

PROFESSIONAL DEVELOPMENT ACTIVITIES AND JOB SATISFACTION AMONG
COMMUNITY COLLEGE ADJUNCT FACULTY

by

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ABSTRACT

This study was designed to examine the relationship between participation in specific professional development activities and the adjuncts' level of job satisfaction. Data was gathered from previous and current professional development activities at Valencia Community College in Orlando, Florida. Research in the area of professional development activities for adjunct faculty is emerging; however, there is a scarcity of research in the area of professional development activities as a means to increase job satisfaction. The data produced by this study were reviewed to determine, the level of job satisfaction of those adjuncts who attended professional development activities; the degree to which adjunct faculty members attended professional development activities; the reasons why adjuncts attended professional development activities; and how attendance at professional development activities has enhanced adjuncts' teaching performance.

Findings showed that adjuncts who attended professional development activities at Valencia Community College were generally satisfied with their jobs. Adjuncts were also satisfied with the professional development activities they attended and many attended more than one activity.

This work is dedicated to Amy Bosley for her unfailing love and support and to Andy and Ben Bosley, may they always understand the importance of education.

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CHAPTER 1

INTRODUCTION

Over the last decade, community colleges have relied heavily on adjunct faculty members to deliver instruction. In the past, adjunct faculty may have been seen as an expendable resource, one that did not need to be developed and one that was readily available. “One of the most significant trends in higher education has been the recent increase in dependence on part-time (adjunct) faculty” (Valadez and Anthony, 2001). Adjuncts are those faculty members, who are teaching less than 4 classes per term, and who are not on a four month, ten month or twelve month contract. With the current emphasis on learning-centered instruction in community colleges, today’s adjunct faculty members may require more attention and a greater sense of commitment from the college with respect to professional development. Opportunities for professional development may be important to the success of the community college adjunct. Important for adjuncts is the ability to make a connection with the college, just as it is important for students to make such a connection. These connections may not only increase the rate of adjunct faculty satisfaction, but may indirectly aid in the retention of faculty and students.

Opportunities to engage the adjunct in the work of the college can come in a variety of forms, from single class assignments to multiple and continuing assignments, to participation in the governance of the college. The participation of the adjunct in the organizational culture of the college can be enhanced by the participation of all employees in professional development activities.

Research has indicated that little value has been put into the professional development of adjunct faculty at many community colleges and universities. Valencia Community College, Orlando, Florida, has implemented several professional development programs; however little is known about the impact of these programs on the satisfaction of adjunct faculty at the various Valencia campuses. Since any professional development program can be costly in terms of time and money, it is imperative that a thorough analysis of these programs and the perceptions of the participants in the programs be examined to determine the validity of continuing such professional development activities. A review of literature in the areas of faculty development, adjunct faculty in community colleges, and job satisfaction indicate that the findings have changed over the past decade. As community colleges see the need for and benefits of the development of their part-time faculty, more programs are being developed and implemented. A review of current and previous programs at Valencia Community College was used to determine the scope of these professional development activities and their impact on adjunct faculty retention.

Background and Significance

Often in the culture of the community college, adjunct faculty members are expected to perform their duties without a complete understanding of the institution mission or values, without some of the necessary tools to be successful in the classroom, and without proper training on classroom management techniques. Many adjunct faculty members are chosen to teach because of their expertise in their field, with no regard to how effective they might be in the classroom (Lyons, 1996). Professional development activities are one mechanism through which the adjunct can become more connected with the college and become a better teacher. By

providing activities that aid the adjunct in becoming more effective in the classroom, the adjunct may become more interested in teaching as a profession and in turn want to develop a longer, more committed relationship with the college.

Since much of the research in the area of faculty development has been focused on the retention of full-time faculty members, the focus on adjuncts and their professional development is of particular significance. Research in the area of professional development activities for adjunct faculty is emerging; however, there is a scarcity of research in the area of professional development activities as a means to increase job satisfaction. The findings of the study will be used to further develop adjunct faculty professional development programs and aid in the development of effective programs that increase the satisfaction of adjunct faculty at the community college.

Statement of the Purpose

Higher education has experienced many changes over the last decade. One area that has experienced tremendous change is the community college. According to the Chronicle of Higher Education (2004), 38% of college students are enrolled in community colleges throughout the United States. Community colleges are one of the largest employers of adjunct faculty among institutions of higher education. These faculty members are responsible for teaching many of the colleges' students in all disciplines. Thus, it is advantageous for the community college, to not only consider adjunct faculty as resources, but to develop these resources so that the instructors will be satisfied and continue to serve in their unique capacity.

This study was designed to examine the relationship between participation in specific professional development activities and the adjuncts' level of job satisfaction. The professional

development activities were internal to the study site. Staff and professional development (SPD) funds are not available to adjunct faculty to attend professional conferences or professional development activities offered outside the college. Therefore, data were gathered from previous and current professional development activities for adjuncts at Valencia Community College.

Questions of the Study

This study addressed the following research questions:

1. Do adjunct faculty who attend professional development activities have a higher level of job satisfaction than those adjuncts who do not?
2. To what degree do adjunct faculty participate in professional development activities?
3. What are some of the reasons adjunct faculty attend professional development activities?
4. Does participation in professional development activities enhance the adjuncts' perceptions of their teaching performance?

Definitions

The terms listed below will be used for the purpose of this study:

Community College: A public two-year college that is accredited by one of the six regional accrediting agencies to grant Associate of Arts and Associate of Science degrees, as well as certificates and continuing professional education programs. These higher education institutions are non-selective, open-door colleges.

Adjunct faculty (also known as part-time) member: Adjuncts are those faculty members, who are teaching less than 4 classes per term, and who are not on a four month, ten month or twelve month contract.

Full time faculty member: A permanent employee (10 or 12 month continuing contract) of the college who is responsible for providing learning opportunities for students through classroom instruction.

Professional development activity: Any activity offered by the college that enhances the faculty member's ability to perform in the classroom or within their discipline.

Job Satisfaction: The degree to which the adjunct positively evaluates his or her job and their relationship with the institution.

Limitations

1. The study was conducted at only one community college.
2. The study only focused on professional development activities as a retention tool.
3. It did not take into account compensation and career ambitions of adjunct faculty.
4. The results of this study were dependent on adjunct participation in surveys taken some time after participation in the professional development activity.
5. The results of this survey were dependent on self-reported data from the participant's point of view.
6. The results of this study should not be generalized beyond the adjunct faculty population.
7. The bias of the researcher as an adjunct faculty member and a full time student affairs administrator at Valencia Community College is also a limitation of this study.

Assumptions

It was assumed that adjunct faculty members choose to participate in professional development activities and that they are encouraged to participate in professional development activities by their supervisors and the Curriculum Development Teaching and Learning Department. It was also assumed that participation in professional development activities leads to higher job satisfaction for adjunct faculty.

Methodology

Design of the Study

The design of this study is descriptive research using survey methodology. In addition to survey methodology, interview protocol was developed and implemented. The resulting data was analyzed by the researcher and reported in this study.

Population

The subjects of this study were the adjunct faculty, who taught during the 2003 fall term, from Valencia Community College. On an annual basis Valencia Community College employs 800 adjunct faculty members. These faculty members are responsible for teaching 43% of all courses in all disciplines. An online survey focusing on adjunct job satisfaction and perceptions of professional development activities was administered to adjunct faculty members in February 2004. A total of 241 surveys were returned for a response rate of 30%.

Instrument

A survey instrument was developed to examine the level of participation and the level of job satisfaction of the adjunct faculty members. Job satisfaction items were modeled after Front Range Community College's Adjunct Faculty Survey. Diana Holguin-Balogh developed the survey, which was based on Rusbult and Farrell's (1983) longitudinal observation utilizing the investment theory model. This instrument was developed by the researcher, using Flashlight online software, and was administered to the study population online via e-mail. Flashlight online software is a survey tool developed by Washington State University, to aid researchers in administering surveys. The software generates reports that can be exported into Microsoft Excel and SPSS.

Data Collection

The adjunct faculty survey was administered completely online, during Spring 2004. It was e-mailed to all adjunct faculty members via Valencia's portal, Atlas. Atlas is Valencia's online learning community where faculty, staff and students. Faculty can access student information, e-mail students or their classes, submit grades and access online courses through a single log-in. All responses were tabulated by the Flashlight software system and sent via report to the researcher. Additionally, data were collected through a series of individual interviews (See Appendix E) with adjunct faculty members. The adjunct faculty interviewed were selected using Leslie and Gappa's (1993) adjunct faculty typology. The typology classifies adjunct faculty members into four distinct groups.

Data Analysis

The data from the adjunct faculty survey were analyzed in relation to the stated research questions. Frequencies, correlations, and mean scores were calculated for each item and each element of job satisfaction in order to report the relationship between attendance in professional development activities and job satisfaction. Qualitative data were collected through open response questions on the survey instrument.

CHAPTER 2

REVIEW OF LITERATURE

The Community College

The community college is an American institution that began as the need for more avenues for higher education became necessary in society. Current literature traces the community college movement from its start as the junior college to its current place as one of the largest providers of higher education. The concept of a two-college offering the first two years of higher education started in the latter part of the 19th Century. This concept evolved into the junior college and was made possible by America's expanding democracy and the financial support of the federal government through the approval of the Morrill Act of 1862 (Witt, Wattenbarger, Gollatscheck, & Suppiger, 1994). The Morrill Act of 1862 provided grants of federal land to develop agricultural and mechanical colleges that made higher education available to the common man. As higher education became more available, the demand for more colleges and universities rose. Because the universities served elitists, another form of higher education was needed to serve for the up and coming working class (Witt, et al., 1994). This need was met by the development of six-year high schools and two-year junior colleges.

The community college movement is credited to the work of William Rainey Harper, the first president of the University of Chicago. He founded Joliet Junior College in 1901. The purpose of Joliet was to prepare high school students to transfer to the university, similar to the mission of today's comprehensive community college (Witt, et.al., 1994). The junior college continued to serve the high school population until the Great Depression when citizens had an

immediate need for employment and job specific training. It was during this period of history that the community college added workforce development to its mission.

The passing of the G.I. Bill in 1944 and the Truman Commission Report paved the way for the continued growth of the community college (Phillippe, 1997). During the 1960s there was dramatic growth in college enrollment and the number of colleges being opened. Between 1965 and 1975 community college enrollment increased by three and one-half times. Between 1960 and 1970 community colleges opened at a rate of almost one per week. This increased there number two and one-half times (Phillippe, 1997). In 2004, The Chronicle of Higher Education reported that there were 1,702 public and independent two-year colleges in the United States.

The comprehensive community college of the millennium provides for a large need in higher education in the American society. In 2004, there were 5,996,702 students enrolled in public two-year community colleges. Today's community college provides preparation for transfer to the university, workforce development, continuing professional education, remedial education, and community services. In the last few years, several community colleges have been granted the ability to offer limited baccalaureate degrees in specific disciplines by their regional accrediting agencies. Many community colleges are involved in economic development, helping cities to lure major corporations by offering highly trained workforces and on-demand training. As the community college grows, the need for credentialed faculty members grows. This need has been met by recruiting credentialed professionals to serve as adjunct faculty members. Adjuncts are those faculty members who are teaching less than 4 classes per term, and who are not on a four month, ten month or twelve month contract.

The use of adjunct faculty in colleges and universities has been growing over the years (Kirshetein, Matheson, Jing & Zimblar, 1997; Townsend, 2000, Roueche, et al., 1995, Valadez

& Anthony, 2001). Much of the research on adjunct faculty members has been concentrated in the community college (Cohen and Brawer, 1996; Vaughan, 1986; Valadez & Anthony, 2001). “The principle reason for this is that community colleges employ a higher proportion of part-time faculty members than any other sector of higher education” (Valadez & Anthony, 2001). From a historical perspective, the use of adjunct faculty in the community college has been common for many years. Eells (1931) reported increased use of adjunct faculty as early as 1920; he reported that more than 91% in eight California community colleges were adjuncts while approximately one-half of the faculty in the Texas community college system were adjuncts. In 1966, Heinberg reported that nearly 38% of faculty teaching in community colleges were adjuncts. In 1987, Palmer described the adjunct faculty population in community colleges as between 50% and 60%.

Adjunct Faculty

Based on their 1993 study, Gappa and Leslie created four categories to describe adjunct faculty member:

1. Career-enders: Those semi-retired as well as those who were already retired, and those moving to pre-retired status.
2. Specialists, experts: Had a primary career elsewhere, usually full-time. These individuals worked part-time for the love of teaching and usually did not rely on the income.
3. Aspiring academics: Those who aspired to be “fully participating, recognized and rewarded members of the faculty with a status at least similar to that currently associated with the tenure-track or tenured faculty” (p. 48).
4. Freelancers: Part-time faculty in this category were working in higher education by their choice and did not want to be full-time faculty.

According to data from the National Center for Education Statistics, 65% of faculty at public two-year colleges are adjunct and/or part-time employees (Leslie and Gappa, 2002). The increasing use of part-time faculty in American community colleges is not likely to slow in the near future. In addition, the roles that these faculty are asked to play (teaching front door courses and transfer courses) are increasing in importance (Roueche and Roueche, 1996). Lyons, Kysilka, and Pawlas (1999) indicated “over a quarter million adjunct professors are employed annually by U.S. institutions—a number that is expected to increase in the next five years” (p. xiii).

As reported by the Center for the Study of Community Colleges (CSCC), demographic data describing adjunct faculty suggest that part-time faculty are equally likely to be men or women and are likely to be slightly older and younger than full-time faculty. Part-time faculty reported a mean age of 45.8 while full-time faculty reported a mean of 48. According to the same survey, slightly over half (51 %) of all adjunct faculty respondents are employed elsewhere in non-teaching jobs, and nearly two-thirds (61 %) work more than 30 hours a week outside of the college. Additional surveys reported higher percentages of part-time faculty holding other jobs, with the NSOPF-93 survey reporting 78.2 percent holding employment outside of their teaching duties (Leslie and Grappa, 2002).

Opinions about the contributions, commitment, and value of adjunct faculty vary. Roueche and Roueche argued that “Part-time faculty are a vital resource that can and should be integrated into the community of learners that community colleges seek to form” (1996, p.39). Banachowski (1996) suggested that part-time faculty are employed to save institutions money, increase institutional responsiveness to enrollment demands, and to bring “real-world” experience to the classroom. These contributions are perceived as positive to the institution and

the learners. Cohen and Brawer (1996) asserted that community colleges depend on a part-time workforce more so than other educational institutions. Among the reasons offered for this dependence, Cohen and Brawer reported that adjuncts cost less, may have special capabilities not found in the full-time workforce, and can be flexible, with contracts for employment offered on an “as-needed” basis. Furthermore, data from the CSCC and the National Survey of Postsecondary Faculty (1992-1993) suggested that part-time faculty members are, on average, considerably less experienced teachers. In addition, this study noted that part-time faculty are a stable and important component of the faculty workforce in community colleges. Gappa and Leslie (1997) indicated that part-time faculty are usually employed in other full-time professional positions, have taught at their college for many years, may not be interested in a full-time faculty position, and are motivated to teach by the intrinsic values they find in teaching. However, Roueche and Roueche (1995) pointed out the following:

Part-time faculty have critical contributions to make to teaching and learning in the higher-education enterprise – educationally, socially, and economically. For the contributions and extraordinary potential they bring, part-timers should be acknowledged and treated as valuable citizens of the academic community (p. 255).

Lee (1997) found that most part-time faculty are treated as temporary employees, even though many of them have worked at the same campus for many semesters and Leatherman (1997) noted that part-time faculty are generally treated as a different class of faculty, often strangers to regular professors. Leslie and Gappa (2002) described this tendency as follows:

The popular image of part-time faculty, as presented in frequent stories and opinion pieces in the media, perpetuates the commonly held assumption that part-

timers are a temporary and dissatisfied lot who patch together part-time jobs by teaching at several institutions simultaneously and queue up for academic career opportunities that seem more and more scarce all the time (p. 59).

Critics (Banachowski, 1996) oppose the use of adjunct faculty members because their employment takes away full-time teaching positions. Banachowski (1996) noted that the use of part-time faculty tarnishes the integrity of professional teaching since many part-timers are employed for their professional skills rather than their teaching skills.

According to Scheutz (2002), adjunct faculty were less likely to interact with colleagues, less likely to teach courses with other faculty members outside of their discipline, and less likely to spend time on administrative duties (e.g.: college governance, student advising, text book selection, office hours, etc.) Scheutz further described his theory as:

These findings suggest a relative isolation of part-timers from colleagues and administration, which in turn suggests isolation from knowledge about innovative teaching methods and campus services from which they might benefit. Indeed, part-timers report less awareness of student needs or campus support services than full-timers, with 34% indicating that they do not know or have no opinion about whether the college provides, or if students are taking advantage of, counseling and tutorial services (Scheutz, 2002, p. 3).

However, Carducci (2002) suggested that community colleges need to determine if there are significant differences between how full and part-time faculty relate to students and to the policies and practices of the organization. If differences exist, the data would provide the community college with direction for professional development of both its full and part-time employees.

Parsons (1998) stated that it is important to find means to integrate part-time faculty into the organizational culture of community colleges. The following recommended actions could help part-time faculty be perceived as integral component of the community college culture:

- Provide a part-time faculty handbook
- Designate the lines of authority and supervision
- Conduct a formal evaluation of each part-time faculty at least yearly
- Establish mechanisms to recognize efforts made by part-time faculty
- Create a reward system that includes part-time faculty when allocating professional development funds
- Invite part-time faculty to community events and faculty meetings
- Include part-time faculty in the decision-making, such as in committees and curricular development (p. 1)

Professional Development Activities

In 2002, Gordon E. Watts explored the most recent developments in professional development activities for community colleges as well as highlighted some exemplary programs. “The professional development programs of the past were loose connections of activities, and when enough of them were strung together they could look fairly impressive” (Watts, 2002, p.1). Watts and Hammond (2002) set the context for professional development in the Community College as follows:

Professional development as a movement in the community college began in the early 1970s. No singular event heralded the start of the movement; it simply developed out of a rapid growth that community colleges were experiencing at the time. More specifically, a

number of factors precipitated the need. Among those that Hammond, Wallace and Watts (1978) identified were the need for increased effectiveness and efficiency due to competition for limited tax dollars and beginning public demands for accountability; the acknowledgment that the future success of the community depended on the ability of its personnel to adapt a constantly changing environment; the development of a technology of instruction with potential for improved instruction unknown to most faculty; an awareness among faculty that they were becoming unable to cope with needs of the increasing percentages of “high risk” students enrolling in community colleges; a recognition among leaders that change was imperative and that they needed to become skilled in planning, implementing, and evaluating change, the increasing influence of court decisions, collective bargaining, and federal regulations on the institutional governance; and the occurrence of a relatively high turnover in leadership positions in the mid management levels (p.5).

These needs have not changed much over the last few decades, in a recent work, Bellanca, (2002), argued:

More than at any other time in their history, community colleges need to plan and provide comprehensive ongoing professional development programs for their faculty and staff. Faced with an increasingly diverse student body with varying expectations, learning styles and service preferences; new and growing competition; technological advancements; and changing governmental policies and societal demands, community colleges can no longer respond in traditional ways (p.35).

According to O’Banion (1981, 1997), professional development grew as the rapid growth of new community colleges in the 1960s and early 1970s began to slow. A new focus on

people, rather than buildings, programs and organizational structures was needed. In the 1970s and 1980s, faculty development programs were viewed as an economically viable option to improve student outcomes and maintain institutional integrity.

During that period (1980s), the term institutionalization came into fashion to describe both the plight and the ultimate goal of professional development. To be “institutionalized” meant that an institution’s program had become such an integral part of the fabric of the institution that it would remain secure through whatever financial crisis might befall it. It was the ultimate form of both legitimacy and identity. Likewise, the existence of those programs that were not institutionalized was in jeopardy (Watts and Hammond, 2002, p.7).

The 1990s require channeling the pressures of budget constraints, mission confusion, student diversity, and changing faculty needs into growth opportunities in four areas: leadership, database management, diversified instruction and student services, and formalized faculty development (Coll, 1991). More recently, Outcalt (2002) indicated, “professional development programs... oriented toward improving instruction abilities would benefit not just the faculty but their students” (p. 113).

As community colleges establish new and enhance existing professional development programs, they need to be aware of the following:

- “Colleges need to consider faculty and staff development as part of the cost of doing business and too important a function to be left until last in budget allocation” (Watts and Hammond, 2002, p.8).
- “For the foreseeable future, community colleges will be faced with the same or even greater need to change, but must do so with senior people (many of whom are

approaching retirement) or newly hired, in experienced people – which means that professional development is essential” (Watts and Hammond, 2002, p.9).

- “It should no longer be considered a voluntary activity, and colleges will need to award credit toward promotion and tenure for participating in professional development activities and subsequently improving their performance” (Watts and Hammond, 2002, p.9).

Professional development activities are important to the growth and development of individuals at the community college. “Faculty and staff development exists to improve performance. To improve a person’s performance, there is a need to focus on the whole individual, not just that part that relates to the job” (Watts and Hammond, 2002, p.9). Many programs have specific target audiences; some are comprehensive, while others work with specific issues at specific times of year. Professional development activities are important and need to be supported. As community colleges continue to change in response to community and societal changes, those who work at the colleges will need to continually change and grow, and this can be accomplished through well developed professional development activities for all members of the college community.

The literature and data suggest that adjunct faculty are a permanent and growing segment of the faculty composition in community colleges. Their development and retention are important factors to institutional stability and student learning. Both Murray (2002) and Outcalt (2002) stressed the importance of faculty development initiatives as a means of fostering community, developing professionalism, and meeting the needs of diverse students learning styles and goals.

Today faculty development projects are sometimes the only avenue to relieve pressures caused by increases in student enrollment, diversity concerns, student under preparedness, and the combination of decreasing budgets and heavier workloads. Development programs allow the community college faculty to establish links with professional colleagues, to modify and improve instructional material and delivery, and to keep the spark of enthusiasm alive for themselves and their students (Alfano, 1993, p. 77).

Several barriers (lack of time, lack of support, lack of desire, travel, other job responsibilities, etc.) may preclude adjunct faculty from availing themselves of and/or benefiting from professional development activities. According to Schuetz (2002), are less connected than full-timers to professional organizations, colleagues, and administrative activities, all of which support and are likely sources of information about effective institutional practices. In addition, there are few graduate programs that provide community college instructors with a variety of teaching methods and strategies (Grubb, 1999; Meyers, Reid and Quina, 1998). “A ‘one-size-fits-all’ approach to faculty development initiatives ignores the unique challenges, needs and goals found among community college faculty” (Carducci, 2002, p. 3). However, it has been suggested that faculty who participate in professional development activities tend to use more innovative teaching techniques (Keim and Biletzky, 1999).

Most development programs reach full time faculty, but they can overlook the special needs of part-time and evening faculty. At the College of the Canyons in California, the majority of faculty are adjunct with little or no training in teaching. This college developed a program specifically developed for its adjunct instructors. The program consists of four steps:

1. Getting permission from the department chair to continue as an adjunct

2. Completing a workshop to improve instructional skills
3. Completing 8-10 hours of “writing across the curriculum”
4. Having a class evaluated by a colleague and/or students. Upon successful completion the adjunct faculty member receives a 10% salary increase (Gerda, 1991).

Many colleges are exploring new ways of delivering professional development activities to faculty and staff. These new techniques are especially important in attracting adjunct faculty to participate. Valencia Community College in Orlando, Florida, one of the League for Innovations Vanguard colleges, has developed a comprehensive adjunct faculty development program. Nellis, Hosman, King, and Armstead, 2002, discussed how Valencia faculty development:

Staff had been looking for a vehicle that would solve some perennial problems inherent in the traditional face-to-face faculty workshop framework: it is difficult to get faculty (especially adjunct faculty) to find the time to attend workshops, and it is nearly impossible to assess the effects of most workshops on teaching practices (p.27).

The answer to this challenge was the development of an on-line program for adjunct faculty development. “There is a rich array of resources on-line: articles and Web sites on the research, theory, and practice of good teaching” (Nellis, Hosman, King, and Armstead, 2002, p.28).

These online experiences help new faculty expose and overcome many of the challenges they are facing. These include: “the sense of dislocation and isolation, the conflicting advice from senior colleagues, the often-overwhelming demands of the job, the needs of the students, and the pressures of balancing family life and work” (Nellis, Hosman, King, and Armstead, 2002, p.28). These challenges are highlighted as the faculty discuss scenarios developed around a new fictitious faculty member named Steven. Adjunct faculty share their classroom

experiences with others as they discuss how they might help Steven. The on-line product called Time Released Scenarios (TRS) was developed by Wisdom Tools, Inc in 2001. The “Teaching in College, Community College Edition” was developed through a partnership between Wisdom Tools, Houghton Milton Company and faculty development staff from Valencia Community College, the University of Minnesota and Buena Vista University. TRS is asynchronous and provides for an active learning environment that can be accessed at a time that is convenient for the adjunct faculty member. The program is further described by Valencia faculty development staff:

TRS is a Web-based professional development tool that addresses some perennial problems, such as capturing faculty time and fostering deep learning. It was clear through our analysis of the on-line dialogues, the surveys and the syllabus revisions that faculty gained in both knowledge and experience (Nellis, Hosman, King, and Armstead, 2002, p.33).

Another well established program that works specifically with adjunct faculty is that of Johnson County Community College (JCCC) in Overland Park, Kansas. Burnstad (2002) reviews the work of Gappa and Leslie (1993) and Roueche, Roueche, and Milliron as setting the ground work for the JCCC model. Both of these books support the notion that adjuncts must feel a connection with the institution and that many times connection comes through support provided to adjuncts through an induction and professional development program. “Part-timers have strong feelings about whether they are or are not ‘connected’ to or ‘integrated’ into campus life” (Gappa and Leslie, 1993, p.180). JCCC began its faculty development work in 1969. As adjunct faculty were hired, they were included as members of the teaching staff and invited to participate in professional development activities. JCCC makes an effort to treat its teaching

faculty as a whole. They have 293 full-time faculty and 646 part-time faculty, who serve students in the learning college. “The comprehensive professional development program for part-time faculty includes institution-wide activities that are conducted at the same time for all part-time faculty as well as activities conducted within each academic department or program area” (Burnstad, 2002, p.19). In addition to being included in faculty development opportunities, adjunct faculty at JCCC:

- Share office space in their program area, consisting of: file drawers, computers, e-mail capability, mailboxes, supplies, resource materials, and sample teaching materials from their colleagues.
 - Have access to books on teaching techniques.
 - Have access to a private space for student conferences.
 - Are provided business cards and notepads as faculty members of the college.
 - Have a voice by having representation on the vice president’s adjunct advisory board.
- (Burnstad, 2002)

At JCCC, adjunct faculty are invited to participate in professional development activities offered through the Staff and Organizational Development, the Center for Teaching and Learning, and the Educational Technology Center. Programs are offered throughout the semester on various topics, some of which are instructional design workshops, assessment methods, and distance learning. Adjunct faculty must complete an individual development plan (IDP) in order to gain access to these opportunities. Adjunct faculty are each assigned a supervisor who is a full-time program coordinator or adjunct facilitator who serve as a mentor, providing one-on-one support throughout the adjunct’s teaching experience.

Feeling supported is another important aspect to making a connection with the college. One way that this support level can be achieved is through mentoring. Richard Lyons at Indian River Community College developed a mentoring program that is intentional in creating an environment of challenge and support for adjunct faculty. Lyons (2002) stated that the program consists of a structured orientation before the initial teaching assignment; a teaching methods course entitled Instructor Effectiveness Training; continuous, one-on-one mentoring between a new adjunct and a full-time or veteran adjunct professor; structured opportunities for social interaction with other adjunct and full-time faculty members; and the implementation of a materials resource center. Since the programs inception in 1996, more than 300 adjunct faculty members have participated in this program. Although it has developed over time the premise of small groups working with mentors is continued. The mentors teach the new adjuncts general pedagogical techniques as well as addresses classroom management techniques (Lyons, 1996). Most adjuncts teach because they want to be intellectually stimulated, meet new and interesting people, and give back to their communities. Adjuncts who become disenchanted with their work often have unrealistic expectations (Lyons, 1999). Lyons also suggests that colleges need to help adjuncts to develop opportunities to learn to network with colleagues so that they can feel more included.

Oklahoma Junior College has developed a similar program that ties participation in faculty development to the evaluation process. OJC uses a model of peer coaching which creates a non-threatening environment for faculty training (Minor and Preston, 1991).

Professional development activities can offer faculty members an opportunity to renew their commitment to learning. These activities can also give the college an opportunity to introduce new teaching methods, new paradigms, and reinforce the values of the institution.

Job Satisfaction

Faculty satisfaction is a factor in the stability of a community college. Since many community colleges have large adjunct populations, the satisfaction of adjuncts can also be important to the success of the college. “The well being of the university depends on its ability to recruit and retain a talented professoriate. Our national well-being depends on our ability to develop a happy, emotionally healthy, and productive next generation” (Hensel, 1991, p.79). However, faculty satisfaction frequently takes a back seat to concerns such as student outcomes, academic achievement, and cost of instruction (Hagedorn, 2000). Yet, if adjuncts are not happy about their teaching, the community college may find it becomes increasingly difficult to find qualified adjuncts to teach. Job satisfaction is defined as “how people feel about their jobs and different aspects of their jobs” (Spector, 1997, p. 2). Spector gave three reasons for studying job satisfaction: 1) humanitarian perspective – individuals deserve fair treatment and respect in their job; 2) utilitarian perspective – how an individual is treated often leads to the employee’s behaviors that can affect organization functioning, both positively and negatively; and 3) organizational functioning- understanding employees’ job satisfaction within various units can pinpoint troubled areas (p. 2). There can be both positive and negative ramifications to job satisfaction that may affect job performance, employee behavior, employee physical and psychological well-being, and life satisfaction (Spector, 1997).

Since much research about job satisfaction resides in the business world, it is important to review the foundations for research in job satisfaction by looking at them through a business lens and then applying them to education. From a historical perspective three distinct theories can be reviewed. They are the scientific management theory by Fredrick Taylor (1911), human relations

theory by Elton Mayo (1933) and the dual factor theory of job satisfaction by Fredrick Herzberg (1959).

Fredrick Taylor (1911) developed the scientific management theory, which was in use in the United States from 1890-1940. As the United States looked to large industrialized organizations to lead the development of the nation, this theory came into play. The premise of the theory was the careful measurement and specifications of activities and results. This approach seemed to work well in the assembly lines and other mechanic functions of the industrial nation. Workers under this type of management system were rewarded and punished for their work. Those who were rewarded tended to report higher job satisfaction, although a happy worker was not the goal of the company.

Alton Mayo (1933) is the founder of the human relations theory of management; this theory took a more individualized look at employees. It focused on the employees' unique abilities and contributions to the organization. The major belief of this theory was that organizations would prosper if the employees prospered as well. The human relations management theory began in the 1930s, and is still in use today. The importance of employee job satisfaction today gets its roots from the development of this theory.

Herzberg (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. In contrast, he determined from the data that motivators of satisfaction were elements that enriched a person's job; he found five factors in particular that were strong determiners of job satisfaction: achievement, recognition, the work

itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level.

In Herzberg's study he interviewed 200 engineers and accountants randomly selected from nine companies using retrospective interviews inquiring about "critical incidents." Their findings indicated that job satisfaction and dissatisfaction were not opposing ends of a single continuum, but were two measures that overlapped. Herzberg's (1959) dual factor theory of job satisfaction has been studied, tested and applied to education; however it is not widely accepted in education.

In summary, satisfiers describe a person's relationship with what she or he does, and many are related to the tasks being performed. Dissatisfiers have to do with a person's relationship to the context or environment in which he or she performs the job. The satisfiers relate to what a person does while the dissatisfiers relate to the situation (Gawel, 1997).

Another dual theory of job satisfaction is the need gratification theory proposed by Wolfe (1970). This theory's framework is modeled after Maslow's hierarchy of needs and has two factors that are similar to Herzberg et al.: the context factor (hygiene) and the content factor (motivator). According to Wolfe (1970), job motivation is affected by Maslow's hierarchy and an individual "will actively seek to gratify his active need or needs" (p. 91). Depending on the individual's hierarchy level, the impact of content or context elements can either increase or decrease job satisfaction. Context elements include company policy and administration, working conditions, job security, technical supervision, status, and interpersonal relations with superiors

and peers. Content elements include achievement, recognition for achievement, the work itself, responsibility, and personal growth and advancement (p. 91).

Friedlander (1978) reviewed five national and regional studies of job satisfaction. He concluded that measures of general job satisfaction are more accurate predictors of faculty members' desire to remain at their job than measures of attitudes toward working conditions. Two of the questions that helped him determine his conclusions were: In five years how attractive would it be to you to remain in your position? How attractive would you find a teaching job at another two-year college? (Friedlander, 1978) According to the National Study of Postsecondary Faculty (NSOPF, 1993), adjuncts stated that they experienced intrinsic rewards from their teaching, but they were dissatisfied with other aspects of their jobs. Although 85% of those surveyed were satisfied with their jobs, adjuncts were dissatisfied with job security, opportunities for advancement, and benefits. Friedlander (1978) also discovered: autonomy, freedom to choose textbooks, opportunities to be creative, and the two-year college work environment enhanced satisfaction. Filan, Okun, and Witter (1986) found that intrinsic rewards, financial rewards, positive supervision, and opportunities for professional development are all positively correlated with job satisfaction. Less satisfying features of the workplace have been identified:

- Lack of time to adequately prepare for class or keep up to date with the field, to develop innovative teaching methods or to do a proper job with individual students (Friedlander, 1978; Hutton and Jobe, 1985).
- Lack of recognition or support for professional growth through writing, advanced study, and recognition and release time for professional development (Hutton and Jobe, 1985).

- Lack of support for instruction (e.g., the need for better support services, instructional media and materials) by the governing board and administrators (Hutton and Jobe, 1985).
- Poor facilities and equipment, inadequate parking, and lack of building security (Hutton and Jobe, 1985; and Diener, 1985).
- Little voice in college decision making (Clagett, 1980; Cohen and Brawer, 1982).
- Routinization of teaching content, teaching schedule, instructional methods, professional roles, and interaction with students (Harnish and Creamer, 1985-85; Alshuler and Richeter, 1985).
- Inflexible or heavy teaching schedules, lack of recognition low salaries and high levels of bureaucracy and red tape (Diener, 1985).
- Working with unappreciative, unmotivated or under-prepared students (Friedlander, 1978; Cohen and Brawer, 1982; Clagett, 1980).
- Faculty evaluation (Clagett, 1980).

Caldwell (1986) found the highest levels of satisfaction among faculty members who want to stay at a community college throughout their career. She also found that these faculty members create a sense of career movement by seeking out new opportunities for involvement within the college community. Gappa (2000) stated that “ultimately, the satisfaction levels of part-timers with their academic employment can have direct bearing on the quality of their teaching” (p.82). Many faculty also enjoy the stability of the environment of the community college and look for change in their involvement outside the college.

Valencia Community College

Valencia Community College is a multi-campus comprehensive community college, located in Orlando, Florida. Valencia offers Associate in Arts degrees, Associate in Science degrees, technical certificates and continuing professional education programs.

Valencia Community College began as Valencia Junior College in 1967, in a few portable buildings on the west side of Orlando. Under the leadership of its first president, Al Craig, the college opened its first campus on South Kirkman Road, in 1971, which later became the 180 acre West Campus. The college is the fourth largest community college in Florida and serves more than 50,000 students per year in its two county (Orange and Osceola) service district.

Valencia is ranked first among community colleges in the nation in the number of A.A. and A.S. degrees awarded. Valencia has four campuses, two centers, and is in the development of two additional full service campuses. Valencia upholds its mission by providing various services to the community it serves. One of the areas of the community the college serves is the business sector:

In an ongoing effort to be responsive to the business community, Valencia builds relationships with high schools, universities and corporate partners to strengthen academic scholarship and economic development...The National Alliance of Business named Valencia “National Community College of the Year” in 1998 for its ‘effective and innovative leadership in meeting the workforce needs of business and industry. The recognition is considered one of the country’s most prestigious higher education awards (Valencia Community College website).

Valencia has developed a comprehensive faculty development program for its full time/tenured and tenure track faculty. Valencia also offers a robust adjunct faculty development

program. Two of the most distinct programs for adjunct faculty are Scenarios and Faculty-to-Faculty.

Scenarios is aimed at adjunct faculty, new faculty and veteran faculty who want to explore new ideas in more depth, the asynchronous online format allows participants to move through the seminar at their own pace. It also provides participants with the opportunity to interact with the story, excellent resources, collegial interaction, and the opportunity to examine their own thoughts at a deeper level and in a more leisurely fashion (Valencia website).

Scenarios: Teaching in the Learning College, is a Web-based faculty workshop program that is story based and explores the typical trials and tribulations of a new faculty member in an established institution. The workshop uses the power of stories to deliver learning. The program presents case studies that help faculty members tackle difficult issues in a collaborative and interactive environment.

Faculty-to-Faculty is a program designed to provide information to adjuncts on the most requested topics. Seminars are offered on a variety of topics including Active Learning and Technology for Learning. Adjunct faculty sign up for a series of sessions on the campus where they work with a tenured faculty member. These small groups present individual innovations at a faculty showcase held at the end of the program. Adjunct faculty members are offered a \$300 stipend for attendance and participation in two workshops and a poster session (Valencia Community College website).

In addition to these popular professional development programs, other more traditional workshops and in-service training sessions are offered through various departments. Last year over 70 different professional development activities were offered for adjunct faculty members.

These programs are well promoted by the Faculty Development Teaching and Learning department through on-campus publications and extensive communication via Atlas, the college portal (e-mail, online learning community, academic and student services for faculty). The sessions are offered at a variety of times and days and they are repeated each year so that there is a greater level of accessibility for the adjuncts, who are typically very busy with their other occupations.

Summary

In the 1998 publication of the American Association of Community Colleges, *Building Communities: A New Vision for a New Century*, The Commission on the Future of the Community Colleges recommended the following:

For community colleges to fulfill their potential, part-time faculty, regardless of their numbers, must be carefully integrated into their institution. For these colleagues, the need for orientation and professional development is even greater. Above all, part-time faculty should meet high professional standards and be available to students. They, like all college staff, should be carefully evaluated so that high performance can be the basis for reappointment. (p.13)

Many community colleges leaders have been struggling with ways to get a handle on the high need for adjuncts, while keeping the quality of adjunct teaching consistent with that of full-time faculty. The integration of adjunct faculty members into the campus community is key in the development of the adjuncts' satisfaction with their job. Professional development is one way to increase adjunct integration while impacting their job satisfaction. The professional development activities at Valencia Community College have been developed to support the growing need of adjuncts, and to increase their connections with their colleagues, the college, and their students.

CHAPTER 3

PROCEDURE AND METHODOLOGY

The present study was initiated in the spring of 2004 at Valencia Community College. This chapter describes, in detail, the population, instruments, data collection and data analysis procedures for the study.

Background

A review of surveys administered at professional development activities sponsored by Valencia's Curriculum Development, Teaching & Learning Department and Leadership Valencia provided the baseline for types of activities and overall impressions of the participants. This review also gave the researcher a better understanding of the scope of the adjunct faculty development program at Valencia Community College.

Population

The subjects of this study were the adjunct faculty of Valencia Community College. On an annual basis, Valencia Community College employs 800 adjunct faculty members. Since 2002, 394 adjunct faculty members have attended adjunct specific professional development activities. These faculty members represent all four Valencia campuses. Adjunct faculty members are responsible for teaching thousands of courses in all disciplines. Adjuncts are those

faculty members, who are teaching less than 4 classes per term, and who are not on a four month, ten month or twelve month contract. Adjuncts are encouraged to attend professional development activities by the Curriculum Development, Teaching & Learning department at Valencia Community College. These activities are offered to adjunct members through targeted messages via e-mail and through the Leadership Valencia brochure. Leadership Valencia is the college's clearinghouse for professional development activities and events, each term Leadership Valencia produces a brochures that highlights these programs and encourages faculty and staff to participate.

The survey was sent to 800 adjunct faculty members via Atlas, Valencia's online portal, where adjuncts typically communicate with the college and their students. Atlas provides faculty with a tool to manage their e-mail and correspondence with their students. All college e-mail to adjunct faculty members is sent via Atlas. There were 241 adjunct faculty members who participated in the survey.

Instrument

An adjunct faculty survey was developed to examine the level of participation in professional development activities and the level of job satisfaction of the adjunct faculty members. The questions on the instrument were piloted in the Fall of 2003, a limited number of adjuncts (35) responded to the pilot survey.

The survey instrument was developed using Flashlight Online software (FOS). Flashlight Online software is an online survey program that was developed and maintained by Washington State University. FOS allows the researcher to develop an instrument using a variety of question formats. It encourages anonymous responses through its use of the Internet and the password

protected reporting system. Flashlight provides a graphic output as well as tools to help analyze the data. The data can be exported into Microsoft Excel and uploaded into SPSS. The adjunct faculty members are accustomed to being contacted through this system. Therefore, there was a significant chance of achieving a higher return rate (flashlightonline.wsu.edu).

The instrument consists of demographic questions, free response questions, and Likert-scale responses. The questions were developed to provide data in an effort to answer the research questions posed in this study. A blue print was developed to determine the type and quantity of the survey items (See Appendix: C). The instrument consisted of 30 items. Items 1 and 2 provided basic information regarding the number of years of service as an adjunct and how many classes per term were taught by the adjunct. Items 3- 7 focused on job satisfaction and were taken, from Front Range Community College Adjunct Faculty Survey developed by Diana Holguin-Balogh, as part of a 1993 doctoral dissertation. Holguin-Balogh's survey was designed to measure job satisfaction of adjunct faculty. The validity and reliability of the survey were confirmed by a panel of experts (Holguin-Balogh, 1993). The remainder of the survey items were descriptive in nature, seeking information regarding participation in professional development activities; level of satisfaction of these programs, reasons for pursuing adjunct work, reasons for attending professional development activities, methods of how adjunct faculty learned about these activities and additional demographic information in the areas of race, gender and teaching discipline.

In addition to the survey instrument, interviews (See Appendix: E) were held with a variety of adjuncts. Those interviewed were selected using Leslie and Gappa's (1993) typology for adjunct faculty members. Leslie and Gappa place adjuncts into four categories. They are

“freelancer”, “aspiring academic”, “specialist” and “career ender.” Each interviewee was asked the same questions and responses were included in this study.

Data Collection

Three forms of data were collected and analyzed in this study. First, evaluations of previous adjunct professional development activities were reviewed. The responses from these were compiled and the results (mean scores) were compared. These evaluations were collected at various professional development activities, which took place since 2002 where adjuncts were the targeted audience. These evaluations were compiled by Leadership Valencia. Leadership Valencia is the professional development function of the college. Leadership Valencia is coordinated by College and Community Relations, however many of the programs are put on by faculty, staff and the Curriculum Development Teaching and Learning department. This department consist of several full and part-time staff members, many being full-time faculty on re-assignment. There is one full time adjunct faculty development coordinator. The data were used to help formulate the questions included on the survey that related to participation and satisfaction with professional development activities.

The adjunct faculty survey, developed for this study, provided the data that was analyzed. The adjunct faculty survey was administered online, using the Flashlight survey software. The online survey has become a preferred format for Valencia employees both as respondents and those seeking information. In February 2004, the adjunct faculty survey was e-mailed to all adjunct faculty members via Valencia’s portal, Atlas. Atlas is the means by which all adjuncts receive electronic communication from the college. All responses were tabulated by the Flashlight software system and results were sent via a consolidated report to the researcher. The

reports are accessed through a password protected website maintained by Flashlight. The return rate on the survey was 30% of those who received the survey via the Internet.

The third form of data analyzed were four interviews of adjunct faculty members who fit the Gappa and Leslie (1993) typology. These adjuncts were selected because they fit one of the types as indicated by Gappa and Leslie and taught as an adjunct at Valencia Community College during the time of this study. The interviews (See Appendix: E) were face to face, and a series of questions related to participation in professional development activities and the adjuncts' perception of their teaching performance.

Once the data were received, the researcher subjected the data to analysis using SPSS version 10.0 to calculate the descriptive statistics used to determine the relationship of professional development programs on adjunct's faculty perceptions of job satisfaction.

CHAPTER 4

RESULTS

The purpose of this study was to examine the relationship between participation in specific professional development activities and the adjuncts' level of job satisfaction. Data was gathered from previous and current professional development activities for adjuncts at Valencia Community College. Demographic and descriptive data will be explained in order to better understand the adjuncts represented in the study. As has been indicated earlier, the following research questions guided the analysis:

1. Do adjunct faculty who attend professional development activities have a higher level of job satisfaction than those adjuncts who do not?
2. To what degree do adjunct faculty participate in professional development activities?
3. What are some of the reasons adjunct faculty attend professional development activities?
4. Does participation in professional development activities enhance the adjuncts' perceptions of their teaching performance?

The study participants were those who answered the Adjunct Faculty Survey as administered in the Spring of 2004. Two hundred-forty one adjuncts responded to the questionnaire, for a response rate of 30%.

Table 1 summarizes basic demographic information related to the participants in this study. The majority of the respondents had 2 – 5 years of teaching experience at Valencia Community College and the majority taught 2 – 3 courses per term. More female adjuncts than male are employed and the majority of the adjuncts are Caucasian.

However, the ethnic breakdown of adjuncts parallels the ethnicity of full time faculty and is reflective of the student body at Valencia Community College.

Table 1

Demographics of adjuncts

Years of Experience						
Experience	5+	2-4	< 1			
(n = 240)	91 (38%)	96 (40%)	53 (22%)			
Number of Courses Taught						
Taught	4+	3	2	1		
(n = 241)	32 (13%)	63 (26%)	85 (35%)	61 (25%)		
Gender						
Gender	Male	Female				
(n = 238)	113 (47%)	125 (53%)				
Ethnicity						
Ethnicity	African American			Native American		
	Caucasian	American	Asian	Hispanic	American	Other
(n = 238)	181 (76%)	15 (6%)	9 (4%)	23 (10%)	1 (.004%)	9 (4%)

Table 2 indicates the majority of the adjuncts taught in the AA program and in the core subjects of such programs: math, social studies, communications and humanities.

Table 2

Academic areas taught

		Degree			Subject Areas (n=241)*	
(n = 228)	AA	AS				
	145 (63%)	83 (36%)	Math		41 (17%)	
			Science		21 (8%)	
			Social Studies		41 (17%)	
			Communication		51 (21%)	
			Student Success		8 (3%)	
			Business (Culinary)		12 (4%)	
			Information Technology		27 (11%)	
			Engineering		11 (4%)	
			Health Related		17 (7%)	
			Humanities		50 (20%)	
			Foreign Language		13 (5%)	

- Note: Percentages exceed 100% as many adjuncts teach in more than one subject area

This study focused on professional development activities for adjunct faculty at Valencia Community College; therefore several of the items on the questionnaire refer to these types of activities. Item number 9 asked: Have you ever attended a professional development activity at Valencia? Two-hundred thirty eight (238) adjuncts responded to this item; 195 (82%) indicated yes while 43 (18%) indicated no. Seventy-four percent of the respondents reported that the

activities they attended did meet their professional needs. The findings of items 9, 10, 11, 19, 20, 26, and 27 were used to provide results for research questions 2 and 3.

The study also includes data about job satisfaction and its relationship to participation in professional development activities. Items 3-7 are directly related to the respondent's level of job satisfaction, items 8, 18, 21, 22 and 29 all relate to the job satisfaction of the adjunct respondent. The data collected from these items were used to answer research question 1.

The analysis of the data was performed throughout the course of the study as it was recorded. The results of the data extracted from the survey is presented with each research question. Additional data extracted from the previous professional development activities and the focus groups/interviews is included where appropriate.

Research Question 1

Do adjunct faculty who attend professional development activities have a higher level of job satisfaction than those adjuncts who do not?

SPSS was used to determine the relationship between item numbers 9 (attending a professional development activity) and 22 (level of job satisfaction), 9 and 3-7 (how adjuncts positively evaluate their job). Descriptive statistics were used to determine if adjunct faculty who attended professional development activities have a higher level of job satisfaction than those who did not.

Tables 3 and 4 present the mean scores on items related to general job satisfaction of those who participated in and those who did not participate in professional development activities. The specific questions related to measuring job satisfaction were:

Item 22: How satisfied are you with your job? (General Satisfaction)

Item 3: How satisfied are you with your job at Valencia? (Satisfied)

Item 4: In general, to what degree does your adjunct position at Valencia satisfy your needs? (Needs met)

Item 5: Based on your experience, would you decide all over again to seek an adjunct position at Valencia? (Seek job)

Item 6: How likely are you to encourage a good friend who is interested in seeking an adjunct position at Valencia to go ahead and do so? (Tell friend)

Item 7: How does this job measure up to the job you thought it would be when you were hired? (Measure up)

A Pearson's correlation coefficient between general satisfaction and attendance at professional development activities was run and indicated there was no relationship (.024, $p=.711$) between attendance at professional development activities and general job satisfaction (See Table 5).

Table 3

Mean scores for those who attended activities

	N	Mean	Std. Deviation
Gen. Sats.	192	4.4375	.7209
Satisfied	195	4.3231	.8454
Needs met	194	4.0773	.9157
Seek job	195	4.5692	.8117
Tell friend	195	4.5641	.8057
Measure up	195	4.4021	.8835

Table 4

Mean scores for those who **did not** attend activities

	N	Mean	Std. Deviation
Gen. Sats.	41	4.2927	.6420
Satisfied	43	4.2326	.7508
Needs met	43	3.8837	.9312
Seek job	43	4.3256	1.0170
Tell friend	43	4.2791	.9593
Measure up	43	4.1395	.9407

Table 5

Correlations between attendance and general satisfaction

Subscale	Attended	General Satisfaction
Adjuncts (n = 241)		
General Satisfaction	.024	--
Attended	--	.024

p= .711

Research Question 2

To what degree do adjunct faculty participate in professional development activities?

In order to determine the degree to which adjunct faculty members participate in professional development activities, responses to items 9 and 10 were reviewed. In addition, data received from previous professional development activities at Valencia Community College were reviewed. As discussed earlier, Item 9 in the questionnaire asked the following: Have you ever attended a professional development activity at Valencia? Of the 241 adjuncts who participated in the survey, 238 answered this question. Of the 238 adjuncts who responded, 195 (82%) had attended a professional development activity at Valencia, while 43 (18%) did not attend. Each respondent attended any where from 1-5 or more professional development activities. Half (50%) of the respondents attended 4 or more professional development activities, while about one-third (35%) attended only one or two activities.

Table 6

Number of Professional Development Activities Attended

	Number of Respondents	Percent of Total
5 or more	76	38%
4	23	12%
3	30	15%
2	35	17%
1	36	18%
	200	100%

Table 7 summarizes the mean scores of faculty who participated in four different Faculty- to-Faculty programs at Valencia Community College. The mean scores were relatively high with respect to all four programs and the faculty perceived that the workshops met their expectations, contained applicable information, were conducted by effective communicators and were interesting. The two workshops that drew large numbers of participants were technology (148) and active learning (155).

Table 8 summarizes the positive reactions faculty had to the online professional development program, Scenarios. Eighty seven (87) adjuncts participated in this faculty development program. According to the mean scores, they felt that the workshops met their expectations, contained applicable information, were effectively presented by knowledgeable persons and were interesting.

Table 7

Satisfaction rate (mean scores) of adjuncts who attended the Faculty-to-Faculty program at Valencia Community College

Question	Technology	Teaching in the Community College	Active Learning	Faculty Showcase
1. The content of this workshop met my expectations.	4.34	4.5	4.46	4.57
2. The workshop contained ideas and/or information I can apply.	4.54	4.67	4.64	4.76
3. The presenters were effective in communicating information and conveying knowledge about the topic.	4.55	4.72	4.70	4.76
4. The presenters kept my interest engaged throughout the workshop.	4.41	4.71	4.66	4.65
ATTENDANCE	148	41	155	37

Rating Scale: 5=Strongly Agree, 1=Strongly Disagree

Table 8

Satisfaction rate of adjuncts who attended the Scenarios: Teaching in the Learning College (Online) program at Valencia Community College

Question	Rating
1. The content of this workshop met my expectations.	4.50
2. The workshop contained ideas and/or information I can apply.	4.63
3. The presenters were effective in communicating information and conveying knowledge about the topic.	4.65
4. The presenters kept my interest engaged throughout the workshop.	4.58
ATTENDANCE	87

Rating Scale: 5=Strongly Agree, 1=Strongly Disagree

Research Question 3

What are some of the reasons why adjunct faculty members attend professional development activities?

The data for this question were attained through items 20 and 27 on the questionnaire. In item 20, the adjuncts were asked for the reason/reasons they attended professional development activities. Item 27 asked the respondents to explain in further detail if they selected “Other” as their answer. There were 241 adjuncts who responded to this item; however each adjunct could

select all that applied. Table 9 summarizes their responses. The data reveal that reimbursement for time (money) is a major incentive to attend faculty development workshops. However, a majority of the respondents (n=190, 79%) attended for personal or professional growth.

Table 9

Reasons why adjuncts attend professional development activities (n=241)

	Number responding	Percent of responses
Stipend	119	49%
Requirement of employment	7	3%
Supervisor recommendation	19	8%
Personal or professional growth	190	79%
Other	12	5%

Adjuncts could select all that apply.

Table 10 indicates the adjunct faculty responses to item number 19 (ways adjuncts learn about professional development activities). Since 241 people responded to this item and the respondents could choose more than one response the percent per response were based on the total of 241 potential responses.

According to the data in Table 10, the majority of the adjuncts learned about the faculty development activity through e-mail, whether direct or through Leadership Valencia. The least effective modes of information seem to be colleagues (14%) and Leadership Valencia brochures (23%).

Table 10

Ways adjuncts learn about professional development activities (n=241)

	Number of adjuncts responding	Percent of total respondents
Supervisor (Dean)	64	27%
Colleague	33	14%
Publication (Bulletin, Campus Newsletter)	73	30%
E-mail	141	59%
Leadership Valencia Brochure	56	23%
Leadership Valencia e-mail	84	35%
Other	8	3%

Research Question 4

Does participation in professional development activities enhance the adjuncts' perceptions of their teaching performance?

Research question 4 discusses how participation in professional development activities enhances the adjunct's perception of their teaching. In order to gain data in this area four interviews with adjuncts were held. The adjuncts who were targeted for interviews were classified by the Gappa and Leslie typology (1993). Each interviewee was labeled as one of the label in the Gappa and Leslie typology. "Freelancer", "Aspiring Academic", "Specialist, expert or professional," and "Career Ender" were the labels that were used. Table 11 describes the participants of the study.

Table 11

Interview participants

Typology	Age	Gender	Years of service	Number of Activities attended
Freelancer	25	Male	< 1	3
Aspiring Academic	29	Female	4	6
Specialist	52	Female	5	20+
Career Ender	65	Male	<1	1

The interviewees responded to a series of interview questions (See Appendix: E), all of which were geared toward the adjuncts participation in and perception of professional development activities at Valencia. When asked about what they get out of professional development activities the study participants responded as follows:

Freelancer: “Assisting with developing activities/ ideas that work with students in my classroom, specific ideas.”

Aspiring Academic: “New ideas, opportunities to network... opportunity to be in a position to make changes that affect the curriculum. New research, data on courses, learn new directions in course, re-invent self as an instructor.”

Specialist: “I want them to be directly related to the topic. I look for ways to improve myself professionally and personally. I like to learn new things and integrate them into my classroom.”

Career Ender: “I want to learn how to put what I know into practice in the classroom.”

(Interviews)

Although the answers were not different from each other, they are similar to those reported by the adjuncts in the survey. The interviewees all responded that they would like professional development activities that were ongoing, hands-on, self-reflective, innovative, and provided direct application in the classroom. Each interviewee was also asked the following question: Some people would say that providing professional development activities for adjunct faculty members is a waste of resources. What would you say to them?

Freelancer: “It is not a waste of resources... it shows the adjuncts that the college is trying to make their work more a permanent part of the college....what incentives are here other than the pay...you will also attract better people.”

Aspiring Academic: “I would say that I could understand why people might say that... If you don't know what you are getting or don't get anything out of it... Value if they understand, how and that faculty development has a good reputation, if the presenter (or department) has presented the goals for the session and what you are going to learn that would help increase the value.”

Specialist: “Because adjuncts do not have the advantage of being on campus a majority of the time, they need accessibility to professional development because they are losing the link with their colleagues.”

Career Ender: “It is too early to tell for me, I have only attended one.”

Additionally, the adjunct faculty members were asked how they thought professional development activities enhanced their teaching performance. Each answered the question, then gave a specific before and after rating. The interviewees stated:

Freelancer: “Topic specific- I went to one on multiple intelligences, this helped with content I became more comfortable and confident in the subject matter... helps me stay up to date.”

Aspiring Academic: “Given me a chance to enhance the curriculum, given me more ideas and resources...the opportunity to develop a network of mentors (learned a lot of strategies from mentors) to share ideas and get advice. Attending gives me a sense of confidence, makes me a more confident teacher.... Gives me a better sense of who I am as an instructor... the more I learn the more secure I am in my teaching.”

Specialist: “I have attended so many but a few stick out: (Title III) Strengths Quest... it gave me a new perspective as an educator, I now look at strengths rather than deficits.

Faculty-to-Faculty: Learning outcomes, knowledge about how different departments develop them or even how some do not have any specific ones.”

Career Ender: “I have not had the opportunity to participate in any that have helped.”

When asked about how they would rank (from 1-10, 10 being highest) their teaching performance before and after participation in professional development activities, the “freelancer” stated that he was a 5 and now feels he is a 6. The “aspiring academic” said that she was a 7 and is now a 9, although she feels she has room for improvement. The “specialist” stated that she was an 8 (due to her years of experience) and now she feels she is a 9.5, because participation in these activities “helps change the way I look at things.” The “career ender” felt that his understanding of his discipline was excellent, however he indicated that he was looking

forward to becoming a better teacher. He ranked himself a 7 and hopes to report a higher ranking after attending some additional professional development activities.

In summary the results of this study reveal that there is no statistically significant relationship between adjunct participation in professional development activities and job satisfaction. The results do indicated that faculty members do attend professional development activities, and that those who attend are likely to attend more than one activity. The data describes why faculty members attend professional development activities, and how they learn about these activities. The results also reveal that adjunct faculty members do perceive that there participation in professional development activities enhances their teaching performance. The conclusion that can be drawn from these results and the discussion of these results is presented in Chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

On August 19, 2004 Dr. Sanford Shugart, president of Valencia Community College, addressed all full-time faculty and professional employees at the annual Fall Convocation. In his address, he stated that the college needed to become more effective at using adjunct faculty to help meet the college's enrollment needs. He also indicated that the college needed to partner with adjunct faculty at a higher level. The literature indicates that community colleges are relying heavily on adjuncts faculty members to meet the growing needs of their diverse campuses. The use of adjuncts as a means to help bridge the gap between full-time faculty and instructional needs aids the college in being more reactive and resourceful. Professional development activities are seen as a means of providing additional training to college employees at all levels of the institution. These activities can take many forms including: self-reflection, one-on-one training, mentoring, national speakers, conferences, workshops, and online learning communities. For many years, community colleges have been developing these types of programs for their full time faculty and staff members. Over the last 10 years, these types of activities have been developed for adjunct faculty members. Some colleges believe this investment in temporary employees to be wise. A study of adjunct faculty members reveals that they often feel disconnected from the college having no office, no phones, and no daily interactions with colleagues.

The limited research on professional development activities and job satisfaction indicate that there is some relationship; however there are so many other factors that are related to an adjunct being satisfied with their job. Some of these variables are compensation, office space, and opportunities for professional growth, connection with a supervisor, student interactions and sense of self worth.

Conclusions/Discussions

Research Question 1

Do adjunct faculty who attend professional development activities have a higher level of job satisfaction than those who do not.

Adjuncts who attended professional development activities have a slightly higher job satisfaction level, than those who do not attend. The mean (x) scores on job satisfaction are not statistically significant between those who did and those who did not attend workshops, adjuncts who attended did report a higher level of satisfaction. Job satisfaction can be looked at through various lenses; one lens could be the reasons why an adjunct remains at an institution. Adjuncts reported continuing their employment at Valencia for two main reasons: a positive work environment and opportunities for growth and development. Spector (1997) stated that job satisfaction is especially important because it has positive and negative ramifications. If the college has a good understanding of these ramifications it can create a better work environment.

Research Question 2

To what degree do adjunct faculty participate in professional development activities?

The adjuncts at Valencia reported a high degree of attendance, with 38% of those surveyed reporting that they had attended five or more programs and more 50% reporting that they had attended at least four in their career. Therefore, adjunct participation in professional development activities at Valencia Community College is relatively high. This is good news for Valencia since professional development activities benefit the college. Martis (1996) noted that there are benefits to colleges that provide professional development activities to adjuncts.

Providing professional development:

1. Contributes to better integration of adjunct faculty into institutional goals.
2. Serves as an excellent recruiting tool for attracting outstanding adjuncts.
3. Provides an organized plan for assessing faculty growth and development.

Adjunct participation in professional development activities is relatively high which could be a result of many incentives as described in their responses to research question 3. Inclusive are incentives such as stipends, easy access, encouragement of dean or supervisor, and a genuine desire to succeed.

Research Question 3

What are some of the reasons adjunct faculty attend professional development activities?

The data indicates that 119 (49%) attended professional development activities because a stipend was offered. Many of the programs studied offer stipends from \$75 to \$500 per program. Adjuncts can attend more than one program that offer stipends. Seven (3%) reported that participation was a requirement of employment. Currently all of the adjunct specific training

programs are elective, with some exceptions as Deans may require adjuncts in their department to attend specific professional development activities. There were 19 (8%) who reported that they attended at the recommendation of their supervisor. For many adjuncts, their supervisor is either the Dean of the department in which they teach or the program director of the program in which they teach, however the Dean is the academic leader of the discipline. The adjunct faculty who participated (190) did indicate at a high rate (79%) that they attended for personal or professional growth. The last reason for attending was “Other”, 12 (5%), which was further defined in item 27. Some of the adjunct faculty members responded:

- “These activities are an excellent opportunity for adjuncts to become better connected with the VCC (Valencia) community. They provide opportunity to exchange ideas and discuss with learning objectives with other professors.”
- “To improve my teaching skills NOT for the money.”
- “Helped me integrate into the faculty.”
- “I felt that by attending I would demonstrate my “good attitude” to the department chair.”
- “I love learning new things and being reminded of practical methods to use in today’s classroom with the students of 2000.”
- “I want to build my CV and range of skills. It is also a good networking tool.”

Therefore from these qualitative data, it appears that adjuncts participate in professional development activities to increase their personal or professional growth, to increase their income via stipends, and at the request of their supervisor.

Research Question 4

Does participation in professional development activities enhance the adjuncts' perceptions of their teaching performance?

Adjuncts who participate in professional development activities perceived their teaching performance after attending the activity as higher because they could:

1. Put what they learned into practice.
2. Develop opportunities to network with colleagues.
3. Became more confident in their teaching abilities and enhance the use of the curriculum in the classroom.

Balch (1999) indicated that a professional development activities involving adjunct faculty helped to improve instructional abilities. Improving instructional abilities gives the adjunct a greater sense of confidence and the opportunity to learn and grow as an instructor. Given that most adjuncts teach in academic areas of expertise, they may have excellent knowledge of their content, but little knowledge of how to share that knowledge with their students. Typically, novice teachers, will teach how they were taught usually a “stand and deliver” mode.

Professional development activities are designed to help adjuncts deal with the basic skills of teaching, e.g. planning, assessment, classroom organization, strategies of delivery, use of technology, etc. The majority of adjuncts perceived their teaching performance to improve after professional development. Moving from no knowledge of how to teach to some knowledge can make a big difference in the success of a teacher in a college classroom.

Recommendations

The Faculty Development, Teaching and Learning staff at Valencia Community College should be encouraged by this study. On the whole, adjuncts have had a positive experience while participating in professional development activities at Valencia. Although there was significant relationship between professional development activities and job satisfaction, the open responses in the survey did reveal a high level of job satisfaction. After reviewing all of the data and feedback provided during this study, the following recommendations are proposed:

Create an adjunct certificate program for adjuncts who complete a certain number of courses or programs. Develop an incentive program. Although paying a stipend for each course is important, give them an increase in salary for having become certified. The deans might even consider moving certified adjuncts up on their call list when additional classes become available.

As many professors are retiring in the community college system, it is important for college administration to use the adjunct pool as a group that might be able to fill those vacancies. Since 50% of the respondents indicated that they had sought full-time work at Valencia, professional development leaders need to develop a series of workshops on that topic. It could be entitled “So, you want to work at Valencia full-time?” and the workshops could discuss the process of securing an interview and using the professional development activities offered by Valencia to be more attractive to a hiring committee. These workshops would be best facilitated by former adjuncts who participated in professional development activities who were recently hired full-time.

Since many adjunct faculty, including those who were interviewed, indicated that they wanted more discipline specific professional development activities. It is recommended that more of these discipline specific programs be developed. These programs could be administered

by lead faculty, seasoned adjuncts or the department dean. The role of the dean or other academic leader is important in showing the level of support for these programs. Roueche, et. Al. (1995) indicates that support of professional development activities by upper administration is important to its success. Most of the adjuncts surveyed said they enjoyed having the opportunity to interact with colleagues and discuss issues that directly affect their impact in the classroom.

Valencia's introduction of the Scenarios-online program has been well received by those surveyed. It is recommended that this program be continued and expanded to include: a specific adjunct series of scenarios, situations that adjuncts find themselves in, understanding the role of an adjunct in the campus community and how an adjunct can get involved in the college governance structure. The timing of the program should be revisited to include a summer component, more face to face time and at least one live chat. It seems that there were a few people who might need additional technology training to complete the program.

In regard to job satisfaction, most of the adjuncts in this study were relatively satisfied with their jobs. However, their satisfaction did not always stem from issues the college has control over such as compensation, teaching environment, and opportunities for professional development. Since many adjuncts indicated that they continued their employment at Valencia for the intrinsic rewards, it is important for the college to learn what these rewards are and to support their role in the culture of the college. Once these rewards are understood, professional development activities could be developed that attract adjuncts who are not necessarily attending for additional compensation, but for the more personal, intrinsic rewards. For instance, the faculty development program might create a discussion series entitled: "Why I teach..." This program could be developed around adjuncts who teach for different reasons so that others might be exposed to these reasons. Additionally, online resources could be developed for adjuncts to

share their classroom experiences with one another and discuss strategies for engaging students in course material. These discussions could be housed in an adjunct group in a portal environment.

Recommendations for Future Research

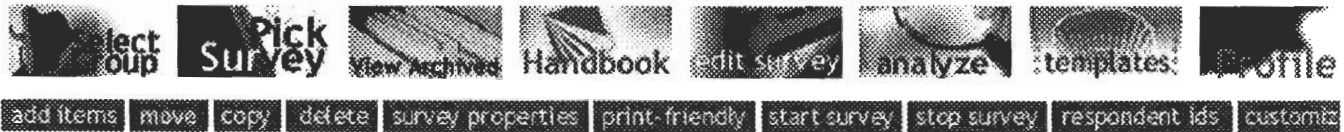
In the community college, the use of adjunct faculty is a reality that helps effective colleges operate at a higher level and be better stewards of their limited resources. The role of adjunct faculty on the community college campus is ever changing and those individuals who fill these positions are very diverse. The role of professional development activities in job satisfaction is only one way to develop strategies to keep this group engaged in their work.

Recommendations for future research include the following:

1. Replicate the study to include other community colleges who offer a variety, yet similar professional development activities as Valencia.
2. Replicate the study at a community college that has a well developed faculty orientation program that focuses on improving student learning.
3. Conduct a study that would examine quantifiable measures of the impact of professional development activities on other aspects (retention, performance, persistence) of adjunct faculty.
4. Replicate the study and focus on the specific needs and desires of minority adjunct faculty members at Community Colleges.

APPENDIX A

ADJUNCT FACULTY SURVEY (MIKE BOSLEY) 2004



The URL of this survey:
<http://CTLSilhouette.wsu.edu/surveys/ZS19885>

Adjunct Faculty Survey (Mike Bosley 2004)

To better understand the role of professional development activities for adjunct faculty members at Valencia Community College, we ask that you fill out the following questionnaire. Your input is a valuable tool that will help our team serve you better. Thank you in advance for your time and contribution.

		Please mark the box that best represents your answer.		
		5 or more years	2-4 years	One year or less
1.	How long have you been an adjunct faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Please mark the box that best represents your answer.			
		4 or more	3	2	1
2.	How many classes per term do you teach?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Please mark the box which best describes your response. 5 being the highest rating and 1 being the lowest rating of your response.				
		5	4	3	2	1
3.	How satisfied are you with your job at Valencia?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	In general, to what degree does your adjunct position at Valencia satisfy your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Based on your experience, would you decide all over again to seek an adjunct position at Valencia?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	How likely are you to encourage a good friend who is interested in seeking an adjunct position at Valencia to go ahead and do so?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	How does this job measure up to the job you thought it would be when you were hired?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Have you ever sought full-time employment at Valencia?

- YES
- NO

9. Have you ever attended a professional development activity at Valencia?

- YES
- NO

10. (If YES) How many professional development activities have you attended?

- 5 or more
- 4
- 3
- 2
- 1

11. Did the professional development activity/activities you attended meet your professional needs?

- YES
- NO

12. What program do you teach in:

- A.A.
- A.S.

13. What discipline(s) do you teach?

- Math
- Science
- Social Science
- Communication
- Student Success
- Business (Culinary)
- Information Technology
- Engineering

14. (CONTINUATION OF # 13) What discipline(s) do you teach?

- Health Related
- Humanities
- Foreign Language

15. Have you attended the Scenarios program?

- YES

NO

16. If you have attended the Scenarios program, how would you rate the program?

- Excellent
- Good
- Fair
- Needs Improvement

17. Please provide the following demographic information:

- Male
- Female

18. (If you answered "YES" to the question as to whether you have ever sought full-time employment at Valencia, Why do you think you were not hired?)

- Not qualified
- Under prepared for full-time work
- Other please specify

19. How did you learn about the professional development activities you attended? (select all that apply)

- Supervisor (Dean)
- Colleague
- Publication (Bulletin, Campus newsletter)
- E-mail
- Leadership Valencia Brochure
- Leadership Valencia email
- Other

20. For what reason/reasons did you attend the professional development activity? (select all that apply)

- Stipend
- Requirement of employment
- Supervisor of recommendation
- Personal or professional growth
- Other

21. Why do you continue your employment at Valencia?

- Positive work environment
- Opportunities for growth and development
- Salary and/or benefits

Other

22. How satisfied are you with your job?

- Very satisfied
- Satisfied
- Not sure
- Unsatisfied
- Very Unsatisfied

23. Do you work in addition to your adjunct position? If yes, please specify.

24. If you answered "YES" to attending a professional development activity at Valencia, please indicate the title of the program/programs here:

25. Please provide specific comments about the professional development activity/activities you attended and whether or not they met your professional needs.

26. If you answered "OTHER" to the question regarding how you learned about professional development activities that you attended, please specify here:

27. If you answered "OTHER" to the question regarding the reasons why you attended the professional development activities, please specify here:

28. If you answered that the Scenarios program "Needs improvement", please specify:

29. If you answered "OTHER" as to why you continue your employment at Valencia, please specify:

30. Please provide the following demographic information:

- Asian
- Black
- Caucasian
- Hispanic
- Native American
- Other



APPENDIX B

ADJUNCT FACULTY SURVEY BLUE PRINT

Professional development activities and job satisfaction among community college adjunct faculty

SURVEY BLUEPRINT

Rationale:

The primary purpose of this questionnaire is to solicit information regarding the role professional development activities play in the job satisfaction of adjunct (part-time) faculty at Valencia Community College. The questionnaire seeks to determine the characteristics of adjuncts, their job satisfaction, and their participation in professional development activities. Exploring these sub-domains will help gain insight into the role professional development activities play in the job satisfaction of adjunct faculty.

The results of this survey will be used to further explain the effects of professional development activities on the job satisfaction of adjunct faculty.

Blueprint:

Professional Development & Adjunct Questionnaire:

Content Base Category	Number of Items (30)
Professional Development Activities	12
Job Satisfaction	7
Characteristics of Adjuncts	11

APPENDIX C
ADJUNCT FACULTY SURVEY PILOT

Adjunct Faculty Survey

Mike Bosley

To better understand the role of professional development activities for adjunct faculty members at Valencia Community College, we ask that you fill out the following questionnaire. Your input is a valuable tool that will help our team serve you better.

Please place an **X** in the box that best represents your answer.

START HERE:

1. How long have you been an adjunct faculty member?

- Less than one year
- 2-4 years
- 5 or more years

2. How many classes per term do you teach?

- 1
- 2
- 3
- 4 or more

3. Do you work in addition to your adjunct position?

- Yes (Please specify) _____
- NO

4. Have you ever sought full-time employee at Valencia?

- NO (Go to 7)

YES



6. (If YES) Why do you think you were not hired?

- Not qualified
- Under prepared for full-time work
- Other Please specify:

CONTINUE HERE:

7. Have you ever attended a professional development activity at Valencia?

NO (Go to 11)

YES



8. (If YES.) How many have you attended?

- 5 or more
- 4
- 3
- 2
- 1

Please indicate the title of the programs here:

9. Did the professional development activity (s) you attended meet your professional needs?

Yes

No

Please provide specific comments here:

** Did the professional development activity (s) you attended enhance your effectiveness as a teacher?

Yes

No

Please provide specific comments here:

10. How did you learn about the professional development activities you attended?

Supervisor (Dean)

Colleague

Publication (Bulletin, Campus newsletter)

E-mail

Leadership Valencia Brochure

Other (please specify) _____

11. For what reason(s) did you attend the professional development activity?(select all that apply)

Stipend

Requirement of employment

Supervisor recommendation

Personal or professional growth

Other (please specify) _____

CONTINUE HERE:

Have you attended the Scenarios program?

- Yes
- No (Go to 12)

How would you rate the Scenarios program?

- Excellent
- Good
- Fair
- Needs improvement (Please specify) _____

12. Why do you continue your employment at Valencia?

- Positive work environment
- Opportunities for growth and development
- Salary and/or benefits
- Other (please specify) _____

13. How satisfied are you with your job?

- Very Satisfied
- Satisfied
- Not sure
- Unsatisfied
- Very Unsatisfied

Please provide specific comments here:

14. In general, to what degree does your adjunct position at Valencia satisfy your needs:

15. Based on your experience, would you decide all over again to seek an adjunct position at Valencia.

16. If a good friend was interested in an adjunct position at Valencia, what would you tell him/her:

17. How does this job measure up to the job you thought it would be when you were hired:

18. Please provide the following demographic information:

Male

Female

Asian

Black

Caucasian

Hispanic

Native American

Other

Math

Science

Social Science

Communications

Student Success

Business(Culinary)

Information Technology

Engineering

Health Related

Humanities

Foreign Language

Thank you for taking time to help us gather information about professional development activities for adjunct faculty members.

APPENDIX D

UCF IRB APPROVAL INFORMATION



Office of Research

May 2, 2003

Mike Bosley
Director, Student Development Collegewide
Valencia Community College
701 N. Econ Trail
Orlando, FL 32825

Dear Mr. Bosley:

With reference to your protocol entitled, "The Effects of Professional Development Activities on the Retention of Adjunct Faculty in the Community College," I am enclosing for your records the approved, executed document of the UCFIRB Form you had submitted to our office.

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur. Further, should there be a need to extend this protocol, a renewal form must be submitted for approval at least one month prior to the anniversary date of the most recent approval and is the responsibility of the investigator (UCF).

Should you have any questions, please do not hesitate to call me at 823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

A handwritten signature in black ink that reads "Chris Grayson".

Chris Grayson
Institutional Review Board (IRB)

Copies: Dr. Marcella Kysilka
IRB File

APPENDIX E
ADJUNCT INTERVIEW QUESTIONS

Interview Questions

Age:

Gender: Race:

Years of teaching as an Adjunct:

Leslie and Gappa typography:

Number of Professional Development Activities:

When you attend professional development activities at Valencia, what do you want to get out of them?

What would your ideal professional development activity include?

Would you say that returning to the classroom after a professional development activity is different than you expected?

Some people would say that providing professional development activities for adjunct faculty members is a waste of resources. What would you say to them?

When asked why you would attend one?

How do you think your participation in professional development activities has enhanced your teaching performance? Please be specific.

Ratings: Before:

After:

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