

ADJUNCT FACULTY JOB SATISFACTION IN CALIFORNIA COMMUNITY
COLLEGES: A NARRATIVE INQUIRY

by

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ADJUNCT FACULTY JOB SATISFACTION IN CALIFORNIA COMMUNITY
COLLEGES: A NARRATIVE INQUIRY

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ABSTRACT

The problem addressed in the qualitative narrative inquiry is the perceived level of adjunct faculty job satisfaction. The general problem is the inconclusive and contradictory information on job satisfaction for adjuncts nationwide. The specific problem is poor job satisfaction for adjunct faculty in California where adjuncts are 48% of the teaching population (CCCCO, 2014). The narrative inquiry method was used to document the lived experiences of six California community college adjunct faculty members who facilitated at least one course during the physical year of 2015. The central or overarching questions for the narrative inquiry research study are: How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction, how does adjunct professors' perceptions of equity and access impact their job satisfaction, and how can the college leaders in the California community college system improve adjunct faculty job satisfaction? Four common themes emerged from the narrative inquiries. The four themes are pay and benefits, mentor experiences, student experiences, and work conditions. Recommendations include providing transparency for adjunct faculty roles, responsibilities, and realistic projections for advancement. A suggestion for future research includes duplication of this study via an electronic platform to allow for contribution from participants across the nation. Additional suggestions include duplicating this research in other states.

Keywords: Higher education, narrative inquiry, adjunct faculty, job satisfaction, California community colleges

DEDICATION

I dedicate this dissertation to the unsung heroes of higher education, the people who face students on a daily basis, the people in the classrooms because they want to be there: the teaching faculty. This is dedicated to the part-time and full-time academic team members continuing to educate our nation's college students and empowering them to achieve their dreams of becoming college graduates. I was once a student, I am now a faculty member, and I continue to have a new appreciation for the impact we have beyond the time in our classrooms.

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TABLE OF CONTENTS

| Contents | Page |
|--|------|
| List of Figures | ix |
| List of Tables | x |
| Chapter 1: Introduction to the Study..... | 1 |
| Background of the Problem | 2 |
| Problem Statement | 5 |
| Purpose of the Study | 5 |
| Significance of the Study | 6 |
| Significance of the Study to Leadership | 7 |
| Nature of the Study | 8 |
| Research Questions | 11 |
| Conceptual Framework..... | 12 |
| Definitions..... | 14 |
| Assumptions, Scope, Limitations, and Delimitations | 15 |
| Summary | 16 |
| Chapter 2: Literature Review | 17 |
| Literature Search..... | 17 |
| California Community Colleges | 19 |
| History of Adjunct Faculty Role..... | 20 |
| Mentoring..... | 24 |
| Higher Education Leadership | 29 |
| Equity and Access..... | 30 |

| | |
|---|----|
| Job Satisfaction | 39 |
| Summary | 46 |
| Chapter 3: Methodology | 47 |
| Statement of the Problem..... | 48 |
| Research Design..... | 48 |
| Population | 50 |
| Data Collection Procedures..... | 51 |
| Data Analysis Procedures | 52 |
| Reliability and Validity..... | 54 |
| Privacy and Confidentiality | 55 |
| Summary | 56 |
| Chapter 4: Data Presentation and Analysis..... | 57 |
| Review of Questions | 57 |
| Research Study Data Collection | 58 |
| Data Analysis Process..... | 60 |
| Significant Findings | 61 |
| Theme 1:Pay and Benefits | 63 |
| Theme 2:Working Conditions..... | 65 |
| Theme 3:Mentor Experinces..... | 67 |
| Theme 4: Student Expereinces..... | 70 |
| Summary | 74 |
| Chapter 5: Conclusions and Reccomendations..... | 76 |
| Discussion of Findings..... | 76 |

| | |
|---|-----|
| Recommendations..... | 82 |
| Implications for Higher Education Leadership..... | 89 |
| Suggestions for Future Research | 92 |
| Summary..... | 93 |
| References..... | 95 |
| Appendix A: Interview Questions | 114 |
| Appendix B: Consent Letter | 115 |
| Appendix C: Information Protection Plan | 116 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Library Article Research Results, 2014 | 19 |
| Figure 2: Data Collection and Analysis | 54 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Participant Adjunct Faculty Experience as of December 2015 | 59 |
| Table 2: Significant Findings Summary | 61 |

Chapter 1

Introduction

Adjunct faculty is important to the adjunct faculty members, institutional leaders, and recently, congressional leaders. State leaders are aware of and involved in what some have labeled the “adjunct crisis” (Merklin, 2014). From 2005- 2015, researchers have paid increasing attention to adjuncts because of higher education’s growing reliance on adjunct faculty labor (Curtis, 2014). Essentially, the crisis is due to decisions by college leaders across the nation to increase the use of adjunct faculty to teach as much as 70% of the courses offered at institutions (Ward, 2008; Schmidt, 2011). Approximately 47% of the faculty members in California Community Colleges in 2013 were adjunct (California Community College Chancellors Office, 2014). Adjuncts have similar education and experience when compared to full-time faculty members (Bowen, 2013).

In 2013, Congressman George Miller of California launched an initiative to gather personal accounts of adjunct faculty experiences (Dunn, 2013). Congressman Miller indicated the result was a response from over 300 adjunct faculty members in California (para. 10). The data collected from adjunct faculty were solicited on a volunteer basis, and the responses were sent to the congressman via e-mail.

In the United States, professors are relied upon as a critical element of the education process (Willingham, 2009). The reliance on adjunct faculty members to supplement the college course offerings is one of the reasons adjunct faculty job satisfaction is increasingly important to higher education leaders (Altbach, Berdahl, & Gumpert, 2005). Zeind, Zdanowicz, MacDonald, Parkhurst, and King (2005) support the idea that adjunct faculty mentoring, development, and orientation may impact adjunct faculty job satisfaction.

Chapter 1 provides the background of the problem, problem statement, purpose of the study, and the significance of the study to leadership. The chapter also includes the nature of the study, research questions, conceptual framework, definitions, and assumptions. The chapter concludes with a discussion of the scope, limitations, and delimitations of the research project.

Background of the Problem

Wickun and Stanley (2000) introduced the history of the role of adjunct faculty as a 1960s initiative to fill evening classes at community colleges with qualified professors. Baron-Nixon (2007) helped distinguish adjunct faculty by identifying them as academic temporary (part-time) employees who do not receive benefits and are paid from general operating funds. Finder (2007) reports the increase in adjunct faculty is due to budget constraints in the higher education system. Gappa and Leslie (2002) discussed the benefit of the adjunct faculty work experience in comparison to full-time faculty.

Gappa, Austin, and Trice (2007) noted some concerns regarding adjunct faculty, such as being assigned classes only days prior to start. Full-time professors choose their classes first and can take a class from an adjunct if the classes the full-time professor chose are canceled due to low enrollment.

Equity, as it is used in this dissertation, means the fair treatment of adjunct faculty in comparison to full-time faculty. Access, for the purpose of this dissertation, means to the adjunct faculty physical access to resources provided by the institution. According to Chapter 3 of the Title 3 Postsecondary Education Code of California (2011), whenever possible:

Part-time faculty should be considered to be an integral part of their departments and given all the rights normally afforded to full-time faculty in the areas of book selection, participation in department activities, and the use of college resources,

including, but not necessarily limited to, telephones, copy machines, supplies, office space, mailboxes, clerical staff, library, and professional development.

Potentially, participants in this study may have worked at a college that was unable to provide the resources or the adjunct faculty members possibly preferred not to use some or all of the resources provided by the college.

The lack of administrative preparation and planning for class cancellations and other schedule-related problems may cause equity issues for adjunct faculty. Adjunct faculty, as any teaching professional, should be afforded proper notice for teaching assignments. Such professional courtesy may minimize unusual combinations of work hours and assignment to first year and developmental courses.

Leslie, Kellams, and Gunne (1982) furthered the concern by discussing the often conflict driven relationship between the adjunct faculty and the rest of the employee population. Scheduling, office space, and the potential role of adjunct faculty within the institution are just a few sources of potential conflict between the full-time and adjunct workforce. The full-time faculty members' perception that adjunct are not equal to full-time employees may have an influence on the relationship between the adjunct faculty and the student population (Leslie, Kellum, & Gunne, 1982; Altbach, Berdahl, & Gumport, 2005).

The American Federation of Teachers (AFT) reported in 2010 adjunct faculty accounted for 47% of faculty in public and private colleges in America. The staffing report on the California Community College Chancellor's Office (CCCCO) website indicated as of 2013, tenured or tenure-track (full-time) faculty headcount was 16,943 while academic temporary (adjunct or part-time) faculty headcount was 39,972 (2014). The 2013 census record showed adjunct faculty accounted for 47.27% of the employee population, and in 2014 adjunct faculty

accounted for 48.11% (CCCCO, 2014). According to AFT (2010), community colleges specifically were comprised of 70% adjunct faculty.

Walton (2008) summarized the rationale behind the California Community College 75/25 full-time faculty standard as a requirement to have 75% of the faculty as full-time (para. 1). According to the American Association of Community Colleges (AACC), 992 public and 96 independent community colleges are registered in the AACC database (AACC, 2015). There are 112 community colleges in California (CCCCO, 2014). Jacobs (2014) reported adjuncts taught 58 % of the community college classes.

The majority of established mentor programs in California, such as the one based in Los Angeles, were aimed at potential faculty without prior paid teaching experience in a higher education setting (Project Match, 2014). Programs of this nature excluded adjunct faculty members who have taught at another institution of higher learning. This lack of consideration for the experienced professor could contribute to the growing discord among adjunct faculty. Knowing the subject matter one is teaching is not the same as knowing the policy, procedures, and climate of the institution.

Mentor programs such as Project Match in Los Angeles could be adjusted for other California community colleges. In addition, California community colleges should offer all faculty members employed at a new location an opportunity to enter into a mentor program. The exploration of the adjunct faculty members' perceptions and the nature of their experiences may help identify connections between mentoring, equity, access, and job satisfaction (Merriam, 2009).

Problem Statement

The problem addressed in the qualitative narrative inquiry was the perceived level of adjunct faculty job satisfaction. The specific problem was poor job satisfaction for adjunct faculty in California community colleges where adjuncts were 48% of the teaching population (CCCCO, 2014). An AFT (2010) report indicated that adjunct faculty job satisfaction nationwide was split equally between satisfied and unsatisfied employees. The determining factors included the type and size of the institution in addition to the geographic location. National surveys reported the adjunct population is split 50/50 on the issue of job satisfaction. Informal sources indicate the majority of adjunct faculty members are highly dissatisfied with equity and access issues as defined in this study (Schmidt, 2014).

The general problem was the inconclusive and contradictory information on job satisfaction nationwide for adjuncts. According to AFT (2014), those adjunct faculty members who prefer to work full-time are less satisfied than those who prefer to work part-time. Of those seeking full-time employment, only 47 % are mainly satisfied (p. 4). The specific problem is poor job satisfaction for adjunct faculty in California where adjuncts are 48% of the teaching population (CCCCO, 2014).

Purpose of the Study

The purpose of this study was to investigate the perceptions adjunct faculty members have about mentoring affecting job satisfaction . The research method involved semi-structured interviews using a protocol containing open-ended questions about mentors and job satisfaction to explore the participants' perspectives. The participants participated in recorded interviews that were transcribed by an independent party and analyzed using NVivo 11® qualitative

research software. Field notes taken during the interview process were also entered into and processed using NVivo 11®.

Significance of the Study

The significance of this research is the need for higher education leaders to consider the equity and access issues that impact the job satisfaction of all faculty members (Greenleaf, Spears, & Stephen, 2002). Equity issues include, but are not limited to: pay, schedules, and sustainable contracts. Access issues include, but are not limited to: supplies, technology, and facilities. When time is invested in a new faculty member, the individual will know he or she is a recognized associate of the department regardless of how many classes he or she facilitates (Leslie, et al., 1982). Every institution has a set of expectations and standards; no one will assume each institution in the nation or world maintains the same level of employee satisfaction. Loyalty to the department and institution will potentially increase if the faculty member feels included, aware, important, and valued as a team member (Collins, 2001).

Based on this qualitative narrative inquiry, the California community college administrators may become aware of potential issues that impact performance and morale. This knowledge can lead to further study or actions to enhance performance and morale as a preventative strategy rather than a reactive consequence. One method of knowing the social and emotional needs of adjuncts is the inclusion of a mentor program (Tillman & Tillman, 2008).

A mentor might help new faculty make adjustments as needed to meet the institution standards (Baron-Nixon, 2007). The gap in research regarding adjunct faculty is the absence of the personal account of perceived job satisfaction as an adjunct faculty member at an institution. The biographical data collected through the qualitative narrative inquiry provided information contributing to the collective understanding of information.

The data and analysis from the qualitative narrative inquiry might allow for future studies of adjunct experiences at other institutions of higher education. Future adjunct faculty may be able to relate to the experiences shared, learn from their peers, and have an increased understanding of their role within the college. Administrators in higher education institutions might use the qualitative narrative inquiry as support for conducting internal research to determine what, if any, changes should be made to current program offerings.

Adjunct faculty almost doubled the amount of full-time faculty in the California community college system (CCCCO, 2014). The hiring of adjunct employment is not unique to California or community colleges. Understanding this population of employees is essential for all leaders in both California community colleges and any other college system with a similar adjunct employee ratio.

Significance of the Study to Leadership

The qualitative narrative inquiry is valuable to the field of leadership and to administrators seeking to improve adjunct faculty conditions. The findings may contribute to knowledge about adjunct faculty needs upon employment at a new institution regardless of how much time they have spent teaching the subject matter. College leaders should know what activities are useful to new faculty (Baron-Nixon, 2007). Activities that are not useful or desired by new adjunct faculty members cost the institution time and money that could be used on useful training opportunities.

The qualitative narrative inquiry might provide information to help improve (a) relationships between adjunct faculty and the rest of the faculty and administration at the institution, (b) understanding of the adjunct role within the institution, (c) new hire and orientation processes and procedures (d) leadership roles and skills for existing full-time and

adjunct faculty acting as mentors, and (e) how mentor programs can be structured and implemented. The cultural aspect of a mentor program depends entirely on the culture of the community in which the program exists (Johnstone, & Associates, 2007). Equity and access, as defined in this study, are ongoing issues that can be addressed when greater awareness is brought to the particular issues that mean the most to adjunct faculty job satisfaction such as pay, schedules, and resources.

Nature of the Study

A quantitative research design was not an appropriate method for this particular study of adjunct faculty job satisfaction. Quantitative research is primarily used to test a hypothesized relationship by using statistical methods (Borrego, Douglas, & Amelink, 2009). Quantitative research ranks levels of measurement in nominal, ordinal, interval, and ratio formats (Vogt, 2007). The quantitative method was inappropriate for this narrative study because the methods and items of measurement in a quantitative study are defined and remain constant throughout the study (Vogt, 2007). Because of the various factors that influence each participant, using a qualitative study was better for testing this theory.

A case study is a qualitative method that could be used to explore the mentor-mentee relationship; however, the case study method was not right for this narrative study. A case study is best suited for a multi-faceted approach, such as looking at the topic from various perspectives of a social phenomenon (Yin, 2009). Because the adjunct faculty members may have worked at multiple institutions, the case study approach was not appropriate. The narrative study focused only on the adjunct faculty perspective; therefore, case study was eliminated as an option.

Ethnographic research is a qualitative method that could provide interesting results regarding the topic; however, the scope of ethnographic research limits the participants to one

type of demographic. Ethnographic research offers similar benefits to narrative inquiry regarding holistic approach and interest in the social and cultural similarities of one group of people (Bickman & Rog, 1998). Phenomenological research is a qualitative method that could be considered for this type of research because phenomenological research is interested in the lived experience of participants, but has a greater focus on the psychological impact (Leedy & Ormond, 2010). The advantage of narrative inquiry over all of the other designs for this particular study was the focus on the biographical nature of the participant accounts.

The qualitative narrative inquiry involved a semi-structured interview method of data collection. According to Seidman (2006), the three phases of an interview include the focus on life history, details of the experience, and reflection on the experience. Eliciting descriptive details from the participants' through questions provided enough information to identify emerging themes for analysis.

The collected data provided descriptions of the lived experiences of adjunct faculty regarding job satisfaction. The researcher collected data by using semi-structured interviews as a data collection method. The nature of the questions created an invitation to tell a story. According to Lipowski (2008), asking interesting questions provides the foundation of the qualitative narrative inquiry. According to Yin (2009), the elements included analysis of the data and a consistent list of research questions to ask each of the participants. It was necessary to ask consistent questions to avoid incomplete data and speculation rather than consistent evidence.

To help close the research gap and lend structure to the method, this research addressed adjunct faculty concern regarding equity of pay and schedule assignment and access to faculty resources. The focus of the qualitative narrative inquiry was the influence of mentor behaviors on perceived level of adjunct faculty equity of pay and schedule assignment and access to faculty

resources. The research questions for the narrative inquiry sought to obtain insight into experienced adjunct faculty perception of job satisfaction. The data gathered from the interviews could improve attempts to retain qualified adjunct faculty by revealing their personal points of view.

Institution leaders, who focus on first time adjunct professors rather than on all professors teaching for the first time at the institution, send the message that the experienced adjunct requires less attention and resources (Schmidt, 2008). This lack of consideration for the experienced professor could contribute to the growing discord among adjunct faculty (Mangan, 2009). Prior teaching experience does not replace the need for knowledge of policy, procedures, and political climate of the institution. The exploration of the adjunct faculty member's perceptions of job satisfaction may reveal areas that can be explored for further research and consideration (Merriam, 2009).

The aim of the qualitative narrative inquiry was to portray the biographical experiences and the culture of research participants as observed and analyzed (Riessman, 2008). Gathered interviews presumably provided a holistic view of the subject that allowed individuals to reflect upon their personal, cultural, and historical experiences (Gill, 2001). Qualitative researchers uncover themes and patterns and then sort them into categories to build identifiable and useful data sets (Creswell, 2012).

Qualitative data was collected and analyzed to address and answer the research questions. When the findings are not obtained through statistical methods, the research is considered qualitative (Strauss & Corbin, 1990). Qualitative research does not focus on conclusive findings (Merriam, 2009). Rubin (2008) discussed the value of qualitative research as the means of

providing new insight into a topic. The data collected in this research provided new insight into the topic of exploring the lived experiences of adjunct faculty regarding job satisfaction.

The participants' responses afforded the researcher the ability to ask follow-up questions that pertained to perception, but would otherwise remain unknown without the personal background information (Riessman, 1993). The qualitative narrative inquiry included interviews with adjunct faculty who worked at a California community college within the physical year 01 January to 31 December 2015. Nevertheless, the experiences that influenced the perception of these faculty members could stem from home, prior work at other institutions, other careers, and may have taken place in other states. The culmination of a lifetime of experience leading to the current job may have influenced the participant's perceived level of job satisfaction.

Research Questions

The research questions indicated a need for interviews as a means to provide insight into the views of adjunct faculty and their perception of mentor leadership within the higher education setting and how that experience has had an impact on job satisfaction. The central or overarching questions for the narrative inquiry research study were:

RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction?

RQ2 How does adjunct professors' perceptions of equity and access impact their job satisfaction?

RQ3 How can the college leaders in the California community college system improve adjunct faculty job satisfaction?

Through prior research and journal articles, there was evidence to support the usefulness of narrative research in the higher education setting (Henderson, 2008). Introducing life

experiences of a variety of adjunct faculty perspectives enhanced the available literature for future research on the topic of adjunct faculty job satisfaction.

Conceptual Framework

Literature searches did not produce a singular theory for adjunct faculty job satisfaction; therefore, instead of a single theoretical framework, a conceptual framework including multiple theories was presented. Robson (2011) describes a conceptual framework as an essential part of the research design that will inform the research through a system of beliefs, assumptions, and theories. “The entire constellation of beliefs, values, techniques, and so on shared by the members of a given community” is what Kuhn (1970) refers to as a paradigm (p.175).

In qualitative research, the philosophical premise of theory is used heuristically to understand and solve problems (Abbott, 2004). According to Abbott (2004), heuristics is a method for exploring new topics in an attempt to find new information, and in the process, there are times when we may use constructivism (p. 191). Theories that may apply to adjunct faculty job satisfaction from which to develop a theoretical framework include but are not limited to equity and access theory, constructivism, and expectancy theory.

Equity and access are two primary issues that have an influence on adjunct faculty job satisfaction. In the context of this study, equity and access mean equal access to the resources necessary to teach. Expectancy theory is comprised of expectancy, instrumentality, and valance (Porter & Lawler, 1968; Vroom, 1964). According to Bruner (1996), learning is the process in which learners use their current/past knowledge to form new ideas and concepts. According to Klausman (2010), “adjunct faculty feel marginalized on their own campuses and are somewhat to very resentful at teaching so much of a program's courses while receiving so little in terms of pay and benefits” (p. 363).

In regard to access, the House Committee (2014) *Just-in-Time Professor* reveals adjunct faculty concerns regarding the lack of office space, access to supplies, and financial support. Through disclosure of mentoring experiences by the participants, the data should reveal if mentoring had an impact on adjunct faculty job satisfaction, particularly in the areas of equity and access as defined by this study. Use of the induction method to gather the interviews will reveal themes and patterns for coding and analysis (Patton, 1999).

Equity and access as defined by this study were the theoretical vantage points of the qualitative narrative inquiry. Equity theory is defined by four propositions (1) an attempt of a person or group to maximize an outcome, (2) groups of people seeking equitable treatment will reward those demonstrating equity and punish those who do not, (3) a distressed individual or group will react proportionately to the level of inequity, (4) people will attempt to find equity and eliminate the stress of inequity (Baumeister & Vohs, 2007). Adjunct faculty members indicated equity issues regarding pay and schedules. Adjunct faculty members represent the majority of faculty members at California community colleges (CCCCO, 2014). Adjuncts in the California Community College System encountered the same challenges as adjuncts in other states.

Adjuncts nationwide received the least amount of access to information and training, much less advancement opportunity and benefits, than their full-time counterparts (Mueller, 2013). According to Ribot and Peluso (2003) access is “the ability to derive benefits from things”; therefore, access analysis is “the process of identifying and mapping the mechanisms by which access is gained, maintained, and controlled” (p.153). Adjunct faculty members across all 50 states claimed to have limited access to campus resources including but not limited to: office space, supplies, meetings, and leadership opportunities (House Committee, 2014).

The aim of the narrative inquiry was to portray the experiences and the culture of research participants as observed and analyzed (Merriam, 2009). Gathered interviews presumably provided a holistic view of the subject that allowed individuals to reflect upon their personal, cultural, and historical experiences (Gill, 2001). Creswell (2012) suggested a qualitative research method would enable the gathering of “interpretive, naturalistic” data. Schram (2006) indicated that how and why the subject chose to tell the story is part of the analysis.

Definitions

Adjunct Faculty Employment Qualifications. The minimum education and experience required to teach part-time at a community college in California was based on several factors including, but not limited to, the type of course to be taught and the education of the prospective teacher. For example, in the certification programs such as nursing assistant, fire department, emergency medical technician, air conditioning commonly known as HVAC, adult high school and general education diploma courses, and remedial courses in English, reading, and math, the faculty may have undergraduate level education accompanied by certifications and work experience. In the core college credit courses such as English, and algebra the requirement is a graduate degree or higher with at least 18 credit hours in the subject being taught (Harris, 2014). According to Harris (2014) in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*:

In those cases where a Master’s degree is not generally expected or available, the minimum standard has been a bachelor’s degree in any subject, plus two years of professional experience directly related to the teaching assignment or an associate degree

in any subject, plus six years of professional experience directly related to the teaching assignment (p.5-6).

California Community College System. The largest higher education system in the United States is the California Community College system (Foundation for California Community Colleges, 2014). The 112 colleges within the 72 districts educate over two million students each year (Foundation for California Community Colleges, 2014).

Faculty Association of California Community Colleges. “The statewide professional membership association that advocates solely for all California Community College faculty” (Faculty Association of California Community Colleges, 2015).

Assumptions

Assumptions of this study included adjunct faculty in California community colleges had similar experiences as adjunct faculty at other community colleges across the nation. The assumption regarding adjunct faculty participants was the participants provided honest responses during the interviews. The third assumption is that participants were free from external influence.

Scope

The scope of the qualitative narrative inquiry included adjunct faculty members who worked at a California community college in the 2015 calendar year. These faculty members have had limited or extensive work histories. Faculty members of a diverse social and economic background were included in this qualitative narrative inquiry. Faculty of any ethnicity and age were included in the study.

Limitations and Delimitations

Limitations for participants included narrowing the research to those participants who worked within the California community college setting during the year 2015. Further, the

limitations are to those adjunct faculty members physically located within California. Additional limitations include the level of honesty in subject responses. Newman (2012) writes that perception is not always factual. The self-reporting nature of the qualitative narrative inquiry may also pose a limitation (Yin, 2009). The participants in the qualitative narrative inquiry have worked in a variety of institutions that may impact their perception on the way the current institution(s) they work for handle adjunct job satisfaction.

Delimitations included the choice to eliminate all other institutions. The choice to limit the dates worked as an adjunct faculty member may have prevented other subjects from being included. The experiences of adjunct faculty at every California community college may not be the same as those of the participants. Full-time faculty members may have been adjunct faculty before becoming full-time faculty, but are excluded due to full-time faculty status.

Summary

The purpose of this study was to investigate perceptions adjunct faculty members have about mentoring affecting job satisfaction. The analysis of these experiences was based on Patton's (1980) inductive analysis approach, which analyzes the emergence of patterns, themes, and categories. The exploration of lived experiences provided insight about the adjunct faculty perspective that may have an influence on the subject's job satisfaction. Chapter 2 will provide a review of the literature pertaining to the qualitative narrative inquiry.

Chapter 2

Literature Review

The literature review provided a brief background of literature covering multiple facets of information regarding adjunct faculty that may influence job satisfaction. The first section reflected on adjunct faculty history. The second section included information regarding equity and access as it pertains to adjunct faculty. The third section illustrated the importance of the adjunct faculty mentor. The fourth section covered the current trends in higher education leadership theories.

Current information on adjunct faculty job satisfaction was derived from quantitative studies. The qualitative narrative inquiry adds to the current literature on the topic by providing insight into the reason for the quantitative results regarding job satisfaction. The final section provided an overview of the current legislation and actions adjunct faculty have taken to ensure equity and access issues as defined in this study were addressed.

Kendzlar (2014) reported on the *Chronicle Vitae* website that a plan was in place for adjunct faculty across the nation to “walk out” on 25 February 2015 as a means of protest. Svrulga (2015) reported in *The Washington Post* that instead of a walk out, students and other faculty showed support by wearing buttons, posting signs, holding public gatherings in common areas, and discussing the issue via word of mouth rather than the adjunct faculty refusing to teach. The walk out, or lack thereof, should have been expected of an employee population that is isolated and reportedly split down the middle regarding job satisfaction.

Literature Search

Information on mentoring, in general, is not a challenge to find. Mentoring is a time-tested strategy for many fields. The medical industry is one of the top departments in higher

education with produced articles for reference when the term mentor was entered into a search engine for scholarly or general articles. Many studies described full-time faculty and student mentoring programs; however, the literature on adjunct faculty mentoring programs reduces the amount of available research for review. Adding the term narrative to the search along with adjunct faculty reduced the results to zero in the majority of existing databases.

Full-time faculty members and higher education administrators have participated in interview analysis on the topic of mentoring or leadership. The nursing field in higher education has a considerable amount of research in regards to faculty mentoring (Dobie, 2010). Leadership behavior as perceived by employees has been a proven indicator of job satisfaction (Chiok Foong Loke, 2011).

In the majority of the literature found on mentoring, the aim was to provide this service to adjunct faculty; therefore, the obvious gap in the literature is the lack of research conducted with adjunct faculty on the topic of mentoring in regards to job satisfaction. Academic researchers have missed what the general media has taken on as a public cause. A general search engine such as *Google*® will produce multiple pages of articles from blogs, newspapers, and magazines on the topic of adjunct faculty, mentoring, leadership, and job satisfaction.

This qualitative narrative inquiry attempted to close a portion of the gap between mass media reporting and academic research on the topic of adjunct faculty job satisfaction. The process used in reviewing literature included searching databases such as: *Educational Resources Information Center (ERIC)*, *Dissertation and Theses Database* on the University of Phoenix student portal, physical texts from Amazon, the Military Learning Resource Center in Quantico, Virginia, the Military Learning Resource Center in Twentynine Palms, California, the

Public Library in Yucca Valley, California, purchased books from Amazon.com, and purchased articles from *SAGE* and other independent databases.

The terms used to search for data included but are not limited to: adjunct faculty, adjuncts, part-time college faculty, non-tenured faculty, adjunct faculty mentoring, faculty mentoring, and community college mentor programs for faculty, job satisfaction + adjunct faculty, equity and access + adjunct faculty.

Library Article Research Results

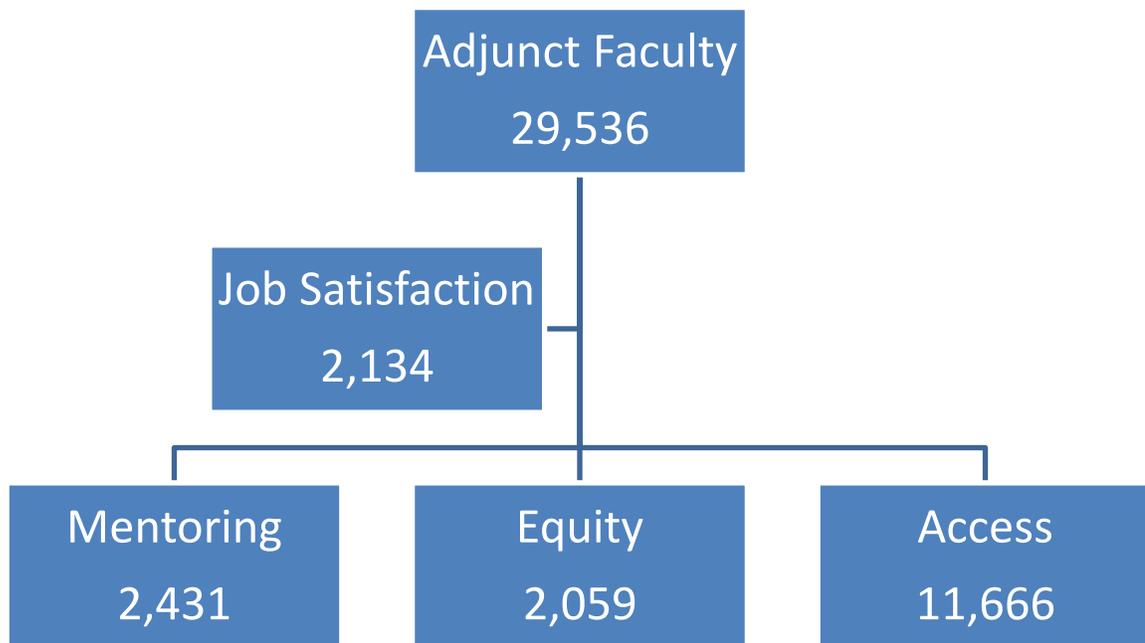


Figure 1: University of Phoenix Library Search for Scholarly/Peer Reviewed Journal Articles, 2014.

California Community Colleges

The largest higher education system in the United States is the California Community College system (Foundation for California Community Colleges, 2014). The 112 colleges within the 72 districts educate over two million students each year (Foundation for California

Community Colleges, 2014). The California Community College system offered students, faculty, and alumni the opportunity to participate in a wide variety of sports through The Commission on Athletics which offered a Scholar Athlete award in addition to a tribute to many of those in the California Community College Hall of Fame (Commission on Athletics, 2014).

California Community College adjunct faculty average hourly rate based on the statewide total as reported by each community college in 2010 was \$66.58 per lecture credit hour (All Faculty Association, 2013). The full-time faculty average salary based on the district reporting as of 2010 was \$85,895 (p. 68). According to the California Community College Chancellor's Office (2014), there was 35,612 "academic, temporary" and 14,748 "academic, tenured/tenure track" employees. The statistics indicated adjunct faculty members more than doubled the amount of full-time faculty at California Community Colleges.

History of Adjunct Faculty Role

The history of adjuncts began when they were originally hired as a means of providing evening classes at community colleges (Rouche, Rouche, & Millron, 1995). The number of adjuncts and the use of adjuncts at other institutions of higher education have grown exponentially (Schmidt, 2011). According to Schmidt (2011) over half of the faculty teaching at colleges and universities are adjunct faculty, regardless if they are private, public, for profit, or not for profit. The idea that adjunct faculty are only predominant at community colleges is outdated. The use of adjunct faculty has become commonplace enough that Assembly Bill No 852 introduced by Assembly Member Fong, if approved, would provide first right of refusal for offered courses by current teachers in California Community Colleges (United States, 2011).

Tuscan (2004) reported that administrators hire adjuncts to fill the schedule needs at universities because they allow for balance in the overall university budget. Administrators are

taught that the use of part-time faculty will help balance budgets (Sturgis, 2006). Ward (2008) indicates the business of higher education is not unlike any other business in terms of budgetary demands.

Schaefer Riley (2011) estimated that adjunct faculty accounts for more than 70% of university faculty. Sax, Astin, Arrendondo, and Korn (1996) conducted a survey regarding faculty perception of financial security. Hearn (1999) proposed that, “the stress may well stem from the struggle for tenure and promotion than from the inadequacies of current salaries”. Hanzimanolis (2014) collected data on part-time faculty and how much money the use of adjunct faculty saved the colleges. In an example of three schools of various size, Hanzimanolis (2014) estimated based on the numbers reported, an annual savings between 3.1 million and 8 million dollars for some of the community colleges for not providing time, insurance, or instrumentation such as sabbaticals, health coverage, and personal computers among other things. (Part Time Faculty Association, 2014).

The use of adjunct faculty members allowed institutional leaders to save money. Santovic (2004) suggested the need to explore training for such a significant part of the college workforce. Adjunct faculty members were often hired because of their work experience in the field of study they were teaching (Smith, 2007). Lyons (2007) advised one of the best tools for training adjunct faculty was mentoring.

Pearch and Maurutz (2005) concluded that adjunct faculty demographics are as diverse as the colleges they work for. Leslie and Gappa (2002) gathered a general description of adjunct faculty from surveys conducted by the National Center for Education Statistics and the Center for the Study of Community Colleges. According to Wagoner, Metcalfe, and Olaore (2004), the descriptions of part-time faculty in community colleges includes but are not limited to the

following: 1) Part-timers may be of any age or gender, 2) have more than five years of work related experience, 3) hold a minimum of a 4-year degree, the majority hold either a masters or doctoral degree, 4) adjuncts may or may not have a full-time job in addition to teaching part-time, 5) the reason adjunct faculty teach include the enjoyment of teaching, schedule flexibility, location of the institution, and it can supplement their income.

These demographics still apply to many adjunct faculty members. However, the reduction in full-time opportunities nationwide at both community colleges and universities has created a workforce dominated by adjunct faculty and an increase in the amount of people seeking full-time employment in the academic field (House Committee, 2014). The *Just-in-Time Professor* is the result of congressional inquiry regarding adjunct faculty employment conditions (House Committee, 2014). Across the nation adjunct faculty responded with details regarding pay, health benefits, commutes, and working conditions among other details. The responses included voluntary statements from adjuncts that enjoyed their current situation and adjuncts who felt taken advantage of by the system.

A substantial number of adjunct faculty members do not hold primary employment at another institution; they are only employed as adjunct faculty and hope to become full-time faculty (House Committee, 2014). Murphy (2002) indicated the increased desire for full-time status while full-time faculty continued to fight to retain their status, can create a stressful environment for both. Quart (2014) reported on Karen Kelsey, a former adjunct professor of anthropology and founder of *The Professor Is In*, a counseling service for helping adjuncts find new marketable skills for different employment.

Kelsky (2015), indicated adjuncts must teach at multiple campuses and institutions to equal a full-time faculty pay and may still fall short financially. Quart (2014) explored the reason

adjunct faculty needed Kelsky's service of transitioning from academia to another career. Essentially, adjunct faculty members have a similar education debt burden as full-time faculty without the same level of pay or benefits. Therefore, adjunct faculty seeking full-time opportunity supplements their income by working at multiple institutions which ultimately can impact their ability to perform a job well due to commuting and teaching a full course load at more than one institution to achieve full-time pay.

However in converse, financial strife is also a concern for colleges and universities. Given budget cuts and shrinking support from their respective states, many schools are relying on adjunct faculty labor to balance the budgets as a majority of schools do not support health care or other crucial benefits for adjunct faculty (Hollis, 2015). In turn, given the weak economy, schools will presumably continue its overreliance on adjunct faculty (Hollis, 2015).

In July 2014, the 113th Congress, 2nd Session, amended "section 455(m) of the Higher Education Act of 1965 in order to allow adjunct faculty members to qualify for public service loan forgiveness" (United States, 2014). Eliot (2014) is concerned that the process is daunting, but acknowledged it is a step in the right direction to provide some relief to adjunct faculty. The conditions for adjunct faculty may be better or worse depending on the institution, but one thing is clear: nationwide, adjunct faculty are not receiving the information they need about life as an adjunct.

The conditions and complaints in the 2014 survey conducted by the House Committee aligned with the issues discussed in the book by Rouche, Rouche, and Millron published in 1995 and the text published by Kelsky in 2015. The survey conducted by the House Committee on Education and the Workforce Democratic Staff (2014) revealed concerns from adjunct faculty regarding the following topics: a growing, visible trend that dims many workers' prospects for

stable, full-time employment; low pay at a piece rate; long hours and harried commutes from one job to another; access to employer-provided benefits, like healthcare and retirement, is rare; job instability and unpredictable course loads; problems with career advancement and professional support. The report indicated evidence of highly skilled adjuncts, a negative impact on teaching, and an increase in labor union activity (Democratic Staff, 2014).

Mentoring

No one denies that having a mentor is a positive life occurrence; however, there is considerable debate about how one should acquire such a mentor. Viljoen (2005) reports for accountants, mentoring programs are often forced and “too many of these [programs] are institutionally controlled, rather than spontaneous” (p. 21). Education is another profession where mentor programs are considered a work in progress and under development. Sharma and Freeman (2014) indicated the relationship with mentors for many cardiologists includes, “In the process of providing career guidance, encouragement, scope for research, and opportunities to make professional contacts, mentors make substantial contributions in recruiting promising young people to their area of expertise” (p.1964). While the medical fields may have found useful methods for implementing mentor programs, several fields, including education, are still developing best practices.

Blauvelt and Spath (2008) found that professors appreciated access to a mentoring system that provided support, especially for those new to the profession, but not excluding those who have been teaching for many years. Institutions face new challenges regarding program implementation due to budget cuts, faculty workload, and increased demand on time and resources (Kezar & Kezar, 2003). A sustainable mentor program would need to include a skeletal

structure that can be easily modified to meet the needs of the institutional leadership goals, department, and faculty involved (Ward, 2008).

Amey (2006) viewed the changing of leaders in higher education as an opportunity for greater accountability. Gunsalas (2006) indicated that mentor programs, among other new initiatives, are sometimes a challenge to initiate and follow through with due to the lack of time and availability of the faculty and staff. Gunsalus (2006) wrote an administrator's handbook in which he described the "people problems" as the least discussed and most important role of any higher education leader.

A mentor program may take several years to establish. The Center for Teaching and Learning (CETL) at Northern Virginia Community College is the result of the 2006 initiative to make Northern Virginia Community College one of the top five institutions of higher education in the state of Virginia by 2015 (NVCC.edu, 2014). Power hungry individuals who think they can change the entire system of a college in one semester will likely become disenfranchised (Kaiser, Hogan, & Craig, 2008).

Establishing a program to support each of the community college campuses in addition to becoming a resource for neighboring institutions such as George Mason University was a massive undertaking that required time, commitment, and funding. The Center for Teaching and Learning is an invaluable resource for Northern Virginia Community College and an example for other institution leaders who want to establish a program. The administration at Northern Virginia Community College thought beyond their classrooms to gain community support and the surrounding colleges responded. One dominant part of the CETL program is the new faculty orientation which is mandatory for all new faculty members regardless of prior teaching

experience (NVCC.edu, 2014). Strom-Gottfried & Dunlap (2004) indicated the importance of new faculty orientation in their article on assimilating adjuncts.

Amey (2006), Gunsalus (2006), and Kaiser, et. al. (2008) discussed the importance of administrative leadership as the foundation for how leadership worked across the entire campus. Therefore, if the administration believes in the value of a mentor program, then a mentor program will be established and maintained. Prior research suggests developing a sustainable program is the first step (Zeind, et al., 2005). Morris (2009) suggested outlining the performance priorities of the institution, establishing programs, and leading change based on these priorities.

Monks (2009) indicated part-time employees are a diverse population with different needs. In a study conducted on physicians mentoring their medical students through four years of medical school, to include the required time these students taught as professors in the classroom, the formally established relationship began to solidify in the second year, the same year the students became adjunct teachers (Dobie, 2010). The study found that once the medical students entered the classroom as professors, they sought out more information and advice from the physicians (Dobie, 2010). Furthermore, the mentors reported the continued relationship beyond the second year was fulfilling (Dobie, 2010).

Baron-Nixon (2007) indicated new faculty members needed a series of support initiatives, including mentors. Klausman (2010) reported on the value of adjunct faculty in writing programs being on the same page as the full-time faculty regarding the program priorities and objectives. Programs differ from one institution to another and adjuncts often have experience at multiple institutions. Klausman (2010) researched writing programs; nevertheless, communication of program goals should not be limited to one discipline. Communicating objectives across the department can reduce conflict and misunderstandings (Klausman, 2010).

Considerable amounts of pressure regarding mentoring and communication with adjuncts are placed on full-time faculty. As full-time faculty face more administrative duties, they have less time to engage with adjunct faculty in mentoring programs (Zeind, et al., 2005). After review of the employment statistic data from the California Community College Chancellor's Office, it is easy to see how some California community colleges will have few full-time faculty members in one department with many adjuncts teaching within the same discipline. It would be improbable to expect the full-time faculty to manage mentoring of most, much less all, adjuncts. Nevertheless, several of the California community colleges have implemented some form of mentor program, even if it is geared to first-time faculty recruited from graduate programs.

Reimers (2014) has created a handbook on mentoring for University at Albany, State University of New York. The manual is available on the institution website. Reimers (2014) includes multiple resources and answers the questions about why a mentor program is important, how to implement one, and how to be an effective mentor in addition to a section on how to be a productive mentee. Reimers (2014) suggests that one approach will not work with everyone. The handbook is established for new faculty, possibly graduate students; however, many of the exercises and suggestions can be applied to a faculty member who has teaching experience but is new to a particular institution. Resources such as the Reimers (2014) handbook can be adapted to California community colleges and potentially adapted to each school based on their adjunct faculty needs.

The Northeastern University faculty mentoring program provides literature and curriculum regarding current methods of mentoring new faculty (2012). In addition, the program offered at Oregon State (2012) compliments the Northeastern University mentoring program by providing related literature and curriculum for review. Most community college districts do not

have the financial backing or endowments that four-year universities have to help support training and professional development initiatives.

Lumpkin (2011) provides examples of how mentor programs have worked within a single institution. Due to the complex nature of each community college within the California system facing small or large adjunct faculty populations, it may be difficult for the California community college system to implement one type of program. The limited nature of the majority of the literature as it pertains to mentoring at a single facility in one manner can be viewed as a hindrance; however, the practical application of the methods, goals, and structure of the mentoring programs should establish common aspects to any mentor program.

Developing a comprehensive program takes time and money. The success of the Northern Virginia Community College Center for Excellence in Teaching and Learning (CETL) program offers insight as to how a program may operate within multiple institutions (NVCC.edu, 2014). When reviewing the data from the CETL page on the Northern Virginia Community College website, it is evident the college uses best practices supported by evidence from other programs at other institutions. Nonetheless, by creating dynamic learning opportunities for both new and continuing faculty and staff to participate, the CETL program has exceeded the traditional orientation and mentor programs.

The skeletal system of the core program functions at any institution of higher education can resemble those of the successful programs offered at aforementioned universities and colleges validate the application of basic methods in faculty mentor programs throughout the nation. Medical programs often have mentor programs even if the institution does not. This also applies to California community colleges. Within the nursing programs, there are faculty to faculty mentor opportunities and faculty to student mentor opportunities. Blauvelt and Spath

(2008) conducted research on mentoring in nursing programs and indicated there was value to both students and staff.

Thompson (2008) focused on the mentoring of faculty from diverse ethnic backgrounds. Faculty, much like the students they teach, can also benefit from having peers who reflect similar cultural heritage. Though limited in the scope of the participants studied, the Blauvelt and Spath (2008) and Thompson (2008) report attested to the fundamental information key to a successful mentor program. Regardless of the particular faculty member's teaching specialization or cultural background, all adjunct faculty members can benefit from working with one or several mentors throughout the first year(s) of working at a new institution.

Higher Education Leadership

College administrators claim that budget constraints create the necessity of adding more adjunct faculty (Finder, 2007). Administrators often begin their role in the college system as a faculty member. Therefore, leadership often has predisposed notions of adjunct faculty and their role based on personal knowledge, experience, and observations.

Jenkins (2012) completed an article identifying reasons faculty should transition to administrative positions and reasons faculty members should not. Jenkins (2012) suggests that some faculty members transition to administrative roles to implement changes or to prevent changes from occurring. Kelsky (2015) indicated while full-time faculty jobs are on the decline, administrative jobs in higher education have increased.

Administrative perspectives may be limited to previous work experience rather than the research data on adjunct faculty. For example, it is not common knowledge that some students may graduate without ever having a full-time professor as their instructor (Lyons, 2007). Students who attend on weekends and evening courses have an increased chance that the faculty

teaching their courses is an adjunct faculty (Lyons, 2007). Information such as this is valuable considering the role the administration has in the success of supporting, establishing, or maintaining a mentor program.

Successful experiences with mentors and mentoring programs may determine if the administrators view a mentoring program as valuable. A preliminary investigation from websites and faculty forums indicate some of the California community colleges had established mentor programs for faculty during the first year an adjunct began teaching at the institution, but as the administration changed, the continuance of those programs changed. Administrators are not the only reason mentor programs can cease to exist. Full-time faculty may not see value in the program and decline to participate.

Tenured or tenured-track faculty members may or may not be the best choice for a mentor (Savage, Karp, & Logue, 2004). These faculty members are often busy with administrative tasks, research, and upper division courses (Halcrow & Olson, 2008). While full-time faculty may be subject matter experts and a resource for curriculum questions, they are not always natural or trained leaders. Volunteers are likely more engaged in mentoring because the decision to become a leader is a personal journey resulting in a public impact as it pertains to adjunct faculty and mentoring. The leadership provided to the mentee is often reflected in how that adjunct faculty member conducts business in his or her classroom and on campus.

The benefit to the volunteers may be monetary or for personal satisfaction. The majority of the adjunct faculty representatives at California community colleges are volunteers. They attend Senate and other administrative meetings on their own time without any monetary gain. These volunteers are often a source of informal mentoring as they are the point of contact for many adjuncts when needing information at an institution. Once the way a person leads is

established, they can identify their personal leadership theory. Knowing the philosophy may allow for greater success in choosing mentor and mentee partnerships.

Greenleaf, Spears, and Stephen (2002) dedicated their book “Servant leadership: A journey into the nature of legitimate power and greatness” to the study of leadership from the lens of a servant leader. The text includes suggestions for putting others first. Several concepts within the book apply to the role of mentor. However, the text is focused on putting the needs of others ahead of the needs of the leader as a means of meeting the needs of the leader. If one of the objectives of California community college leadership is the retention of adjunct faculty to reduce the cost of turnover, paying attention to the needs of adjunct faculty and their level of job satisfaction could prove useful.

Adjunct faculty accounts for more than half of the faculty at California community colleges, and this is not a unique scenario compared to the nation (CCCCO, 2014; Caruth & Caruth 2013). According to the Greenleaf, Spears, and Stephen (2002) text, putting adjunct needs at the forefront of leadership focus might improve the adjunct perception of job satisfaction. Determining what those needs are will not be as simple as issuing a quantitative or qualitative survey to determine if the adjunct faculty are satisfied. The elements they are satisfied with and elements they are dissatisfied with can only be uncovered through a conversation where the adjunct members feel safe to disclose their experiences.

Nahavandi (2006) indicated people once believed that leaders were born not made. Higher education leaders must learn to lead whether born with natural talent and ability or not. Using Nahavandi’s research can help determine if some higher education professors have innate leadership abilities. Doyle and Delaney (2009) discussed the fluctuation of higher education budgets and the importance for leaders to be able to manage through uncertainty. Adjunct faculty

members already face fluctuating pay and availability; therefore, the people guiding them, such as full-time tenured faculty, should understand how to address the current education climate and lead through a change in times of prosperity and recession.

Due to the important role mentors play in adjunct faculty equity and access perception, it may be best to look for those mentors with charisma and integrity because they can be perceived as natural leaders (Nahavandi, 2006). People are attracted to the person's personality and endeared by the individual's honesty. Charisma and integrity will only take a mentor so far. At some point, he or she will need to tackle the challenge of coaching new faculty through awareness and inclusion of diverse populations (Brothen & Wambach, 2012).

Hackman and Oldham (1980) have identified "variety, identity, significance, autonomy, and feedback" as five core leadership traits (p. 210). These particular concepts pertain to the expanded aim of the qualitative narrative inquiry because the traits can be used as a foundation for developing research questions for adjunct faculty that will prompt them to recall specific scenarios related to the five traits. A similar study is the five-factor model (Kent, Crotts, & Azizz, 2001). In the five-factor model, leaders are expected to encourage intellectual stimulation, consider individual needs, inspire through development, trust, and develop a vision for the organization (Kent, Crotts, & Azizz, 2001). Both the five-factor model and the five core traits can be useful in developing a research tool.

A leadership theory that became popular in higher education is transformational leadership (Eckel & Kezar, 2003). Piccolo and Colquitt (2006) agree that transformational leadership means leading change. Bass (1985) identifies a transformational leader as one who acts as a role model. Mentors are role models. If the new faculty is paired with exceptionally performing faculty, they will probably experience less stress with the administrative part of their

new job because the mentor already knows the best practices for the institution and can train them accordingly.

An effective leader spends time communicating with supervisors and subordinates, manages conflict, seeks training opportunity, leads training events, develops, and motivates staff and faculty (Luthans, 1989). Mentors do not have to be full-time faculty. Many experienced adjunct faculty members who dedicate time to assisting newly hired faculty in peer to peer mentoring influences the level of adjunct participation in the campus community (Caruth & Caruth, 2013).

Shivers-Blackwell (2004) proposed a “role theory” of leadership. The environmental activities and the various roles a person plays in performing those activities define potential behavior. Influence is affected by identifying the team leadership styles (pg. 3). Once establishment of leaders is complete, roles can be assigned, and goals can be set to enable people to operate at maximum efficiency (Collins, 2001). These particular concepts pertain to the expanded aim of the qualitative narrative inquiry because knowledge of how teams work, interact, and develop is an important part of the management role of a mentor. Therefore, follow-up study questions may be designed to address questions regarding teams and how participants perceive the level of mentoring in their team or department environment.

Mentoring is a form of leadership. There is not a clearly defined right or wrong method. However, through these debates about how one should approach leadership, theories and collective categories have emerged. Among these theories are transactional leadership, transformational leadership, situational leadership, and participative leadership. Among these four styles, there are similarities and differences.

Transactional leadership is established by an exchange of resources (Judge & Piccolo

2004). The transactional leader uses a barter system to get the job done. If an employee value reward, this style of leadership will motivate the employee. The benefit of reward based leadership is the employees feel valued (Judge & Piccolo, 2004).

The problem with reward-based system includes a sense of entitlement to a reward for everything, even if the task is within the assigned job duties. The transactional leader must establish clearly defined expectations and the rewards for meeting those expectations to avoid conflicts (Judge & Piccolo 2004). A typical complication in a mentoring relationship with a transactional leader is the misconception that being a good adjunct will lead to a full-time position.

Transformational leadership is based on the influence a leader has on those around them (Piccolo & Colquitt, 2006). A transformational leader has a way of selling the vision. If the organization produces something, a transformational leader will motivate the employees to produce the item to the best of their ability by making the employees believe in the product, the company, and what the product can do for others. The transformational leader is an emotional leader. Many of the equity and access issues adjunct faculty face such as uncertainty from one session to the next, lack of healthcare, and lack of office space and supplies create emotional distress for them.

Transformational leaders can identify what people around them need and use those observations to create change, innovation, and happy employees (Piccolo & Colquitt, 2006). Administrators and other faculty leaders will need to become aware of and open to making changes based on the equity and access issues set forth by adjunct faculty within their institutions. Financial constraints may make it improbable to provide some benefits on an annual basis, but any steps toward transforming the work environment show improvement. Piccolo and

Colquitt (2006) mention some of the benefits of transformational leaders are that they have a loyal staff, they lead change, and they are open to new things.

The negative aspects of transformational leadership style include problems with short-term management goals and employees who prefer a more traditional approach. By leading in a personal manner, coaching, and mentoring, transformation leaders train their employees to interact in the same way with customers, or in the case of higher education, students (Piccolo & Colquitt 2006). In the educational environment, transformational leaders who mentor and coach will instill those values in the instructional staff, which in turn may be more satisfied.

Adjunct faculty members are a growing part of the academic environment, and that will not change in the near future if historical data regarding the increase of their use is any indication. The leadership in California community colleges will continue to face the same job satisfaction issues regardless of the size of the institution if they do not pay attention to the needs of the dominant population of faculty, the adjuncts. If the leaders do not know themselves or their leadership styles, it will be impossible to decide the best method of leadership. Great leaders know how to transition between several leadership styles (Collins, 2001). Great leaders can be innovative and create plans for the future without losing sight of the goals for today.

Each person will discover that they have many leadership styles within themselves. One trait needed in higher education is dynamic leadership (Judge & Bono, 2000). The evolutions of academic demands, workforce development, and funding have emphasized the need for leadership to take notice and make improvements to adjunct faculty working conditions (Caruth & Caruth, 2013). The future of community colleges across the nation is preparing for potential changes that impact tuition and other funding. With so many issues yet to be determined and change on the horizon, administrators cannot wait to determine what issues affect adjunct faculty

job satisfaction.

The majority of high school teachers are full-time employees. Community college faculty is made up of the predominantly adjunct faculty. Both high school and community colleges operate on state and federal funding. If the community college system becomes tuition free, the amount of students predicted to enter into the community college system will only increase. The time to consider the needs and treatment of the faculty majority, the adjuncts, is now.

Equity and Access

Many colleges offer an orientation to new faculty members. Adjunct faculty with other work obligations may miss the opportunity to participate in orientation or other faculty development options if these training sessions are only offered during normal, 8-5, business hours. Ward (2008) emphasizes the importance of being inclusive and innovative when creating a faculty development plan.

Antony and Hayden (2011) observed improvements made to conditions for part-time faculty that did not include compensation. Training can improve part-time faculty conditions by giving them access to resources such as new pedagogy, methods, and understanding of equipment offered at the institution. When adjunct faculty members were included in training opportunities, the methods used in the classroom are similar to the full-time faculty (Impara, Hoerner, Clowes, & Alkins, 1991).

While one of the main concerns for part-time faculty is monetary, adjustments to working conditions can also improve morale (Antony & Hayden, 2011). The on-line course options at some institutions can be one method for adjusting adjunct work conditions; however, many full-time faculty members opt to teach those classes leaving adjuncts to handle the on-campus classroom courses. Essentially, a full-time faculty member typically spends 40 hours a week on

campus regardless of the time spent in classrooms or the office for administrative or research time.

One way to adjust working conditions may be to offer more adjuncts on-line classes which reduce their personal expense to attend class, and require full-time campus professors to teach a majority of their classes in campus classrooms. Goedde (2014) underscores how important on-line options can be for adjunct faculty who may have to juggle more than one job and family to make ends meet. Adjustment of scheduling options is a method of considering the working conditions to support adjunct faculty needs.

Hanna, Suggett, and Radtke (2008) suggest an expectation of equity in interpersonal relationships. The perception of equality and access by adjunct faculty will vary based on the institution and personal experiences. Nevertheless, research suggests that the adjunct faculty feel the primary equality issues are related to pay and benefits (Roueche, Roueche, & Millron, 1995; Charlier & Williams, 2011).

Adjunct faculty members are typically paid a third or half the salary of full-time faculty members teaching the same course creating a sense of exploitation amongst adjunct faculty (Gappa & Leslie, 2002; Charlier & Williams, 2011). Bucklew, Houghton, and Ellison (2013) revealed that part-time faculty unions had become a valuable asset to adjunct faculty and the quest for equal pay. Nelson (1999) reports that faculty unions can become a hindrance for part-time faculty members' involvement in institutional governance.

In some non-union states, the adjuncts may organize a "faculty association" as a means of collective bargaining and addressing group concerns with administrators (Bucklew, Houghton, & Ellison, 2013). In addition to unions, organizations such as the California Part-Time Faculty Association have been established according to the mission statement as a means "to create the

opportunity for community college students to have equal access to quality education by promoting professional equity for all faculty” (California Part-time Faculty Association, 2014).

The issue of access amongst adjunct faculty through popular media outlets such as newspapers, magazines, blogs, and television interviews has prompted attention from senators and congressmen across the nation. On 30 July 2014 Democrat Dick Durbin from Illinois introduced the “Adjunct Faculty Loan Fairness Act of 2014” (SEIU Communications, 2014). Prior to this proposed legislation, only full-time professors had access to loan forgiveness.

In addition, the stalled legislation for “The Part-time Worker Bill of Rights Act 2013” would afford adjuncts, among other part-time workers, access to the benefits of The Affordable Care Act (Dunn, 2014). While the adjunct issues addressed in the political arena are important to adjunct faculty, access to resources and facilities on campus are immediate issues that can be addressed by college leaders prior to the next start date. Kezar and Maxey (2013) indicated a “lack of orientation, professional development, and formal evaluation”, “little input into curriculum planning”, and “lack of office space, clerical support, and instructional materials” are valid adjunct faculty access issues (p. 15-21).

The fact that adjunct faculty members are attempting to address the same basic work issues they faced in the 70s is indicative of a communication problem. Townsend and Twombly (2001) discussed the issues of federal and state funding affecting the community college budget and placed emphasis on accountability. As an adjunct faculty “crisis” increases visibility in political settings, the “working conditions”, “training”, and many of other issues that ultimately impact the community college budget, will eventually necessitate changes made willingly or through mandates (Kezar & Maxey, 2013).

Lovell, Larson, Longanecker, and Dean (2010) encourages community college leadership vigilance about knowing proposed legislation, political currents, and what the impact of federal and state legislation could do to the college. Government officials in several states, to include California, are aware and increasingly interested in the issues faced by adjunct faculty (Democratic Staff, 2014). The involvement of the government has already made an impact when allowing adjunct faculty to claim work status at multiple colleges to reduce student loan debt (United States, 2014).

Job Satisfaction

Standardized surveys have been used to collect information on adjunct satisfaction throughout history. Notable examples of these are the National Study of Postsecondary Faculty and the Higher Education Research Institute Faculty Survey (Hoyt, Howell, & Eggett, 2007). Much of the research is quantitative in nature using numeric scales to indicate levels of satisfaction with one or more aspects of the job (Hoyt, et al., 2007). Hill (1986) postulates the use of business surveys that work in corporate settings do not apply or work well in academics.

Tomanek (2010) conducted research on adjunct faculty job satisfaction at a Midwestern community college. The results indicated that adjunct faculty chose to teach at a community college primarily because they enjoy the teaching experience (Tomanek, 2010).

Adjunct faculty members enjoy the work and the students (Tomanek, 2010). Merklin (2014), agrees that adjunct faculty enjoy teaching; nonetheless, the “adjunct crisis” still has a negative impact on the student population. These researchers are amongst contemporary studies on the subject; however, as far back as the Rouche, Rouche, and Millron (1995) research, the positive emotions for adjunct faculty regarding teaching and students are consistent.

Unfortunately, the research also indicates the issues impacting adjunct faculty members in a negative fashion have been consistent throughout the years.

Ruiz (2007) discusses a class action lawsuit by adjunct faculty seeking equity. As the adjunct faculty pool continues to grow, the legal ramifications of not addressing their needs will increase. Additionally, the argument over academic freedom and credibility of the profession began to emerge as adjunct faculty continued to outnumber full-time faculty at institutions nationwide (Finkin, 2000). Lyons (2007) proposes that adjunct faculty members need, at a minimum, basic training.

The fundamental training could include both classroom strategies and information about the role of the adjunct faculty at the college. Banachowski (1997) argued that adjunct faculty role ambiguity can create a system of exploitation. There are some tenured professors, such as Peter Brown, who have taken up the adjunct cause. In Brown's (2010) article he implied that the full-time faculty is aware of the "adjunct crisis", and they ignore it. By ignoring the issue with part-time faculty, the full-time faculty members are creating potential problems for their teaching positions and the teaching profession (Brown, 2010). Brown (2010) establishes a personal and passionate view of the administrative role and full-time professor's disinterest in adjunct faculty life.

The lack of integration is considered an administrative problem. Jacobs (2014) adds to the argument by indicating the perception of full-time faculty is not the same as adjunct faculty in regards to support, access, and recognition. Organizations such as the California Part-time Faculty Association (CPFA) attempt to provide information to adjunct faculty via the website (California Part-time Faculty Association, 2014). In addition to the CPFA, many California

Community College adjuncts rely on their local faculty union for support, even if it is primarily organized and operated by full-time faculty (Bowen, 2013).

Altbach, Berdahl, and Gumpert (2005) discuss the system of separating faculty into two distinct categories: tenure full-time professors and everyone else. The segregation of the employee population regarding title, not necessarily hours worked is common in community colleges across the nation (Caruth & Caruth, 2013). Many adjunct faculty members teach the equivalent of a full-time course load and due to research and administrative duties, some full-time faculty teach less than a full-time course load (Kelsky, 2015). Equity in the distribution of course load and access to resources is amongst the top adjunct complaints since the 1970s (Rouche, Rouche, & Millron, 1995; Antony & Hayden, 2011).

Office space is amongst one of the more common adjunct concerns that can be addressed easier than other concerns, yet remains an issue (Center for Community College Student Engagement, 2014). Rouche, Rouche, and Millron (1995) list access to office space and facilities for office hours as a problem. Medical benefits, salary increases, and annual contracts are traditional and important concerns (Kramer, Glockner, & Jacoby, 2014). An issue such as lack of office space grabs the attention of the public due to general disbelief.

Access to space to work on campus outside of classroom hours, a known factor to impact job satisfaction, has resulted in a decade of formal and informal research proving this access matters to adjunct faculty. When people feel that their issues are not heard or considered by management, they begin to lose morale, resent their employers, and may decrease work performance (Collins, 2001). Murray & Cunningham (2004) propose the level of support given during the entry into the new career as a faculty member can influence job satisfaction beyond

the first year. Additionally, the accurate alignment with job expectations and the actual duties of the job can become issues for career satisfaction (Murray & Cunningham, 2004).

Collins (2001) added that burnout is another factor in determining job satisfaction. Burnout is the result of being exhausted physically and mentally. Adjunct faculty members often have to take contracts from more than one institution and may travel between neighboring states to teach the equivalent of a full-time course load (Gappa & Leslie, 2002; Kelsky, 2015). Jacoby (2005) contradicts the Leslie and Gappa (2002) conclusion regarding adjunct faculty seeking full-time employment.

Jacoby (2005) reported that adjunct faculty members want to attain full-time positions; however, have low expectations for achieving that goal referring to the loss of confidence as “symptomatic of part-time faculty discouragement” (p. 143). House Committee (2014) indicates a desire for commitment to adjunct faculty in regards to teaching contracts. Even if an adjunct wanted to say no to a course, the fear of not being offered another in the future might result in the adjunct taking on additional course loads the adjunct does not have the time to prepare for or execute adequately (Gappa & Leslie, 2002).

Ebanks (2014) developed a guide for adjuncts that includes best practices such as challenges and success stories by other adjunct faculty. While having material such as the text by Ebanks accessible to support adjuncts in furthering the development of their chosen profession is useful, these types of texts should be the secondary source of professional development. Mentors and new faculty orientation programs should be the primary sources of information for new faculty.

Adjunct faculty members who perceived themselves as separate or temporarily employed had lower satisfaction ratings than those who viewed their employment as long term (Gappa,

2000). Mcjunkin (2005) began conducting research in the emerging field of community college faculty burnout and stress. Hoyt, Howell, and Eggett (2007) described the difficulty of using survey instruments to measure job satisfaction of adjunct faculty due to the nature of the instruments and lack of applicable questions.

Adjunct faculty faced equity issues that full-time faculty do not have to contend with. One of these issues contingent faculty have become accustomed to is the assignment of courses full-time faculty no longer wish to teach. Adding to the “burnout” factor is the fact that most tenure-track professors no longer wish to teach the lower level, developmental, and freshman courses (Halcrow & Olson, 2008).

Brothen and Wambach (2012) postulate the lower level courses, especially the developmental courses, take a considerable amount of work to prepare for and execute. Caruth and Caruth (2013) discussed the problems associated with adjunct faculty fear of losing their job if they upset the students. Developmental level students are a diverse population and as a “special interest group” require the full concentration of the professor (Brothen & Wambach, 2012).

California community colleges trend higher enrollment in the fall and reduce during the summer and spring (CCCCO, 2014). The fluctuation of student enrollment can impact the ability for adjunct faculty members to stabilize personal income due to the unpredictable nature of the position. The introduction of on-line learning has enabled some adjuncts to avoid campus issues and feel more satisfied because they rarely, if ever, have to step foot on the actual campus (Goedde, 2014).

Unreliable, neglect, and abuse are often terms associated with neglectful parents, yet they are repeated terms used in traditional media such as magazines, newspapers, and online blogs

and journals when referring to adjunct faculty. Several media reports such as the one on Mary-Faith Cerasoli, the 54-year-old adjunct professor in New York have garnered the attention of reporters such as Corey Kilgannon at *The New York Times*. Kilgannon (2014) interviewed Cerasoli who was homeless at the time while teaching at several community colleges and universities when they had a class available for her to teach.

Cerasoli's story is one of many in the traditional media outlets published as an attempt to bring the 'adjunct crises' to public awareness. After the death of the French professor, Mary Margret Vojtko launched a hashtag across social media #iammargretmary, the adjunct faculty core nationwide has become increasingly open to discussing issues in public media and on social media outlets regarding their working conditions. Vojtko was undergoing cancer treatment and was recently fired from her adjunct job after 25 years of teaching for the same institution (Flaherty, 2013).

The Vojtko story led CNN to post an opinion piece in which adjunct faculty members are called "the working poor" in addition to being labeled a "dirty little secret" of higher education (Rhoades, 2013). Adjunct faculty such as Robin Sowards, a co-worker of Vojtko's, hoped that the story and attention will aid in the efforts of adjuncts (Flaherty, 2013). In contrast, the full-time professor, Catherine Stukel (2014) expressed in a letter to the editor of *The Chronicle of Higher Education*, "I cannot comprehend why any adjunct professor complains with such entitlement about their inability to get a full-time teaching position..." (p. 1).

Bowen (2013) proposes that funding is the problem, and further suggests that the tension between full-time and part-time faculty is due to a lack of knowledge about the underlying business of higher education and the unfounded acceptance that full-time and part-time faculty are in competition. Bowen (2013) encouraged full-time faculty to become more involved and

aware of what is happening on campus. Additionally, Bowen (2013) reminded part-time faculty that the full-time faculty members are not the oppressors and encouraged unity amongst faculty and faculty labor unions to work towards a common goal of reclaiming the education system rather than watching it implode while battling one another.

The Democratic Staff (2014) report indicated that 11% of respondents indicated they received professional support. Additional findings indicated that 80% of adjunct faculty members surveyed had over three years of experience (Democratic Staff, 2014). One issue of concern by a respondent was "...It is very common for an experienced adjunct to be passed over for a position and it is given to a brand new graduate" (p. 23). College administrators may also view these inexperienced faculty members as a clean slate. Without prior work experience, the recent, unknowing graduate will be less apt to question the current administration, policy, course load distribution, or wages.

Due to the unpredictable workloads, adjunct professors are unable to publish at the same rate as graduate students and tenured professors (Democratic Staff, 2014). Additional insight to why an inexperienced graduate student may be hired over an experienced professor is the ability to travel to conferences and events such as job fairs at the expense of their recent Alma Mater rather than at their own expense or the expense of a hiring institution. House Committee (2014) conducted quantitative research on adjunct satisfaction revealing some adjuncts receive orientation and some do not receive any type of orientation to an institution before facilitating classes. Institutions have varying policies based on the location, type, and accreditation status.

Regardless of which side an individual takes on the issue of adjunct faculty job satisfaction, one thing is clear: adjunct faculty members teach a considerable amount of courses at colleges nationwide. The working conditions for these faculty members need to be evaluated

and addressed at institutional levels. The only governing bodies able to make such inquiries and approve or implement changes are the administrators.

Higher education is a unique atmosphere for leaders. Due to the evolutionary nature of higher education, leaders must be willing to transform their leadership styles to suit the needs of the position (Bass, 1985). Higher education administrators are tasked with the responsibility of making decisions in the best interest of the institution. Mentoring programs are in the best interest of higher education institutions (Barron-Nixon, 2007). Mentoring adjunct faculty, regardless of teaching experience, when they are new to the institution may reduce the amount of equity and access issues adjuncts face and result in greater job satisfaction. Through analysis, common themes should emerge and reveal what adjunct faculty members need and want from their mentor leadership.

Summary

Chapter 2 provided a review of the literature for the qualitative narrative inquiry. The conclusion consists of a synopsis of higher education leadership and the value of a mentor program to not only those being mentored but to the overall institution mission. Equity and access as defined by this study are two issues that impact job satisfaction. The more experience an adjunct faculty member has as a professor does not negate the need for guidance at a new institution. Chapter 3 will address the methodology for gathering research.

Chapter 3

Method

The purpose of the qualitative narrative inquiry was to investigate perceptions adjunct faculty members have about mentoring affecting job satisfaction. The method of the narrative inquiry included gathering stories through interviews, analyzing the narratives, and evaluating the narratives for emerging themes and patterns. In 1979, The Belmont Report established three rules for research. The principles are “(1) respect for persons, (2) beneficence, and (3) justice” (Belmont Report, 1979).

These principles must be in mind when deciding what method to use for institutional research (Marczyk, DeMatteo, & Festinger, 2005). A qualitative narrative inquiry design is an efficient model for the collection of research regarding adjunct faculty job satisfaction. Gathering stories is ideal for collecting truth about lived experiences (Riessman, 2008).

Narrative inquiry is known for paying attention to the particular (Riessman, 2008). Using narrative inquiry in this study enabled a diverse population of higher education adjunct faculty to express their thoughts on job satisfaction in the higher education setting. One approach to using the life story method as a means of gathering and analyzing interviews is exploring the emerging themes (Bowen, 2005). The preliminary research conducted via e-forum in an informal manner by Congressman Miller of California yielded enough content for themes to emerge and the democratic staff to put together a report in January 2014 titled, *The Just-in-Time Professor* (Democratic Staff, 2014).

In Chapter 3, the use of qualitative narrative inquiry as a method is reviewed. The chapter will include an overview of the adjunct faculty population and the theoretical framework. Additionally, this chapter includes information on data collection and data analysis.

Statement of the Problem

The problem addressed in the qualitative narrative inquiry is the perceived level of adjunct faculty job satisfaction. The general problem is the inconclusive and contradictory information on job satisfaction for adjuncts nationwide. The specific problem is poor job satisfaction for adjunct faculty in California where adjuncts are 48% of the teaching population (CCCCO, 2014).

Research Design

The research design involved semi-structured interviews using a protocol containing open-ended questions about job satisfaction to explore the participants' perspectives. The interview questions are found in Appendix A. The participants included current and former adjunct faculty (those who have worked as an adjunct during the 2015 calendar year). The selection process was on a volunteer basis using the snowballing method, a referral system, of discreetly gathering participants and the participants' current geographic location in California.

To qualify as a participant in this study, the adjunct faculty must have worked as an adjunct professor at a California community college within January to December of 2015. The narrative design was used to identify perceptions of how the influence of mentor behaviors has an impact on the perceived level of adjunct faculty job satisfaction. The use of qualitative methodologies, such as interviewing participants to gather accounts of lived experiences, was appropriate because the focus was on acquiring an understanding of the participants' lived experiences (Shank, 2006).

To protect the identity of the participants submitting personal accounts, the participants were identified by an assigned pseudonym and signed an informed consent document found in Appendix B. The process for assigning a pseudonym was based on the participant's first letter in

the last name. The assigned name began with the first letter of the last name of each participant. The reporting of findings does not include the pseudonym. The pseudonym was used in the recording to protect the identity of the participants because an independent party transcribed the recordings for a nominal fee. The participants were also assigned a number, and the reported information is presented as Participant 1, Participant 2, and so forth as a means of an additional layer of privacy to the participants.

Informed consent allows for further research without legal complications (Armitage, et al., 2008). Informed consent means the identity of the participants was protected, and the research gathered can be of use for future studies. The participants participated in recorded interviews that were transcribed and then entered into NVivo 11® qualitative research software for coding and analysis.

When a subject is being interviewed and given the opportunity to speak, life experiences are often the result (Mischler, 1998). Labov and Waletzky (1967) established the framework for analyzing interviews beginning with the ‘narrative clause’ from which the sequence of events is initially derived. Webster and Mertova (2007) expand the research to include the distinction of events that impact the research subject enough to alter his or her opinion or mindset.

Exploratory questions have been used as a valid method of gathering personal accounts for centuries (Pepper & Wildy, 2009). The gathering and use of data from personal accounts through interviews found in oral history projects and other research directed at a particular population to uncover thoughts on a topic have proven the reliability of such an instrument. The research method began with collecting and documenting the adjunct faculty members’ stories in their own words. The participants may have decided to share letters, journals, or any other documentation such as performance reviews, peer communication, and more in the process of

data collection to support the stories they shared. Once all of the data was gathered, the material was analyzed from multiple perspectives (Hunter, 2010). The data was coded using the Redfern Vance (2007) and NVivo 11®, restructured by chronological order or plot, themes and categories were identified, and then analyzed for theme, structure, and function (Ellis, 2004, p.196; Schwandt, 2007, p. 202).

Population

The population of research participants came from the 39,972 adjunct faculty members employed in the California community college system in the year 2015 (CCCCO, 2014). The population included both male and female adjunct faculty members. The participants were of any ethnic, social, or economic background.

The sample for this narrative inquiry was planned to be no less than 3 and no more than 10 participants unless data saturation was not achieved. Keeping a narrative inquiry sample small is one way of absorbing the most information (Padgett, 1998). The criteria used to select the adjunct faculty participants was through the initiation of contact directly to any adjunct faculty the researcher had met and acquired personal contact information from. The contacted adjunct faculty members disseminated the initial contact e-mail to any other adjunct faculty they believed may have been interested in participating in the study via the snowballing method. Snowballing is a common methodology for gathering research participants for narrative studies.

Confidentiality of the interviewee identity was achieved and maintained as outlined in the protection plan in Appendix C. Those participants willing to forward the initial contact information to potential participants did so without confirmation that they participated or planned to participate in the study. The introductory nature of the initial e-mail made it appropriate for forwarding to other adjunct faculty who may have been interested.

Confidentiality for the purpose of this study means only the researcher can identify the responses of the participants. To achieve this, the participants were assigned pseudonyms and any unique identifiers disclosed in the interview were replaced with a general term. For example, if a participant disclosed the name of any California community college he or she had worked at, the name was changed to small, mid-size, or large California community college.

Interview questions were reviewed and approved by the dissertation chair and committee, as subject matter experts, prior to any actual interviews. Simon (2011), indicated the review of the survey instrument will aid in the validity and reliability of the instrument when the research begins. Once the IRB approval was granted, the known California community college faculty members were contacted via e-mail and asked to forward the information to anyone those contacts believed would be interested in participating.

The contacts were also invited to participate if the individual was an adjunct faculty member at a California community college during the January to December calendar year 2015. Once three consecutive interviews with no new information regarding adjunct faculty job satisfaction emerged, the interviews concluded and the collected information was processed. The method for screening candidates for participation was an acknowledgement from the candidate that he or she taught at least one class at a California community college between January and December of 2015.

Data Collection Process

Prior to any interviews, the participants received a consent form and any other proper documents to ensure the subject understood the nature of the qualitative narrative inquiry and his or her role within the qualitative narrative inquiry (Denzin & Lincoln, 2007). Data was gathered on the first-hand basis using open-ended questions by the interviewer/researcher at one-on-one

meetings via phone conversation at a time the subject was able to disclose memories and experiences that were later transcribed by an independent party. During the data collection, the interviewer made notes, considered follow-up questions for clarification, and paid close attention to the information being delivered.

Data was gathered via voice recording in addition to handwritten notes. Follow-up information was necessary and was gathered via telephone or e-mail (Sosulski & Lawrence, 2008). Due to the lack of prior formalized interviews regarding mentoring and job satisfaction as it relates to adjunct faculty in the California community college system, the interviews were exploratory in nature.

The process for formulating the interview questions was based on current and past literature on the topic of adjunct faculty job satisfaction, mentoring, equity and access, administrative leadership, and the California community college system. The qualitative questions have been designed for the population of adjunct faculty members currently working in the California community college system. Some of the qualitative questions have been developed from quantitative studies on adjunct faculty where the participant had either a true/false option or ranking option such as on a Likert-type scale.

Data Analysis Process

Interviews were transcribed by an independent party for a nominal fee per interview. Transcriptions were evaluated as they were gathered and again after the collection of interviews were prepared for determining the emerging themes and concepts. Patterns emerged from using open and specific coding techniques (Emerson, Fretz, & Shaw, 1995). Strauss and Corbin (1990) suggested using a coding method that included evaluation of each line in every paragraph and assigning a code to indicate thematic emergence.

Saldana (2013) described a code as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). Interview data can sometimes be jumbled in regards to sequence of events based on how the interviewee remembers the events and if one memory leads to an earlier or subsequent event (Redfern-Vance, 2007). Additional coding was needed to realign the interviews into a chronological sequence of events. Redfern-Vance (2007) prescribed a series of exercises a researcher should complete after interviews. Field notes are written during the interview and memos are brief reflections on the interview after it has completed (Redfern-Vance, 2007).

To understand the structure and function of the interview, it may have been necessary to illustrate on a piece of paper the sequence of events and how these events connect to determine the themes (Redfern-Vance, 2007). The third exercise included uncovering what Redfern-Vance (2007) refers to as dramatic presentation: “Try to find examples of the following: repetition, pauses, poetic stanzas, pace changes, voice pitch changes, word emphasis, vocabulary choices” (p. 61). The dramatic presentation exercise includes questions for the researcher to ask, such as “Does the speaker use rapid, staccato-like speech, a conversational style, or a prepared recitation? Does s/he speak in short phrases or long, convoluted sentences? How frequently does the narrator use conversational fillers like “um” and “uh”?” (Redfern-Vance, 2007, p. 61).

Once the above manual process was completed as a means to support the NVivo11 ® software, the NVivo11 ® software was used to code and identify symbols, metaphors, and other data (Redfern-Vance, 2007). For the purpose of this qualitative narrative inquiry, the use of the NVivo 11 ® software to establish themes and patterns from the interview responses minimized bias because the NVivo 11 ® software program was the primary source for reviewing what Schwandt (2007) refers to as “a systematically maintained documentation system” (p.12).

The use of NVivo 11® software allowed for the organization and analysis of unstructured data such as interview answers, documents, photos, and the software will enable the extraction of themes and patterns within the data. The nodes, tables, and graphs resulting from the NVivo 11® software were included in the results of the qualitative narrative inquiry. All data will be kept for three years and subsequently destroyed per University of Phoenix policy.

Illustrated Process

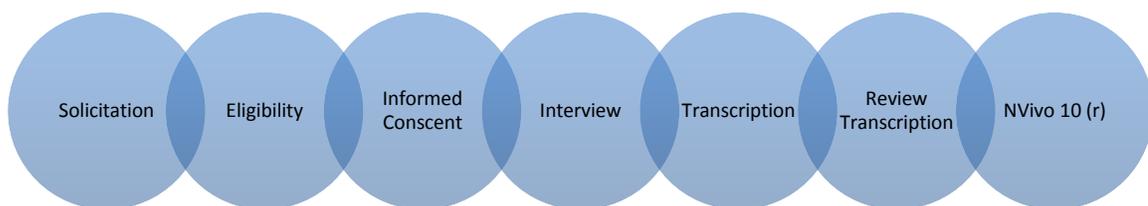


Figure 2: Illustrated data collection and analysis process from solicitation e-mail to NVivo 11 ® analysis.

Reliability and Validity

Social constructionists view the interview method of inquiry as “narratives sit at the intersection of history, biography, and society” (Liamputtong & Ezzy, 2005, p. 132). Labov (2006) indicated that because the shared experiences are not meant as jokes, fiction, or less serious commentary, the credibility comes from the narrator’s account of the events and the ability to believe that the events are true. Creswell (2012) indicated that qualitative researchers use the terms consistency and dependability to refer to reliability and the terms truth and truthfulness to indicate validity.

Furthermore, for the qualitative narrative inquiry to be reliable, the data needed to be presented in a consistent manner to each research subject (Creswell, 2012). The validity was determined by their truthfulness and believability of the participants' accounts of the events (Labov, 2006). Unlike other inquiry, in which Creswell (2008) indicates a tendency for the researcher to include his or her own data, this research does not include a personal account as a participant to prevent potential bias and unreliable analysis of personal data.

Creswell (2012) indicated validity comes from the data gathered with the survey instrument and the ability to make sense and meaning of the data to form conclusions. The reliability of the survey instrument is based on the ability to reuse the tool for future studies on the same topic (Creswell, 2012). The survey instrument was a series of questions established to ascertain the job satisfaction of adjunct faculty regarding equity and access. The questions have been carefully designed to allow the participants to support their answers with examples.

Riessman (1993) proposed there are four common ways to validate interviews. The first method is persuasiveness which relies on if the account is plausible, convincing, and reasonable (Riessman, 1993). The second method is correspondence in which the research is shared with the original participants and the community to gather feedback and engage in dialogue to further the study (Riessman, 1993). The third method is coherence and refers to the narrators overall goal regarding what was shared in terms of global, local, and theme based information (Riessman, 1993). The fourth method is pragmatic use meaning the work is available for other researchers to review and potentially build from (Riessman, 1993).

Privacy and Confidentiality

To protect the identity of the participants submitting personal accounts, the participants were identified during interviews by a chosen pseudonym. The participant was assigned a

numeric value for reporting purposes. The selection of a pseudonym for interview purposes was to pick a name that begins with the first letter of the last name of the participant. If there was any information provided by the participant that may reveal identity, the information was modified to protect the participant's privacy. For example, if a school name was used, a location, or name of someone else is used, the names were changed to protect the participant and any individual or institution mentioned by the participant. The use of numeric assignment in reporting provides an additional layer of protection in the event the participant chose a pseudonym and mentioned it to anyone.

Summary

Chapter 3 discussed the use of narrative interviews as a qualitative method. The chapter included an overview of the adjunct faculty population, the theoretical framework, data collection, and data analysis. Chapter 4 will present the results of the research.

Chapter 4

Presentation and Analysis of Data

Review of Questions

The purpose of this qualitative narrative inquiry was to investigate perceptions adjunct faculty members have about mentoring affecting job satisfaction. The problem addressed in the qualitative narrative inquiry was the perceived level of adjunct faculty job satisfaction. The general problem was the inconclusive and contradictory information on job satisfaction for adjuncts nationwide. The specific problem was poor job satisfaction for adjunct faculty in California where adjuncts are at least 48% of the teaching population (CCCCO, 2014).

The research questions used to guide this study were:

RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction?

RQ2 How does adjunct professors' perceptions of equity and access impact their job satisfaction?

RQ3 How can the college leaders in the California community college system improve adjunct faculty job satisfaction?

One issue researchers will notice is the inconclusive and contradictory information on job satisfaction for adjuncts nationwide. In 2014, adjunct faculty reportedly comprised more than half of the faculty in the California Community College System with no indication of decline for upcoming years (CCCCO, 2015).

Adjunct faculty job satisfaction is an important topic for higher education administrators nationwide as the retention of adjunct faculty can influence cost effectiveness. The use of adjunct faculty is a means of reducing costs and balancing the budget for many institutions (Tuscan,

2004; Sturgis, 2006). If the trends in adjunct faculty satisfaction nationwide continue, the cost of retention and turnover may prove the opposite is true. This study explored issues pertaining to job satisfaction. Through the one-on-one telephone interviews, the participants shared lived experiences which were transcribed as data and evaluated for emerging themes.

Chapter 4 contains the analysis of the personal accounts shared through interviews with 6 adjunct faculty members who were employed at a California community college in the physical year 2015. The process for data collection is described. The survey instrument review process is described. The findings of the study indicated 4 main themes amongst adjunct faculty regarding job satisfaction which include (1) wages and benefits, (2) working conditions, (3) mentor experiences, and (4) student experiences. The experiences shared by the adjunct faculty participants are presented categorically in a comprehensive manner. Chapter 4 presents the findings and results of the narrative inquiry questions located in Appendix A.

Research Study Data Collection

The data collection process for this narrative inquiry began with the Internal Review Board (IRB) approval. The research did not require IRB approval from any other governing body as the research technique used a convenience sample and the snowballing method. The next step was an e-mail from the researcher sent to 7 personal contacts within the California community college system. The seven contacts were adjunct faculty, full-time faculty, and administrators the researcher had personal, not college, e-mails for. These people are considered professional acquaintances the researcher met at various training opportunities throughout California. While none of the initial contacts participated in the study due to the full-time status or non-teaching status, all 7 contacts forwarded the e-mail to the attention of any adjunct faculty they knew.

Snowballing method of data collection is common in narrative inquiries and other qualitative studies. The California community college system has 113 colleges in 72 districts (CCCCO, 2015). Responses came from adjunct faculty who worked at one or more community colleges across the Southern California region.

Table 1

Adjunct Faculty Experience as of December 2015

| Participant | Years as Adjunct | Number of Colleges |
|-------------|------------------|--------------------|
| 1 | 6 months | 1 |
| 2 | 4 years | 1 |
| 3 | 31 years | 4 |
| 4 | 6 years | 3 |
| 5 | 5 years | 1 |
| 6 | 6 years | 3 |

Once a potential participant made contact with the researcher, the participant was sent an informed consent document to sign and return via e-mail and the questions from Appendix A to review prior to the recorded interview. The interviews were conducted via telephone at a time convenient to the participant. The conversations that took place before and after the interviews were not recorded. The conversation prior to an interview included verification that the participant had worked at a California community college as an adjunct faculty member within the calendar year of 2015. The process for the interview was explained and included acknowledgement that the conversation would be recorded. The interview began once the participant was informed and the volume verified as recordable.

The data collection process involved interviews ranging from approximately 12 to 14 minutes. The average interview time for all 6 interviews was 13:28 minutes. Follow-up questions and additional communication was not audio recorded; however, the e-mails and personal notes regarding conversations was documented in the NVivo 11® software for inclusion in the study analysis.

Data Analysis Procedures

The NVivo 11 ® software was used to aid in data analysis. The researcher began with the first transcribed interview and coded anything pertaining to the research questions: RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction? RQ2 How does adjunct professors' perceptions of equity and access impact their job satisfaction? RQ3 How can the college leaders in the California community college system improve adjunct faculty job satisfaction?

In addition to the nodes labeled as mentors, equity, access, leaders, additional nodes were created titled: enjoy teaching, student interaction, pay and benefits, job requirements, satisfied, dissatisfied, and full-time. Each transcribed interview was coded and any additional nodes were cross referenced for occurrences in prior coded interviews until no new data was present. Any information that was presented that did not directly reflect the research questions was placed under the node outlier.

In addition to the nodes created by the researcher, NVivo 11® software auto code option was used to identify any additional frequent words or phrases including the words *um*, *like*, *so*, *and*, and *you know*. In addition to these words, the software was able to pick up the ellipsis used to indicate a long pause in thought. The coding process enabled further clarity of the data and the themes emerging from the data.

Significant Findings

The research instrument presented a general question regarding adjunct faculty member experiences and provided the participants an opportunity to share their lived experiences. The questions were exhortative in nature; therefore, the amount of information shared by the participant varied for each question due to the diverse background of each participant. 4 out of 6 participants made reference more than once in the interview to wages and benefits. 4 out of 6 participants discussed their experience with mentors from the perspective of being mentored, 1 out of 6 discussed being a mentor, and 1 out of 6 participants revealed information for both being mentored and being a mentor. A student experience, both positive and negative, was shared by all 6 participants. Working conditions were discussed by all 6 participants. The following are excerpts from the interviews categorically placed by theme.

Table 2

Significant Findings Summary

| Question | Comparative Answers |
|---|--|
| What made you want to become an adjunct faculty member at a California community college? | <ul style="list-style-type: none"> • 5 of 6 were prior community college students • 1 of 6 applied for a different job and was offered an adjunct position |
| Tell me about how satisfied you are with your current adjunct teaching position(s). | <ul style="list-style-type: none"> • 4 of 6 had positive and negative responses • 1 of 6 had only positive comments • 1 of 6 had only negative comments |
| Tell me about your experience with a mentor(s). | <ul style="list-style-type: none"> • 1 of 6 had both positive and negative experiences • 1 of 6 had a negative experience • 1 of 6 is a mentor • 3 of 6 said they have not had a |

| | |
|--|---|
| | mentor at any community college they worked for |
| What is a favorite story you like to share about your experience as an adjunct? | <ul style="list-style-type: none"> • 6 of 6 shared a unique experience with a student • 2 of 6 experiences happened on the first day • 5 of 6 experiences happened in the first session • 1 of 6 happened recently |
| Are there any other experiences you would like to share about mentors, adjunct faculty life, and/or job satisfaction in California community colleges? | <ul style="list-style-type: none"> • 6 of 6 mentioned enjoying students and teaching when starting out as an adjunct • 5 of 6 mentioned that love of teaching is what keeps adjuncts • 4 of 6 warned about low pay and benefits • 6 of 6 would like to teach full-time • 4 of 6 see teaching full-time as a future possibility • 2 of 6 do not see a full-time opportunity in a faculty role, but 1 of those 2 would still like to work full-time in higher education • 2 of 6 have full-time jobs outside of the adjunct role; both would rather teach full-time at a community college |

In Table 2, the responses have been combined and assessed for general purposes. In the following paragraphs, the participant response to the above questions are broken down by theme as a means of collecting like data and organizing the information as the responses to the above questions sometimes led to answers that could be categorized in more than one theme. The number one concern among the adjunct participants is the most common concern amongst adjunct nationwide as revealed in the report by the House Committee on Education and the

Workforce (Democratic Staff, 2014). Wages and benefits are one of the reasons many of these participants and others work at more than one school and more than one job.

Theme #1 Wages and Benefits

Theme #1 is directly related to RQ2: How does adjunct professors' perception of equity and access impact their job satisfaction? Adjunct faculty members are typically paid a third or half the salary of a full-time faculty member teaching the same course creating a sense of exploitation amongst adjunct faculty (Charlier & Williams, 2011). Each California community college determines the amount the adjunct faculty will earn per credit hour per course. As Participant 3 noted, "I didn't get anything for my years of experience when it came to pay. I started at the same rate as a new professor" (Participant 3, 2016). Another participant added to the concern regarding pay by stating, "I teach as many classes as the full-time faculty, but I only get paid a fraction of what they do" (Participant 2, 2016).

Additional statements regarding pay are as follows: Participant 1, "The pay is absolutely terrible. It's almost an insult; I am only compensated for the three hours in the classroom. And that is absolutely not the amount of time I am spending; it's a bit of a disappointment in that I probably will have to go and seek a full-time or better paying job. I'd love to keep this job if I could, but it's just not a living wage" (Participant 1, 2016).

Participant 2:

For a lot of us...it's our sole employment, so...even though we're making like less than half of what the full-time faculty make, if we max out our class load, we're doing...you know they make twice what we make and they are not doing twice the work; I mean, it's not a money thing so for me, but when I see someone else making twice as much money as me...and doing essentially the same

job...that's a little...painful...or discouraging. So...As much as I love being adjunct faculty, I can't not see the other people around me (2016).

Participant 3:

The fact that so few adjuncts ever get to become full-time is disheartening. It shouldn't be that way, and it certainly shouldn't be that we get unpaid for our office hours that are mandatory. And certainly shouldn't be...that we have to give up so much and that it often costs us money to teach and do our passion; And yes, a great joy is that we do get paid for professional development, but we don't get paid very much and only for a few hours. We don't get the opportunity to have endless amounts. Full-time faculty get 36 paid hours for faculty development, we get 9 and only 5 of those is at full pay (2016).

Participants 4 and 6 had full-time employment not related to higher education teaching; therefore, the adjunct pay rate was not an issue for either of them. Both participants focused on the satisfaction of being able to teach in addition to their full-time jobs and the personal rewards of teaching.

Participant 5 was not pleased with financial compensation for the adjunct faculty role. The participant has a background in other areas of higher education. While the participant did not feel comfortable stating how much the participant made in the administrative role the participant once held prior to the higher education institution's decision to restructure, the participant indicated that adjunct faculty work did not compare even if the participant taught a full course load at "one of the better paying" California community colleges.

The data indicated the highest paid adjunct without a PhD is \$117.00 compared to the lowest at \$37.27 (Research Department, 2014). A common misconception regarding pay is

working at a higher paying community college will equal more wages; however, this may not be true. When reviewing a map to identify the highest paid locations, the researcher discovered the surrounding areas were also considered amongst the most expensive places to live in California. Without the knowledge of the geographic area's economic condition, the \$79.73 gap between highest and lowest pay may appear outrageous and unfair.

Theme #2 Working Conditions

Theme #2 is directly related to RQ2: How does adjunct professors' perceptions of equity and access impact their job satisfaction? The second emergent theme with negative connotations was in regards to working conditions. Working conditions for the purpose of this research is defined as scheduled classes, multiple commutes to more than one institution or campus, selection of courses available, notification of classes assigned or canceled in a timely manner, assignment of office hours, office location, use of personal or college equipment, access to information and resources, etc.

During the interview process, two of the participants disclosed the fact that they have full-time employment outside of the adjunct faculty work they do on a part-time basis. Two additional adjunct faculty members worked part-time in other education facilities, not in a teaching capacity, in addition to being adjunct faculty members. In prior studies, these people were considered a part of the group of adjuncts who are happy with adjunct status.

However, all of the participants were asked if they would rather teach full-time and all but one of them said yes. In fact, both of the adjunct faculty participants with full-time positions are only working in full-time jobs elsewhere because they did not see an immediate opportunity for full-time work as a faculty member and "needed to support my family" (Participant 4 & 6, 2016).

The one participant who indicated no desire for full-time teaching once had the desire for full-time faculty but now, “I would definitely prefer a full-time faculty position to Adjunct, but with all the bureaucratic red tape (government oversight, budgeting, lack of money for resources, etc.) I’d rather just not teach.” In a follow-up conversation, the participant indicated a desire to pursue administrative avenues of employment within higher education because the “job security” and “financial benefits” are greater than for full-time faculty (Participant 5, 2016).

While adjunct faculty are limited in the amount of hours they are able to teach each semester, 5 of the 6 participants mentioned the additional time it takes to prepare for classes and grade assignments. According to Participant 1:

There was a misunderstanding when I took the job because I asked about how much preparation time and follow-up time for grading would be needed. So, in my interview and hiring process I was told, ‘You know, a couple hours on each end’. And I was...my understanding is that I would be compensated for that, when in fact, I am only compensated for the three hours in the classroom. And that is absolutely not the amount of time I am spending and I am a thorough conscientious person so I needed to read the textbooks, I needed to prepare lessons plans, I needed to preparer measurements, I needed to read and grade a lot of papers. So, when I think about it that way... I get a little bit resentful. It’s almost like they’re using me...they needed, they needed an emergency hire, they needed a warm body to fill the position, they’re definitely getting their money’s worth” (2016).

Participant 2 mentioned, “I took some extra study” to expand the types of courses the participant could teach (Participant 2, 2016). In a California community college, the adjunct

faculty member must possess a graduate degree and have at least 18 credit hours in a subject prior to being able to teach it. Therefore, if any adjunct faculty member holds a graduate degree in Math, for example, and would like to also teach English, the participant could take 18 graduate hours of English and become added to the adjunct faculty pool for English classes (Harris, 2012).

Participant 3 indicated, “The fact that so few adjuncts ever get to become full-time is disheartening. It shouldn’t be that way, and it certainly shouldn’t be that we get unpaid for our office hours that are mandatory. And certainly shouldn’t be...that we have to give up so much and that it often costs us money to teach and do our passion” (Participant 3, 2016).

Follow up questions resulted in identifying the underlying costs of teaching Participant 3 refers to as: the cost of gas for travel to locations more than 30 miles from home, wear and tear on vehicle (Participant 3, 2016). Further inquiry revealed all of the interviewed participants rely on some form of personal device such as a cell phone or laptop to accomplish one or more of their duties. Many use their cell phone for e-mail and BlackBoard access (Participants 1, 2, 3, & 5, 2016). Participants 2, 3, 5, and 6 have used a personal laptop or brought a portable hard drive or flash drive for use (Participants 2, 3, 5, & 6, 2016).

None of the above mentioned supplies are provided to the adjunct faculty members by the institutions with the exception that some of the colleges the participants worked at did provide markers and erasers in the classrooms. Not every college has a faculty desktop computer in each classroom, but some of the classrooms the participants worked at do have a faculty desktop. Adding to the frustration for many adjuncts is the fact that unlike the public school system for K-12 teachers, none of the supplies are tax deductible for an adjunct faculty member (Internal Revenue Services, 2015).

The next emergent theme is mentor experiences. In this theme, participants discussed mentor interactions. The term mentor as applied by the participants reflected a deep connection with one or two people with whom the participant discusses work and life matters and seeks guidance.

Theme #3 Mentor Experiences

Theme #3 is directly related to RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction? Baron-Nixon (2007) indicated new faculty need a series of support initiatives, including mentors. Every participant agreed that having a mentor is beneficial when the mentor wants to be a mentor. Gunsalas (2006) indicates that mentor programs, among other new initiatives, are sometimes a challenge to initiate and follow through with due to the lack of time and availability of the faculty and staff. Two participants confirmed the Gunsalas (2006) indication that lack of time and availability can influence the effectiveness of a mentor program. As one participant stated, "I felt like I was bothering him when I had a question...he seemed more interested in his new project than in helping me...he didn't have time" (Participant 5, 2016).

The idea of a single mentor, based on the participants' data indicates that an informal mentoring system where multiple people are accessible as resources is better than none. As Participant 1 illuminates, "I feel like the faculty I've met, both full and part-time at the college, have gone out of their way to be helpful" (Participant 1, 2016). Participant 2 stated, "Most of the guidance I got was from my teacher mentors when I was in my master's program and old college professors that I had over the past...20 years or so" (Participant 2, 2016).

Participant 3 revealed that in previous positions, there was not a mentor, but in the recent adjunct faculty position:

I have been blessed beyond measure with mentors. For some reason, my dean, tucked me under his wing and has been guiding me every step of the way. But on top of it, for the first time in my whole life, I got tucked under the wing of a second dean in a totally unrelated department...” (2016).

Participant 4 indicated that “everyone is helpful and I love working for the community college. I wish I could work there full-time” (Participant 4, 2016).

Participant 5 expressed:

I have had very little experience with mentors. I’ve taught at a few institutions and only one really had a mentor. She wasn’t assigned to me as a mentor, per se, but I adopted her and went to her for most of my questions. She was more than willing to help me out. Currently, it was suggested that I reach out to the individual who is supposed to assist Adjuncts. When I did so, he pawned me off on to someone else. I felt that he didn’t want the mentor title. I later found out that, not only is he the designated “Adjunct Advisor,” he is also full-time faculty and Faculty Advisor for several programs at the college. Maybe, because he does a little bit of everything, mentorship was not on his priority list” (2016).

Participant 6 said:

I have had one mentor in my life and that was when I was in grad school. I haven’t had that at the community college system. At all. It is like people are fairly independent. It seems like there is a need for it, but people kind of do their own things. Especially, on the adjunct side of it, so you don’t get to know their needs. It would be great if there was...someone to bounce ideas off of, or if they have concepts about how they are delivering their instructional material” (2016).

The mentor experience may not always be a positive one, but for 5 of 6 participants, student experiences are what keep them coming back to teach another session. The single participant with a negative experience shared that there are also good experiences, but the negative experience was what stood out and happened most recently adding to an already frustrated adjunct faculty member's stress.

Theme #4 Student Experiences

Theme #4 is an outlier and does not directly relate to any of the research questions. Every participant told a story about a student experience. Four of 7 shared an experience from their first day as an adjunct faculty member; a single student that stood out from the rest as a challenge or learning experience if not both. The unanimous desire to assist students in achieving success in both the class and in life is in line with the literature on adjunct faculty job satisfaction. If the participants' answers are an indication, the greatest satisfaction for adjunct faculty is directly resulting from the time they spend in the classroom with their students.

Participant 1: "I think in general it's really gratifying to see the students get it. And to make the connections. And I'm not just regurgitating a textbook, but actually applying situations and helping them become overall better communicators. Which is a skill that transcends many boundaries" (2016).

Participant 2:

So basically they hired me to teach people who were right out of jail. It was off campus and off site and there were people there with prison tattoos. In fact, one of the first 5 essays I graded was from a student describing her humiliation at being strip searched before being incarcerated and my reluctance to put any red ink on this paper that was like...littered with grammatical errors. But I like, had tears in

my eyes at the end of this thing (laughs). So that was like my “welcome to community college”. And at the end of the class I thanked everyone for not killing me. (Laughs). They were glad to be where they were at. Since then I’ve had lots of people that were parolees (2016).

Participant 3:

When I looked at this page it was literally incomprehensible. What I didn’t know at the moment that I saw that assignment was that X had been a student there for many years and he had taken the class many times before and failed each time. I was his (X) attempt at this course. Now, I didn’t know anything as a brand new teacher. We don’t get education training. They quite literally...I got my degree and they handed me the keys and said here’s your classroom. And I was terrified of teaching... X had dyslexia and dysgraphia and it had gone undiagnosed (X’s) entire life. We ended up getting (X) a tutor who took notes for (X). With disability accommodations, (X) was able to have more time on timed tests. And because of those 2 things, (X) not only passed my course, (X) went on to graduate. Now I didn’t think much about it. But 10 years later, I was walking down the hall of a hospital and all of a sudden, I hear my name, Professor, professor! I didn’t know who it was, and when I looked at (X) I had no comprehension of who it was. (X) flew across the hallway, drew arms around me, picked me up, and danced me across the floor and said, “You saved my life. I was going to kill myself, but today I am a therapist. And you gave me a voice.” So my terminal case wasn’t so very terminal. I’ve written stories about it. I’ve never published those, but I love them (2016).

Participant 4:

I hate to be repetitive, but really the satisfaction is seeing students succeed. And sometimes you just get a connection and you connect with a student and you know you really help that student and you can't help all students of course. I mean they are all taking your class and they all benefit, but when you get that special student who you see move ahead and benefit from, I would say that is the most rewarding thing (2016).

Participant 5:

I was working as an on-line adjunct for a developmental course and I had one student who wasn't turning in any of his work. He was getting zero's on his assignments. His mother went to the Dean to ask about this. When the Dean contacted me, I let the Dean know he had not turned in any work. Come to find out, the student was repeating this course and was sending his assignments to the full-time faculty member he had the previous semester. The Dean asked if I would be willing to take a look at the work and grade it, even though the student was clearly in the wrong. I said sure and the full-time faculty member forwarded the work. Basically, the student had been resubmitting all his work from the previous semester (yes, the one he failed). He didn't even bother changing the dates or instructor's name on his essays. I've had good students; this was not one of them (2016).

Participant 6:

With me there is moments of realization with students. When one thing happens and their whole perspective shifts and they see what this whole college thing is

about and how they have been holding themselves back through their habits and ways of thinking. I had a student from a few semesters back and she was finishing up and she told me that the lightbulb moment was the pivotal moment for her in transforming how she approached school and her goals and her whole life. And that was really impactful for me when she said that (2016).

Summation of Themes

Theme #1: Wages and Benefits

Wages and benefits are reported as a concern amongst adjunct faculty across the nation (Kelsky, 2015). The research results indicate wages and benefits were among the topic concerns for the participants.

RQ2: How does adjunct professors' perceptions of equity and access impact their job satisfaction? The first theme explored the various aspects of adjunct faculty financial burdens in addition to the perception of low wages. The adjunct faculty reports of being paid for office hours varied based on the community college the participant worked for; however, all of the adjuncts agreed that the amount they were paid for each course does not compensate in the amount they expect for the time spent working on the courses they taught.

Theme #2: Working Conditions

Working conditions vary by institution. The California Community College System attempts to make resources available to adjunct faculty in accordance with the law; however, not all participants were aware of the variety of resources at their institution. RQ2: How does adjunct professors' perceptions of equity and access impact their job satisfaction? Working conditions for adjunct faculty include a multitude of factors, many of which are not controlled by the adjunct. The lack of office or storage space creates additional time, financial, and physical

burdens for the adjunct faculty members as they must consistently transport student work on and off of campus in personal storage devices and personal vehicles. The depreciation of vehicles and technological equipment is neither a tax write-off nor a college compensated expense.

Theme 3: Mentor Experiences

Prior research indicated that mentoring should have played a larger role in the overall job satisfaction of adjunct faculty. Both the implementation of mentor programs and the perception of mentors by the participants had an impact on responses regarding mentors. RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction? The lack of mentors available to adjunct faculty on campus did not have the same impact on these participants as expected based on the research. Adjunct faculty members are self-sufficient and seek assistance when they feel it is needed. The complications of such a negligent system of direction for adjunct faculty will be discussed in the recommendations.

Theme #4: Student Experiences

The reward of student success and personal acknowledgement is the most common reason adjunct faculty members feel committed to teaching. Even the participants seeking employment outside of teaching agree that student experiences influence job satisfaction because the participants all feel like they make a difference in the lives of their students.

Summary

Chapter 4 provided the findings of the qualitative narrative inquiry used to explore the job satisfaction of adjunct faculty who worked in a California community college in 2015. Chapter 4 began with the process for data collection. The survey instrument review process was described. The findings of the study indicated 4 main themes amongst adjunct faculty regarding job satisfaction which include (1) wages and benefits, (2) working conditions, (3) mentor

experiences, and (4) student experiences. The experiences shared by the adjunct faculty participants were presented categorically in a comprehensive manner.

Chapter 5

Discussion of Findings

Chapter 5 includes the assessment of the findings to include the research question, recommendations for higher education leadership, and suggestions for future studies. The discussion includes the outcome, analysis, and conclusion. The chapter begins with a brief synopsis of the problem, purpose, and methodology. The findings and interpretations of the narrative inquiry follow. Finally, the chapter concludes with the significance of the study to higher education leadership, recommendations for leadership, and recommendations for future study. The focus of Chapter 5 are the research findings and future implications of the information gathered through the narrative inquiry process.

Problem

The problem in the qualitative narrative inquiry is the perceived level of adjunct faculty job satisfaction. The general problem is the inconclusive and contradictory information on job satisfaction for adjuncts nationwide. The specific problem is poor job satisfaction for adjunct faculty in California where adjuncts are 48% of the teaching population (CCCCO, 2014). The research questions were designed to garner insight into the adjunct faculty job satisfaction at California community colleges through the lived experiences of the participants. Analysis of the narratives contributed to filling the research knowledge gap regarding adjunct faculty members' job satisfaction at California community colleges.

The research questions included: RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction? RQ2 How does adjunct professors' perceptions of equity and access impact their job satisfaction? RQ3 How can the

college leaders in the California community college system improve adjunct faculty job satisfaction?

RQ1: The presence of a mentor did not have any significant impact on job satisfaction because a mentor cannot influence the areas of most concern such as pay and benefits and working conditions.

RQ2: Equity and access in working conditions and pay were between the two most discussed themes and caused the greatest sources of dissatisfaction.

RQ3: The results include acknowledgement, increase in pay, full-time opportunities, or longer contracts rather than session to session. In addition, working conditions including space, accessible equipment, and personal security of phone numbers personal e-mail, etc. were both additional cost and concerns.

Purpose

The purpose of this qualitative narrative inquiry was to investigate perceptions adjunct faculty members have about mentoring affecting job satisfaction. The research questions were: RQ1 How does adjunct professors' perceptions of having a mentor(s) have an influence on their job satisfaction? RQ2 How does adjunct professors' perceptions of equity and access impact their job satisfaction? RQ3 How can the college leaders in the California community college system improve adjunct faculty job satisfaction? Higher education leaders may use the information revealed in this study to aid in creating training models and mentor programs in California community colleges or other colleges across the nation. The results of the interviews indicate a need for further study and more in-depth conversation with adjunct faculty to determine what is actually needed and how they, not prior research, define mentors.

Findings

Four major themes emerged from the narrative inquiry data. One outlier provides information for future research potential. The four themes consisted of (1) wages and benefits, (2) working conditions, (3) mentor experiences, and (4) student experiences. Wages and benefits is a common theme amongst any job satisfaction research and the expressed concern regarding this topic was a major source of discussion for the participants. Mentor experiences, while appreciated, did not have much impact on the overall job satisfaction of adjunct faculty. The lack of influence could be due to the resourcefulness of adjunct faculty to locate and enlist the support of a mentor of their choice rather than an actual evaluation of established mentoring experiences at a college location in a formal manner.

Theme #1 Wages and Benefits

Of the participants without a full-time job, 100% indicated the low wages and lack of additional benefits as an issue in higher education and in their particular circumstances especially. The two participants with full-time employment in addition to adjunct faculty work did not mention the wages other than in passing such as Participant 6 indicating, “The adjunct contract is a bonus, I love teaching.”

Due to the location of the adjunct faculty, the wages earned were not the same for each participant. Some worked at higher paying institutions than others, yet all of the Participants without full-time employment elsewhere were dissatisfied regardless of the hourly rate. The lack of benefits available for adjunct faculty were also a concern as the cost of medical insurance and requirement by the federal government to have insurance has created issues for colleges nationwide.

As Lederman (2014) indicated, “by choosing a ratio of 1 ¼ hours of additional service for each classroom hour, the government comes slightly higher than the 1:1 ratio that the higher education associations sought” (para. 11). The mandated insurance has had an impact on not only wages and benefits, but also on working conditions as described later.

The adjunct faculty pay and benefits are not just a concern to the adjunct faculty. In addition to the research conducted by The House Committee on Education and Labor, the news of adjunct faculty pay is concerning students, parents, and other stakeholders paying tuition and contributing to scholarships (Dorfeld, 2015). The reason for the stakeholder population concern is due to the increasing cost of tuition and fees at institutions across the nation. Many stakeholders do not understand why the cost is going up if the amount of full-time faculty is decreasing (Dorfeld, 2015).

Adjunct faculty members teach more than half of the courses at many institutions nationwide, not just community colleges in California, and the student body spends more time with adjunct faculty than with any other group of paid professionals on campus. Pytleski (2015) indicated the funding issues are the reason the adjunct faculty members continue to grow in number as the full-time faculty numbers diminish.

Theme #2 Working Conditions

Pytleski (2015) indicated when she was a part-time adjunct faculty member and worked in a shared office in a remote location on the campus, students would question her role within the department. Consistent with the literature in Chapter 2, the working conditions for adjunct faculty have not changed since the Rouche, Rouche, and Millron (1995) research. Banachowski (1997) argued that adjunct faculty role ambiguity can create a system of exploitation. The comments by Participants 1, 2, 3, and 5 indicate the courses are often assigned “last minute” and

the faculty members feel they are in a “crisis” or “emergency” mode. Even Participant 4, who had all positive comments, indicated the hiring process was exciting because the college “really needed him.” While Participant 4 viewed the opportunity as a way to help fill a class in need, others view this last minute, rush process as unprofessional.

In addition to last minute class assignments, the office hours, office space, and available supplies are still a point of contention for the majority of the participants. Textbooks and course materials were also still an issue for the majority of the participants for the first class or two. The positive aspect from all 6 participants is that in all 6 of their experiences, they maintained academic freedom. 2 of 6 participants mentioned they had noticed a recent shift at some colleges where the course was established and the adjunct faculty had to follow the provided syllabus and materials the first time they taught the course regardless of prior teaching experience (Participant 2 & 3, 2016).

While 4 of the 6 indicated they did not need the help of someone else’s syllabus, the first course, if assigned on emergency timing, was made more difficult by not having materials provided to assist in the preparation. Participant 1 sought out other faculty in the discipline and was relieved when everyone was “generous with sharing their syllabi”.

Participant 5 indicated the frustration with teaching the entry level courses and never fully using the degree the participant has earned. The experience of Participant 5 is consistent with other participant statements and the National Council of Teachers of English (NCTE) report stating, "faculty members in contingent positions teach a majority-in some cases, an overwhelming majority-of composition courses and a significant number of introductory courses offered in departments of English" (Palmquist et. al., 2011, p.357). While the statistics

discovered by NCTE is primarily focused on English and writing courses, the experience is the same for all 6 participants who stated they teach the entry level courses.

Theme #3 Mentor Experiences

Based on each participant's lived experiences he or she perceived the role of a mentor in the higher education setting as non-existent, informal, or gratifying. As previously stated in Chapter 2, Baron-Nixon (2007) indicated new faculty need a series of support initiatives, including mentors. All of the participants mentioned the need for adjunct faculty support; however, support did not have to come from an assigned mentor to be effective or useful. Klausman (2010) reported on the value of adjunct faculty being in line with the full-time faculty in terms of what the program priorities and objectives are.

The increased demand for evaluation of adjunct faculty based on student end of course surveys and a full-time faculty member's review in many institutions, even those with unions, requires even the most experienced adjunct faculty to understand policy and procedure, standard learning objectives, and departmental regulations in regards to the materials and methods being used to teach the materials (Morehead, Russel, & Pula, 2015).

Theme #4 Student Experiences

Consistent with the literature, adjunct faculty enjoy their time in the classroom. 5 out of 6 participants used the word love when referring to their teaching experience with students. 1 out of 6 participants showed the signs of burnout that another participant had mentioned prior to a hiatus from teaching.

As stated in chapter 2, adjunct faculty members enjoy the work and the students (Tomanek, 2010). Merklin (2014) agrees that adjunct faculty enjoy teaching; nonetheless, the "adjunct crisis" still has a negative impact on the student population. These researchers are

amongst contemporary studies on the subject; however, as far back as the Rouche, Rouche, and Millron (1995) research, the positive emotions for adjunct faculty regarding teaching and students are consistent.

Participant 5's answers indicated being exhausted both physically and mentally, and the participant worked as a part-time adjunct faculty member and part-time in an office setting. Participant 3 took a hiatus from teaching for several years before returning due to feeling "tired and without any chance for upward mobility" (Participant 3, 2016). Additionally, the desire to return to full-time employment within higher education could contribute to the highly negative view and increased dissatisfaction Participant 5 relates as currently experiencing and Participant 3 experienced in the past. Participant 5 indicated the emotions being experienced at the time of the interview were not always like that. Participant 3, in contrast, indicated the return to teaching adjunct comes with "a renewed sense of purpose and goal to become full-time faculty" (Participant 3, 2016).

As mentioned in Chapter 2, Collins (2001) added that burnout is another factor to determining job satisfaction. Burnout is the result of being exhausted physically and mentally. Adjunct faculty members often have to take contracts from more than one institution and may travel between neighboring states to teach the equivalent of a full-time course load (Gappa & Leslie, 1993). Jacoby (2005) contradicts the Leslie and Gappa (2002) conclusion regarding adjunct faculty seeking full-time employment.

Recommendations

The qualitative narrative inquiry resulted in 4 main themes perceived to have the most influence on job satisfaction. The themes included wages and benefits, mentors, student experiences, and working conditions. The emergence of the four themes may have occurred due

to the common lived experiences of adjunct faculty regardless of their demographic or geographic location. The experiences revealed in the study are similar to those revealed in informal journalism articles where adjunct faculty at various types of higher education institutions have expressed the enjoyment of teaching, the need for resources, and the inequity of pay. These findings are consistent with the findings of *The just-in-time-professor: A staff report summarizing eforum responses on the working contingent faculty in higher education* (2014).

The goal of these recommendations is for higher education leaders, stakeholders, and government leadership to use the findings of the present study to aid in developing answers to the *adjunct crisis* as it is commonly referred to. Implementation of the recommendations may require a change in the current perception of higher education leadership that adjunct faculty are a means of balancing a budget. As mentioned in Chapter 2, Tuscan (2004) reports that administrators hire adjuncts to fill the schedule needs at universities because they allow for balance in the overall university budget. Administrators are taught that the use of part-time faculty will help balance budgets (Sturgis, 2006).

With the changes in policy governing healthcare, adjunct faculty members are experiencing higher restriction of hours in an attempt by institutions to keep the cost of healthcare down. Lederman (2014) reported, "The administration continued to say that given the "wide variation of work patterns, duties, and circumstances" at different colleges, institutions should continue to have a good deal of flexibility in defining what counts as "reasonable" (para.7). The restriction of hours for one adjunct faculty may require the hiring of one or two additional adjunct faculty to teach the classes. The adjunct faculty hiring and turnover cost is also a financial consideration for college leaders. Therefore, the adjunct crisis will continue to

increase until the crisis becomes the college crisis not specific to one part of the college employment population.

Recommendation for Theme #1 Pay and Benefits

As Participant 2 made mention, “I cannot *not* see the difference” (2016). California community college wages are part of public record and a web search can produce documents from every community college in California. However, locating compiled data is not as easy and results in information in the 2013 fiscal year as the most recent. The data indicates all new faculty members are paid at Step 1 and evaluated for an increase at 5 years or after the 9th semester of teaching (Research Department, 2014). The data indicated the highest paid adjunct without a PhD is \$117.00 compared to the lowest at \$37.27 (Research Department, 2014). These numbers are still high compared to other community colleges in the nation; however, cost of living may also be a contributing factor.

One possible reason for the dissatisfaction with adjunct faculty pay rate is the considerable gap between the highest paid community college in California and the lowest. While each of the faculty teaching must possess a graduate degree, the location dictates the hourly rate. When adjunct faculty members teach at more than one institution within the same state, the pay at one institution may impact the perceived value rather than the school’s budget. One solution to adjunct faculty wage issues could be full disclosure. If the wage between adjunct hourly and full-time hourly is grossly disparaging, the institutional leadership, including those responsible for negotiating part-time wages, may want to consider investing in adjuncts long term rather than as a reaction to turnover.

Additionally, adjunct faculty perception regarding a full course load is not entirely accurate. While full-time faculty may teach between 10 and 15 hours per semester, the adjunct

faculty members are not supposed to teach more than 10 without documentation for the exception. Information regarding what a full course load is for full-time versus part-time may be useful in dispelling the perception that the amount of courses being taught is equal when in fact it is not.

Recommendation for Theme #2 Working Conditions

While at the onset of the research the hope was to discover an improvement in reported working conditions, the result is the stagnation of the higher education system's leadership's awareness or willingness to improve the conditions for adjunct faculty. Due to the overwhelming amount of research conducted in quantitative studies resulting in the need for qualitative studies such as this one to uncover deeper understanding of what adjunct faculty members are dissatisfied with, it is difficult to understand why the same conditions are being reported for multiple institutions and in similar research studies at other colleges across the United States.

According to Chapter 3 of the Title 3 Postsecondary Education Code of California (2011), whenever possible:

Part-time faculty should be considered to be an integral part of their departments and given all the rights normally afforded to full-time faculty in the areas of book selection, participation in department activities, and the use of college resources, including, but not necessarily limited to, telephones, copy machines, supplies, office space, mail boxes, clerical staff, library, and professional development.

All California community colleges should strive to allow access to these resources. The caveat "whenever possible" indicates there could be exceptions to this policy based on specific physical and financial resources of each community college.

There is a possibility that one or more participants have worked at a college unable to provide the resources. However, there is also the possibility that one or more of the adjunct faculty members preferred not to use some or all of the provided resources. Due to the nature of the inquiry and the variety of participant locations, the use of or awareness surrounding provided resources may vary for each of the participants based on employment at different colleges within the California community college system. The law is in place, the resources may also be available; nevertheless, these laws and resources are not useful to adjunct faculty members unless they have verified knowledge of this access.

While it is understandable that there is limited space as resources on a college campus, there is a high probability that every college campus has classrooms that are not scheduled for class every hour of every day. Those empty classrooms could be used as meeting spaces for adjunct faculty office hours. The request for a quiet space on campus to conduct office hours is not unreasonable. Since the office hours are required in California community colleges as revealed by the participants, the burden of location should be on the college not the adjunct faculty.

Adjunct faculty members should have access to the copy room and adequate supplies such as markers and chalk. Whenever possible, there should be a desktop computer in the classroom to prevent an adjunct from bringing his or her personal laptop. The college should provide a phone number extension and e-mail account to aid in the security and personal privacy of adjunct faculty. Full-time faculty members have the basic safety measures in place. In an ever-changing technologically driven society, adjunct faculty should not be using their personal e-mail or telephone numbers at any institution.

The use of personal devices reduces the amount of control the college has over protected information and increases the chances of misuse by the adjunct faculty or upset students. Fear of losing an already tenuous adjunct position may prevent adjunct faculty from notifying the college of incidents. This would have an influence on the Title IX reporting statistics.

Students feel entitled and contact adjuncts at will without regard for the time or personal life of the adjunct faculty member outside of the college according to 2 of the 6 participants who mentioned the use of personal cell phone numbers. The policies at many colleges require a number to be listed. Both of the participants mentioned they have had students call at inappropriate hours to discuss assignments. The recommendation is to assign a voicemail extension to all adjunct faculty members and to offer training for use of the system. In addition, the adjunct faculty members should be reminded of the privacy and confidentiality agreements and federal regulations regarding what information can transpire legally regarding grades and other institution matters.

While no one is able to truly regulate if a person will actually erase the computer drive of all college business upon separation, providing adjunct faculty with materials may prevent the concern about what data is susceptible because they are using personal owned devices. . Whether it is providing laptops to be checked in and out or stations in classrooms supplied with a computer, no faculty, including and especially adjunct faculty, should be allowed to have personal information about students on their personal devices.

Recommendations for Theme #3 Mentors

The recommendation for the subject of mentors is limited due to the fact that the findings do not indicate that having a mentor influences job satisfaction. Random assignment as part of full-time duties is not helping the adjunct faculty member, the full-time faculty member, the

students receiving instruction, nor other stakeholders. It is the responsibility of higher education leaders to not only balance the budget, but to ensure the adjunct faculty being hired to balance the budget are equipped with access to and knowledge of the resources available.

Adjunct faculty members spend a considerable amount of time in front of the student population. In some instances more students are taught more courses by adjuncts than full-time faculty. When adjuncts make up more than 50% of the faculty teaching for a college, the time a student spends learning from adjuncts is considerable. If the population teaching the majority of classes lacks resources the students may unknowingly suffer. Adjunct faculty may disagree.

As one participant mentioned, it is easy to be a solitary worker without any connection to the rest of the campus (Participant 6, 2016). The impact mentors have on adjunct faculty job satisfaction may be relative to the experience of the adjunct faculty member. While all participants agreed there is a need for information, the use or want of a mentor was an individual preference. The reason may be because the term mentor appears to be used to describe people who are not mentors, but resources. Potentially a shift in the terms used and the labels assigned along with job descriptions could aid in the evolution of this key role in academia. The once celebrated role of leader is now reduced to “person assigned to assist adjunct faculty” (Participant 5, 2016).

One possible consideration for why having a mentor was not as significant as originally estimated is due to the focus of the adjunct faculty participants on other aspects of job satisfaction such as pay and working conditions. Additionally, the participants who did have assigned mentors did not have positive interactions; therefore, the mentor added to the dissatisfaction and frustration of the work environment rather than aiding and supporting. One recommendation would be for institutions with mentor programs in place, would be to conduct

research on the program to determine its impact on the local institution. If the interaction is similar to that of the reported encounters by the research participants, the leadership may want to re-evaluate their program.

Recommendation for Theme #4 Student Experiences

One aspect of adjunct faculty member job satisfaction has, for the most part, remained the same. Adjunct faculty consistently report the desire to teach, the enjoyment of student interaction, the sense of purpose and validation of their own education and work experience as they teach others. Policies should be reviewed annually to adjust for the changes in communication.

Another factor to consider is acknowledgement of adjunct faculty. Participant 2 indicated that “sometimes being acknowledged can go a long way for making me feel like part of the team” (Participant 2, 2016). Acknowledgement does not have to be a reward based system or competition. Acknowledgement can be as simple as including adjunct faculty in notifications, adding them to the happy birthday roster, sending an e-mail or inviting them to participate in any on campus events for teacher’s appreciation week, or saying hello when passing them in the corridors or on campus grounds. The adjunct faculty members are not just important to students; they are the lifeblood of the institution and committed to teaching. The direct results of those efforts are evident in the graduation rate as the amount of courses taught by adjuncts continues to increase.

Recommendations for Higher Education Leaders

The recommendation for higher education leaders is to consider the true cost of an adjunct faculty member versus the cost of a full-time faculty member. The increase in full-time faculty may appear costly; however, the cost of providing the proper security for adjunct faculty

members, students, faculty, and staff is increasing. The fewer personal devices the college has zero control over being used, the less chances of facing a class action lawsuit or suffering a major security breach.

Additional concerns for higher education leaders include the time constraints of adjunct faculty members teaching at more than one location or more than one college. The hourly rate may be cheaper, but the service provided may reflect the savings. Since adjunct faculty members often work at more than one campus or for more than one institution to piece together a living, their schedules may be prohibitive of servicing the needs of the students. They are unable to remain after class to speak to someone if they have to be on another campus to teach in less than an hour. Hollis (2014) reported on the increased concern among administrators regarding adjunct faculty schedules and time constraints.

Beaudin (2014-2015) describes multiple scenarios and expounds upon various cases. Every higher education leader needs to analyze the use of adjunct faculty and determine how to maintain cost effectiveness while ensuring the quality of instruction and effectiveness does not reduce. The recommendation is to consider ways to offer more physical resources and technological resources to adjunct faculty. If a college provides an adjunct faculty member with a college e-mail, the expectation should be for the adjunct faculty member to use the college e-mail for all college business, especially for communication with students.

Adjunct faculty members spend the most time in front of the most valuable stakeholders in education, the students. If students are not successful or believe they are receiving the quality of education they are paying for, the retention and graduation rates drop. These numbers also influence the college standing and funding by other stakeholders. The use of adjunct faculty to balance the budget is not as simple as it may first appear. If the total cost is considered, it may

not be more advantageous to hire more contingent faculty and less full-time faculty. The recommendation is to evaluate the perceived and actual costs and determine if the adjunct population is more cost effective and less of a risk as adjuncts or if an increase in full-time faculty would reduce long term spending.

The recommendation for higher education leaders regarding mentors is to invest in various methods of research to evaluate the status of the mentor program. Many online surveys provide anonymous response options and could illuminate the true needs of the adjunct faculty at a particular institution. Avoiding scales for measurement of adjunct faculty members' job satisfaction and including open-ended questions allowing for direct response of current conditions and needs will provide emerging themes unique to each campus.

While experienced adjuncts may not perceive the need for a mentor the same way a brand new adjunct faculty member does, the need for resources does not dissipate over time. Resources include, but are not limited to, access to a copy machine and basic office supplies such as copy paper, dry erase markers and erasers, staplers, paper clips, and ideally an adjunct faculty office with a computer for adjunct faculty use. There are policies that indicate this resource should be in place, but the results indicate it may not have been possible at all colleges or adjuncts are not aware of the resources available at every California community college. The issue may be more extensive at colleges across the nation without policies in place for such provisions.

If the adjunct faculty population is disconnected from the department and institution, there is potential concern for the accuracy of follow-through regarding policy and procedure. For example, clearly defined and measureable standard learning outcomes are becoming increasingly important throughout California community colleges and across the nation. If an adjunct faculty member is unaware of the departmental focus such as an English department requiring everyone

freshman English to write an essay on a specific topic, the adjunct faculty member may not have the proper accountability at the end of the session.

The more isolated and lonely (disconnected from the institution) the adjunct faculty members are, the higher the risk of errors that could lead to accreditation issues (Coburn-Collins, 2014). One accreditation issue example is the creation of American Disabilities Association (ADA) compliant materials for students (Bandyopadhyay & Scott, 2006). An adjunct faculty member may or may not know to format a syllabus in sans serif fonts instead of serif fonts. These unintentional errors can have an impact when an institution is audited.

The perception that student evaluations determine the ability for an adjunct faculty to continue working may influence performance. Due to the response by 4 of 6 participants in this study, and prior research confirming a majority of adjunct faculty members depend on the teaching contracts as a major source of income, the necessity for adjunct faculty to communicate within the department he or she is assigned to is essential.

Suggestion for Future Research

Suggestions for future research include duplication of this study at individual campuses to provide clear insight for an individual college, and changing the method via an electronic platform to allow for contribution from participants across the nation to explore the issue at a national level. Additional suggestions include duplicating this research in other states on a local or state level. Participant 3 mentioned the cost of being an adjunct and part of the cost included the materials for facilitating a class (Participant 3, 2016). Additional research regarding working conditions and the use of personal devices, especially electronic devices such as cell phones, laptops, and tablets for work is critical.

Summary and Conclusion

Chapter 1 presented the problem of the study and the purpose of the study. The significance to higher education leadership and the research questions, scope, limitations, and delimitations were also included in Chapter 1. Chapter 2 included a brief review of the literature which indicated gaps in the understanding of adjunct faculty lived experiences and indicated a need for the qualitative narrative inquiry to aid in filling a portion of those gaps.

Chapter 3 provided the methodology description and information explaining the steps and precautions of the narrative inquiry. Chapter 4 presented the findings of the qualitative narrative inquiry including the organized presentation of the data collected. Chapter 5 included the interpretation of the data and the recommendations for higher education leadership.

Four common themes emerged from the narrative inquiries. The four themes are pay and benefits, mentor experiences, student experiences, and work conditions. This study has added to prior research regarding adjunct faculty job satisfaction by exploring the lived experiences and garnering a deeper understanding of what terms such as mentor and satisfaction mean to adjunct faculty. The focus of previous research is on quantitative data indicating the need for further research.

The recommendations for higher education leaders includes addressing pay and benefit concerns to the best of their ability and being transparent with adjunct faculty so they may understand the differences between school districts impacts pay more than desire to pay adjuncts based on degree. Showing appreciation for adjunct faculty work with the student population and acknowledging that they are a valuable part of the institution can go a long way in validating adjunct faculty for the efforts they make. Determining what a mentor or resource center should look like at each institution is a start in breaking old mentor perceptions and increasing access to

knowledge and resources for adjunct faculty. Finally, working conditions are already a point of contention for adjunct faculty regardless of pay; therefore, reducing the personal responsibility of bringing technology to campus and using personal e-mail and phone numbers to communicate with students will ensure the safety of both the adjunct faculty and the student population and assist the institutional leadership with verifying compliance with privacy laws.

Chapter 5 included the assessment of the findings to include the research question, recommendations for higher education leadership, and suggestions for future studies. The discussion included the outcome, analysis, and conclusion. The chapter began with a brief synopsis of the problem, purpose, and methodology. The findings and interpretations of the narrative inquiry followed. Finally, the chapter concluded with the significance of the study to higher education leadership, recommendations for leadership, and recommendations for future study. The focus of Chapter 5 are the research findings and future implications of the information gathered through the narrative inquiry process.

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Appendix A

Interview Questions

1. What made you want to become an adjunct faculty member at a California community college?
2. Tell me about how satisfied you are with your current adjunct teaching position(s).
3. Tell me about your experience with a mentor(s).
4. What is a favorite story you like to share about your experience as an adjunct?
5. Are there any other experiences you would like to share about mentors, adjunct faculty life, and/or job satisfaction in California community colleges?

Appendix B: Consent Letter

Dear Adjunct Faculty Member,

I am a student at the University of Phoenix working on a doctorate of philosophy in higher education administration. I am conducting a research study entitled **ADJUNCT FACULTY JOB SATISFACTION AT CALIFORNIA COMMUNITY COLLEGES**. The purpose of the research study is to explore mentor influence on adjunct faculty equity and access concerns.

Your participation will involve talking with me for 30-60 minutes in person or on the phone as your schedule will permit. The interview will be recorded by the researcher in written form and audio tape for an accurate transcription. Your participation in this study is voluntary. If you decide not to participate in the study, you may withdraw at any time prior to submission. The results of the research may be published; however, your name will not be used and information you provide will remain in confidence.

In this research, there are no “none” foreseeable risk to you. The benefit of your participation includes contributing knowledge regarding mentor influence on adjunct faculty equity and access issues. The information may influence administrators and bring awareness of adjunct concerns to the attention of leaders throughout higher education and specifically in the California community college system.

If you have any questions concerning the research study, please call me at XXX-XXX-XXXX.

Sincerely,

Tonya Nagle, Doctoral Student

University of Phoenix, School of Advanced Studies

I acknowledge that I understand the nature of the study, the potential benefits and risks to me as a participant and the means by which my identity will be kept confidential. I am 18 years or older. I am a voluntary participant in the study. I give my permission to use the information gathered through my interview for research analysis. The original signed consent form will be collected at the interview by Tonya Nagle or mailed in the event a phone interview is more convenient for the participant.

Print Name/Signature

Date

Appendix C

Information Protection Plan

To protect the information gathered through interviews, to include the participants' identity and the identity of anyone mentioned in the interview, a meticulous process of removing identifiers will be conducted.

The first step in the process is to assign pseudonyms to the participants to protect their identity. Using the first letter of the last name, a first name will be assigned. For example, if the last name is Smith, a pseudonym may be Sally. To protect the identity of anyone the participant mentions, the last letter of the person's name will be used to assign a new single name. For example, if someone said "Bob Smith was a terrible person", the new statement would read "Henry was a terrible person".

Due to the nature of adjunct faculty jobs, the experiences shared by participants may or may not all pertain to the current institution. For that purpose, institutions will be identified by geographic regions rather than by name. For example, the names become Southern California Mid-Size Community College, Small Northern Virginia Community College, Large Mid-West Community College, etc. If the participants indicate comparison with universities they have previously worked at, the same will apply with similar identifiers. For example, the names become Southern California For-Profit University, Northern California Non-Profit University, etc. Due to the number of institutions nationwide, this identifier will enable the participants to speak freely without fear of retribution.

Signed consent forms will be scanned, downloaded onto a flash drive, and then shredded. The flash drive will be stored in a small, fire-resistant safe. The interview notes will be scanned

into the NVivo 11® software. Documents and any recordings will also be uploaded to the NVivo 11® software. Once the information has been successfully loaded into the software program, the documents and recordings will be shredded or destroyed. The NVivo 11® software will house the data. Access to the software is password protected. The password will be maintained on a 3x5 index card in a combination, fire-resistant safe in an envelope with only my last name on it.

Once the mandatory time for retaining research has passed, I will delete all files and destroy the password card by shredding it.