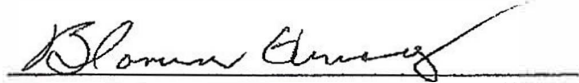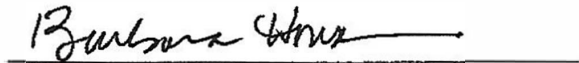# ACCEPTANCE

This dissertation, PERCEPTIONS AND KNOWLEDGE OF A UNIVERSITY MISSION AND VISION AMONG FACULTY MEMBERS: A MIXED-METHODS STUDY ON THE ONBOARDING FOR FULL-TIME AND ADJUNCT FACULTY, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.

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PERCEPTIONS AND KNOWLEDGE OF A UNIVERSITY MISSION AND
VISION AMONG FACULTY MEMBERS: A MIXED-METHODS STUDY
ON THE ONBOARDING FOR FULL-TIME AND ADJUNCT FACULTY

by

Charles A. Rodrigues

A Dissertation

Presented in Partial Fulfillment of
Requirements for the
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Doctor of Education
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ABSTRACT

Research shows that adjunct faculty do not receive the same types of orientation and professional development that is given to full-time faculty. Research has also shown that adjunct faculty satisfaction can be improved by allowing them to be included in the same programs that are given to full-time faculty. This study surveyed full-time and adjunct faculty at a Christian liberal arts university to obtain their perceptions of the onboarding that they received when they were hired by the university. The study also sought to find out whether having a mentor assigned helped the faculty feel more connected to the university. The attitudes of each group of faculty regarding the mission and vision of the institution were also studied. Additionally, the study looked to see what could be improved in the onboarding process. A survey was sent to 351 full-time and adjunct faculty. The survey included demographic questions and Likert-type questions that obtained information on the onboarding process and the technological training received. Faculty were also invited to participate in follow-up personal interviews or focus groups. The focus group and interviews allowed the researcher to obtain more in-depth information regarding the onboarding process.

The statistical results from the survey did not show any significant difference between the full-time and adjunct faculty perceptions about onboarding on most of the Likert-type survey questions. The qualitative data however show that while the adjunct faculty tend to have positive feelings regarding their onboarding, they were less likely to have a full understanding of the mission and vision of the institution. Those that were assigned a mentor did have a better understanding of their role as a faculty member.

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ACKNOWLEDGMENTS

This journey could not have been completed without the help, guidance and support of so many people. First, I would like to thank God. As Jeremiah 29:11 states, "For I know the plans I have for you declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. God knows the plan for me and that will always be a blessing for me.

I would like to acknowledge the sacrifice made by my family over these last three years. Thank you to my wife, Melissa, for your patience while I was completing this journey. You have endured many late nights and weekends full of writing. You have done so much for our family over the last three years, that thank you is not enough. To Andrew and Danny, Daddy is done "Working on his paper." I hope that I have been a good role model for you to always strive for excellence.

I would also like to thank my committee members, Dr. Deborah Collins, Dr. Blanca Quiroz, and Dr. Barbara Howard. Your guidance, support, and encouragement has been appreciated. Your quick and detailed feedback made this process much easier. It has been a tremendous blessing to have each one of you on my committee.

 Finally, I also owe a debt of gratitude to my faculty and staff colleagues. Many of you took the time to review my study while it was being constructed and gave feedback that I could incorporate. Many of you also took time out of your busy schedules to take the survey, and participate in focus groups and surveys.

CHAPTER 1: INTRODUCTION

This research study discussed the differences between full-time and adjunct faculty in their understanding of a university's mission and vision. It also focused on how the differences in the onboarding process between full-time and adjunct faculty members impacted the understanding of the mission and vision. The effects of having a faculty mentor was also studied to see if that has an effect on the understanding of the mission and vision. In order to better understand adjunct faculty perceptions, the literature review showed what has already been researched in this area to gain a better perspective of adjunct faculty employment.

The setting for this study was a Christian liberal-arts university in Orange County, California. The researcher chose a phenomenological approach to this mixed-methods study and studied the phenomenon of how full-time and adjunct faculty onboarding affects their understanding of the institution's mission and vision. A transcendental phenomenological approach allowed the researcher to document what the participants experienced and how it was experienced (Moustakas, 1994). Faculty participated in focus groups or interviews and also completed a survey focused on the support that they received from the institution. The researcher collected and analyzed date to find significant themes.

As a full-time faculty member of the institution the researcher had prior contact with many of the adjunct and full-time faculty members of the institution. The researcher worked closely with the deans and program directors of the graduate programs, where a majority of the adjunct faculty members teach. The researcher was originally hired as an adjunct faculty member while also working as a full-time staff member. As a former adjunct faculty member, the researcher saw the value in making sure all faculty receive the training and support needed to understand the mission and vision of the institution.

Statement of the Problem

In higher education, a complete understanding of an institutions mission and vision by all full-time faculty and staff can be difficult to obtain. It is even more difficult with adjunct faculty who teach at multiple colleges and do not receive the same training and professional development that is offered to full-time faculty. Research shows that in order to be successful and continue growing and succeeding, all employees must support the mission and vision (Pike, 2014). Recently, universities have become increasingly more dependent on adjunct faculty as shown by the dramatic growth of adjunct faculty over the last two decades (Ellison, 2002; D. W. Green, 2007; Monks, 2009). There is a standardized training for full-time faculty that discusses in detail the integration of mission and vision in their teaching. With the various methods of onboarding that exist at the institution, adjunct faculty onboarding is left to the individual school/department. Without a standardized method or procedure there is no accountability to make sure that all faculty are receiving the training needed in pedagogy, technology, mission and vision.

Purpose of the Study

The purpose of this study was to explore differences in perceptions of the onboarding process between adjunct and full-time faculty as well as see if there was a difference in the attitudes and understanding regarding mission and vision of the institution. The presence of a mentor as well as improvement of the onboarding process was also explored.

Part-time faculty make up approximately 40% of the teaching faculty at institutions of higher education in the United States today (Shulman et al., 2017). Many adjunct faculty members are real-world practitioners, with little to no teaching experience. French (2000) states that many adjuncts receive no orientation or training prior to teaching a course. While they bring

real-world experience into the classroom, they do not have the training and support necessary to create an optimal learning environment. To ensure that high standards remain in place and that quality instruction is happening, it is critical that all faculty, both full-time and adjunct, faculty receive training and professional development. Additionally, allowing adjunct faculty to become part of the culture by providing them with orientation and development opportunities can help them become more connected to the institutions. Research has shown that when adjunct faculty are connected to their institutions through orientation and development, student retention and graduation rates improve (Morton, 2012).

Research Questions

The following quantitative research questions guided this study:

1. What are the differences in perceptions between adjunct faculty and full-time faculty in terms of their onboarding experience at a Christian liberal arts institution?

2. Is there a significant difference in the attitudes regarding mission and vision of the institution between adjunct faculty and full-time faculty at a Christian liberal arts institution?

In addition, the following qualitative questions were also explored:

3. Could the presence of a faculty mentor help with a feeling of connectedness to the institution?

4. In what areas could the institution improve the onboarding process for adjunct faculty?

5. What is the understanding that adjunct faculty have of the mission and vision of the institution?

Quantitative Hypothesis

Null Hypothesis 1. There is no difference in the perception of the onboarding received between full-time and adjunct faculty.

Null Hypothesis 2. There is no difference in the attitude regarding mission and vision of the institution between full-time and adjunct faculty.

Qualitative Projection

The researcher speculated that access to a mentor will increase the feeling of connectedness to the university and therefore, assist with the understanding about the mission and vision of the university. The mentor does not need to be assigned through a formal program; it may be a professional relationship that develops between new full-time and/or adjunct faculty, and their existing colleagues at the University.

Theoretical Framework

Malcolm Knowles adult learning theory served as the theoretical framework for this study. Knowles coined the term andragogy to describe his theory of adult learning. Knowles, Holten & Swanson (2005) describe six learning principles that apply to adult learning:

1. The need to know: Adults must know why they must learn information before they begin to learn it. They need to see the value in learning the material.

2. Learners' self-concept: Adult learners are responsible for their own decisions. They want to be treated by others as being able to make their own decisions. Adult learners do not want another's will to be imposed on them.

3. Role of learners' experiences: Adult learners have more life experience and different kinds of life experiences than children. When teaching/mentoring adults, greater

emphasis needs to be placed on individual teaching and learning strategies. Emphasis

must also be placed on learning techniques that use the life experience of the learners.

4. Readiness to learn: Adult learners become ready to learn new information when it

   becomes applicable to them in real-life situations. It is important that learning

   experiences coincide with developmental tasks.

5. Orientation to learning: Adult learners are motivated by learning that is life-centered.

   They learn best when they are presented with knowledge and skills that have

   application in real-life situations.

6. Motivation: Adult learners are motivated by both external (promotions, higher salary)

   and internal (job satisfaction, self-esteem) motivators. Most adult learners are

   motivated to keep learning, but that motivation can be blocked by barriers such as

   poor self-esteem, time constraints and even programs that do not utilize the principles

   of adult learning (Knowles et al., 2005).

While mentoring is not specifically part of an adult-learning model, the core principles of

the model can be used to support a mentoring program in a faculty onboarding and training

program. According to Knowles et al. (2005), "Adults need to know why they need to learn

something before undertaking to learn it" (p. 64). Adults must also move from a dependent

learner to a self-directed learner. Rice (2007) states that adults have more life experience and

different life experiences than that of children and their readiness to learn is linked to those life

experiences. In adult learning theory instructors facilitate learning rather than use a direct

instruction approach.

One of the key areas of Knowles et al., (2005) newer andragogy model focuses on

motivation. Houde (2006) describes the concept of relatedness and how it is related to

motivation. Relatedness is the motivation that comes from involvement with other people. Working with a mentor may provide the connectedness needed for continued growth. McGrath (2009) states that adults are motivated by a sense of belonging. McGrath (2009) also contends that adults are also motivated by praise and self-esteem building. Those with low self-esteem must be given a safe environment in which to succeed (McGrath, 2009). Mentors can use this learning theory to help guide new faculty and create an optimal environment for learning and mentoring.

Conceptual Framework

Faculty mentoring plays vital role at an institution and is essential at all stages of an academic career and helps contribute to the academic excellence of an institution (Cariaga-Lo, Dawkins, Enger, Schotter, & Spence, 2010). The Faculty Mentoring Program (FMP) developed by the Anisfield School of Business (ASB) at Ramapo College of New Jersey was chosen as the conceptual framework for this study. This model was chosen for a variety of reasons. In looking at the constraints of a university, mentoring programs not only need to be thorough, but also be able to be implemented without the use of many resources. The FMP was intended to meet that criteria. It was developed for an institution that did not have a university-wide mentoring program (Eisner, 2015). The model is also faculty-directed and is not dependent on an external source of funding.

The FMP model was developed to help with faculty retention, which has become a growing problem in higher education (Ramani, Gruppen, & Kachur, 2006). Gardiner, Tiggerman, and Kerns (2007) also state that a formal mentoring program results in higher retention and promotion of faculty members. It also allows the university to receive more external grants and higher publication rates. Derven (2008) states that a "sink or swim"

approach does not fit today's complex institutions. Effective mentoring will help eliminate silos and facilitate talent management (Derven, 2008).

The FMP model was implemented in four phases that developed over a period of several years. The program was developed, piloted, experienced in full, revised, assessed and optimized. During the first phase, non-tenured faculty met informally with tenured mentors. The mentors were from other departments to avoid any conflict of interest claims. During the pilot, the mentors were only the three tenured faculty that were on the task force that developed the FMP. After the initial pilot, the program was revised. All tenured faculty were invited to serve as mentors. All non-tenured faculty were invited to participate in the program. The dean would review the development needs and interests of the mentees and then consult with the FMP chair so that an optimal paring of mentor and mentee could happen. The mentees could change mentors after the first year of the program so that they could find a mentor that may have similar interests. The program in its initial stage was largely informal but become more formal as it continued. Specifically, Formal guidelines were developed for the mentor and mentee meetings (Eisner, 2015).

The program was structured for the first two years but then became more unstructured with as needed meetings during year three of the FMP. The first and second-year participants would participate in a luncheon held at the beginning of the year to discuss goals, procedures and expectations. A luncheon was held at the end of the academic year to celebrate the program and its successes.

As the program continued, its outcomes continued to be assessed. The original task force was tasked with reviewing faculty retention, acculturation and community. The FMP program at ASB resulted in higher retention of non-tenured faculty. One of the main reasons stated for

remaining at ASB is the FMP. Those that have not remained at ASB have stated that the FMP participation made the decision to leave more difficult. Many left due to relocation or to take a position that was research focused rather than teaching focused (Eisner, 2015).

Another measure of success for the FMP is the faculty participation rate. The number of non-tenured faculty that participated in the optional year three increased over the four years studied. Faculty feedback was also collected via a year-end questionnaire. The results remained consistent throughout the four years studied and all indicated high praise for the FMP program. The initiatives provided by the FMP were highly valued by the participants. The FMP program continued to be changed based on the constant cycle of feedback at the end of each academic year (Eisner, 2015).

Eisner (2015) gives a list of 10 guidelines that should be followed as institutions look to develop a program similar to the FMP.

- Put someone in charge

- Anchor it in the faculty

- Give all a role to play

- Ensure that it is possible and important to participate

- Balance formal structure with spontaneous interaction

- Train participants and communicate 360

- Make the tough calls

- Have no assumptions

- Adapt the mechanism

- Be the program you say you are (Eisner, 2015, pp. 15–16)

The table below shows a summary of the model used by ASB and can be used as a guide for developing a mentoring program at other institutions of higher education. Eisner (2015) states that this model works because all participate in shared outcomes, feel ownership in their mentoring relationship, and all have a balance between "structure and spontaneity" (p. 18).

Table 1

Faculty Mentoring Model Developed by ASB

Attribute	Operationalization
Goals and Objectives	Development, support, retention, acculturation, community
Program Communication	Documents, meeting calendar, and links are given to all faculty
Program Administration	Faculty approves program and selects faculty member to chair; participants are trained upfront; Dean/Chairs are included
Expectations for Participants	Pairs define salient outcomes within formal program guidelines
Attributes of Mentors	Mentors are tenured and not from mentees department
Attributes of Mentees	Mentoring is formal years 1 and 2; it is informal years 3-tenure
Matching Mentor with Mentee	Dean and Search Chair are consulted re: mentee needs; 1st year mentor pairs are matched; 2nd year mentees request mentors

Meetings	Mentor pairs meet pre- or post- collective sessions for all faculty; mentor and mentee off-record observe each other teaching
Including Non-Paired Faculty	All tenured can mentor, all untenured can be mentored, all faculty can attend collective sessions, all sessions are confidential
Outreach	Co-host sessions with relevant standing Committees, include Dean and Department head in sessions that inform or recognize
Program Feedback	Survey participants anonymously at year-end, share results in annual report, debrief mentors and mentees 1-1 at midyear

Note. Adapted From "Onboarding the Faculty: A Model for Win-Win Mentoring," by S. Eisner, 2015, American Journal of Business Education, 8, p. 18

Connection Between Conceptual and Theoretical Frameworks

The conceptual framework provides a lens in which to view mentoring as a viable part of the onboarding process for all faculty. Mentoring will help both full-time and adjunct faculty feel more connected to the institution. The theoretical framework is the basis to examine adult learning theory as a key component for the development of a faculty onboarding program. The adult learning theory developed by Knowles et al. (2005) can be used to guide the development of a successful mentoring program that will meet the needs of both the mentors and the mentees. As stated in Houde (2006) motivation is the key to successful mentoring. The faculty need the right amount of motivation to participate and complete the program.

Significance of the Study

This significance of this study is critical to understanding the effectiveness of an institution's onboarding process. Developing a robust onboarding process for all faculty will help to ensure that they are prepared with the knowledge the institutions mission and vision and are able to use that knowledge in their teaching. This study also sought to add to the existing

literature on adjunct faculty onboarding and how it compares to full-time faculty, especially in relation to the mission and vision of the institution. With adjunct faculty making up a majority of faculty at institutions of higher education today, it is important to research their needs to see how they can better be assimilated to their institutions (Kezar & Sam, 2013; Shulman et al., 2017). Current literature shows a disconnect between institutions, departments and their adjunct faculty (Levin, Kater, & Wagoner, 2006). In reviewing the onboarding process of both full-time and adjunct faculty, insight was gained that will help universities prepare adjuncts to fully support the mission and vision of the university. As research has shown, faculty's knowledge and adherence to an institution's mission and vision will help students meet learning outcomes and also help with student retention (Benjamin, 2002; Hoyt, 2012).

Definitions of Terms

Adjunct Faculty: Faculty contracted for one term only on a course by course basis. They are also known as part-time faculty.

Full-time Faculty: Faculty that have a full-time weight-load.

Mentoring: Kling (2015) describes mentoring as "the process in which an experienced person guides another person in the development of her or his own ideas, learning and personal/professional competence" (p. 1).

Mission: a shared sense of purpose that can inspire and motivate those within an institution and is able to communicate its characteristics, values, and history to external constituents (Morphew & Hartley, 2006).

Onboarding: Bauer (2010) describes onboarding as "the process of helping new employees adjust to the social and performance aspects of their new jobs quickly and smoothly" (p. 1).

Vision: Philosophical template that reflects the learning community within the institution. It describes the institution's purpose, priorities, and promises (Abelman & Molina, 2006).

Limitations

The study had the following limitations:

1. The researcher is currently a full-time faculty member and a former full-time staff member at the university being studied. The researcher may know many of the participants personally. The interviews and focus groups will be structured to elicit honest answers from the participants.

2. Each school of the university has a different onboarding process. This could cause a wide variety of responses to the interviews, surveys and focus groups.

Delimitations

The study has the following delimitation:

1. The data was gathered from one Christian liberal-arts university. This small sample size may not be able to be generalized to other universities.

Organization of the Study

This study is organized into five chapters. Chapter One presents the background, statement of the problem, purpose of the study, significance of the study, definition of terms, theoretical framework, research questions, limitations and delimitations.

Chapter Two presents a review of the literature, which includes relevant literature on the advantages and disadvantages of using adjunct faculty, adjunct satisfaction, the need for orientation, and the types of orientation and support that is available for all faculty. Chapter Three presents the methodology of the study including the setting, participants, data collection and data analysis. Chapter Four presents the data that were obtained from the research and

Chapter Five discusses the research findings, implications of the study and future research that could be completed in this area.

CHAPTER 2: REVIEW OF LITERATURE

The researcher seeks to examine the onboarding process of full-time and adjunct faculty members to see if there are differences in the experience of the onboarding process. Additionally, the attitudes of faculty regarding the mission and vision of the university were researched and discussed. This chapter also presents the relevant literature on the subject of full-time and adjunct faculty onboarding. The advantages and disadvantages of using adjunct faculty will be discussed as well as research on adjunct faculty satisfaction. An overview of onboarding and the need for comprehensive onboarding programs will also be discussed.

Adjunct Versus Full-Time Faculty

Advantages

There are varying reasons for using adjunct faculty, but one of the main reasons is cost savings (Banachowski, 1996; Charfauros & Tierney, 1999; Christensen, 2008; Ellison, 2002; Flannigan, Jones, & Moore, 2004; Halcrow & Olson, 2008; Hoyt, 2012; Wyles, 1998). According to Shulman et al. (2017) in the 2016-2017 academic year the average salary for full-time ranked faculty was $80,095. The average total pay for part-time faculty at a single institution was $20,508. However, Shulman et al. (2017) noted that part-time faculty include those that are teaching less that a full-time load, which includes full-time faculty that were temporarily not teaching a full load at the time of the survey. Of those that teach part-time, 91% teach on a per-section basis. Part-time faculty that teach on a per-section basis earn an average of $7,066 from a single institution. While many part-time faculty teach at multiple institutions, the average pay for per-section faculty is at or near that poverty line for a family of two (Shulman et al., 2017). Adjunct faculty also have limited increases in pay and little to no access to promotions. Universities are able to see a cost savings in professional development costs as

well by not inviting adjunct faculty to be a part of the same professional development activities that full-time faculty receive (Benjamin, 2002). Because of the cost savings, many institutions of higher education are becoming increasingly dependent on adjunct faculty, which opens up more opportunities for adjunct faculty to teach (Banachowski, 1997; Benjamin, 2002).

There are many advantages to the institution other than cost savings for hiring adjunct faculty. Many adjunct faculty are real-world practitioners that bring their own experiences into the classroom. Many times, they bring knowledge and skills that full-time faculty do not possess (Wagoner, 2007). These real-world practitioners teach to give back to their chosen profession or to help train new people into their chosen profession (Lyons & Burnstad, 2007). Another advantage to the university is their flexibility. As enrollment fluctuates, adjunct faculty can be hired back or not have contracts renewed based on need (Banachowski, 1997). Adjunct faculty also bring diversity in the experiences that they bring into the classroom. According to Monks (2009), 65% of part-time faculty do not desire a full-time faculty position. Of that 65%, 72% of those hold positions outside of higher education, 16% consider the part-time position to be their primary occupation, and 12% are retired. A typical person in this category is a mid-career nonacademic that works in the business or education sector that teaches to give back to their chosen field (Monks, 2009).

Another advantage to using adjunct faculty is the diversity of the adjuncts, both in terms of ethnicity, gender and longevity in the profession as well as diversity of experience. Most of the gain of minority faculty have been part-time non-tenure track faculty. From 1993 to 2013 the number of underrepresented minorities in part-time teaching positions has grown 229.8%. The growth of women in part-time non-tenured faculty positions has grown 144.2% over the same time period. While the growth has also happened in tenure track positions, the largest growth

has been seen in the part-time non-tenure track faculty positions (Finkelstein, Conley, & Schuster, 2016).

Disadvantages

While there are many advantages to using adjunct faculty, there are also many disadvantages as well. Hoyt (2012) contends that having adjunct faculty teach a substantial amount of courses can have an effect on the quality of education as well as a negative effect on retention and graduation rates. Since the adjunct faculty are hired for a term at a time, they do not often have access to the professional development programs that are available to full-time faculty (G. Banachowski, 1997). Since many may be working professionals with limited teaching experience, they also many not have the latest teaching pedagogies (G. Banachowski, 1997). Another disadvantage is the time spent with students. Since adjunct faculty generally do not have offices to meet with students, it is difficult to meet with students outside of class time. Faculty involvement is critical to the success of students, but adjunct faculty spend about half the amount of time as full-time peers on out of class student related activities (Benjamin, 2002). Since adjunct faculty may teach at multiple institutions, many may not be familiar with the outcomes of the entire program. Having faculty that are aware of the sequence of the program can help them support the learning outcomes (Edmonson & Fisher, 2003). Because many adjunct faculty work full-time outside of higher education, many do not have the time to participate in any professional development programs that may be offered to the part-time faculty (Lyons & Burnstad, 2007).

Adjunct Satisfaction

The main concerns of adjunct faculty are lack of communication with departments, lack of recognition of their value to the institution and lack of opportunities for skill development

(Dolan, 2011). This lack of a feeling of inclusion can lead to dissatisfaction among adjunct faculty. According to Smith (2007), adjuncts are not included in discussions with both full-time and part-time peers. While adjunct faculty continue to be hired in large numbers, they tend to be disconnected from their institutions both academically and socially (Spaniel & Scott, 2013). This isolation can lead to a feeling of alienation and a loss of personal satisfaction with the institution (Levin et al., 2006). According to Frias (2010), this alienation and loss of satisfaction can affect student retention. Part-time faculty tend to teach the lower-level courses for first and second year students, who are most at risk for retention.

Meixner, Kruck, and Madden (2010) found that adjuncts feel marginalized because many feel they are not respected by their full-time peers and don't have a feeling of inclusion due to the fact that they are not able to participate in department meetings where issues and expectations are discussed. Many part-time faculty feel undervalued and exploited, yet feel that they themselves are, "skilled instructors, dedicated educators and caring mentors" (Washington, 2011, p. 128). To improve satisfaction among adjunct faculty, institutions need to engage with the faculty to make them feel more connected and less isolated (Meixner et al., 2010).

For many adjuncts, one of the most dissatisfying aspects of their position that has been reported is the low pay. (Feldman & Turnley, 2001; Halcrow & Olson, 2008; Hoyt, 2012). However, for many adjunct faculty, the desire to continue teaching outweighs the low pay and lack of benefits (Feldman & Turnley, 2001). Satisfaction can also depend on where a person is in their career path. Only 20% of adjunct faculty hope to gain full-time employment. For many the reason for teaching was enjoyment (Hoyt, 2012). Those early in their careers were the least satisfied, due to the lack of career opportunities. Mid-career adjunct faculty were dissatisfied due to trying to balance work and family life. Late career adjunct faculty were the most satisfied.

They were generally retirees that did not need to worry about the low pay received or lack of job security (Feldman & Turnley, 2001). Also, involuntary adjuncts (adjuncts that desire a full-time position) were the most dissatisfied, while the satisfaction of voluntary adjunct faculty was about the same as the satisfaction of full-time faculty (Maynard & Joseph, 2008).

Adjunct faculty feel supported and valued when they are able to communicate ideas to peers and participate in decision making (Meixner et al., 2010). Merriman (2010) describes social inclusion as a sense of organizational belonging that develops between adjuncts and the colleges in which they teach. Adjuncts that were on campus more and interacted more with their colleagues had a higher sense of social inclusion (Merriman, 2010). Frias (2010) states that socialization opportunities are especially important to new adjuncts as they are learning the "values, norms, and skills associated with a given organization" (p.3).

There are many different motivations for why adjunct faculty continue in their part-time positions. Many like the flexibility of only teaching part-time, many are also retired full-time faculty. Another reason many teach part-time is to gain experience for a full-time position (Monks, 2009). Other adjunct faculty members are real world practitioners that are experts in the fields in which they teach, but do not have a formal teaching background but teach in order to supplement their income or to give back to their chosen profession (D. W. Green, 2007; Lyons & Burnstad, 2007; Monks, 2009; Morton, 2012).

Online Education

Green, Alejandro and Brown (2009) studied the retention of online distance education faculty. They found that online adjunct faculty were motivated to teach by additional income and a sense of loyalty to the university. They also noted that both adjunct faculty and full-time non-tenured faculty continued to teach to gain additional teaching experience. Green et al.

(2009) also noted that adjunct faculty were most concerned about the amount of compensation in relation to the workload. Possible ways to retain the faculty included fair compensation, longer term contracts, orientation programs, and opportunities to contribute to course or program development (T. Green et al., 2009).

Orientation and Support

Onboarding

Onboarding is the process that organizations use to help get their new hires adjusted to both the social and performance aspects of their new jobs. According to Bauer (2010) more than 25% of the workforce in the United States experience career transitions each year. With all of the transitions, however, nearly half of all senior level outside hires fail within 18 months in a new position and nearly half of all hourly workers leave their jobs within the first 120 days. The more welcome and prepared new hires feel, the faster they will be able to learn and fulfill the mission of the organization (Bauer, 2010). Bauer (2010) states that the long terms outcomes of successful onboarding include higher job satisfaction, higher commitment to the organization, higher performance, lower turnover, and lower stress.

Pike (2014) states that there are two goals for onboarding programs: (1) helping new employees understand their roles within an organization; and (2) creating higher levels of fit within the job and organization. This can help employees become more comfortable and more productive in their positions. The onboarding programs also help create a fit by aligning organizational culture with the new employees. This organizational culture fit creates a better commitment among the new employees (Pike, 2014).

Bauer (2010) gives four levels for onboarding, known as the Four C's: compliance, clarification, culture, and connection. Compliance includes teaching the employee about policy

related rules and regulations of their job, including any employment paperwork. Clarification includes teaching the employee the requirements of their particular job. Culture refers to learning the unique organizational culture that has developed within the organization. New employees need to be able to understand the culture and sub-cultures that have developed in order to improve their chance of success at the organization. Finally, connection refers to the relationships and support structures that need to be developed to improve success (Bauer, 2013).

Pike (2014) gives six elements of an onboarding program: (1) pre-boarding; (2) culture; (3) network development; (4) career development; (5) strategy; and (6) continuous follow-up. She starts with pre-boarding, which can include a welcome packet or greeting by the CEO of an organization. This helps the new employee feel welcomed and important. The next four elements are part of the organizational socialization. It is important for the new employees to understand the culture of the institution, which includes any unspoken rule that may be in place. The next element is network development. New employees need to be provided with a network of resources to help them learn about the processes, procedures, norms and values that they will encounter. The network can also serve as a support system for any issues that may arise. Another element is career development. This shows the new employee a career path within an organization. Employees that can see a path for career growth early on will be more committed to the organization. The next element described by Pike (2014) is strategy. This element shows how the new employee can contribute to the overall company and see significance in their daily work. The final element is follow-up. Pike (2014) states that it is essential that there is continuous follow-up with the new employee. This helps keep the new employee engaged and provides them with an additional support structure for any clarification that may be needed.

Once the new employee has adapted to the culture of the company assimilation has taken place

(Pike, 2014).

Bauer (2010) gives a list of best practices for onboarding:

a) Implement the basics prior to the first day on the job.

b) Make the first day on the job special.

c) Use formal orientation programs.

d) Develop a written onboarding plan.

e) Make onboarding participatory.

f) Be sure your program is consistently implemented.

g) Ensure that the program is monitored over time.

h) Use technology to facilitate the process.

i) Use milestones, such as 30, 60, 90 and 120 days on the job—and up to one year post-

organizational entry—to check in on employee progress.

j) Engage stakeholders in planning.

k) Include key stakeholder meetings as part of the program.

l) Be crystal clear with the employees in terms of:

a) Objectives

b) Timelines

c) Roles

d) Responsibilities (p.16)

Need for Onboarding in Higher Education

Understanding the institution's mission and vison is key for all faculty to understand their

role at the institution. This will lead to increase in student learning and student retention

(Benjamin, 2002; Hoyt, 2012). While there are generally onboarding programs for full-time faculty, it is not always provided to part-time faculty. Part-time faculty make up a majority at the teaching faculty at institutions of higher education in the United States today (Kezar & Sam, 2013). That has grown approximately 66% over the last four decades. They make up the largest faculty population at institutions today (Shulman et al., 2017).

While not proven true by research, students can perceive adjunct faculty as less skilled than their full-time peers. While studies of standardized test scores show that there is not a significant difference between the performances of students taught by adjuncts verses those that are taught by full-time instructors, there are concerns regarding the lack of training received. One area of concern with adjuncts is in the area of grade inflation. Since adjunct faculty are rehired for each term, adjuncts may inflate grades to receive more favorable course evaluations (Fagan-Wilen, Springer, Ambrosino, & White, 2006; D. W. Green, 2007).

French (2000) states that many adjuncts receive no orientation or training prior to being assigned to teach a course. While they bring real-world experience into the classroom, they do not have the training and support necessary to create an optimal learning environment. To ensure that high standards remain in place and that quality instruction is happening, it is critical that adjunct faculty receive training and professional development. Allowing adjunct faculty to become part of the culture by providing them with orientation and development opportunities can help adjunct faculty become more connected to the institutions. Research has shown that when adjunct faculty are connected to their institutions through orientation and development, student retention and graduation rates improve (Morton, 2012).

Meeting the lower-level needs of adjunct faculty through orientation and on-going development can have lasting impacts that result in better relationships with other full-time

faculty peers and administrators. Access to professional development can also help to cultivate

respect between the adjunct and full-time instructors and can help the adjunct faculty member

feel like a legitimate member of the institution (Eagan Jr, Jaeger, & Grantham, 2015).

Another reason for developing an orientation and support system is monetary. While not

focused solely on higher education, businesses in the United Kingdom and the United States lose

$37 billion per year due to employee misunderstandings. A large percentage of this loss is due to

employees not fully understanding their roles and responsibilities. This can lead to

misunderstanding of company procedures and policies ("Businesses lose billions through

employee misunderstanding," 2008).

Similarly, adjunct faculty need and desire orientations and on-going support and

professional development. Orientation can include common items such as classroom

assignments, office space, phone and email. Orientations should also focus on the culture and

unique practices of the institution. Having this information before starting to teach can increase

the effectiveness in the classroom (Lyons & Burnstad, 2007; Morton, 2012). While not always

possible because of adjunct faculty hiring practices, it can be beneficial to have adjunct faculty

observe a course mentor teach a course (Mujtaba & Gibson, 2007). Training and development

need to be on-going and based on the specific needs of adjunct faculty members. Since many do

not have a teaching background, orientation programs can give training in classroom

management techniques and the development programs can help adjunct faculty hone their

teaching skills (Blodgett, 2008; Lyons & Burnstad, 2007).

Mentoring/Adult Learning Theory

Assigning a full-time faculty member to serve as a mentor can help to foster a sense of

belonging among adjunct faculty (Morton, 2012). The full-time faculty member can also help

evaluate the teaching of the adjunct faculty and can participate in their on-going development recommending additional training that may be needed by the adjunct faculty member to increase effectiveness in the classroom (Morton, 2012; Mujtaba & Gibson, 2007). Adult learning theory can be used effectively to help create a mentor/mentee relationship (Rice, 2007). Klinge (2015) states that mentoring provides "important experiential and collaborative learning opportunities" (p. 160). She goes on to say that traditional mentoring has generally been viewed as a more senior employee assisting a junior employee with career development and acculturation to the organization through counseling, advice, and feedback. It is important to note that in this model the mentee is generally in a subordinate position to the mentor. According to Merriam (1983) however, mentoring can foster the development for both the mentor and the mentee. By serving as a mentor, older mentors share their knowledge and experience with the younger mentee and as they do, "realize the significance of their lives and professional contribution" (Klinge, 2015, p. 162). In order for the mentoring relationship to succeed, trust must be established (Fouché & Lunt, 2010).

Klinge (2015) gives a summary of steps required when implementing a mentoring plan. One of the first steps is to identify the types of learners, subject matter and how adult learning is to be used in this situation. The program must be designed to take the needs and readiness to learn into account. Once the subject matter has been assessed, the organization needs to design an experiential learning opportunity that will teach knowledge that is directly related to the mentees job (Klinge, 2015). This supports Knowles et al., (2005) adult learning theory of how the new information will benefit the mentee. The new information must be related to their real-life situations for the information to be relevant to the mentee (Knowles et al., 2005). Identifying mentors is the next step in implementing the mentorship plan. The mentors are generally senior

employees that enjoy sharing their knowledge with other people. Pierce (1998) states that it is

essential that organizations must select mentors that "show concern and care for the well-being

of others (p. 5). The organization must also develop a plan and goals for the mentoring

relationship. Once the mentors and mentees have been paired, they set their own plan for

learning. The knowledge shared during this mentorship relationship should be applicable to the

job setting of the mentee (Klinge, 2015).

One of the most important characteristics that a quality mentor needs is the ability to

listen (Pierce, 1998). By being able to actively listen, the mentor creates an atmosphere of trust.

Being able to listen, give feedback, and affirmation showed an attitude of caring for their mentee.

It was also important for the mentor to be available for questions, but to also know when to give

the mentee space and not give help when help is not needed (Pierce, 1998).
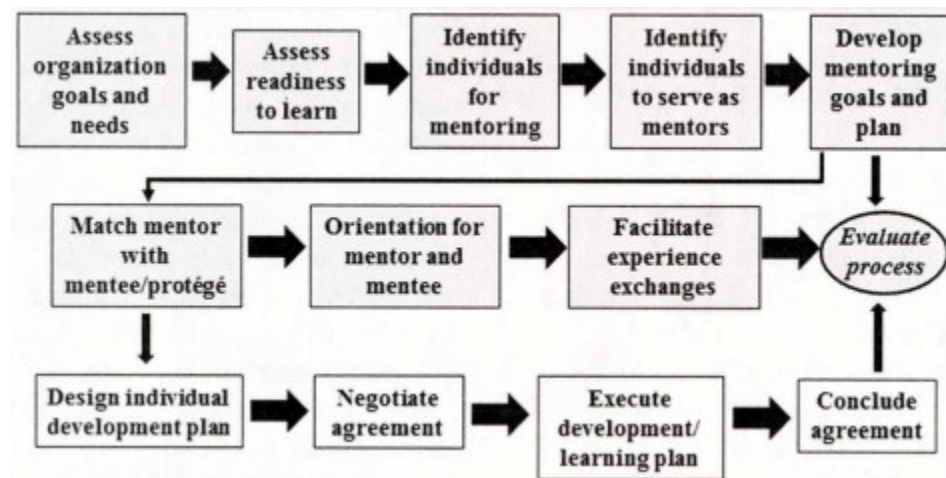
Figure 1. Note. Adapted from "A conceptual framework for mentoring in a learning
organization," by C. Klinge, 2015, Adult Learning, 26(4), 160–166.

Benefits of Mentoring

There are many benefits to a mentoring relationship. Pierce (1998) asserts that the

relationship is advantageous to both parties when the mentors direct their focus on activities that

help the next generation. Mentoring is seen as the matching of two individuals that are in

different life stages, but can increase satisfaction and self-esteem of both parties (Pierce, 1998).

Faculty members (both the mentors and mentees) cited that a mentorship program helped create

"deeper connections" (Pierce, 1998, p. 5) with colleagues across campus. New faculty stated

that a mentorship program helped to integrate them into the campus culture. The mentors stated

that mentoring helped them to become better faculty members and caused them to look at their

own career and teaching to see areas where they could improve (Pierce, 1998).

Potential Issues of Mentoring

Klinge (2015) also warns for potential problems that can develop in the mentorship.

Mentees can play the mentor against the supervisor, not keep information in confidence or be too

possessive of the mentor's time. Mentors can also take credit for work that has been done by the

mentee. Klinge (2015) contends that problems that arise from the mentoring relationship are

caused by a mismatch mentors and mentees, manipulative behavior and lack of mentor

experience. Organizations need to continuously monitor the mentoring process to help alleviate

issues such as these. One way to help the mentoring relationship be successful is for the mentor

and mentee to set mutual parameters to address issues before they arise (Klinge, 2015).

<div style="text-align:center">Summary</div>

This chapter reviewed all of the relevant literature on the advantages and disadvantages

of using adjunct faculty. Adjunct satisfaction as well as orientation and support were also

discussed. A thorough overview of onboarding and the need for onboarding in higher education

was given. The use of adult learning theory in a mentoring relationship was also examined.

Research was also presented on the benefits and issues in mentoring relationships. In Chapter

Three, the methodology of the study will be presented.

CHAPTER 3: METHODOLOGY

Introduction

This study used a mixed methods design which includes both a qualitative and a quantitative research question (Creswell, 2012). The researcher has chosen a phenomenological approach to investigate the onboarding process of faculty members (Creswell, 2012). The participants were selected from both full and part-time faculty members at a Christian liberal arts university. A survey was administered to collect quantitative and qualitative data that includes demographic information (See Appendix A). Follow-up interviews and focus groups were also performed to investigate the onboarding process of faculty.

Research Design

The researcher used an Explanatory Sequential research design (Creswell & Plano Clark, 2011). The quantitative data (survey) were collected and analyzed in a comparative design to learn about the differences in onboarding experiences between full-time and adjunct faculty. The analysis of quantitative data consisted of an independent *t*-test and comparing frequencies of constructs derived from the survey to answer the following quantitative questions:

1. What are the differences in perceptions between adjunct faculty and full-time faculty in terms of their onboarding experience at a Christian liberal arts institution?

2. Is there a significant difference in the attitudes regarding mission and vision of the institution between adjunct faculty and full-time faculty at a Christian liberal arts institution?

A theme analysis on data derived from the focus group and individual interviews was used to address the following qualitative questions:

3. Could the presence of a faculty mentor help with a feeling of connectedness to the institution?

4. In what areas could the institution improve the onboarding process for adjunct faculty?

5. What is the understanding that adjunct faculty have of the mission and vision of the institution?
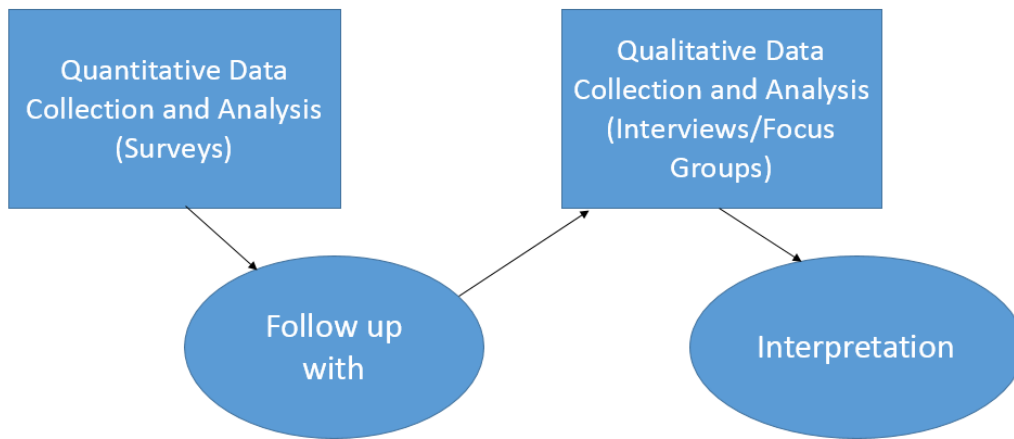
Figure 2. Explanatory Sequential Research Design

A comparative design was used to analyze the quantitative data. When using comparative design, researchers look for cause and effect relationships between two groups. The independent variable is not manipulated since it has already occurred and cannot be controlled (Lunenburg & Irby, 2008). In this study, the researcher will look for relationships between full-time and adjunct faculty using the independent variable of onboarding.

Setting and Participants

The participants for this study were full-time and adjunct faculty from all five schools at a Christian liberal arts university located in Orange County, California. The survey was sent to 229 adjunct faculty and 122 full-time faculty that were teaching at the institution in Fall 2018. There was a total of 29 responses from adjunct faculty with constituted a 14.8% response rate. A

total of 23 responses were received from full-time faculty, which constituted a response rate of

18.9%. Since this study partially focused on how the faculty member became aware of the

mission and vision, university staff that also teach as adjunct faculty were excluded from the

sample since they may have learned about the mission and vision in their role as a staff member.

Also, many university staff that teach as adjunct faculty may not have attended any form of

faculty onboarding. The faculty were recruited from within all five schools at the institution.

The sample included faculty that teach face-to-face, online or both. Of the adjunct faculty that

were surveyed, 55.2% taught online, and 20.7% taught face-to-face. A majority of the full-time

faculty taught face-to-face (69.6%), while only 13.0% taught online. When comparing years of

service, a majority of adjunct faculty participants taught for the university 0-2 years (44.8%),

while a majority of full-time participants had taught for the university 11+ years (47.8%). The

sample also included undergraduate, graduate and Ed.D faculty. Since each school is responsible

for the onboarding of adjunct faculty, it is possible that the adjunct faculty not only received a

different onboarding experience than that of full-time faculty, but may also have received a

different experience than other adjunct faculty in another school. Those that did not feel

comfortable participating in a focus group could volunteer for a personal one-on-one interview.

Participation in the study was voluntary.

Sampling Procedures

Using convenience sampling, a survey was sent to all full-time and adjunct faculty in

each of the five schools of the institution. The survey gathered demographic data on gender,

faculty status, longevity at institution, highest degree held, primary occupation, and primary

mode of instruction. The survey asked if the participants would be willing to participate in a

follow up focus group. Those not comfortable with participating in a focus group were given the option of a one-on-one personal interview with the researcher.

Instrumentation and Measures

Survey

A faculty survey was developed to obtain information regarding the onboarding of full-time and adjunct faculty members. The survey consisted of 31 questions. It included demographic/background questions that give nominal data that can be used to categorize the participants. The survey also included Likert-type scale questions that give ordinal data on the faculty member's views of the onboarding process they received when hired at the institution. There are also open-ended questions used to gain the faculty members perspective on the onboarding that he/she received. The survey was emailed to all faculty members via Survey Monkey.

Validity and reliability. To obtain construct reliability the survey was piloted using a smaller group of faculty from one school. A Cronbach's Alpha will be used to determine how the items on the survey relate to all other items on the survey.

Focus Groups/Interviews

The faculty members who answered the survey were asked to participate in focus groups at the end of the survey or if preferred, to follow up with a personal interview. The focus groups consisted of structured open-ended questions. The personal interviews consisted of similar semi-structured form open-ended questions. The researcher asked follow-up questions in the interviews to gather additional information from the participants and gather more in-depth information about their onboarding process and the way they interpreted it. The questions for the focus groups and interviews were derived from the research questions to be sure that the answers

received correlate to the research questions and that they validate the researcher's interpretation of the data. Follow up questions were also be asked to gain more insight into the faculty member's onboarding experiences.

Validity and reliability. Triangulation was used to validate the data. Using multiple sources across the five schools at the University will allow for validation of the findings. Since the researcher is a full-time faculty member at the university studied, the researcher used peer review and external audits. In peer review, a peer debriefer reviews the research and asks questions of the researcher to validate the finding and reduce bias. An impartial party reviewed the research findings and asked questions of the researcher based on the findings. Since the researcher was recently appointed to his full-time position, and was part of the onboarding process, this was an important step to reduce any bias that the researcher may have regarding the onboarding process. In an external audit, an auditor with no connection to the study checks to be sure that the "findings, interpretations, and conclusions are supported by the data" (Creswell, 2012, p. 252). To assess reliability in the qualitative data, the researcher will use intercoder agreement. A baseline of 80% agreement was established to achieve reliability of the data.

Plan for Data Collection

In a phenomenological study the participants need to have experienced the same phenomenon (Creswell, 2012). This study reviewed the self-reported differences in the onboarding process between full-time and adjunct faculty. The data were collected in the form of surveys with Likert-type questions as well as open-ended questions. Using convenience sampling the survey was sent to all full-time and adjunct faculty in each school of the institution. The survey was sent via Survey Monkey. The link to the survey was sent to the faculty member's university supplied email address. The list of faculty invited to take the survey is kept in on the

researcher's personal password protected laptop and will be destroyed after three years. The researcher sent reminders to the sample to complete the survey. The survey included an introduction to the purpose of the study and an informed consent for the participants. Participants indicated on the survey whether they were willing to participate in a follow-up focus group or personal interview (See Appendices B&C). Due to the large numbers of faculty, focus groups allowed the researcher to gain insight from a larger number of people than only personal interviews. Due to the fact that a large percentage of adjunct faculty teach online and do not live close to the institution, focus groups were held online using Adobe Connect. Adobe Connect allows for the focus group to be recorded for ease in transcription of the data collected. To reduce the feeling of uneasiness, the participants in the focus group could choose a pseudonym that included faculty status and school. Participants were assured of confidentiality. The data from the survey were viewed in aggregate form only. The personal contact information was used for focus group invitations. All data from focus groups were coded to ensure confidentiality. While voice can be identified, participants did not have names recorded or disclosed.

An audio consent form for the focus groups was embedded into the survey. This allowed the participants to be aware of the focus of the study and ask questions of the researcher before agreeing to participate in the focus group.

The focus group topics included getting detailed information on how the faculty member perceived their onboarding experiences. The focus was also on learning what the faculty member knows of the institution's mission and vision. This also included their attitudes regarding the mission and vision. Information on what the faculty member felt that the institution had done well and what the university could improve upon was gathered.

Those that did not feel comfortable participating in the focus group could choose a personal one-on-one interview with the researcher. Participants were asked for their approval for the recording of the interview (See Appendix D).

Plan for Data Analysis

This mixed-methods study used quantitative and qualitative methodology for data collection and analysis.

Quantitative

The survey consisted of nominal and ordinal data collection. The data recorded from the Likert-type scale questions was analyzed using SPSS. The demographic questions were analyzed for frequency or distribution, as appropriate for each variable. Pearson r correlations were used to make sure that the questions correlated to each other. An independent t-test was used to compare differences between groups. The researcher focused on the differences between full-time and adjunct faculty, and online faculty versus face-to-face faculty. For missing values in the quantitative data the researcher used pairwise deletion.

Qualitative

The researcher conducted 11 personal interviews. There were four face-to-face interviews that were recorded using an audio recorder. Since many of the faculty that were interviewed were part-time, the researcher conducted those interviews using either Adobe Connect or phone. Three interviews were conducted using Adobe Connect and recorded using the Adobe Connect platform. Four interviews were conducted via phone and were recorded using an audio recorder. One focus group was held via Adobe Connect. Four full-time faculty and two adjunct faculty participated in the focus group. The focus group was recorded using the Adobe Connect platform. Data analysis included preparing transcripts, use of analysis software

providing validation, and discussing the reflexivity of the researcher. The researcher was a former adjunct member and current full-time faculty member and participated in the onboarding process for full-time faculty members. This gave the researcher knowledge of the processes and procedures that are in place for both groups of faculty members.

The data were transcribed from the online and audio recordings. The researcher read the transcripts completely to get a full understanding of what was given during the focus groups and interviews (Creswell, 2012). Data were then classified and interpreted. Large categories were developed based on the responses that were received in the focus groups and interviews. The researcher looked for similar themes that developed and group the themes into the various categories.

Use of Dedoose coding software was used in the analysis of the data. The software will look at key words that develop and show how often the words were said in the focus groups and interviews. The software annotated the transcripts with key phrases and created a database to organize the ideas that were presented. It also identified key passages that helped define the experience of the participants. A textual description (what was experienced) and a structural description (how it was experienced) was developed to portray the overall experience of the participant. A theme analysis was conducted on the qualitative research questions. Intercoder reliability was calculated with an 80% match between coders.

Plan to Address Ethical Issues

Prior to starting the study, the researcher gained approval of the institutional review board of the institution. The researcher also apprised the Provost's Office of the purpose of the study and how it will benefit the University. Selected participants were informed of the purpose and significance of the study before they were asked to sign consent forms. Participation in the study

was completely optional. All responses to surveys, interview and focus groups were kept

confidential. Pseudonyms were used for participants and for the institution.

Summary

This chapter reviewed the purpose of the study and restated the research questions that

were used as the basis for the study. The participants for the study were selected using stratified

random sampling from all schools within the university. The survey, focus groups and

interviews were discussed as well and the validity and reliability of the instruments. The data

collection and analysis were also discussed.

CHAPTER 4: FINDINGS

The purpose of this mixed-methods phenomenological study was to explore differences in perceptions of the onboarding process between adjunct and full-time faculty as well as see if there was a difference in the attitudes and understanding regarding mission and vision of the institution. The presence of a mentor as well as improvement of the onboarding process was also explored.

The sample included a total of 52 faculty, 29 adjunct and 23 full-time. Quantitative data were collected using a survey that gathered demographic information as well as Likert-type questions regarding the onboarding process. The quantitative analysis included descriptive statistics on faculty demographics. Correlational analyses were performed on the Likert-type questions to look the relationship between the questions. The means of the responses of the Likert-type questions between the two groups were also analyzed using an independent-samples *t*-test and an ANOVA. Qualitative data were gathered using open-ended questions on the survey instrument, focus groups and personal interviews. The qualitative data were analyzed by coding responses to find similar themes in the responses regarding the onboarding process and the role of the mission and vision in their teaching.

Participants

The survey was distributed to 229 adjunct faculty and 122 full-time faculty for a total of 351 faculty. A total of 52 responses were received with a response rate of 14.8% total response rate. Within groups, there was a total of 29 responses from adjunct faculty for a 12.7% response rate and 23 responses from full-time for a 18.9% response rate. The figures below highlight the demographics of the participants in the study. While it was not specifically asked in the survey, it was noted from the interviews that a majority of undergraduate adjunct and full-time faculty

teach face-to-face and a majority of the graduate level adjunct and full-time faculty teach online. There are some faculty that span both levels.

Adjunct Faculty

Figure 3 shows the highest degree earned by the adjunct faculty participants. The majority of participants have earned a master's degree (65.5%). Since the minimum degree required to teach in most programs is a master's degree, it is expected that most adjunct faculty would have a master's degree as the highest earned degree.

Highest Degree Earned - Adjunct

34%

66%

■ Doctoral Degree   ■ Master's Degree
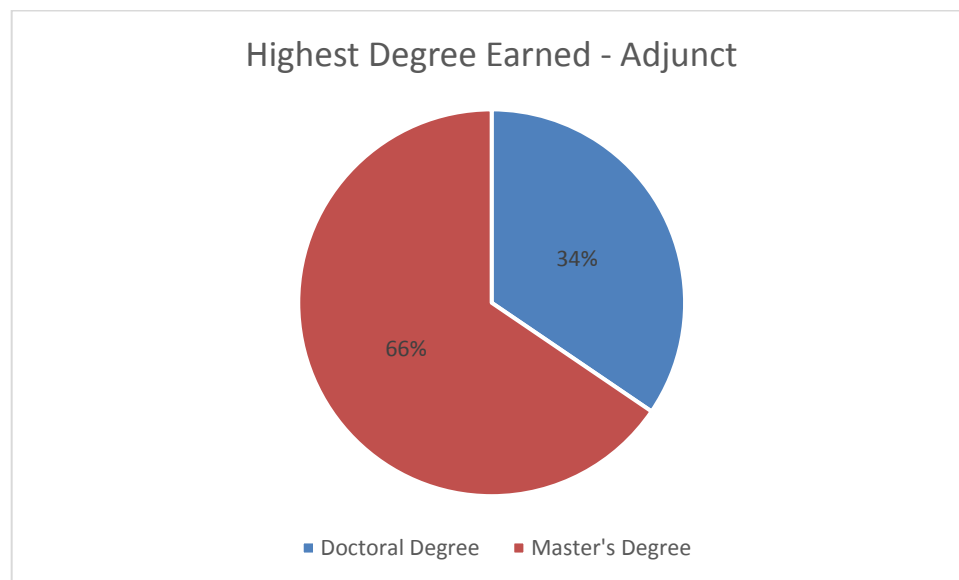
Figure 3. Highest degree earned by adjunct faculty participants.

Figure 4 shows the primary mode of instruction for adjunct faculty participants. Since the online and graduate program courses are taught by a majority of adjunct faculty, it is not surprising that the majority of respondents teach online (55.2%). Face-to-face is the next highest mode (20.7%). The undergraduate program is primarily face-to-face.
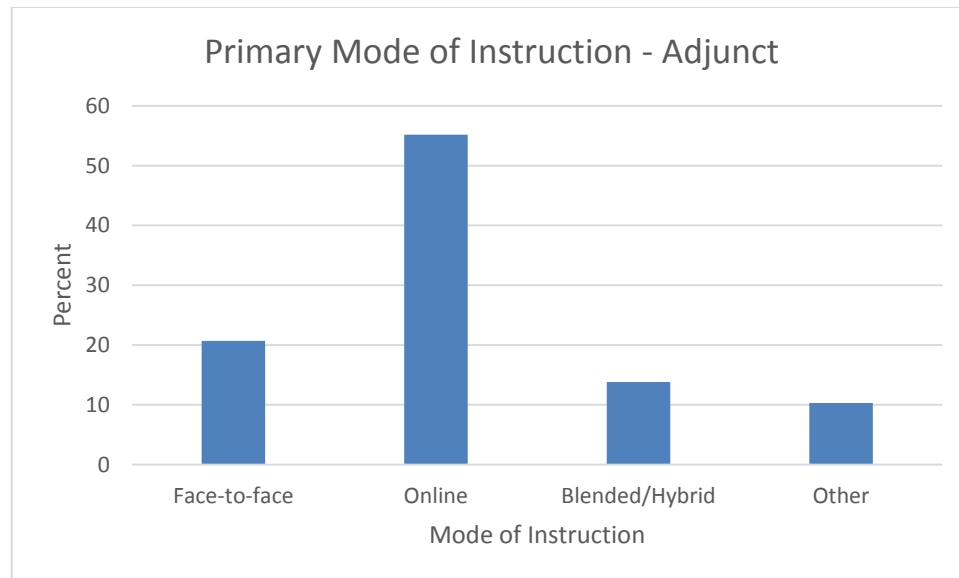
Figure 4. Primary mode of instruction for adjunct faculty participants.

Figure 5 shows the number of years employed by the institution. The majority of participants have only been employed by the institution for 0 – 2 years (44.8%). Many have been onboarded recently and are able to give detailed feedback on the onboarding that they received.
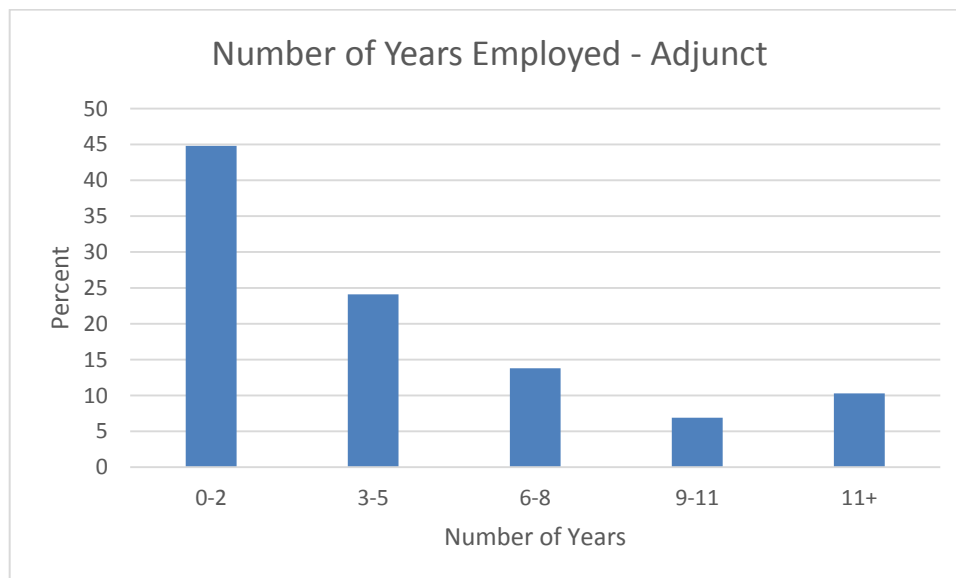
Figure 5. Number of years employed by the institution for adjunct participants.

Figure 6 details the primary occupation of the adjunct participants. A majority have outside employment in the field in which they teach (58.6%). It is interesting to note that 17.2% of the adjunct faculty report that university teaching is their primary occupation. Another 10.3% state that their primary occupation is university administration.
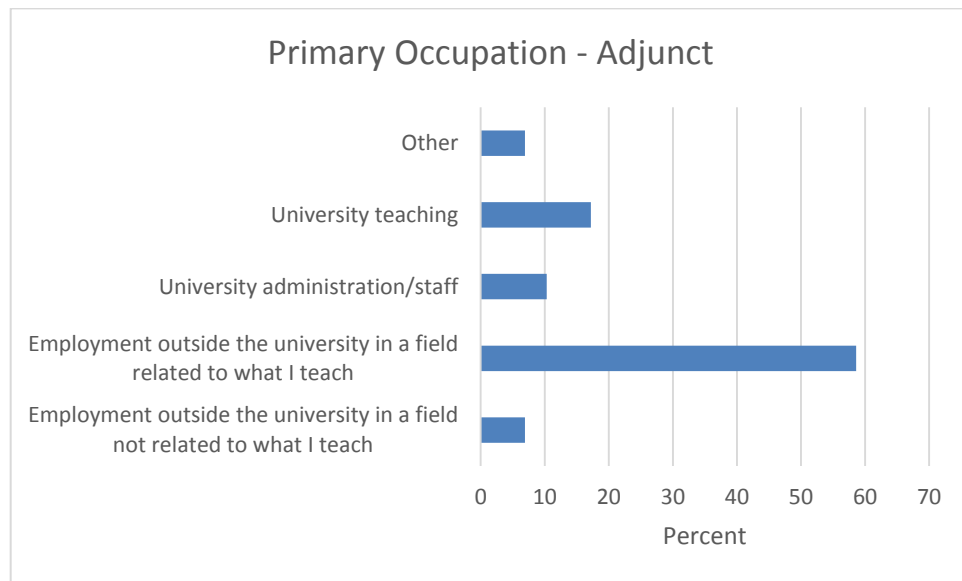
Figure 6. Primary occupation for adjunct faculty.

Full-time Faculty

Figure 7 shows the highest degree held by the full-time faculty participants. Since it is a requirement that full-time faculty obtain a doctoral degree, it is not surprising that a majority of the full-time participants have a doctoral degree (69.6%). This is in contrast to the 66% of adjunct faculty that hold a master's degree as their highest degree earned.
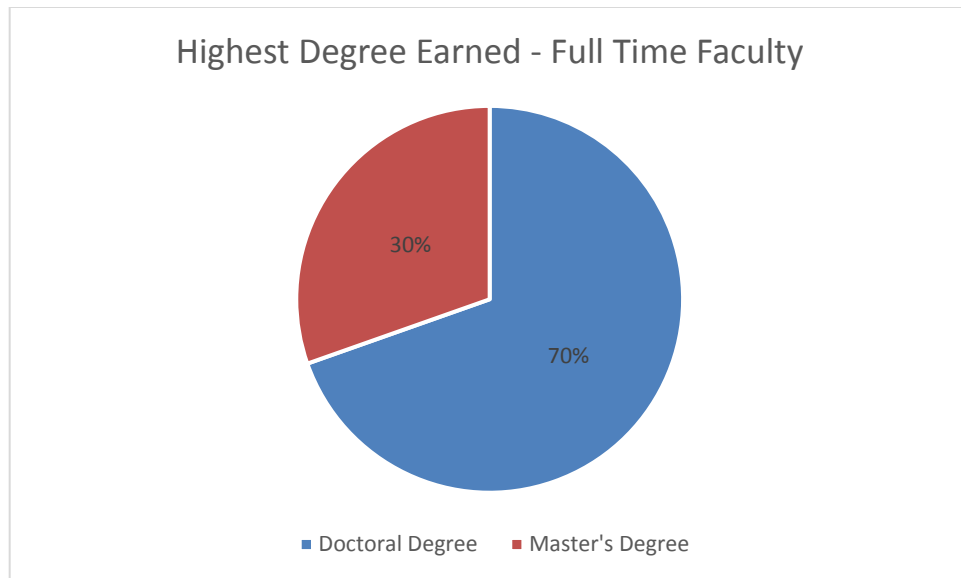
Figure 7. Highest degree earned by full-time faculty participants.

Another striking difference between adjunct faculty and full-time faculty is the primary

mode of instruction. Unlike with adjunct faculty, who taught primarily online, as shown in

Figure 8, the majority of full-time faculty teach face-to-face. Online, blended/hybrid, and other

are almost all equal.
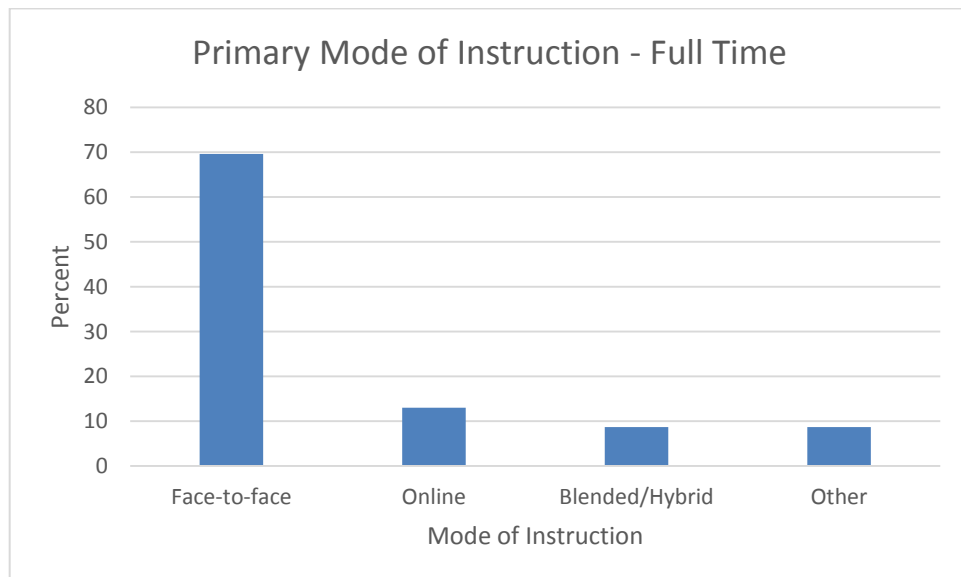
Figure 8. Primary mode of instruction for full-time participants.

The number of years employed by the institution for full-time participants was much longer than it was for adjunct participants. Figure 9 shows the total number of years employed. The majority of full-time participants were employed 11+ years at the institution (47.8%). Only 8.7% of full-time participants were employed 0-2 years.
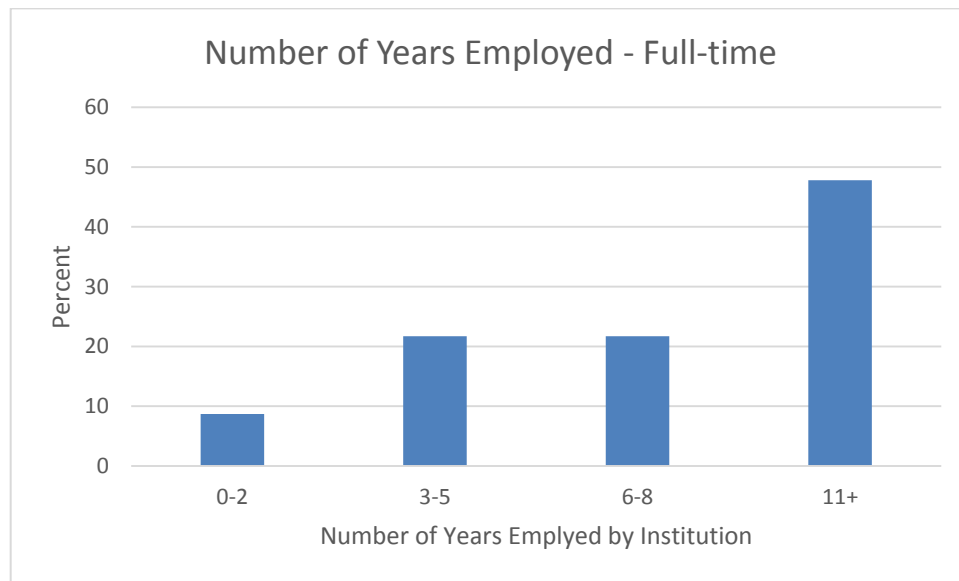
Figure 9. Number of years employed by the institution for full-time participants.

Mentor

A majority for the participants, both full-time and adjunct were not formally assigned mentors as part of the onboarding process. As shown in Figure 10 below, there was a higher percentage of adjunct faculty that were assigned mentors as compared to full-time faculty.
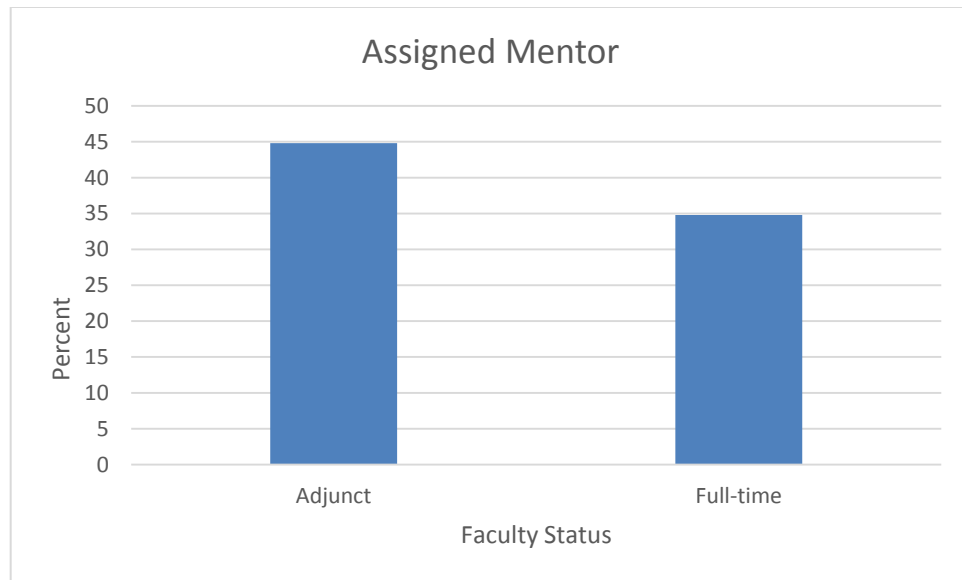
Figure 10. Presence of mentor by faculty type.

Data Analysis

Research Question #1

Onboarding questions. The first research question focused on the differences in perceptions of the onboarding process between full-time and adjunct faculty. To assess this, a survey was sent to all full-time and adjunct faculty that were teaching in Fall 2018. The survey consisted of five Likert-type questions that focused on the onboarding process in general. The Likert scale questions asked the participants to rate their onboarding experience on a scale of strongly agree (5), agree (4), neutral (3), disagree (2), or strongly disagree (1). The means and standard deviations are shown for each faculty status in Table 2. The maximum mean for each response is 5.0. For missing data the researcher used pairwise deletion.

Table 2

Results of Onboarding Survey Questions Sorted by Faculty Type – Means and Standard Deviations

Survey Question	*M*	*SD*
Full-time (*N*=22)		
The process was organized and clear.	3.55	1.06
Onboarding included information on the mission and vision of the institution.	3.95	0.72
I was provided with clear expectations of the faculty role.	3.73	0.99
My role in relation to mission and vision were thoroughly discussed.	3.55	1.10
Overall I have been given enough training...	4.05	0.95
Adjunct (*N*=28)		
The process was organized and clear.	4.43	0.84
Onboarding included information on the mission and vision of the institution.	4.25	0.89
I was provided with clear expectations of the faculty role.	4.21	0.96
My role in relation to mission and vision were thoroughly discussed.	4.04	1.11
Overall I have been given enough training...	4.46	0.92

The first question asked whether the onboarding process was organized and clear. There was a total of 22 responses to this question from full-time faculty and 28 responses from adjunct faculty. The mean response was 3.55 for full-time faculty with a standard deviation of 1.06. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct

faculty. There was a significant difference in responses between full-time faculty ($M = 3.55$, $SD = 1.06$) and adjunct faculty ($M = 4.43$, $SD = 0.84$; $t(51) = 3.30$, $p = 0.002$, two-tailed). The magnitude of the differences in the standard deviations was large, calculated using Cohen's d ($d = 0.92$).
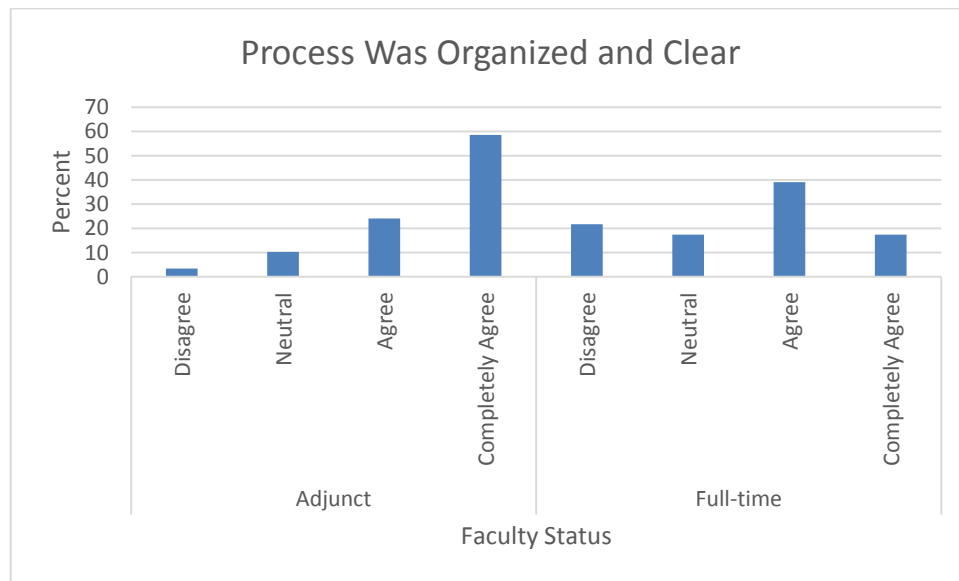
Figure 11. Responses to question: "The onboarding process was organized and clear."

The second question asked whether the onboarding included information on the mission and vision of the institution. There was a total of 22 responses to this question from full-time faculty and 28 responses from adjunct faculty. Figure 12 shows the responses to the second question. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was no significant difference in responses between full-time faculty ($M = 3.95$, $SD = .72$) and adjunct faculty ($M = 4.25$, $SD = 0.89$; $t(51) = 3.21$, $p = 0.21$, two-tailed). The magnitude of the differences in the standard deviations was small, calculated using Cohen's d ($d = 0.49$).
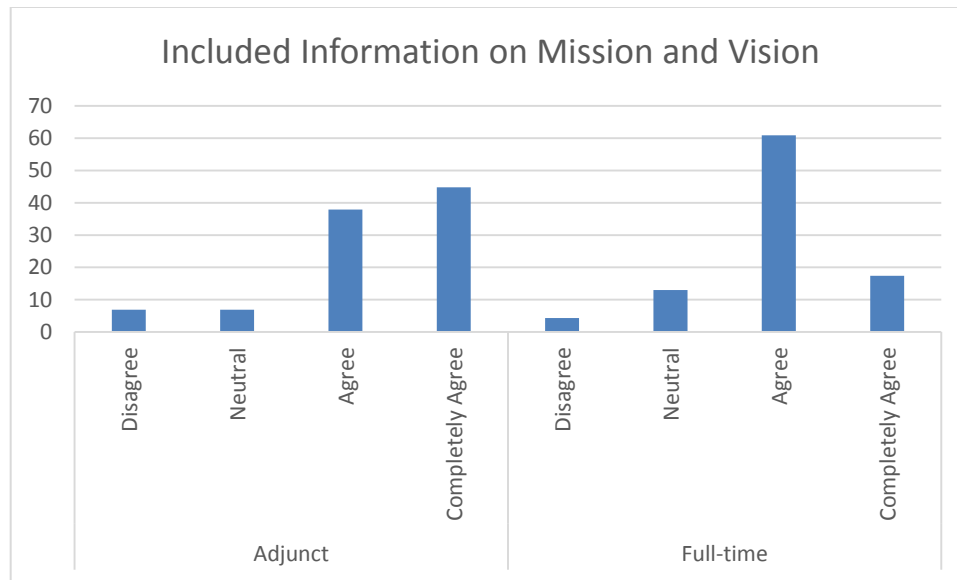
Figure 12. Responses to question: "Onboarding included information on mission and vision."

The third question asked whether faculty was given clear expectations of their role at the institution. There was a total of 22 responses to this question from full-time faculty and 28 responses from adjunct faculty. Figure 13 shows the responses to the third question. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was no significant difference in responses between full-time faculty ($M = 3.73$, *SD* = .99) and adjunct faculty ($M = 4.21$, *SD* = 0.96; $t(51) = 1.76$, $p = 0.08$, two-tailed). The magnitude of the differences in the standard deviations was small, calculated using Cohen's *d* (*d* = 0.37).
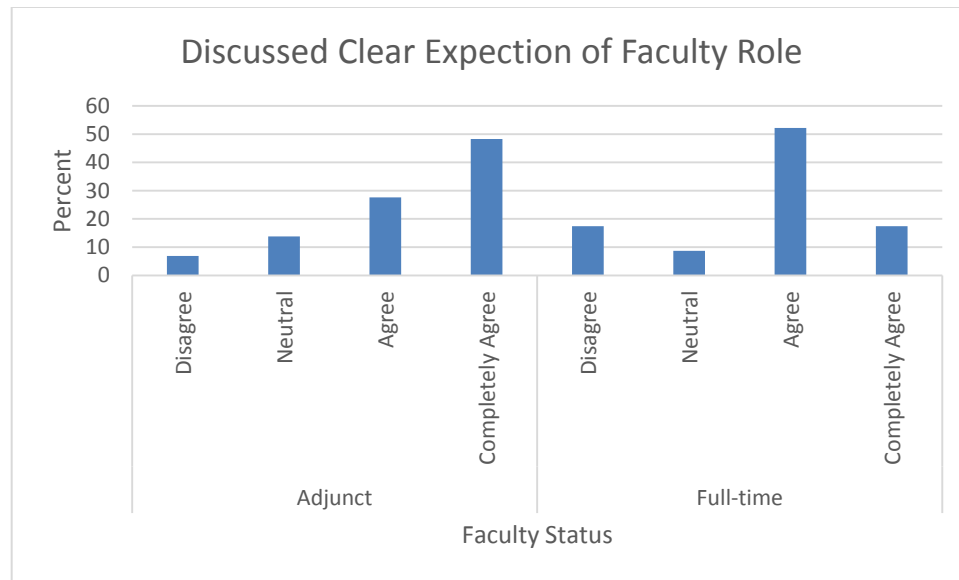
Figure 13. Responses to question: "I was provided with clear expectations of the faculty role."

The fourth question asked the role of the faculty member in relation to the mission and vision was discussed during the onboarding. There was a total of 22 responses to this question from full-time faculty and 28 responses from adjunct faculty. Figure 14 shows the responses to the fourth question. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was no significant difference in responses between full-time faculty ($M = 3.55$, $SD = 1.10$) and adjunct faculty ($M = 4.04$, $SD = 1.11$; $t(51) = 1.56$, $p = 0.13$, two-tailed). The magnitude of the differences in the standard deviations was small, calculated using Cohen's *d* ($d = 0.44$).
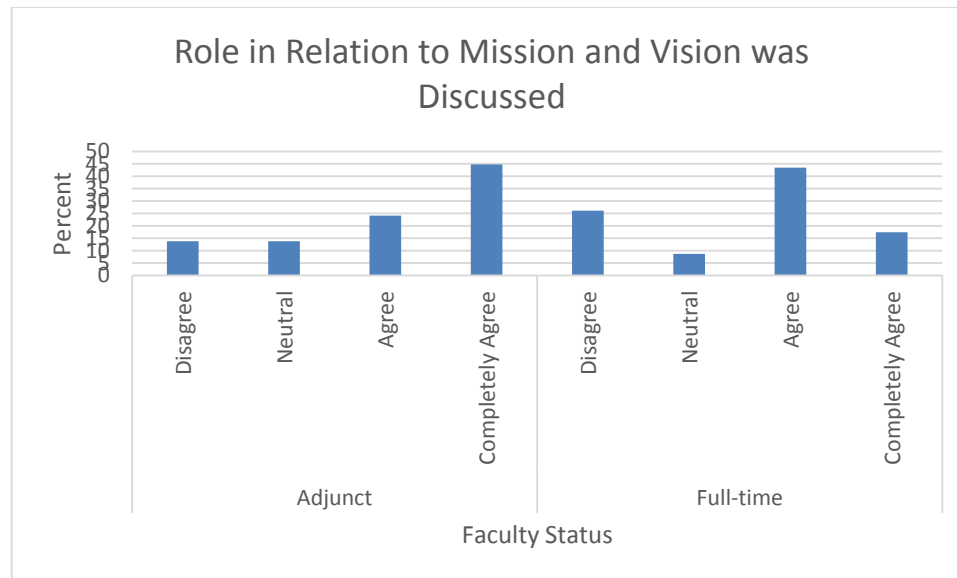
Figure 14. Answer to question: "My role in relation to mission and vision was discussed."

The fifth question asked if the faculty member felt that they had been given enough training to effectively do their job. There was a total of 22 responses to this question from full-time faculty and 28 responses from adjunct faculty. Figure 15 shows the responses to the fifth question. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was no significant difference in responses between full-time faculty ($M = 4.05$, $SD = 0.95$) and adjunct faculty ($M = 4.46$, $SD = 0.92$; $t(51) = 1.57$, $p = 0.12$, two-tailed). The magnitude of the differences in the standard deviations was small, calculated using Cohen's *d* ($d = 0.44$).
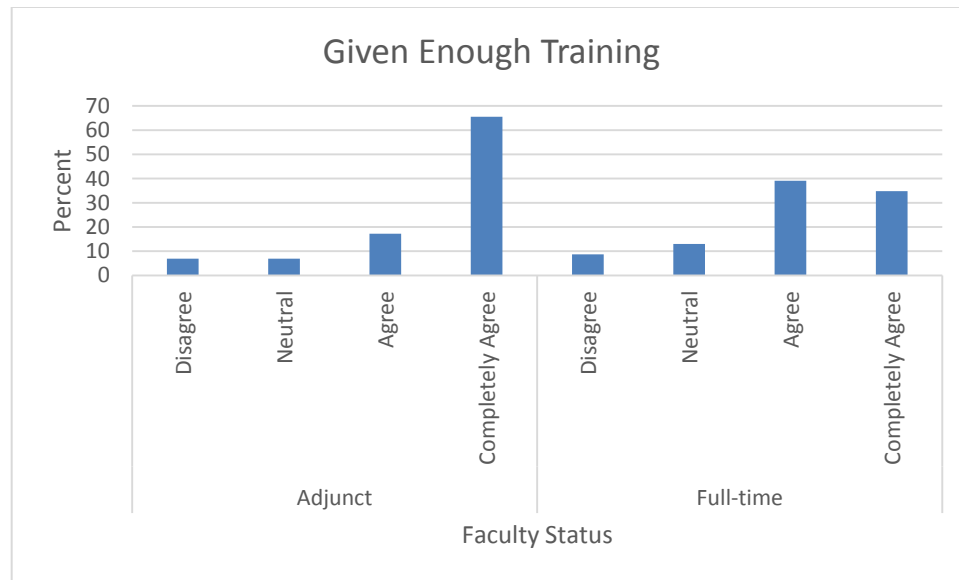
Figure 15. Answer to question: "I have been given enough training."

Technology questions. The faculty survey also included five Likert-type questions pertaining to the training each received on the technological resources used by the university. The Likert scale questions asked the participants to rate their technology training on a scale of strongly agree (5), agree (4), neutral (3), disagree (2), or strongly disagree (1). Since not all faculty use each resource, faculty could choose to respond N/A for a particular resource. The researcher has chosen to code the N/A responses as missing responses. The means and standard deviations for the technological training is shown in Table 3.

Table 3

Results of Technology Survey Questions Sorted by Faculty Type – Means and Standard Deviations

Survey Question	*M*	*SD*
Full-time		
Blackboard Learn Training	3.06	1.39
Blackboard Collaborate Training	2.79	1.51

Adobe Connect Training	2.32	1.25
MyRecords Training	3.43	1.03
Google Suite Training	2.26	1.24
Adjunct		
Blackboard Learn Training	3.96	1.07
Blackboard Collaborate Training	3.86	1.24
Adobe Connect Training	3.38	1.13
MyRecords Training	3.90	0.94
Google Suite Training	2.77	1.11

The faculty was asked if they felt they had received enough training on Blackboard Learn, the learning management system of the institution. There was a total of 18 responses from full-time faculty and 28 responses from adjunct faculty. Figure 16 shows a summary of the responses regarding the Blackboard Learn training. An independent-samples t-test was conducted to compare the means between full-time and adjunct faculty. There was a significant difference in responses between full-time faculty ($M = 3.06$, $SD = 1.39$) and adjunct faculty ($M = 3.96$, $SD = 1.07$; $t (46) = 2.36$, $p = 0.03$, two-tailed). The magnitude of the differences in the standard deviations was medium, calculated using Cohen's d ($d = 0.73$).
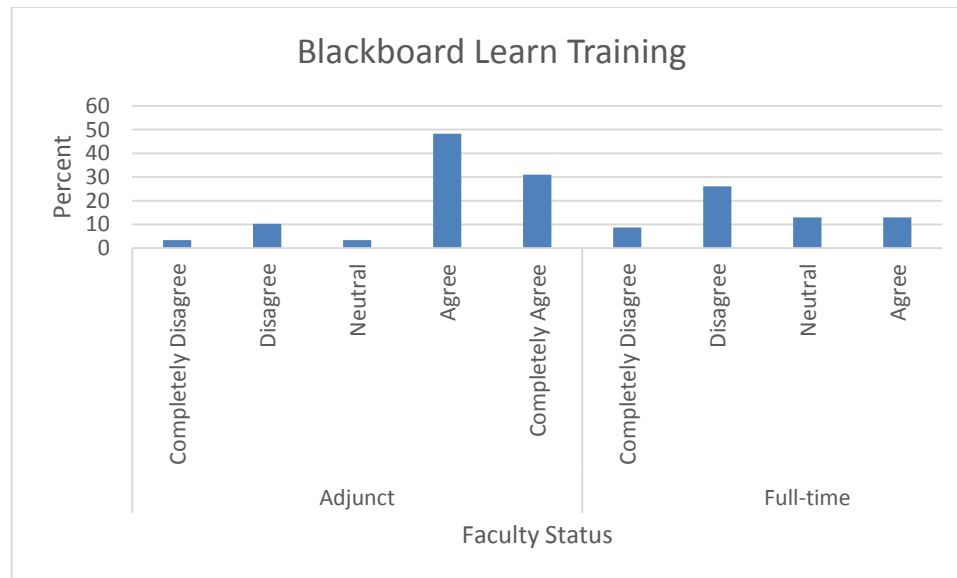
Figure 16. Blackboard Learn training.

Another technological resource that may be used by faculty is Blackboard Collaborate, the online synchronous platform used by many programs. There was a total of 19 responses from full-time faculty and 28 responses from adjunct faculty. Figure 17 shows a summary of the responses regarding the Blackboard Collaborate training. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was a significant difference in responses between full-time faculty ($M = 2.79$, $SD = 1.51$) and adjunct faculty ($M = 3.86$, $SD = 1.24$; $t(47) = 2.65$, $p = 0.01$, two-tailed). The magnitude of the differences in the standard deviations was medium, calculated using Cohen's *d* ($d = 0.77$).
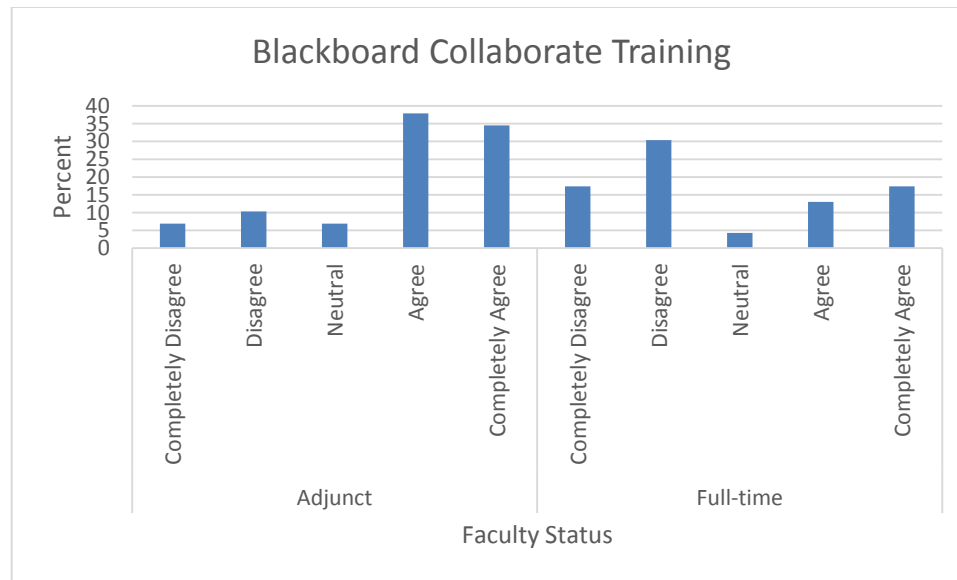
Figure 17. Blackboard Collaborate Training

Another synchronous tool used by faculty is Adobe Connect. Faculty were asked to rate the training received on Adobe Connect. There was a total of 19 responses from full-time faculty and 26 responses from adjunct faculty. Figure 18 shows a summary of the responses regarding the Adobe Connect training. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was a significant difference in responses between full-time faculty ($M = 2.32, SD = 1.25$) and adjunct faculty ($M = 3.38, SD = 1.13; t (45) = 2.99, p = 0.005$, two-tailed). The magnitude of the differences in the standard deviations was large, calculated using Cohen's *d* ($d = 0.73$).
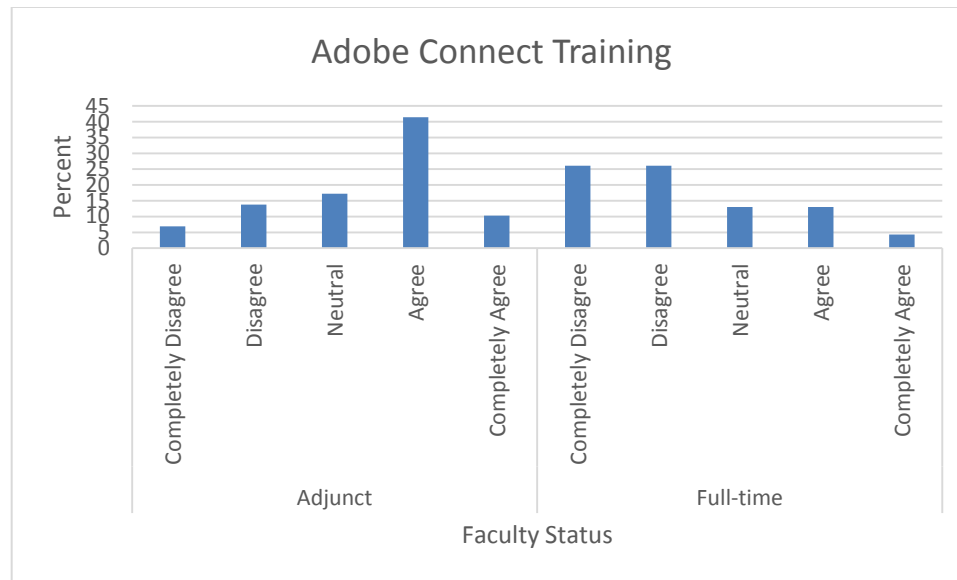
Figure 18. Adobe Connect Training

MyRecords is the official faculty and student web portal of the institution. Faculty use MyRecords to check class rosters and input final grades. Faculty were asked to rate the training received on the MyRecords portal. There was a total of 21 responses from full-time faculty and 29 responses from adjunct faculty. Figure 19 shows a summary of the responses regarding the MyRecords training. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was not a significant difference in responses between full-time faculty (*M* = 3.43, *SD* = 1.03) and adjunct faculty (*M* = 3.90, *SD* = 0.94; *t* (50) = 1.67, *p* = 0.10, two-tailed). The magnitude of the differences in the standard deviations was small, calculated using Cohen's *d* (*d* = 0.48).
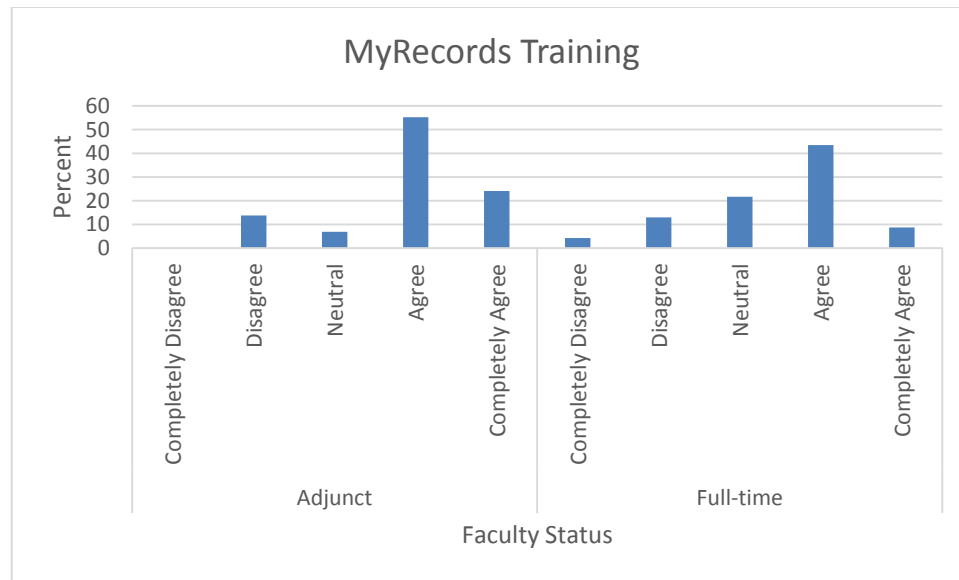
Figure 19. MyRecords Training.

The last technological resource training that faculty was asked to rate was Google Suite, the email and document collaboration suite that is used by the institution. There was a total of 19 responses from full-time faculty and 22 responses from adjunct faculty. Figure 20 shows a summary of the responses regarding the Google Suite training. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was not a significant difference in responses between full-time faculty ($M = 2.26$, $SD = 1.24$) and adjunct faculty ($M = 2.77$, $SD = 1.11$; $t(41) = 1.39$, $p = 0.17$, two-tailed). The magnitude of the differences in the standard deviations was small, calculated using Cohen's *d* ($d = 0.43$).
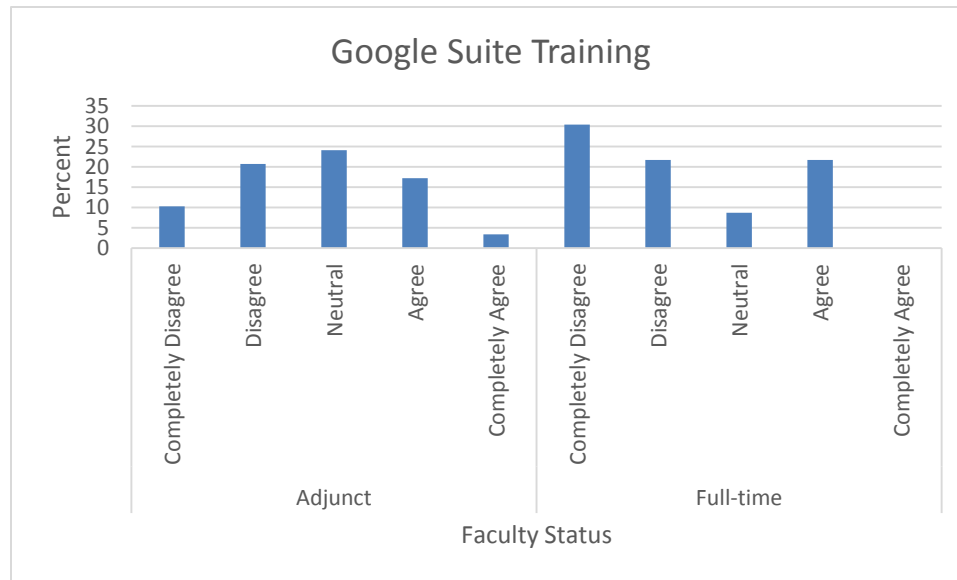
Figure 20. Google Suite Training.

Based on the quantitative analysis, there was not a significant difference in the perceptions of the information received during onboarding between full-time and adjunct faculty. There was some significance noted in the technological training on both Blackboard Learn and Blackboard Collaborate. This could be due to the time of onboarding. A majority of the full-time participants have been employed 11+ years and teach face-to-face. The majority of the adjunct participants were onboarded in the last two years and teach online, where both Blackboard Collaborate and Blackboard Learn are used extensively.

Primary mode of instruction.   The primary mode of instruction for faculty was also

investigated. Figure 21 shows the primary mode of instruction for the faculty participants. The

majority of adjunct faculty teach online (55.2%). Of the full-time faculty that responded, 69.6%

teach face-to-face while only 13.0% of those that responded teach online. Most of those that

marked "other" mentioned that they teach a combination of face-to-face, online, and/or blended.
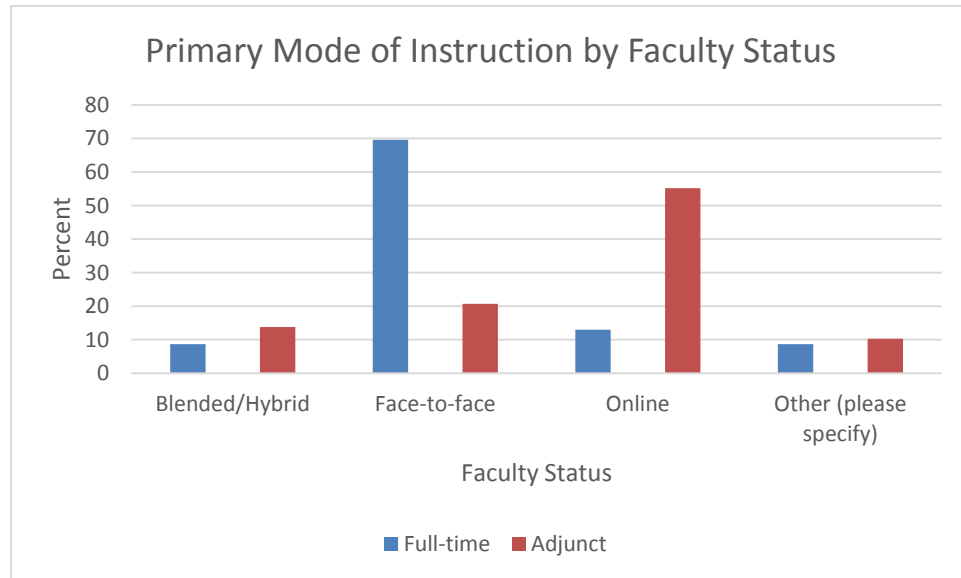
Figure 21. Primary mode of instruction by faculty type.

A two-way between-groups ANOVA was performed to explore whether the primary

mode of instruction and faculty status had any impact on the perceptions of the onboarding

responses from the Likert-type questions regarding the perception of their onboarding. Table 4

shows the results of the two-way ANOVA based on the interaction between faculty status and

primary mode of instruction. For all of the Likert-type statements, no significant difference was

found.

Table 4

Two-Way ANOVA analysis: Interaction of faculty status and primary mode of instruction.

Survey Question	SS	Df	Ms	F	p-value
The process was organized and clear.	4.86	3.00	1.62	1.86	0.15
Onboarding included information on the mission and vision of the institution.	2.83	3.00	0.94	1.43	0.25
I was provided with clear expectations of the faculty role.	3.77	3.00	1.26	1.43	0.25
My role in relation to mission and vision were thoroughly discussed.	1.39	3.00	0.46	0.36	0.78
Overall I have been given enough training...	5.24	3.00	1.75	2.11	0.11

A two-way ANOVA was performed on the Likert-type technology questions to see if there was a significant difference between full-time and adjunct faculty responses when the primary mode of instruction is considered. As shown in Table 5 there was no significant difference found between the responses of full-time and adjunct faculty.

Table 5

Two-Way ANOVA analysis: Interaction of faculty status and primary mode of instruction.

Survey Question	SS	Df	Ms	F	p-value
Blackboard Learn Training	12.24	6.00	2.04	1.43	0.23
Blackboard Collaborate Training	11.26	6.00	1.88	1.00	0.44
Adobe Connect Training	6.75	6.00	1.12	0.89	0.52
MyRecords Training	5.23	6.00	0.87	0.85	0.54

Google Suite Training	4.07	6.00	0.68	0.47	0.82

Onboarding type. The type of onboarding received was also investigated to see if there was a difference in the perception of the onboarding that the faculty received, measured by the Likert-type questions. Faculty may have attended either a face-to-face onboarding orientation or an online orientation. Of the full-time faculty that responded to the survey, 56.5% attended a face-to-face onboarding orientation, 4.3% attended an online orientation, 26.1% did not attend an orientation and 13.0% attended both and online and a face-to-face orientation. For the adjunct faculty participants, the majority attended an online orientation (51.7%), with 27.6% attending a face-to-face orientation, 13.8% attending both online and face-to-face, and 6.9% attending no orientation at all.

A two-way ANOVA was performed to explore whether there is a significant difference in the responses to the onboarding perception survey questions between full-time and adjunct faculty when type of onboarding is considered. As shown in Table 6, there was no significant difference in the responses between full-time and adjunct faculty.

Table 6

Two-Way ANOVA analysis: Interaction of faculty status and type of onboarding.

Survey Question	*SS*	*Df*	*Ms*	*F*	*p-value*
The process was organized and clear.	3.66	3.00	1.22	1.87	0.15
Onboarding included information on the mission and vision of the institution.	2.62	3.00	0.87	1.87	0.15
I was provided with clear expectations of the faculty role.	1.29	3.00	0.43	0.63	0.60

My role in relation to mission and vision were thoroughly discussed.	2.25	3.00	0.75	0.69	0.56
Overall I have been given enough training...	3.53	3.00	1.18	1.63	0.20

A two-way ANOVA was performed to explore whether there is a significant difference in the responses to the technological resource questions of full-time faculty and adjunct faculty when type of onboarding is considered. As shown in Table 7, there was no significant differences in the responses between full-time faculty and adjunct faculty.

Table 7

Two-Way ANOVA analysis: Interaction of faculty status and type of orientation.

Survey Question	*SS*	*Df*	*Ms*	*F*	*p-value*
Blackboard Learn Training	5.24	3.00	1.75	1.24	0.31
Blackboard Collaborate Training	3.97	3.00	1.32	0.72	0.55
Adobe Connect Training	2.43	2.00	1.21	0.91	0.41
MyRecords Training	4.51	3.00	1.51	1.64	0.20
Google Suite Training	4.41	3.00	1.47	1.16	0.34

While the quantitative data found mostly no significant difference in the survey responses between adjunct faculty and full-time faculty, the open-ended questions from the survey, the interviews, and the focus group allowed the researcher to obtain additional data for this research question. Table 8 shows a sample of responses from adjunct faculty responding to the survey question, "Please describe in detail the onboarding process that you received from the university."

Table 8

Sample Responses from Adjunct Faculty Detailing Onboarding Process.

ID	Response
AD34	I had an excellent experience with the onboarding process! I was able to shadow two concurrent adjunct professors and receive four weeks of mentoring.
AD10	it was so long ago that I can not remember specifics
AD22	Most of my training was from my initiative only.
AD17	My onboarding took place after I had been teaching face to face classes for a number of years. Onboarding was done at the time I switched to online teaching.
AD33	A faculty meeting of all the professors of the MCAA program. Reviewed expectations and requirements of university when teaching a course.
AD16	I was given log in information and the class to teach. In all fairness I have used Blackboard at another university so it was familiar to me. I really did not have a formal onboarding experience
AD37	I met four times (for an hour each) to go step-by-step through the process of setting up and running an online class
AD48	Online instruction and tutorials through my department.
AD9	None Received.

Research Question #2

The second research question focused on whether there is a difference in the perceptions regarding the training received regarding the mission and vision of the institution. The faculty were asked two Likert-type questions on the survey instrument regarding mission and vision. The first question asked if the onboarding included in-depth information on the mission and vision. The second question asked if the faculty role in relation to mission and vision was discussed.

A Pearson *r* correlation was calculated to determine if there was a relationship between the two questions. There was a strong positive, correlation between the two questions, $r = .69$, $n = 50$, $p < .001$. The results of the Pearson *r* correlation are shown in Table 9.

Table 9

Pearson Correlation: Mission and Vision

		Included Information on Mission and Vision	Role in Relation to Mission and Vision were Discussed
Included Information on Mission and Vision	*Pearson Correlation*	1	
	Sig. (2-tailed)		
	N	50	
Role in Relation to Mission and Vision were Discussed	*Pearson Correlation*	.688[**]	1
	Sig. (2-tailed)	0.000	
	N	50	50

For both questions there were a total of 22 responses from full-time faculty and 28 responses from adjunct faculty. An independent-samples *t*-test was conducted to compare the means between full-time and adjunct faculty. There was no significant difference in responses between full-time faculty for either question. The results of the *t*-test are shown in Table 10.

Table 10

T-test: Mission and Vision Questions.

		Levene's Test for Equality of Variances		*t*-test for Equality of Means		
		F	*Sig.*	*t*	*df*	*Sig. (2-tailed)*
Included Information on Mission and Vision	Equal variances assumed	2.742	.104	1.266	48	.212
My Role in Relation to Mission and Vision was Discussed	Equal variances assumed	.079	.780	1.560	48	.125

The theme of mission and vision was also found in the open-ended responses on the survey and well as being a major point of conversation in the interviews and focus group. Table 11 shows a sample of responses adjunct faculty given during the focus group and interviews on how they felt the institution prepared them to use the mission and vision in their classroom (online and face-to-face). Table 12 shows sample responses from full-time faculty responding to how they felt the institution prepared them to use the mission and vision in their teaching.

Table 11

Sample of Interview and Focus Group Responses from Adjunct Faculty Regarding Mission and Vision

ID	Response
ADFG1	We discussed the mission and I would say values of Concordia at length, the Lutheran heritage, I'm not Lutheran. And so we discussed how I would affirm Lutheran beliefs and the mission of the school in the class room at length … I thought that it really did a good job of representing and honoring the mission of the school. Staying true to the tenets of Lutheranism and providing, what I thought was a really strong faith-based framework for the school and the goals of teaching.
ADI1	We talked about my experience, what I could bring to Concordia, and then also my faith and my belief in the Lord Jesus Christ, and how important of a role that is as an adjunct professor in being able to share my faith openly with all of the students going through the program, but then also hearing that nice balance of supporting those too who are not Lutheran based or Christian based, but then also modeling for them the ways that we should be fulfilling and living our lives in service, through Concordia as a professor of education.
ADI2	but watching all those videos, and they were very clear about what …was about and, yeah, the importance of integrating those values and just that theology into the coursework. Also, if you were teaching at …, then that's also what you're agreeing to, that's what you're signing up for, but this is who we are. I thought those videos I watched, orientation videos, were really good.
ADI3	I show them how to log into Blackboard, where to find assignments, and because I was on …, I actually quickly went through the vision, really quickly, and then I went through the syllabus. That's the only time I actually talk about the vision and mission of the campus with the students.

Table 12

Sample of Interview and Focus Group Responses From Full-time Faculty Regarding Mission and Vision

ID	Response
FTFG1	I teach in Christ College so already even during the interview process there were some theological questions and some theological vetting in. But then once brought in I went through the faithfulness and excellence that … mentioned. And a lot of the orientation then was just with my dean. It was during that. I

guess it was first year or so answering questions and the like so it was much less formal. Faithfulness and excellence now being used, obviously more formal … I want to reiterate for me faithfulness and excellence was an excellent orientation, extended over a year and really required us to engage. But it wasn't simply being talked at. In terms of the mission of the university.

FTFG4   Yes, I have to say that the faithfulness excellence was done well. It really, I did grow up in a Lutheran environment however I could definitely see the value for somebody who had no experience with Lutheranism. And it did a good job of showing who we are as a university through the lens of a Lutheran institution and I felt, I felt supported in that there were others going through this with me … Just to reiterate that I through the faithfulness excellence program I do believe they did a very good job of doing that. I felt... Again I had Lutheran background but hearing it, spoken about from the institution I thought they were in line with my Lutheran beliefs that I had grown up with so I think they did a very good job of that through the faithfulness excellence program.

FTI2   I don't believe it was explained much at all as an adjunct, but I think it was explained very much full-time. That was part of the presentation I sat in with … and her team. They actually had slides and they showed the … website and they showed that our mission is right there with President …. They showed that and demonstrated this is who we are, this is our identity, this is what you're going into as a full-time member of the community. So, that was emphasized.

FTI3   I don't think I got a whole lot of explaining the mission and vision, to be honest.

FTI5   I liked integrating with all the faculty …, but I think that it'd be nice if they could find the mission and the vision …How it can help me the classroom. How can I relay this to actually my job? There's a big gap between those two.

FTI6   I think there's even, you know the videos that are online where President … talks about …, and the history, and the mission. Just all of that, and then plus we are constantly rehashing it in our faculty meetings where we have to read aloud, but I feel like that's woven in ... Our mission's woven into courses, and our expectations for students, and how we treat students, the student experience, how we treat each other. So I love how we deal with our, or handle our mission, and incorporate it into curriculum.

Many full-time faculty felt that they were prepared to use the mission and vision in their teaching. Most had completed a course for full-time faculty called "Faithfulness and

Excellence" which has since been redeveloped as "Vision, Mission, and Vocation." Since this is a course solely for full-time faculty, the interviews were able to show that full-time faculty were more prepared than adjunct faculty to support the mission and vision.

Research Question #3

The third research question focused on whether the presence of a faculty mentor helped with a feeling of connectedness with the university. While there was not a specific question that asked about mentoring on the survey, it was a theme that emerged in the analysis of the open-ended questions on the survey. Table 13 shows a sample of the responses from the survey that discussed the theme of mentoring as it relates to the connectedness to the university.

Table 13

Sample of Responses from adjunct faculty that discuss the theme of mentoring.

ID	Response
AD37	It would be nice if within the first year, the mentor connected with the professor for any questions that may arise and to make sure everything is running smoothly. I know I was given a list of names for things, but I cannot remember who does what, plus you get comfortable with your mentor. There should be a kind of "handing off" process
AD47	I followed a prescribed onboarding curriculum under the guidance of …. His presence was why I indicated that I had a mentor.
AD2	here was a live call via Adobe Connect or something similar with … to review additional information and provide answers to questions that I had.
AD2	Adding or maintaining that human connection. Being able to connect with … in real time really helped with the onboarding process.
AD40	I also had a faculty mentor available for questions and accountability.
AD3	I was given ample support and instruction prior to beginning instruction. I was also given excellent support throughout the first course.
AD29	I like what is in place now (… for Blackboard).
AD6	I had a coach and a mentor that worked with me for more than a month. Maybe shadowing as an instructor and a student would be helpful.

AD39	… met with me in person.

The topic of mentoring was specifically asked about in the focus group and personal interviews. Table 14 shows a sample of the responses from adjunct faculty for the following question, "Please describe any mentoring received, whether formally or informally." Many of the adjuncts interviewed felt that they knew of a person that could help them if needed. Much of the mentoring was specifically focused however on the specifics of teaching with Blackboard. Some of the adjunct faculty described a collaborative relationship with other adjunct faculty rather than a formal mentor/mentee relationship. There were a few that mentioned that they did not have a mentor at all.

Table 14

Presence of a Mentor as Stated in Adjunct Faculty Interviews and Focus Group

ID	Response
ADFG1	I did have a mentor assigned to me to help me with blackboard and there was a blackboard course that I was required to complete before I was able to teach. If I had any questions I had to go to this particular person and then when I got my first class as I recall I asked for a mentor. And then was given one. But had I not taken the initiative. I don't know that I would have had a mentor for that class at the beginning.
ADFG2	I was working closely with another professor who kind of mentored me a little bit on the course.
ADI1	Yes, we had, it was a small group at the time, and we were just, we did all of our classes face to face. So we did, he typically paired me up with another professor who had taught the course before, or I was able to collaborate with another professor. We were basically calling each other or emailing each other and sharing our information, so there weren't any meetings that we all got together with at that time.
ADI2	The technology piece, … was in charge of that with … and with …, and that was just super helpful. They're top notch people at what they do. We just all got in a classroom together and they each walked me through what I needed to do. Yeah, just super, super helpful whether it was like when I was actually in a class and

	we were having tech problems or just putting a course together. Yeah, just doing the work. Yeah, so I would say I had a handful of mentors.
ADI3	…she said I will get a one on one mentor with …, and then she also emailed me some shadowing experiences, and also just basically a bunch of really good resources. Now even though the two adjunct professors were not teaching the class that I'm currently teaching, but they're both teaching a class in the School Counseling program, so I was able to see them and the great thing is, I'm currently using a blend of programs, so it was nice to see the in person sessions with the two adjunct professors. I had the pleasure of meeting … we basically met for one hour one time a week for four weeks. And that has been amazing. She helped me everything with basic stuff like how to log in to my email, all the way to once my class was rolled over to Blackboard, she actually walked me through step by step of how to change the date. How to enter the Thanksgiving break.

Full-time faculty also had a major theme of mentoring when responding to the open-ended questions on the survey. For some of the full-time faculty it was a formal mentor relationship and for others it was person in their department that they could ask questions of. Table 15 shows a sample of responses from the full-time faculty regarding the presence of a mentor.

Table 25

Sample of Survey Responses from Full-time Faculty that Discuss the Theme of Mentoring.

ID	Response
FT36	The dean took time to inform me of the programs, faculty and what to expect.
FT40	This was followed by an assignment of a mentor that was directed to help as needed.
FT54	I was assigned to shadow the faculty who was teaching the class I was hired to teach without pay.
FT41	I would have liked to have been assigned a mentor in my school and have an onboarding experience with what my job would entail.
FT24	A faculty mentor who was very willing to assist me.
FT13	I also think every new faculty should be assigned a mentor who is not in their department. Personal mentoring and also classroom observation by the dean and

by a key faculty (who are identified as good teachers) outside of the person's discipline to help give objective input.

The topic of mentoring was specifically asked about in the focus group and personal interviews. Table 16 shows a sample of the responses from full-time faculty for the following question, "Please describe any mentoring received, whether formally or informally".

Table 3

Sample of Focus group and Interview Responses from Full-time Faculty that Discuss the Theme of Mentoring.

ID	Response
FTFG1	But I've often thought for full time faculty members and maybe even for adjuncts some kind of mentor professor could be really helpful. So you're assigned somebody you can shoot your email to. If you're full time faculty and on campus, somebody you can walk to down to their office and say, "Hey what is this meeting or what is this group". Just to ask questions. Have an ongoing mentor relationship.
FTI1	Not that I recall. I remember if I had questions there were people I could go to but being adjunct for the first year and summer and then coming in resident and still only being nighttime, you know I didn't see a lot of people. It wasn't until shortly after became ... I was resident, I became full time resident, that I started seeing people and sort of knew I could ask questions, but I always felt like I could e-mail the dean or the administrative assistant at the time if I had questions.
FTI2	… kind of helped me with that course back in the day. … gave me a lot of support. But I had got some training just informally for Math 301. … which was EDU 435, the linguistics class. When that opened up, I got some more training from full-time faculty here. It was … at the time. It was all via email, a lot of email training. I would call in. When I would come in to get the book I got to meet face-to-face with some of the full-time faculty that helped me get my bearings and get all the binders that I needed. At that time it was all binders passed along to people. Now it's pretty much digital. But I got my binder and my text book. … helped me understand the course, which really was great. … It wasn't until I started getting more adjunct courses through the school of education in the master's program, but then … mentored me. But before then it was just sporadic.

FTFG2	I really like that idea of having a mentor. I really do and even including for adjunct I know that I converted from Catholicism to being a Lutheran after my first year here but that first year I really... I will say everyone in my department really couldn't have been nicer and more helpful. So I wasn't assigned a particular mentor but I always felt like I could ask anyone who was around for help with anything I wasn't sure about.
FTI3	Then as far as School of Ed is concerned, I had a mentor ... it was somebody. Every time I had a question, that's who I would go to. I don't think I had a mentor that was constantly coming to me to say, "How's it going?" It was more, "If you need the help, feel free to ask." I think a key thing is to make sure that people know who they can ask. And if that be they can ask one person who knows everybody else to be able to push them through, or whatever. I think that's a big part of it. Because I see that the relationships between people is what makes things get done around here, more than anything
FTI4	I think about how if I was brand new and I was coming here and I've never done this beforehand, I would feel pretty lost. I imagine I probably would seek out certain people that I've built relationships with and ask them those kinds of things but, again, it doesn't seem to me that there is actually a venue for that, an opportunity even just to ... not even like a monthly gathering the first year with all new professors…There was no conversation at all about connecting you with a current professor, getting you more of the ins and outs of what it's like to teach and those kinds of things.
FTI5	I had a really good mentor when I first started out as an adjunct professor because I had never taught before. I didn't know how to grade, I had no idea on grading or anything like that, but she really helped me, and then I got offered the full-time faculty position in fall of '15. There was very little onboarding at that point. I don't know if it was because I figured I already work here. I don't know.
FTFG3	I absolutely agree with that. I was not assigned a mentor but even if it was outside of the school that I work in. If I had a question, it was not difficult to receive an answer and to be guided in the correct direction.
FTI6	Not until … came over to the School of Professional Studies, and that's when I started learning more about …, and how I can use my background as a Lutheran. You know, as a called worker and all of that stuff. So it was, yeah. She became my mentor.
FTI7	The person who was the lead person for mental health when I started as an adjunct clinical instructor. She was very good with me. She was very helpful. She was very available to me. And so, I felt like I had what I needed… So, over the course of this past year or so, I have needed much additional mentoring. And that has come primarily from the assistant director of nursing.

Research Question #4

The fourth research question focused on what could be done to improve the onboarding experience for adjunct faculty. The responses from the open-ended questions on the survey were reviewed and coded for themes. One theme common theme that emerged from the data was a desire for more training. Adjunct faculty felt that they needed more training on the technological resources as well as on how to best incorporate the mission and vision into their teaching. Table 17 shows a sample of responses received that related to the theme of desired training.

Table 47

Adjunct Faculty Responses Related to the Theme of Desired Training.

ID	Response
AD22	Most of my training was from my initiative only.
AD16	I really did not have a formal onboarding experience
AD53	Teaching a model course with the new hire and mentor.
AD9	No training received.
AD47	…more targeted instruction and practice on how to download written applications within Blackboard, the expectation for timely grading (how many days after the end of the week), and heads up on the huge workload that the students have (in the program where I work). I saw within the classroom a 'mid-term eval' which indicated that the expectation is for 14-16 hrs/week/class… expectations for APA scholarly writing within 'reflection' and 'discussion' posts, expectation for reviewing so many graded products within each week, and particularly for the amount of time to provide targeted feedback on skills demo videos.
AD20	At least cover all technologies used in distance learning
AD45	Training with MyRecords would have been helpful. Also more training with Adobe and how to be creative in my classes. I knew the basics of Blackboard, but when I needed to delete students, I wasn't trained with that as well. So a more thorough training with Blackboard would be helpful.
AD27	Training on the programs by walking the faculty through using them

ID	Response
AD39	My blackboard training was a little fragmented, I was not 100% comfortable at the beginning, but the resources have improved and I know how to get help when needed.
FTI7	The person who was the lead person for mental health when I started as an adjunct clinical instructor. She was very good with me. She was very helpful. She was very available to me. And so, I felt like I had what I needed… So, over the course of this past year or so, I have needed much additional mentoring. And that has come primarily from the assistant director of nursing.

Research Question #5

The fifth research question focused on the understanding of the mission and vision of the institution by the adjunct faculty. The survey included open-ended questions that asked, "How do you support the mission and vision of the university in your classroom (face-to-face and/or online)?" Table 18 shows a sample of responses received from adjunct faculty regarding how they support the mission and vision in their online or face-to-face classroom.

Table 5

Sample Adjunct Faculty Responses Regarding Mission and Vision in the Classroom

ID	Response
AD34	By doing my best and serving as God's daughter.
AD10	building it into each of my class synchronous class sessions
AD22	Talk about how faith has affected my decisions in my personal and life. Also my students do some writing in class where they discuss this.
AD33	I add lessons and essay that require students to write or share about their faith. For instance I have the write their personal testimony on how they came to know the Lord
AD16	I have prayer with students. I work to bring biblical values into the class when appropriate.

AD37	try to always incorporate the Christian message as it's important when most of us will work in a secular setting. Because of the facilitation process, the program really relies on students to grow as leaders.
AD48	Our classes are designed to support the mission and the vision of the university.
AD18	We try to dive deep on ethics and "what would you do at work" real-life situations using Christian values. We talk about professional codes of conduct and relate them to good ethical and moral choices.
AD2	The classes that I teach empower my students for lives of learning, service, and leadership.
AD20	I tie learning to theology, relationship with God, Christ likeness, ministry, and service.
AD39	Remembering to mention God, Servant Leadership and teachings from The Bible.

Mission and vision of the institution was also a topic of discussion in the personal interviews and focus group. Table 19 shows a sample of responses received from adjunct faculty during the interviews and focus group responding to the question, "What can be done to help you incorporate the mission and vision into your teaching?" For many of the adjunct faculty interviewed, there was a disconnect between learning about the mission and vision of the institution and actively using it in the teaching and learning that takes place in the classroom.

Table 69

Sample Responses from Adjunct Faculty Interview regarding Mission and Vision in the Classroom

ID	Response
ADI1	you can't bring it up in my public school settings, so he was very, very helpful in making me feel more comfortable in sharing my faith, and praying with the teachers, or opening with prayer in the classroom, and then if anyone had any prayer requests at that time I was able to do that.
ADI3	The only thing I did was during my first face to face, because my students are, this is only their second course with this program, school counseling. So I

actually logged into … with them, and I show them how to log into Blackboard, where to find assignments, and because I was on …, I actually quickly went through the vision, really quickly, and then I went through the syllabus. That's the only time I actually talk about the vision and mission of the campus with the students. So, hmm, maybe an idea would be kind of recommending to the faculty members that ... because I have to create videos and PowerPoints. Maybe add the mission and vision on the PowerPoint, to every PowerPoint, so that way when we start our lectures we can actually do that first. I don't know. Just an idea.

CHAPTER 5: DISCUSSION

The previous chapter included the results and analysis of the data that were collected during the study. Chapter Five will include discussion of the findings, implications for practice, recommendations for action, limitations and delimitations, and recommendations for future research.

Summary of the Study

The purpose of this study was to explore the differences in the perceptions of the onboarding process between adjunct and full-time faculty. The differences in the understanding of the mission and vision of the university were also explored. The following research questions guided the study:

1. What are the differences in perceptions between adjunct faculty and full-time faculty in terms of their onboarding experience at a Christian liberal arts institution?

2. Is there a significant difference in the attitudes regarding mission and vision of the institution between adjunct faculty and full-time faculty at a Christian liberal arts institution?

3. Could the presence of a faculty mentor help with a feeling of connectedness to the institution?

4. In what areas could the institution improve the onboarding process for adjunct faculty?

5. What is the understanding that adjunct faculty have of the mission and vision of the institution?

The research was conducted at a Christian liberal arts university in Orange County, California. The researcher is a full-time faculty member at the institution. While the researcher

is familiar with many of the programs and faculty that are represented in this study, the findings and discussion came solely from the data that were analyzed.

A total of 351 full-time and adjunct faculty were invited to participate in the study, 122 full-time and 229 adjunct. Of those that were invited, 52 chose to participate, 23 full-time and 29 adjunct. Those that completed the survey were invited to participate in a focus group or one-on-one personal interview with the researcher. Six participants chose to take part in the focus group, four full-time faculty and two adjunct faculty. Eleven participants chose a personal interview, seven full-time and four adjunct faculty. While there was a higher percentage of adjunct faculty than full-time faculty (65%) compared to full-time faculty (35%) teaching in Fall 2018, there were more full-time participants in the focus group and interview.

Research Question #1

Onboarding questions. The first research question asked, "What are the differences between adjunct faculty and full-time faculty in terms of their onboarding experience at a Christian liberal arts institution?" Full-time and adjunct faculty were asked to respond to Likert-type statements about the onboarding process, mission and vision information and technological training received. A majority of full-time and adjunct faculty responded with either agree or completely agree to each of the questions. The statistical analysis found that there was no significant difference found between full-time and adjunct faculty except for the first open-ended question, "The onboarding process was organized and clear." For that question, 58.6% of the adjunct said completely agree, while 39.1% of the full-time faculty said agree.

Technological questions. When faculty were asked about their technological training, there was a pattern found in reviewing the responses given to the Likert-type questions. There was a significant difference found in the means of the responses to the Blackboard Learn and

Blackboard Collaborate training. However, overall the full-time faculty overwhelming chose disagree or completely disagree for all of the technological questions and the adjunct faculty chose agree or completely agree for all of the technological questions. This difference may have been caused by the fact that the majority of full-time participants have been teaching 11+ years and did not have training in the technological resources during their onboarding, or the technological resources that were asked about were not in place when the full-time faculty were onboarded. In contrast, a majority of adjunct respondents have been onboarded within the last two years and did receive training on the current technological systems. Another reason for the differences in the technological area may be the mode of instruction. For full-time faculty, a majority (69.6%) teach face-to-face only, while a majority of adjunct faculty (55.2%) teach online only.

Qualitative responses. When reviewing the open-end and interview questions regarding the onboarding process, full-time faculty told about the Faithfulness and Excellence program or the newly reimagined Vision, Mission, and Vocation program that is required of all full-time faculty members. This does give full-time faculty a standardized onboarding program where they all receive the same information. For adjunct faculty, their responses ranged from, "I had an excellent experience with the onboarding process! I was able to shadow two concurrent adjunct professors and receive four weeks of mentoring" to "Online instruction and tutorials through my department." There was even a response of, "No training received." This shows that there is not a standardized process for adjunct faculty. Although a majority did receive some sort of onboarding process. The fact that a majority of the adjunct faculty responded so positively to the onboarding may be explained by the research. Eagan Jr. et al (2015) found that when faculty receive professional development they do feel more connected and helps them feel like

legitimate member of the institution. This also fell in line with research from Lyons and Burnstad (2007) and Morton (2012) who state that by receiving all the necessary information during the onboarding process can increase effectiveness in the classroom and increase the satisfaction for the faculty member.

Research Question #2

The second research question asked, "Is there a significant difference in the attitudes regarding the mission and vision of the institution between adjunct and full-time faculty at a Christian liberal arts institution?" Statistical analysis showed that there was not a significant difference in the responses to the Likert-type questions regarding the mission and vision of the institution. When reviewing the frequencies of the responses, both full-time and adjunct faculty responded "agree" or "completely agree" to the questions regarding mission and vision. When reviewing the qualitative data, the full-time faculty were better able to explain how they use the mission and vision in their daily teaching. Many felt that Faithfulness and Excellence or Vision, Mission, and Vocation helped them with being able to integrate the mission and vision in the classroom. Adjunct faculty responses varied. Many learned about the mission and vision from watching videos during their online orientation. Others had a face-to-face meeting with programs where the mission and vision was discussed. Having a standardized program did help the full-time faculty be able to clearly articulate the mission and vision of the institution. This is supported by Pike (2014). Employees must become apprised of the mission and vision of the institution to be able to effectively help the institution grow and flourish.

Research Question #3

The third research question asked, "Could the presence of a faculty mentor help with the feeling of connectedness to the institution?" Morton (2012) states that assigning a mentor for

faculty creates a sense of belonging to the institution. A mentor can also help increase

effectiveness in the classroom (Morton, 2012; Mujtaba & Gibson, 2007). In this study, for both

full-time and adjunct faculty, a majority of each group had not been assigned a mentor as a part

of the onboarding process. There was, however, a higher percentage of adjunct faculty that had

been assigned a mentor. During the analysis of the interviews it became evident that different

schools have different processes. Many adjunct faculty stated that they participated in the online

course set up by the Director of Faculty Training and Development and indicated that they felt he

was a mentor through his course. Other programs let the adjunct faculty work with mentor that

walks them through Blackboard and spends time with them before they begin teaching. Full

time faculty responded that they had been assigned a mentor, or were able to ask questions of

colleagues in their department. Based on the focus group and interviews, those that had mentors

did have a positive experience and did have a feeling of connectedness to the institution. Those

that had a mentor generally had very positive things to say about the mentors that were assigned

and talked about the ease of working with the mentor. They also spoke of how the mentor

helped prepared them for teaching using Blackboard.

Research Question #4

The fourth research question asked, "In what areas could the institution improve the

onboarding process for adjunct faculty?" An open-ended question was asked on the survey

asking for input on what the institution could do to better the onboarding process. Many of the

responses centered around the theme of additional training desired. Many of those that

responded to the survey felt that there were some inconsistencies in their onboarding. Many did

desire extra training on Blackboard and other technological resources. There were also

responses received from faculty that did not receive any training at all. Due to the fact that the

onboarding of adjunct faculty is done by the individual school/department not all adjunct faculty would have received the same training. French (2000) states that many adjunct faculty receive no training prior to teaching, while Lyons and Burnstad (2007) and Morton (2012) state that training is essential in order to increase the effectiveness in the classroom. Training also need to be ongoing and based on the specific needs of the faculty member (Blodgett, 2008).

Research Question #5

The fifth research question asked, "What is the understanding that adjunct faculty have of the mission and vision of the institution?" The mission of the institution states, "…guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership." The vision states, "…will be among the finest, distinctively Lutheran liberal arts universities in America, preparing wise, honorable, cultivated citizens, informed by the Gospel of Jesus Christ, for the Church and world." ("Mission, vision, and values | About CUI | Concordia University Irvine," n.d.). While all of the adjunct faculty that responded included ways that they integrate Biblical teaching and principles into the coursework, only one adjunct faculty member included part of the mission statement in his/her response. The adjunct faculty member stated, "The classes that I teach empower my students for lives of learning, service, and leadership." If you look beyond the mission and vision statement, the institution does also have core values. One of the core values is on the interaction of faith and learning. The institution does want the Christian worldview to be integrated into all academic subjects ("Mission, vision, and values | About CUI | Concordia University Irvine," n.d.). Again, with the onboarding of adjunct faculty not being standardized, there does need to be more training with adjunct faculty on what the mission and vision of the university are and how best to integrate that into the classroom.

Projections

Quantitative Hypothesis

Null hypothesis one stated that there would be no difference in the perception on onboarding between full-time and adjunct faculty. Based on the statistical analysis that was performed, the null hypothesis was not rejected. There was no significant difference found in the responses from full-time and adjunct faculty.

Null hypothesis two stated that there would be no difference in attitude regarding the mission and vision of the institution between full-time and adjunct faculty. The researcher was able to fail to reject the null hypothesis. No significant difference was found in the responses from full-time and adjunct faculty.

Qualitative Projection

The qualitative speculation stated that the presence of a mentor would increase the feeling of connectedness and assist with the understanding of the mission and vision of the institution. Based on the responses received from the open-ended responses, focus group, and interviews, those that were given a mentor did have an increased feeling of connectedness with the university. The qualitative data were coded for feelings and those with a mentor did tend to have more positive responses to the questions that were asked. One adjunct faculty member stated, "I was given ample support and instruction prior to beginning instruction. I was also given excellent support throughout the first course." Another adjunct faculty member said, "Adding or maintaining that human connection. Being able to connect with (mentor) in real time really helped with the onboarding process." There was no mention in the interviews or focus group as to whether the presence of a mentor does help with the understanding of the mission and vision of the institution.

Implications for Practice

The survey, focus group, and interview data conveys what the institution has done well in the onboarding process and what areas can be improved upon. Using this data, the institution can review the processes that are currently in place. Changes can then be made that will ensure that all teaching faculty receive the training to do their jobs successfully. This included both online and face-to-face instructors.

The current study was based on full-time and adjunct faculty as a whole at a Christian liberal arts institution. During the study it became evident that the onboarding process was completely different for full-time and adjunct faculty. There is a standardized process across the institution for full-time faculty that included participation in "Mission, Vision, and Vocation." The duty for onboarding adjunct faculty falls to each individual school and/or department. There is not one standard process to follow. It is recommended that the institution review the onboarding process solely for adjunct faculty based on the school/department in which they teach. This will allow for further delineation of the onboarding process for adjunct faculty and give indications for what processes have helped them become prepared for their teaching and what processed still need refinement. This also will help with seeing what is needed for the training for the mission and vision. Further delineating by school will help to see which schools have onboarding programs that help adjunct faculty integrate the mission and vision into their teaching and which schools are already doing this well. Since the needs of adjunct faculty tend to be different than those of full-time faculty, this further research will allow the institution to get a better understanding of the needs for adjunct faculty.

The institution can also use this data to implement a more robust mentorship program. The data showed inconsistencies regarding mentoring. Since each school is responsible for the onboarding of their own adjunct faculty members, each decides how the process is completed. Developing a mentorship program would help all schools increase the connectedness of their adjunct faculty and increase their effectiveness in the classroom. It is also important to review only recent hires for both full-time and adjunct faculty. The majority of full-time participants had been teaching at the institution for 11+ years. Many of them indicated that their recollection of their onboarding process was not very clear due to the time that had passed. Also, many of the processes and technologies have changed since those faculty had been onboarded. For the adjunct faculty, a majority of those participants had been teaching for the institution for two or fewer years. By using these two populations, it is impossible to fairly compare them due to the changing processes and technologies that have occurred.

Recommendations for Future Research

Additional research needs to be conducted regarding relevant modes of teaching found in today's universities. Many of the full-time faculty interviewed stated that they teach face-to-face and did not mention the technological resources as a major theme to their onboarding process. Many of those teach face-to-face and do not rely on Blackboard for their main source of teaching. A majority of the adjunct faculty however stated that they teach solely online and depend on Blackboard and other technological resources to effectively teach their students. As evidenced by their responses, the type of training needed varies greatly between those that teach solely online and those that teach solely face-to-face.

Conclusion

Research on adjunct faculty show that there tends to be a disconnect between the adjunct faculty and the institution (Dolan, 2011; Levin et al., 2006; Meixner et al., 2010). This study sought to review the onboarding process of full-time and adjunct faculty, and to see if there were any differences in the perceptions between the two populations. The results from the survey, focus group, and interviews were analyzed to see if there were any significant differences noted in the perception of the onboarding process. The statistical analysis failed to show any significant difference in most areas of the onboarding process between full-time and adjunct faculty. The qualitative analysis showed the need for more overall training desired by the adjunct faculty. Adjunct faculty have different needs in terms of training that may already be met for the full-time faculty.

The training and use of mission and vision in the classroom was also researched. According to Bauer (2010) successful onboarding must help integrate the new hire into the culture of the organization. Learning the mission and vision would fall under the culture of the institution (Pike, 2014). Again, the statistical analysis failed to show any significant difference between full-time and adjunct faculty. The qualitative analysis showed a greater understanding of the mission and vision of the institution by the full-time faculty. This is shown in their responses as to how they incorporate it into their teaching. The full-time faculty are also all enrolled in a program that discussed the mission and vision, and how it relates to their classroom. Lastly, the role of a mentor was also studied. The qualitative results showed a positive response from those faculty that stated they had mentors. There was a greater feeling of connectedness with the institution. Pierce (1998) states that participating in a mentorship program does help faculty create connections across campus. Many faculty, both full-time and adjunct, stated that a

mentor was available to help them as needed with their teaching. For many, it was a person assigned at their hiring that walked them through Blackboard and the online teaching pedagogy. For those that did not have a mentor, it was mentioned that having a mentor would have helped with a feeling of connectedness.

Based on the research as a whole, there appear to be inconsistencies in the onboarding process for adjunct faculty. Due to the lack of a standardized process across the entire campus, each school is left with the task of onboarding. As shown in the study, there are many different types of onboarding that the adjunct faculty receive at the institution. Many are brought to campus for a one-time, face-to-face group session with little personal interaction. Others have noted that their onboarding included watching a series of videos. Another group noted the availability of a mentor to guide them through Blackboard training. In order to guide all faculty to success, it is important that we have a standardized process to make sure each member of faculty is receiving all of the necessary support that they need or desire.

Summary

This chapter presented the discussion of the results of the study. Each of the five research questions were discussed using both quantitative and qualitative analyses. The implications for practice were presented and discussed, and recommendations for future research were given. A conclusion was given to share final thoughts on the study.

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APPENDIX A

Faculty Survey

Faculty Onboarding - Informed Consent

PERCEPTIONS AND KNOWLEDGE OF A UNIVERSITY CAMPUS MISSION AND VISION AMONG FACULTY MEMBERS: A MIXED-METHOD STUDY ON THE EFFECTS OF ONBOARDING FOR FULL-TIME AND ADJUNCT FACULTY

The study in which you are being asked to participate is designed to investigate the onboarding of full-time and adjunct faculty. This study is being conducted by Charles Rodrigues under the supervision of Dr. Deborah Collins, Dissertation Committee Chair, School of Education. This study has been approved by the Institutional Review Board at Concordia University Irvine.

PURPOSE: The purpose of my study is to evaluate the onboarding process for full-time and adjunct faculty focusing on the area of training and support for the institution's mission and vision. The findings will be used as part of my research study and could potentially lead to improvement towards institutional effectiveness.

DESCRIPTION: You are being asked to complete a survey regarding your onboarding experience at Concordia University Irvine. The survey consists of demographic questions, Likert-scale type questions, and open-ended response questions.

PARTICIPATION: Participation in this study is completely voluntary and can be discontinued at anytime.

CONFIDENTIALITY OR ANONYMITY: Confidentiality of the survey will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via Internet by third parties. If you choose to participate in the focus group, your information will only be made available to the researcher and used for contact purposes only. Contact information will be removed once the focus groups are scheduled. Once the contact information is removed, the survey responses will be known to the researcher and his dissertation committee chair, Deborah Collins, Ed.D. and methodologist, Blanca Quiroz, Ph.D. Only aggregate data will be shared with dissertation committee. Participants will not be identified by name in the results. Data will be stored in Survey Monkey (password protected portal) and on the researcher's Dell laptop protected with a password. Any notes taken will be stored in a locked file cabinet. All data will be deleted from Survey Monkey and destroyed after data analysis has been completed in March 2019.

DURATION: The total time of participation is approximately 20 minutes to complete the survey.

RISKS: A potential risk perceived by a participant may be a feeling of uneasiness by faculty to give any negative information in the survey or focus group. There are also risks of CUI administration inadvertently accessing the data. While there is a risk, information shared should not impact employment or working conditions. The collection of data has been approved by the University Provost. To reduce the feeling of uneasiness, the participants will not be identified by name. Participants will be assured of confidentiality. The data from the survey will be viewed in aggregate form only. The personal contact information will only be used for focus group invitations.

BENEFITS: This study will expand on the literature available on faculty onboarding. It will give the university the ability to see what is being done well and what areas can be improved upon.

VIDEO/AUDIO/PHOTOGRAPH: No video, audio or photographs will be taken.

CONTACT: For questions about the research and participant's rights or in the event of a research-related injury, please contact Dr. Deborah Collins, dissertation committee chair: (562) 370-6912, deborah.collins@cui.edu.

RESULTS: The results will be published in the researcher's doctoral dissertation at Concordia University Irvine. The findings could potentially lead to improvement.

* 1. Do you Consent to this survey?

◯ Yes

◯ No

Faculty Onboarding

Demographic Questions

2. Current Faculty Status

◯ Adjunct

◯ Full-time

3. Faculty Status at time of original hire:

◯ Adjunct

◯ Full-time

4. Number of years employed at Concordia University Irvine:

◯ 0-2

◯ 3-5

◯ 6-8

◯ 9-11

◯ 11+

5. Gender

◯ Female

◯ Male

6. What is your highest earned degree?

◯ Doctoral Degree

◯ Master's Degree

◯ Bachelor's Degree

7. Do you have a terminal degree in the field in which you teach?

◯ Yes

◯ No

8. What do you consider your primary occupation?

○ University teaching

○ Employment outside the university in a field related to what I teach

○ Employment outside the university in a field not related to what I teach

○ University administration/staff

○ Other (please specify)

[   ]

9. What is you primary mode of instruction?

○ Face-to-face

○ Online

○ Blended/Hybrid

○ Other (please specify)

[   ]

Faculty Onboarding

Onboarding Process

10. Did you attend an online or in-person faculty onboarding session?

○ Online

○ In-person

○ Neither

○ Both

11. Were you assigned a mentor as part of your onboarding process?

○ Yes

○ No

12. Please give your honest rating to the statements below regarding the onboarding/orientation received during your first semester at Concordia University Irvine:

	Completely Disagree	Disagree	Neutral	Agree	Completely Agree	N/A
The onboarding process was organized and clear	○	○	○	○	○	○
My onboarding included in-depth information on the mission, vision and identity of Concordia University Irvine	○	○	○	○	○	○
I was provided with clear expectations of the faculty role during the onboarding process	○	○	○	○	○	○
My role in relation to the mission and vision thoroughly was discussed during the onboarding process.	○	○	○	○	○	○
Overall, I have been given enough training to do my job well.	○	○	○	○	○	○

Faculty Onboarding

Technological Resources

Please select the appropriate answer that best represents your perceptions and opinions.

13. I was given an in-depth orientation on the use of the following university technological resources:

	Completely Disagree	Disagree	Neutral	Agree	Completely Agree	N/A
Blackboard Learn	○	○	○	○	○	○
Blackboard Collaborate	○	○	○	○	○	○
AdobeConnect	○	○	○	○	○	○
MyRecords	○	○	○	○	○	○
Google Suite	○	○	○	○	○	○

14. Rate your current level of expertise on the following university technological resources:

	Beginning User	Intermediate User	Advanced User	N/A
Blackboard Learn	○	○	○	○
Blackboard Collaborate	○	○	○	○
AdobeConnect	○	○	○	○
MyRecords	○	○	○	○
Google Suite	○	○	○	○

Faculty Onboarding

Short Answer

Please give honest answers to the following questions. Confidentiality will be maintained.

15. Please describe in detail the onboarding process that you received from the university:

16. Were any topics not covered in the onboarding process that you think should be included?

17. What do you believe should be our top priority for improving our faculty onboarding process?

18. How do you support the mission and vision of the university in your classroom (face-to-face and/or online)?

19. If you did not receive information on the mission and vision during your onboarding process, how did you learn about the mission and vision of Concordia University Irvine?

Faculty Onboarding

Focus group opportunity

I would appreciate the opportunity to discuss the onboarding process further in an online focus group using AdobeConnect. Please let me know if you would be willing to participate in a focus group with other full-time and/or adjunct faculty. Any information you share during the focus group will remain confidential. The information you provide below will only be used for scheduling the focus group session. Information below will not be tied to your answers in the previous sections. Results will only be used in aggregate form.

20. Focus group participation:

○ Yes, I would be willing to participate in an online focus group.

○ No, I do not want to participate in any further research.

○ I would be willing to speak one-on-one with the researcher.

Faculty Onboarding

Focus Group Consent

21. Contact Information for Focus Group:

Name

Email Address

Phone Number

The purpose of the study:
The purpose of my study is to evaluate the onboarding process for full-time and adjunct faculty focusing on the area of training and support for the institution's mission, vision, and identity. The findings will be used as part of my research study and could potentially lead to improvement towards institutional effectiveness.

Terms of participation:
If you agree to take part in this study, you will be asked to complete a brief survey and participate in a focus group. As part of this research project, I will be recording the focus group using audio only via AdobeConnect. In any use of this audio recording, your name would not be identified. You may not directly benefit from this research; however, we hope that your participation in the study may help expand on the literature on faculty onboarding and lead to institutional effectiveness. We believe there are no known risks associated with this study; however, a possible inconvenience may be the time it takes to complete the study.

Participation in research is entirely voluntary. You may refuse to participate or withdraw from the study at any time.

If during the study, information becomes available that may relate to your willingness to continue to participate in the study, the researcher will provide you with such information.

Confidentiality will be protected to the extent provided by law. Although the focus group will be audio recorded using AdobeConnect, your responses will remain confidential and no names will be mentioned in the report. Research records will be labeled with a code. All identifiable information will be password protected. Any computers hosting such files will also have password protection to prevent access by unauthorized users. Only the researcher will have access to your identity and to information that can be associated to your identity.

At the completion of this study, the audio recording will be deleted from the AdobeConnect system.

If at any time you have questions regarding the research or your participation in it, please contact me at charlie.rodrigues@cui.edu or 949-214-3087.

22. Do you consent to the audio recording as indicated above?

○ Yes

○ No

Faculty Onboarding

Personal Interview

23. Contact Information for Interview:

Name

Email Address

Phone Number

APPENDIX B

Interview/Focus Group Questions

1. Number of years at institution:

2. School/Program:

3. Adjunct or full time?

4. Faculty Status at time of hire?

5. Background before you came to institution:

6. Please describe your onboarding experience:

7. Were you assigned a mentor during your onboarding experience?

8. What did the institution do well during the onboarding process?

9. What are areas that can be improved upon during the onboarding process?

10. If you could change one thing in the process, what would that be?

11. What did the university do well in explaining the mission, vision?

12. What can be done to improve the explanation of the mission & vision?

Other follow up questions may be asked during the focus group.

APPENDIX C

Audio Consent or Interview

CONSENT TO ACT AS A PARTICIPANT
CONCORDIA UNIVERSITY IRVINE

Faculty Onboarding

Charlie Rodrigues
Charlie.Rodrigues@cui.edu
Doctor of Education Candidate

The purpose of the study:
The purpose of my study is to evaluate the onboarding process for full-time and adjunct faculty focusing on the area of training and support for the institution's mission, vision, and identity. The findings will be used as part of my research study and could potentially lead to improvement towards institutional effectiveness.

Terms of participation (benefits and risks, if any, <u>must</u> be <u>fully</u> explained to each participant).
If you agree to take part in this study, you will be asked to complete a brief questionnaire and participate in a personal interview. As part of this research project, I will be recording the interview using an Olympus VN-541PC audio recorder. In any use of this audio recording, your name would not be identified. You may not directly benefit from this research; however, we hope that your participation in the study may help expand on the literature on faculty onboarding and lead to institutional effectiveness. We believe there are no known risks associated with this study; however, a possible inconvenience may be the time it takes to complete the study.

Participation in research is <u>entirely</u> voluntary. You may refuse to participate or withdraw from the study at any time.

If during the study, information becomes available that may relate to your willingness to continue to participate in the study, the researcher will provide you with such information.

Confidentiality will be protected to the extent provided by law. Although the interview will be audio recorded using an Olympus VN-541PC audio recorder, your responses will remain confidential and no names will be mentioned in the report. Research records will be labeled with a code. All identifiable information will be password protected. Any computers hosting such files will also have password protection to prevent access by unauthorized users. Only the researcher will have access to your identity and to information that can be associated to your identity.

At the completion of this study, the audio recording will be deleted from the Olympus VN-541PC audio recorder system.

If at any time you have questions regarding the research or your participation in it, please contact me at charlie.rodrigues@cui.edu or 949-214-3087.

Upon request, you should be given a copy of this consent form to keep.

CONFIRMATION STATEMENT:
I have read the above description and give my consent for the use of the audio recording as indicated above.

   O Yes, I consent to the recording of the interview.
   O No, I do not consent to the recording of the interview.

Signature:_____Date: _____

Printed Name: _____