2015

Socialization of Adjunct Faculty at a Southern California Community College

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COLLEGE OF EDUCATION

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2015

Abstract

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MA, University of Phoenix, 2005

BA, University of California, Los Angeles, 1987

Doctoral Study Submitted in Partial Fulfillment

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August 2015

Abstract

Leaders at a local community college in southern California ascertained that adjunct faculty members felt disconnected from the school and were not properly socialized to the culture of the school. The purpose of this case study was to help leaders learn adjunct faculty's perceptions of the socialization process. Organizational socialization theory and occupational socialization theory provided the theoretical framework for this study. Purposeful sampling was used to select 12 adjunct faculty to participate in face-to-face interviews. Data were collected via open-ended interview questions. These data were then transcribed, coded, and searched for themes. Coding was completed using Microsoft Word to search for common words and phrases. The 6 major themes were identified as follows: working conditions, voice and perception of adjuncts, mentoring, budget, lack of involvement in campus activities, and the desire to become a fulltime faculty member. A 3-day profressioanl development workshop pertaining to mentoring was identified as the project outcome. The results from this study could facilitate positive social change by helping this college, as well as other community colleges, assist adjunct faculty with their socialization processes. Better socialization could lead to committed adjunct faculty members who are more satisfied, informed, and engaged. When adjunct faculty feel more a part of the college, this engagement could result in improved understanding of the curriculum, more organizational commitment, and greater faculty dedication to the college's mission.

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Dedication

I dedicate this study in loving memory to both my mother and my father. They taught me to study hard and pursue my dreams, not only with hard work and commitment, but with a great sense of humor.

Acknowledgments

I would like to acknowledge my chairperson, Dr. Elizabeth Bruch, who picked me up, dusted me off, and pointed me in the right direction. She was a godsend to me in this process. I would also like to acknowledge my second committee member, Dr. Mario Castro. He is the consummate professional and kept me focused on my APA style. Together the three of us made a great team! A special thanks also goes out to Dr. Marilyn Robb, my university research reviewer. Dr. Robb took the time to review my work several times and gave me outstanding input. I wouldn't have gotten through this process without these three outstanding individuals.

I also wish to acknowledge my amazing family and friends who supported me immensely through this long, sometimes frustrating process. I cannot thank you enough for being by my side for these past several years. You kept me going when I sometimes felt like giving up. In addition to these wonderful people surrounding me, I also had two very special cohorts at Walden who were along with me for the ride. You both kept me sane and I am so proud of all of us.

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Section 1: The Problem

Introduction

At a local community college located in southern California, leadership had determined that it was important to study how adjunct faculty members were socialized at the college and to explore how these faculty members were provided with the resources and support to help them acclimate to their respective campus cultures, norms, and established practices (vice president of instruction, personal communication, March 14, 2014). The socialization process of adjunct faculty members at this particular community college was examined in this study to determine if there were processes in place to assist and guide these faculty members on what was expected of them. Understanding how adjunct faculty members were socialized could be vital to the students and to the college campus as whole.

Previous research on faculty socialization, such as the research of Salisbury (2006) and Schuetz (2002), provided useful frameworks for examining the importance of adjunct faculty members' introduction and continued success into the community college system. According to Klein and Weaver (2000), adjunct faculty members who were effectively orientated to the organization they worked for were more committed to both the organization and the job duties performed at that organization. Based on these studies, an effective adjunct faculty member socialization process could result in higher commitment levels and reduce job turnover. In addition, faculty members who were socialized were more productive and innovative (Shannon, 2007). Using the 2000 Center for the Study of Community Colleges (CSCC) survey, Schuetz (2002) compared the

socialization practices of tenured and adjunct faculty members and found that adjunct faculty members experienced little to no enculturation. In this study, I investigated the socialization process of adjunct faculty members at a local community college located in southern California.

Definition of the Problem

Over time, college leaders at this local community college had received input from adjunct faculty members informing them that they felt disconnected to the college culture. For example, adjunct faculty members were not invited to all college faculty meetings, although they were not prohibited from attending. In addition, adjunct faculty members rarely participated in campus governance committees even though they were invited to do so. College leaders were concerned about this and wanted to further explore how adjunct faculty members were socialized at this community college (vice president of instruction, personal communication, March 14, 2014). The vice president of instruction at the local community college and I met again on July 2, 2014 and discussed the need to study adjunct faculty socialization at the school. This vice president was very concerned about this problem and had encouraged me to pursue this study, especially with the increasing number of adjunct faculty members teaching on this campus. Adjunct faculty members are traditionally appointed to teach on a course-by-course basis (Pearch & Marutz, 2005), as is the case at the local community college under study. Although adjunct faculty are permanent fixtures in higher education and are expected to assimilate into the culture of the organization, adjunct faculty members are often made to feel

marginalized (Shannon, 2007). Shannon (2007) defined this as feeling like strangers on their own campuses and feeling invisible.

In this study, I explored the process of socializing adjunct faculty at a local community college in southern California. Tenured faculty members at this school, for example, were encouraged to participate in campus activities such as attendance at institute day, student graduation, faculty meetings, union meetings, departments meetings, and senate meetings. Tenured faculty members also participated in a variety of other committees and tasks forces on campus. Through these activities tenured faculty members would become socialized into the college campus more seamlessly.

Adjunct faculty members, in general, have the desire to participate but most often do not (Bernhardt, 2009; Lawhorn, 2008). Reasons for nonparticipation range from the lack of encouragement from both tenured faculty members and administration, to not being privy to listserv notifications that only include tenured faculty. Most adjunct faculty members at the research site were unaware of events that were taking place on campus because they did not receive the e-mail notifications sent out to tenured faculty (personal communication, July 24, 2013). One adjunct faculty member with over 30 years of experience, who served as an executive guild member in 2011, mentioned that adjunct faculty members had a different listerv altogether so that they were not included when most announcements were made to the students, staff, and tenured faculty members on campus (personal communication, July 24, 2013). This adjunct faculty member also reflected that, while she participated in shared governance, meeting agenda items were often specific to tenured faculty members only (personal communication, September 30,

2013). Other studies such as those of Shannon (2007) and Bernhardt (2009) have addressed both the lack of communication and participation. Lack of communication made it difficult for adjunct members to connect with their organization (Shannon, 2007). Bernhardt conducted a survey of adjunct faculty members and concluded that there was a strong interest among adjunct faculty members to assume additional roles at their colleges, and that assuming additional roles on campus would increase their commitment to their college, job satisfaction, and their quality of teaching in general. While this may be true, without encouragement from administration, adjunct faculty members at the research site tended to not participate (personal communication, July 24, 2013).

According to the California Federation of Teachers (AFT, 2010), 70% of community college professors were adjunct as of 2010 and play a vital role in educating U.S. college students. In addition, the Faculty Association of California Community Colleges (FACC, 2009) reported that adjunct faculty made up over 25% of the faculty in credit courses and 96% of the faculty in noncredit courses. Because of the increased utilization of adjunct faculty members in credit and noncredit programs, the need to determine how to help adjunct faculty members to effectively function within the organizational culture has become more critical. Adjunct faculty members' commitment to the college and students, job satisfaction, and retention, as well as the quality of teaching, can all be impacted by a strong socialization experience. This process should be comprised of sharing the values, expected behaviors, and the social knowledge for participating as an organization member (Shannon, 2007).

While there is literature that has addressed how tenured faculty members are socialized, literature that explored the socialization experiences of adjunct faculty members has been sparse. While socialization of tenured faculty is usually a formal process, adjunct faculty members are sometimes overlooked when it comes to opportunities to learn how the culture and inner workings of the institution function (Pearch & Marutz, 2005). Authors of previous studies described tenured faculty's participation in institutional governance, for example, but adjunct faculty members were not mentioned in these studies (Cooper & Pagotto, 2003; Miller, Vacik, & Benton, 1998; Pope & Miller, 2000). Moreover, adjunct faculty contributions are limited to their immediate classrooms, with little effort made by tenured faculty members or administration to incorporate them into campus life. Not incorporating them into campus life is a concern as there are a large number of adjunct faculty members who willingly want to participate and be engaged (Spaniel & Scott, 2013). Lack of engagement with the campus and its constituents can greatly affect the standard of teaching. One adjunct faculty member at this local college commented that, "I have been here for 30 years, and only the students seem to know my name" (personal communication, October 12, 2012).

Adjunct faculty members at this community college tended to refer to themselves as *freeway fliers* as they rushed from campus to campus to teach their classes, never identifying with one particular organization (personal communication, October 12, 2012). Moreover, Shannon (2007) noted that adjunct faculty members may feel marginalized and not necessarily identify with their organizations, yet are expected to assimilate into the culture of the institution for the sake of the students. Huffman (2000) studied

perceptions of adjunct faculty members and identified that many adjunct faculty members desired to improve their community membership and professional skills at the colleges where they worked, but they did not know how.

As examples of adjunct faculty member detachment, in a 2012 faculty/staff survey at the local community college, only 25% of adjunct faculty were aware of the college's mission statement, and only 57% of adjunct faculty felt that shared governance on campus cared about adjunct faculty as a whole. In this same survey, only 60% of adjunct faculty members thought that faculty, staff, administrators, students, and the board worked together for the good of the college. This was compared to 92% of tenured faculty members. Moreover, only 60% of adjunct faculty members agreed that the college encouraged and solicited input from all constituencies.

The majority of the individuals who taught at this community college were adjunct faculty members, and it appeared that they contributed to the long-term health, growth, and ultimate success of the college. College leaders at this college wanted to know how adjunct faculty members were socialized. Better socialization could lead to committed adjunct faculty members who were more satisfied, informed, and engaged. Having adjunct faculty members more involved may benefit the college by increasing class cohesiveness, organizational commitment, and dedication to accreditation standards.

Rationale

Evidence of the Problem at the Local Level

The leaders at this community college consistently received feedback from adjunct faculty members informing them that they felt disconnected from the college culture. Most adjunct faculty members taught their designated classes and then left campus, and they did not participate in faculty meetings, committees, and other events on campus. In a school letter from the academic senate in 2014, the senate president reached out to part-time faculty to solicit participation in governance committees. In the letter, he noted that less than half of full-time faculty members participated in governance committees and very few adjunct faculty members currently participated in these committees. College leaders have expressed interest in this problem and would like to explore how adjunct faculty member are socialized (vice president of instruction, personal communication, March 14, 2014). In a follow up meeting with the vice president of instruction on July 2, 2014, I was encouraged to research this problem with the support of college administration. This vice president acknowledged that this college had a high number of adjunct faculty members teaching at the college and that their feeling of disconnection was of concern. Moreover, if adjunct faculty members were more connected to the campus environment, then it is anticipated that even the students would benefit by having consistency in their classes. Prior to this study adjunct faculty members did not know what other adjuncts, or full-time faculty for that matter, were really doing in the classroom (vice president of instruction, personal communication, July 2, 2014). Another of this vice president's concern was that adjunct faculty members were now held

accountable for student learning outcomes, and many did not fully understand the process. The school and students may benefit greatly if these faculty members are effectively socialized into the college environment. According to the collective bargaining agreement, this particular community college had a college-credit enrollment of about 15,000. Approximately 10,000 other students are reached through the adult education program. There were 218 tenured faculty members and 503 adjunct faculty members who taught these students as of 2012. On the noncredit campus alone, there were 119 adjunct faculty and 11 tenured faculty members. As a whole, in 2009, adjunct faculty members made up 42,000 faculty members in California community colleges as compared to 18,299 tenured faculty numbers (FACC, 2009). According to FACC (2009), adjunct faculty members made up over 25% of the faculty in credit courses and 96% of faculty teaching courses in ESL, business certificate programs, and basic skills. Based on the aforementioned numbers, it appears that adjunct faculty members play an important role, and it may benefit the community college institutions to integrate them into the academic culture. Feelings of exclusiveness lead to higher job turnover and reduced commitment to the organization and its mission (Alhijia & Fresko, 2010). Therefore, proper socialization of all college faculty members is essential to the growth and strength of higher education (Alhijia & Fresko, 2010).

This community college relies heavily on adjunct faculty members as they provide the institution with the flexibility to manage fluctuating budgets and also bring professional career experience into the classroom. Previous literature has also noted that adjunct faculty members as a whole bring breadth, depth, and relevance to the curriculum

(Winn & Armstrong, 2005). Socializing adjunct faculty members to the culture of the college may assist the college in offering cohesive teaching methods and practices in the classroom as well as provide adjunct faculty members supporting roles within the college. At this college, adjunct faculty members had argued that they wanted to be a more cohesive part of the organization: "I don't just want to come in and teach my two classes a week. I want to be more involved with [the local community college], but I just don't know how" (personal communication, June 10, 2013). If more adjunct faculty members became involved with committees on campus, including governance committees, not only would the school benefit by reducing the participation burden on tenured faculty members, but adjunct faculty members would potentially be more aligned with the college and its mission.

The purpose of this study was to understand adjunct faculty members' perceptions of the socialization process at this community college. By gaining perspectives in the data analysis, I was able to identify how adjunct faculty members learned the values, expected behaviors, and social knowledge of this educational institution. In addition, the college may be able to identify which practices, if any, either support or hinder adjunct faculty members on campus. When adjunct faculty members feel a part of the culture, there is an increased commitment to the college, overall job satisfaction, and quality of teaching is greater (Shannon, 2007). Commitment to the college is significant because there were 622 adjunct faculty members working at this college as the time of this research. The socialization of adjunct faculty into campus norms and values becomes imperative. Participating in shared governance, inclusion in campus-wide committees, involvement

in campus celebrations, and mentorship are all ways of providing adjunct faculty members with opportunities to learn about the culture and mission of the college (Pearch & Marutz, 2005). By understanding how this colleges' adjunct faculty members were socialized, implications were made as to how adjunct faculty members not only bond with the institution but also create a desire to provide quality instruction.

Evidence of the Problem from the Professional Literature

The model of socialization by Chao, O'Leary-Kelly, Wolf, Klein, and Gardner (1994) has provided a useful theoretical framework for examining the importance of socialization. This model focused on several dimensions including the following: performance proficiency, peer relationships, politics within the organization, jargon, organizational goals, mission and values, and the organizations history. While various studies have been conducted on the use of adjunct faculty members on community college campuses, only a limited number of these studies have focused on the socialization opportunities and connection to the organization (Shannon, 2007). Wallin (2010) offered an explanation as to why adjunct faculty may not participate in leadership roles and shared governance. Wallin stated that adjunct faculty members do not know enough about their organization in order to participate in these roles. In the context of community college systems, researchers have analyzed job satisfaction of adjunct faculty and concluded that adjunct faculty never feel a part of the academic family (Wallin, 2010). Adjunct faculty members have limited interaction with other faculty members. Moreover, adjunct faculty members typically have no office, telephone, job description, or even a syllabus (Wickum & Stanley, 2000). Furthermore, adjunct faculty members are

often provided with minimum guidance and mentoring. However, tenured faculty members at the research site receive a mentor in the first 4 years of the study setting. Dickinson (1999) argued that the real differences between the work of adjunct and tenured faculty lie in activities outside of the classroom, such as holding office hours, selecting textbooks, and media, planning programs and curricula, serving on institutional committees, and sustaining a more involved professional posture.

In previous studies, Cooper and Pagatto (2003), Miller, Vack, and Benton (1998), and Pope and Miller (2000) described tenured faculty's participation in institutional governance, for example, but adjunct faculty members were scarcely mentioned in these studies. Adjunct faculty members are more likely to have spent no time on administrative activities, including committee work (Schuetz, 2002). This is a disadvantage as participating in committees and activities can improve the quality of teaching and commitment to the organization. According to Yoshioka (2007), three pieces of legislation have "collectively resulted in the creation, maintenance, and oppression of adjunct faculty" in California (p. 42). Senate Bill 316 (1967) allowed colleges to hire adjunct faculty to supplement the instructional activities of full-timers. Assembly Bill 1725 (1989) mandated that 75% of all community college classes were to be taught by full-time faculty, with the remaining 25% of classes taught by part-time faculty. Assembly Bill 420 (1999), while designed to ensure greater equity for adjunct faculty by offering paid office hours, some health benefits, and pay parity, was weak on compliance.

The Florida community college system is an example of one group of educators who have been making a concerted effort to include adjunct faculty members in the

institutional culture by offering professional development activities, paying higher salaries, and even offering mentoring by tenured faculty members (Winn & Armstrong, 2005). These programs have benefited Florida's community college system as adjunct faculty members are enthusiastic about the institutions they teach at, and this has created a higher quality of instruction (Winn & Armstrong, 2005). Moreover, in a study by Caruth and Caruth, (2013), the authors investigated adjunct faculty members and identified that taking better care of adjunct faculty members can lead to better institutional morale, lower turnover, higher productivity, improved student services, healthier community relations, enhanced employee relations, and restored institutional image.

Definitions

For purposes of this study, the following definitions were used throughout the study:

Adjunct: A faculty member who is assigned to teach on a course-by-course contingency basis (Pearch & Marutz, 2005).

Community college: Any 2-year community, technical, or junior college (Shulock, Moore, & Offenstein, 2011).

Contingent faculty: Faculty who are asked to work on a contract basis whereas the institution makes no long commitment to them (Umbach, 2007).

Faculty shared governance: The shared responsibility between administration and faculty for primary decisions about the general means of advancing the general educational policy determined by the school (Jones, 2012).

Noncredit courses: Noncredit courses are community college instruction that has no credit associated with the courses (Academic Senate for California Community Colleges, 2006).

Socialization: A process by which an individual learns the values, expected behaviors, and social knowledge essential for participating as an organization member (Chao et al., 1994).

Tenured faculty member: A faculty member's permanent contract after which he or she demonstrates his or her value to the academic quality of the institution (Meixner, Kruck, & Madden, 2010).

Significance

In a school where there have been a growing number of adjunct faculty members, school leaders at this local southern California community college had determined that they would like to know how adjunct faculty members can be more effectively socialized into the college environment (vice president of instruction, personal communication, March 14, 2014). Union and senate leadership have been trying to address this problem for many years (2nd vice president of the faculty guild, personal communication, June 6, 2010) and would like to get the college leaders involved. The 2nd vice president of the faculty guild's responsibility was to protect adjunct faculty members' rights and to get more adjunct faculty involved at this community college: "We need to be recognized by the administration and for that we need to be more involved in campus governance" (2nd vice president of the faculty guild, personal communication, June 6, 2010). Meeting minutes from an adjunct faculty meeting on May 2, 2014 reflected the concern that

adjunct faculty members did not feel part of the school and were sometimes in conflict with full-time faculty members. In this meeting, it was also expressed that it was difficult to get adjunct faculty members together to discuss issues that might affect them. In addition, the guild emphasized that more adjunct faculty members needed to participate in the online surveys made available to all faculty members so that their concerns could be heard. The significance of this study is to provide leadership at this community college the opportunity to gain insights from adjunct faculty members' perceptions of socialization. Once gained, the hope is that adjunct faculty members will be better equipped to adapt to the campus norms, values, and mission of the college. The findings of this study may encourage other community colleges to explore the socialization processes of adjunct faculty members on their own campuses.

Guiding/Research Question

Research questions guide the direction of the study (Creswell, 2012). The research questions align with the problem, purpose, and literature review. The problem facing leaders at a community college located in southern California was that adjunct faculty members felt disconnected from the college (vice president of instruction, personal communication, March 14, 2014). While previous literature addressed both the discord of adjunct faculty members in higher education as well as socialization in general, there is a gap in the literature specifically addressing socialization of adjunct faculty members in higher education. For example, a group of theorists studied socialization at an organizational level but did not specifically address socialization in higher education (Chao et al., 1994). In addition, Bernhardt noted that adjunct faculty are

not integrated into the organizational goals and thus cannot contribute to the long-term health, growth, and success of the colleges; however, addressing the problems of integration, socialization was an unexplored variable. The overarching research question of this study was as follows: How are adjunct faculty members socialized at this community college? Subsidiary questions include the following:

1. How do adjunct faculty members at this community college perceive the process in which they learn the values, expected behaviors, and social knowledge essential for participating as a faculty member?
2. What resources, support, and processes are provided to adjunct faculty members to help them acclimate to their respective campus cultures, norms, and established practices?
3. How do they learn about these processes?
4. Are these processes important to them?
5. What suggestions would adjunct faculty make to assist with the socialization process at this institution?

Review of the Literature

The literature review includes discussions on adjunct faculty, community colleges, shared governance, mentoring, and the socialization process. Chao et al. (1994) provided a component of the theoretical framework for this study. Literature on adjunct faculty, shared governance, mentoring, and community colleges followed as a means to explore what scholars and practitioners already know about these groups and what gap in literature needed further investigation. I obtained information through Walden

University's research databases, including, ERIC, ProQuest, Education Research, Sage, and Thoreau. During my database searches, I used the following keywords and phrases: *adjunct faculty*, *part-time faculty*, *community colleges*, *two year colleges*, *faculty socialization*, *organizational socialization*, *occupational socialization, California community colleges*, *adjunct faculty and community college socialization*, *adjunct faculty socialization,* and *shared governance in higher education.* I also used dissertations that were published in the past 5 years in order to examine their reference lists. Furthermore, I utilized the reference lists from all articles that I perused, which led me to other articles and books that were used in my research. Saturation was reached when no additional sources could be located; in addition, there was a consistent repetition of focus and themes such as the importance of socialization, the projected increases of adjunct faculty, the benefits of hiring adjunct faculty, the role of adjunct faculty, the importance of mentoring faculty, shared governance, and the role of community colleges. Locating research completed within the past 5 years was particularly challenging as most literature on socialization was conducted in the late 1990s to early 2000.

Theoretical Framework

The theories that provided the framework for this study are organizational socialization theory and occupational socialization theory. Following an overview of these theories, background literature related to these theories will be presented. The theory of organizational socialization by Chao et al. was one of the theories used to guide the study and provide the theoretical framework. This model of organizational socialization outlined what faculty could learn as a result of programs aimed at

socialization. Specifically, this model focused on several dimensions that include the following: performance proficiency, peer relationships, politics within the organization, jargon and other language specific to the organization, organizational goals, values, and mission, and the organization's history. When adjunct faculty members have the skills and knowledge to do the job, successful relationships with their peers, information on organizational hierarchy, and the mission of the college, they are more likely to be more successful (Chao et al., 1994).

In performance proficiency, the "identification of what needs to be learned and how well the individual grasps the required knowledge, skills, and abilities can be directly influenced by the socialization process" (Chao et al., 1994, p. 734). No matter how enthused the employee, without the job skills there is little chance of success. In addition, how confident an employee is at successfully performing his or her job duties will make a significant difference in classroom responsibilities (Dennson, Ulferts, & Ludtke, 2014).

Establishing successful and satisfying peer relationships involves socialization (Chao et al., 1994) and personality traits, group dynamics, and work interactions, which will affect how well other organizational members will accept the individual's social skills and behaviors. Finding the right person to learn from in an organization plays a pivotal role in socialization, and faculty mentors would be ideal. Furthermore, developing friendships and being liked by coworkers is important in developing confidence.

Organizational politics plays a significant role in socialization. Individuals who gain information regarding formal and informal work relationships as well as power

struggles adjust better to the organization as a whole (Chao et al., 1994). In addition, heightened awareness of which persons are more knowledgeable and powerful than others helps with this process, as does knowing which person to go to for information. Individuals' knowledge of company acronyms, slang, and jargon, which are unique to the institution, help individuals comprehend information from others as well as communicate effectively with other organization members. Language is an important component of acculturation.

The organizations' goals, values, and mission are other components of Chao et al.'s model of organizational socialization. The organizational goals and mission link the individual to the larger organization as a whole and beyond the confines of an individual's immediate job and work environment. By understanding the rules and principles of the organization, faculty members are able to maintain the integrity of the organization.

Finally, the history of the organization marked by its traditions, customs, myths, and rituals can help individuals learn what types of behaviors are appropriate or inappropriate in specific interactions and circumstances (Chao et al., 1994). Knowledge of the history of the organization, as well as persons' personal backgrounds can help an individual learn what types of behaviors are appropriate.

Results of the authors study showed that the six content areas accounted for people who were more satisfied with their careers, more adaptable, and had a better sense of personal identity. The results indicated that there is a correlation between socialization and career effectiveness. Other factors inherent in Chao et al.'s six dimensions are

context socialization factors and content socialization factors. Context socialization refers to the various experiences that newcomers face when they are new to the organization, such as orientations, training, and access to computers. Context socialization is different for each individual. Content socialization refers to the type of information newcomers are given. Employee handbooks and organizational guidelines are just two examples. While the authors provided a useful framework for socialization, there are fewer studies to connect to the topic of adjunct faculty and socialization.

Salisbury built upon the organizational socialization framework used by Chao et al. and addressed socialization and its implications for job satisfaction, better job performance, and overall organizational commitment. In addition, organizational cultural issues, such as workload, exclusion, lack of administrative support, and lack of coworker relationships, may affect attrition of adjunct faculty members (Salisbury, 2006). Further research by Bernhardt built upon the theory of occupational socialization and learning the attitudes and behaviors necessary within the context of employment. These include skills acquired through training, informal work norms, and peer-group values and relationships by suggesting that there is a higher level of success when there is an understanding amongst employees on the goals and values of the organization. Community colleges also must provide the opportunity to learn about the culture and mission of the college, especially for adjunct faculty. Gaps may currently exist in research of adjunct faculty members' needs, interests, and experiences as it relates to organizational and occupational socialization as noted by authors of several studies (Avramidis & Norwich, 2002;Meixner, Kruck, & Madden, 2010; Pearch & Marutz, 2005; Trueheart, 2011;

Yilmaz & Kilicoglu, 2012). Avranidis and Norwich (2002) looked at how inclusion can directly affect teachers' attitudes, while Mexiner et al. (2010) specifically spoke to inclusion of part-time faculty. In both studies, the authors concluded that feeling included in the college culture made for better overall attitudes and better teaching. Another finding that the above authors noted was lack of mentoring for adjunct faculty, lack of work-life interaction, and the feeling of being disconnected with the campus (Avramidis & Norwich, 2002; Meixner, et al., 2010; Pearch & Marutz, 2005; Trueheart, 2011; Yilmaz & Kilicoglu, 2012). The importance of mentoring was also mentioned in Meixner et al.'s (2010) study, in which the authors found that mentoring was a plausible method of mitigating extant disconnections. James and Binder (2011/2012), Pearch and Marutz (2005), Trueheart (2011), and Yilmaz and Kilicoglu (2012) all studied the importance of retaining adjuncts by inclusion and noted that, with decreasing budgets and increasing student population, adjunct faculty are a necessity. Adjunct faculty members play an important role in the success of community colleges as they bring professional work experience to the classroom (James & Binder, 2011/2012). The important point that these authors made is that better socialization can lead to more satisfied employees and better compliance. Satisfied employees lead to less employee turnover, a better commitment to the organization and their job, and better relationships with their peers (Hudson & Beutel, 2007; Maynard & Joseph, 2008). Compliance helps the organization continue to work towards their mission in an ethical and productive way. Feeling connected to the college may help adjunct faculty members perform better in the classroom and lead to higher student success.

Retention and improved performance of adjunct faculty members can also be influenced by organizational and occupational socialization. West (2004) explored a community college where administration created a structure and system that would help adjunct faculty members' socialization and development at the college. Part 1 of this study consisted of an interview with administration in order to determine what the adjunct faculty member knew about the institution and teaching in general. After the interview, orientations, including a tour of the school, were held to introduce adjunct faculty members to various departments and people. Classroom visits by administration throughout the semester and midterm evaluations given by department chairs helped the adjunct faculty members stay in constant communication regarding their progress and performance. E-mail distribution lists and contact information from the appropriate subject area were provided to adjunct faculty members so that senior faculty members could assist with the design of the syllabus as well as ordering books. The program proved to be highly successful as the adjunct faculty members felt that they had access to people and resources that could help them stay connected with the school (West, 2004). The school benefited as adjunct faculty members brought creativity and flexibility to their programs. Reviewing West's successful model of socialization, adjunct faculty members wanted to participate on campus and brought a new spirit to the classroom. This profited the students in their learning and helped decrease attrition at the school.

Socialization can also impact the first 90 days of employment (Kammeyer-Mueller, Wanberg, Rubenstein, & Zhaoli, 2013). Kammeyer-Mueller et al. (2013) explored socialization as it pertained to the first 90 days of employment, and the authors

determined that early support from both coworkers and supervisors laid the groundwork for better future outcomes. By being proactive with newcomers and building relationships early on, there was less turnover and increased productivity. A study by Allen and Shanock (2013) also addressed employee commitment and turnover. In this study, the authors linked socialization tactics as influencers to better commitment to the organization and reduced turnover. The key to this factor was to have better socialization tactics early for new employees.

The determining factor to employee commitment is to understand organizational goals and the culture of the organization so that employees could strive to work harder (Vinsova, Komarkova, Kral, Tripes, & Pirozek, 2013). Moreover, understanding the organizational and occupational socialization processes allows individuals to solve problems as a group and helps future members perceive and process the problem solving techniques. In addition, new members learn, teach, adapt, and integrate much more easily when going through a socialization process. Human beings continuously interact with the world around them, and people will "invest and internalize the expectations that come with the assumption of social roles" (Denison, Ulferts, Ludtke, & Much, 2014, p. 1932). In the occupational context, new members, once understanding what is expected of them, can blend into any organization and adapt to the organizational culture. In summary, Allen and Shanock, Dennison et al., Kammeyer-Mueller et al.,Visive et al., and West, all built upon the theories of organizational and occupational socialization and its impact on organizational commitment, improved individual and organizational performance, and

reduced turnover. Adjunct faculty members, as well as school leaders, may benefit greatly by organizational and occupational socialization.

Adjunct Faculty

Employing adjunct faculty in higher education is not a new or recent practice. In the nineteenth century, colleges frequently used part time faculty members who could bring rich and diverse experience that was not found with full time faculty (Gappa & Leslie, 1997). In addition, budget constraints and the need for teachers to teach evening and weekend classes, made adjunct faculty members a practical solution (Langen, 2011). Historically the employment of adjunct faculty reflected on the economic circumstances of the times, and in the mid-twentieth century, adjunct faculty became a regular feature of community colleges due to their cost saving measures (DeNaples, 2007; Reid, 2008). A past concern was that adjunct faculty members lack the pedagogical and andragogical skills to be effective in the classroom. Their uniformity of teaching with others in the division was also in question. In recent years, adjunct faculty members have become valued as specialists who practice their skills in the marketplace (Morton, 2012; & Reid, 2008). In this role, adjunct faculty members provide institutions with flexibility, lower costs, and an important linkage between the community and the college.

Adjunct faculty members bring a wealth of experience to higher education and are often utilized in workforce development programs at community colleges (ACT, Inc., 2013). The numbers of adjunct faculty are growing, and FACC (2009) reported that adjunct faculty made up over 25% of the faculty in credit courses and 96% of the faculty in non-credit courses in the California community college system. The experiences of

adjunct faculty vary based on their goals. Alvarado (2011) and Gottschalk and McEachern (2010) noted that adjunct faculty members are usually classified into four general categories. These categories include the following: career enders who are either on their way to retirement or have retired and wish to teach part time; specialists, experts, and professionals who work full time in a certain business or trade and wish to share their knowledge; aspiring academics who are new to education and wish to someday be a tenured faculty member; and freelancers who enjoy the flexibility of a changing schedule. The vast work and life experiences that adjunct faculty members can bring to community colleges are often equally matched with their advanced degrees in higher education. Two-thirds of full time faculty members and 27% of adjunct faculty members in community colleges hold a doctorate degree (Monks, 2009). With as much as adjunct faculty members have to offer, a point of contention has always been lower pay due to lower class offerings (Klausman, 2010), although this may not hold true for adjunct faculty members with doctoral degrees.

The shift to utilizing more adjunct faculty is only expected to continue, and currently in 2014, the nation will need to fill 32% additional college faculty positions (Howell & Hoyt, 2007). As the need for and number of part-time faculty increase, the aspects, and factors pertaining to adjunct faculty members' job satisfaction must be addressed (Howell & Hoyrt, 2007). Involving adjunct faculty members on college campuses can bring a wealth of benefits including a wide range of experience, up to date pedagogical practices, knowledge of workforce fields and practices, and the ability to bring current and relevant information to the students (Davison, 2013; Marable &

Raimondi, 2007; Smith, 2007). Ultimately, the involvement of adjunct faculty can build a stronger sense of community within a division, department, and within a campus.

Faculty engagement and employee loyalty is paramount in higher education (Baldwin & Wawrzynski, 2011; Bess & Dee, 2008). "Engagement is a positive work related state of mind characterized by feelings of vigor, dedication, to work, and immersion in work activities" (Bess & Dee, 2008, p. 258). Faculty engagement may lead to better organizational performance and productivity, yet most adjunct faculty seem to be on campus at limited times and barely interact with students or colleagues. In addition, faculty members frequently have jobs outside of education, or work at two to three different colleges, so loyalty to one organization may be minimal leading to feelings of not being a part of one group or another. In a study by Umbach (2007) the author noted that relationships form with those who can provide resources, and in exchange for these resources, individuals will provide greater loyalty to the organization in which they teach. The author went on to say that teachers, under contingent work conditions, would exhibit lower levels of commitment and loyalty. In addition, contingent faculty members are often defined as faculty who are asked to work on a contract basis; where the institution makes no long term commitment to them.

Job performance from adjunct faculty members in community colleges could also be a problem when there is no socialization. Jaeger and Eagan (2009) compared job performance of tenured faculty members and adjunct faculty members and determined that there may be a perception that adjunct faculty members do not perform as well as tenured faculty members. Based on the expectancy theory of Vroom, author of *Work and*

Motivation, the authors noted that performance is usually linked to pay, benefits, and perks offered by an organization. Poor salary, lack of benefits, and meager working conditions of adjunct faculty members may impair their performance. Adjunct faculty members may not apply as much effort if there is no reward at the end, and this could ultimately affect the students. The authors also looked at college transfer rates among students at community colleges and determined that students were less likely to transfer if a majority of their professors were adjunct faculty members.

Landrum (2009) did not find a difference in performance between tenured faculty members and adjunct faculty members, although that was initially his hypothesis. What he did find, however, is that the support systems vary greatly between the two groups. Tenured faculty members are provided with many opportunities and resources to feel connected to the organization and its mission, while adjunct faculty members are not. If more resources and support were provided to adjunct faculty members, they might then feel more a part of the colleges where they teach.

There is an interest among adjunct faculty members to assume additional roles on campus, and by doing so, this would increase their commitment to the college, increase job satisfaction, and improve their quality of teaching (Bernhardt, 2009). However, Bernhardt also remarked that adjunct faculty are clearly not integrated into the organizational goals and thus cannot contribute to the long term health, growth, and success of the college. Liisa and Nevgi (2007) explored community college adjunct faculty members' perceptions of their roles and expectations and found that adjunct faculty members see their roles as less than those of full time faculty. They have a desire

to make a positive change on their campuses but are not aware of what their role is in doing so. Adjunct faculty members do have a significant presence in higher education, and these institutions need to make opportunities available to them so that they can feel a stronger part of the academic culture and are better prepared to teach (Diegel, 2013). One of the opportunities available to all faculty members is participation in faculty shared governance.

Faculty Shared Governance

"Academic governance began to play a more important in the 1960s as educational institutions began growing in size and complexity" (Altbach, Berdahl, & Gumport, 2011, p. 25). One way that adjunct faculty members could contribute to making a positive change is to participate in faculty shared governance. There is a strong correlation between shared governance and institutional performance and an increasing interest among faculty members to understand how decisions are made (Jones, 2012; Schoorman & Acker-Hocevar, 2013). Jones (2012) found "over 80% percent of faculty …believe shared governance is an important part of their institution's values and identity" (p.5). However, a study at UCLA found that less than 50% of full-time faculty at four-year public universities agree that faculty members are sufficiently involved in campus decision making and that the number of adjunct faculty member participation is unknown (Jones, 2012). In one study the author looked at union involvement and found that union attachment is usually minimal due to the limited focus on socialization efforts at the school (Pogodzinski, 2012). Although faculty members feel the need for social order and the responsibility to protect salaries and benefits, they do not always have the

time or the resources to participate in union meetings. The American Association of University Professors (AAUP) spoke to the importance of collaborative and consensual faculty governance as a way to build political goodwill and stimulate best practices (Nelson, 2011). Interesting points that the AAUP made were the idea of adjunct faculty members holding tenured positions, allowing adjunct faculty members to strengthen shared governance, and the promotion of better working conditions for adjunct faculty members.

For any type of shared governance to be effective it must be a highly interactive experience. Shared governance can bring an entire campus community together and reinforce the institution's mission. Some faculty members wonder whether or not the increase in adjunct faculty members on campus has affected shared governance in a negative way, as adjunct faculty members may not be familiar with the process, and therefore not participate (Bucklew, Houghton, & Ellison, 2012; Hogan & Trotter, 2013; Prufer & Walz, 2013; Tinberg, 2009). Participatory decision making should remain one of the most important values to the institutions in which we work and requires ongoing attention, loyalty, and putting our students first (Tinberg, 2009). Furthermore, (DeBoy, Monsilovich, & DeBoy, 2013) emphasized that faculty ownership of the governance process prevents administrative usurpation and enhances faculty empowerment. A shift to bottom-up leadership, as seen in shared governance, versus top-down leadership, from administration and boards of directors to faculty members, makes participatory governance even more imperative, especially at the community college level (Kezar, 2012).

Community Colleges

According to the Community College League of California (2010), the California Community College system is the largest system of public higher education in the world. In 2007-2008, 75 out of every 1,000 members of California's population had attended a community college (Alvarado, 2011). In California, the 72 local community college districts are some of the lowest funded community college districts in the country (Community College League of California, 2010). This has meant that many community colleges are increasing their reliance on adjunct faculty as a cost-saving measure and must rely more heavily on adjunct faculty to teach their courses and balance their budgets (Alvarado, 2011).

Community colleges as a whole have to meet much greater demands with shrinking resources; in addition to keeping their courses up to date, community colleges have to offer more classes due to an ever increasing student population and an ever decreasing school budget (Eddy, 2010; Pearch & Marutz, 2005). Adjunct faculty members are utilized to meet these demands. "In 1978, the American Association of Community and Junior Colleges (AACJC) reported that adjunct faculty comprised more than one half of all faculty in two year colleges" (Leslie, Kellams, & Gunne, 1982, p. 19). Community colleges have increased their use of adjunct faculty for convenience, as adjunct faculty members are hired when needed, have no guarantee of employment, and most importantly, save the college money. Higher education is not only challenged with decreasing state budgets, but also with being asked to increase student retention and other

measures of student success (Crookston & Hooks, 2012; Jaeger & Eagan, 2011; Valadez & Soto, 2001).

One feature that sets California community colleges apart from California 4 year institutions is the fact that they offer non-credit courses. Non-credit courses generate approximately 10% of enrollment in the California community college system (Academic Senate of California Community Colleges, 2006). Classes offered through noncredit instruction include parenting classes, GED or high school diploma classes, English as a second language (ESL) classes, business, or vocational certificate programs, and citizenship classes. Another feature that sets community colleges apart is vocationalization. Vocationalization is a trend within the past two decades where community colleges must provide relevant training curriculum to prepare students for a variety of increasingly complex jobs (Altbach, Berdahl, & Gumport, 2011). This comprehensive concept of offering vocational training, lifelong learning, and transfer-degrees to four year institutions makes community colleges a valuable source of education and explains the significant growth that community colleges have faced in the past few decades (Levin & Kater, 2013). As community colleges continue to utilize an increasing amount of adjunct faculty members, administration needs to recognize and address the importance of integrating adjunct faculty members into the total experience of their institutions and in creating a culture of integrity (Adamowicz, 2007; Hudd, Apgar, Bronson, & Lee, 2009).

The members of the American Association of Community Colleges (2012) have as their overall goal to teach 5 million students with degrees and certificates by the year

2020. Recognizing this challenge, community college leaders must safeguard the college's fundamental mission to ensure millions of underserved students obtain a high quality education while overcoming fiscal challenges. Having both full-time and adjunct faculty members who support this mission of ensuring students a high quality education and overcoming fiscal challenges will contribute toward reaching the organizations' 2020 goal. In 2007, the Basic Skills initiative was initiated in California's 110 community colleges (Boroch & Hope, 2009). This initiative aims to better prepare students for college level work. Because of this initiative, funding has been redirected to evaluate current programs and services, and additional faculty have been hired to make this initiative successful.

Community colleges, like most higher education institutions, have a tenure process. Tenured faculty members tend to feel part of the organization based on the required interaction and commitments outside the classroom. Tenured faculty may also have biases against adjunct faculty members, and their interaction with adjunct faculty members may affect the way adjunct faculty members think about and actually perform their work (Kezar & Sam, 2011). This could be another reason why adjunct faculty members feel disconnected from the community college where they teach. The authors also stated that if tenured faculty members perceive adjunct faculty members as less committed, less satisfied, and of lesser quality than tenured faculty members, then adjunct faculty members may perceive themselves as just that. In this same study the authors noted that tenured faculty members at community colleges do not view adjunct faculty members as professionals, although most adjunct faculty members do have

extensive training in their disciplines and are obtaining doctorate degrees in their disciplines. In most institutions, the tenure process includes being assigned a mentor. Adjunct faculty members may not receive this benefit and may have to learn about the organizational policies and culture on their own (Kezar & Sam, 2011). The recruitment, socialization, and development of new professionals are critical to the ongoing success and continuous improvement of community colleges (Lunceford, 2014), and community colleges continually have to meet these challenges.

Implications

This study identified ways that this particular college could help adjunct faculty members learn the values, expected behaviors, and social knowledge of the college. The results may have implications on the quality of teaching, retention, and continued success of the organization. Future project ideas based on the data collection and analysis might include the following: mentoring programs, new employee orientations, faculty meetings that include both full time and part time faculty, shared work space, and monetary stipends for participation. Possible project directions would be a professional development training workshop that includes a background of the problem, major evidence from both literature and research, and recommendations related to the stakeholders.

Summary

In Section 1 of this paper, I focused on the local problem that prompted this study, the socialization of adjunct faculty at a community college located in southern California. Leadership at this college had been concerned with the fact that they did not know how

adjunct faculty members were socialized. An extensive literature review was provided, exploring the role of adjunct faculty members, community colleges, and several theoretical frameworks for socialization. Implications for future project directions may be mentoring programs, new employee orientations, and faculty meetings that include both full time and part time faculty. Project directions might be a professional development workshop with recommendations to stakeholders. Section 2 of this paper will focus on the methodology, population and sample, and data collection and analysis.

Section 2: The Methodology

Introduction

A case study was conducted in order to examine the socialization process of adjunct faculty members at a local community college located in southern California. This study was designed to address the problem statement and to answer the research question that emanated from the problem. The interview instrument was developed to provide information from participating faculty members' experiences and knowledge of the socialization process. Qualitative data were collected via face-to-face interviews, and data were then analyzed and searched for themes. Additionally, the themes derived from analyzed data provided the catalyst for the project. Participants of this study consisted of 12 adjunct faculty members currently employed at the college. The research was conducted onsite at the college. A description of the research design, sample selection, and data collection and analysis follow.

Research Design

Qualitative research approaches data collection through interviews or observations (Lodico, Spaulding, & Voegtle, 2010). In this study, data were collected through face-to-face interviews. The design of this qualitative research was a case study design, "which focuses on individuals within a small group and documents the individuals' experiences in a specific setting" (Lodico et al., 2010, p. 15). Case studies allow the researcher to provide an in-depth description and analysis of a bounded or single entity, as stated by Merriam (2009). A case study was most appropriate at this college as it allowed me to gain an in-depth understanding of adjunct faculty members'

perceptions of the socialization process. A special feature of a case study is that it is descriptive, providing a rich, thick description of the end product (Merriam, 2009). By using a case study, I was able to interview adjunct faculty members to collect their perceptions, interpretations, and viewpoints of being adjunct faculty members at this community college. A qualitative ethnographic study design was not used as I was not investigating how interactions in a cultural group are influenced by a larger society (Lodico et al., 2010). Furthermore, I did not use grounded theory as I was not developing a theory based on the data, nor did I use a phenomenological study as I was not attempting to capture the human experience based on a phenomenon (Lodico et al., 2010). A quantitative study was not appropriate for this study because I was collecting data via faculty interviews where I was provided with rich, thick description based on faculty members' perceptions of the phenomenon. Rich thick description cannot be numerically measured (Lodico et al., 2010).

Sample Selection

Purposeful and homogenous sampling was utilized to select 12 participants from this community college. "Purposeful sampling is a procedure in which the researcher identifies persons who will have some specific knowledge about the topic being researched" (Lodico et al., 2010, p. 140), while in homogenous sampling, participants share characteristics (Creswell, 2012). The criteria for selecting these participants were that they were all adjunct faculty members who currently taught at the college and had been employed for at least 3 years with the college. These participants were selected by sending out an introductory e-mail to all 503 part-time faculty members at the college

explaining the purpose of my study and soliciting participation. This college had a specific part-time listserv where part-time faculty members can communicate with each other. Using this listserv differentiated my e-mail from the mass mailings that faculty members sometimes receive. A participant pool of 10 participants was the target. Ten participants were chosen in order to spend time with each participant and to gain an in-depth understanding about the topic being studied, as these are also the guidelines for a case study (Glesne, 2011). I received over 40 responses to my initial e-mail and was able to schedule 14 participants for interviews. Two of those participants cancelled, so I interviewed a total of 12 participants. Participants were selected in the order that they responded to my initial e-mail, and I scheduled interviews based on when and where it was convenient for them.

Before selecting participants, I obtained approval from Walden University and the Institutional Review Board (IRB; approval #11-18-14-0234471). After obtaining IRB approval, I sent a letter to the vice president of instruction at the school explaining the purpose of my study and to obtain approval from the study site. Next, a follow-up phone call was made to the vice president of instruction to inquire whether she had any questions or concerns about my study. My request was then sent to and approved by the human subjects committee at the college where I was conducting my research. Following this communication, an e-mail was sent out to all adjunct faculty members at the school to explain the purpose of my study and the criteria for participating (Appendix C). Included in this e-mail was my contact information so that the participants could contact me should they have any questions. Initially, I received over 40 responses. Once the

participants agreed to be in the study, I e-mailed them a formal letter to participate (Appendix D), as well as a consent form (Appendix E), ensuring that the research participants received maximum protection with the least risk of harm, and that I would be employing the highest ethical practices. The consent form had Walden's approval stamped at the bottom of the letter. Moreover, I let participants know that they could exclude themselves from the study at any time for any reason. In addition, I also let them know that they would not receive a gift or stipend at any time for participating in the study. Interviews were set up at a convenient time and location of the participant. Before the interviews took place, I collected consent forms, asked if they have any questions before we began, and again assured the participants that all information would be kept confidential and that pseudonyms would be assigned to protect their identities. Once I collected the data, all paper notes were kept in a locked file cabinet at my home office. Anything collected electronically was kept on my home computer that is password protected. No one had access to any data other than me, and the data were not discussed with anyone. Data will be kept for 5 years. After that time period, paper files will be shredded, taped interviews will be deleted, and electronic files on the computer will also be deleted.

Research Site

The study was conducted at a 2-year college located in southern California. This college was founded in the early 1900s and has a college enrollment of about 25,000 students in both the credit and noncredit programs. There were 218 tenured faculty

members and 503 adjunct faculty members who taught these students as of 2012. On the noncredit campus alone, there were 119 adjunct faculty and 11 tenured faculty members

Data Collection

Data were collected for this project study by conducting face-to-face interviews, using pre-established, semi-structured, and open-ended interview questions (see Appendix B). Semi-structured interviews allowed for more flexibility and no predetermined wording or order (Merriam, 2009). A field test of my interview questions was conducted by selecting two adjunct faculty members who had been at the school a long time and knew the role of adjunct faculty to review my questions to be sure they were clear and to provide me with extensive feedback. The interviews were conducted face-to-face with each participant and lasted 30 to 45 minutes. Interviews were scheduled in advance and took place at the participants' time and location of convenience. Two days prior to the scheduled interviews, I sent out a reminder e-mail to the participants reminding them of the date, time, and location of the interview. Interviews were audio recorded using two different recorders in case one of the recorders malfunctioned. I wanted to obtain adjunct faculty members' perceptions of the socialization process at this college and focused my interview questions based on that. Field notes were taken to document my thoughts about the participants and any observations that I made during the course of the interview following the suggestions of Merriam (2009). In my role as a researcher, I had close contact with the participants, and I was familiar with the culture of this school as well as the role of an adjunct faculty member. As stated in Lodico et al. (2010), "to portray the participants' perspectives, the researcher needs to develop an

'insiders' point of view" (p. 265). I have been faculty member at this college for over 10 years. There are over 500 adjunct faculty members on campus, and most I do not know. My role as an adjunct faculty member did not affect my data collection as I had to consistently be aware of any biases I may have towards adjunct faculty members and remain objective throughout the interview. To minimize bias, a colleague asked me the interview questions and recorded my responses. After transcribing the recording and analyzing my responses, I was able to identify any biases that I may have had. Keeping an ongoing journal was helpful so that I could reflect on my own perceptions of the process. This was a good way to remain focused as a researcher and to remind myself to always keep personal biases out of the process (Creswell, 2012).

After each interview was completed, I transcribed all recorded information into a Microsoft Word document and e-mailed copies of a summary of my interpretations to the participants. This was done for member checking purposes. By ensuring internal validity through member checking, the researcher can rule out the possibility of misinterpreting what the participants were trying to say during the initial interview (Merriam, 2009). Each summary was one to two pages in length as to not overburden the participants with extensive reading. All participants responded to the summary, and no corrections or changes had to be made.

Data Analysis

After member checking was completed, transcript entries were coded, using notes as support, and searched for common themes. This is the process of identifying segments of the data that describe the phenomena and then placing them in categories (Lodico et

al., 2010). Microsoft Word with macros was used to code the data, following the processes for analysis presented by Saldana (2013). Saldana's recommendations include the functions of codes, coding patterns, the diverse coding methods usually applied in qualitative analysis, and recommended applications and exercises. Specifically In Vivo coding and analytic memo writing was used. In Vivo coding is considered *literal coding* or *verbatim coding*, while analytic memo writing helped me generate categories (Saldana, 2013). Codes and themes were defined by identifying repeated phrases or words during the interview. I coded overlapping data and highlighted in different colors by key words and phrases that were repeated during the data collection process.

Subsequently, themes were identified and rich thick description provided on the perspectives represented in the data. Final themes were determined by both their frequency and uniqueness to this study. In order to determine whether common themes emerged early on, indicating data saturation, I looked for reoccurring comments and explanations from the participants, specifically their experiences and perspectives. When the same experiences and perspectives were heard repeatedly, and no new information was provided, this repetition was an indicator that no additional interviews needed to be conducted. I did not receive any unusual or contradictory results.

Interview Results and Analysis

Interview Question 1. Describe your orientation process here at the college. Only two out of the 12 participants received a formal orientation. Ten out of the 12 participants received a very informal orientation, usually done by the department chair or department secretary, and it covered the basics such as where the duplicating department was located,

where to park, etc. Four of the participants had been students at this college in the past and knew where certain departments and services were located. One participant actually works for the school in a non-faculty capacity, in addition to her adjunct faculty member capacity, so this person also knew a lot about the campus prior to becoming an adjunct faculty member.

Interview Question 2. Did you feel prepared for the tasks that you encountered once you began teaching at the college? Seven of the participants had prior teaching experience at other schools or colleges. One participant previously worked as a lab assistant at the college so was able to observe faculty members teaching the class that she currently teaches. One participant knew what to do only because his graduate studies prepared him for the role. Most participants felt that they were put into the classroom without much preparation or training. All 12 participants were provided with classroom textbooks at the time of hire, so did not have to create their own syllabus, handouts, and reading material on day one of teaching. Two participants were given the textbooks to be used but no exams to go with the textbooks. They had to write their own tests, and they were not compensated for this additional work.

Interview Question 3. Would you describe some of the policies and practices relating to the development and retention of adjuncts? The 12 participants unanimously answered that they did not believe such processes are in place. More than one participant used the phrase that adjunct faculty members were “expendable.” There seemed to be the perception that there was nothing specific to retain and develop adjuncts. Rather 10 participants felt that the college noticeably hires full time faculty members from an

outside pool of applicants, rather than from an inside pool of adjunct faculty members currently teaching on campus. Specifically all but two participants had applied for full time positions on campus and were not selected. The overarching perception was that this college would rather hire full time tenured faculty members from an outside pool, rather than hire one of their current part time faculty members. With this perception that the college will not hire their own adjuncts for full time positions, adjunct faculty members often actively seek outside colleges to find work and apply for full time positions. Five participants commented that they would feel more connected to the college if there were the possibility of obtaining full time employment, but due to the fact that they do not feel connected, they travel from campus to campus with no alliance with one versus the other. One participant commented that, " although there are no retention policies in place, it is really up to us as individuals to get involved and make ourselves invaluable…we have to be self-motivated and make a name for ourselves here…get involved... be persistent." Another participant mentioned that she does believe that the union works for adjuncts but not administration. "Oftentimes it feels like adjuncts don't matter," she said. This participant works on the credit campus. Another participant who works on the non-credit campus felt differently. "Adjuncts are more valued in non-credit because it is a very adjunct heavy department with 96% adjuncts to 4% full timers," she said. On the main campus they may not be as important." One participant put it this way, "the school needs to constantly have a good supply of adjunct faculty members, so they constantly bring in more. The more they bring in, the harder it is to make everyone happy. They then end up as devalued." Two participants said that they knew of an adjunct faculty member who did

get hired full time but that it was still the general perception that this was the "exception to the unspoken rule."

Interview Question 4. How did you learn what was valued within your department and within the culture of the institution? What are these values and are they important to you? All participants felt that the department interaction was important and it was sometimes the only contact they had with the school, as a whole. The department interactions helped participants feel more connected, and the department chair had a lot of influence on how they felt about teaching at the school. Sometimes the chair was their only contact at the school, apart from the students. Several participants mentioned that their respective departments hold an end of the year holiday party and that adjunct faculty members are invited. Five participants felt that even though adjuncts were invited to the department meetings, they were not really welcomed and that their opinions or input did not matter. "They don't want to hear from us," said one. Two participants mentioned that the department will always hire someone from the outside rather from their own adjunct pool and that some of these full time faculty members have less experience than they do. Several participants felt that the value of adjuncts is that they bring experience from the outside world and yet some departments do not see it that way. However, one participant mentioned that "if the people in your department like you, this may help you gain a full time position."

Interview Question 5. Describe your overall sense of whether the college actively encourages the participation of adjunct faculty members in wider academic and professional activities on campus, beyond their scheduled classroom hours and class

preparation. Ten participants felt that the college encourages faculty as a whole to participate and doesn't separate full time and part time faculty or exclude part time faculty from invites to meetings, campus wide surveys, etc. Two participants felt that it was sort of unspoken knowledge that that these events were really targeting full time faculty. Three participants mentioned that the campus does not specifically encourage participation from part time members, but they do not discourage it either. One participant said that she felt the union did encourage adjuncts to participate in governance positions. She also mentioned that, "if adjuncts are involved on campus, it is usually the same core group of people whose names you see over and over in e-mails."

Interview Question 6. Describe your sense of the level of actual participation of adjunct faculty members in the wider academic and professional life of the college. The overwhelming perception was that there was not a lot of participation from adjunct faculty members. Most participants commented that they are just too busy *freeway flying* to different colleges or working full time jobs somewhere else. There was also the mention that there was no place to get together or socialize. All participants do participate, or have, at some time, participated in monthly departmental meetings. Three participants mentioned that of the reasons that they might not be able to participate often is because the meeting times conflict with their schedule and they are working on other campuses. Most participants felt that campus wide participation in committees is difficult to schedule, and 10 participants had the perception that adjuncts were not really wanted on committees. One participant offered an explanation that the perception of full time faculty and administrators may be that part-timers would not be present at the institution

for an extended period of time. Two participants have sat on campus committees but felt their voices were not heard and that their opinions or suggestions were ignored. One participant said she felt like an intruder at these meetings. And all but two participants did not feel the need to be connected. They are either working full time somewhere else, or have several part time teaching jobs on other campuses, and do not have the time, flexibility, or desire to participate.

Interview Question 7. Within your department how do your colleagues interact with you? What departmental characteristics assisted in your development? Department interaction was very important to all 12 participants and was integral to their feeling connected to the school. The department chair was also seen as important to the adjuncts' feeling of connectivity. All but two participants felt that they were not connected campus wide, but all participants felt connected with their department. Several participants said that they are always invited to holiday parties and other events off campus. Four participants said that they get to know their students better than their coworkers, so even though they may feel connected to their classes and students, they do not necessarily feel connected to their coworkers. Two participants who work in extremely adjunct faculty heavy departments felt that the department valued them tremendously and involved them in everything.

Interview Question 8. Describe how the school actively solicits the views of adjunct faculty members. Ten participants felt that nothing comes from adjunct faculty members voicing their opinions. All participants felt that the college union listens to their voices, but not administration. One participant commented that the president of the

college often approaches full time faculty members and knows them by name but just has not made any concerted effort to get to know the adjunct faculty members. Faculty as a whole often are asked to fill out surveys on campus. All participants have filled out the surveys at one time or another, but most felt that their ideas were not taken under consideration. Two participants mentioned that although computer generated surveys are given to part timers, they usually are not approached personally by administration and asked about their opinions or views. One participant was not able to answer this question on the survey as he was not on campus enough. One participant mentioned that, "they may let you talk but they will not take your recommendations seriously." One participant felt that they should be asking for adjunct faculty member opinions because, "We have a lot of information and ideas to share." Another participant said, "They don't tap into these amazing resources that they have in adjuncts." All but one participant felt that administration does not solicit adjunct input at all, and nine participants felt that the departments that they work for will at least listen to what they have to say. Eight participants agreed that it was up to them to reach out and not wait for administration to reach out to us. Two participants stated that "they may ask for your opinion but they have already made up their mind on what they want to do." Nine participants specifically stated that they were not valued by their full time counterparts and that they hear negative comments from full timers about adjunct faculty members. One man said that the school has an attitude like, "if you don't like it, here is the door." One of the participants said that, "over the 15 years she has worked here she has experienced almost hatefulness towards the adjuncts."

Interview Question 9. How would you describe some of the professional development programs at the local community college that are open to adjuncts? Do you know if many adjunct faculty members actively participate? The overall perception is that most adjuncts do not participate in these activities. Eight participants have attended at least one professional development activity. Others earn their flex time through departmental activities. Three participants earn flex credit outside of the college since they are required to take continuing education classes in order to keep their licenses. Most participants felt that the professional development activities are not relevant or helpful to adjunct faculty members. Two participants felt that participating might be a good way to see what other faculty members are doing and also to socialize with others. Also, due to the fact that the flex hours that adjuncts are required to fulfil is low, they only need to attend a couple of department meetings to meet their obligation. One participant mentioned that, although she will attend, "she doesn't feel comfortable talking to the full time faculty who are there; she feels like an outsider." One participant participates in these classes often and does it for personal growth interest, rather than flex credit. The predominant perception was that adjunct faculty members are not the majority who attend these classes.

Interview Question 10. How would describe the evaluation and support services for adjunct faculty members at the college? All of the participants that I interviewed had been evaluated more than once. The perception was that they were supposed to be evaluated every 3 years, but that was not happening. Two participants had to remind their chair that they needed to be evaluated. Although adjuncts do not have their own offices or

computers, two participants were able to use the *Adjunct Annex* to meet with students or use the computer. This annex is only available to adjuncts in certain divisions. One participant mentioned that they have a teacher's lounge in their division. Ten adjunct faculty members were required to hold their office hours in the classroom either before or after class. Two adjunct faculty members do not get paid for office hours as they work in noncredit. These two individuals meet with students before or after class and do not get paid for doing this work. Adjunct faculty members do not have their own computers but are able to use other faculty members' computer or use the computer lab. There is a duplication service on campus so photocopies of class material can be made there. Three expressed frustration with the location of the duplication department as it is not close to where they work on campus. Two participants are located at a secondary campus and need to wait to receive duplicating materials through inter-office mail. All participants have to purchase their own supplies such as dry erase markers, erasers, pencils, and pens. All participants were provided with books and teaching syllabus for their classes. None of the participants were ever assigned a mentor. Eleven participants felt that they were not supported by the full time faculty on campus. Only one participant mentioned that full time faculty engage with them in a positive way. All 12 participants felt that the working conditions were poor. This included lack of office supplies, not being paid for preparation time, not being compensated for grading time, lack of offices, lack of computers, eliminating classes at will, and poor pay. All but two felt that adjuncts are totally unsupported.

Interview Question 11. What recommendations would you have for adjunct faculty members to be more integrated into the college? All 12 participants felt that it was up to the adjunct faculty member to become more integrated, and all participants encouraged adjunct faculty members to participate in department meetings as well as faculty union meetings on campus. Ten participants encouraged adjunct faculty members to participate in one of the various governance committees that are open to faculty members and continue to be ongoing campus wide. Two participants suggested seeking help when you need it, ask questions, communicate with your chair, and approach other faculty members. Two participants recommended attempting to get to know faculty members from other departments in order to learn from one another and share ideas. One participant cited the need for "Intradepartmental integration." She went on to say that "adjuncts need to step outside their own field of knowledge." Three other suggestions were to attend graduation, attend institute day, and check your e-mails daily. Only three adjuncts did care about feeling connected. One participant said that whether or not adjunct faculty members really want to be involved depends on where they are in their career path. Three adjunct faculty members are retired, and two work full time at other jobs, so they were not interested in being connected to the college. Seven participants want to move into full time positions. Eleven participants believed that adjunct faculty members do not have a chance of becoming full time at the college. One commented, "They are always going to hire from the outside." All but four had actually applied for full time positions and were not chosen.

Interview Question 12. If you were in charge, what would the socialization of adjuncts entail? Three participants felt that increasing part time wages to be more aligned with fulltime wages would help them feel more a part of the college. Two participants also brought up mentoring as something that would help adjunct faculty members feel more connected. “If a full time faculty member were to spend time with the adjunct member and include them in some of the activities that they participate in,” this participant felt that this would be helpful in feeling more connected. Most participants felt that if they had their own office space or a place to socialize with other adjuncts, this would help them feel more integrated into the college. Learning the jargon and the internal politics of the institution was also something participants needed help with in their socialization process. One participant suggested a collaborative program between divisions where one can *meet and greet* and gather ideas. One participant felt that the college really needed to reduce the number of adjunct faculty members because with more adjuncts there is less quality. He felt that adjuncts are not here enough to really offer the best quality of education possible to the students. “Nothing can replace the interaction between a student and the teacher,” he said. Eight participants mentioned a more in depth orientation (just for adjuncts) might help future employees, as well as better working conditions. Having a mentoring program that would help adjunct faculty better prepare for securing full time employment with the organization was mentioned by 10 of the participants. In addition, a special institute day, just for adjuncts, would be a great way to meet administration and have their voices heard.

Themes

Six major themes emerged from this study. They were as follows: working conditions, voice, and perceptions of adjuncts, mentoring, budget, lack of involvement campus activities, and becoming a full time faculty member. What follows is a more detailed discussion of each theme.

Theme 1: Working conditions. All participants felt that the working conditions at the college were extremely poor. With no office space to prepare for classes, grade students work, meet with students, and even lock up personal items, the participants felt that they were not connected; or did not really belong to the school. In addition, having to purchase their own supplies and receiving what they believe is low pay, participants were not as motivated to connect to the school.

Theme 2: Voice and perception of adjuncts. There was an overarching perception that adjuncts were not valued and that their voices were not heard. Although many participants said that adjuncts were not necessarily excluded from surveys and meetings, the perception was that they were not wanted there and that their opinions did not make a difference

Theme 3: Mentoring. Many participants talked about the need to have someone who could introduce them to campus activities, orient them to college practices, and even more importantly, help them prepare for full time teaching positions.

Theme 4: Budget. Low pay and little to no benefits came up often in the interviews. In addition, the ratio of adjunct faculty members to full time faculty members

is so disparate. All participants believed that this was due to budget and it was out of their control. In addition, certain working conditions could also be related to budget.

Theme 5: Lack of involvement on campus. Most participants referred to themselves as *freeway flyers* and noted that they just did not have the time to participate in campus activities. Several participants worked at other colleges, had full time jobs elsewhere, or were retired. The desire to be more involved, for most participants, was not there.

Theme 6: Fulltime faculty member. The perception that this particular college would rather hire full time faculty members from an outside pool of candidates, over their own internal adjunct faculty member pool, was prodigious. Most of the participants had applied for fulltime positions at some point in their employment with the college and were turned down, and an outside candidate was hired. Feeling that there would not be the opportunity to be employed full time at this college was one of the reasons for feeling disconnected.

Evidence of Quality

To ensure quality in the implementation of this study, reporting of the findings, and the interpretation of the findings as noted by Lodico et al., I enlisted the help of a debriefer. This strategy aided in addressing my biases. This debriefer was an adjunct faculty member and a longtime colleague who was not one of the participants in the study. This colleague asked me the interview questions ahead of time so that I could gage my own perspectives. Then I then examined my notes and asked questions to help me reexamine assumptions. The credibility, validity, and reliability of the study were based

on the triangulation of data from interviews, field notes, and the documents that I coded and analyzed. Twelve participants in this study provided information from twelve different perspectives, providing multiple sources of data. In addition, coding, analyzing, and re-reviewing the data increased the validity. As discussed by Merriam, case studies' quality may be limited to the sensitivity, integrity, instincts, and the ability of the researcher. After the interviews were transcribed, I sent summaries to the participants to review for member checking purposes. No changes or recommendations were made.

Summary

A qualitative case study was selected to obtain an in-depth understanding of perceptions of adjunct faculty members regarding socialization at a local community college. Purposeful sampling was used to select 12 participants, all adjunct faculty members. Data were collected using 12 semi structured interview questions. After data were collected and analyzed, six themes emerged that answered the research questions that guided this study. The themes were as follows: working conditions; voice, and perception of adjuncts; mentoring; budget; lack of involvement on campus; and the desire to become a full time faculty member. What follows is a proposed project study that will draw all of the themes together in order to create a professional development seminar for key staff members. The recommended professional development offering will provide suggestions for a proposed curriculum that will be helpful to the school in improving the socialization and transition for adjunct faculty.

Section 3: The Project

Introduction

Included in this section are descriptions and goals of the project, rationale, as well as a review of literature relevant to the project. In addition, implementation with noted barriers, support systems, and timeline for implementation are provided. In conclusion, project evaluation and impact on social change are discussed. Based on the results of the interpretations of the data, a professional development training project was chosen for this study.

Description and Goals

The data obtained from the face-to-face interviews helped me to understand adjunct faculty members' perception of the socialization process at a local community college. The six major themes that emerged from the study were as follows: working conditions; voice, and perception of adjuncts; budget; and lack of participation on campus; mentoring; and the desire to become a full-time faculty member. As the data were analyzed, I concluded that some of the adjunct faculty members' concerns were out of the control of the school. Budget, office space, and school supplies all rely on money that the school may not have. Two themes, mentoring and the desire to become a full-time faculty member, led to the idea of a professional development training project for a mentoring program that could possibly assist adjunct faculty members with gaining the key skills necessary to become a full-time faculty member on campus. Having full support from administration, this training would help prepare full-time faculty for the mentoring process.

In Section 1 of this project study, the problem was identified as adjunct faculty members not feeling connected to the school. Leadership at this college had wanted to determine if there were processes in place to assist and guide adjunct faculty members on what is expected of them. Based on the analysis of the data, I determined that there were none. The goal of this project is to create a professional development mentoring training program. Offering a mentoring program for adjunct faculty members may assist them with feeling more connected to the school and their peers. In addition, this project may encourage adjunct faculty members to apply for full-time positions and provide these faculty members with the tools so that they can reach that goal.

Rationale

The professional development training was chosen because it seemed the best way to disseminate information to a group of key faculty and staff members. Professional development training can provide a hands-on approach to effective teaching and classroom management strategies, all with immediate feedback from the trainer (Lustick, 2011). The data led directly to the need to implement such a program, and a professional development workshop would provide guidance as to how to build a successful mentoring program, impacting professional practice. The findings from the data analysis in Section 2 guided the project idea. The perceptions of adjunct faculty members were that they did not feel connected to their school or peers. In addition, many of them indicated that they wanted a full-time position with the college, but they had the perception that the college did not promote from within current part-time faculty. Mentoring programs became a common theme after the data were analyzed, and

professional development training provides the opportunity to train mentors in this process. Professional development offers the chance to learn and practice newly acquired skills in a safe learning environment (Wesley, 2014). Offering a mentoring program could help adjunct faculty feel more connected to the college and help better prepare them for full-time positions within the college. Providing a professional development mentoring training program could help teachers' better foster student learning.

Review of the Literature

The review of the literature was the basis for development of the project, a professional development training program on mentoring. Key phrases searched were *mentoring*, *professional development*, *employee development*, *development and training, mentoring programs, mentoring and education, mentoring and professional development, leadership in education, leadership and training, curriculum development,* and *program development*. The databases used to search were EBSCO, Eric, ProQuest, and Thoreau. All literature reviewed was written within the past 5 years and was peer reviewed. This extensive review of the literature provided the opportunity to bring together key concepts on both professional development training and mentoring. The literature review is divided into three sections, the genre of professional development, mentoring, and curriculum development.

Professional Development Training

Scholars have often described professional development training as a systematic process with the purpose to enhance an individual's professional knowledge and skills (Saleem, Masrur, & Afzal, 2014). Educators often utilize professional development to

keep current with teaching practices, new technology, and trends in education (Hudson, 2013). Professional development training can take a variety of forms from conferences, workshops, and seminars, to coursework development and online studies. Professional development often takes place during regular work hours, and faculty members are encouraged to attend by administration. Administration values when teachers seek out chances to learn…."it adds perspective to the school and offers new teaching approaches for consideration" (Bernhardt, 2015, p. 11.). Professional development can give teachers the opportunity to reflect on their own practices and learn from one another. It also gives teachers the chance to connect with other teachers and provide meaningful opportunities to collaborate with peers (Bernhardt, 2015).

Teachers' prior knowledge shapes what and how they learn from professional development, and they need the professional development training to relate to their personal and professional goals (Allen & Penuel, 2014). Allen and Penuel (2014) also noted that after attending professional development training, teachers often did not have the resources, such as time or money, to carry out what they learned. The benefits, however, of providing career development, developing better communication skill, and networking with others in the profession, seem to outweigh any negative aspects of professional development training (Templeton & Tremont, 2014; Zueger, Katz, & Popovich, 2014). One critical component of professional development training would be the evaluation of the program at the end of the training in order to understand whether or not the training reached its intended outcomes (Kazempour & Amirshokoohi, 2014). Evaluation of professional development programs allows for the realignment of intended

goals and objectives and help to further understand how to implement an effective program (Campana, 2014).

There are the two following types of professional development training activities: traditional and nontraditional (Bayar, 2014). In most colleges, "traditional professional development activities consist of workshops, seminars, and conferences, while non-traditional activities consist of mentoring, coaching, and peer observation" (Bayar, 2014, p. 321). Traditional professional development training is usually short term while nontraditional professional development training could span over a period of time. Often criticized for its lack of effectiveness, traditional training is frequently utilized in education due to its shorter time constraints, and sometimes teachers find the topics offered unhelpful or irrelevant to what they do in the classroom (Bayar. 2014). The argument can be made that, for professional development training to be effective, it needs to provide the individuals with the practical knowledge needed to perform their job as well as help to improve their skills and attitudes towards their chosen profession (Homeyard, 2014; Zwart, Korthagen, &Ateema-Noordewier, 2014). Educators want a way to share information and "connect with other teachers" (Bernhardt, 2015, p. 10). In addition, teaching as a profession entails reflective thinking, autonomy, responsibility, and creativity, in which continuing professional development plays a vital role (Lino, 2014). Professional development refers to the development of a person in his or her professional role, and that learning has to be carried out continuously in order to improve the skills, knowledge, and attitudes of teachers (Lino, 2014).

Mentoring is one way of providing professional development. In fact, mentoring may enable the highest form of learning and provides a dynamic system of advice and support (Narayanasamy & Penney, 2014; Weisblat & Sell, 2012). Mentors also derive substantial benefits from the mentoring experience, and there seems to be a benefit of collaborating with other teachers that leads to positive professional growth (Ponte & Twomey, 2014). By providing guidance to another person, a mentor is able to also reflect on his or her own teaching practices. Formal mentoring can reduce stress, job burnout, turnover, and feelings of isolation (Law, 2014).

Mentoring

Mentoring new faculty members is a valuable resource and can lead to career motivation and performance effectiveness (Tareef, 2013). Although corporations around the world have always emphasized the value of their employees, to higher education organizations that are student focused, valuing employees is a fairly new interest (Tareef, 2013). Tareef's (2013) research took place in Jordan, and from his findings, he reported that because colleges are facing limited resources and ever increasing demand for accountability, faculty have now become a top priority. The above study also found that "92% of faculty indicated that their professional careers were significantly influenced by one or more individuals" (p. 9). The effectiveness of the college or university is directly linked to its faculty members, and intentionally mentoring the next generation of faculty is critical for success (Bean-Kater, 2014; Weisblat & Sell 2012). With limited professional training in graduate school, mentoring new faculty may better help faculty meet challenges and expectations of the college or university where they teach. In

addition, mentoring can prevent or reduce job burnout and improve relationships with coworkers (Qian, Han, Wang, Li, & Wang, 2014).

Higher education has changed dramatically in recent years with an increase in the hiring of adjunct faculty members. One study examined the perceptions of adjunct faculty members with regard to teaching support, mentoring, and professional development opportunities at a community college and found that mentors were valued most by adjunct faculty members (Diegel, 2013). In this study the researcher further determined that mentoring improved the retention and teaching quality of adjunct faculty members. Similar studies have explored the value of mentoring at higher educational institutions and the positive effects of faculty retention, satisfaction, and promotion (Bean, Lucas, & Hyers, 2014; Faurer, Sutton, & Woster, 2014; Moss, 2013; Zafar, Roberts, & Behar-Horenstein, 2012). These studies stressed the importance of making mentoring programs part of the culture and expectations of universities.

Mentoring can be also be defined as organizational support and information/knowledge sharing between colleagues (Tahtinen, Mainela, Natti, & Saraniemi, 2012). Organizational support in the form of coaching and training reduces emotional challenges and improves organizational commitment, while giving and receiving constructive feedback helps to improve performance. Mentoring is a crucial aspect of personal learning and an effective approach to forwarding career development (Gong, Chen, & Yang, 2014). A survey of faculty mentoring programs in 118 schools of business showed that mentoring programs, while effective, are scarce (Raymond & Kannan, 2014). So, although mentoring programs show great career and psychological

benefits, many schools do not have mentoring programs in place. Of the schools that do have mentoring programs in place, these mentoring programs support full-time faculty rather than adjunct faculty (Raymond & Kannan, 2014). Mentoring adjunct faculty members could better prepare them for transitioning into full time faculty positions and help them with feeling connected to the school. Moreover, formal mentoring programs are associated with improved faculty job satisfaction, increased commitment, reductions in faculty turnover, and greater productivity (Johnston, Keller, & Linnoff, 2014; Law, 2014).

Leaders and administration should be at the forefront of this training program. Without their support, faculty members may not be as willing to participate. In addition, administration must be willing to allow release time so that the faculty has the flexibility to participate. Having support from leaders has been shown to increase the growth and development of faculty members (Panesar, 2010). Moreover, administrators affect the daily activities of the college and influence the wellbeing of both the faculty and the students (Ferber, 2010). Mentoring support offered by full time faculty members can provide the realities of teaching and shared experiences of classroom management and activities. In addition, full time faculty members can provide new strategies that are not usually taught in teacher preparation programs. Alhija and Fresko (2010) noted that one of the reasons teachers leave the profession is because they feel isolated, and are missing the connections necessary from others faculty members and leaders.

Support from administration, college leaders, and fulltime faculty could increase self-efficacy and reduce turnover while impacting career gratification. Moreover, the

opportunity to share experiences, stresses, concerns, and brainstorm ideas with their full time counterparts, assist adjunct faculty with becoming more effective in the classroom. The long term benefits of mentoring adjunct faculty may be not only improved teaching effectiveness, but also retention of faculty at the college. Collaboration with others could also help adjunct faculty with feeling more connected to the school.

Curriculum Development

Developing curriculum that is relevant, effective, and supports the desired goals of the program, is imperative to the development of a successful program. Writing curriculum is a complex, strategic decision-making process that crosses multiple domains (Bifuh-Ambe, 2013). When identifying the content to deliver, one must also establish the learning goals of the scholars. Educators rightfully envision delivering inspiring programs, but success can only be achieved if the curriculum was developed and planned appropriately (Simon, 2013). The long term effects of curriculum development are also important if the intent is to use this program for years to come. Curriculum should also be evaluated, updated, and changed to meet the needs of the learners. In addition, ideally one single person will not be making all the decisions as to what to write, rather a collaborative effort should be made by other stakeholders as well (Jones, 2012).

Several practical considerations must be taken into account when developing curriculum such as the length of the training and the number of participants attending the training. Oftentimes, curriculum is developed that looks promising in theory, but is not effective when transferred into the classroom (O'Grady, 2010). At what point the training takes place in the semester must also be contemplated. Faculty members may be

inundated with mid-terms or finals and may not have the time to attend the training. Appropriate planning also includes knowing the setting and the learners, what goals need to be accomplished, how the content is delivered, and the ability to assess and update the curriculum applicably (Musanti & Pence, 2010). The focus of any curriculum development is a purposeful plan that allows valuable opportunities to learn. The goal in which is learner achievement and understanding (Green, Gonzalez, Lopez-Velasquez, & Howard, 2013). If curriculum is done well, professional development programs can succeed in inspiring and serving the practical needs of future teachers.

Implementation

This project will be implemented in the fall semester of 2015. Training will take place over 3 days. The 3 day training will take place at the college site, and training classes will be 8 hours each for a total of 24 hours. The first training session will include training full time faculty members in the mentoring process. During this initial training day, full time faculty members will learn how to identify characteristics of a successful mentor and the benefits of the mentoring program. The goals of the first training session are to teach full time faculty on the mentoring process by providing research proven strategies, lessons on concepts, and interactive examples during the training. This is important because while interviewing participants for this study, adjunct faculty members expressed the desire to have someone introduce them to the campus culture, activities, and classroom management. A prior research study by Traeef solidifies this need as "92% of faculty indicated that their professional careers were significantly influenced by one or more individuals" (p. 9). This first day of training will prepare mentors for this role.

The second training session will be held the following day and faculty members will learn how to recognize and overcome differences in personalities and teaching styles, between themselves and their mentee. One of the themes that emerged from participants of this study was the overarching perception that adjuncts were not valued and that their voices were not heard. This second day of training will teach mentors how to work together with their mentee's and to listen to and acknowledge their concerns. In addition, the second day of training provides the opportunity to role play in both the role of the mentor and the mentee. The final day of the workshop, mentors will learn how to give constructive criticism and learn the value of trust in the mentor/mentee relationship. While gathering data, many participants expressed the opinion that their trust was broken with the organization. There was a feeling that the college did not value them and that they would not be afforded with opportunities to become full time faculty members. The third day of training will work on developing relationships between the mentor and the mentee.

This third day the mentors will also be matched up with an adjunct faculty members. A meeting will take place six months later to assess how the mentoring process is going and to see if there are any changes that need to be made. During this meeting, both mentors and mentees will evaluate the mentoring program and make recommendations for new ideas that may improve the program. The goals of this 6-month meeting are to evaluate the process and to make recommendations to enhance the program.

Potential Resources and Existing Supports

Support system for this training would include full time faculty, division chairs, department deans, and administration. Faculty who are interested in participating will be awarded with 24 hours of flex credit. Resources that I will need will be access to a computer and overhead equipment for my PowerPoint presentations. Copies of the presentation will be provided to all of those in attendance. The PowerPoint presentation will be saved in Dropbox so that I can access the presentation from anywhere. In addition to the PowerPoint presentations, handouts and assessments will be created using Microsoft Word and copies will also be provided to participants.

Potential Barriers

Potential barriers that would exist with this project would be time constraints on existing full time faculty members at the college. Each 8 hour training class would need to take place on a Friday, when most full time employees do not teach. They would need to give up their personal time to participate. In addition to the 3 day training workshops, another barrier may be the time it takes to be a mentor. Full time faculty will need to communicate with the mentees on an ongoing basis, and this might take time away from their other commitments on campus Marketing this program to full time faculty may be another barrier as many of them may not be interested in participating. In addition, there may be more interest in adjunct faculty members to take part of a mentoring program than there are full time faculty members who are willing to do the mentoring. In addition to the challenge of lack of time on behalf of the mentor, inadequate matching between

mentors and mentees, and coaching skills of the mentor, can lead to ineffective mentor–mentee relationships.

Proposal for Implementation and Timetable

The proposal for this training will be presented to full time faculty, division chairs, administrative deans, and administration in the summer of 2015. The 3 day training session would take place in September, the third week of the fall semester. Six months after the program has been implemented, a meeting will take place for both mentors and mentees, to discuss the strengths and limitations of the program. At that time there will also be discussion as to whether or not to continue the program. Moreover, if deciding to continue the program, offering suggestions as to how to enhance the program.

Roles and Responsibilities of Student and Others

In my role as a researcher, I will be responsible for delivering the presentation to the key stakeholders. Full- time faculty will be participating in the mentoring program. Division chairs, administrative deans, union executive members, and administration will be responsible for disseminating information to faculty members. Both full time faculty and adjunct faculty members will be responsible for taking an active role and participating throughout the semester. These faculty members will be responsible for implementation and follow through.

Project Evaluation

Evaluation is the systematic process of assessing learning outcomes (Visser, Coenders, Pieters, & Terlouw, 2013). After each training day, full time faculty will be asked to evaluate the workshop training session they just attended. This is a written

survey assessing what they learned in the professional development training. Six months later, a meeting will take place in which both mentors and mentees will be asked to evaluate the mentoring project as a whole. Evaluations of the project will be collected during the spring of 2016. A brief summative survey will be given to all participants in order to solicit feedback and to determine the strengths and weaknesses of the project. In addition, recommendations will be made as to how to improve on the project. The reason for evaluating the project is to determine if the mentoring program addressed the problem and will have a positive impact on adjunct faculty members and their desire to feel connected. A survey is the best way to reach all participants and to gain information in a timely manner. Several of the survey questions to evaluate the project from the mentors' perspectives are as follows:

1. What tools were you provided with during this training that assisted you with becoming a successful mentor?
2. What aspect of the mentoring program was most satisfying for you as a mentor?
3. What recommendations do you have to make this program even more successful?

Several of the survey questions to evaluate the project from the mentees' perspectives are as follows:

1. How do you think having a mentoring program in place will assist adjunct faculty members with becoming more connected to the school?

2. How much of your success as an adjunct instructor would you attribute to the mentoring program?
3. What recommendations do you have to make this program even more successful?

In addition to the formal surveys, I plan on obtaining informal feedback, as well. I expect a program such as this to be talked about in informal settings such as staff meetings, campus events, and other venues on campus.

Implications Including Social Change

Local Community

This project addressed the needs of adjunct faculty members at a local community college in southern California. The professional development training was designed based on the findings of the study in which the perceptions of adjunct faculty members were that they were not connected to the school. The goal of the project is to help adjunct faculty members feel more connected. Due to the fact that this particular community college has over 500 adjunct faculty members, investing in their future could benefit not only adjunct faculty members, but the college and the students, as well. When faculty members feel more connected, they possess higher commitment levels to the college where they teach and there is less job turnover (Alhijia & Fresko, 2010). In addition, students benefit by having more consistency in their classes. If adjunct faculty members participate in the mentoring program, they could learn teaching and classroom management practices from their mentor, and that could be taken back to the classroom. The college benefits by retaining adjunct faculty members and creating class

cohesiveness. Moreover, a mentoring professional development program may lead faculty members to possess a stronger organizational commitment, which could help with accreditation and student learning outcomes.

Far-Reaching

If the mentoring project is successful at this local community college, it may be used as a template for other community colleges as well. Adjunct faculty members are ever present in higher education, and their quality of teaching has far reaching effects on students. Moreover, many adjunct faculty members teach at more than one school, and it is possible that they will share their experiences with other colleges where they are employed. If this project is successful, it may serve as a model for other schools and other school districts

Conclusion

In this section, the project goals and rationale were described as follows: to offer a professional development mentoring training program to help adjunct faculty members feel more connected to the school and to better prepare them for full time positions. Supporting adjunct faculty members can improve retention and increase the quality of education. A literature review provided the background to the benefits to the project and the implementation and evaluation of the project were then discussed. Section 4 will further discuss the project as well as the researcher's reflections and conclusions.

Section 4: Reflections and Conclusions

Introduction

In Section 4, I provide a reflection and conclusion of the study. Project strengths, recommendations, and remediation of limitations are discussed, as well as how I, as a researcher, have grown as a scholar, leader, practitioner, and project developer. In addition, the projects' effects on social change implications for the future were considered.

Project Strengths

The strength of this project is in its ability to address the problem that was identified in Section 1, which was adjunct faculty members' perceptions of not feeling connected to the college. The data gathered in Section 2 guided the development of a professional development program focused on mentoring. Implementing a professional development mentoring program for adjunct faculty members may help them feel more connected with the college. Adjunct faculty members will be provided with a mentor with whom they can collaborate, share knowledge, ask questions, and learn about the culture of the college. Full-time faculty members will be provided with a leadership opportunity as well as an opportunity to reflect on their own teaching practices. The project would not cost any money and would be easy to implement. The project also allows for flexibility and change. Once implemented, the college can utilize the basic structure of this program for years to come.

Recommendations for Remediation of Limitations

Limitations of this project could be that full-time faculty members may not be interested in attending professional development training on mentoring or may not have the time to do so. In addition, the ratio of full-time faculty to adjunct faculty is small. The added work of attending 3 full days for training could also be a problem. The program could also be rejected if the leaders at the college do not support the project. Another limitation might be that after being assigned a mentor, adjunct faculty members may still not feel connected to the school. I was unable to address all of the themes that were identified in Section 2, and once I share my findings of my study with the administration, they may have other recommendations on next steps to respond to these findings. A potential recommendation could be to start a pilot professional development mentoring training program in one of the departments to see what works or does not work. If the program is successful there, the community college could open the opportunities for other departments to get involved. This project will be an ongoing process leaving room for evaluation, recommendations, and changes. Another future project idea might be to create a handbook to introduce adjunct faculty members to the mentoring program and to request a mentor. This would be available under the adjunct faculty member's link on the college's website.

Scholarship

As a result of this doctoral process, I became a better scholar. The discussions and collaborations with my chair, second committee member, and classmates allowed me to open my mind to new ideas. I began to enjoy performing research again and I find myself

asking more questions and wanting to know more in my daily life. I enjoy reading journals and educating myself every day. This program has also humbled me as an educator. I give feedback to my students in a more thorough and positive way. I also had the opportunity to reflect on my current teaching practices and have made changes in both my teaching style and in my curriculum. Specifically, I have made additions to my curriculum to include a list of references in the back of my PowerPoint presentations. This way, students who are interested can do further research and read articles on their own. I found reading the reference sections to be most helpful to me while I was conducting my own literature reviews. My teaching style has also changed in that I give more suggestions when I correct and return papers. It was easy for me to say to a student, "that's not what I am looking for," but it is another thing to tell them specifically what I need and to give them ideas. This takes more time on my part, but it is more beneficial to the student. Having been a student myself for these past 5 years, I grew to appreciate brainstorming with my chair and second member and getting specific direction from both of them.

One of the biggest challenges for me in the beginning was putting my own biases aside and letting the research guide me and come to the conclusions. I was very surprised by some of my data collection and analysis as it was not what I had expected. When I let the research findings guide me, I was able to come up with the project idea of a professional development program. When thinking about a project idea before I collected my data, I was not sure which project option to choose. This was all answered for me when I looked at the themes that emerged during my analysis. I also came to respect the

online learning culture. I have developed better time management skills and have come to realize how internally motivated I really am. Completing my doctoral journey has made me a better teacher in the classroom and has reignited my passion for research.

Project Development and Evaluation

Developing a project like this took a lot of time. I needed to anticipate the questions and concerns that faculty and administration may have about the project. In addition, I needed to prepare myself for resistance. Faculty members may not be interested in investing the time needed to carry out this project. Although I have developed curriculum for the classes that I teach at the college, I had never had the experience of developing a 3-day professional development program such as this. It took an extensive amount of time and self-evaluation. I also realize that until the program is actually implemented, I will not know what will work and what will not work. My goal in the project development was to make the 3-day curriculum not only practical, but enjoyable as well. Another goal was to provide ongoing resources to participants so that they always have something to refer to in their teaching role. It will be extremely interesting to read the evaluations of the program.

Leadership and Change

As an adjunct faculty member, I never had the opportunity at this college to be in a leadership role. This project allowed me to develop a program that could potentially affect many adjunct faculty members at this college in a positive way. To know that I had something to do with this change is extremely fulfilling. It was very important for me to carefully listen to what adjunct faculty members were saying during the data collection

process and, based on the themes that emerged, develop a project that could potentially make a difference for them. The change that might come from a program like this would be that the adjunct faculty members are better prepared to teach and if fulltime positions are available in their teaching area, they could be in a better position for interviewing because they would better understand the college.

Analysis of Self as Scholar

This doctoral journey was a challenge. In the past 5 years, I have become a better researcher and writer and have improved my critical thinking skills. I find myself in meetings questioning information that is provided to me. I want to know where the data came from. In addition, I now read the reference section of the journals I peruse so that I can do further research. Moreover, I have begun to volunteer my time to write articles for college publications and to assist others in their research. I consider myself a lifelong learner and will continue my studies long after I receive my doctoral degree. Most of all, this doctoral process has given me confidence.

Analysis of Self as Practitioner

I have become a better teacher thanks to this journey. I was extremely humbled and learned a tremendous amount from my chair and second committee member. I learned how to provide feedback in a more thorough and positive way. My chair and second member always encouraged me, even when I was receiving constructive criticism on my work. In addition, I have become a better listener when my students do not understand something and have questions. I realized that I communicated information a certain way and that not everybody understood what I was saying. Most of my students

are English as a second language students and I learned to slow down or rephrase things so that they have a better comprehension. In addition, I have begun to apply research to some of my current practices and developed my class curriculum quite a bit.

Analysis of Self as Project Developer

Developing a project was a new milestone for me. I am usually on the receiving end of a project, rather than the creation and implementation stage. I was a bit intimidated at first, but as the ideas began to flow, and the project gained shape, I became more confident. If this project is successful, my contribution to adjunct faculty members at the college will be immense.

The Project's Potential Impact on Social Change

This project is important and could potentially be used by other community colleges everywhere. Because community colleges have such a high number of adjunct faculty members, mentoring programs such as this may help with the retention and growth of these faculty members. Students could also benefit as teachers who feel more connected to the college potentially could be more effective in the classroom. This program may also help adjunct faculty members feel less isolated at the colleges where they teach. Instead, adjunct faculty members could develop relationships with other teachers and share ideas and best practices. This could lead to improved class cohesiveness, which potentially will benefit the students. Better organization commitment from adjunct faculty members could also assist the college with meeting accreditation standards.

Implications, Applications, and Directions for Future Research

Future research could be conducted on the effect of mentoring programs on adjunct faculty members. Although I was able to find a lot of research on mentoring programs for new teachers, there was not much available specifically on mentoring adjunct faculty members. These important groups of faculty members are ever present in higher education and can have quite an impact on the students they teach. In addition, when I first began to research the problem of adjunct faculty members' socialization process, I was frustrated with the scant amount of research on adjunct faculty members and their contributions to higher education. This project study could be used to help future researchers explore additional ways to help adjunct faculty members succeed.

Conclusion

In Section 4, my reflections on the project study were discussed. I think it only natural that I would grow as both a scholar and an educator while going through this doctoral process. The mentoring workshop that was developed has the potential to make a difference in the lives and career growth of adjunct faculty members, not only at this college, but other colleges, as well.

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Appendix A: The Project

PROFESSIONAL DEVELOPMENT FACULTY MENTOR TRAINING PROGRAM WORKSHOP: DAY 1

Workshop Information

Presenter/Facilitator: Cynthia Haiduk-Pollack

Workshop: First day of a three day workshop on the college's Professional Development Faculty Mentoring Program to prepare full-time and/or tenured faculty for the role of mentor.

Participants: Faculty first time mentors

Objectives:

1. *Identify characteristics of a successful mentor*
2. *Explain the benefits of the mentoring program*
3. *Practice active listening*
4. *Navigate through the college's mentoring program*

Agenda:

- Mentoring: Origin, Concept, Definition, Roles, Skills
  - Stretch Break
- Why is Having a Mentoring Program Important
- Effective Teaching
  - Lunch Break
- Active Listening
  - Stretch Break
- Discussion on the details of the college's training and materials

		Materials/Equipment Needed: - Round tables set up for eight - Overhead projector, laptop, projection screen, link to the Internet - Podium and wireless microphone - Small and medium post-it notes for every table - 8 red, purple, green, blue, and black ink pens per table - Large poster paper with human silhouette on each table - 8 blank sheets of paper per table - Workshop folder for each participant with the following handout materials: o ACTIVITY 2 handout: Reflection Day 1 Activity o ACTIVITY 3 handout: *"Does Mentoring New Faculty Make a Difference"* o Day 1 evaluation form
Presentation	**8:00-8:15**	❖ Welcome remarks, housekeeping, and review of the day's agenda
	8:15-8:40	➢ ACTIVITY 1 Introduction*: Participants will be asked to take a blank sheet of paper and fold it into four squares. Then using the colored pens on the table, participants are to respond to the following questions one answer in each of the four squares:* *1st square: An experience from your first year of teaching (may include any mentoring you received)* *2nd square: An example of what you hope to learn as a mentor* *3rd square: The most selfless act that someone extended to you within your most recent teaching year* *4th square: One thing/quality that is UNIQUE about you.* *Participants will then in turn introduce themselves and:* • *State their first name* • *Indicate the discipline they teach* • *Present their responses to the 4 questions*

	8:40-10:00	The mentoring relationship is *"one of the most complex and developmentally important" in a person's life.* The mentor will . . . *"assist and facilitate the realization of the dream."* Source: Levinson DJ: "The Seasons of a Man's Life". New York, Alfred A Knopf, 1978) ❖ Facilitator to present the origin, definition, roles and concept of mentoring. ❖ ASK participants to discuss as a whole what skills and/or characteristics are important for mentees to possess. *Possible answers:* - *Be punctual* - *Maintain confidentiality* - *Seek advice and feedback* - *Accept constructive criticism* - *Take personal responsibility for own success/failure* - *Follow through on commitments* ➢ ACTIVITY 2 Reflection*: Have participants locate handout entitled Reflection Day 1 Activity that relates to personal and professional strengths. It has two columns: in the left column, have participants write about the work they imagine they will be doing as a mentor. (Insist on no talking.) Allow about 2 minutes.* *In the right column, have them write about the things in their personal and professional life that have prepared them to perform this role. Have them think about what strengths they bring to the role of mentor and how they acquired them throughout their lifetime. Allow about 3 minute.* *Finally, on the bottom half of the paper, have participants list the concerns they may have about being a good mentor. Allow about 2 minutes.*
	10:00-10:15	**Stretch Break**

Presentation	**10:15-12:00**	Anywhere between 40 and 50 percent of teachers will leave the classroom within their first five years (that includes the nine and a half percent that leave *before* the end of their first year.) Source: Ingersoll and Kralik, 2004 ❖ In addition to easing adjunct instructors into the responsibilities of the profession and the college, it motivates mentees to want to learn and grow into effective instructors. Discuss the important of having a mentoring program: • Retain adjunct faculty in the profession. – Promote mentee's personal/professional well-being • Replacing an instructor cost 25-35% of the annual salary and benefit • Focus on student achievement – Improve teaching performance in order to raise student achievement • Support teacher morale, communications, and collegiality – Build a sense of professionalism and confidence – Prevent teacher isolation • Create intentional/purposeful reflection on teacher instruction and practice – Establish a trusting relationship with mentee ➢ ACTIVITY 3 Share your opinion: *Participants will turn to handout in their workshop packets called, "Does Mentoring New Faculty Make a Difference". Moving in clockwise fashion, everyone in turn to read one section out loud to their table mates. Participants are then to share their opinions on the reading with the entire table: About 3 minutes per paragraph* – *Repeat the above process for the next person until the end of the article.* ➢ ACTIVITY 4 Give one get one: *Participants to turn over the Activity I Reflective paper and make a list of three challenges & stressors the participant expects 1st year adjunct faculty will face. Now instruct participants to stand and find a partner from another table. As they share ideas, each takes one new idea from the other and adds it to his/ her list; if they have the same items, together they should generate a new idea. Call time after 2 min and ask participants to "give one get one" with another partner 3 or 4 more times. The purpose is two-fold: Reflecting on personal feelings/ difficulties as once adjunct faculty and also to bond as future mentors. In conclusion: have faculty return to their tables and debrief. Then instruct them to brainstorm on what a mentor can do to ease the difficulties & stressors that beginning teachers face during the first year. Lastly, have each table report out top 3-5 ideas with everyone.*

	10:15-12:00 (continued)	❖ Discuss effective instruction: Mentoring helps teachers develop into effective faculty and successful contributors to the college since what teachers do—and don't do—affects student learning outcomes. Our job, as mentors, is to help adjunct faculty develop into high quality educators. It is critical to our students they all have highly qualified, competent instructors so that they may learn to their maximum potential. ➢ ACTIVITY 5 Setting a vision of quality instruction: *Have participants think, individually, about what **quality teaching** looks like. Have them imagine that, this time next year the mentee assigned to them has become a very successful instructor with students consistently achieving at higher-than-expected levels.* *Now; if the mentor walked into their mentee's classroom,* *1. What would they see to let us know that he or she was successful?* *2. What would they see in the classroom that would make us know, "THIS IS QUALITY"?* *a. What would the teacher be doing?* *b. What would the teacher have done before and after each lesson that contributed to their effectiveness?* *Ask participants to write each idea on a separate post-it note and paste it on the large cut-out of a person in the middle of the table. (Call time after 6-minutes)* *Post the cut-outs around the room. Have participants walk around and review the comments and discuss any AHA moments/comments.*
	12:00-1:00	**Lunch Break**

Presentation	**1:00-3:00** **1:00-3:00**	❖ The Art of Active Listening: In this last part of the day's session, we are going to review some key communication strategies. Ordinary, everyday habits of communication won't work in the mentor/mentee relationship. We're going to look at some generic listening strategies that will help in this regard. In addition to being a successful instructor, a good mentor is accessible, responsive, open-minded, dedicated to the development of others, self-confident and people-oriented. Above all, Mentors need to be good listeners, able to offer honest and constructive criticism, willing to compliment the mentees accomplishments and "talk them up" in their department and college. Mentors must be able to do these things in a confidential manner. ➢ ACTIVITY 6 The wright family: *Participants will take a pen from the table and listen to the story. They are instructed to pass the pen to the person on their right when they hear the word "right" and to your left when they hear the word "left". (OPTIONAL: This activity may also be conducted with the entire room standing in a circle.)* ***Discussion questions to follow:*** *· What made the activity difficult to accomplish?* *· What would have made the activity easier to accomplish?* *· How hard was it to listen to the story while simultaneously passing the object?* *· How much of the story do you remember?* *· What can this activity teach us about good communication?* *· How hard were you concentrating during this activity?* *· How does this level of concentration compare with what you do when someone is talking to you?* ❖ When you us your EARS to listen: **E** – **Explore** by asking questions; **A** – **Affirm** to show you're listening; **R** – **Reflect** your understanding; **S** – **Silence**, listen some more ❖ The above is central to the art of listening: Quiet your mind so that you can truly focus on what the person is saying. Put yourself in your mentee's shoes. Try to imagine what they are living through; imagine yourself saying the words they are saying. Look and act interested. Don't answer a ringing cell phone—or if you do, do not make it a regular occurrence. Focus your attention on your mentee. (Don't doodle, look at student work, and avert your eyes as you look at other things in the room.)

		❖ Don't interrupt. Keep silent. No matter how important your ideas don't interrupt—unless they get way off topic. Stay silent--because it is the most important thing you can do. ❖ Speak only in affirmations. Don't criticize, judge, belittle their opinions. Paraphrase to be sure that you understand what they are trying to say ➢ ACTIVITY 7 Practice really listening: *Have participants partner up. Partner A tells partner B what they're going to do this weekend for fun by s-p-e-l-l-i-n-g i-t o-u-t. Then have partner B tell A their weekend plans.* *Discussion: What just happened? Were participants thinking of what they were going to say or how to respond or were they focused on the speaker. Notice more pausing during speaking? They're IN THE MOMENT*.
	3:00-3:15	**Stretch Break**

	3:15-4:45	❖ Present details of our Faculty Mentoring Program Designed to: • Produce a community of learners and teachers in which continual improvement is a shared value • Accelerate teacher effectiveness and retention • Create a community ethos incorporating a dedication to furthering pedagogy and assisting colleagues in the perfection of our craft • Improve student achievement • Build a culture of educators who understand that we can teach and learn from one another • Positive collegiality • Higher student satisfaction & outcomes • Higher job satisfaction • Improved teaching • Overall productivity • Informed choices regarding service to the college • Increased collegiality • Share insights as to "life at the college" ❖ Present diagram on one year mentoring cycle: Phase 1: A mentoring relationship has a natural cycle which starts with clarity around expectations – i.e. what does the mentee expect out of the mentoring partnership, what do he/she expect from the mentor and vice versa Establishing rapport and building trust is key to the development of a successful mentoring relationship. Contracting or agreeing on some ground rules can help support this process and means prevents misunderstandings allowing candour and openness to develop. Phase 2: Ultimately mentoring is a developmental relationship and the Mentee will have goals in terms of current work or future career plans. Setting out what these goals are, with the support of the Mentor, will help when reviewing what progress has been made Phase 3: Closing off the relationship is important for both the Mentor and Mentee and an opportunity to review what progress and what benefits both have got from the relationship

Presentation	**3:15-4:45 (continued)**	❖ Mentoring program: New adjunct faculty will receive a mentor for their first year. The Dean of instruction matches the Mentee with his/her Mentor. As much as possible adjuncts are matched with mentors in their discipline ❖ Expectations for teachers and mentors working together are found in the Mentor Program Packet such as: – Importance of trust and confidentiality – Familiarization with the campus and its environment – Networking—intro to colleagues & other key personnel – Developing awareness—help new faculty understand policies and procedures that are relevant to their work – Constructive criticism and encouragement, compliments on achievements – Helping to sort out priorities—budgeting time, balancing research, teaching, and service – Setting short- and long-term goals – Developing visibility and prominence within the profession. – Achieving career advancement. ❖ All mentees must go through a half day orientation after which they will be assigned their mentor. The second half of the orientation day adjunct will meet with their assigned mentors to get acquainted, discuss program scope, explore expectations, set acceptable ground rules and, of course, answer questions. ❖ The following resources have been implemented to provide new teachers and their mentors with information and resources to support the critical first years of teaching – Scheduled/Minimum Number of Meetings • First 3 months: • Meet weekly on Wed. (called M&M Chat Wednesdays) • Second 3 months • Meet at least every 2nd and 4th Wednesday • Last 6 months • Meet a minimum of once a month – The Internet • chat and synchronous conferencing • website – Program eNewsletter – Professional Development Opportunities • Through the college and outside sources – Access to Program Coordinator

Presentation	**3:15-4:45 (continued)**	❖ The Mentoring Program has four modules: 1. Planning and preparations 2. Instruction and classroom environment 3. Professional responsibilities 4. Career advancement ❖ The role of a Mentor is critical in the life of a new adjunct. The modules follow the objectives designed to provide guidance toward success in higher educational instruction, governance, college community, etc. ❖ Mentees need guidance and wisdom to navigate the complexities of this new professional life. More importantly, to provide a "helping hand" so that beginning teachers develop into **effective faculty**—as soon as possible. Mentors contribute to their mentee's developing into **quality teachers and successful college employees.** Additionally, a good mentor is a: • Provider of professional socialization • A trusted sounding board and supporter • A place to pick up "tricks of the trade" and survival strategies • Resource • Bridge • Collaborator and so much more ➢ ACTIVITY 8 Think-pair-share: *Pose the following questions:* *1. Which one of the modules would you say is of particular importance to the Mentee?* *a. Explain* *2. Which one of the modules do you, as the Mentor, consider important over the others?* *a. Explain* *Explain the concept of think-pair-share. Give participants a few minutes to formulate their thoughts regarding the questions, then call time and have them share with their partner. Call switch and repeat vice-a-versa. Finally a spokesperson in each pair to share their findings with their table. Have each table report out.*

	4:45-5:00	➢ *Closing: Evaluation Exercise* • *What types of mentoring, if any, did you receive as a beginning teacher?* – *Was it or was it not beneficial?* • *What story can you share about your relationship with a mentor.* • *Post your story on the wallwisher at: http://www.wallwisher.com/wall/newteachmentor* Thank them for a good day. Complete Day 1 Evaluation form

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM WORKSHOP: DAY 2

Workshop Information

Presenter/Facilitator: Cynthia Haiduk-Pollack

Workshop: Second day of a three day workshop

Participants: Faculty first time mentors

Objectives:

5. *Learn of your personality type*
6. *Use understanding og personalities to overcome differences*
7. *Understand effective mentoring through role play*
8. *Recognize continuum of support through case study analysis*

Agenda:

- Warm-up Review Exercise
- Wired That Way: discover your personality type
  - Stretch Break
- Wired That Way: learn how to use personality type to communicate with optimum results
  - Lunch Break
- Case Study Analysis
  - Stretch Break
- Styles of Mediation
- Closing Evaluation Exercise

	Materials/Equipment Needed: - Round tables set up for eight - Overhead projector, laptop, projection screen, link the Internet - Podium - 8 red, purple, green, blue, and black ink pens per table - 8 sheets of blank paper - Workshop folder for each participant with the following handout materials: o Wired That Way: Inventory Personality Type Indicator Form o ACTIVITY 2: Support for Beginning Teachers Must Become a Top Priority" o ACTIVITY 3: Video and Mini- Vignettes o ACTIVITY 4: Case Studies o CLOSING: 3-2-1 Activity o Day 1 evaluation form

Presentation	**8:00-8:30**	Welcome remarks, housekeeping, and review of the day's agenda ➢ ACTIVITY 1 Welcome back: *Participants are asked to tell us their names and EITHER your FIRST or your WORST job. As the tales progress, employees will begin to compete to see who had the worst job of all. This will not only help mentors bond, but show that there is no specific career path to becoming a mentor. Each person has their own unique way of interpreting life and the world. It is formed from experiences, genetic development, and socialization.* *Facilitator will navigate to the wallwisher where participants were instructed to leave stories about any mentorship relationship.*
	8:30-10:00	"A Mentor is a growth agent whose role is to develop self-reliant, reflective beginning educators, able to make effective instructional decisions as they strive for high performance for themselves and their students." Source: Wellman & Lipton, 2006 Learning Focused Relationships ➢ Wired That Way: We will spend the morning taking the personality inventory called *Wired That Way* designed to help participants understand their personality type. Mentors will discover their individual personality types and learn how to meet their Mentee's needs--and just about anyone. Mentors will learn to identify how people in their life are wired by observing clothing, mannerisms and personal space.

	10:00-10-15	**Stretch Break**
	10:15-12:00	➢ Wired That Way: learn how to use personality type to communicate with optimum results. At least three of every four people you meet are likely to have a different personality style than yours. The next hour and a half participants will learn how people in their life are wired by observing clothing, mannerisms and personal space And how to value the different personality types and more importantly, how to relate to each style!
	12:00-1:00	**Lunch Break**

Presentation	**10:15-12:00**	➢ Activity 2:Say something on teaching how to teach*Explain that we are going to use "Say Something" as a strategy to process some reading. Have participants read article "Support for Beginning Teachers Must Become a Top Priority" published in the newsletter of the AL Best Practices Center. Participants are instructed to underline or highlight at least three ideas they find interesting or important. (Say Something strategy allows for frequent "mini-bursts" of conversations built into the professional development reading activity.)* *In our scenario, upon completing the reading, participant 'A' will turn to their partner 'B' on either side and have a dialogue about what they both silently read.* *2. Participant A must do one or more of the following:* *a. Ask a question* *b. Clarify something you misunderstood* *c. Make a comment* *d. Make a connection* *e. State something you found important* *3. If A can't do one of these five things, then he/she needs to reread the article.* *4. B should comment on what A just shared, by doing one of the following:* *a. Answering your question or asking a follow-up question* *b. Making an additional comment or connection* *c. Help clarify understanding the content/meaning* *You will give a reading assignment and as soon as they finish it, they will turn to their partner and "say something" about what they read…and listen to their partner say something to them.* ➢ ACTIVITY 3: Video on mentoring conversations. *Participants will watch a video of an interaction between mentor and mentee that models how mentors can help to create professional norms in the conversations they have with their mentee. This video will help identify important language and behaviors that can contribute to the mentor's effectiveness. Observe the language stems just discussed.* *Number off A and B. A listens for evidence of Trust. B listens for evidence for Mentor Language. Use blank sheet to take notes.* *Pay close attention to the question and response stems. How does the mentor begin her sentences and questions? We will be using the language we capture from the video to build our knowledge and skills. Debrief with the entire group.*

<table>
<tr><td></td><td>12:00-1:00</td><td>Lunch Break</td></tr>
</table>

<table>
<tr><td rowspan="4">Presentation</td><td>1:00-3:00</td><td>➢ Discuss language support through: Paraphrasing/Clarifying; Mediating/Imagining; Non-judgmental Responses/Teachable Moments; Suggestions/Attitudes for Effective Listening.

➢ Activity 3: Practicing using language support Have participants form into groups of three. Identify who's person A-B-C. Locate the handout on Mini-Vignettes Each person chooses a vignette.

Hold a 10-minute conversation with "A" as the mentor, "B" as the mentee, "C" as the observer. The observer will collect evidence on the language used, questions asked, protocol, and body language. After 10 minutes switch roles until each person has the opportunity to serve in each role twice.

Start with the first vignette and act out the scenario role-playing as per the chart below

<table>
<tr><th></th><th>Mentor</th><th>Mentee</th><th>Observer</th></tr>
<tr><td>Round 1</td><td>Person A</td><td>Person B</td><td>Person C</td></tr>
<tr><td>Round 2</td><td>Person C</td><td>Person A</td><td>Person B</td></tr>
<tr><td>Round 3</td><td>Person B</td><td>Person C</td><td>Person A</td></tr>
</table>
Debrief : have participants reflect on anything that occurred during this activity that might be transferred to their role as a mentor.</td></tr>
<tr><td>3:00-3:15</td><td>Stretch Break</td></tr>
<tr><td>3:15-4:40</td><td>❖ Discuss styles of mediation: directive, collaborative and facilitative Directive- directing, standardizing, reinforcing; Collaborative- reflecting presenting problem solving, negotiating; Facilitative- listening, clarifying, encouraging.

➢ ACTIVITY 4: Case studies: Have participants work with their table mate to review one case at a time and answer the following two questions for each of the four cases.
– What behaviors interfered with a trusting relationship?
– What could the mentor have done differently?</td></tr>
</table>

	4:40-5:00	➢ Closing: Evaluation Exercise *Have students complete Closing 321 Activity where they list 3 key learnings from today. (Based on the discussions today, write down three new ideas or affirmations of old ones do you have)* *2 ideas or AHA moments that they want to share with their mentee* *1 question that they still have* *Allow a few minutes for participants to reflect and complete the form. Ask them to stand, find a partner from a neighboring table, and share one idea from their reflections. Call time and ask them to find another partner with whom to share an idea they have written.* *Now ask—from across the room—for someone to share an idea that their partner shared with them.* *Thank them for a good day. Remind them to bring their packets next month for the last day. They will be accessing this handout again.* ➢ Complete Day 2 Evaluation form

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM WORKSHOP: DAY 3

Workshop Information

Presenter/Facilitator: Cynthia Haiduk-Pollack

Workshop: Final day of a three day workshop on the college's Faculty Professional Development Mentoring Program to prepare full-time and/or tenured faculty for the role of mentor.

Participants: Faculty first time mentors

Objectives:

9. *Learn the E-P-M technique to keep your criticism on track and yourself in control.*
10. *Adopt the 4-A formula for controlling your emotions when being criticized.*
11. *Understand the value of trust in their mentor/mentee relationship*
12. *Recognize and help mitigate mentoring challenges*

Agenda:

- Warm-up Exercise
- Learn E-P-M technique on how to give criticism
  - Stretch Break
- Adopt a imple formula for accepting criticism
  - Lunch Break
- Discuss value of trust and how to build it
  - Stretch Break
- Understand how to deal with pitfalls and challenges
- Closing Evaluation Exercise

		Materials/Equipment Needed: - Round tables set up for eight - Overhead projector, laptop, projection screen, link to the Internet - Podium and wireless microphone - 8 red, purple, green, blue, and black ink pens per table - 8 markers of different colors on each table - 8 pieces of blank paper per table - Two pieces of large chart paper per table - Workshop folder for each participant with the following handout materials: o ACTIVITY 3 handout: E-M-P scenarios o ACTIVITY 4 handout: scenarios for 4-A formula for taking criticism o Day 3 Evaluation Form

Presentation	**8:00-8:30**	❖ Welcome remarks, housekeeping, and overview of the day's agenda ➢ *ACTIVITY 1 guess who: Have each participant write on a piece of blank paper, two interesting facts about himself/herself (such as where they were born, number of languages they speak, a lesser known hobby of theirs, etc.). Have all attendees fold their papers into a paper airplane. Everyone should toss his/her airplane into the air at the same time to get it as far away from them as possible, then each participant should pick up one that lands nearby (not their own, of course,) open it up and read the information. Their goal is to then find the person it belongs to.* *This exercise has an element of play that will relax participants and have them reconnect/ find something of interest or common to further bond them to their fellow mentor.*

	8:30-10:00	*"As teachers, we might learn from our mistakes. Our students won't."* *--Gary Rubenstein* ➢ *ACTIVITY 2* Use AND instead of BUT: *Here's one little nugget that is easy to remember and has a huge impact on communication: replacing the word BUT with the word AND when giving criticism or advise. This exercise illustrates using the word 'but' not only negates whatever was said before, it makes people defensive, whether they realize it or not.* *Participants are asked to find a partner. They then will have a minute to think of something they like about the other's outfit and one way the outfit could be improved upon using BUT in their sentence.(Example given.). Next, the participants are asked to repeat what they said replacing the BUT with AND.* *Debrief: How did it feel to hear "but"? (annoying, defensive, insincere, etc.)* *How did it feel to hear "and"? (helpful, respected, supported, etc.)* *What does "but" usually mean? (disregard what you just heard, because here is the real truth.)* *Why do we say "but" so often when giving suggestions or feedback?* *What implications does this have for our relationship with our mentees?* *OPTIONAL: Ask participants to try this communication skill for the next 24 hours. (Remind them there are times BUT is the right word to use.)* ❖ Discuss the art of turning criticism to our benefit. We often hear the term "constructive criticism." Unfortunately, much criticism ends up being destructive. It's a part of learning. This presentation will instruct mentors on how to give criticism in ways that benefit the individuals involved. ➢ ACTIVITY 3 E-P-M for giving criticism: *Knowing how to take criticism is a crucial career skill. We will role play this important tool learned today:* o *The E-P-M for giving criticism* *Participants will role play scenarios and practice Empathies-Pinpoint problem-Move forward strategy first as one big group then with their table mates.*

	10:00-10-15	**Stretch Break**
	10:15-12:00	❖ Instruct participants on how to assume a position of strength when being criticized. We all need criticism. What we don't need is the anger, defensiveness, frustration and conflict that are so often associated with criticism. This simple strategy for taking criticism is used to establish a spirit of cooperation and growth. ➢ ACTIVITY 4 "4-A" formula for taking criticism: *Knowing how to take criticism is a crucial career skill. We will role play the second important tool learned today:* o *The 4-A formula for taking criticism* *This time the 4-A formula will be modeled first with the entire group then in individual groups.* *The more we use it (personally and professionally), the more instinctive the skill will become.*
	12:00-1:00	**Lunch Break**

Presentation	**1:00-3:00**	❖ Discuss the value of building trust with mentee. The goal is to be in harmony with each other throughout the year. For that to occur, mentors and mentees must establish mutual trust. Without a strong foundation, mentors will not be successful in growing their mentees within the four modules of the mentoring program: *Planning and preparations; Instruction and classroom environment; Professional responsibilities; and Career advancement.* ❖ Failure to build trust sets tone for fear of conflict, incapable of engaging in unfiltered debates about ideas, resorting to guarded comments. Lack of healthy conflict leads to lack of commitment. This leads to avoiding accountability. ➢ *ACTIVITY 5* Consider this: *"Too often in the process of change, we have neglected the personal and interpersonal factors that contribute to the motivation to learn and the willingness to explore new ideas and new ways of being. First among these is trust, the sense that the relationship between knower and learner is solid, dependable, and honest."* *--Frances O'Connell Rust and Helen Freidus* *Facilitate discussion: Why is this so important in your work as mentors? Pose the question and allow discussion.* ➢ *ACTIVITY 6* What characterizes a relationship built on trust? *Clear off the tables leaving only one large chart paper and 8 markers. Have each person around the table write at least two ideas on the chart paper. Continue to go around the table until all ideas are exhausted. Facilitator will then post your paper on the wall. Quickly look at the ideas expressed by participants from the other tables. (Such as: Act non-judgmentally, Admit mistakes,. Behave consistently, Be visible and accessible, Demonstrate professional knowledge and skills, Express personal interest in others, Keep commitments, Listen reflectively, Maintain confidentially,...)* *Take a few minutes as a whole and discuss the commonalities-differences. Finally, have each participant select the two that are most descriptive for them. Next, have them partner with someone whom they have not yet worked with. They are to each:* - *share the characteristics selected and why* - *elaborate on how they think these characteristics will be important in working with their mentee*

	3:00-3:15	**Stretch Break**

	3:15-4:40	❖ Mentoring challenges. Discuss how to deal with pitfalls in the mentoring relationship. Such as: – During phase 1 clarifying expectations—starting phase: making all the decisions, missed meetings, mentee not opening up/sharing, mentors expecting too much too soon. – During phase 2 productive phase—developing phase: mentee wants too much time, mentee needs too much help, mentor is too busy or inaccessible, the relationship "doesn't gel". – During phase 3 maturation & closure—ending phase: lack of closure, unanticipated endings, becoming friends. Participants to add to the lists. ❖ Avoiding pitfalls. Discuss how to elude pitfalls in the mentoring relationship. Such as: be proactive, look for signals, respect mentee, review goals, integrate learning ➢ *ACTIVITY 7* Bridging the generation gap*: Ask participants to think of the DECADE in which they graduated from high school. (i.e., the 70's, 80's, 90's, 00's). Designate portions of the room for each decade to gather. If there's a particularly large number in any decade, the group can be split (i.e., 90-94 and 95-99). If some decade has only one (like the 60's) then add them to the 70's group.* *Instruct the groups to brainstorm the* ***trends****,* ***fads****,* ***heroes****,* ***taboos****, and* ***values*** *associated with their decade. Before the Decade Groups start their work, have a brief joint discussion about the definition of "trends", "fads" and "taboos. Each Decade Group is given a piece of chart paper to record their responses.* *Each decade group to present their information. Then have other decades ask questions about word choice/meaning. (Facilitator to ask clarifying questions if necessary.) Language has changed (i.e., thongs (for the feet) vs. thongs (for the body). Vocabulary/word choice will many times lead to unnecessary misunderstandings; it will show the power of communication and the impact on relationships. The richness in the activity is the discussion. Facilitator to ask about similarities and differences that are notable; about surprises; about how each decade group completed the task. Example of final question: "What is the purpose of this activity?" "How will you use the insight you've gained from this activity when communicating with your mentee?" It lends itself to many different ways of discussing similarities, differences, diversity, tolerance, communication & other relationship challenges.*

	4:40-5:00	➢ Closing: Evaluation Exercise *What would you want to say to your colleagues—in two minutes or less—about the mentoring program and about their role in helping to provide a successful year for the new adjunct at our college?* *Participants will work with their table mates to plan an elevator speech—something participants can say in the time it takes to ride an elevator from the lobby to the 10th floor.* *Finally, each table will report out their elevator speech to all.* *(OPTIONAL: take a few extra minutes and have everyone craft one speech taking the best parts from the different speeches.)* *Remind everyone of the various resources and touch points available to them and their mentees.* ➢ *Complete Day 3 Evaluation form*

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM WORKSHOP EVALUATION FORM: DAY 1

Date: _____

For the following areas, please indicate your rating with a check mark:

A. Content	**1 Fair**	**2**	**3**	**4 Excellent**
Covered useful material				
Practical to my needs and interests				
Well organized				
Well-paced				
Presented at the right level				
Effective activities				
Useful visual aids and hand-outs				
B. Presentation				
Presenter's knowledge				
Presenter's presentation style				
Presenter covered material clearly				
Presenter responded to questions				
Presenter facilitated interactions among participants				
C. How could this workshop be improved?				
D. Any other comments or suggestions?				
E. Overall, how would you rate today's workshop?				

☐POOR	☐FAIR	☐ GOOD	☐EXCELLENT

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM WORKSHOP EVALUATION FORM: DAY 2

Date: _____

For the following areas, please indicate your rating with a check mark:

A. Content	**1 Fair**	**2** ←	**3** →	**4 Excellent**
Covered useful material				
Practical to my needs and interests				
Well organized				
Well-paced				
Presented at the right level				
Effective activities				
Useful visual aids and hand-outs				
B. Presentation				
Presenter's knowledge				
Presenter's presentation style				
Presenter covered material clearly				
Presenter responded to questions				
Presenter facilitated interactions among participants				

C. How could this workshop be improved?

D. Any other comments or suggestions?

E. Overall, how would you rate today's workshop?
☐POOR ☐FAIR ☐ GOOD ☐EXCELLENT

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM WORKSHOP EVALUATION FORM: DAY 3

Date: _____

For the following areas, please indicate your rating with a check mark:

A. Content	**1 Fair**	**2** ←	**3** →	**4 Excellent**
Covered useful material				
Practical to my needs and interests				
Well organized				
Well-paced				
Presented at the right level				
Effective activities				
Useful visual aids and hand-outs				
B. Presentation				
Presenter's knowledge				
Presenter's presentation style				
Presenter covered material clearly				
Presenter responded to questions				
Presenter facilitated interactions among participants				

C. How could this workshop be improved?

D. Any other comments or suggestions?

E. Overall, how would you rate today's workshop?

☐POOR ☐FAIR ☐ GOOD ☐EXCELLENT

MENTOR-MENTEE AGREEMENT

PURPOSE OF THE MENTOR PROGRAM

Adjunct faculty are given a Mentor for one (1) year in order to provide them with the support they need to be successful. A mentor is a colleague, guide, and a source of information. Successful mentors and mentees work to make themselves available to each other in an open, collaborative, and trusting relationship.

ROLE OF THE MENTOR:

- Trusted Listener
- Resource
- Problem Solver
- Advocate
- Facilitator
- Coach
- Collaborator
- Learner
- Assessor
- Teacher

Facilitate a seamless transition into the first year of teaching with but not limited to:

- Orientation to the school – who, when, how (logistical support)
- Enhance teaching practices and student learning
- Create intentional/purposeful reflection on teacher instruction and practice
- Orientation to the curriculum including the relevant standards and assessments
- Assist with teaching strategies including classroom assessment and use of student data
- Support formal and informal connections to help build school and community resources
- Support teacher morale, communications, and collegiality--prevent teacher isolation
- Build a sense of professionalism
- Promote the professional and personal well-being of Mentee
- Establish a trusting relationship with the Mentee

THE MENTEE TAKES RESPONSIBILITY TO:

- Respect the Mentor's availability and time
- Be receptive to information and feedback
- Set realistic expectations with the Mentor
- Seek for assistance when needed
- Self-assess and self-adjust as data dictates
- Set professional goals quarterly
- Demonstrate a willingness to watch, listen, and learn
- Attend professional development

MENTOR AND MENTEE MEETINGS

The initial meeting between the Mentor and Mentee is critical to the success of the relationship because it sets the tone. It is extremely important to take the time to create a climate of trust and of safety. Mentors provide both formal and informal support to Mentees. Some of it needs to be scheduled to make sure that it can take place, but much of it is on an as-needed basis. For some pairs (e.g., those in different work sites) these expectations will have to be modified to best meet the situation..

- Mentors/Mentees are expected to attend the one (1) day workshop prior to the start of the school year.
- Mentors/Mentees are expected to meet as follows:
  - First 2 months: meet at least once a week
  - Second 4 months: meet at least twice a month
  - Last 6 months: meet a minimum of once a month
  - All 12 months: attend at least one M&M Chat Wednesday meeting held during the college hour every Wednesday

REMINDER!

The agreements (or alliance) made between the Mentor and Mentee provide the basis for the relationship. The agreement should be dynamic, capable of changing over time so that it will continue to meet the Mentee's, Mentor's, and the institution's needs.

MENTOR-MENTEE AGREEMENT

At the initial meeting, the Mentor and the Mentee should share with each other their considerations and what they would like to accomplish. If comfortable, they can begin to collaborate to set some simple developmental goals that are specific and achievable based on skills and the commitment using the form below. The goal of the initial meeting is to begin to find out if the individuals will be a good match and if both parties can reasonably commit to working toward the goals of the agreement.

Mentor/Mentee Agreement			
Name:			
Contact Information:			
Goal(s)/Strategies			
Example: Goal Increase the use of technology in my lessons.		***Example: Strategies*** 1. Create/discuss list of ways to increase my relevant technical expertise. 2. Identify veteran faculty I can schedule classroom observations/discussions. 3. Identify appropriate workshops I can attend.	
Goal:		Strategies:	
Date:			
Goal:		Strategies:	
Date:			
Goal:		Strategies:	
Date:			
Duration of Agreement			
Start Date:		**End Date**:	
Signatures			
We agree that Mentoring conversations will be conducted within the following guidelines: • Conversations will focus on results that we want to achieve professionally • Conversations will be confidential • Each participant agrees to maintain mutual trust, dignity, and respect • We will stretch ourselves • We can opt out			
Mentee:			

Mentor:

EVALUATIONS AFTER MENTOR PROGRAM IS IMPLEMENTED

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM MENTEE SURVEY

Welcome to the 2015-2016 Faculty Mentor Program for adjunct faculty at the college.

Thank you for participating in this survey. You have received this survey because you are a Mentee participating in the Faculty Mentoring Program. The information you provide regarding the services you have received through the mentoring program will help us to make meaningful program improvements. All information provided will be anonymous.

1. Year(s) Teaching: ☐ One year ☐Two years ☐Three years ☐Four years ☐Five or more years

2. Your current teaching assignment hours per week ☐Less than 10 ☐10 or more

3. What content area(s) do you teach? (Circle or highlight all that apply)

ACCOUNTING	CHINESE	ETHNIC STUDIES	MEDIA ARTS
ADMINISTRATION OF JUSTICE	COMP APPS & BUS OFFICE TECH	FIRE TECHNOLOGY	MEDICAL OFFICE ADMIN
ALCOHOL/DRUG STUDIES	COMP SCIENCE/INFO SYSTEMS COMPUTER AIDED MANUFACTURING	FRENCH	METALLURGY
AMERICAN SIGN LANGUAGE	CULINARY ARTS	GEOGRAPHY	MUSIC
ANTHROPOLOGY	DANCE	GEOLOGY	NURSING SCIENCE
ARCHITECTURE	ECONOMICS	HEALTH	NUTRITION
ARMENIAN	ELECTRONICS & COMP TECHNOLOGY	HEALTH INFO TECH	OCEANOGRAPHY
ART (includes Graphic Design, Animation, and Video Game Design)	EMERGENCY MEDICAL TECHNOLOGY	HISTORY	PHILOSOPHY
PHOTOGRAPHY	ENGINEERING	HOSPITALITY & TOURISM MGMT	PHYSICAL EDUCATION
ASTRONOMY	ENGLISH	HUMANITIES	PHYSICS
AVIATION AND TRANSPORTATION	ENGLISH AS A SECOND LANGUAGE	ITALIAN	POLITICAL SCIENCE
BIOLOGY	ENTREPRENEURSHIP	JAPANESE	PSYCHOLOGY
BUSINESS ADMINISTRATION	ENVIRONMENTAL TECHNOLOGY	JOURNALISM	REAL ESTATE
CHEMISTRY		KINESIOLOGY	SOCIAL SCIENCE
CHILD DEVELOPMENT		KOREAN	SOCIOLOGY
		LIBRARY	SPANISH
		LINGUISTICS	SPEECH COMMUNICATIONS
		MACHINE TECHNOLOGY	STUDENT DEVELOPMENT
		MASS COMMUNICATION	THEATRE ARTS
		MATHEMATICS	WELDING

4. How many month have you been working with your ☐ Less than 3 months

mentor?	☐3-6 months ☐7-9 months ☐10-12 months

5. How much of your success as an adjunct instructor would you attribute to the mentor program?

☐ None at all ☐Hardly any ☐Some ☐Quite a bit ☐A great deal

6. How important did you find the following sources of support?

	Not At All	Somewhat Important	Important	Most Important	Does Not Apply
Mentor one-on-one	☐	☐	☐	☐	☐
Department Chair	☐	☐	☐	☐	☐
College Professional Development	☐	☐	☐	☐	☐
Outside Professional Development	☐	☐	☐	☐	☐
Observations of Mentee	☐	☐	☐	☐	☐
M&M Chat Wednesdays	☐	☐	☐	☐	☐

7. Were there any sources of support you received assistance from that are not listed above?

8. Were there any areas from which you would have liked support? (They may or may not be identified on the above list.)

9. What are your future plans?

☐ Stay in my current teaching position
☐ Move to another department or content area but continue teaching
☐ Move to another college within the district
☐ Move to another college outside the district
☐ Move into a tenure track/FT position within the college
☐ Go on leave
☐ Was laid off
☐ Don't know yet
☐ Other:_____

10. *For the following areas, please indicate your response with a check mark:*

	Not At All	Somewhat	Yes	Does Not Apply
Did you enjoy being part of this program?	☐	☐	☐	☐
Would you want to see the program extended to two years?	☐	☐	☐	☐

In your opinion, did the program assist you with feeling more connected to the school??	☐	☐	☐	☐

11. *Overall my mentor helped me with:*

	Not At All	Somewhat Important	Important	Most Important	Does Not Apply
Locating/Identifying Resources & Materials Improving Teaching Strategies	☐	☐	☐	☐	☐
Formative And Summative Assessment Strategies	☐	☐	☐	☐	☐
Lesson And Long Term Curriculum Planning	☐	☐	☐	☐	☐
Strategies/Resources To Aid In Job Related Stress	☐	☐	☐	☐	☐
Emotional Support	☐	☐	☐	☐	☐
Information For Accessing Resources	☐	☐	☐	☐	☐
Understanding The District	☐	☐	☐	☐	☐
Developing Professional Goals	☐	☐	☐	☐	☐
Talking Through Challenging Situations	☐	☐	☐	☐	☐
Creating An Equitable Classroom	☐	☐	☐	☐	☐
Teaching Students With Special Needs	☐	☐	☐	☐	☐
Planning/Preparing For Professional Development Opportunities	☐	☐	☐	☐	☐
Governance And Committee Work	☐	☐	☐	☐	☐
Guide To The Institution And Culture	☐	☐	☐	☐	☐
Issues Regarding Underrepresented Faculty	☐	☐	☐	☐	☐
Advancing My Career Goals	☐	☐	☐	☐	☐
Formal/Informal Norms Of The Department	☐	☐	☐	☐	☐
Being An Effective Instructor (In And Out Of The Classroom)	☐	☐	☐	☐	☐
Reporting SLO, PLO, ILO Student Assessments					
Working Collaboratively With Other Faculty	☐	☐	☐	☐	☐
Survival Strategies	☐	☐	☐	☐	☐
Setting And Managing My Office	☐	☐	☐	☐	☐

Hours					
OTHER:	☐	☐	☐	☐	☐
OTHER:	☐	☐	☐	☐	☐

12. What did you like best about the mentor program?

13. What do you think we should change or do differently next year? What recommendations do you have to make the program even more successful?

14. Overall, how would you rate the Faculty Mentor Program:

☐ POOR ☐ FAIR ☐ GOOD ☐ EXCELLENT

THANK YOU!!

Thank you for completing the 2015-2016 Faculty Professional Development Mentor Training Program Mentee Survey for adjunct faculty members. Your contribution will have a significant impact on improving the program in the future.

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM MENTOR SURVEY

Welcome to the 2015-2016 Faculty Mentor Program for adjunct faculty at the college.

Thank you for participating in this survey. You have received this survey because you are a Mentor participating in the Faculty Mentoring Program. The information you provide regarding the services you have received through the mentoring program will help us to make meaningful program improvements. All information provided will be anonymous.

1. Year(s) Mentoring: ☐ One year ☐Two years ☐Three years ☐Four years ☐Five or more years
2. Your current teaching assignment (mark all that apply) ☐Full-time ☐Tenure track ☐Tenured

3. What content area(s) do you teach? (Circle or highlight all that apply)

ACCOUNTING
ADMINISTRATION OF JUSTICE
ALCOHOL/DRUG STUDIES
AMERICAN SIGN LANGUAGE
ANTHROPOLOGY
ARCHITECTURE
ARMENIAN
ART (includes Graphic Design, Animation, and Video Game Design)
PHOTOGRAPHY
ASTRONOMY
AVIATION AND TRANSPORTATION
BIOLOGY
BUSINESS ADMINISTRATION
CHEMISTRY
CHILD DEVELOPMENT
CHINESE
COMP APPS & BUS OFFICE TECH
COMP SCIENCE/INFO SYSTEMS COMPUTER AIDED MANUFACTURING
CULINARY ARTS
DANCE
ECONOMICS
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EMERGENCY MEDICAL TECHNOLOGY
ENGINEERING
ENGLISH
ENGLISH AS A SECOND LANGUAGE
ENTREPRENEURSHIP
ENVIRONMENTAL TECHNOLOGY
ETHNIC STUDIES
FIRE TECHNOLOGY
FRENCH
GEOGRAPHY
GEOLOGY
HEALTH
HEALTH INFO TECH
HISTORY
HOSPITALITY & TOURISM MGMT
HUMANITIES
ITALIAN
JAPANESE
JOURNALISM
KINESIOLOGY
KOREAN
LIBRARY
LINGUISTICS
MACHINE TECHNOLOGY
MASS COMMUNICATION
MATHEMATICS
MEDIA ARTS
MEDICAL OFFICE ADMIN
METALLURGY
MUSIC
NURSING SCIENCE
NUTRITION
OCEANOGRAPHY
PHILOSOPHY
PHYSICAL EDUCATION
PHYSICS
POLITICAL SCIENCE
PSYCHOLOGY
REAL ESTATE
SOCIAL SCIENCE
SOCIOLOGY
SPANISH
SPEECH COMMUNICATIONS
STUDENT DEVELOPMENT
THEATRE ARTS
WELDING

4. How many month have you been working with your current Mentee?
   ☐ Less than 3 months
   ☐3-6 months
   ☐7-9 months
   ☐10-12 months

5. How would you describe your relationship with your Mentee?

6. How important did you find the following sources of support?

	Not At All	Somewhat Important	Important	Most Important	Does Not Apply
Mentor Program Coordinator(s)	☐	☐	☐	☐	☐
Department Chair	☐	☐	☐	☐	☐
College Professional Development	☐	☐	☐	☐	☐
Outside Professional Development	☐	☐	☐	☐	☐
M&M Chat Wednesdays	☐	☐	☐	☐	☐

7. Please list any additional sources of assistance you received for your Mentee that are not listed above. Did the three day training workshops prepare you for becoming a mentor?

8. Were there any areas from which you would have liked support? (They may or may not be identified on the above list.)

9. Please elaborate on what was the most satisfying for you about the Mentor program.

10. Please explain what was the least satisfying aspect/responsibility about the mentor program?

11. *Please check your responses.*

	Not At All	Somewhat	Yes	Does Not Apply
Did you enjoy being part of this program?	☐	☐	☐	☐
Would you want to see the program extended to two years?	☐	☐	☐	☐
Would you volunteer to serve as a mentor again next year or in the future?	☐	☐	☐	☐
Were you well prepared for you mentoring experience?	☐	☐	☐	☐
Would you have liked additional training for Mentors? *If yes, please list examples here:*	☐	☐	☐	☐
How clearly defined were your mentor responsibilities?	☐	☐	☐	☐
The program coordinators were accessible and easy to talk to. I was able to seek advice from them when necessary.	☐	☐	☐	☐
Do you think the time you spent with your mentee was sufficient?	☐	☐	☐	☐
Did you gain personally from the relationship?	☐	☐	☐	☐
I would have preferred to meet less often with my mentee	☐	☐	☐	☐

12. How would you describe your relationship with your mentee?

13. What do you think we should change or do differently next year to improve the program? What recommendations do you have to make this program even more successful?

14. Overall, how would you rate the Faculty Mentor Program:

• POOR • FAIR • GOOD • EXCELLENT

15. Overall, I helped my Mentee with:

	Not At All	Somewhat Important	Important	Most Important	Does Not Apply
Locating/Identifying Resources & Materials Improving Teaching Strategies	☐	☐	☐	☐	☐
Formative And Summative Assessment Strategies	☐	☐	☐	☐	☐
Lesson And Long Term Curriculum Planning	☐	☐	☐	☐	☐
Strategies/Resources To Aid In Job Related Stress	☐	☐	☐	☐	☐
Emotional Support	☐	☐	☐	☐	☐
Information For Accessing Resources	☐	☐	☐	☐	☐
Understanding The District	☐	☐	☐	☐	☐
Developing Professional Goals	☐	☐	☐	☐	☐
Talking Through Challenging Situations	☐	☐	☐	☐	☐
Creating An Equitable Classroom	☐	☐	☐	☐	☐
Teaching Students With Special Needs	☐	☐	☐	☐	☐
Planning/Preparing For Professional Development Opportunities	☐	☐	☐	☐	☐
Governance And Committee Work	☐	☐	☐	☐	☐
Guide To The Institution And Culture	☐	☐	☐	☐	☐
Issues Regarding Underrepresented Faculty	☐	☐	☐	☐	☐
Advancing My Career Goals	☐	☐	☐	☐	☐
Formal/Informal Norms Of The Department	☐	☐	☐	☐	☐
Being An Effective Instructor (In And Out Of The Classroom)	☐	☐	☐	☐	☐
Reporting SLO, PLO, ILO Student Assessments	☐	☐	☐	☐	☐
Working Collaboratively With Other Faculty	☐	☐	☐	☐	☐
Survival Strategies	☐	☐	☐	☐	☐
Setting And Managing My Office Hours	☐	☐	☐	☐	☐
OTHER:	☐	☐	☐	☐	☐
OTHER:	☐	☐	☐	☐	☐

THANK YOU!!

Thank you for completing the 2015-2016 Faculty Professional Development Mentor Training Program Mentor Survey for adjunct faculty. Your contribution will have a significant impact on improving the program in the future.

FAQ'S

FACULTY PROFESSIONAL DEVELOPMENT MENTOR TRAINING PROGRAM FREQUENTLY ASKED QUESTIONS

Question ***What is the Faculty Mentor Program?***

Answer The Faculty Mentor Program is a partnership through which the mentor shares knowledge, skills, information and perspective to foster the personal and professional growth of the mentee, an adjunct faculty member

Question ***Who are the Mentors?***

Answer At the college Mentors are faculty who volunteer to take on the critical role for a minimum of one year. A mentor is a trusted scholar who advises and guides an adjunct faculty member in matters relating to the achievement of academic success.

Question ***Why is faculty mentoring beneficial?***

Answer Faculty mentoring often leads to increased job satisfaction, improved teaching, higher student satisfaction, informed choices regarding service to the college
increased collegiality, and insights as to "life at the college". Additionally, Mentors provide ideas about teaching and conduct beyond the more discipline-specific advice of department chairs and colleagues.

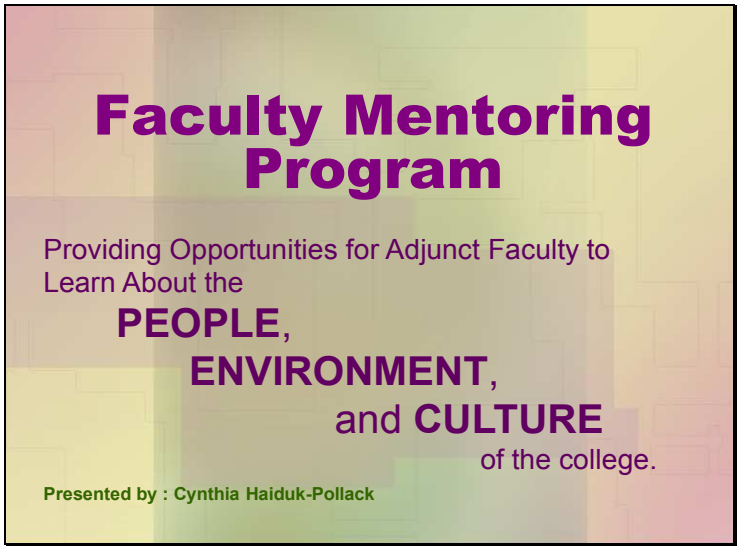
Question ***Are adjunct faculty members assigned a mentor?***

Answer Yes. Adjunct faculty members will receive a mentor for their first year of employment at the college. The Division Chair is responsible for matching newly hired faculty with his/her Mentor.

Question	***Whom should I contact for additional information or concerns about the program?***
Answer	You may access additional information on the Faculty Mentor Program's webpage (http://www.college.edu/facultly/mentor.program.html) or contact the Dean of Instruction at ext. 1234.
Question	***Who initiates the first contact – Mentor or Mentee?***
Answer	It is recommended that the Mentee make the initial contact with their mentor in person, my email, phone or text.
Question	***Where would I find contact information for my Mentor.***
Answer	The contact information for each Mentor is listed on their profile page accessible via the college's webpage.

PowerPoint Presentation

Slide 1

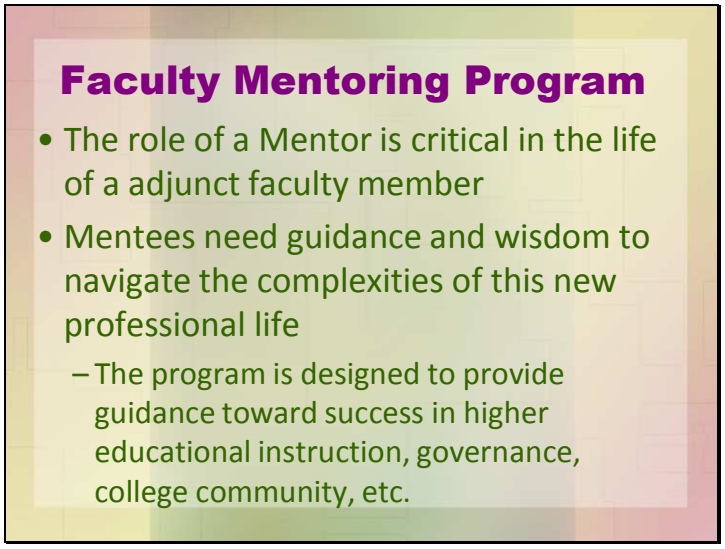


Slide 2

Mentor, one who helps a professional grow and nurtures the maturation and acculturation of a junior member of the profession; a trusted advisor/coach.

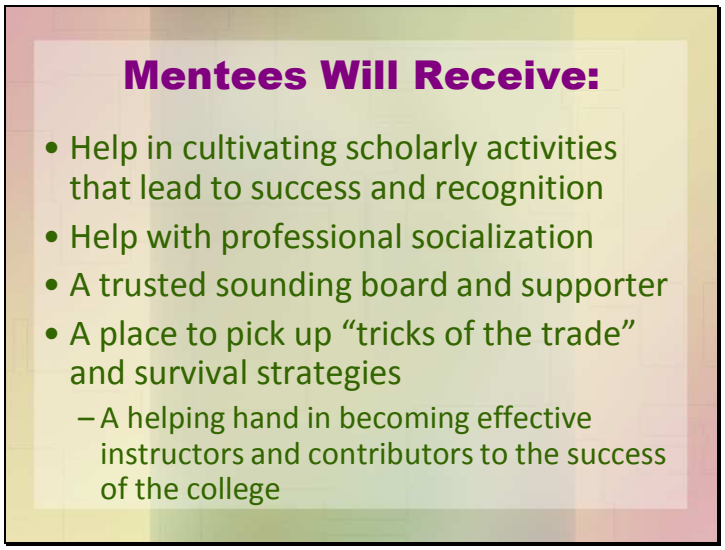
A careful selection of qualified mentors, and processes need to be in place to match mentors to mentees

Slide 3



More importantly, to provide a "helping hand" so that beginning teachers develop into **effective faculty**—as soon as possible.
Mentors can help beginning instructors develop into **quality teachers and successful contributors to the college**
Mentoring content based on recognized instructional skills yet individualized to the needs of the mentee

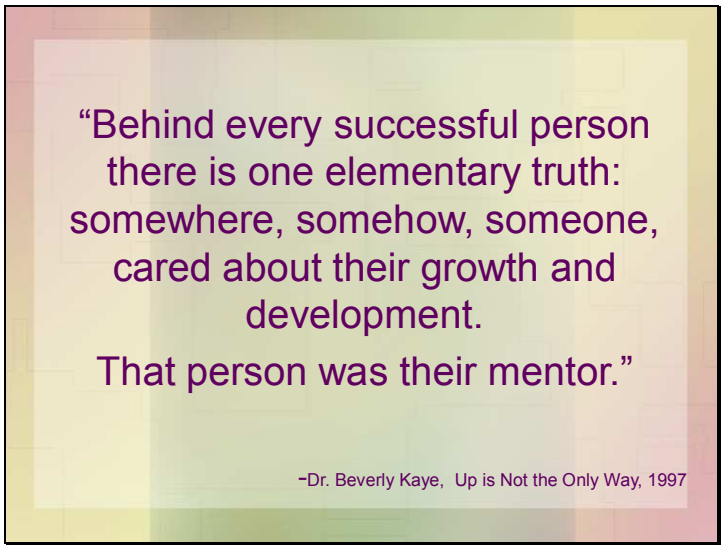
Slide 4



Suggest conferences, grant opportunities, professional development opportunities, etc.

Collaborate on a research or teaching project
Introduce your mentee to other faculty
Provide constructive feedback on manuscripts, grant proposals, teaching
Nominate mentee for awards or for invited presentations or panels

Slide 5



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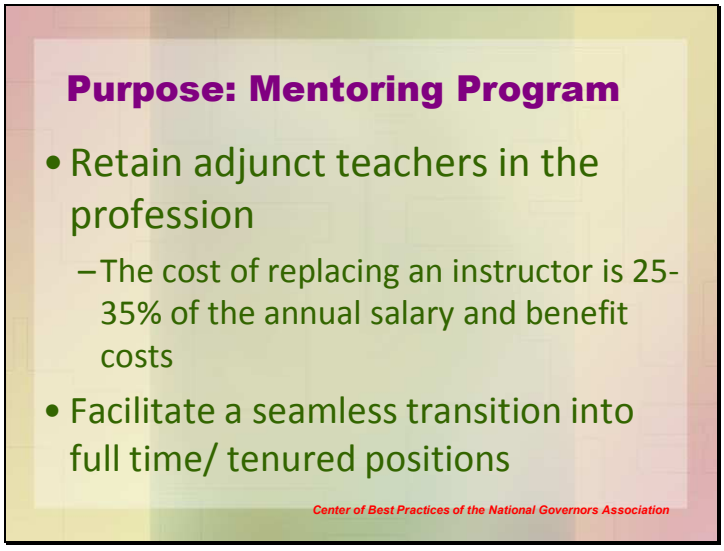


Among the strategies for schools suggested by the researchers:

Design mentoring programs carefully. Mentoring programs must be finely tuned to be effective and will be counterproductive if participants view the required time

commitment as an added burden. Good mentoring programs ensure careful selection and training of mentors; provide for regularly scheduled teacher-mentor interactions; pay attention to the expressed concerns of beginning teachers; give special consideration for the inevitable exhaustion experienced after the first two months of school; and offer assistance in acclimating to the school community.

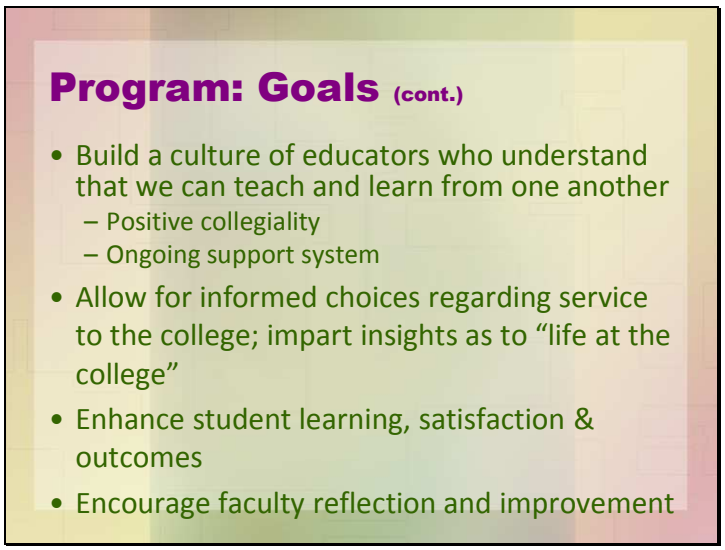
Slide 7

Establish a trusting relationship between Mentor & Mentee

Slide 8

All members of the community participate in the sharing of knowledge and in the success of their colleagues and students.

Slide 9



Slide 10

Slide 11

Attrition in the first five years among beginning teachers is between 40%-50%
--Ingersoll and Kralik, 2004
anywhere between 40 and 50 percent of teachers will leave the classroom within their first five years (that includes the nine and a half percent that leave *before* the end of their first year.)
teaching is about four percent higher than other professions.
Approximately 15.7 percent of teachers leave their posts every year, and 40 percent of teachers who pursue undergraduate degrees in teaching never even enter the classroom at all.
the workload, the emotional toll, the low pay—was just too much.
The Atlantic, October 18, 2013

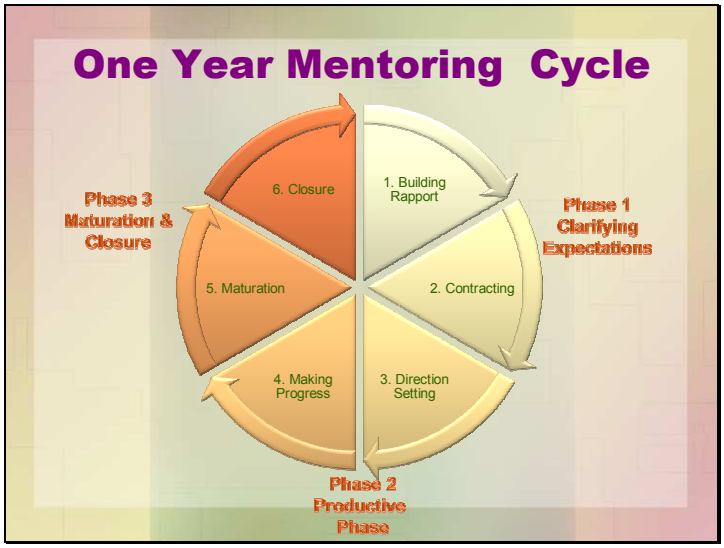
Slide 12

Every adjunct instructor at the college receives a mentor for their first year. The Dean of instruction matches the Mentor with his/her mentee
As much as possible new teachers are matched with mentors in their discipline
The expectations for teachers and mentors working together are found here: Mentor Program Packet

All adjunct faculty must go through a half day orientation after which they will be assigned their mentor.

The 2nd half of orientation new faculty will meet with their assigned mentors and discuss relevant issues with colleagues, reflect upon observations made by their mentors and discuss journal articles.
Those interested in becoming mentors must first attend this 3 day workshop
A webpage on the colleges website is designed to provide new teachers and their mentors with information and resources to support the critical first years of teaching.

Slide 13



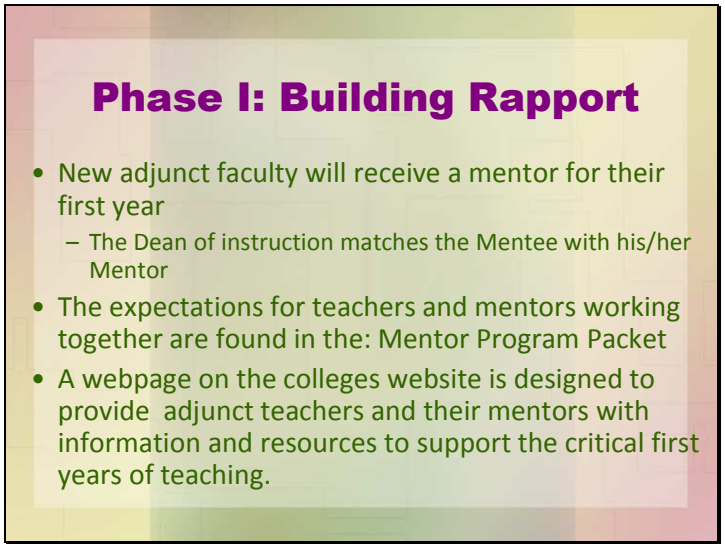
The above diagram indicates that a mentoring relationship has a natural cycle which starts with clarity around expectations – i.e. what does the mentee expect out of the mentoring partnership, what do he/she expect from the mentor and vice versa

Phase 1: Establishing rapport and building trust is key to the development of a successful mentoring relationship. Contracting or agreeing some ground rules can help support this process and means prevents misunderstandings allowing candour and openness to develop.

Phase 2: Ultimately mentoring is a developmental relationship and the Mentee will have goals in terms of current work or future career plans. Setting out what these goals are, with the support of the Mentor, will help when reviewing what progress has been made

Phase 3: Mentoring relationships change over time as the work and/or career circumstances of either the Mentor or the Mentee change and evolve over time. Inevitably a time will come when either the Mentor or the Mentee will want to move on. Closing off the relationship is important for both the Mentor and Mentee and an opportunity to review what progress and what benefits both have got from the relationship.

Slide 14



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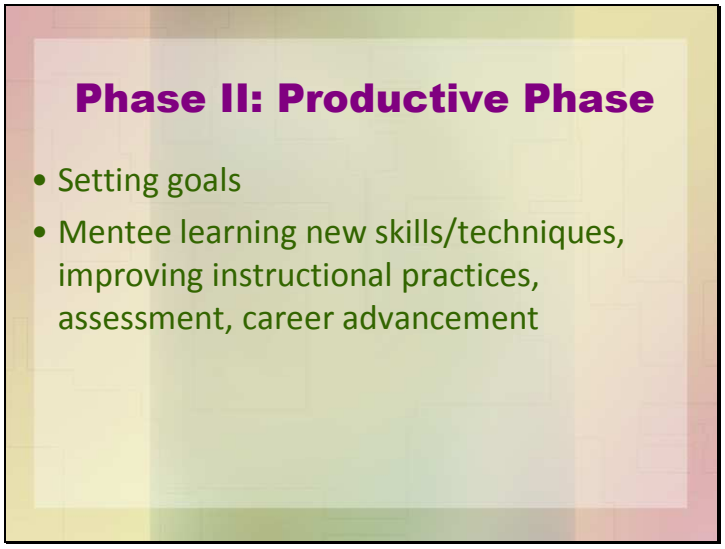
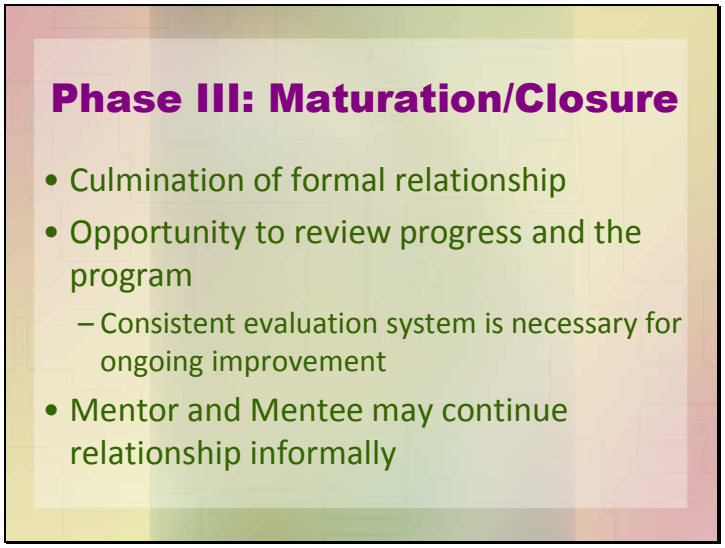
Slide 15



Phase 2: Ultimately mentoring is a developmental relationship and the Mentee will have goals in terms of current work or future career plans. Setting out what these goals are, with the support of the Mentor, will help when reviewing what progress has been made Goals are determined; Mentees are learning new techniques, improving instructional practices, working on plan for growing professionally.

Slide 16



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Culmination of formal relationship
Mentor and mentee may continue relationship informally
Consistent and evaluation system necessary to foster continuous improvement
Evaluation data provides two kinds of intel: gauges effectiveness of the mentoring process and it provides information on the impact of the mentoring on the mentee

Slide 17

Slide 18

Slide 19

Get acquainted
Discuss program scope—sign contract
Decide on ground rules for the mentoring relationships
Short-term goals
Familiarization with the campus and its environment
Networking—introduction to colleagues, identification of other possible mentors.
Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member's work.
Constructive criticism and encouragement, compliments on achievements.
Helping to sort out priorities—budgeting time, balancing research, teaching, and service.
Long-term goals
Developing visibility and prominence within the profession.
Achieving career advancement.

Slide 20

Slide 21

Program support and commitment to the process is important because the relationship is an evolving one and skills on both parties are needed to evolve.
Mentors will need additional help with skills in:
Adult learning theories
Navigating and appreciating diversity
Reflective practice/self-assessment
Listening and communication
Modeling
Supervisory
Goal setting

Appendix B: Interview Questions

1. Describe your orientation process here at the college.
2. Did you feel prepared for the tasks that you encountered once you began teaching at the college
3. Would you describe some of the policies and practices relating to the development and retention of adjuncts?
4. How did you learn what was valued within your department and within the culture of the institution? What are these values and are they important to you?
5. Describe your overall sense of whether the college actively encourages the participation of adjunct faculty members in wider academic and professional activities on campus, beyond their scheduled classroom hours and class preparation.
6. Describe your sense of the level of actual participation of adjunct faculty members in the wider academic and professional life of the college.
7. Within your department how do your colleagues interact with you? What departmental characteristics assisted in your development?
8. Describe how the college actively solicits the views of adjunct faculty members.
9. How would you describe some of the professional development programs at the college that are open to adjuncts? Do you know if many adjunct faculty members actively participate?
10. How would describe the evaluation and support services for adjunct faculty members at the college?

11. What recommendations would you have for adjunct faculty members to be more integrated into [the local community college]?
12. If you were in charge, what would the socialization of adjuncts entail?

Appendix C: Initial Participant Request

Subject: Request for an interview from adjunct faculty members at XXXX Community College.

Dear Adjunct Faculty Member:

My name is Cindy Pollack and I am a doctoral student in Higher Education at Walden University. My project study is entitled "The Socialization of Adjunct Faculty at XXXX Community College." The purpose of the study is to try to learn about the perceptions of adjunct faculty members on the socialization process at XXX. My research is focused on interviews with adjunct faculty members who have been employed at XXXX Community College for at least three years.

Your assistance in agreeing to an interview is vital to my research. Participation is voluntary and individual responses will be kept confidential. If you are available for an interview, would like more information, or can recommend another adjunct faculty member, please let me know. You may contact me at cindy.pollack@waldenu.edu.

Thank you so much for your consideration.

Cindy Pollack

Doctoral Student

Walden University

Appendix D: Formal Invitation

Dear adjunct faculty member,

Thank you for your interest in participating in my study. As mentioned in my initial email, I am a doctoral student at Walden University and my study is titled "The Socialization of Adjunct Faculty at XXXX Community College."

As an adjunct faculty member who has been at XXX for at least three years, you are in a unique position to talk about your socialization experience. I would like to develop a better understanding of your perception of the socialization process. If you are interested in participating, I would like to schedule a 30-60 minute interview at a location of your choosing. Any follow up questions will be done via telephone or email. Please let me know if you are interested in participating. Any information you provide will be kept confidential and I will not include your name or anything else that could identify you in my study.

I can be reached by email at cindy.pollack@waldenu.edu, or by cell phone at: 805-358-3609. I look forward to learning about your perception as an adjunct faculty member and I hope that you will accept this invitation to participate in my study. Thank you for your time and consideration.

Cindy Pollack

Doctoral Student

Walden University

Appendix E: Consent Form

You are invited to take part in a research study of "The socialization of Adjunct Faculty Members at XXXX Community College." The researcher is inviting adjunct faculty members who have been employed at XXXX Community College for at least three years, to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Cindy Pollack, who is a doctoral student at Walden University. You may already know the researcher as an adjunct faculty member at XXXX Community College, but this study is separate from that role.

Background Information:

The purpose of this study is to gain faculty members' perceptions of the socialization process at XXX.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in an audio recorded interview lasting no more than one hour at a place of your convenience
- Read a summary of the interview via email once the interview is transcribed.

Here are some sample questions:

1. Describe your orientation process here at XXX?
2. How would you describe the evaluation and support services for adjunct faculty members at XXX?

3. What recommendations would you have for adjunct faculty members to be more integrated into XXX?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at XXXX Community College will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue or stress. Being in this study would not pose risk to your safety or wellbeing.

The study may provide leadership at XXX, the opportunity to gain insights from adjunct faculty members' perceptions of socialization.

Payment:

No payment or gifts will be given to participants in the study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by

electronic data being password protected and paper files kept in a locked file cabinet. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via cindy.pollack@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **11-18-14-0234471** and it expires on

November 17, 2015

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above. Printed Name of Participant

Date of consent

Participant's Signature

Researcher's Signature