Human Resource departments emerged as the leaders of employees from recruitment to termination. Some organizations are consistently known for being wonderful places for people to work and lists are readily available with a few clicks of a mouse. Even though one would think it should be easy enough to benchmark processes from effective Human Resource departments, many organizations continue to struggle with employee satisfaction. One contributing factor is the effectiveness of the organizations onboarding, mentoring, or orientation process. Over time it has been noted that people who truly understand their organization, its' culture, mission, and goals have increased levels of job satisfaction. Furthermore, if the organization's mission and goals align with an individual's goals, then the chance for a satisfactory merger increases. The interview process is one way to ensure that there is a match between the employee and the organization. However, the recruitment process typically does not supply all the answers to the organization or the recruit. Once the excitement of a match between the organization and the employee subsides, the reality is that there is a job to be done and rules to follow. Orientations are a way to assure that employees are truly a "fit" for the organization and vice versa. If for some reason, after a detailed orientation, the employee or the organization feels that the job is not a fit, the relationship can be terminated before too much time, money, and effort have been invested.

Similarly, universities and colleges often go to considerable effort and expense to attract, hire, and retain faculty (Ambrose, Huston, & Norman, 2005). However, many faculty decide to leave their full-time positions for other schools within a year or two. In fact, a University of Wisconsin-Madison study showed that after 10 years, the mean retention rate for faculty at all ranks was only 55% (Harrigan, 1999). This trend can be tied to the leadership style of education leaders (James & Binder, 2011). The costs incurred by schools, both financially, and to their

reputation because of faculty turn-over, have led to a significant amount of research on the concept of faculty retention. Furthermore, with the demand for part-time or adjunct faculty increasing dramatically in recent years due to growing student populations and increasing budget cuts (James & Binder, 2011), understanding what motivates, and ultimately increases job satisfaction for adjunct faculty has become equally, if not more, important than that of tenured or full-time faculty.

Effective orientation programs have been cited as one of the major contributors to adjunct faculty satisfaction (Thompson, 2013). If new instructors are indoctrinated into the culture of the school, the chances of them becoming an intricate part of the system increase. Most people are much more comfortable when they feel accepted. Furthermore, research indicates that colleges have a need for improved intentional orientation processes that give adjunct faculty members the information on departmental and college-wide policy and procedures (Horton, 2013). As more information is provided to adjunct faculty, it may enhance their overall experience. Studies have also suggested that adjunct faculty self-efficacy is most enhanced when they participate in blended professional development that involves full-time faculty as mentors who provide ongoing support (Ferguson, 2015). Sense of community within the institution can only increase adjunct faculty effectiveness while lack of support typically leads to faculty resignation.

Effective orientation programs can be helpful in building stronger ties.

Effective Orientation Programs

An effective orientation program can be described as one that helps an organization prepare itself and all its' stakeholders to be well prepared to work toward the goals of the organization. As goals or the environment of an organization changes, so must the orientation to the organization. Therefore, orientation programs need to first and foremost be agile enough to

quickly change to ensure optimal performance from all. One of the biggest problems with many organizations is the time it takes to incorporate change. Even employees that have been with an organization for an extended amount of time need to have continuing education or professional development of some kind.

There are few people who would deny that an orientation for any new job or school is a crucial step to the acclimation process. In fact, new employee orientation programs (NEO) can be the most influential piece of an employee's development (Acevedo & Yancey, 2011).

However, there is more to creating a positive workspace for employees. Beyond orientation employees may also need time for acclimation, integration, relationship management, and to fully understand expectations. Since institutions often spend large sums of money socializing and training employees (Paradise, 2007), it is extremely important to make sure that these dollars are being spent on the right processes and procedures. However, often because training is expensive orientation programs can be lacking in effectiveness. Furthermore, lack of time may be the reason for skipping over important NEO sessions. Since NEO can be expensive and time sensitive, it is also important to determine exactly what training will fit an organization.

There is no secret as to what a solid, basic employee orientation program looks like. For example, an article from multi-briefs.com written by D. Albert Brannen, a managing partner of a national labor law firm, states that there are seven key elements to an effective orientation program:

1. Compliance with government rules. First and foremost, all legal documentation such as I-9 and background checks must be completed.
2. Information about the employer's mission, core values and culture must be thoroughly discussed.

3. Information about all employee benefits and salary must be confirmed and mutually agreed upon.
4. Information about critical employer policies and procedures needs to be thoroughly explained as they affect both parties.
5. Introduction to other employees and employer's facilities is key to creating acceptance.
6. A thorough explanation of the new employees' job duties will remove any misconceptions about the new employees' role.
7. The entire process needs to be documented to prove compliance and protect the employer from certain legal situations.

While these seven steps are not uniform across organizations and industries, they do include the steps that most human resource professionals need to follow.

Some human resource managers feel that for a new employee to adapt well to a new organizational atmosphere, there must be person-job fit. Additionally, a person-organization fit tends to increase job satisfaction. Person-job fit can best be explained by matching the knowledge, skills, and abilities of the new employee to the job description that the employee will fill. These attributes can be found through a pre-screening and thorough analysis of the employee's knowledge, skills, and abilities during the hiring process (Muchinsky, 2003). Many organizations now incorporate thorough interview and screening resources to help improve their chances of making matches with employees that fit the job. Similarly, how well a person matches the organizational culture can positively affect employee satisfaction. Kristof-Brown et al (2005) meta-analysis found that person-organizational fit correlated with job satisfaction, organizational commitment, intent to stay, coworker satisfaction, and supervisor satisfaction. The

core values of both the organization and the individual must now, more than ever match. As Chao, et al. (1994) explains, the definition of organizational socialization has evolved from simply “learning the roles” (p. 730) to a more distinctively defined “process by which an individual come to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member” (Louis, 1980, pp. 229-230, as cited in Chao et al., 1994).

For a frame of reference, the Japanese style of orientation takes more time and includes multiple departments, but employee loyalty is like no other. The Japanese style of NEO assumes that employees are being hired for future roles in the company, so they are cross-trained in many departments from the beginning of their career (Mestra et al., 1997). Japanese orientation programs are made up of five phases. The first phase takes place at a training center and all employees begin there. The second phase occurs at divisional headquarters and involves departmental rotations. Stage three also involves departmental rotations but for extended periods of time. Stage four introduces on-going personal assessment, and finally stage five occurs in the department in which the employee will ultimately be initially stationed (Acevedo & Yancey, 2011). While five stages of orientation may seem like overkill for adjunct faculty, adopting a more Japanese-like approach to orientation may help increase job satisfaction overtime. Job satisfaction seems to be tied directly to how well an employee blends into the organization and relates with co-workers.

While it is not yet a general practice across the United States, many top-rated organizations utilize an extended orientation program that crosses departments. Additionally, many of these same organizations spend a significant amount of time and resources on the recruitment process.

Mentoring

Closely related to orientation is another important job satisfaction dynamic, the concept of mentoring. Rogers, McIntyre, and Jazzar (2009) state, “the four cornerstones of effective mentoring programs for adjunct faculty are: professional development, effective communication, building balance and forming relationships.” Mentoring is becoming more important due to financial and talent costs caused by faculty turnover (Lichtenberg, 2011).

Shift to Adjunct Faculty

As organizations, including educational institutions, try to control costs while also providing customers with the product they desire, sometimes quality suffers. Some believe that the recent shift to adjunct faculty in the United States is mostly due to the costs associated with full-time or tenured faculty. A quick look at any state university’s payroll will indicate that tenured faculty indeed make a significant amount of money when compared to adjunct faculty. This is typically justified by the fact that full-time and tenured professors must also conduct research which creates a tremendous amount of revenue for schools. Others may say that the shift to adjunct faculty is due to the need for practitioners, with real-world experience, not just the PhD’s who are mostly focused on theory. No matter the reason, the shift to adjunct faculty began many years ago.

There has been a dramatic increase in the amount of adjunct or part-time faculty being hired both nationally and internationally in undergraduate and graduate programs (Fagan-Wilen & White, 2006). There are many reasons for this shift, but much of the shift seems to be driven by the lack of doctoral instructors and by the cost savings to the institutions when using part-time faculty (Milliken & Jurgens, 2008). The National Education Association (2006) reported a 30% increase in the use of part-time instructors since 1993, and according to Leslie (1998)

approximately 40% of all university faculty are being hired in adjunct positions. According to the National Center for Education Statistics, in 2008, 67% of community college faculty assumed part-time status (Provasnik & Planty, 2008). Educational leaders play a crucial role in providing adjunct faculty with the necessary tools to ensure that academic quality be upheld. This change forces a new way of assessing the job satisfaction level of part-time faculty. Part-time faculty are typically not on campuses consistently and miss many of the day-to-day activities. Additionally, many part-time faculty typically also have other full-time positions that require most of their time.

Even though there has been a shift to utilizing adjunct faculty, many post-secondary learning institutions, especially community colleges have unmet demand for adjunct faculty for many disciplines (Charlier & Williams, 2011). More recently, a quick look any university's or community college's job postings will show the number of unfilled adjunct faculty positions across all post-secondary learning institutions has grown significantly. The fact that adjunct faculty can be described as invisible, strangers, accidental faculty, the working poor, or vagabond workers contributes to the stigma that adjunct faculty have a lower status position in academia and are regarded as providing low-quality instruction, being disconnected from campus culture, and contributing to grade inflation (Smith, 2007). Therefore, uncovering findings of how adjunct faculty can best be supported, mentored, and provided professional development opportunities is extremely important. With the cost savings to community colleges alone, adjunct faculty will continue to be hired and play a key role in achieving the mission and will have an enormous impact on academic culture (Smith, 2007). Until recently, there has been minimal research regarding the development of adjunct faculty specifically. Regardless of the type of faculty member, tenure-track or adjunct, "it is the responsibility of the division chairperson to

help all new faculty succeed by providing them with the necessary resources and support to be successful in academic institutions” (Wheeler, 1992, p. 87).

What Leaders Need to Understand

Many of the best leaders of the modern world are people who can understand and work with their employees. They are people who take the time to find out exactly what motivates employees to give their “A-game.” Leaders buy into the mission and goals of the organization and can sell them to all levels of the organization. It is through effective leadership that these organizations rise and stay on top. For without excellent leadership, organizations quickly decline. Leaders in academia must understand that the front-line performers for a school are the faculty members. These are the instructors who interact with students day-to-day and who can stimulate the most excitement or provoke bad press.

Like any leader, understanding the people that follow you or who have been added to your team can be imperative to organizational success. Since many of the post-secondary classrooms are now led by adjunct faculty, academic leaders need to assure that their adjunct faculty are included in numerous opportunities at the institutions so that they feel as if they are a part of the intellectual culture. Diegel (2013), came up with four main initiatives that academic leadership should be following.

1. They should provide ongoing support to adjunct faculty by regularly communicating either face-to-face, via e-mail, or with correspondences in campus mailboxes. They should also regularly meet with adjunct faculty, unlikely as individuals because time is a factor, but as a focus group.
2. They should understand that adjunct faculty are typically occupied outside of their adjunct teaching roles and should consider offering workshops and seminars online.

Requiring some form of professional development for adjunct faculty will help improve their skills and the professional development may be incentivized to increase participation.

3. A space should be created where adjunct faculty can come for support, development, and interaction with other adjunct and full-time faculty.
4. Adjunct faculty like to have a say in their courses and would prefer plenty of time to prepare. Therefore, as much advanced noticed as possible is needed. Adjunct faculty should also be invited to as many on-campus or online trainings as possible and if nothing else, they like to get an email on occasion.

While there are other initiatives of which academic leadership need to be cognizant, these four provide a good platform.

Perceptions of Adjunct Faculty

While the job responsibilities vary for a division chairperson between different community colleges, and individual universities, the importance of investing time, energy, and resources into employees, especially adjunct faculty, is crucial to adjunct faculty success (Diegel, 2013). Additionally, adjunct faculty add a certain flavor to their classrooms based upon their real-world experience and involvement in the local communities in which they teach. So, what do adjunct faculty think? Adjunct faculty feel supported and appreciated if they are provided with an orientation after being hired, if they are kept abreast regarding anything that is going on within their specific department and within the institution itself, and if they have continual communication with their chairperson and other faculty at the institution (Diegel, 2013). Adjunct faculty also like to feel valued for their teaching and this comes from occasional affirmation.

Satisfaction: What Adjunct Faculty Want

In addition to the four initiatives that leaders in academia should be following that were listed above, other motivators must also be addressed. Employee motivation and satisfaction have been hot topics in the business and education communities for decades. Even such, many companies and schools continue to struggle with retention of employees. Due to a large and ever-increasing number of part-time or adjunct faculty, most post-secondary education institutes need to train and retain adjunct faculty to operate efficiently (Dolan, Hall, Karlsson, & Martinak, 2013). The more part-time faculty that are utilized within a school can lead to misunderstandings and ultimately dissatisfaction. Clear communication between all parties is paramount.

Research suggests that professional development, mentoring beyond orientation, and more involvement in the institutions will help increase adjunct faculty satisfaction (Dolan, et al., 2013). Many critics, however, claim that the use of adjunct faculty affects the reputation and morale of the institution because adjunct faculty tend to not participate in faculty governance and therefore, have little input in the policies and decisions that affect them (Fjortoft, Mai, & Winkler, 2011). Fjortoft et al. (2011) also mention that most department chairs who responded to their survey believe that the use of adjunct faculty will remain the same or even increase. This fact is important as many schools are already using adjunct faculty to cover nearly 70 % of the course load, as reported in the Maryland Higher Education Commission (MHEC) Data Book (2011, p.20). Part-time employees, especially if they are not thoroughly acclimated into an organization, will often lose interest in their role.

Job satisfaction not only entails individual rewards or accomplishments, but also the cohesiveness and productivity of the group also plays into faculty satisfaction (Akroyd, Bracken, & Chambers, 2011). Most humans need to feel a sense of belonging to groups they join. If they feel removed from the group, all other forms of motivation may become null and void. More

precisely and as stated in an entrepreneur.com article from Jeff Boss, there are four components that drive employee satisfaction. These four attributes are often seen in companies that rank highly on the list of 100 best companies to work for such as Google and the Boston Consulting Group. They include 1) the opportunity to grow, 2) fairness, 3) a clear and compelling purpose and 4) teamwork. Further adding to the need to promote job satisfaction via a solid orientation program is the fact that when dissatisfied faculty members choose to stay, they can negatively affect the overall morale and drain departments of resources (Norman, Ambrose, & Houston, 2006). While the reasons for good employees leaving and for poor employees staying are vast, it is this researcher's opinion that a clear understanding of adjunct faculty needs and desires will improve the relationship between school and individual to increase the length of the tenure. Finding out what motivates each adjunct faculty member might be time consuming up front but will save frustration on the back end, possibly increasing retention rates.

A broad definition of satisfaction is the fulfillment of needs and wants (Knoop, 1994). Traditionally, there have been several ways to train adjunct faculty: face-to-face, online, conferences, workshops, email files, or telephone calls. Hoekstra (2014) suggests that faculty members who desire to teach a quality course need training in technology, instructional methods, implementation, and delivery. Since many adjunct faculty have not been trained in education, the strength of a school's interviewing and onboarding programs should become an extremely important part of the retention equation. While orientations may increase adjunct faculty job satisfaction, on-going support is also important.

Additionally, a list was compiled by Schrecker (1998) regarding the ways to support the needs and wants of adjunct faculty to help promote an elevated level of job satisfaction. The following list of recommendations, as compiled, comprised the balance of the group from the

Conference on the Growing Use of Part-Time and Adjunct Faculty held in Washington, D.C.

Listed are provisions for work conditions essential to perform assigned responsibilities:

- A range of needs for part-time faculty office space, office supplies, clerical support services, telephone access, computer availability, parking permits, library access, after-hours access to buildings, and institution e-mail accounts
- A fair salary that remunerates for commensurate qualifications and parallels full time faculty salaries rather than per-course-hour rates
- Access to fringe benefits such as health and life insurance, sick leave, and retirement plans
- Opportunities for professional advancement, including merit increases and promotions
- Regular evaluations based on established criteria consistent with responsibilities; and the opportunities for an appeal or grievance in the event allegedly substantial violations of procedure, discrimination or denial of academic freedom occurs
- Part-time faculty access to the collegial processes including faculty governance as it relates to contractual responsibilities for teaching and curricular planning
- Access to all regular departmental meetings and communication

(Schrecker, 1998).

Adjunct Faculty Orientation and Support

Over the past three decades, education has developed significantly, and there have been many advances in research. However, as education progresses, attention to its most valuable resource of faculty has been lacking (Datray, Saxon, & Martirosyan, 2014). Old policies and procedures seem to remain in place as the demographics of faculty and students alike have

changed substantially. What once was appropriate and sufficient to satisfy the needs and wants of adjunct faculty has since changed. Closely tied to adjunct faculty satisfaction and ultimately tenure within a community college system are the orientation process and the continuing support. Since technology has changed the landscape of the academic arena, more and more basic training on systems and procedures is needed. Furthermore, since technology advances at such a rapid pace, it is a mistake to think that adjunct faculty remain comfortable as systems and software change.

Another factor that needs to be considered is the support that students receive from adjunct faculty. Jaeger and Eager (2009) find “students sense that they receive little support and guidance from part-time faculty members, who may lack the time and perhaps necessary knowledge needed to assist their students in navigating the academic terrain at their respective institutions” (p.187). Adjunct faculty being under-prepared presents a trickledown effect. When adjunct or part-time faculty are not satisfied, due to the lack of a solid onboarding and continued support, students subsequently notice a decline in the support they receive. Some recommendations for orientation and support of adjunct faculty were supplied in *Adjunct Faculty in Developmental Education: Best Practices, Challenges, and Recommendations* by Datray et al. (2014). They are to maintain a balance between adjunct and full-time faculty, to choose adjunct instructors wisely, to provide adequate training to new adjunct faculty, to provide professional development opportunities, to assign adjunct faculty to mentors, to provide institutional resources, to encourage and support the use of diverse instructional techniques, to integrate adjunct faculty into institutional mainstream, to consider the needs of adjunct when engaging in course redesign, to retain qualified adjunct, to hire in advance, and to include adjunct in policy and grant initiatives. And while all these actions may be introduced into an organization’s

policies, adjunct faculty may remain removed simply due to the stresses of their other full-time job.

Orientation programs should be comprehensive and move towards mentorship (Santisteban & Egues, 2014). Many colleges have a brief onboarding session but will then let the new adjunct faculty sink or swim. If adjunct faculty inquire help, great. If not, they will eventually discover their dissatisfaction and resign. Santisteban & Egues (2014) included a list, (see appendix G) of 36 questions that should be answered in an adjunct faculty orientation program. First and foremost, the chain of command question should be addressed. What is the chain of command when dealing with any administrator, course, faculty, or student issue? If adjunct faculty do not know with whom they are supposed to be communicating, they will soon simply stop trying and most likely try and figure things out by themselves. This will create more dissonance and take away from job satisfaction.

After a comprehensive orientation program, ongoing support needs to become an academic imperative. The number of non-tenured, adjunct faculty has been steadily increasing (Fagan-Wilen, Springer, Ambrosino, & White, 2006). Without continued support, the trend of unhappy adjunct faculty will continue and colleges, faculty, and ultimately students will suffer. When adjunct faculty are not effectively trained, quality of instruction typically suffers, and many studies have revealed equivocal results concerning the quality of instruction provided by adjunct instructors who are prepared. Jackson (1986, cited in Sonner, 2000) found that in general, students do not rate adjuncts as highly as full-time faculty, in regard to knowledge of subject, presentation of material and other key issues.

One of the problems with providing adequate support to adjunct faculty is that they need to be willing to accept on-going training or professional development beyond the orientation.

One article finds that community colleges should consider providing at least one part-time faculty professional development training session each term and that this session should be offered in the evening (Sanford, Dainty, Belcher, & Frisbee, 2011). Teacher shortages, modern technologies, budget shortfalls, and increased enrollment all have added to the need to re-address adjunct faculty professional development (Brown, 2000).

Faculty Inclusion and Relationships

Understanding what motivates adjunct faculty and then providing an excellent orientation and follow-up support are just the beginning of the process. It is also imperative that colleges find ways to include adjunct faculty into the culture of the school, which will better enable them to make relationships with their students. Socialization, communication, participation, development, and interaction are all ways to help adjunct faculty feel a part of the school's culture (Spaniel & Scott, 2013). Although time constraints for adjunct faculty are often a main source of disconnect, social inclusion is imperative. Social inclusion is a basic means of developing a connection or a sense of organizational belonging between adjuncts and the colleges that depend on the instructors (Merriman, 2010).

Also relevant to inclusion and relationships is the fact that more and more adjunct faculty are being hired and are often replacing full-time faculty (Bettinger & Long, 2004). Additionally, 46% of all graduate students in the nation had full responsibility for teaching at least one course and over 70% had at least some teaching responsibility (NCES, 2000). With the dramatic decrease in full-time faculty and the increase in adjunct faculty, making sure that adjunct faculty are an intricate part of the culture is extremely important. The trend toward part-time faculty combined with the fact that so many graduate students teach, as well as study, creates a unique and diverse learning culture.

Adjunct faculty are a vital resource to all open enrollment colleges. They provide a fiscal advantage when budgets are tight, provide flexibility when enrollment numbers fluctuate, and bring a wealth of real-world knowledge to the classroom (Charlier & Williams, 2011). Creating an atmosphere that allows adjunct faculty to flourish and to feel a part of the culture is becoming a necessity. Community college leaders have been encouraged to cultivate and support adjunct faculty members to fulfil the mission of their unique institutions (Wallin, 2005). While many portray adjunct faculty in a negative light, adjunct faculty are positioned to be an intricate part of community colleges for many years to come.

Inclusion and relationships for adjunct faculty may also have a positive effect on the retention of students. Positive student-faculty interactions have long been associated with successful outcomes for students, including increased effort, greater student engagement, a higher level of content acquisition, and a greater likelihood of degree completion (Pascarella & Terenzini, 2005). Several forms of interaction can affect relationships between students and faculty and ultimately create a space where both adjunct faculty and students are comfortable (Hoffman, 2014).

Typical interactions in the classroom can mean more than just the transfer of knowledge. A recent study shows that students like being treated respectfully and compassionately (Helterbran, 2008). In addition, they want faculty to be passionate about the subject matter and be available for conversations (Helterbran, 2008). Out of class interactions, such as office visits or informal contact away from the classroom, casual interactions through digital communications, E-mail, blogs and social media have become convenient ways for instructors and students to keep in contact and abreast of what is occurring in and out of class. There are also occasionally casual or informal in-person interactions. With these types of informal

relationships, there is a risk of potential negative effects if professional boundaries are crossed (Owen & Zwahr-Castro, 2007). When faculty-student relationships move beyond professional boundaries, many issues can arise that negatively affect the school as well as the involved parties. While inclusion and strong faculty-student relationships are typically positive, faculty members need to keep relationships professional. Detailed orientations and follow-up training with adjunct faculty should help reduce the possibility of negative interactions.

Retaining Adjunct Faculty

Adjunct faculty has been growing over the years for numerous reasons. For example, an increasing demand for business education has led to an increased demand for adjunct faculty in this field (Lodhi, Raza, & Dilsad, 2013). However, for many schools the retention of good faculty has been an ongoing and growing concern. Adjunct faculty often work for one or more educational establishments or in the private sector, so they often never truly acclimate themselves with the schools where they work. Furthermore, schools often compete for or share adjunct faculty. The adjunct faculty retention issue is exceptionally large when considering the current and expected growth. Lodhi et al. (2013) provided seven themes for increasing retention of faculty: compensation, culture, research environment, institutional attributes, working environment, career growth and individual factors.

While low compensation might be considered the leading cause of adjunct faculty discontentment, other causes should be addressed. A previous study (Conklin & Desselle, 2007) does show that compensation is a crucial factor for faculty retention. That being said, there are many that believe money is not the only human motivation. Intrinsic motivation and the feeling of being a part of an organization also affects the retention of adjunct faculty. There is importance to the feeling of community (James & Binder, 2011).

The importance of adjunct faculty retention at colleges has become obvious, with most increased enrollment of 18-24 years in America coming from community colleges (Lewis, 2008). Like most people, adjunct faculty need to feel a part of a group. Johnsrud and Rosser (2002) reported that a sense of community is one of the two most crucial factors in faculty retention and is highly predictive of intent to leave. Simply said, adjunct faculty need to feel valued. Some institutions have incorporated adjuncts into their governance process, and some have expanded the role of the adjunct faculty position to include some leadership responsibilities. Adjunct faculty also want to improve their skills and qualifications.

Furthermore, to make sure that institutions work hard to retain adjunct faculty, coalitions of people and organizations can be set up to work toward retention goals. Schrecker (1998) stated that these coalitions should strive in collaboration:

- To seek an institutional base for continuity
- To obtain more accurate data collection methods for part-time faculty
- To work in conjunction with campus and system researchers, the larger research community, and interested federal and state agencies (particularly the U.S. Departments of Education and Labor) to develop data regarding the types and distributions of academic appointments to include definitions and methodologies suitable for shared use among part-time faculty
- To work for labor equity and fair employment practices for colleagues who hold part-time faculty appointments
- To formulate statements of good practice pertaining to part-time and adjunct faculty appointments; these would transmit up the institutional governing hierarchy to institutions of higher education for their consideration and response

- To collaborate with accrediting associations to secure good practices regarding the use of part-time faculty appointments and enforcing mechanisms where such practices do not occur
- To undertake a variety of strategies to inform the public of the use of part time faculty appointments. One suggestion is to identify institutions in which adequate practices exist and to publicize some as case studies. The publicity might take the form of an annually revised list of model institutions released to the media
- To define the appropriate ratio between full-and part-time faculty appointments that would ensure quality education, considering the diversity among disciplines and institutions of higher education; then to reconsider this ratio at stated intervals with respect to the rapidly changing conditions within higher education
- To integrate the diverse types of institutions and their part-time faculty currently providing higher education, especially in community colleges and within professional associations

Cost Benefit

Adjunct faculty earn substantially less money than full-time or tenured faculty (Greenberg, 2014). While many instructors are not solely motivated by money (Wallin, 2007), increased salary would certainly benefit adjunct faculty. And while doing so, it would also most likely benefit the bottom line for any college implementing the increase with improved satisfaction ratings. Whether an open enrollment, for-profit college or community college, zero or less government funding is available for faculty compensation. Therefore, administrators have less resources available for adjunct faculty compensation.

The obvious extrinsic benefit of a better salary can be a powerful tool to help recruit new adjunct faculty. It has been stated in previous research that often students prefer their full-time instructors because they feel the full-time instructors are more attentive (Helterbran, 2008). Therefore, one way to increase student satisfaction might be increasing adjunct faculty satisfaction. As more and more schools shift to utilizing adjunct faculty in classrooms and online, the competition for adjunct services will increase, and a new trend toward increased wages will most likely follow. The savings typically associated with adjunct faculty will soon decrease and schools will then be competing for quality adjunct or part-time faculty, just as much as they are for full-time faculty.

The cost associated with adjunct faculty turnover also has been widely researched. Turnover in any industry is costly, but when education is considered, it is more than dollars and cents. The impact on students must also be considered. High-levels of turnover do not only cost schools money in recruiting, hiring, and training costs, but it also costs in student turnover rates. Research suggests that community college students are more likely to stay in school if they have built or created a relationship with one or two faculty members (Hoffman, 2014). The customer's or the student's motivations might also be considered when drafting policy on the use of payment of adjunct faculty. They would have to compete with better recruiting techniques, provide a stronger focus on intrinsic values, create atmospheres where employees feel safe and a part of the whole. Since there is substantial cost savings to universities when adjunct faculty are utilized for teaching courses, it can only benefit college administrators to find innovative ways or utilize proven methods to improve adjunct faculty job satisfaction. With increased adjunct faculty job satisfaction comes loyalty and longer tenure.

Summary

Orientations and mentoring have been a big part of the onboarding process for employees across industries for many years. Many respondents to research over the years have indicated that there are several key factors involved when it comes to job satisfaction and one of the often-cited examples was a solid orientation in the organization to which they were joining. This literature review discussed many topics that align with the concept of orientation programs and the effect they have on adjunct faculty job satisfaction. Types of orientation programs and mentoring were addressed, as well as the shift toward using more adjunct faculty, and the need for administrators to understand what motivates the adjunct faculty who are historically compensated much less than their full-time counterparts. The literature review also discussed some important needs of adjunct faculty and some ways to retain the ever-important part-time faculty members. There is a cost benefit to utilizing adjunct faculty and administrators must also realize that turnover of adjunct faculty can be costly for several reasons.

While many studies exist that discuss faculty retention and satisfaction, more need to be conducted regarding adjunct faculty retention and job satisfaction at the open enrollment colleges and universities. As more and more colleges look to adjunct faculty to teach their courses, it is of utmost importance that schools learn how to find, hire, and retain qualified candidates. As stated earlier, adjunct faculty satisfaction and effectiveness play a part in a college's success, reputation, and student retention. President Obama's \$12 billion plan to increase the number of community colleges may result in the number of community college graduates increasing by five million by 2020 (James & Binder, 2011). This alone should have been a motivator for all community colleges to begin to look at their adjunct faculty in a different light. Similarly, for-profit private schools with open enrollment also need to compete for quality adjunct faculty. Adjunct faculty are becoming the way of the future in most post-secondary education

institutions. Jessica Schreyer (2012) describes her journey from adjunct to full-time faculty member in her article, *Inviting the “Outsiders” In: Local Efforts to Improve Adjunct Working Conditions*. She mentions that adjunct faculty are often dissatisfied with their positions because they do not feel as if they are a part of the culture or that they are uncertain about job security and their place within the school.

Understanding the needs and wants of adjunct faculty, implementing a strong orientation program, developing inclusion programs, uncovering cost benefit, and focusing on retention might all be helpful to improving adjunct faculty satisfaction. This study will now focus on providing some evidence that an extended and thorough orientation program for adjunct faculty will increase satisfaction and ultimately retention. When adjunct faculty begin the process of assimilation into their schools well-prepared and feeling as if they are a part of the culture, they are more likely to stay. This outcome creates a win-win situation: The adjunct faculty have increased job satisfaction, schools create consistent programs, and students have access to experienced instructors.

CHAPTER THREE: METHODS

Overview

The purpose of this quantitative, *Ex-Post-Facto* (Causal-Comparative) study was to identify and/or better understand any potential differences that exist between adjunct faculty who had informal mentoring, before teaching their first course, and those who did not. Job satisfaction was measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction, which comes from the first four questions of the P-TFJSS. Chapter three will include discussion regarding the design of the research, research question, hypothesis, participants and setting, instrumentation, procedures and data analysis.

Design

The proposed study used an *Ex-Post-Facto* (Causal-Comparative) research design using a convenience sample of 83 respondents recruited from current adjunct faculty at a for-profit university system's combined online and on-campus adjunct faculty population. An *Ex-Post-Facto* (Causal Comparative) study was appropriate for this study as it is a nonexperimental investigation in which the researcher seeks to identify a possible cause and effect relationships by forming groups of individuals in whom the independent variable is present or absent (Gall, Gall, & Borg, 2007). This study attempted to identify differences in overall job satisfaction as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between faculty who have self-identified as having informal mentoring before teaching their first course, and those who did not.

The independent variable (IV) for this study was informal mentoring defined as being relational in nature, and it involves the full-time faculty providing guidance regarding course structure, Learning Management System (LMS) which was software designed to streamline the

student experience and contained items such as syllabi, gradebook, online library access, other useful tools for success, and effective teaching strategies for the student population. Because the adjunct faculty were subject matter experts (SME) in their respective fields, there was minimal guidance offered on course content. Instead, most of the process was designed to equip these SME's with the knowledge and skills to deliver their expertise most effectively to the students. Typically during the informal mentoring process, full-time faculty held 1-3 one-on-one sessions with new adjunct faculty to help them with course setup and LMS development. The dependent variable was job satisfaction. Job satisfaction is defined as a psychological and environmental condition that fulfills an individual's work experiences (Mishra, 2013).

Research Question

This study addressed the following research question:

RQ1: Is there any difference in *overall job satisfaction* as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not?

Hypothesis

This study considered the following null hypothesis for the research question listed above.

H₀1: There will be no statistically significant difference in *overall job satisfaction* mean score as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not.

Participants and Setting

Population and Setting

The setting for this study was a private university system located in the Eastern United States with more than 250 faculty members. The university had a student population of over 2,000 students both on-campus and online in 2017 who were diverse in age, race, gender, socioeconomic, and registration status. The university offers over 30 degree and certificate programs and has been nationally accredited to operate by the Accrediting Council for Independent Colleges and Schools (ACICS) and is moving toward regional accreditation from the Southern Association of Colleges and Schools (SACS). The college runs on a five-term cycle with classes beginning every ten weeks, with a two-week break for the Christmas/New Year holiday.

Samples

This study used a convenience sample of 83 participants compiled from all on-campus or online adjunct faculty who responded to the survey. According to Gall et al. (2007, p. 145) 100 participants exceeded the required minimum for a medium effect size with statistical power of .7 at the .05 alpha level. Therefore, 83 respondents were deemed appropriate for this study. Two outliers were removed leaving total sample size of 81 participants (n=81). The demographic make-up of the sample consisted of 53 White/Caucasian, 2 Hispanic/Latino, 25 Black/African American, and 3 Asian/Pacific Islander. There were 46 females and 37 males who participated. The range of ages for participants was from 27 to 75 years old. The average number of years teaching at the university was four. Type of terminal degree reported by respondents is as follows: one had no degree, one had an associate degree, eight had bachelor's degrees, 43 had master's degrees, and 30 had doctorate degrees.

Groups

Group one (No informal mentoring): This group consisted of 39 participants. The demographic make-up of the group consisted of 29-Caucasian/White, 1-Hispanic/Latino, 9-Black/African American, and 0-Asian /Pacific Islander. There were 23 females and 16 males who participated. Type of degree reported by respondents were as follows: 1-associate degree, 5-bachelor degrees, 20-master degrees, and 13-doctorate degrees.

Group two (Informal mentoring before their first class assignment): This group consisted of 44 participants. The demographic make-up of the group consisted of 23-Caucasian/White, 2-Hispanic/Latino, 16-Black/African American, and 2-Asian /Pacific Islander. There were 23 females and 21 males who participated. Type of degree reported by respondents were as follows: 1-associate degree, 3-bachelor degrees, 23-master degrees; and 17-doctorate degrees.

Instrumentation

The instrument used in this study was the Part-Time Faculty Job Satisfaction Survey (P-TFJSS), specifically the subscale for overall job satisfaction. The average time to complete the survey was 7 minutes. Blanket approval to use this instrument was extended in the original research article with the provision that it was cited by the authors as follows: Hoyt, Howell, & Eggett, (2007). For this study, only the first four questions of the survey were analyzed. The first four questions reflect the results for the subscale of overall job satisfaction and are listed here:

1. I am completely satisfied with my job teaching courses as a part-time faculty.
2. Based on my experience teaching as a part-time faculty, I would highly recommend the job to others.

3. Considering everything, I have an excellent job as a part-time faculty teaching courses.
4. I am dissatisfied with aspects of my job as a part-time faculty.

Question number four is a negative question and the score was reversed before statistical analysis was performed. The researchers and creators of the P-TFJSS obtained empirical support that eight subscales and the subscale for overall job satisfaction were relevant.

The P-TFJSS survey in its' entirety consists of thirty-six questions broken into nine subscales including 1) overall job satisfaction, 2) recognition, 3) work preference, 4) autonomy, 5) classroom facilities, 6) faculty support, 7) honorarium (pay), 8) quality of students, and 9) teaching schedule. All questions on the P-TFJSS were measured using a 6-point Likert-scale using both positively and negatively framed questions to control for acquiescence. All questions were randomized for the survey and then realigned for the data analysis. According to Hoyt et al. (2007):

“the dimensions of Part-Time Faculty Job Satisfaction contain both positive and negative items. The negative items are items numbered 4, 12, 16, 28, 32, and 36. For these negative items, assign the following values: 6 = Strongly Disagree, 5 = Disagree, 4 = Somewhat Disagree, 3 = Somewhat Agree, 2 = Agree, 1 = Strongly Agree. Scores for each of the 8 dimensions and for the separate measure of overall job satisfaction are calculated by summing the value of the four items and then dividing the total by 4 (the number of questions for each subscale). The 8 dimensions can be correlated with overall job satisfaction or be used to predict overall job satisfaction as a dependent variable” (p. 38).

The P-TFJSS subscales were developed to measure job satisfaction constructs as theorized by Herzberg (1964). In Hoyt, et al. (2007) initial psychometric study of the P-TFJSS, “each set of four questions (per subscale) was carefully mapped against Herzberg’s theoretical model [and] construct categories of hygiene factors and positive motivators” (p. 25). Studies assessing the factor structure of the P-TJFSS scale have shown that these subscales have consistently emerged as unique and sound factors in exploratory and confirmatory factor analyses, with factor loadings for the respective subscales ranging from .64 to .89 (Hoyt, 2012; Hoyt et al., 2007, 2008; Tomanek, 2010).

Reliability for overall job satisfaction as measured by the P-TFJSS in its’ entirety has previously demonstrated good internal consistency with a Cronbach Alpha of .85. Cronbach’s Alpha internal consistency values for the subscales to be used in this study have also demonstrated good internal consistency scores with Cronbach’s Alphas ranging from .72 to .94 (Hoyt et al., 2007). Additionally, the subscale for overall job satisfaction had an alpha of .82.

The overall job satisfaction score on the P-TFJSS subscale for overall job satisfaction range from 6 to 24 points. A score of 6 points was the lowest possible score meaning that overall job satisfaction was extremely low, and a score of 24 points was the highest meaning that overall job satisfaction is high. Mean scores are highlighted in Chapter 4.

Procedures

Following approval from Liberty University’s Institutional Review Board (IRB), an anonymous survey was constructed using Survey Monkey®, an online survey development and distribution tool. The survey consisted of a digitized version of the Part-Time Faculty Job Satisfaction Survey Scale (P-TFJSS) along with key demographic variable questions and questions to determine past participation in informal mentoring, as previously defined, before

teaching their first course. See Appendix A for Part-Time Faculty Job Satisfaction Survey Scale, demographic questions, and questions to determine past participation in informal mentoring.

An email list of all current online and on-campus adjunct faculty members was provided by the university. In effort to further increase the response rate, The President's Office agreed to send out an email to each adjunct faculty member informing them that they would be receiving an email requesting their participation in this study and explaining the importance of the study to both the college and to gaining better insight into the job satisfaction of adjunct faculty.

A brief description of the study was included in the email in addition to all necessary supporting documentation (e.g., instructions and an example consent form). See Appendix E for a copy of the email content. A secure anonymous embedded link to the survey was included in the email sent to adjunct faculty. Participants clicking on the embedded link were first directed to an online-consent form. See Appendix F for a copy of the consent form. After signing the consent form electronically, respondents were directed to complete the demographic part of the questionnaire before being directed to the job satisfaction survey instrument. Follow-up emails were sent to those not responding to the survey one-, two-, and three-weeks following the initial email. The survey was kept open for three weeks, at which time the survey was closed, and all data downloaded for analysis.

Data Analysis

Completed survey data was downloaded directly from the Survey Monkey® website. Once downloaded, the data was exported in .CSV format and subsequently loaded into SPSS version 25 for all subsequent data analysis. Data was first cleaned and validated through visual inspection to look for any obvious errors or inconsistencies. A 'Box and Whisker' plot was then used to identify extreme outliers.

Originally, the null hypothesis was going to be tested using a *t*-test to examine overall differences among means of the independent variable, informal mentoring, on the dependent variable, overall job satisfaction, as measured by the P-TFJSS subscale for overall job satisfaction at the 95% confidence level ($\alpha = .05$) and estimated effect sizes reported using eta squared (η^2). A *t*-test has two underlying assumptions regarding parameters of the underlying variable distributions that theoretically must be met for their proper use: Homogeneity of Variance and Normality.

Homogeneity of Variance was assessed using Levene's test for homogeneity of variance. The assumption of Normality was tested using Kolmogorov-Smirnov test. Furthermore, a non-parametric Mann-Whitney *U* test was needed to assist with the assumption of normality test. Levene's test regarding the assumption of homogeneity of variance met the assumptions and passed; however, the Kolmogorov-Smirnov test for normality was violated to a sufficient degree, and the data had to be analyzed using the non-parametric Mann-Whitney *U* test.

CHAPTER FOUR: FINDINGS

Overview

This research study addressed adjunct faculty member overall job satisfaction as measured by the P-TFJSS subscale for overall job satisfaction by examining the independent variable (informal mentoring) against the dependent variable (job satisfaction). Statistical analyses were performed on the data using SPSS Statistics 25. Descriptive statistics were examined, and a *t*-test and Mann-Whitney *U* test were used to test the hypothesis.

Research Question

The following research question was used to guide this study:

RQ1: Is there any difference in *overall job satisfaction* as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not?

Null Hypothesis

H₀1: There will be no statistically significant difference in *overall job satisfaction* mean score as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not.

Descriptive Statistics

Data collected for the dependent variable - *overall job satisfaction* - among adjunct faculty members can be found below in Table 1 and is broken down into the two primary groups of interest for the purposes of this study: those receiving some type of informal mentoring program and those who did not. The Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction was used to measure the overall job satisfaction of the two

populations which were separated by one clarifying question regarding whether they received any type of informal mentoring status before teaching their first course. After two outliers were removed, there were 44 respondents who identified as having had informal mentoring and 37 respondents who had not. See Table 1.

Table 1:

Overall Job Satisfaction by Mentoring History Descriptive Statistics

Job Satisfaction						
Informal Mentoring	Mean	N	Std. Deviation	Std. Error of Mean	Minimum	Max
No	17.3514	37	1.63667	.26907	13.00	
Yes	18.1591	44	1.58398	.23879	14.00	
Total	17.7901	81	1.64861	.18318	13.00	

Results

Data Screening

Data was exported directly from Survey Monkey in .CSV format and imported into SPSS Statistical 25. Data screening was conducted on all variables including the dependent variable (overall job satisfaction) and the independent variable (informal mentoring). Additionally, data were examined using all appropriate Exploratory Data Analysis (EDA) techniques including production of both an individual and grouped histogram and box-and-whisker plot to identify any obvious outliers in the data. Visual inspection of the boxplot revealed that the “No Informal Mentoring” group had two potential outliers (Figure 1 highlights the outliers). Upon review participant numbers 21 and 79 were removed from the data set. While not certain, respondents that were removed took approximately one minute less to complete the survey. Seeing as the

survey’s average time for completion was approximately 6.5 minutes, the speed of the process may have caused them to overlook some points of the questions. Additionally, neither of the outliers acknowledged having any informal mentoring, which may have added to their low scores.

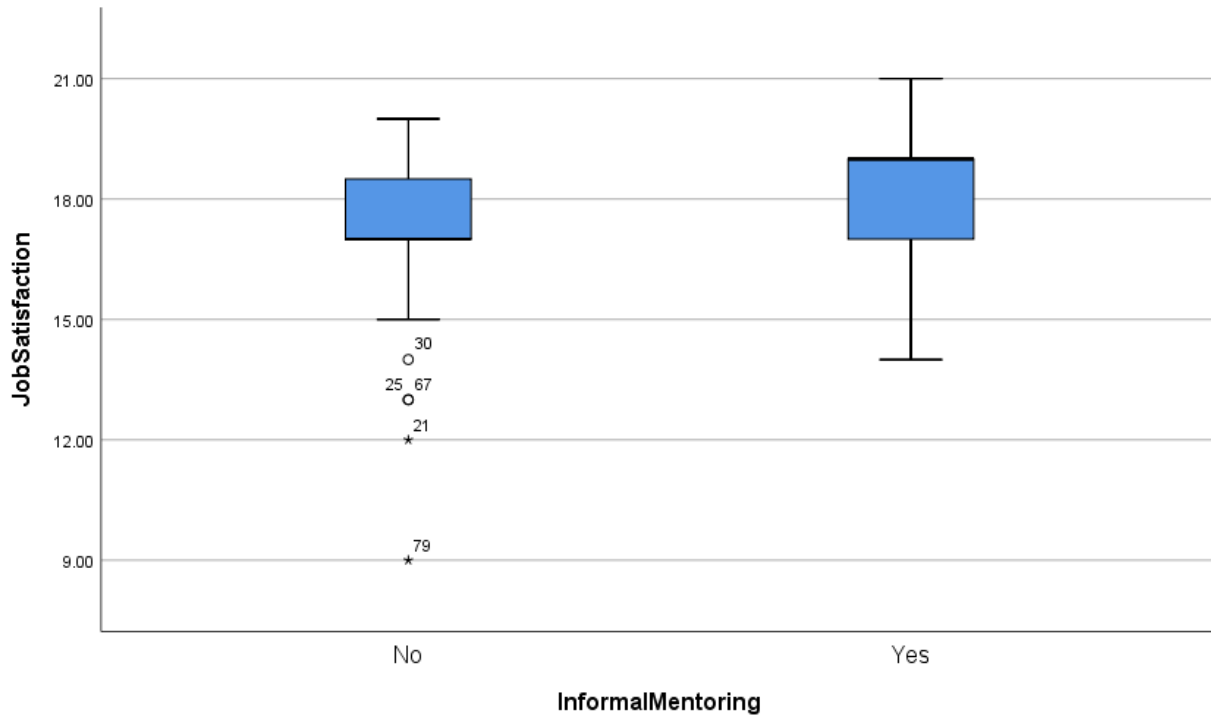


Figure 1. Box and Whisker Plot.

Assumptions

In order to assess whether these sample data violated either assumption, both a Levene’s test to examine variance and a Kolmogorov-Smirnov test to examine normality, were conducted with results of each provided in Tables 2 and 3.

Table 2:

Independent t-test & Levene's Test for Variance Overall Job Satisfaction by Mentoring Status

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.047	.828	-2.252	79	.027	-.80774	.35872	-1.52175	-.09372
	Equal variances not assumed			-2.245	75.717	.028	-.80774	.35975	-1.52428	-.09119

Table 3:

Test for Normality of Job Satisfaction by Mentoring Status

		Tests of Normality						
		Kolmogorov-Smirnov ^a			Shapiro-Wilk			
		Group	Statistic	df	Sig.	Statistic	df	Sig.
Score	.00		.226	37	.000	.879	37	.001
	1.00		.270	44	.000	.894	44	.001

a. Lilliefors Significance Correction

The Levene's test failed to reach statistical significance ($p = .83$), which suggests that the assumption of homogeneity of variances was not violated to a sufficient degree. The assumption of normality was tested by running a Kolmogorov-Smirnov test. Results are seen in Table 3.

Review of the results above suggest that assumption of normality in overall job satisfaction data for the mentoring and no mentoring groups was violated. Based on these results, a non-parametric Mann-Whitney U test was deemed necessary for analyzing the data.

Hypothesis Test

Results for Null Hypothesis

A *t*-test was used to test the null hypothesis: the differences in overall job satisfaction among adjunct faculty who did have informal mentoring, and adjunct faculty who did not have informal mentoring. Since the assumption of normality was not met by using the Kolmogorov-Smirnov test a Mann-Whitney *U*, non-parametric test was run. Furthermore, a Ranks test showed

a significantly different Mean Rank score. Additionally, the effect size was measured with the eta squared (η^2) and the result of .06 reflected a medium effect size. The researcher rejected the null at a 95% confidence as there was a significant difference in overall satisfaction scores for people who did have informal mentoring and those who did not. The Mann-Whitney U test indicated that there was a significant difference in overall job satisfaction between adjunct who had informal mentoring $N = 44$, $Mn = 18.16$, then for those instructors who did not have informal mentoring $N = 37$, $Mn = 17.35$ where $U = 574$, and $p = .02$. See Tables 4 and 5.

Table 4:

Mann-Whitney U test

Test Statistics^a

	Score
Mann-Whitney U	574.500
Wilcoxon W	1277.500
Z	-2.344
Asymp. Sig. (2-tailed)	.019

a. Grouping Variable: Group

Table 5:

Mean Rank test

Ranks

	Group	N	Mean Rank	Sum of Ranks
Score	.00	37	34.53	1277.50
	1.00	44	46.44	2043.50
	Total	81		

CHAPTER FIVE: CONCLUSIONS

Overview

This study showed statistical evidence that overall job satisfaction for those who had informal mentoring was higher than for those who did not. Chapter five will discuss the results of this study as well as implications, limitations, and recommendations for future research.

Discussion

The purpose of this quantitative *Ex-Post-Facto* (Causal-Comparative) study was to determine if there is a difference in adjunct faculty overall job satisfaction as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS), subscale for overall job satisfaction, between adjunct faculty who received informal mentoring and those who did not. Due to increased use of adjunct faculty at almost all two and four-year colleges and universities, and the need to retain them, it is of utmost importance to investigate adjunct faculty job satisfaction. In fact, many schools are already using adjunct faculty to cover nearly 70 % of the course load, as reported in the Maryland Higher Education Commission (MHEC) Data Book (2011, p.20). This study utilized the Part-Time Job Satisfaction Survey (P-TJSS) subscale for overall job satisfaction to differentiate between overall job satisfaction for adjunct faculty who had informal mentoring and those who did not. Evidence has suggested that participation in orientation, mentoring, and professional development can enhance job satisfaction in adjunct faculty (Miller & Bedford, 2013). The following null hypothesis was explored:

H₀1: There will be no statistically significant difference in *overall job satisfaction* mean score as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not.

Null Hypothesis

According to the null hypothesis, there is no statistically significant difference in *overall job satisfaction* mean score as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS) subscale for overall job satisfaction between adjunct faculty who received informal mentoring and those who did not. The data allowed the researcher to reject the null hypothesis as there was a statistically significant difference between overall job satisfaction for those who did have informal mentoring and those who did not.

The results support the study of Hoyt et al (2007) that overall job satisfaction can be the result of many variables: autonomy, teaching schedule, pay, work preference, faculty support, recognition, status, class facilities, quality of students, and job security. Additionally, the outcome of this study supports the idea that informal mentoring can also influence overall job satisfaction as discussed in Chapter 4.

Similarly, Ferguson (2015) found in her study that, like informal mentoring, diverse types of professional development (PD) had different effects on job satisfaction. An emerging body of literature (Horvitz & Beach, 2011; Horvitz et al., 2014; Jackson, Stebleton, & Laanan, 2013; Reilly, Vandenhouten, Gallagher-Lepak, & Ralston-Berg, 2012) has supported the argument that comprehensive blended professional development training is most beneficial in increasing online adjunct instructors' self-efficacy.

The outcomes of this study also support the perceptions found in Antony & Handon (2011) that, like their full-time counterparts, part-time faculty can be satisfied with their work based upon numerous variables. However, there are many complexities that can be reviewed when comparing part-time faculty to their full-time counterparts. Standard deviations of mean responses to several variables indicate there is a high level of variation between part-time

faculty members satisfaction. Antony & Handon (2011) suggest that job satisfaction for part-time faculty relates to similar satisfaction variables such as: equipment and facilities, workload, salary, and job overall. While the results from this study suggest that overall job satisfaction may be affected by informal mentoring for adjunct faculty members, Antony & Handon (2011) similarly found that part-time faculty job satisfaction can also be tied to many other variables.

This study also connects to Diegel (2013) who found that academic chairs and mentors appear to be the most valuable in supporting, acclimating, and retaining adjunct faculty. As mentioned in this study, the rapidly growing percentage of adjunct faculty being utilized at both two-year and four-year colleges has led to a need to understand what drives adjunct faculty job satisfaction. Diegel (2013) stated that, “Without the roles chairs and mentors assumed, adjunct faculty could flounder, and teaching quality could be hindered. By taking the time to orient, mentor, and provide adjunct faculty with professional development, chairs provide their adjunct faculty with the opportunity to thoroughly enjoy their part-time role and establish collegiality in the community college setting.”

The use of part-time faculty in community colleges in the United States has a long tradition with varying rationales for employing its use. Whether they are called “part-time,” “adjunct,” “contingent,” or some other descriptor, these faculty continue to be employed in sizable numbers at community colleges because “they cost less; they may have special capabilities not available among the full-time instructors; and they can be employed, dismissed, and reemployed as necessary” (Cohen & Brawer, 2003, p. 85). This basic logic also aligns with the current study. As the part-time faculty role continues to increase, a deeper understanding of what drives overall job satisfaction is necessary. Like informal mentoring, a study by Kramer et

al. (2014) found that an increase in salary, health insurance benefits, other discounts, and most importantly recognition of commitment, could ultimately increase overall job satisfaction.

Likewise, much research has been completed on full-time versus part-time job satisfaction and it has been shown that there are many variables that affect a faculty member's ultimate job satisfaction. Maynard & Joseph (2008) stated that "part-time faculty members are not a homogeneous group with a shared set of desired working conditions and uniform job attitudes." Their research provided much insight in to what drives part-time satisfaction. In fact, affective commitment was found to be higher for part-time faculty in their research. While informal mentoring has been proven to be statistically relevant with this group of participants, it may not for another group.

In conclusion, the researcher was able to reject the null hypothesis that there is no statistically significant difference in *overall job satisfaction* mean score as measured by the Part-Time Faculty Job Satisfaction Survey (P-TFJSS), subscale for overall job satisfaction, between adjunct faculty who received informal mentoring and those who did not. While there are many variables that impact overall job satisfaction, review of the descriptive and inferential statistics created from the dataset of this study showed statistical evidence that indeed having had informal mentoring, as defined in chapter one, had a positive impact on overall job satisfaction.

Implications

This study added to the existing body of knowledge and theory by once again showing that job satisfaction is both important and dependent upon many variables. Job satisfaction has consistently been considered one of the keys to the retention of excellent employees (Lodhi, Raza, & Dilshad (2013). One of the important variables that this study addressed is the availability or access to informal mentoring. The results of this study may help education leaders

and business leaders alike to develop mentoring programs that can affect their organization's overall health. Furthermore, research suggests that professional development, mentoring beyond orientation, and more involvement in the institutions will help increase adjunct faculty satisfaction (Dolan, Hall, Karlsson, & Martinak, 2013). As a part of this, informal mentoring may result in long-term benefits for both adjunct faculty and the institutions they support. The first step is always understanding the goal and the goal is job satisfaction.

Limitations

One of the most important limitations to this study is the nature of an ex-post facto study. Data that has a pre-determined purpose and is archival in nature with answers formulated for a specific use like those in the P-TFJSS may not include all the factors influencing part-time job satisfaction. It was also limited by the number of respondents. The researcher expected higher participation rates, but the university recently had a significant reduction in part-time faculty members. While there was a sufficient blend of ethnic participation 77 of the 83 original participants were either White/Caucasian or Black/African-American.

Due to the downsizing of the adjunct faculty pool at this university, adjunct faculty may have felt more dissonance than would be typical. This in-turn could have affected the way the participants answered the anonymous survey questions. Finally, this study was conducted at only one small eastern state university. Results of this study cannot be generalized for all adjunct faculty across the United States and the world.

Recommendations for Future Research

While this study did address a gap in the existing research on adjunct faculty job satisfaction, many gaps remain. As the use of adjunct faculty members at most two-year and four-year colleges continues to rise (Fagan-Wilen & White, 2006), there is indeed a need for

more research regarding adjunct faculty job satisfaction. The first recommendation is for similar studies that measure overall job satisfaction for adjunct faculty members to be conducted across various institutions and locations. Both two-year school and four-year schools should be included. The existing body of literature focuses more on full-time faculty rather than part-time or adjunct faculty job satisfaction.

In addition to job satisfaction for adjunct faculty members, more research also needs to be completed on what motivates people to become adjunct faculty members. A better understanding of why people choose to become a part-time faculty member and then what produces job satisfaction once they do, may help administrators and business leaders enhance recruitment and retain employees. Finally, more research on what students think about their faculty, both full-time and part-time, would help researchers better understand who teaches most effectively and why. An understanding of this might make it easier to figure out what helps faculty become successful, have solid overall job satisfaction and effectively influence their students.

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APPENDIX A: LINK TO INSTRUMENT & DEMOGRAPHIC QUESTIONS

<https://files.eric.ed.gov/fulltext/EJ891067.pdf>

Demographic questions:

1. Gender
 - a. Male
 - b. Female
2. Ethnicity
 - a. Caucasian
 - b. Hispanic
 - c. African-American
 - d. Asian
 - e. Native-American
 - f. Two or more races
3. Year of Birth

4. Highest Post-secondary degree
 - a. Master's Degree
 - b. Doctorate Degree
5. An *informal mentoring* program is defined as being an informal process built upon dialogue and involves one or more full-time faculty providing you guidance in areas such as course structure, LMS (Learning Management System) setup, effective teaching strategies, etc. for the student population. This is different than a formal or structured

orientation and may often happen after you begin teaching. This question focuses on before you started teaching at Stratford.

Based on the definition above, please answer the following question:

Did you participate in an *informal mentoring* program either in person or online before teaching your first class at Stratford University?

- a. Yes
 - b. No
6. Length of adjunct faculty employment at Stratford University?
- a. Less than one year
 - b. One to three years
 - c. Three to Five years
 - d. Five to Ten years
 - e. Ten or more years
7. Do you work at more than Stratford University?
- a. Yes
 - b. No

APPENDIX B: BLANKET PERMISSION TO USE INSTRUMENT

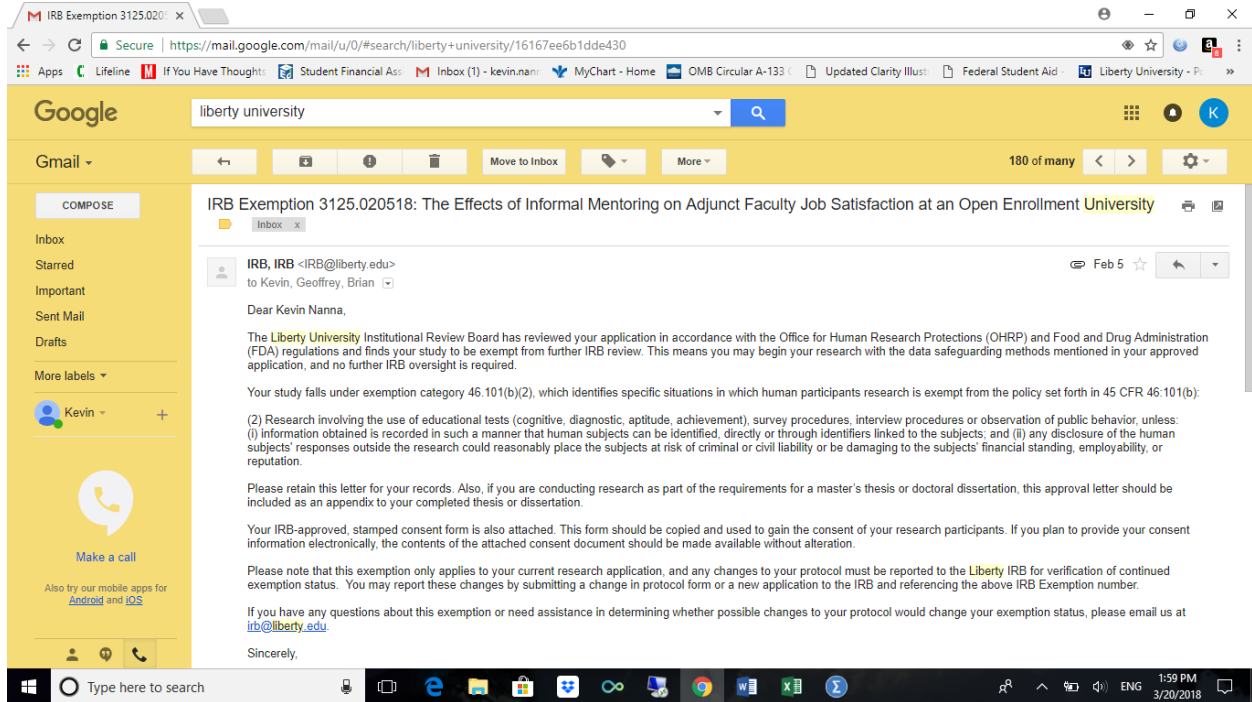
Note: When conducting surveys, items should be randomly arranged rather than organized by construct.

The Dimensions of Part-Time Faculty Job Satisfaction contains both positive and negative items. The negative items are items numbered 4, 12, 16, 28, 32, and 36. For these negative items, assign the following values: 6 = Strongly Disagree, 5 = Disagree, 4 = Somewhat Disagree, 3 = Somewhat Agree, 2 = Agree, 1 = Strongly Agree.

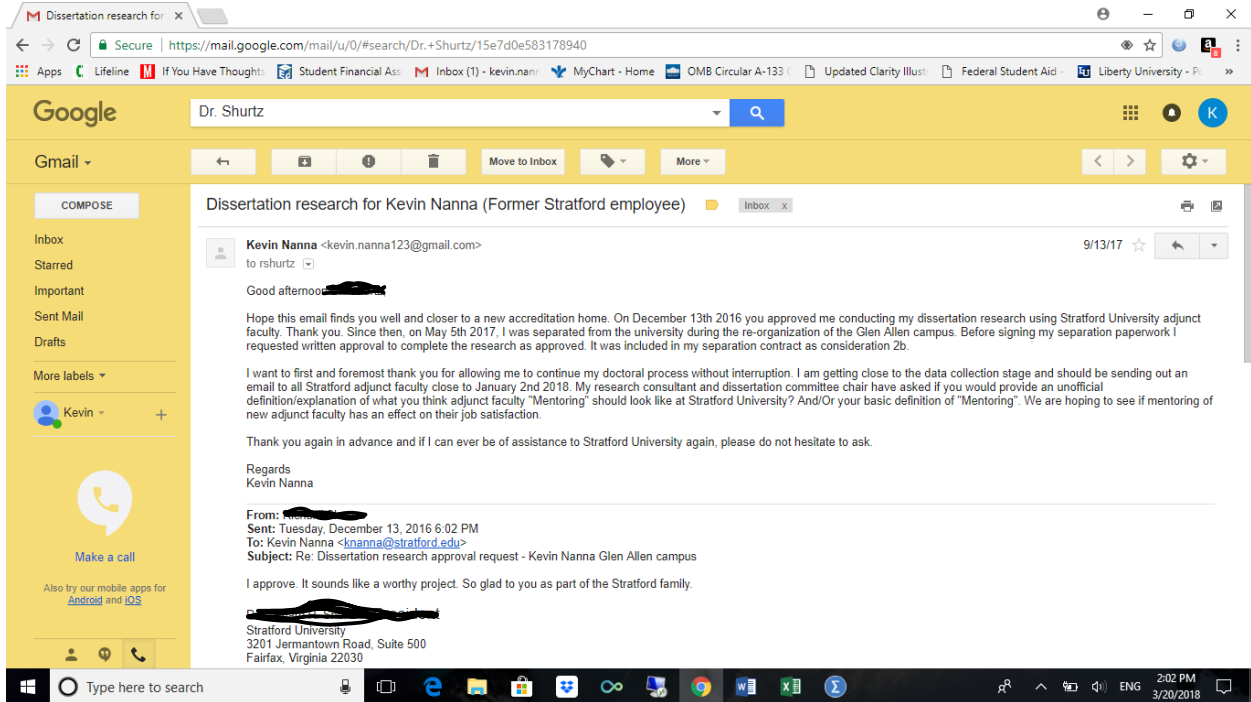
Scores for each of the 8 dimensions and for the separate measure of overall job satisfaction are calculated by summing the value of the four items and then dividing the total by 4 (the number of questions for each subscale). The 8 dimensions can be correlated with overall job satisfaction or be used to predict overall job satisfaction as a dependent variable.

This instrument should be cited as follows: Hoyt, J. E., Howell, S. L., & Eggett, D. (2007). Dimensions of part-time faculty job satisfaction: Development and factor analysis of a survey instrument. *Journal of Adult Education*, 36(2), pp. 23-34, Insert.

APPENDIX C: IRB APPROVAL EMAIL



APPENDIX D: PRESIDENT OF PARTICIPATING SCHOOL'S APPROVAL



APPENDIX E: RECRUITMENT EMAIL SCRIPT

Hello Adjunct Faculty Member,

My name is Kevin Nanna, and I am a doctoral candidate at the Liberty University majoring in Educational Leadership. As a requirement for completion of my EdD degree, I am working on a dissertation entitled “THE EFFECTS OF INFORMAL MENTORING ON ADJUNCT FACULTY JOB SATISFACTION AT AN OPEN ENROLLMENT UNIVERSITY”. This research can provide insight into identifying the essential components to effectively enhance the orientation of, professional development and support services provided to adjunct faculty as they relate to job satisfaction. I would be very grateful if you could take a few minutes to respond to the Web-based anonymous survey questionnaire. By participating in this research study, your valuable input in this study will help identify the proper orientation needs of adjunct faculty to be successful in their postsecondary academic classrooms. The results of the study will be beneficial for improving the quality of orientation and professional development programs offered to adjunct faculty and guide institutional leaders to better serve the professional development needs of faculty. Participation in this research study is voluntary. The faculty questionnaire will take from 10-15 minutes to complete. It will consist of job satisfaction survey job satisfaction constructs and your level of orientation time spent before teaching. There will be four questions regarding your ethnicity, gender, highest level of education and age. All responses will be confidential and will be used only for this study. You will be asked to complete an online survey via Survey Monkey® online survey platform. You will click on a survey link to start the survey. Consent information is included as the first page of the survey. Please read the consent

information and proceed as desired. Please accept my sincere thank you in advance for your cooperation in this study. There is no reward for your effort other than the knowledge that you have helped a graduate student complete his dissertation and that you have contributed to further research in the professional development of adjunct faculty. If you have any questions about this study, please contact Kevin Nanna at (615) 424-5556 or email knanna@liberty.edu. Your expediency in returning the Web-based survey will be greatly appreciated. The study should be completed by January 21st, 2018. You may participate in this research study by clicking on <https://www.surveymonkey.com>.

Thanks again for participating, Kevin Nanna, Principal Investigator Email: knanna@liberty.edu

Phone: (615) 424-5556

APPENDIX F: IRB STAMPED CONSENT FORM

The Liberty University Institutional Review Board has approved this document for use from 2/5/2018 to -- Protocol # 3125.020518

THE EFFECTS OF INFORMAL MENTORING ON ADJUNCT FACULTY JOB
SATISFACTION AT AN OPEN ENROLLMENT UNIVERSITY Kevin Nanna Liberty
University School of Education

You are invited to be in a research study to identify an essential component that effectively enhances the orientation, mentoring, professional development and support services provided to adjunct faculty as they relate to job satisfaction. You were selected as a possible participant because you are an adjunct faculty member at the research site (Stratford University). I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Kevin Nanna, doctoral candidate in the School of Education at Liberty University.

Background Information:

The purpose of this study is to examine the effects of informal mentoring on overall adjunct faculty job satisfaction. Only two different informal mentoring selections are introduced; 1) Informal mentoring before initial class is taught, and 2) No informal mentoring before initial class is taught. The data from this research will be used to assist administrators in identifying the

essential components to effectively enhance their orientation programs, professional development and support services provided to adjunct faculty as they relate to job satisfaction which will positively impact academic achievement and retention of adjunct faculty.

Procedures:

If you agree to be in this study, I will ask you to do the following:

1. Please complete an anonymous Survey Monkey® survey within a three-week time frame that may be extended one week, depending on the response rate. The survey should take approximately 10-15 minutes to complete.

Risks and Benefits of being in the Study:

The study has minimal risks and are no more than the risk typically associated with daily activities. Participants should not expect to receive a direct benefit from participating in this study. The possible benefits to society include sharing of perspectives and experiences on the topic of orientation/mentoring effectiveness, professional development and adjunct faculty for improving the overall job satisfaction of adjunct faculty.

Compensation:

There will be no compensation for participants.

Confidentiality:

The Liberty University Institutional Review Board has approved this document for use from 2/5/2018 to -- Protocol # 3125.020518

The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a subject. This research will be anonymous, and the researcher will not know any participant names or identities. Research data will be stored in a password protected computer in the principal investigator's office and only the primary researcher will have access to the data records. After a time of three years, all research data will be deleted.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or Stratford University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

How to Withdraw from the Study:

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Contacts and Questions:

The researcher conducting this study is Kevin Nanna. You may ask any questions you have now.

If you have questions later, you are encouraged to contact him at 615-424-5556 and knanna@liberty.edu or his advisor, Dr. Brian Yates, bcyates@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Suite 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information to keep for your records.

Statement of Consent:

I have read and understand the above information. I have asked questions and have received answers. I consent to participate in the study by clicking on the link to the survey provided.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

APPENDIX G: ADJUNCT FACULTY ORIENTATION TALKING

Table 1. Adjunct Orientation Program Talking Points for Inclusion in Reference Manuals

Important key questions to answer

Adjunct faculty role and responsibilities

1. What is the chain of command when dealing with any administrator, course, faculty, or student issue?
2. Which issues are reportable, and what is the process of reporting?
3. What is the meaning of faculty academic freedom and how does it acceptably manifest itself?
4. What are the departmental and institutional bylaws, policies, and procedures pertaining to how adjuncts are expected to contribute to the work of the department?
5. What are the departmental and institutional reappointment, teaching, tenure, scholarship, and service bylaws, policies, and procedures?
6. What may faculty expect in terms of training and support in the classroom, clinical, digital platform, and simulation areas?

Student-related policies

7. What is the dress code and how is it reinforced?
8. What is the policy regarding classroom and clinical attendance in the form of absence/lateness/withdrawals?
9. What are the degree and institutional requirements of program advancement, enrollment, graduation, leave, and withdrawal?

Student evaluation 10. What is the proper process for filling out and filing forms?

11. What is the process for anecdotal note taking and supplying documentation that is supportive?
12. How are clinical/classroom learning and skills evaluated?
13. How are office hours, test review, and testing used/handled?

Setting up clinical experience

14. How are student assignments and supervision determined?
15. How is the use of high-impact learning/teaching practices supported?

16. How are optimal learner situations provided?

17. What clinical practice/training opportunities do the institution and the department offer students and faculty?

Clinical site information

18. What are proper forms of identification and uniform codes?

19. What are facility requirements as to contact information?

20. What orientation, testing, and training is needed prior to start of clinical?

Clinical setting documentation

21. What examples exist of clinical documentation?

22. What is the process of pre- and post-clinical instruction?

23. What are the instructions regarding clinical documentation collection and evaluation procedures?

24. Where is clinical documentation housed, and who is charged with storage of clinical documentation?

25. For how long is clinical documentation stored?

Classroom setting access and management

26. How do adjuncts gain access to information related to the use of digital or open teaching platforms in classrooms?

27. How are syllabi, with lecture/case studies/tools, used in the classroom setting to help adjuncts to reinforce materials covered in the classroom?

28. What contributions may adjuncts make to course syllabi?

Simulation experiences

29. What experiences exist regarding learning, practicing, debriefing, and feedback in simulation for adjunct faculty?

30. How much input is adjunct faculty permitted with simulation scenarios?

Self-assessment

31. What opportunities do adjunct faculty have to experience self-assessment through a peer observation and evaluation?

32. What opportunities exist for mentorship?

Institutional issues

33. What opportunities exist for adjunct faculty to experience access to and reinforcement about institutional telephone, e-mail, open digital platform, general technology, identification, office space, library, research, grants, personal and professional development, and human resources issues?
34. What are the rules that provide guidance in setting workloads for adjunct nursing faculty?
35. What are the licensure, teaching experience, current knowledge and clinical expertise, and degree requirements for employment?
36. How often are policies updated, who is charged with policy oversight, and how is access gained to policies?

Santisteban, L., & Egues, A. L. (2014). Cultivating adjunct faculty: Strategies beyond orientation. *Nursing Forum*, 49(3), 152-158. doi:10.1111/nuf.12106