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THE CAREER PERSPECTIVE OF DEPENDENT PART-TIME FACULTY

By

Mary Ann Herbst

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

Department of Educational Administration

1994

ABSTRACT

THE CAREER PERSPECTIVE OF DEPENDENT PART-TIME FACULTY

By

Mary Ann Herbst

The purpose of this study was to use the qualitative research method respondent interview to examine the career perspective of dependent part-time faculty. The equitable employment of part-time faculty is an issue in higher education that must be addressed.

All part-time faculty members are not alike. Part-timers can generally be divided into two groups: independents and dependents. Dependents, the focus of this study, are committed to teaching as a career, consider their position as their primary occupation, and hope to become full-time.

The researcher used individual interviews, rather than traditional questionnaires, to examine the career perspective of the part-timers in the study. Career perspective included the respondent's attitude toward, level of satisfaction with, and decision to remain in the part-time position. Using interviews to gather data enabled this researcher to probe deeply and to gain insight into the attitudes and needs of the dependent part-timers. The sample included ten dependent part-timers employed by a private, four-year college on three different campuses. One of the primary goals of the researcher was to answer the question, Why do dependent part-timers remain in their positions despite the inequities?

After reviewing the results of the study, the researcher concluded that the dependent part-timers in this study are generally satisfied with their part-time positions. The elements of their work that cause minor dissatisfaction include salary, office facilities, and lack of job security. The part-timers choose to remain in their positions, despite the inequities, because the intrinsic rewards they receive from teaching far outweigh the frustrations and dissatisfaction they experience. Part-time status also affords the dependent part-timers the ability to combine the two things which they value most at this point in their lives: teaching and spending time with their families.

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MARY ANN HERBST

1994

DEDICATION

To all dependent part-time faculty
who have chosen to
dedicate themselves to their profession
despite the inequities

ACKNOWLEDGMENTS

Foremost, I must thank Mr. Robert Jewell and the rest of the College's administration who have made such a profound commitment to professional development. Without the encouragement and financial support that the College provided, fulfilling this educational goal would not have been possible for me.

Personal thanks go to the closest and dearest people in my life, my husband Bill and my children Bill, Tom, and Katie. For their patience and understanding during the evenings I was away at class and the endless hours I was occupied with research, writing, and typing I am most grateful.

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1. Demographics of Part-timers in the Sample 131

CHAPTER I
THE PROBLEM

Introduction

The use of part-time faculty in higher education has been a common practice for at least 60 years. During the past two decades, however, debate on the advantages and disadvantages of this practice has increased and much has been written on the subject.

The issues surrounding the use of part-time faculty will continue to demand attention and will achieve even greater significance as colleges attempt to provide more services to more students with continually shrinking resources. Economic necessity has fostered an increasing dependence on part-time faculty on most campuses. From 1960 to 1984 the number of part-time faculty members in higher education tripled (Gappa, 1984). This segment of the higher education faculty, although frequently unrecognized and underappreciated, must be understood and utilized effectively if the institution hopes to achieve its purpose.

Many college administrators assume that part-time faculty members are all alike, but this is far from the truth. It is imperative that administrators recognize the differences. Tuckman and Vogler (1978) and Leslie, Killams, & Gunne (1982) report in their studies that there is a wide variety of individuals working as part-time faculty for an equally varied number of reasons. Using a common approach in the treatment of such a heterogeneous group would seem to be inappropriate.

Although several detailed typologies have been developed, part-time faculty can generally be divided into two categories: independents and dependents. According to George Vaughan (1986), the independents are not committed to teaching as a career and are not interested in a full-time position. Dependents, on the other hand, are committed to teaching as a career and hope to pursue it full-time, although they have been unable to secure a full-time position.

Even though they comprise no more than one-fifth of the entire part-time faculty, the dependents frequently have more complex concerns and needs than the independents. According to Fryer (1977), the dependents appear to be the most exploited group and thus deserve the most attention. Understanding where and how an individual part-timer (or the group he represents) fits, will enable the institution to better meet the faculty member's personal and professional needs. The employing institution has an obligation to deal with these persons in a professional and fair manner.

For this study the researcher used the qualitative research method respondent interview to examine the career perspective of dependent part-time faculty. Career perspective included the respondent's attitude toward, level of satisfaction with, and decision to remain in the part-time position.

The researcher found in the review of the literature that nearly all reported data on the attitudes and satisfaction of part-timers had been gathered using quantitative surveys and questionnaires. Large samples of individuals can be queried and volumes of data gathered from questionnaires. However, it is difficult to get beyond internal defenses and possible misconceptions with an impersonal, precoded questionnaire. As reported by Taylor (1977), it is difficult to obtain information about an individual's values, concerns, fears, and ambitions from a distance. A trusting, collaborative relationship between the respondent and the interviewer facilitates the sharing of such privileged information. Therefore, face-to-face individual interviews were deemed more appropriate for this study.

The researcher undertook a review of job satisfaction and work motivation theories in conjunction with the qualitative study of part-time faculty members. The researcher ascertained that several cognitive approaches, which include needs- and value-based motivation theories and discrepancy and equity theories, most adequately explained the facets of job satisfaction conveyed by the respondents in the study. The reasons given by the respondents for remaining in their current part-time positions can be explained by the "fit hypothesis"--one of the central principles in much of the vast literature on job satisfaction. According to this hypothesis, the essential meaning of job satisfaction lies in the "fit" or congruence of the worker and the job (Locke, 1976).

Significance of the Study

A number of research studies have been conducted which examine the numbers, demographics, credentials, involvement, and frustrations of part-time faculty as a heterogeneous group. No research was found which focused solely on one classification--the dependent part-timer. These part-timers traditionally account for only 16 to 20 percent of the entire body of part-timers, yet their needs appear to be greater and their frustrations more pronounced than the various types of independent part-timers. Fryer (1977) suggests that even though the dependent part-timer does not represent the majority of part-time faculty, this group of individuals tends to be more vocal and aggressive. In their studies, Russell (1991), Kelly (1990), Twigg (1989), Gappa (1984), and Zink (1991) point out the major inequities and frustrations of part-time teaching. Yet the underlying question, Why do part-timers persist in view of the blatant inequities?, has yet to be fully answered. Judith Gappa (1984) observes that although part-timers are aware that full-time faculty and administrators view them as second-class citizens, part-time faculty are sufficiently satisfied to continue teaching. The obvious question is why?

This researcher attempted to address that very question. Researchers and educators concerned with the plight and future of part-timers urge that research in this area continues. Tuckman and Pickerill (1988) urge that the subject of part-time faculty be researched because part-timers promise to be a major labor market with impact on higher education about which not much is known. Since there is such great diversity in the conglomerate body of part-timers, it is not prudent to make sweeping generalizations about the part-time faculty. Diana K. Kelly (1991) recommends that institutional researchers study the part-time faculty at their own institutions to discover the unique characteristics as well as the frustrations of their part-time faculty. The findings of a specific campus-based study are more valuable than national studies. With these findings, the institution has the information necessary to break any stereotypes and misconceptions about its own part-time faculty. Glenda Zink (1991) also states that one of the biggest contributions of her research is that it can be a beginning point for further research in this area.

Purpose of the Study

The studies of part-time faculty reviewed by the researcher were largely based on questionnaire surveys of relatively large samples. Data from the questionnaires were analyzed using quantitative tools. The purpose of this study was to use a qualitative research method respondent interview to examine the career perspective of just one segment of the body of part-time faculty--dependent part-timers. The use of a qualitative method to examine the issue and to gather data enabled the researcher to probe more deeply and to gain greater insight into the attitudes and needs of dependent part-time college faculty.

Qualitative researchers have a special interest in the perspective of the subjects of a study. These studies are designed to explore what the participants in the study are thinking and how their attitudes affect their actions. Assumptions, motives, reasons, goals, and values are often the focus of the researcher's questions. The researcher strives to capture the thinking of the participant from the participant's perspective (Fraenkel & Wallen, 1990).

The findings derived from the study were compared to the general conclusions of the earlier studies in an effort to clarify, confirm, or counter those conclusions. The ultimate goal of the researcher was to attempt to contribute new knowledge and greater understanding about the career perspective of dependent part-time faculty.

The Research Questions

The purpose of the study was to use a qualitative research method respondent interview to examine the dependent part-time faculty member's career perspective which included his or her attitude toward, satisfaction with, and reasons for remaining in his/her current position. The following areas of questioning were used to guide the researcher's interview with each respondent in the study:

1. What were your career aspirations when you were hired by the college? Have they changed since then?

2. How do you regard your status as a part-time faculty member? How do you describe your employment status to others outside the college? What terms do you use?

3. How would you describe the college's perception of your role? How would you describe the full-time faculty members' perception of your role?

4. How much control do you feel you have over your career and your future career possibilities? Have you thought about doing or actually done anything to secure alternate employment?

5. How satisfied or dissatisfied are you with your current position? What positive factors are there? What negative factors are there? What could the college do to make your job better?

6. How do you explain your decision to remain in your current position?

The questions were designed to explore the respondent's current attitude toward his/her position. How did each respondent feel about his/her role personally and how did the respondent feel others perceived the part-time role?

Specifically, was the part-timer comfortable with or unhappy with his/her status? Secondly, the interview questions were constructed to discover precisely which aspects of the part-time position were satisfying or dissatisfying to the respondent and the overall level of job satisfaction. Finally, the question of how the respondent explained his/her decision to remain in the current part-time position was explored.

Summary

Part-time faculty are a major force in higher education today. Many researchers have attempted to study the nature and needs of the heterogeneous group of part-time faculty. However, the unique characteristics and concerns of dependent part-timers as a separate category have not been thoroughly studied. Dependent part-timers devote all of their career energy and interests to teaching and generally hope to acquire a full-time faculty position. The goals, needs, and attitudes of dependent part-timers differ significantly from other categories of part-timers and warrant separate and in-depth study.

By using the qualitative research method respondent interview, the researcher was able to explore the attitudes, perceptions, satisfactions, and frustrations of dependent part-timers. The researcher was able to study the situation more closely with individual interviews than would have been possible with the traditional questionnaire research method.

Dependent part-timers fill an unquestionable and growing need in higher education today. These individuals make an unreciprocated commitment to the institutions that employ them. Administrators of these colleges need to recognize the significance of this contribution and learn as much as possible about the characteristics and needs of this too often neglected segment of the college faculty.

CHAPTER II
RELATED LITERATURE AND RESEARCH

Introduction

The use of part-time faculty in higher education has been the topic of debate and conjecture throughout most of this century. One element of the phenomenon widely agreed upon, however, is that this segment of the faculty will continue to expand and become an even more significant body. The equitable employment and recognition of part-time faculty are issues in higher education that must be addressed and improved. Colleges that have grown to depend on part-time faculty will find it increasingly difficult to disregard the impact and needs of this *neglected majority*.

In Chapter II the researcher reviews the literature and related research on part-time faculty in higher education. The widespread use along with the benefits and drawbacks of employing part-timers are presented first. A discussion of who the part-timers are, why they teach, and how satisfied they are is next. The literature on recognizing the value of part-timers is reviewed. Job satisfaction theories, the meaning of work, and the reasons and methods for studying job satisfaction are also covered. Chapter II concludes with an examination of the benefits of applying an interview approach to the study of workers and their job satisfaction.

The Use of Part-time Faculty

Just how widespread is the use of part-time faculty in this country? Part-time faculty now make up 38 percent of the teaching force in higher education and 52 percent of the faculty in two-year colleges (American Association of University Professors [AAUP], 1992). The Conference on College Communication and Composition estimates that more than half of the English faculty in two-year colleges and one-third of the English faculty at four-year colleges and universities work in part-time and/or temporary appointments (Pollington, 1991).

The researcher discovered several cogent arguments for both sides of the issue in her review of the literature on the use of part-time faculty. There is no question that part-time faculty provide the college greater flexibility, and they provide classroom coverage at a considerably lower cost than full-time faculty. Gappa and Leslie (1993) report in their latest book, "Budgets are balanced and classes assigned on the assumption that 20, 30 or 50 percent of all undergraduate sections will be taught by faculty members who are hired for a temporary assignment" (p. 2).

At the same time, however, the hiring of significant numbers of part-timers is often seen as detracting from the collegiate nature of the institution, and filling vacancies with part-timers is generally believed to weaken the power base of the full-time faculty. At community colleges throughout the country, the use of part-time faculty has grown considerably since the 1970s. These percentages frequently range from 60 to 70 percent and occasionally higher. In 1980 the 107 community colleges in the state of California had 70 percent of their faculty on temporary status. In some urban areas this number reached 80 percent, and a few districts had created colleges staffed entirely with part-timers. In the California State University system (the nation's largest) temporary faculty comprised 40 percent of the total faculty (Maitland, 1987).

Benefits of Employing Part-timers

Because it is such a widely accepted practice, it seems logical to examine first the benefits that can be derived from the proliferation of part-time faculty on today's campuses. Regular, full-time, tenure-track teachers are becoming a less significant factor in the undergraduate teaching scene. During the past 20 years, a new American faculty has emerged. This faculty is comprised of many different segments. The fastest growing and largest segment is made up of the part-timers who teach at least 25 percent of the undergraduate courses at numerous colleges and universities (Keller, 1991).

Part-timers are frequently hired because their credentials meet minimum standards, because they are available at various hours of the day, and because they generally accept larger-than-normal student loads. They are the dream of many administrators. In a nutshell, they come to class, teach, and leave. They receive no benefits, put little pressure on administrative or support staff, and raise no questions about budget and management (Hartleb & Vilter, 1986).

The advantages accrued from hiring part-time faculty are of considerable importance at the present time due to increased funding cutbacks at the state and federal levels and the difficulty of accurately predicting future enrollment patterns. According to Munsey (1986), several notable benefits of hiring part-time faculty were realized as early as 1931. Including part-timers in the faculty allowed colleges to draw upon the expertise of professionals in the community, to borrow full-time faculty from nearby universities, to hire local high school teachers which provided continuity between high school and junior college, and to establish considerable variety in the curriculum.

Today, by far, the greatest benefit of employing part-time faculty members is financial. A typical class taught by a part-time teacher costs at most only 50 to 80 percent as much as the same class taught by a full-timer, yet this class generates the same tuition revenue and the same amount of state funding per enrolled student. It is easy to see why the part-time faculty have been the moneymakers for higher education.

Employing part-timers in healthy numbers also enables a college to maintain a smaller and highly desirable student/faculty ratio without a decrease in overall cost effectiveness. Low student/faculty ratios have become important selling points in the current competitive college market.

As an additional benefit, part-timers allow the college considerable flexibility in curriculum without undue costs (Kuhns, 1971). Departments can offer courses in academic areas in which enrollment is not large enough to justify hiring a full-time instructor. Part-timers are often willing to teach classes at off-campus locations and during odd time slots such as evenings and weekends (Grymes, 1976). The advantages of this flexibility to students are obvious and considerable. The full-time faculty also benefit from the use of part-timers. These adjunct faculty frequently will be assigned the introductory-level courses with large enrollments or the remedial or other less desirable courses in a department, leaving the higher level or more desirable courses for the full-timers.

Students further benefit from the employment of part-time faculty who offer highly specialized expertise for a limited expenditure. These professionals or retired professionals enjoy being asked to offer instruction in their special interest areas. Part-time teaching schedules complement their other commitments and provide them with the opportunity to drop in and out of teaching as their lives change. Salary scales and institutional commitment are of secondary importance to these instructors, and some of them even donate their salaries back to the institution.

The use of part-time faculty also permits colleges to adjust to rapid increases and decreases in enrollment. This flexibility is especially important in basic skills such as English and math, which tend to have large enrollments. Part-timers are generally more cooperative, more willing to accept last-minute changes, and less reluctant to accept large student loads than full-timers--all traits which are administratively desirable.

A less obvious benefit is that a substantial cadre of part-timers can be used as an experienced pool of individuals from which a college can select instructors for full-time positions which become available. This factor presents a potential savings in search and hiring costs and orientation efforts.

Drawbacks of Employing Part-timers

Despite the advantages, not everyone in higher education considers this phenomenon desirable. The problems began to surface not too many years ago. In the early 1970s, according to Franklin, Laurence & Denham (1988), a concerted effort was begun to replace full-time, tenure-track faculty with part-timers. This practice was initially accepted because it was seen as a temporary and reasonable hedge against an anticipated decline in enrollment. It was assumed that the part-timers would soon be phased out, leaving the regular faculty appropriately reduced in size. This did not happen, however, and the part-timers remained because the projected enrollment decline never occurred. Just ten years later the increased reliance on part-time teachers was regarded as one of the major scandals of higher education.

In examing the downside of employing part-timers, one of the most frequently mentioned concerns deals with the issue of quality. The problem begins with finding enough properly credentialed and capable people to staff the courses that need to be taught--often times the introductory-level or remedial courses. Tuckman (1981), in his studies, found that less than 70 percent of the part-time faculty held advanced degrees, and approximately 20 percent had doctorates. A real danger lies in the fact that this increasingly large, haphazardly gathered faculty has now become a quasi-permanent part of the instructional staff for a substantial portion of undergraduate students (Franklin et al., 1988). This development has broad implications for the future of college teaching and the quality of higher education, yet it is being accepted with little hesitancy or concern. Franklin et al. (1988) warn us that:

> No matter how dedicated and responsible part-time teachers are, the practice of hiring year after year large numbers of transient workers to teach courses central to an undergraduate education has already damaged higher education and will continue to do so. If the practice is not

> curtailed, it may define the teaching of introductory courses as work appropriate only for itinerant laborers. (p. 37)

A study to determine if there was a difference in the teaching effectiveness and costs between part-time and full-time instructors was conducted by Cruise, Furst, and Klimes (1980). They concluded:

> While there were some differences on individual items on the three evaluation instruments used, there were no statistically significant differences between the two groups on the evaluations as a whole. It was discovered, however, that part-time teachers cost considerably less than full-time teachers no matter which measure of output was used. (p. 55)

The use of a large number of part-time faculty members frequently leads to a divided faculty and a lack of coherence within a program or department. The part-timers (or second-class faculty) are assigned primarily the lower-division courses leaving the teaching of graduate courses and upper-level courses to the full-time faculty. What was created as a temporary, expedient solution to a projected (but unrealized) problem has itself become a problem.

Realities of the Part-time Position

The general consensus is that most part-time faculty work extremely hard and are dedicated teachers. They often bring an enthusiasm and expertise that may be lacking in the institution. But by definition, they are devoting only part of their lives to this task. Many have other full-time professional positions. Even worse, some make their living by teaching part-time at several institutions. Alice Roy is a typical example. For five years she worked as a part-timer on several different campuses. One semester she taught five courses at three different colleges, driving as much as 80 miles a day to keep all her commitments. Her average salary for such frantic devotion was only $15,000--less than one-fourth the annual pay of a tenured full professor (Bowen, 1987). One of the most bitter ironies for some part-time faculty is that they may teach at as many as three or four different institutions in order to sustain a quasi-professional life only to find that working part-time is taken as a sign that they are not serious about their careers (AAUP, 1992)!

Part-timers rarely have the time to participate in curriculum decisions, student advising, or governance meetings. Formulas and pay scales that equate dollars for credit hours taught fail to reflect the work that must be done outside of the classroom to produce college-level instruction. Last-minute teaching assignments make careful planning and review difficult for part-timers. Because they frequently move from one institution to another to find employment, many part-timers find it expedient to simply adopt the department syllabus and text and then somewhat mechanically present the content of the course. The teacher and the course must appear attractive, and what happens in the classroom must satisfy the students by the end of the first week and be consistent with the pedagogy of the department head from the first day. Trying new approaches or establishing new goals for student learning can mean financial suicide for the part-time teacher (Hartleb & Vilter, 1986).

Administrators claim that they are only doing what they have to do in the face of changing demands and tough realities. Using part-time faculty to replace full-time faculty does save money, but only a few benefit. Students lose because contact with part-time faculty is limited to class sessions. Part-timers have little incentive for remaining current in their fields or making themselves available to their students outside of class. Departments also lose because part-timers are not active in departmental governance, curriculum development, or student advising. Consequently, all nonclassroom work is left to the full-time faculty members. Thus the full-time faculty lose because now they are required to do more but for the same pay. The institution also loses when a part-time teacher quits on short notice during the middle of the semester or makes other commitments for higher pay. Researchers have reported that two-thirds of the part-time faculty members have full-time jobs elsewhere, which means they arrive to teach at night already tired after a full day's work. It is not uncommon for a department to have three or four part-timers quit in the middle of the semester because of the demands of their full-time positions.

Who Are the Part-timers?

Many administrators assume that part-time faculty members are all alike, but it is important to recognize the differences. A frequently cited typology was created by Tuckman (1981). This scheme divided the heterogeneous group of part-timers into seven mutually exclusive categories: 1) semi-retired persons, 2) graduate students, 3) "Hopeful full-timers," 4) "Full-mooners" who work full-time elsewhere, 5) "Homeworkers" who take care of children at home, 6) "Part-mooners" who teach part-time at several institutions, 7) "Part-unknowners" who do not fit into any of the first six groups. (pp. 4-5)

Leslie et al. (1982) developed a less complex typology from the results of their study of part-timers. The three groups which make up this scheme are 1) "Education Professionals," 2) "Noneducation Professionals," and 3) "Permanent Part-timers." (pp 38-49)

George B. Vaughan (1986) believes that part-timers generally can be divided into just two categories: independents and dependents. According to Vaughan, the independents are not committed to teaching as a career and are not interested in a full-time position. They teach for personal reasons: ego, civic duty, or to keep abreast of current theories in their fields. Salary is incidental; some teach for no pay or donate their pay to the college's foundation. Independents usually teach in the evening and generally accept the status quo of the college.

Dependents, on the other hand, are committed to teaching as a career and wish to pursue it full-time eventually. Their teaching salaries are a notable part of their family's income or all of their income if they are single. Being connected (if only loosely) with the institution fulfills their professional needs. Dependents generally have flexible schedules and are willing to teach anytime, anywhere, and practically anything if it will advance their careers, i.e., their chances for a full-time position.

Both groups of part-timers have several common needs that institutions need to recognize and satisfy. At the top of this list are adequate desk or office space and respect and recognition. The dependents as a group (although only 16 to 20 percent of all part-timers) have many more complex needs. The dependents are usually somewhat frustrated; they often feel cheated by the system and bitter or cynical toward the institution that takes advantage of them. One such part-time instructor at Michigan Technological Institute revealed these feelings:

> I share in the frustrations, anxieties, anger, and humiliations of serving a complex bureaucracy which frequently acts in its own self-interest while masking itself as a concerned community with shared humane values. To understand the nature of one's own exploitation, moreover, does not necessarily lessen the irritation. The relationship with the institution is for the most part alienating. Although financially the numbers can't be made to balance, we frequently hear that

> we part-timers are expendable. The fact is that the department could not meets its teaching obligations within the present budget without part-time faculty. (Flynn, Flynn, Grimm & Lockhart, 1986, p. 16)

Greater efforts need to be made to bring the dependents into the mainstream--yet without falsely raising their hopes. Because money is often important to them, dependents should be provided with an enhanced pay scale, one that could be based on workload and continuous service rather than teaching load alone.

Satisfaction With Part-time Teaching

Based on the sheer number of part-time faculty currently employed, part-time teaching would appear to be rather attractive work for which large numbers of applications are filed. Yet it is hard to find in-print evidence of the attractiveness of the role. Various terms have been used for the position by part-timers themselves: cheap labor in reserve, step-children, absentee faculty, casual laborer, or field hand of academe. These are rather unattractive titles for a job classification that currently has at least 311,000 people in its ranks. The reader might assume that the part-timers use such metaphors to express a general unhappiness with the academic environment in which they toil. It is a complex environment of too many students, too few dollars, overworked and underpaid faculty, and revenue-conscious legislatures more interested in capital improvement budgets than with the quality of education within the state (Hartleb & Vilter, 1986).

In her review of the literature on part-time faculty, the researcher came across mixed indicators of the level of job satisfaction experienced and/or reported by this segment of the faculty. Based on the findings of its 1988 survey, the NSOPF (National Society of Postsecondary Faculty) reports that 87 percent of all part-time faculty surveyed stated that they were either somewhat or very satisfied with their jobs. Full-time faculty responding to the same survey revealed almost the identical level of satisfaction. The percentage of dependent part-timers (or those hoping for a full-time position) expressing overall job satisfaction fell to just 78 percent (Gappa & Leslie, 1993).

A number of individuals who have completed research studies in recent years, however, indicate that job dissatisfaction for part-time faculty is a salient concern. When questioned about specific facets of their employment such as salary, fringe benefits, job security, status, recognition, and office space, part-timers consistently expressed dissatisfaction (Abel, 1976; Fryer, 1977; Gappa, 1987; Gappa & Leslie, 1993; Kelly, 1990; Twigg, 1989; Zink, 1991). Van Arsdale (1978) says it well:

> Part-time faculty daily face a humiliating absence of status, of normal amenities, of regard as professionals as well as of even minimally equitable compensation. . . I am convinced that part-time faculty, sharing similar characteristics as a class apart, disenfranchised, suffer similar

> indignities and feel similar despair, outrage, and discouragement all across the country. (pp. 195-196)

The first and most often cited problem by part-time teachers is the question of salary. Most are paid a per-course amount which almost never represents a true pro-rata proportion of a full-time salary. The AAUP (1992) reports the basic salary for part-time faculty to be $6,302 per year, with pay ranging from $900 to $3,000 per course at most colleges and universities. A full-time faculty member has commented, "I don't work part-time because I don't want to be treated like a slave" (Pollington, 1991, p. 2). Half-time teaching frequently equals only one-fourth or one-fifth of a full-time salary.

Another problem is that part-timers are not eligible for health insurance or retirement programs. While benefits for full-time faculty are almost universal, few institutions offer benefits to part-timers.

> The community expert with another full-time position is not the part-time instructor hurt by this. But the nearly full-time part-timer who is using this job as his/her major avenue of employment is left wanting. (Pollack & Breuder, 1982, p. 59)

A third complaint is lack of status within the department and the academic community. Part-timers are excluded from opportunities for professional growth and from possibilities for recognition and reward. Not belonging is made clear in many ways. Many full-time faculty members convey the attitude that people who accept temporary assignments are somewhat deficient or suspect academically. There is a general lack of effort to get to know part-timers professionally or personally. Most frustrating, according to Townsend (1986), is being excluded from activities basic to the institutional culture. Rarely are part-timers included in activities involving departmental or institutional governance. Fryer (1977) concludes:

> When taken with what many part-time faculty see to be their invidious wage situation, these facts give rise to a kind of righteous indignation in the new class of permanent part-time faculty. (p. 19)

Thus, temporary faculty members remain on the outside feeling frustrated and deprived. Unfortunately, the academic community is also deprived of the talent and energies it fails to tap in its part-time faculty.

A final area of considerable dissatisfaction reported by part-timers is the absence of any degree of job security. Lundy and Warme (1985) state:

> Job satisfaction for part-timers is tempered by the awareness that their contributions to the institution and to the discipline are only marginally related to job security. (p. 15)

Part-timers suffer recurring term-end anxiety knowing that their reappointment or contract renewal depends more on enrollment and budget figures than experience and performance.

> Among the greatest frustrations suffered by part-time faculty are the disappointments occasioned by their perception of broken promises, such as "You'll get the next full-time job that opens up in the department"--a promise which never should have been made or implied in the first place. (Fryer, 1977, p. 21)

Gappa and Leslie (1993) write that one interviewee expressed her frustration with insecurity perfectly, "If you fall in love you want a commitment. The institution won't make a commitment [to me]. Thus, as a part-timer I am vulnerable" (p. 42).

Why Part-timers Teach

Why do part-timers (especially dependents) persist in view of the inequities previously mentioned? According to Gappa and Leslie (1993), part-timers must rationalize why they allow themselves to be the victims of such obviously exploitative practices. In a survey of full-time and part-time faculty, 70 percent of the part-time faculty members said that they work for the money, compared with 6 percent of full-time. However, when the full-timers were asked why they work full-time instead of part-time, the financial factor went up to 60 percent. But money is not the Number 1 reason why part-timers teach. Ninety percent do so (in spite of the frustrations) because they love teaching. Thirty percent teach because they like being part of the academic community (Pollington, 1991). Leslie et al. (1982) discovered several major intrinsic motivators for part-time faculty. The leading motivators included personal satisfaction, personal enjoyment, fulfillment, and accomplishment. Prestige, status, and career aspirations were also indicated. Gappa and Leslie (1993) also reveal that intrinsic motives are very strong. Economic reasons, although essential for some part-timers, are not the primary motive for pursuing part-time teaching. Most part-time teachers work in higher education, in spite of inequities in pay, benefits, and status, for much the same reasons that full-timers do--because they love teaching and are good at it and because they enjoy being part, however small, of the academic community.

Recognizing the Value of Part-time Faculty

The importance of the issue is supported by the literature. Keller (1991) states, "The time has definitely arrived to acknowledge the wonderful work that most of America's other faculty provide year after year" (p. 54). Yet Franklin et al. (1988) caution that efforts must go beyond mere acknowledgment. They warn that "if all we do is attempt to improve the lot of part-time instructors, we only institutionalize a practice that consigns them to permanent membership in a marginal labor pool" (p. 39). Vaughan (1986) agrees when he says:

> To continue to treat part-timers as if they are simply a part of some amorphous mass is to do a disservice to the college and to the great and irreplaceable asset, part-time faculty members. To fail to give special attention to part-timers who want to join the teaching profession full time is to fail the individual and the teaching profession--a failure higher education cannot afford. (p. 29)

Elizabeth Flynn et al. (1986) suggest:

> If we are going to hire part-time faculty members, we must allow them to identify with the institution and we must invite them into our community . . . paying them generously for their contribution and providing fringe benefits. A

> department is a complex system of interdependent members who have definite roles to play. If one part of the system breaks down, the entire system is affected. The "part-time" problem is a systemic one; its solution must also be systemic. Discontent is an indication of mistreatment, of a malfunction of the system. We often don't recognize the talents of part-timers until they have demonstrated their value in a different context, after they have joined a different community. (p. 14)

In 1985 the Modern Language Association recommended that in order to correct the current injustices inflicted upon part-timers, colleges establish a cadre of permanent part-time teachers who receive appropriate fringe benefits and incentives that foster professional development. In 1988 the National Education Association also spoke out in support of part-timers. This organization believes that part-time faculty should receive pro-rata salaries and benefits. Salary levels should be based on credentials, experience, and quality of professional activities. The NEA believes that part-time faculty members should enjoy most of the fringe benefits offered to regular full-time faculty (Pollington, 1991). Committee G of the AAUP (1992) takes a strong stand when it accuses institutions which rely heavily on part-timers of marginalizing the faculty as a whole. The status of the entire faculty is undermined by the degree of exploitation the profession tolerates for such a large segment of the profession.

Gappa (1987) offers five suggestions for colleges which would improve the working conditions of part-time faculty:

1) integrate part-time faculty more fully with the full-time faculty to give them a sense of worth and belonging, 2) provide equitable (not necessarily equal) compensation, 3) develop a clear evaluation system which aims to improve teaching effectiveness, 4) provide opportunities for part-timers to participate more fully in departmental decision-making, 5) provide some job security for different categories of part-time faculty.

According to Kelly (1990), part-time faculty simply want to be treated with more respect and recognized as individuals who contribute their expertise to the department and to the college. One solution might be to confer *associate faculty* status on those dependent part-time faculty members who do almost the same work as full-time faculty but without tenure. Kelly suggests that they receive pro-rata pay and benefits depending on the percentage of a full-time load being taught.

Gappa and Leslie (1993) sum up the current literature on part-timers when they state:

> . . . part-timers are treated as an invisible, indistinguishable mass and dealt with arbitrarily. . . . There is a whole new category of permanent part-time faculty who need to be treated better than an academic underclass. (pp. 64, 106)

Job Satisfaction Theories

Job satisfaction is one of the most researched areas in industrial and organizational psychology. One well-known writer on the topic Locke (1976) estimated that more than 3,000 articles had been written on the topic, and that figure has surely been exceeded in the last two decades. Interest in job satisfaction research has endured because a fundamental tenet of American tradition is that everyone has a right to a rewarding, satisfying job.

Many theories have been proposed to explain why people do or do not experience some degree of job satisfaction. Each theory seems to explain just a piece of the puzzle, and none has realized significant empirical support (Muchinsky, 1990). Although no one theory has been able to cover the entire scope of this complex phenomenon, many of the theories which have been proffered do present viable substance for rational consideration and a limited degree of application.

The four job satisfaction theories which appear most often in the literature are need-fulfillment, value-based, equity, and discrepancy theory. Versions of these basic theories have evolved since the 1930s, and the names of prominent theorists have frequently been associated with each theory.

Early job satisfaction research began in the 1930s with the Hawthorne studies. These studies documented the effect of worker attitudes on worker behavior. In 1935 Hoppock demonstrated that occupation level affected individuals' attitudes toward work. Schaffer (1953) emphasized in his research that variables or needs within the individual were important considerations in the attainment of job satisfaction. Schaffer determined that the overall job satisfaction of an individual could be predicted from information concerning the two most important needs of that individual. Brayfield and Crockett (1955), as well as others, reported that there was no appreciable relationship between satisfaction and performance, although there was a positive correlation between job dissatisfaction and absenteeism and turnover. Herzberg is well known for his Two-Factor Theory, which divided work facets into either Motivators or Hygiene Factors (Herzberg, Mausner, & Snyderman, 1959). Although there have been criticisms of this theory, Herzberg's conclusion that job content features appear to be more important to most people than job context features has validity (Landy & Trumbo, 1976). Maslow developed a needs hierarchy to explain man's actions and motivations. Despite its intuitive appeal, there has been little firm support for Maslow's theory (Locke, 1976).

The earlier generations of industrial social psychologists paid very little attention to the intrinsic features of work such as achievement and recognition (Argyle, 1972). However, in their more contemporary writings, Herzberg and Maslow focus attention on some of the ideal conditions of work.

Need-fulfillment Theory

A number of theorists (e.g. Porter, 1962; Schaffer, 1953; Morse, 1953; and Maslow, 1970) have argued that the level of job satisfaction is determined by the degree to which an individual's job fulfills or allows for the fulfillment of his/her needs. Two interrelated categories of needs are physical needs and psychological needs. Locke (1976) explains that needs are objective requirements of an organism's survival and exist whether the organism consciously desires them or not. The reader can conclude from the need models that humans are complex beings and that there is no single motive or need that forces them to work or not work.

Value-based Theory

Other theorists point out that the concept of need must be distinguished from the concept of value. Values are what a person desires or seeks to attain and are acquired over time. According to Muchinsky (1990), all people have similar basic needs but differ in what they value. Value-based theories, thus, are more flexible than need-fulfillment theories. Values determine the choices people make and their emotional responses to those choices. "A satisfying job would then provide an opportunity to attain valued outcomes" (p. 307). According to Locke (1976), "Job satisfaction results from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs" (p. 1307).

Discrepancy Theory

Two additional job satisfaction theories are closely related to the needs- and value-based theories. First, the discrepancy theory contends that an individual has expectations about what a job should provide in the way of tangible and psychological rewards. When a job fails to meet the expectations, a discrepancy occurs, which leads to job dissatisfaction (Franken, 1982).

Equity Theory

Second, according to equity theory, job satisfaction depends on an individual receiving what is perceived to be an equitable return for his/her effort and skills. The equity model according to Adams (1965) assumes that all perceptions dealing with equity are based on a comparison with the input and rewards of others. Workers want to be paid fairly for their services. When a person perceives (whether true or not) that he/she is not being paid in an equitable manner compared to other workers, job dissatisfaction will occur. Conversely, a worker might exhibit job satisfaction when effort is high even though payment is low as long as other workers are in the same situation (Franken, 1982).

The Fit Hypothesis

What has frequently been called the "fit hypothesis" seems to be a central principle running through much of the literature and many of the theories on job satisfaction. It seems plausible to conclude that job satisfaction is derived from the "fit" or compatibility of the worker and the job. And "fit" is based on that individual's needs, values, and his/her perceptions of equity. According to Mortimer and Borman (1988), individuals will respond differently to their jobs depending on their particular needs and prior experiences and expectations. Satisfaction can also be seen as a consequence of one's ability to adapt to a given work situation. Taylor (1977) states that ". . . workers may report satisfaction with a job to which they have adapted their needs or requirements, irrespective of the real quality of that job or their working life" (p. 130).

The Meaning of Work

Is work more important to some people than to others? Does the value or importance of work in an individual's life have any bearing on his/her proclivity to achieve some degree of job satisfaction? Just why do people work? Answers to these questions may help the reader to understand the subject of job satisfaction.

Work is one of the primary activities of daily living. Dubin (1956) believed that people who considered work a central life interest would have a personal high evaluation of work and would tend to score highly on job satisfaction measures. Conversely, non job-oriented individuals would have other central life interests. These individuals would have a lower personal evaluation of work and would report a lesser degree of job satisfaction.

Job satisfaction is frequently correlated with a belief that the actual work done is important or useful. It is often helpful to ask a worker, What does your job mean to you? Logically, the meaning or importance that work, or a facet of a job, holds for a person will affect the degree of satisfaction experienced. For example, if having a private office is not important to a worker, it is not likely that he/she will be either satisfied or dissatisfied with that aspect of the job. However, if salary is very important or meaningful to the worker, he/she will experience some feeling of satisfaction or dissatisfaction with his/her pay. Just what aspects of a job hold meaning or are considered important vary greatly from individual to individual and complicate the study of job satisfaction (Landy & Trumbo, 1976). Herzberg et al. (1959) sum up how important and pervasive work can be:

> Work is one of the most absorbing things men can think and talk about. It fills the greater part of the working day for most of us. For the fortunate it is the source of great satisfaction; for many others it is the cause of grief. (p. 3)

Reasons for Studying Job Satisfaction

Should employers be concerned about the job satisfaction of their workers? For many years it was believed that there was a positive correlation between a high degree of job satisfaction and high performance on the job. This alone was ample reason to spur interest in the study of job satisfaction. However, a damper was put on the belief that job satisfaction causes good performance by two influential reviews of earlier research conducted by Victor Vroom and Herzberg. These two men concluded that the relationship between job satisfaction and performance was not very significant. In actuality, good performance probably leads to job satisfaction, rather than vice versa; and any observed associations are probably explained in terms of both having been produced by the same conditions.

Nonetheless, since many people generally spend over one third of each day working, it is still important that they enjoy or derive some degree of satisfaction from their work. Continued research on the nature of work can be valuable. According to Taylor (1977), "satisfaction data can, and should, be used for improving the quality of working life rather than merely establishing its absence or presence" (p. 132).

Many researchers who have studied college faculty, both full- and part-time, have concluded that faculty members are generally satisfied with their jobs when their jobs are interesting and challenging, when they feel they have accomplished something, and when their efforts are recognized. Based on the findings of faculty research studies and job satisfaction studies in general, there is much that college administrators can do to improve or sustain the satisfying aspects of college teaching.

The Measurement of Job Satisfaction

Job satisfaction is generally measured as an attitude, and the self-reporting rating scale has been a commonly used tool. The best documented and most widely used instrument is the Job Descriptive Index (JDI) which was developed by Smith, Kendall, and Hulin. This index measures five broad areas or facets: work itself, supervision, pay, promotions, and co-workers. Other well-known measurement devices are the Minnesota Satisfaction Questionnaire and the Faces Scale. These three scales for measuring job satisfaction have been used many times; however, some researchers have been unwilling to use a previously created questionnaire or scale and have designed new questionnaires for each study. It is generally believed that there is no single best instrument for measuring job satisfaction, and comparing the data from so many different instruments has been confusing.

Several problems are associated with the use of self-reporting scales. Scoring can be difficult and unreliable unless an individual's value standard is known or unless there are no individual differences or variables for a particular attribute. Locke (1976) indicates that these inventories rely on two rarely valid assumptions:

1. The individual rating himself/herself has perfect self-insight (the capacity and willingness to introspect).
2. There is a common core of meaning for all individuals in interpreting the scale or items.

Many workers frequently adopt a defensive posture when confronted with questions about job satisfaction. Workers may fear that the researcher is trying to uncover deeper, more personal things about him/her. Because he/she is unwilling to reveal that a poor occupational choice may have been made or that little has been done personally to alleviate a poor working situation, the respondent may bias his/her answers in the direction of appearing more satisfied with the job than he/she truly is. Workers' answers may also reflect an attempt to rationalize any problems with the job. They may exaggerate the good points and may have actually lowered their previous expectations to reduce their own feelings of dissatisfaction or frustration.

Interviews

It is disappointing that interviews have not been used more widely to assess job satisfaction. Locke (1976) reports three primary obstacles that have hampered their use: objectivity, disagreement among interviewers, and man hours required. However, several likely advantages to using the interview method to gather data about job satisfaction are listed below:

The meaning of responses can be determined.

Contradictions can be explained or corrected.

Individuals with poor self-insight can be assessed more accurately.

The interviewer can probe more deeply.

> The approach to questioning can be adapted to best suit each individual based on his/her knowledge, education, and perspective (p. 1336).

Another shortcoming in job satisfaction research has been the prevailing tendency to sacrifice depth for scope. Rather superficial measures (questionnaires) are used with a large number of individuals in a study rather than conducting an in-depth study (interviews) and pursuing much deeper understanding of a select group of individuals.

Locke (1976) offers further convincing rationale for using the interview method and for conducting case studies of job satisfaction:

> 1. Questionnaires do not easily tap the more basic (fundamental) and less verbalized (and/or repressed) values of the individual. Case studies using interviews are ideal for this.
> 2. Interviews allow for the identification of individual differences in question interpretation as well as in the specific meaning of the answers.
> 3. Case studies can be valuable as a source of hypotheses about the psychodynamics of job satisfaction.
> 4. Case studies can be used to test certain hypotheses, since it only takes one case to disprove the generality of a theory.
> 5. Case studies give one a much fuller and more integrated picture of the whole individual than is possible in large scale studies using pencil and paper measures.
> 6. Case studies encourage the use of the longitudinal method (p. 1339-1340).

Summary

The literature on part-time faculty was reviewed in this chapter. The use of part-time faculty in higher education is widespread and will continue to be an important issue. Much has been written on the advantages and disadvantages of employing part-time faculty. There are significant benefits such as flexibility and cost savings to be realized from this practice. A decrease in instructional quality and a divisive split between the full- and part-time faculty are frequently cited as potential drawbacks of employing large numbers of part-time faculty.

The individuals who fill the ranks of the part-time faculty are a diverse group. Researchers have developed several typologies to describe them. Vaughan's typology which categorizes the part-timers as dependents or independents is straight-forward and easy to use.

Although they receive and enjoy the intrinsic rewards of teaching, the dependent part-timers are confronted with frequent obstacles and inequities. A review of the literature on job satisfaction theories and the use of the interview research methodology will be helpful to the researcher who seeks a better understanding of the needs and career perspective of part-time faculty members.

CHAPTER III
METHODOLOGY

Introduction

This chapter includes a description of the methodology employed. Respondent interview methodology is explained along with the application of job satisfaction theory to this study. The research questions, reliability and validity, and the selection of a sample are discussed. The researcher's preparation for the study is outlined. The chapter also describes the pilot interview process and the actual field procedures used. Chapter III concludes with a review of how the research data were analyzed.

Respondent Interviews

The purpose of this study was to use a qualitative research method respondent interview to examine the dependent part-time faculty member's career perspective, including attitude toward his/her part-time position, degree of job satisfaction, and the decision to remain in the current position. How people make sense out of their lives is a major concern to qualitative researchers. Qualitative researchers have a special interest in the perspective of the subjects they study. Studies are conducted to explore what the participants in a study are thinking and how their attitudes affect their actions. The researcher strives to capture the thinking of the participant from the participant's perspective (Fraenkel & Wallen, 1990).

The primary research method used for this study was respondent interview. All of the studies of part-time faculty previously reviewed (except for Gappa and Leslie's 1993 study) were based on questionnaire surveys of relatively large samples. Data from these questionnaires were analyzed using quantitative tools.

A qualitative approach using the interview method was selected and deemed preferable for this study for several reasons:

1. A select and well-defined category of part-timers, namely, those defined as dependent part-timers, was the focus of the study.

2. Individual, private interviews offered the advantage of permitting better understanding of the research questions and greater expansion of responses, which facilitated the collection of in-depth, revealing, and valid data.

3. A description and explanation of attitudes and perceptions of job satisfaction, rather than numerical data, were sought.

According to Kanter (1979), most people are unwilling or unlikely to admit on surveys that they themselves have made a bad choice or are doing something that they don't find satisfying. These people will report a relatively high degree of satisfaction with their job when surveyed, but when asked how satisfied the average person is in that job, satisfaction rates drop considerably. Thus the researcher concluded that the respondents would be more willing and more likely to express their genuine feelings if the interview method were used.

The interview method is a well-accepted field research method. It allows for face-to-face interaction with respondents, and it provides a thoroughness and personal touch unattainable with impersonal questionnaires. Gorden (1969) identified five advantages of the personal interview over the questionnaire:

1. The interview provides more opportunity to motivate the respondent to supply accurate and complete information immediately.

2. The interview provides more opportunity to guide the respondent in his interpretation of the questions.

3. The interview allows a greater flexibility in questioning the respondent.

4. The interview allows greater control over the interview situation.

5. The interview provides a greater opportunity to evaluate the validity of the information by observing the

respondent's nonverbal manifestation of his/her attitude toward supplying the information.

Each of these advantages was considered important by the researcher. The use of interviews allowed the researcher to have greater control over the amount, type, and relevance of the data obtained. For example, when a respondent appeared to be unsure of or uneasy with a question, the researcher explained or reworded the question for the respondent. The researcher also was free to customize the sequence of the questions to enhance the respondent's discussion of a particular topic or to probe more deeply when necessary. By having the ability to control the interview situation and the organization and direction of the questions, the researcher was able to ensure that all the essential research topics were addressed and that the respondents' responses were complete and pertinent.

Job Satisfaction Theory

One difference between qualitative and quantitative studies rests on when and how the researcher collects data. In quantitative studies the conceptualizing and forming of hypotheses have been finalized when the data gathering begins. In qualitative studies, however, the conceptual framework is unveiled and gradually constructed as the data are being collected. Thus, the researcher was studying the construct of job satisfaction and the associated job satisfaction theories while the series of interviews was underway.

The researcher decided that the cognitive theories, which include need-fulfillment, value-based, equity, and discrepancy theories, could be used to provide the necessary framework and plausible rationale to describe and explain the data resulting from the interviews. The researcher became involved in an on-going process of searching for and applying those theoretical propositions which seemed to be plausible and consistent in explaining the attitudes and behaviors being exhibited by the interview respondents. As Bogdan and Biklen (1982) suggest, qualitative researchers are not putting together a puzzle whose picture or solution they already know. They are constructing a picture or explanation that takes shape as they collect and examine the parts.

Need-fulfillment and value-based job satisfaction theories were found to do the best job of justifying or explaining the part-timers' satisfaction with the intrinsic factors of their positions. Equity theory and discrepancy theory provided additional support for the mixed expressions of satisfaction and dissatisfaction revealed by the respondents regarding extrinsic factors such as pay, fringe benefits, and job security.

No single theory was complete enough to be used exclusively to explain the findings of the study. The researcher further concluded from her review of the literature on job satisfaction that none of the early or even the more recent theories have received sufficient study or empirical support to be deemed the ultimate or definitive theory of job satisfaction. However, it is the consensus of experts in the field of industrial and organizational psychology that the various theories do provide bits and pieces of knowledge and support that can be used to explain or describe the wide range of job satisfaction and dissatisfaction reported by workers today.

The Research Questions

Six lines of questioning were used to guide the interviews in this study. Unlike hypotheses which will be accepted or rejected by the data collected, these research questions were developed to direct the search for an answer to the question, What is the career perspective of dependent part-time faculty members? The researcher constructed the research questions to elicit responses which reflected on the three principal elements of career perspective:

1. What was the respondent's attitude toward the part-time role?
2. What was the respondent's level of satisfaction or dissatisfaction with the current position?
3. How did the respondent explain the decision to remain in the part-time position?

In an effort to generate the responses needed to provide data for these major areas of investigation, the following six lines of questioning were used in each individual interview.

The first two sets of questions (Nos. 1, 2) focused on the respondent's attitude toward his/her part-time status.

1. How do you regard your status as a part-time faculty member? How do you describe your employment status to others outside the college? What terms do you use?

The intent of these initial questions was to reveal how the part-timer regarded his/her status. Did he/she readily report it to others, or did he/she conceal his/her part-time status from others? Exactly what terms or expressions were used to describe employment status? Did these terms connote a negative or a positive personal regard for part-time status?

2. How would you describe the college's perception of your role? How would you describe the full-time faculty's perception of your role?

The goal of these questions was to elicit the respondent's feelings about whether he/she felt appreciated or exploited by the employing institution. How the respondent perceived the college's regard of the part-timer's worth would be an important component of the part-timer's attitude about his/her current status. The interaction with and feedback from full-time faculty members would also contribute to the formation of an individual's attitude toward his part-time status.

The second and most extensive area of questioning canvassed the various facets of the position which were perceived to be satisfying or dissatisfying to the part-timer. The third line of questioning (No. 3) included

3. How satisfied or dissatisfied are you with your current position? What positive factors are there? What negative factors are there?

To ensure that the respondents made a comprehensive evaluation of the broad parameters of the job, the researcher had an index card ready which listed 15 facets of the job which could be addressed. The card was offered to each respondent, but it was stressed that use of the card was optional. Respondents were told that they could systematically work their way down the list of facets discussing their satisfaction or dissatisfaction with each item. They also had the option of not being guided by the list but merely reviewing it when they were finished with their own personal agenda of items. Each respondent did choose to refer to the list as he/she discussed areas of satisfaction and dissatisfaction. When each respondent had finished reacting to the final item, the interviewer asked each respondent if there was anything about the part-time position that was not on the list that should be mentioned. The respondents generally felt that all pertinent areas had been addressed and that they were comfortable with the topics covered. The interviewer again reminded the respondents that if any other items occurred to them, they were encouraged to include these items in the interview at any point. Several respondents did recall one or two additional areas which they brought up near the conclusion of the interview.

The index card contained the following question and list of items: How satisfied or dissatisfied are you with your current position overall? Areas to consider:

workload
job security
selection of courses
support services and equipment
salary
benefits
office space/file cabinets
reputation of institution
college mission or philosophy
quality of leadership/administrators
colleagues in department or program
spirit of cooperation among faculty
students
calendar
relationship between administration and faculty

The final area of inquiry included questions dealing with the respondents' career goals and the decision to remain in the part-time position. Three lines of questioning were used (Nos. 4, 5, 6).

4. What were your career aspirations when you were hired by the college? Have they changed since then?

These questions were included to provide insight on whether the respondent's career goals were being meet with the part-time position; whether the part-timer had originally been seeking a full-time position but had settled for a part-time position; or whether the respondent had initially sought part-time work but had since revised his/her aspirations, now hoping for a full-time position.

5. How much control do you feel you have over your career and your future employment possibilities? Have you thought about or actually done anything to secure alternate employment?

These areas were pursued to learn how much freedom the respondent felt he/she had in his/her career choice. Did the respondents feel "trapped" or did they have the training, talents, and experience which would enable them to pursue other fields of employment? The researcher also felt that learning what each respondent had considered or actually done to seek other employment would indicate how satisfied the individual was overall with his/her current position. Respondents were also questioned about their short- and long-term career goals.

6. How would you explain your decision to remain in your current position?

This question was designed to get to the basic motivation or reason why part-timers remain in positions which frequently are referred to as inequitable or second-class. If part-timers believe that there are other employment options available to them, why do they *choose* to remain in this somewhat marginal one? It was hoped by the researcher that this question, better than any of the others, would explain or describe the career perspective of dependent part-time faculty members.

These six lines of questioning comprised the major framework of each interview. Several other questions were included, however, which allowed the respondents to provide data which contributed to a better understanding of their overall job satisfaction. Examples of these questions are

- How important a part does work play in your life as a whole? What are your reasons for working?
- How close does your position come to meeting your personal and professional needs?
- If a friend asked your advice about becoming a part-time faculty member at the college, how would you answer?
- If you were to leave this position for another, what features of that new position would be important to you?
- What could the college do to make your position as a part-time faculty member better?

At the outset of each interview, a set of introductory questions was used to gather demographic data about each respondent. This set included questions about age, marital status, number of years employed by the college, previous types of work experience, total years of teaching experience, educational background and degrees held, principal field of teaching, and a description of a typical teaching schedule, i.e., how many classes taught per term or year. These demographic data are included in Table 1 in Appendix A.

Reliability and Validity

Reliability, which is the consistency or repeatability of the study, is ensured by the interview method. Careful study of the interview methodology and a well-planned strategy and protocol for the interview enhance reliability. The practice of tape recording and then transcribing each interview before the next interview was conducted provided adequate reliability for the purposes of this study.

Validity answers the question, Is the explanation plausible? According to Okey (1990), the field researcher formulates his tentative conclusions or propositions as he gathers his data. Validity is strengthened when these conclusions or propositions are tested in the field. The researcher must take all reasonable steps to exhaust his sample and to describe negative instances of the thesis as well as positive.

Cusick (1983) addressed any objections that might be raised regarding the validity and reliability of field research:

> As one lives close to a situation, his description and explanation of it have a first-person quality which other methodologies lack. As he continues to live close to and moves deeper into that situation, his perceptions have a validity that is simply unapproachable by any so-called standardized method. Likewise, as his validity becomes better, so his reliability, which is an extension of his validity, becomes better. As the researcher is the actual instrument, as he becomes more aware, more valid, so he must of necessity become more reliable. (p. 232)

Sample

The purpose of this field study was to use a qualitative research method respondent interview to examine the career perspective of dependent part-time faculty. The goal of the researcher was to produce a description or explanation that would provide new knowledge about the needs and attitudes of this group of individuals. This type of field study required a sampling technique compatible with its emergent nature. Glaser and Strauss' (1967) method of theoretical sampling was used. According to Glaser and Strauss:

> Theoretical sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes his data and decides what data to collect next and where to find them in order to develop his theory as it emerges. . . . The initial decisions for theoretical collection of data are based on a general sociological perspective and on a general subject or problem area. . . . The initial decisions are not based on a preconceived theoretical framework. (p. 105)

As the study progressed, the criterion for selecting the next sample (a dependent part-time faculty member) was that it was an instance of the case. Each new addition to the sample had the potential to revise, extend, or otherwise alter the explanation. A second quote from Glaser and Strauss states:

> The adequate theoretical sample is judged on the basis of how widely and diversely the analyst chooses his groups for saturating categories. . . . The inadequate theoretical sample is easily spotted, since the theory associated with it is usually thin and not well integrated, and has too many obvious unexplained exceptions. (p. 106)

In essence the researcher sought an answer or explanation for this question: What is the career perspective of dependent part-time faculty? More specifically,

- What is the part-timer's attitude toward his/her part-time position?
- How satisfied or dissatisfied are part-timers with their jobs?
- How do dependent part-timers explain their decision to remain in their positions despite the inequities?

The sample for the study was drawn from the population of dependent part-time faculty employed by a seven-campus, private, four-year career-oriented college. The seven distinct campuses which comprise this particular college system stretch from the west to the east coasts of the state. Although the selection of the sample was based on the principles of theoretical sampling, practical limitations also had to be considered. The sample was limited to dependent part-timers teaching at the three campuses which were within two hours' driving time from the researcher's home. Each interview was conducted at the college campus of the participant, often times shortly after he/she had finished teaching classes for the day.

To compile a list of possible interviewees, the researcher contacted an administrator at each of the campuses. Serving as what Gorden (1987) calls "special respondents," each administrator prepared a list of names of the individuals on his/her campus who fit the definition of a dependent part-timer. Each potential interviewee was then contacted by the administrator. The administrator briefly described the purpose and format of the research study to each potential interviewee. The administrator then asked for permission to submit the individual's name to the researcher for possible inclusion in the study. Each of the administrators reported to the researcher that every dependent part-timer who was approached agreed to participate in the study if selected. The name, address, and telephone number of each part-timer was forwarded to the researcher by the administrator on each campus. It should be noted at this point that the researcher herself is an administrator at one of the three campuses included in the study. The researcher followed the steps outlined above in selecting and contacting potential respondents on her campus as well. Each part-timer contacted by the researcher on her own campus also gave permission to be included in the study.

The ten individuals included in the study were not chosen randomly. According to Okey (1990), "in the absence of a theory to be tested, such sampling is illogical" (p. 81). Since the researcher's purpose was to use the interview method to examine the career perspective of the dependent part-time faculty, all that were needed for the sample were individuals who met the definition of a dependent part-timer. Each respondent became an instance of the case. The technique of theoretical sampling was used to add each of the ten part-timers to the sample. Each new addition either confirmed or challenged the previous findings. The explanation was reformed and enlarged with the addition of each new subject. Although each subject was a distinct individual with a unique history and experience, a uniform story began to unfold (Okey, 1990).

Part-time faculty members from three campuses were included in the study to increase objectivity and to preclude any suggestion of bias that might have risen if just the researcher's home campus was sampled. The multi-campus sampling did produce responses and results which were consistent across the three campuses. No campus-specific deviations in the data were noted.

Researcher's Preparation for the Study

The researcher undertook considerable preparation before the actual field work commenced. Before the collection of data could begin, the researcher was required to receive permission from the University Committee on Research Involving Human Subjects (UCRIHS) at Michigan State University. In the application for approval, the researcher had to state the purpose of the study, describe the population, detail the procedures, address the risks and benefits involved, and describe the safeguards that would be employed to ensure confidentiality and/or anonymity of the subjects. A copy of the approved UCRIHS form and a copy of the respondent consent form are included in the Appendices of this dissertation.

A lengthy process of personal preparation was also required of the researcher. First, a term-long independent study on part-time faculty was completed. The independent study began with a preliminary review of the literature and interviews with the administrators who oversee the hiring of faculty at two local colleges. A research paper discussing the history, current practices, advantages, disadvantages, needs, and frustrations of part-time college faculty members was then prepared and submitted to the researcher's major professor.

Second, the researcher completed a graduate-level course in field research methods. Class activities included the reading and analysis of several books based on actual field studies: God's Choice (1984), West Haven (1985), and The Egalitarian Ideal and the American High School (1983). Designing and conducting a mini-participant-observer field study was also a course requirement.

Third, the researcher read several published dissertations to learn more about the subject of part-time faculty as well as field research methods. Three of the dissertations were quantitative studies about part-time faculty and/or job satisfaction, and one was an example of a field study using the taped interview methodology.

Lastly, the researcher did extensive reading on interview methodology. Interview strategies and techniques as informed by Gorden (1987) were discussed with members of the researcher's guidance committee, and helpful suggestions were offered.

When the researcher felt that sufficient study of the interview methodology and subject area had been completed, preparations for the pilot study were made.

- An initial list of interview questions was written and revised.
- The researcher purchased a small, portable tape recorder with built-in microphone.
- Ninety-minute tapes were purchased, and the operation of the recorder was reviewed and practiced.
- A consent form describing the purpose of the study, the time commitment required, the rights of the interviewee, and the promise of anonymity was prepared.
- An appropriate, quiet site on each campus was selected for the interviews.
- The pilot interview respondent was selected from the list of possible respondents on the researcher's home campus.

- The pilot interview respondent was contacted by the researcher and asked to participate in the pilot interview and a follow-up discussion.
- The date and time of the pilot interview were set.

The Pilot Interview

The pilot interview was conducted in an empty classroom after classes for the day had been completed. The hallways and other classrooms were empty, and the possibility of interruption was negligible. After an opening greeting and ice-breaking comments, the researcher began by giving a brief overview of the purpose of the study and just what would be involved. The respondent was then given a copy of the consent form and asked to read it and sign it. At this point, the tape recorder was turned on. The researcher had previously recorded the date and the name of the interviewee onto the tape.

The researcher proceeded to conduct the interview using the list of prepared questions as a guide. The respondent was encouraged to speak freely, to interject at any time ideas that may have been overlooked earlier, and to ask for clarification of any questions if needed. The actual interview lasted approximately one hour.

Because this was a pilot interview, the researcher then asked the respondent for feedback on the content, wording, and sequencing of the questions and the overall interview experience. The interviewee and researcher discussed how several questions could be reworded and how the sequence of questions could be improved. It was also the interviewee's suggestion to provide the interviewees with a card listing the job factors which may be satisfying or dissatisfying. The respondent was asked if the consent form was clear and if the physical setting, seating arrangement, tone of the questions, and demeanor of the researcher were appropriate and non-threatening. The discussion of the above items lasted approximately one hour.

Following the pilot interview, several revisions were made to the wording and sequencing of the interview questions. The researcher listened to the interview tape and typed the interview transcript. The tape was transcribed verbatim, and the researcher estimated that it would take approximately three to four hours to transcribe the tape from each of the succeeding interviews.

Field Procedures

All the interviews were conducted during a two-month period from August through September 1993. To make the initial contact, the researcher telephoned each respondent at his/her home. After a brief personal introduction, the purpose of the study was explained to each potential interviewee. Each potential interviewee expressed interest in participating; and a date, time, and classroom location for the interview were established. A follow-up telephone call was made to each interviewee the evening before the scheduled appointment time to confirm the respondent's plans to attend. (Since the researcher had a two-hour drive to two of the campuses, she wanted to avoid being stood up.)

The first six interviews were conducted at the distant campuses, while the final four interviews were conducted on the researcher's home campus. Each interview followed the same basic format. The researcher greeted the respondent at the appointed time and location. Following brief introductions and pleasantries, the purpose of the study and the format of the interview were briefly described by the researcher. Each respondent was given a copy of the consent form to read and sign. The tape recorder was started at this point, and the interview began with a series of introductory questions about the respondent's work history, teaching field, schedule, age, and marital status. The research study questions were then asked. The researcher employed a variety of techniques and tactics to elicit accurate, thoughtful, and complete responses to each question. The researcher's techniques included active listening and reflective responses. The length of the interview sessions ranged from approximately 45 minutes to just over one hour. At the conclusion of the final question and response, the tape recorder was turned off.

All of the respondents lingered for a short time following the actual interview to converse informally with the researcher on a variety of subjects. Conversations centered around curriculum issues, college policies, graduate studies, and personal topics. These conversations led the researcher to believe that a comfortable rapport and trust had been achieved between the researcher and the respondents.

The researcher reminded the respondents that telephone calls would be used to contact them if any clarification or follow-up questions were needed. The initial interviews proved to be comprehensive, and no follow-up with any of the respondents was needed.

After the respondent left the classroom, the researcher jotted down informal notes which consisted of her personal reflections and observations about the disposition and conduct of each interviewee during the interview. Review of these notes revealed that several interviewees seemed to be slightly reserved and cautious at the outset of the interview, but each of them appeared to relax and become more comfortable with the process as the interview progressed. It was apparent to the researcher that all of the respondents were very interested in being a part of the study, that each individual felt that he/she had important information to share, and that each one appreciated having someone take the time to listen to him/her. The researcher's impression was that each of the respondents was mature, sincere, and forthright in his/her responses.

A verbatim transcript of each tape was typed by the researcher within a few days of each interview. Similar patterns of responses began to emerge as more and more tapes were transcribed. After completing the transcript of the tenth interview tape, the researcher determined that the data collected were becoming repetitive and that an ample cross-section of campus locations, ages, teaching areas, years of experience, and educational backgrounds had been included in the sample. The ten interviews and two months of field work convinced the researcher that the saturation point had been reached.

Analysis of the Data

The rereading and analysis of the transcripts was the next step. Data were categorized by research question. Frequency tables were used to categorize the responses to several of the questions. With all of the responses to each question compiled, the researcher was able to detect trends and pinpoint occasional exceptions. After all of the questions and responses were closely examined individually, the researcher approached the data from a broader perspective to see if any themes could be found running throughout the data.

The writing of Chapter IV, which presents and analyzes the data, was then begun. This chapter is written in essay form. The chapter is divided into four major sections. Each of the first three sections centers on one of the research areas:

1. What is the attitude of the dependent part-timers toward their part-time role?

2. What is their level of job satisfaction or dissatisfaction?

3. How do dependent part-timers explain their decision to remain in their current position?

In the fourth and final section of the chapter, the researcher describes the relationship between the four selected job satisfaction theories and the results of the study.

Summary

This chapter has described the methodology used. The interview method of data collection has been explained along with the selection of appropriate job satisfaction theory. The research questions and interview questions have been explained. Strategies employed by the researcher to prepare herself for field work have been summarized. A discussion of the sampling technique and the sample is followed by a narrative of the actual field procedures. The chapter concludes with a brief overview of the data analysis process.

CHAPTER IV
RESULTS OF THE STUDY

Introduction

The purpose of this study was to use the qualitative research method respondent interview to examine the career perspective of dependent part-time faculty. By conducting an extensive, private interview with each research participant, the researcher was able to obtain the quantity and type of data needed to describe and explain the career perspective of this segment of part-time faculty.

The term career perspective as it was used in this study included three distinct dimensions of the participant's perceptions and feelings about his/her part-time faculty position. These three dimensions included

1. What was the part-timer's attitude toward the part-time position?
2. What was the part-timer's level of satisfaction or disaatisfaction with the part-time position?
3. How did the part-timer explain the decision to remain in the part-time position?

Six main areas or lines of questioning which focused on these aspects of career perspective were used to guide the interview with each respondent in the study.

This chapter presents the results of the study. The first three sections of the chapter focus on the findings as they relate to the three dimensions of career perspective. The repetitiveness of the responses as well as numerous quotes provide evidence of the respondents' attitudes and affirm the validity and objectivity of the researcher's conclusions. The final section of Chapter IV describes the correlation between the research findings and the four selected job satisfaction theories which were described in Chapter III.

Career Perspective

Attitude toward the part-time position

The first two lines of questioning focused on the respondent's attitude toward his/her part-time status. To begin, the interviewees were asked how they described their employment status to others outside the college. This question generated lengthy responses and was instrumental in revealing the respondents' personal attitudes toward their positions. Generally, the part-timers deal with their status in one of two ways. Five of the respondents describe their employment status to others as part-time, but include an explanation of what this actually entails. The other five respondents usually describe their employment status without revealing that they are part-time, unless they are asked specifically if they are full- or part-time.

Two of the individuals who don't openly admit that they are part-time feel that despite their official part-time status, they are basically working full-time or teaching a full load and making a significant contribution. The revelation that they are part-time often surprises outsiders. One respondent explained how she describes her status this way:

> I usually say that I am an instructor at this college; and if they question me further, I tell them I am part-time. But what's interesting is, if I say I teach three or four classes, they say, "that's part-time?" But usually if they don't ask, I don't say I am part-time. I think that being a part-time instructor at this college is almost a full-time job, and I guess that is why I don't make a big deal out of saying part-time. By the time you teach your classes and you go to your meetings and you do your preparation and you get involved at all, you are working almost 40 hours a week. So I don't bother to say part-time because I regard it as an important position.

A second respondent who doesn't reveal his part-time status also emphasized the importance of the part-time position. When asked how he describes his status he replied:

> Instructor, that's about it. I don't qualify it. Personally, my status doesn't bother me. . . I feel I contribute as much or more than any of the faculty. I don't feel my position is subservient. I really take exception to the use of the word "adjunct," which translates to "secondary" or "added-on" because in the (subject) areas I work, I'm the only one.

The part-timers who readily admit their part-time status usually make an effort to supplement their answer with an explanation. None of them want to give the impression that they work only part-time in the literal meaning of the term. Again, they feel that their work and their contribution are important. Despite the enormous amount of time she devotes to her teaching, one part-timer was positive when she replied:

> I describe that I am a clinical instructor at this college, and I teach part-time plus. I say that because I spend a lot of time (working) at home. I think any faculty member that is concerned about doing a good job, a good presentation, spends a tremendous amount more time (working) at home than they ever do in the classroom. I get favorable feedback; people are impressed. I regard my status as favorable.

Another respondent feels compelled to define what part-time really means. This is how she describes her work schedule to outsiders:

> I am a part-time teacher teaching as much as a full-time person. (laughter) I begin by telling them all the different things I do. I teach in this little high school for an hour a day, then I leave and go to the college and teach, and then I go back two nights a week. Then they sit back and say, "You're right, you are on the road all the time." They do understand once I explain, plus the fact that there is a lot of preparation because the courses that we have to teach change frequently.

Like many of the other participants in the study, this individual views her position as extremely important. Over 20 years of teaching experience both part-time and full-time at the secondary and post-secondary levels has given this respondent insight into the employment trends in higher education and their consequences. She continues:

> I feel that I am a very important part of this program here. I think it is sad that there has been a trend in the last years, and not just in this particular school, to have less full-time and more part-time (faculty). I think it is sad in two ways. Number 1, it takes away the accountability to a certain extent of the part-time instructor because we are paid to just come in and teach class. Therefore, I don't think there is the

> loyalty that you have as a full-time instructor. At the same time, I also feel that it is a burden on the full-time faculty when there are so few instructors who are full-time to pick up the extra writing of the syllabi . . . when new courses come up. But as far as the way I look at my job and what I do, I feel that it is very important. I contribute as much as a full-time person does even though I realize that they have other obligations and meetings and responsibilities.

The common sentiment detected throughout the interviews was that dependent part-timers view their roles as very similar or equal to full-time positions--regardless of whether they receive the title, status, or rewards that come with a full-time contract. The final interviewee perhaps was the most forthright when she depicted how she describes her position to others:

> I say part-time faculty; but with family and relatives, to be perfectly honest, I say I teach a full-time schedule with part-time pay. I mean, you use the same syllabus, you do the same hours the same paperwork, and you attend the same meetings and lab hours at part-time pay. Some people are surprised to find that there is that much difference in the part-time and full-time (pay), and that there are so many part-timers compared to full-time staff. When I am teaching my classes, I try to do it without really thinking of being part-time. I guess I consider myself full-time because of the hours and everything else, but at the same time, realizing that I don't have the contract and the extra pay.

The researcher concluded from the responses to this question that overall the part-timers have a positive personal regard for their part-time status, even though several respondents expressed dissatisfaction with their salary and contract. Although half of the respondents do not readily reveal their part-time status to outsiders, they do not regard it as a stigma and they do not feel like they are "second-class." It was evident that they feel their role is important and that they are contributing as much to the college as the full-time faculty members.

A second way of approaching the dependent part-timer's attitude toward his/her position was to discuss the respondent's view of the college's regard for the part-timers' role and contribution. Whether the respondent felt appreciated or exploited by the employing institution could be a vital component of his/her attitude toward part-time status. Each of the ten respondents stated that he/she is either respected, valued, or supported by the college. The college's expression of appreciation for part-timers is most evident at the local campus level. Two respondents specifically mentioned this idea:

> The local administration shows a lot of respect for their faculty. They make a distinction between those of us that are what you call dependent part-time and the ones that just come and go and teach a few classes. I don't have any problems there. I think on a system-wide level, we are all lumped together. I don't feel that I am treated in any way any less than the other faculty.

The second respondent has a pragmatic view of his employment situation yet is still able to detect a sense of appreciation:

> Like many part-timers, I think there is a general attitude that there are two different kinds of part-time people. The independent, who teach a class or two sort of for the fun of it, and those who look to the school as their primary source of income. I think there is an attitude that part-timers are sort of expendable. It's a buyer's

> market. There is a surplus of faculty. And the pragmatic realities are that part-time people can come and go, and they cost less. So I perceive that as just a basic business fact of life with the administration that's in a position to make decisions. Among the lower-level administrators, I sense a very strong loyalty or appreciation of a number of the so-called dependent faculty and that expresses itself in terms of finding them plenty of classes, as many classes to teach as is permitted.

Several of the part-timers also referred to the fact that the college regards them as easily replaceable and tends to hold them to a higher standard than full-time faculty members. Even though they know they are important to the college, there is some feeling that the college could do more to demonstrate this fact to the part-timers. One interviewee spoke at length on this concern:

> I feel that I am important to them, but I don't think that it is always shown as much as it should be. That is probably the mindset of a lot of people who are part-time. For someone like myself who uses this as a job situation, I think that we need a little bit more, I don't know if the word is encouragement or recognition, to be made to feel that we are a little more a part of the school itself. I know that we are. I know that we contribute a lot; but at the same time I don't feel that is always given back to us or shown to us in a tangible way, whether that be somebody patting you on the back, or an increase in pay, or an opportunity to get into the health program or the insurance program or the retirement program. If I were as a part-time person allowed to participate at least in some way in that retirement program, I would feel that I was appreciated by the school since I have given many years to the school.

Later in her interview, this same respondent disclosed her feelings that the administration was beginning to take more interest in the feelings and needs of the part-time faculty. She continued:

> I don't feel that they (the administration) are ignoring us or not considering us in decisions that are being made. I think it is becoming better. Overall, I think that they are opening up more, in fact. Because much of the faculty is part-time, they have to address the issues that involve the part-time people, and I think that is coming. I think it is coming slowly.

Interaction with and feedback from full-time faculty members also contribute to the formation of an individual's assessment of his/her status. Eight of the interviewees indicated that their full-time colleagues treat them as equals and consider them important members of the faculty. Comments like "I don't think that they have any negative feelings. I think they look at us as equals," were common. However, it was disclosed that the working relationship between the part-time and the full-time faculty on one of the three campuses is somewhat strained. The full-time faculty, who are part of a contract bargaining unit, had been working without a contract for the past year. (None of the faculty on the other two campuses are unionized.) Undoubtedly, this situation had tainted the feelings between the full-time (unionized) and the part-time (non-unionized) faculty. One respondent spoke at length regarding her encounters with the full-time faculty on this particular campus. She remarked:

> Sometimes I don't think they like us very much. They tend to think that we are sort of brown nose. I have had several full-time faculty sit me down and say, "Don't answer the phone when it's ringing. That's not your job. Don't do anything extra. Nobody appreciates it." I get a little irritated with that response. It is probably more true than not that they think we are sort of suckers. There are definitely two groups of

> faculty, and the faculty that I am comfortable with includes a very small part of the full-time faculty. The full-time faculty has made that division.

A co-worker on this same campus was less critical of the full-time faculty. In fact, his impression was that locally things were pretty good; it was away from his home campus that he sensed a disregard for part-time faculty.

> Outside of this campus or away from the immediate vicinity is where I get the feeling that there is a class difference. That feeling comes from the other faculty, the other administration.

Satisfaction and dissatisfaction with the part-time position

The second and most extensive area of questioning covered the many facets of the position which were perceived to be either satisfying or dissatisfying to the part-timers. The opening question was, How satisfied or dissatisfied are you with your current position overall? Although not all respondents gave an overall or comprehensive impression at this point in the interview, those who did were quite positive and not hesitant to say so. Even though dissatisfaction with individual facets of the job was discussed eventually, the initial comments from these individuals included:

> I am definitely satisfied with the college's approach. I've meshed with a school that shares my philosophy toward education. I am proud of the faculty and what we are doing here.
>
> I would say that I am satisfied in most areas.
>
> Overall, basically, I am satisfied with my position. I am happy with my job. I don't have any big problems with it. If I weren't happy, I wouldn't be here.

> I am doing what I want to do, and I couldn't be more content from that aspect. If you want to look for job satisfaction, I have that. The institution can't really give me much more to promote that because I feel comfortable.

Each of the ten respondents chose to refer to the list of "areas to consider" which was provided by the researcher. This enabled each part-timer to reflect on and discuss a wide range of job factors and to address them in a systematic way. Data collection and analysis were also facilitated for the researcher by using this organizational technique. Thus, the resulting data are presented in the same order in which the items were discussed by the respondents.

Workload. Without any hesitation, all ten respondents indicated that they are satisfied with their workload or the number of classes they are assigned to teach. Although many of them desired to or appreciated being able to teach nearly full-time or a full classload, several did point out with some degree of concern how much work and/or time this required of them. (A full-time teaching load at this college is five classes or 20 credit hours per term for three consecutive terms, or 15 classes from September through June.) One respondent stated:

> I am satisfied with my workload. I teach four classes a day, but it is a lot more than just four 50-minute sessions. I don't like to bring my job home, but I do every day because there are papers to grade and things to do.

Two respondents voiced concern about keeping their workload manageable and their apprehension about taking on a full or 20-credit teaching load. The first one commented:

> I think the workload is fine; 12 to 16 credits has been ideal for me. The college asked me to teach 20 credits in the spring, and I was a little reluctant to do that. I'm glad I didn't because I would have had to really rearrange my life in order to accommodate that.

Her peer on another campus concurred:

> Part-time work is not part-time work. To tell you the truth, the thing that scares me the most about being a full-time faculty member is handling five classes and keeping all the papers graded and keeping myself sane. That's a concern to me because when I teach four classes, I'm working 40 hours a week or more. But I don't mind that. I enjoy my work, and I put a lot into it so that's okay.

Although they admit they are satisfied with their current workload, there are aspects of a part-timer's assignment which are less than ideal. A disparity with the full-timers' workload privileges was one concern that surfaced:

> I have no problem with my workload. In fact, I teach as much as I can. If you interviewed a lot (of part-timers), you would find there is a disproportionate amount that is put on us compared to full-time. There are full-time people that choose to teach classes when it is convenient, but if it is a new prep, new book, new syllabus, or whatever, they choose not to. They have this ability to choose what they do and what they don't do. Consequently, it is left to us part-timers who want classes to keep the place going.

A second irritant that came to light is the necessity of teaching a wide array of infrequently offered classes. It often is not the number of courses but the nature of the courses which determines what is a manageable workload. But again, this concern appeared to detract only slightly from the general feeling of satisfaction. One respondent put it this way:

> I am satisfied with my workload at this point. I don't feel that I could handle any more and do a good job. This comes with the territory of being a part-time instructor. I don't like to have to teach a class and then not teach it for a couple of years and then have it change. I don't get to perfect anything in the class that way. I don't like that. I do it because it comes with the territory. I don't resent the fact that I have to do it because I can always say, "No, I am not going to teach this particular class." At the same time, I realize that I must be flexible and, therefore, I need to teach as much in the other areas as I can so I have another class to fall back on.

Job security. Although the ten interviewees were satisfied with their workload, their feelings about job security were not nearly as positive nor as uniform. One individual who had relatively short-term experience with the college spoke in great detail about his desire and need for an indication or projection of his future career prospects with the college:

> I have some dissatisfaction in that if there is a larger picture for the future, that picture isn't shared with me. I would like to see, as a campus and a system, the administration share the enrollment targets and specific teacher plans and sit down with me and say, "Here are some plans that we have. It may be two or three years, but we can see how you fit in here for us; so consider us in your career planning." As long as I am in a part-time capacity, I will have the personal feeling that I need to do more; and down the road, I see that being a primary reason why I would sever my relationship with the college. Not because I didn't like it, but probably because as a male figure, you feel this need that if you are not full-time employed, that you are not reaching

> societal expectations of yourself. That drives me somewhat.

A female respondent reported at several different times throughout her interview that she, too, desired a greater commitment from the college. In discussing job security, she responded:

> Obviously, I am not satisfied with that. I would like at least a one-year contract with a minimum number of classes per year.

Several respondents who had taught at the college for many years also expressed a desire for a greater degree of job security. Yet they admitted that they actually did possess a type of "unofficial job security" or priority in class assignments due to their longevity with the college. One long-term part-timer said it well:

> I would like more job security. I think probably all of us who are really dependent part-time instructors would like that--the financial security and the security of knowing that I can do what I like to do and pretty well be assured that I will have a position to do that for the next 12, 13, 14 or whatever years are left for me to work. I feel that I do have some degree of security here. I feel that I am treated very, very well. I am one of the primary part-time instructors. I am very happy with that idea, and I am given my choice in many cases. I am never asked to do anything that I am uncomfortable with; therefore, I have it pretty good, really, as a part-time instructor.

The extremes of this hoped-for yet unofficial job security were revealed by two additional respondents. A relative newcomer was honest in expressing her anxiety:

> I feel like I have no job security, zero, because I don't know what my schedule will be from one term to the next. I suppose if I'd been here a while, I would feel that I would have more

> security. I think there probably is some, but I don't feel it. It's just that I haven't been here long enough to feel it.

At the same time, any anxiety over lack of job security had nearly subsided for a veteran part-timer who confided:

> I feel fairly secure now because I've been here so long, and I also have a person that in the past has looked out after my work schedule. In general, I feel fairly secure in the job.

The absence of job security is one of the most dissatisfying aspects of their job for the part-timers. Even though many admit that they are fairly confident of being rehired term after term and year after year, the absence of a yearly contract or a formal commitment from the institution remains unsettling for them. Only one interviewee was cavalier enough to respond:

> I do feel secure here. Right now I totally choose to teach part-time, and if a term came across where there was only one class to teach, then that's what I would do. Would I be disappointed? Perhaps yes. But it would not be a major hindrance.

Selection of courses. On the topic of selection of courses to teach, the part-timers were quite satisfied across the board. They frequently mentioned that as dependent part-timers they were given priority over the independent part-timers. Although the process of assigning or choosing classes varies somewhat from campus to campus, the respondents felt that the procedures now being used were quite equitable and had improved in recent years. Part-timers always have a choice or the option of not teaching a class that is offered to them, and several respondents pointed out that this is one benefit or a real advantage of being part-time. One woman expressed a common feeling when she stated:

> One of the benefits of being part-time is if there is a class they ask me to teach and I don't want to teach it, I don't feel that I have to. Or if something is going on in my life, I can say, "No, thank you."

The part-timers seem to possess a somewhat remarkable spirit that enables them to accept the situation as it is, to devote their energies to attacking whatever it is they have to, and to make the best of it. Examples of this willingness to meet the challenge were provided by two respondents:

> I'm usually satisfied. Occasionally, I end up with courses that aren't a whole lot of fun, but that just comes with the turf.

His counterpart on another campus has developed the ability to adapt to the challenges of an ever-changing class schedule and delights in her ability to succeed. She explained:

> I teach what's left over, I always have. I'm never bored because I have taught every class in my primary field except two. Right now I am third in line (behind two full-timers), and I am always asked "What do you want to teach? Do you think you can handle this?" Occasionally, I have been handed a list and told that this is all that is left, so that's what I teach. But I get a lot of variety. I'm pretty good at staying two weeks ahead. I am definitely one of the priority part-time people, and I know that.

One footnote to this area needs to be mentioned. Several respondents expressed notable dissatisfaction with the short notice they occasionally received regarding their teaching assignments. Getting a class assignment just one or two weeks prior to the start of the term was distressing and frustrating for some of the part-timers. It is easy to sympathize with the part-timer who recalled:

> I really get frustrated when my teaching schedule gets changed at the last minute--like getting called on Monday morning and hearing, "Can you be here for a 9:30 class?"

Another respondent offered a suggestion for improving the morale of the part-timers who may occasionally be disappointed with their class schedule. She explained the importance of communicating with the part-timers:

> The biggest thing that the college can do to make all part-time faculty's positions better is to keep talking to them, to understand when the part-timer says, "I really can't teach this class or I can't teach this class at this time," and work with them. A lot of times it seems like the college's attitude is "Well, this is what we need; and if you can't do it, then we don't need you." I understand that there is a lot of demand placed on having classes at a particular time and space becomes a problem, but the college should keep talking to these people so they understand why. A lot of hurt feelings and a lot of the "Gee, I guess nobody wants me here," have to do with not understanding the bigger picture. There is no way someone on the part-time faculty can see all of the demands that are being made on the college. Keeping lines of communications open is important, and it has to come from the college and not from the faculty.

Support services and equipment. The ten respondents were almost unanimous in their praise of the equipment and support services that are available to them. Secretarial and custodial support was well regarded on all three campuses. Several instructors who teach courses which require rather expensive computer, electronic, or medical equipment were pleased with the college's dedication to providing and replacing needed equipment on a timely basis.

Negative responses to this item were given by only two individuals, and both comments centered on dissatisfaction with the number of library materials and the availability of audio visual equipment and resources on their campus. Overall, it is reasonable to conclude that the part-timers are fairly well satisfied with the support services and equipment that they encounter in their jobs.

Salary. Similar to the discussion on job security, each of the ten respondents had much to say about his/her satisfaction or dissatisfaction with the part-time salary. Opinions stretched from a very negative criticism to a sincere appreciation of the positive ramifications of part-time status. The most disgruntled interviewee verbalized her discontent with her salary:

> The one thing that really bothers me about part-time status is monetary compensation. I basically do this on a volunteer basis. That's how I feel. I don't do it for the money whatsoever. I don't think I make minimum wage if you counted all the hours. This is the only thing that really bothers me. I guess for so many years I have been independent, and now I am totally dependent and nothing in my life is secure.

Her dissatisfaction is echoed, although in a different way, from a part-timer on another campus:

> Obviously, salary is too low. If you look at it this way, I get about $30 an hour for a 50-minute hour in the classroom. I can't really complain about that. It's just that when you get to the end of the year and add it all up, it doesn't come to a very big lump.

Another male respondent concurred:

> It is adequate for a part-time person. It is inadequate for me to live on.

Several other respondents had strong, yet quite different, feelings about their salary. Indisputable feelings of satisfaction were revealed in the following comments. One simply said:

> I feel that I am adequately and fairly compensated by the school.

A female instructor on another campus expressed her satisfaction with her salary and explained in greater detail:

> I am happy with my salary. I don't have a problem with that. It is satisfactory. We put a lot of hours in for it because we do so much of it outside of class; but at the same time, where can you work and spend the time at home with the family. I feel that working here has given me the best of both worlds for what I want. I think that is worth a lot more than money.

Mixed reactions were expressed by several of the respondents. On one hand, the salary received was regarded as very good pay for part-time work. But when the actual amount of money earned for the work performed by the dependent part-timers was compared with the salary of the full-time faculty for almost the same amount of work, the inequities became too blatant to overlook. One participant commented on how she tries to deal with this disturbing aspect of her job:

> Everybody wants more money. When I look at my salary relative to full-time people and I know the difference between what they do and what I do, if I let myself think about it, I get upset. But if I think about the fact that I'm part-time and for a part-time job this is good pay, then I feel better

> about it. If I don't think about it too much, I'm fairly satisfied. I don't think about it too much.

A second respondent was also well aware of the discrepancies between full-time and part-time compensation yet was able to rationalize her acceptance of the situation:

> My goal for coming here to teach is not from a monetary standpoint. It is not to say that I don't appreciate the return; and for as much work as we do, I feel we are entitled to it from that perspective. But if you compare a part-time employee to a full-time, there is a major discrepancy with salary. If you teach one class and this is your first year of teaching here, I think you receive something like $900 per class. If you were hired as full-time faculty for that first year, I think you come in at a wage of about $23,000. Technically, I can teach 14 classes. I'm still considered part-time, and I would make something like $13,000. There's a $10,000 discrepancy, and I can do all that a full-timer does in regard to teaching. I feel like I fall through the cracks. I don't know how many other faculty teach 13-14 classes and make that great a difference in salary. I would gladly take more money, but that's not my priority here. That's not my goal.

The final respondent in the study reiterated these same feelings:

> To be honest, I guess it is good pay for part-time. I can't argue with it. It's good per-hour wages, but because it is part-time, you can't really plan on it from quarter to quarter. It is a little dissatisfying. You feel like you are trying to do the best job and feel that you are doing everything that the full-time people do, and yet they (the college) figure you are worth approximately half as much salary-wise.

Salary is, no doubt, one of the most dissatisfying facets of their employment for almost half of the respondents in this study. The researcher concluded that the negative responses were similar to the indications of dissatisfaction with salary found in the literature on part-time faculty. It cannot be overlooked, however, that an equal number of respondents in this study expressed satisfaction with their salary.

Benefits. As is typical of many part-time faculty positions, no benefits are provided for the dependent part-timers at this institution other than the opportunity to participate in a variety of professional development and social activities. All of the respondents are married, and most of them indicated that their spouse's employment provides health insurance and the other benefits needed by a typical family. Six of the respondents did express an interest in having a cafeteria-style benefit program made available to them. This was seen as a reasonable request by the dependent part-timers due to their extended commitment and contribution to the college. The most frequently mentioned benefit option was participation in the faculty retirement program. One respondent voiced the feelings of several of the other part-timers when she replied:

> I do feel there should be some way that we could be in the retirement program, a percentage or something that we could be building over the years. This should be available only to people who have been here for a certain length of time. For those of us who have been here for a long period of time, I think that is important. It is something that ought to be addressed.

For this particular sample of dependent part-timers, the absence of fringe benefits appeared to be a minor concern. No one spoke negatively about the situation; and if anyone commented at any length, it was usually to make suggestions of options that could be offered.

Office space and file cabinets. The facilities for office space and storage equipment for part-timers differ considerably among the three campuses. Yet the attitude of the part-timers regarding this aspect of their employment was quite consistent. One campus recently renovated its faculty work area which has allowed for some improvement, but the respondents still expressed a need for a private, personal work area. A response from this particular campus began with a question:

> What office space or file cabinets? I had a file drawer for the first time last year, and I've been here since 1988. I usually carry everything in the back of my car. I now have a file drawer since we enlarged the office space here. So that is improved. Not perfect, but improved. We have a lot more work space. I do wish we had a private place to meet with students when we have to talk to them.

A co-worker on the same campus emphasized the difficulties that inadequate faculty office space posed for him and his students:

> We need the facilities to deal with students individually. We need facilities so you are not working out of your trunk all the time, so you don't have half your materials at home. This requires a major transfer from one term to the next. If there's anything they (the college) could do, it would not be for our convenience; they should do it for the effectiveness of the job.

On another campus where facilities are much more limited, dissatisfaction was also apparent. The physical inconvenience of having to keep materials off campus and carry them to class for each session was recounted by one instructor:

> I have no office space and filing cabinets. It is a problem because I have taken three trips into the building to get all my stuff. Three trips to the car is ridiculous. It would be nice to have my own filing cabinet.

Another individual does not expect that the situation will improve and agrees with his peers:

> I don't see the school as giving us a good work area. This is dissatisfying. Of course, you can't expect the college to provide office space for the part-time staff, but still it is frustrating to me to not have a place where I can say, "This is my filing cabinet, my corner; and my stuff is there for as long as I am here."

At the third campus, the instructors have access to file drawers, yet not designated office space. One respondent reflected on previous experiences yet was philosophical about the present situation:

> I have my own file cabinet so I don't have a problem with that. I don't have an office, but I don't have long to sit in it anyway. So that is not a big deal either. At all of the jobs I had before, I always had an office. Even for one class, I had a little office. That was just kind of nice. It did make you feel that "They provided this place for me, I am part of this situation." At the same time with my schedule as a part-time person, I don't have the time; I mean, I don't need it. When I am here, I am busy the whole time. I am not sitting in one spot and trying to work. So it doesn't bother me.

Just two of the ten respondents in the study replied that they were satisfied with their access to office space and file cabinets. This extrinsic element is dissatisfying to the majority of the dependent part-timers because it hinders them in the daily performance of their job. Not only is it an inconvenience, it also is a reminder to them of their marginal status.

Reputation of the institution. The ten respondents were unanimous in their satisfaction with the college's reputation. Many felt that their individual campus was highly regarded and a real asset to its community. The part-timers stated that they were comfortable with the mission of the college. They agreed that the college fulfills an important role in training and educating people in the various communities it serves. One response was indicative of many of the others:

> I am proud to be here. I like working here. I feel that it is a very good institution to work for. The people who operate it are very reputable. I am proud to say that I work at this college. I think it is a good school, and I am thankful for the opportunity to work here.

Quality of leadership and administrators. There was consensus among the respondents that they are pleased or satisfied with the administrators and the leadership at their individual campuses. The respondents at one of the three campuses remarked how things have improved since a few ineffective administrators have been replaced by much more competent people. One man referred to the administrator on his campus as a very positive mentor. Another part-timer praised the administrator on her campus for establishing an "incredible feeling of family." One interviewee expressed his amazement at a seeming disparity between the amount of responsibility and authority delegated to the administrators on his campus. But he did not refrain from reporting that this management style was definitely successful on his campus.

The administrators on each of the campuses appear to be in touch with and responsive to the faculty and the day-to-day operations of the college. A positive evaluation of the administrators by one respondent emphasized this attribute:

> I think that administrators need to be reachable or touchable. I feel that I can talk to anybody (any administrator) that I want to. I have not always worked where that has been the situation. I measure the quality of the leadership here based on that. They look ahead; they are constantly searching out new programs, new waves, new ways to benefit the students as well as the teachers. I am very pleased with that part.

Colleagues and spirit of cooperation among faculty. The majority feeling among the dependent part-timers was that they were pleased with the professional quality of their colleagues and the general willingness of the faculty to work together and help one another. The only negative comments of any significance were reported by two instructors with rather short-term experience with the college. One lamented that she knew only a handful of her peers well enough to call or talk to when she sought help with a class. Another individual on the same campus was disappointed that some of her fellow part-time teachers did not seem to have an interest in meeting occasionally or working together to better coordinate their efforts. This instructor had not been successful in her attempts to solicit guidance and information regarding teaching strategies from an instructor who had previously taught a particular course:

> I was real frustrated; she was not interested in cooperating for whatever reason. I was very surprised at her reluctance to even spend a half hour, but she did not want to and did not return my call.

The prevailing opinion among the other respondents was much more positive, indicating a high degree of satisfaction with their colleagues. One man emphasized the professionalism of his peers:

> I feel good about the staff that I work with. They dress professionally and carry themselves professionally, so I feel like I am working with other professionals. Overall, from what I have seen, what I have heard, what I hear students saying, and from my own interaction with other staff, they are a highly professional group of people to work with.

Despite some minor difficulties in getting together because of schedule variations, one respondent spoke highly of her colleagues and how much they mean to her:

> I work with some really good people, some of them part-time, a couple of them full-time. If you've never taught a particular course before, most people are more than willing to share. I am very impressed with some of the part-time people. They are just excellent. We have a couple people I just can't believe are only working part-time. They are very impressive, very good with students. I think that is one of the things that really keeps me going. There are a lot of excellent people around here. But time to get together is difficult. I have talked to people on the phone sometimes more than I see them in person. There are terms that go by where there are people that I see every day. Then the next term, I won't see them at all because our schedules will be opposite.

The spirit of cooperation among faculty was reported to be high by eight of the respondents. In reflecting on this cooperation, one individual expressed the same opinion as many of her peers:

> I think that it is excellent. I have had teachers from other areas ask me for help with a new class, and I have given them help. And I feel comfortable going to most of them. Not every one of them, but 99 percent of them. I think that is cooperation, being able to work among yourselves. Most of the people that I have worked with have been very, very willing to share and to help and to give input or opinion. I think that we have a really good spirit here.

Students. The bulk of the instructors' time on campus is spent working with students. Consequently, each instructor's opinion of and attitude toward his/her students will impact his/her level of job satisfaction. The ten respondents were consistent throughout the interviews in their attitude toward this aspect of their jobs. The following comments from four of the part-timers describe the high degree of satisfaction the dependent part-timers derive from working with their students and the reasons why they find it so rewarding:

> The students are great. There is an open admission policy here, so they are not the caliber that I remember my fellow classmates being, but they really want to be here. Most of them are very committed. They are like sponges. They are just soaking up all of the information, and it's very rewarding.

> The students are very interesting. Cheerleading along with teaching is one of the big, important parts of our job because we get people here who are in transition. They are all in some sort of transition and turmoil. You have to know that going in, and you have to find a way to connect with these people. I enjoy our students.

> I love to go to graduation to watch all those people go by and remember where they came from. That's the part that I enjoy the most.
>
> I enjoy them. We have a good group of students from the very young just getting out of high school to the mature student returning. Often the mature student is a more challenging student. They are seeking more answers. They are not hesitant to ask. They keep the faculty on their toes. And, of course, we have some students that are not sure where they are and why they're here.
>
> They are all a challenge. I guess my involvement with the students has shown me that I am really amazed that they are here. Most of them have such difficult backgrounds. But because of that, I guess they endear themselves to you, and I like having the communication. I enjoy that, and I enjoy encouraging them. Motivation is the most important thing.

The respondents' comments regarding their interaction with the students reveal that this is one of the most satisfying aspects of their job as faculty members. Watching the students overcome obstacles, grow in their knowledge, and finally succeed by graduating from their programs provides an intrinsic form of reward that is highly valued by the dependent part-timers.

Calendar. All but one of the interviewees felt that the college calendar was satisfactory. Several minor objections were mentioned, but it was obvious that they were more inconveniences than real obstacles.

Several respondents mentioned that it would be nice to have the college run on the same calendar as the local schools. Respondents with children indicated that often the spring break and the start of summer break do not coincide with their children's schedules.

Enthusiasm for the ten-week term was expressed by two individuals. Because they often teach a varied schedule with frequent new classes, the shorter ten-week term is preferred. One spirited part-timer remarked:

> Actually, the calendar is pretty good. We always say around here that you can do anything for ten weeks. At the end of the ten weeks, it's gone, and we have a new challenge. I like the term. I don't know if it's possible to do anything for 16 weeks!

The only true complaint with the calendar dealt with the school year extending from late September through early June. This respondent explained the rationale behind his complaint:

> The calendar has a terrible flaw in it, but we can't fix that. I think we should start in August and get done in May. I think there is so much dead time in September. Everybody is geared up to go back to school except us. I think as far as our students go, it really starts to show up the middle of May. Everybody else is out taking the summer jobs, and our students are here.

Relationship between administrators and faculty. The respondents in the study had mixed responses about their perceptions of the relationship on their own campus between the administration and the faculty. Five of the respondents indicated that the relationship was good, that the administration was supportive, and that communication was good. The other five respondents reported that they detected some tension between the administration and the faculty. Several comments referred to the belief that occasional problems between boss and employee are normal in any organization and that the college was typical in this regard:

> I think there are always problems between boss and employee, the supervisor and the employee. But there isn't anything that is out of the ordinary. Wherever you work, you have tense moments sometimes.

Another respondent on a different campus concurred:

> I have noticed some (administrators and faculty) that get along well and some that don't, but I think that is natural anywhere. The difference is in people, not so much administrator and faculty.

Although he did not personally express dissatisfaction with the administrator and faculty relationship, one individual spoke candidly about the situation on his campus:

> There is an animosity between the full-time faculty and the administration that is not healthy. I think the administration and the part-time get along better than the administration and the full-time. That is one of the benefits of part-time, because most of us that are here for the long-term either have the attitude of charging ahead for the betterment of all or you are gone. I think that without job security, the ones that have been here for a while do a better job. We are our own job security.

Overall, the administrator and faculty relationship did not appear to be a major obstacle or dissatisfying element for the respondents in this study.

Reasons for remaining in the part-time position

The final area of questioning focused on the third dimension of career perspective--how the part-timers explain their decision to remain in the part-time position. Present and future career goals were also examined.

The first set of questions in this area was designed to explore the respondent's career goals or aspirations at the time of hire. Was the individual originally seeking part-time employment or was a full-time position initially desired? Whether the individual's original goals had been met or not could have an effect on his/her career perspective.

The researcher learned from the responses that six of the ten individuals were interested in and satisfied with part-time employment when they were hired by the college. Two basic reasons for desiring part-time employment were mentioned by the respondents. The primary motivation was to allow the respondent to have more time to be at home with children. These instructors valued the fact that the time on campus, or away from home, was minimal and that much of their preparation work could be done at home. Having a chance to try teaching or to gain experience in teaching was the second reason that was mentioned for desiring part-time employment. Several respondents had previously worked in other professions and viewed their part-time positions as an opportunity to explore a field they had someday hoped to enter.

The remaining four respondents were originally seeking full-time employment but accepted part-time positions. These respondents did not elaborate other than to state that they desired a full-time teaching position, preferably at the college level.

The ten respondents were subsequently asked if their career aspirations had changed since they were originally hired by the college. The number of part-timers now desiring full-time positions doubled, from four to eight. Only two of the respondents remain content with their part-time employment status, and one of the two is pleased that her classload has been increasing so that she is moving closer to full-time.

Several interviewees indicated that since their children were now older, there was less need for them to be at home. One such woman indicated how her career goals had changed since being hired:

> Let's put it this way, my goals are changing. My daughter will be starting school in another year. At that time, I will be looking for full-time work with the college or with someone else, and I want to stay in teaching. I have given up doing any other thing because this is what I do best, and this is what I enjoy.

Other respondents emphasized their desire to remain in teaching and their hopes of becoming full-time. One stated:

> I love to teach, and I have thought about doing other things. I have thought about trying to branch out into counseling and other areas that would go long with education, but I don't feel that they would give me the satisfaction that teaching does. There are frustrations with teaching, but I also feel that I could not be happy at another type of job. I have tried other things. I worked in a word processing area, but I couldn't wait to get out of there. I want to stay in the classroom. I would like to be a full-time teacher. I would like the permanence that would come with that kind of a job.

Frustration with their ability to move from part-time to full-time positions was revealed by two of the respondents. One man lamented:

> The dilemma I have is that on a number of occasions, it has been said, "If so-and-so happens or if you're around for X period of time, you'll be the first person we'll hire. Or if we didn't have a quota limitation on full-time people, you'd be the first person we'd hire." Aside from the quota limitation, everything else has fallen into place, and the job still isn't there. It is pretty easy to see that I drive an old car for economic reasons. It wouldn't be too hard to figure out that a few more thousand dollars would make my life a lot simpler. Somebody has got to understand that. Whether these considerations are relevant to the whole process is another question.

A co-worker on the same campus who also originally sought a full-time position also expressed some discouragement about becoming full-time:

> I'd hopefully like to be able to be full-time someday. But I don't know what the possibility for that is. The longer it takes, the more you wonder if they are ever going to want any full-time people. I wouldn't say they (my goals) have changed, maybe I'm just less optimistic about them working out.

The second line of questioning in this area focused on how much control the respondent felt he/she had over career choices. Did the respondents feel "trapped" in their part-time roles, or did they have the training, talents, and experience that would enable them to pursue other employment? Responses to this questions were lengthy and varied. A number of the respondents were clear and staunch in their belief that they were in control of their careers, that they were in their present positions by choice, and that securing other employment would not be a problem. A sampling of these responses includes:

> I know that with my experience and my education I can obtain employment elsewhere if I choose to. I'm not choosing to right now.
>
> I feel like I have control over my career. I feel very confident that I could find another job.
>
> I have total control. I am here by choice. I came here by choice, and I stay here by choice.
>
> I am not stuck here. There are other places to teach. I do like living here, but I think the strong possibility exists of employment elsewhere, possibly the community college. There are a lot of other things I can do. I am not stuck here; I like it here. I have control with the limited exception of the full-time contract.

One respondent was less convinced about her amount of control. She spoke of the elements of her job which she did have control over but was willing to admit that the college was ultimately in control of her attaining a full-time position there. She explained:

> I'd like to think that I have a considerable amount of control; but on the other hand when you get right down to it, the only way I will get a full-time job here is if it is absolutely essential that the college needs a full-time person when I need a full-time job. I know that there are a lot of people who want full-time jobs. Some of them have more seniority than I do; some of them don't. So the way I have control is by being the best instructor that I can be and by being a person who is concerned with the education of my students. I have control over my attitude, and I really try to have a very positive attitude about my job and about working here because I do enjoy it. But when you come right down to it, I don't have a lot of control over my career at this college. I will be looking outside the college when my daughter goes to school and when I have my master's degree. I will look around, yes.

Another respondent was also quite realistic about his career possibilities within and outside the college. Although he has control, there are some limitations:

> In general, I would say that I have good control, but I would probably have to be willing to relocate. I don't see my area of expertise or training being an area that the college is ever going to need full-time. So in this area, I have some uncertainty as to what the future will hold. But as far as employment opportunities, I think that I won't have a problem getting jobs.

Two other respondents were much less positive about the amount of control they have over their careers. One attributed this dilemma to her geographic location, while the other blamed it on the surplus of part-time faculty. When asked how much control she had, one woman exclaimed:

> Zero. Here at the college, zero. I feel trapped. I don't like feeling trapped. I like to be independent, and I feel totally dependent on my husband now. I guess I worked full-time for too long. There are only three large employers in this area, so if they don't have any vacancies in my area of expertise and if I don't want to drive an hour each way for employment, I am trapped.

The researcher also felt that questioning each respondent about what he/she had considered or actually done to seek other employment would reveal how satisfied the individual really was with the current part-time position. The answers to this question were very similar among the respondents and consistent with the overall findings of much of the study. Seven, or a majority, of the interviewees indicated that they had made no earnest attempt to find another job.

Just three of the individuals indicated that they had even attempted to pursue other positions while being employed by the college. One individual stated that he had applied for and interviewed for practically every teaching job that had come along within a reasonable distance. But he tempered his answer by stating:

> I really am not on a schedule. I don't search diligently for them. I guess if I was less happy, I would.

This lack of real enthusiasm and desire to find alternate employment was mirrored by two other respondents. One female admitted:

> I have sent out resumes, and I have gone on a couple interviews, but not really very seriously. The ones I actually interviewed for were administrative positions here at the college.

A male instructor on another campus concurred:

> Not as much as I should have. I have talked to some people, but I really haven't banged on doors, not the same way I did when I made the decision to get into teaching. And I should do that again. I know that.

The fact that the respondents had done little to find alternate employment was consistent with the short-term (two- to three-year) career goals that they expressed. Many of the respondents voiced a desire to remain in teaching, preferably at this college. Just one indicated that she would continue to be content with her current workload. The remaining nine respondents expressed a desire to move into full-time positions. Several individuals also verbalized an interest in beginning graduate degree programs as well.

When asked about their long-term career goals, nine of the ten respondents indicated their desire to procure full-time teaching positions. The tenth respondent desired a full-time position with a public service organization--rather than a teaching position. The comments of two respondents illustrate the desire to remain in teaching that was expressed by nine of the ten part-timers:

> Because my talent is in the teaching area, ultimately, all I want to do is to make an impact in the classroom. My goal at this point, and I am 47 years old, is to have a permanent position. I would like to be in the classroom teaching.
>
> I want to continue to teach--in a full-time position. I would not mind some administrative duties, but I really don't want to be so far removed from the classroom that I forget why we are here. What I enjoy most is teaching.

A third and final set of questions was used to explore the third aspect of the dependent part-timers' career perspective--how do they explain their decision to remain in the current part-time position? The researcher began by asking each respondent how important work was in his/her life. Knowing why a person works or chooses to work can help to explain the career choices that he/she makes.

Of the ten respondents, just one admitted that working was an economic necessity. But he went on to explain that there were other equally important reasons for his working:

> I would like to think that there are other reasons for it (my working) than just money. But money is kind of critical. I really can't envision myself not working. I need something to do, and if I don't have something to do, I get virtually nothing done. Busy people get stuff done. So I

> enjoy this thing. I enjoy the human relationship with the other faculty, the administration. Working with students who learn how to think and then end up helping other students, those are fun people to work with. It is satisfying.

The other respondents explained that they work because they choose to and because they enjoy it. Working helps fill the need for self-esteem, the need for structure, and the need to be busy. For these individuals, meeting these needs is an important element in their lives. A father of several young children explained his motivation for working:

> My career is very important to my self-esteem. The interaction I have with the staff and the students makes me who I am. When I first came here to work, money wasn't a motivator at all. I didn't need this job to make ends meet so to speak. The primary drive for me is the self-esteem and need I have to teach and to be with these people.

A woman on another campus agreed that self-esteem was important in her decision to work:

> I work because I like to work. We could get by on my husband's salary. A lot of what I get from work is not about money. It is about self-esteem and about feeling like you are doing something worthwhile, and it's about just feeling important.

Another woman on a different campus gave two reasons for choosing to work:

> I work for two reasons. I work because I enjoy the teaching. The second reason is I feel that I contribute here and I contribute at home. My family comes first, and my job is right up there because I am very conscientious. Work is a very important part, and I work because I want to, not because I have to.

Having structure in his life, rather than the money, is the reason another man gave for working:

> I don't have to work to survive. Maybe that is why I work for peanuts. I guess it somewhat structures your life. That's why I don't take the summer off. The money is nice; it's a little extra coming in. But it is a long time from June until the end of September. I'm not ready to retire because that is what I see as being on retirement, having no place to go, no schedules to meet, none of that kind of structure. So, yes, I work because I enjoy it. I think I would have trouble justifying to myself being nonproductive. Work is an important part of my life.

A second way of examining a part-timer's career choices is to explore how that individual would respond to a friend who asked for advice about becoming a part-time faculty member at this college. The respondent would likely share with the inquirer his/her own reasons for choosing this career. Each of the ten respondents indicated that he/she would encourage a friend to become a part-time teacher. Six of the respondents admitted that they had already done so. All ten respondents explained how they are or would be very realistic about describing part-time teaching, revealing the advantages and disadvantages, to their friend. For example, respondents were quick to point out how much work is involved, the level of compensation, and the unlikely prospect of working into a full-time position. In her answer, one respondent emphasized the amount of work involved:

> I have recommended it (part-time teaching) to several friends. I think it's great for someone who wants just a part-time job. A friend of mine taught last year, and she thought the workload was terrible. But I tell people that the first time you teach a class is always going to be a lot more work, a lot more than just four hours' work. I tell that to people who ask me about my job. I

> teach four classes a day, but it is a lot more work than just four 50-minute sessions.

Another respondent answered the question by referring to the monetary compensation:

> I would indicate very truthfully how rewarding it is personally; but, yet, if they are doing it from the compensation standpoint, don't bother. Look elsewhere.

A third respondent stated that she would be honest about the chances for an eventual full-time position:

> I would tell them I enjoy it, and I think they would already be aware of the problems with being part-time. For somebody that only wants to be part-time, it is ideal. To somebody that does eventually want to be full-time, I don't know if I can honestly say that I would be optimistic. There is not much chance of that too soon.

Several of the respondents made a point of stressing the intrinsic rewards of teaching part-time. One veteran was positive and encouraging. She indicated that she would tell a friend:

> Oh, do it. It's great. I really do enjoy it. It opens up real worlds to you. If you have a goal of being a full-time instructor, you may or may not ever reach that goal, so you need to be sure that you investigate and know what you want and what fits you right now with your life. But as far as the actual position, I have been here all these years, and I wouldn't keep coming back if I didn't like it.

A second respondent on the same campus stressed the rewards and enjoyment he gets from working with students. He would tell a friend:

> I strongly encourage you to do it. In teaching, you end up learning. So that might be a plus. Most of the students are here to learn. As long as you treat the students with respect, which

> is critical, and are approachable, you can really enjoy it, the interaction.

The final question used by the researcher was to ask each dependent part-timer how he/she explained his/her decision to remain in the part-time position. The researcher hoped that this very direct question would explain or describe this final component of career perspective better than any of the previous questions. If part-timers feel that they are treated less fairly than the full-timers and if they believe there are other employment options available to them, why do they *choose* to remain in this somewhat marginal position?

The most frequent response to this question was "because it fits my needs and lifestyle right now." Seven of the respondents replied that they choose to remain in their part-time positions because it "works for me now."

The desire to spend time at home with family was specifically mentioned by male as well as female respondents. The first respondent explained his decision this way:

> I rationalize that I am a father and a husband and a professional person. I have to balance all three of those aspects of my life, and the job at the college helps me do that right now. This job provides me the flexibility to do that--teaching nights and teaching days just enough so that everything is well taken care of. So I continue to rationalize it that way. Once my youngest child is in school, that rationalization process will be gone, but I will stay in teaching. That's the love that I have.

A co-worker on the same campus also noted how her part-time position was right for her at this point in her life. She concurred:

> It satisfies my personal and professional and lifestyle needs at this time. I am very content with the challenges that I have right now. I don't know if this is something I'll be doing in 30 years, but with my lifestyle the way it is, it's perfect.

Similar feelings were expressed by still another part-timer on the same campus. Although she had previously cited feelings of discontent over compensation and career options, her answer to this question was more positive. She, too, remarked how well her position worked for her at this time in her life:

> Right now, it is very convenient. The college is very closely located to my home. The hours that I have to spend on campus are limited, so I can do the majority of my work at home which makes it very convenient and desirable for me. Right now, I don't have the need for more financial security, so that, too, is convenient. I like being able to be home more, taking care of my family and so forth.

Four of the respondents based their decision to remain in their position on the fact that they like what they are doing. One male respondent emphasized that he likes what he has chosen to do. He also values how it affords him time to enjoy his family. He explained:

> I like it. How many people do you know who like what they are doing? Part of the reason is time. The reason I came to the college to begin with and part of the reason I stay is my time. When I was working 65 or 70 hours a week and my wife was working full-time and we had young children, it just seemed like there was no real time. So now I am available for my daughters. I have no problem with the fact that my wife makes more than twice as much as I do. I'm a better cook than she is! She likes it a lot better that way.

A second respondent also underscored how much she likes her job and the loyalty that she has for the college:

> I really like it. Sometimes when you get into something that you want to do, you get comfortable. It is real hard to make a change. I could have at any point tried for something else. But I don't. That's not what I want. I am happy. Why should I make a change? More money? Yes, it is probably out there, but I have loyalty. There is a loyalty here that I have developed toward the school and that's part of it. I have never been one to just leave a job just to get more money. I have always been treated well here, and I think I need to give that back.

Just one respondent admitted that he was staying in his current position primarily because he had not yet been offered a teaching position which paid more. His loyalty was not nearly as strong as the previous respondent's. His belief that eventually he will receive full-time status at the college and the fact that he likes what he is doing allow him to justify his decision to remain. He explained why he remains in his current position this way:

> Simply because I haven't been offered another teaching position that pays more money. I mean that really is the bottom of it. I like to be loyal to my employer, but if another teaching position came along where I could take home $35,000 instead of the approximate $20,000 that I am making now, I'd have to do that. It wouldn't be any emotional thing, just hard pragmatics. I need the money. But I haven't actively sought other teaching positions because I like teaching here and the carrot keeps getting strung out. I wouldn't be here if I didn't think there was a chance that I'll get what I want here.

Based on the respondents' answers to this final and most direct of all the questions, the researcher concluded that this sample of dependent part-timers choose to remain in their present positions for three basic reasons. First, part-time employment meets their personal, professional, and family needs right now; second, the part-timers truly enjoy their work; and third, the respondents have developed a loyalty toward their employer.

Application of Job Satisfaction Theory to Study Results

Four theories of job satisfaction were selected by the researcher to construct a theoretical framework for the study. Need-fulfillment, value-based, discrepancy, and equity theory can each be used to explain some aspect of the attitudes, reflections, and career choices of the dependent part-timers interviewed in this study.

Fit hypothesis

The "fit hypothesis" is a central principle which underscores most of the theories on job satisfaction. Simply put, this hypothesis claims that job satisfaction is derived from the "fit" or compatibility of the worker and the job. Ample backing for the fit hypothesis was found in the research data. When asked why they chose to remain in their current positions, many of the respondents voiced reasons such as "because it fits my personal needs" or "it works for me" or "it meets my needs at this point in my life" or "it satisfies my personal and professional and lifestyle needs at this time." No single theory is simpler or does a better job of explaining the career choices made by these individuals.

Need-fulfillment theory

Need fulfillment theory can also be associated with the explanations or rationale offered by several of the respondents. Respondents frequently mentioned their need to nourish their self-esteem, their need to make a contribution, and their need to be engaged in important or meaningful work. The basis of need-fulfillment theory is that job satisfaction is realized when an individual's job fulfills or allows for the fulfillment of his/her psychological as well as physical needs. Not surprisingly, the areas of their jobs which were most satisfying to the respondents were those elements which were intrinsic in nature and which attended to their psychological needs. Working with students, being valued as part of the college faculty, interacting with other professionals, and having the opportunity to teach met their needs and were clearly satisfying to the respondents.

Value-based theory

The use of value-based theory is also appropriate to explain the responses and choices of the study respondents. According to this theory, values determine the choices people make and their emotional responses to those choices. It is apparent from the responses recorded that many of the respondents have placed a high value on their family commitments, their ability to allocate their time as they desire between home and work, and their preference for teaching over other career options they have. Although they long for a more permanent employment arrangement with the college, merely attaining some other type of full-time work with higher pay and benefits is not highly valued by these individuals. As long as their current positions allow the part-timers to combine the things that they value most, time with family and the opportunity to teach, they experience a level of job satisfaction which placates them enough to remain in their current positions.

Discrepancy theory

Discrepancy theory provides a relatively uncomplicated explanation for the dissatisfaction which was expressed by a number of respondents. The discrepancy theory proposes that an individual has fundamental expectations about what a job should provide in the way of tangible and psychological rewards. When a job fails to meet one or a number of these expectations, a discrepancy occurs which can lead to dissatisfaction. This phenomenon is clearly illustrated by the respondents' reported dissatisfaction with some of the extrinsic aspects of their jobs; namely, office space, file cabinets, and job security.

A reasonable expectation of these employees is that they will be provided a suitable work area to carry out their job and suitable space for their materials. Since this was deemed insufficient or lacking on all three campuses, it is easy to see why discrepancies occurred which led to dissatisfaction for the part-timers.

A second basic expectation of the respondents is that they should be granted some degree of tangible job security from their employer. Many of them believe that in return for the commitment they have made to the college over the years, it is not unreasonable to expect that the college would make a similar if not equal commitment to them. Again, the lack of anything longer than a ten-week contract from the college creates a discrepancy and thus dissatisfaction for those individuals who expect greater job security.

Equity theory

Another area of dissatisfaction for many of the dependent part-timers can be explained by equity theory. Equity theory states that job satisfaction is experienced when an individual receives what is perceived to be an equitable return for his/her effort and skills. The individual's perceptions of equity are based on a comparison of his/her own input and rewards with the input and rewards of others. A number of the respondents who expressed dissatisfaction with their salary made a point of comparing their workload and salary with a full-timer's workload and salary. Because part-timers make approximately half the salary of full-timers for almost the same classload, the part-timers perceive this return as inequitable and, therefore, dissatisfying. When they consider their salary in comparison to other types of part-time employment, the part-timers generally agree that the rate is more than adequate. It is when they compare their salary to t

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the salary of the full-timers that their part-time salary becomes less acceptable.

It is true that no one theory of job satisfaction is broad enough or flexible enough to explain the entire range of feelings expressed by the participants in this study. Yet exploring the different principles that underscore the various theories does provide some insight into the formation of an individual's career perspective. This insight allowed the researcher to develop a greater understanding of how and why dependent part-timers make the career choices they do. Need-fulfillment, value-based, discrepancy, and equity theory were relevant and, therefore, helpful in explaining the findings of this study.

Summary

Chapter IV has presented the data gathered via the respondent interview method. The data were organized around the three major dimensions of career perspective. The first section presented the respondents' responses to the questions about their attitude toward their part-time status. The second section of the chapter summarized the responses relative to job satisfaction and dissatisfaction. The third section related the dependent part-timers' explanations of why they have remained in their part-time positions. Chapter IV concluded with a review of the relationship between the four selected job satisfaction theories and the results of the research study.

It was found that the dependent part-timers choose to remain in their current teaching positions because part-time status allows them to combine the two things in their lives which they value most highly: teaching and family. A part-time position allows them the flexibility to allocate the amount of time to each of these priorities which they feel is appropriate. The intrinsic rewards which they realize from this arrangement outweigh or more than counterbalance the dissatisfaction they may experience from several extrinsic features of their jobs; namely, low pay, lack of job security, and inadequate office and storage space.

CHAPTER V
CONCLUSIONS

> The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them: that's the essence of inhumanity.
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> --George Bernard Shaw

Introduction

The researcher's purpose in this study was to use a qualitative research method respondent interview to examine the career perspective of dependent part-time faculty. Career perspective was defined as the dependent part-timer's attitude toward, satisfaction with, and decision to remain in the part-time position.

The previous four chapters presented the statement of the problem, a review of the related literature and research, a description of the research methodology used, and a presentation and analysis of the data gathered in the study.

Chapter V begins with a discussion of the major themes found woven throughout the data. A profile of the typical dependent part-time faculty member drawn from the data is presented next. The researcher's conclusions are discussed in the third section. This section also includes the answer to one of the most important questions asked in the study, "Why do dependent part-timers remain in their current position?" Chapter V concludes with recommendations, reflections, and suggestions for future research.

Major Themes

The interviews conducted with the ten participants in the study were guided by six major lines of questioning. The questions were designed to elicit responses which would reveal each respondent's personal attitude about his/her status. The respondents were also asked to discuss those elements of their job which were considered satisfying or dissatisfying. Finally, each respondent revealed how he/she explained or justified the decision to remain in the current position rather than seeking other employment.

Many questions were used to garner this information, and each respondent provided the researcher with varied and sometimes unique replies and reflections. As the researcher read, reviewed, and continually revisited the data, several notable themes began to emerge from the testimony. Each theme was not correlated with just one or two specific questions, but came to light repeatedly and in a number of places throughout the interviews.

The first theme which emerged from the data was the idea of *choice*. It soon became apparent to the researcher that the dependent part-timers had clearly *chosen* to engage in this employment situation. They were not teaching part-time because they were ill-equipped for other careers. Every one of the participants was an educated, experienced professional with marketable skills. Even those individuals who initially sought full-time positions at the college *chose* to accept a part-time position rather than work full-time in another occupation. Several respondents mentioned that they had left much more lucrative full-time positions to enter the teaching profession. One male participant who had given up a higher paying job stated, "I chose to come here, I choose to stay here, and I can leave whenever I want to."

The second theme which surfaced from the data was that these respondents have strong personal values which influence their choices. These part-timers remain in their current position, even though it has negative aspects, because it fits their chosen lifestyle at this time in their lives. High salary, prestige, job security, and upward mobility are typical career motives for many workers. The participants in this study, however, value family, personal time, and the intrinsic rewards of teaching much more than the traditional work incentives. Over and over again, the respondents conveyed that their priorities are focused on family commitments and/or the intrinsic rewards that teaching provides. They minimize or tolerate discontent with their salary, inadequate office facilities, and lack of job security because of the abundance of enjoyment and satisfaction they reap from being in the classroom. And for many, the current arrangement affords them ample time to meet family responsibilities. In this regard, the participants of this study have found an ideal way to achieve and combine their two highest priorities.

Profile of the Dependent Part-timer

When the data are categorized, analyzed, and averaged numerically, a profile of the typical dependent part-timer in this study can be drawn. The profile is based on the following demographic data and facts revealed during the interviews. Seven female and three male part-timers participated in the study. The ages of the participants range from 31 to 57. The total years spent in the teaching profession span a low of one year to a high of twenty-three years. Teaching experience at this particular institution ranges from one to ten years. Bachelor's degrees are held by five of the respondents, four respondents hold master's degrees, and one respondent has a doctoral degree. All of the respondents report having a spouse who is employed full-time. Seven of the part-timers teach classes year-round, while three teach from September through June. Five, or half, of the respondents teach only day classes, while the remaining five teach a combination of day and evening classes. Subject areas taught are varied and include social studies, business, office administration, allied health, math, economics, law, accounting, and computer information systems. The majority of the part-timers teach in more than one subject area. Math is taught most often (by four of the instructors), and accounting and office administration are tied for second (each taught by three instructors). All ten respondents would accept a full-time position at this institution and nine of the ten hope to have a full-time teaching position in the future.

The researcher has used these findings to draw the profile of a typical or average dependent part-timer at this college. The typical dependent part-timer is a 42-year-old married female. She teaches a combination of math and accounting. She has nine total years of teaching experience with 4.5 years at this college. She teaches primarily day classes with an occasional night class. She teaches year-round with a reduced schedule in the summer. She is relatively content with her position because it allows her to do what she loves--teach. At the same time, she has a flexible schedule that allows her time to be available for her family. Her workload suits her well, and she is happy with the courses and schedule offered to her. She is pleased with the reputation of the school and enjoys working with the local administrators and her colleagues.

The facets of her job which she finds dissatisfying are the lack of job security or a formal, long-term commitment from the college; the inequity of her salary when compared to a full-timer's salary; and inadequate office space and file cabinets.

Probably the most positive element of her job is working directly with the students. She explains the joy derived from teaching this way:

> I am a people person. I have to be out. I have to be doing, that's why I like to teach. When I get in my classroom, I am in my glory. I am very pleased with what I am doing here. The interaction with the students meets a real need for me. I get a lot of satisfaction.

Conclusions

Following a review and analysis of the research procedures and the data gathered in the study, the researcher has arrived at four major conclusions. First, the use of the qualitative research method respondent interview is an appropriate and much improved way to study the career perspective of part-time faculty. Second, the job satisfaction and dissatisfaction expressed by the respondents in this study are similar to the findings of previous studies. The researcher's third conclusion is that the dependent part-timers' attitude toward their position is quite positive, contrary to what has been reported in other studies. Lastly, the researcher concludes that the dependent part-timers have several important reasons and valid explanations for deciding to remain in their part-time positions. These dedicated teachers do not appear to be the helpless victims of an inequitable system of higher education. A detailed discussion of each of the four conclusions follows.

Use of respondent interviews. The researcher discovered in her review of related literature and research that all but a very few of the studies previously conducted to study part-time faculty had used traditional quantitative methods, particularly the questionnaire. The researcher believed that the interview method would allow for a deeper and more intimate examination of the career perspective of these individuals.

The advantages of the interview method, as described in the research methodology literature, were manifested in this study. During each individual interview, a rapport was established between the researcher and the respondent which enabled the researcher to elicit sincere, contemplative responses from the respondent. Questions as well as answers were clarified as needed. The researcher was able to adapt and rearrange the sequence of the questions to conform to the unique direction each discussion took. Consequently, she was able to probe the areas of greatest interest. The respondent interview methodology utilized in this study enabled the researcher to gather an abundance of relevant and plausible data to examine the career perspective of dependent part-timers.

The part-timers' job satisfaction and dissatisfaction. The researcher concluded that the results of her study were similar to reports found in the literature on one of the three components of career perspective, i.e., overall satisfaction with the part-time position. As reported in many studies, a reasonably high percentage of dependent part-timers indicate or express overall satisfaction with their positions. This figure was reported to be 78 percent in the 1988 NSOPF survey. Upon close examination, the reader finds that for many part-timers, intrinsic satisfaction is generally quite high, which often softens or compensates for their dissatisfaction with several extrinsic features of their jobs.

The researcher reports similar results from her study. Overall, the respondents revealed that they receive satisfaction from working with students and from being part of the academic community. The areas of their careers which were negative or dissatisfying to them mirrored the findings of previous studies. The extrinsic factors of inadequate and inequitable salary, lack of job security, and inadequate office facilities were mentioned repeatedly by the respondents.

The part-timers' attitude toward their position. The part-timers' attitudes and feelings toward their part-time position as disclosed in this study did not match the findings of earlier studies. The researcher discovered in the review of the literature on part-time faculty that many part-timers have a negative perception of their own status and even refer to themselves as marginal, second-class, and expendable. A feeling of resentment toward the employing institution is often detected, and tales of exploitation are frequently the focus of the article or study.

This researcher detected no such self-deprecating labels and perceptions in the responses provided by the dependent part-timers in this study. Although their contracts indicate that they are part-time, these faculty members feel that they put in nearly full-time hours and make a significant contribution to the college. If they do refer to themselves as part-timers, many of them quickly explain that their actual workload and responsibilities are very close to full-time. The following responses by two of the respondents convey this attitude:

> I don't think that I am a second-class citizen. I don't feel like second-class. I don't really feel a whole lot different than full-time faculty other than, of course, we don't get paid like full-time faculty.
>
> I feel I contribute as much or more than any of the faculty. I don't feel my position is subservient. I really take exception to the use of the word "adjunct," which translates to "secondary" or "added-on."

Feelings of animosity or resentment toward the college were also absent during the interviews. The dependent part-timers feel that they are respected and valued by the college. They are generally treated as equals with the full-time faculty and are given priority over the independent part-timers in many matters. Several respondents indicated that more emphasis is now being placed on the importance of part-time faculty on their campus and that this has been shown in a variety of symbolic as well as substantive ways.

Decision to remain in the part-time position. The most intriguing question introduced in the literature is "Why do part-timers remain in these positions which appear to be inequitable and frustrating?" A direct answer to this question cannot be found in the literature; it has only been implied. The researchers' conclusions in many studies imply that dependent part-timers are the helpless victims of an exploitative educational system. The economic incentives of hiring large numbers of part-timers tend to overshadow the impropriety and injustice of such a practice. The part-timers in these studies are portrayed as frustrated, overworked, underpaid, and unappreciated. When they are hired, they are led to believe that this is the career path to a full-time faculty position; when in reality, the prospects of ever realizing that goal diminish a little more each year they remain in their part-time position.

This researcher sought direct answers to this important question. Each respondent was asked specifically how he/she would explain his/her decision to remain in the part-time position. The participants in the study offered two basic explanations. It is quite evident that these individuals originally accepted a part-time position and remain in it, at least for now, because it allows them to have those things which they value most highly at this particular point in their lives. First, they have the opportunity to teach. Each respondent has made a conscious decision to pursue a career in the classroom, rather than continue in his/her former career in law, nursing, office work, sales, school administration, mechanics, personnel, or allied health. The intrinsic rewards they receive from teaching more than compensate for the frustrations they experience in regard to salary, job security, and office space.

The second explanation given by many of the respondents is that this part-time position gives them flexibility to allocate adequate time to their work responsibilities as well as their family obligations. To these individuals having time to spend with family is a greater priority and of more value than a larger salary or full-time employment elsewhere. This was true for two of the three male respondents as well as the female respondents. (One of the male respondents no longer has children living at home.) It is clearly evident that the respondents in this study do not consider themselves to be the helpless victims of an inequitable system. They know what the realities are and what the discrepancies and inequities are, yet these individuals have their personal values clearly defined and are committed to them. All of the respondents admit that eventually they hope to have a full-time position; but for right now, what they are doing works just fine for them. At least for this sample working at this college, there now is a clear-cut answer to the question, "Why do dependent part-timers remain in their part-time positions?"

It is important to note that in this study, each of the dependent part-timers has a spouse who is employed full-time. This fact was not known to the researcher at the time each individual was selected for the sample. This was a chance occurrence that was neither intended nor anticipated by the researcher. It is probably reasonable to conclude that this fact impacts to some degree the participants' ability to pursue their career of choice in a part-time capacity. The same results might not have occurred if the sample for this study had included single individuals or individuals whose spouses were not employed full-time. Overall satisfaction and attitude toward salary and benefits may have been affected.

Recommendations

The use of large numbers of part-time faculty has allowed colleges to provide quality classroom instruction and to deal quickly with enrollment fluctuations at a very affordable cost. Part-timers will continue to be a significant and needed segment of the faculty in higher education in the years ahead. Thus, colleges will need to become more attuned to the needs, attitudes, and job satisfaction of these individuals.

Colleges need to become more sensitive to the inequities which have been perpetuated in the present system and should look for appropriate remedies in the areas of salary, benefits, job security, and office facilities. Part-timers, especially dependent part-timers, teach because they place a high value on the intrinsic rewards they receive; however, their commitment and enthusiasm for teaching are bound to wane if the festering frustrations of their status are not addressed.

Dependent part-timers, in particular, deserve enhanced status and more tangible rewards. As one participant in this study suggested, a three-tier faculty hierarchy would be easy to implement and would rectify the current problems. Each of the three tiers--full-time faculty, dependent or permanent part-time faculty, and independent or temporary part-time faculty--would have a distinct salary scale, benefit options, and job responsibilities. Dependent part-timers would not expect to be placed on an equal basis with the full-time faculty, but they would receive appropriately prorated compensation and benefits. Full-time faculty and dependent part-time faculty would differ in both teaching and non-teaching responsibilities. Dependent part-timers could also be offered one-year, renewable contracts which specify a minimum yearly teaching assignment. With their more permanent employment status, it should be possible to provide adequate office or work space to the dependent part-timers.

Many dependent part-timers choose to work part-time. Having a distinct status which is clearly defined would provide them the compensation, job security, and recognition they deserve. They would know from the outset that this is a permanent part-time position and would not labor under false hopes that they will eventually work into a full-time position. Of course, as full-time openings occur, these part-timers would be free to apply.

Independent or temporary part-timers would continue to be employed on a term-to-term basis, would have limited classloads, would not require office space, and would expect limited, if any, access to benefits.

Choice of workload and class assignments would flow downward through the three tiers. Full-timers would have first priority, dependent part-timers would be second, and independent part-timers would receive any remaining classes.

Colleges should review the way they currently meet their faculty staffing needs. Those colleges that are committed to improving the status and welfare of the dependent part-timer could begin by investigating the type of approach suggested above. This type of hierarchy or other appropriate approaches could greatly increase the job satisfaction of dependent part-timers. Such a system should enable the college to attract and retain the best possible people for its part-time positions and to encourage their dedication. College governing boards, administrators, and full-time faculty who are committed to quality higher education should no longer support the status quo which permits dependent part-time faculty to be part of an inequitable system, a system which has gone far beyond its original intent.

Reflections

This study, although limited to a relatively small sample at only one college, has utilized a seldom-used methodology or a unique approach to study a very important phenomenon in higher education today. Its most significant contributions may be three-fold.

1. This study may encourage other researchers or colleges to focus more closely on the status and needs of the distinct segments which make up the heterogeneous body known as part-time faculty.
2. This study may inspire college administrators to consider and implement innovative faculty hierarchies which more appropriately recognize and compensate the different types of part-time faculty on their campus.
3. This study may serve as a model or the impetus for conducting in-depth qualitative, rather than quantitative, studies of the career perspective and needs of college faculty, as well as other personnel groups.

This research study may also provide the rationale and the information needed for this particular college to closely review and address the needs of its dependent part-time faculty. By building on the strengths and exploring ways to correct the weaknesses of its current policies regarding the employment of part-time faculty, the college can ensure that it will be able to meet its hiring needs with a dependable, dedicated, and satisfied cadre of part-time faculty. The dependent part-time faculty provide the college with quality teaching, versatility, flexibility, and dedication. In essence, they are a valuable human resource which enables the college to attain its academic goals and remain within its financial restraints. The dependent part-timers deserve nothing less than recognition, commitment, and enhanced compensation from the college. According to Gappa and Leslie (1993), an institution that employs part-time faculty strengthens itself when it adopts a positive, fair, and investment-oriented stance toward its part-time faculty (284).

Suggestions for Future Research

1. A follow-up study of this sample in three years to determine if the respondents have acquired full-time teaching positions, if they have retained their part-time status, or if they have accepted other employment.
2. A qualitative study of college administrators to examine their perspective and their college's policies on the employment of part-time faculty.
3. A qualitative study of the job satisfaction and needs of independent part-time faculty as a distinct group.
4. A replication of this study at a public four-year college or a community college.
5. A comparative study of the employment policies regarding part-time faculty at a sample of public or private colleges in the state.

6. A quantitative study of the career perspective of this same sample to compare its results and conclusions with the results and conclusions of this study.

Summary

In this study the researcher examined the career perspective of a sample of dependent part-time faculty members employed by a private four-year college on three different campuses. A review of job satisfaction theory as it pertained to the needs and attitudes of this segment of part-time faculty was also conducted.

A qualitative research method respondent interview was used to provide a unique approach to the study of the problem and for gathering data. Tapes of the individual interviews were transcribed and analyzed. The resulting data were then categorized and grouped around significant research topics.

Chapter V opened with a review of several major themes which were found running throughout the data. Next a profile of the typical dependent part-timer was described. In the third part of the chapter, the researcher compared the results of her study to the results of previous studies and discussed four major conclusions.

Following the conclusions, the researcher offered several recommendations. These recommendations included the creation of a unique three-tier faculty hierarchy which would recognize the dependent part-timers as a separate entity and entitle them to appropriate and improved status, recognition, and compensation. The chapter concluded with the researcher’s reflections and suggestions for future research.

APPENDICES

APPENDIX A

Table 1
Demographics of Part-timers in the Study

Appendix A

Table 1: Demographics of Part-timers in the Study

Respondent	Sex	Age	Total Years' Teaching	Years at this College	Highest Degree	Area of Teaching	Number of Classes	Terms Taught	Day or Evening
1	M	38	12	1	MA	Social Studies	3-4-5	F, W, S, SM	D
2	F	31	1	1	BS	Business	1-2-3	F, W, S	D, E
3	F	37	1	1	MBA	Business, Office Administration	3-4	F, W, S	D, E
4	F	44	7	5	BS	Office Administration, Allied Health	3-4	F, W, S, SM	D
5	F	36	10	10	BA	Math, Accounting	3-4	F, W, S	D
6	F	41	6	1.5	BS	Allied Health	4	F, W, S, SM	D
7	M	46	9	9	MA	Math, Economics	3-4	F, W, S, SM	D
8	F	47	23	7.5	MS	Office Administration	3-4	F, W, S, SM	D, E
9	M	57	7	4	JDD	Accounting, Law, Computer Information Systems, Economics	4-5	F, W, S, SM	D, E
10	F	44	17	5	BS	Math, Accounting	4-5	F, W, S, SM	D, E

F = Fall W = Winter S = Spring SM = Summer D = Day E = Evening

APPENDIX B

APPLICATION FOR REVIEW OF A PROJECT INVOLVING HUMAN SUBJECTS

APPENDIX B

APPLICATION FOR REVIEW OF A PROJECT INVOLVING HUMAN SUBJECTS

UCHRIS - Michigan State University

DIRECTIONS: Please complete questions on this application using the instructions and definitions found on the salmon sheets (revised October 1992).

1. **RESPONSIBLE PROJECT INVESTIGATOR(S)** (Faculty or staff supervisor)

Dr. Louis Hekhuis
Faculty ID#:
(Social Security #)

(Signature)

ADDITIONAL INVESTIGATOR(S)

Mary Ann Herbst
Fac./Stu. ID#:
Fac./Stu. ID#:
Fac./Stu. ID#:

2. **ADDRESS** (for comments/approval letter)

429 Erickson Hall
Michigan State University
East Lansing, MI 48824
Phone #:
FAX #:

ADDRESS (for comments/approval letter)

Phone #:
FAX #:

3. **TITLE OF PROPOSAL** The Career Perspective of Dependent Part-Time Faculty Members

4. **PROPOSED FUNDING AGENCY** (if any) None

5. **DOES THIS PROJECT UTILIZE AN INVESTIGATIONAL DRUG, DEVICE OR PROCEDURE?**
Yes [ ] No [X] If yes, is there an IND #? Yes [ ] No [ ]

6. **DOES THIS PROJECT INVOLVE THE USE OF HUMAN BLOOD OR TISSUE?**
Yes [ ] No [X]

7. **DOES THIS PROPOSAL HAVE AN MSU ORD NUMBER?** Yes [ ] # No [X]

8. **WHEN WOULD YOU PREFER TO BEGIN DATA COLLECTION?** immediately upon approval
Please remember you may not begin data collection without prior UCRIHS approval.

9. **CATEGORY** (Circle A, B or C below. See instructions.)

a. This proposal requires review by a full sub-committee.
[✓ b.] This proposal is eligible for expedited review. Specify category or categories 2-1.
c. This proposal is exempted from full sub-committee review. Specify category or categories .

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10. PROJECT DESCRIPTION (ABSTRACT)

The qualitative research method, respondent interview, will be used by the researcher to examine the career perspective of a sample of dependent part-time faculty members. The data gathered in the study will be analyzed and used to clarify or confirm the results of quantitative studies of part-time faculty members reported in the literature. Use of this qualitative research method will allow for deeper exploration of the attitudes and levels of job satisfaction of the subjects. This data may contribute new knowledge and greater understanding of the attitudes and needs of this particular segment of the college faculty.

11. PROCEDURES

A sample of 10 to 12 part-time faculty members will be selected from the dependent part-time faculty members at the , , and campuses of . A one-hour individual interview will be conducted by the researcher with each volunteer respondent. A one-hour or less follow-up interview may be conducted with each respondent if necessary. All interviews will be tape recorded and transcribed by the researcher. The resulting transcripts will be analyzed by the researcher.

12. SUBJECT POPULATION

a. The study population may include (check each category where subjects may be included by design or incidentally):

Minors [ ]
Pregnant Women [X]
Women of Childbearing Age [X]
Institutionalized Persons [ ]
Students [ ]
Low Income Persons [ ]
Minorities [X]
Incompetent Persons (or those with diminished capacity) [ ]

c. **If you are associated with the subjects (e.g., they are your students, employees, patients), please explain the nature of the association.**

I am not associated with the subjects from the and campuses. I am associated with the subjects from the . campus. One or several of these subjects could be faculty members in my division at the College. However, I was not instrumental in the original hiring of any of these subjects, and each of them had an established, successful work history at the College prior to my assuming my administrative position.

d. **How will the subjects be recruited?**

An administrator on each campus will recruit a number of potential volunteer subjects and explain the nature and purpose of the study to them. The names of interested subjectswill be forwarded by the administrator to the researcher.

e. **If someone will receive payment for recruiting the subjects, please explain the amount of payment, who pays it and who receives it.**

N/A

f. **Will the research subjects be compensated? [X] No [ ] Yes. If yes, details concerning payment, including the amount and schedule of payments, must be set forth in the informed consent.**

h. **Will the subjects incur additional financial costs, as a result of their participation in this study? [XXNo [ ] Yes. If yes, please explain.**

g. **Will you be advertising for research participants? XX No [ ] Yes. If yes, attach a copy of the advertisement you will use.**

13. **ANONYMITY/CONFIDENTIALITY**

The confidentiality of all research subjects will be maintained as strictly as possible. Although the identity of each subject will be known to the researcher, the subject's name and other identifying information will be changed in the final reporting of the research results. The risk of possible identification by those familiar with the setting is remote, yet exists. This risk, although minimal, is common to this type of study. The researcher will physically safeguard all tapes and transcripts at her personal residence, and the identity of individual subjects actually participating in the study will not be revealed to any other associates, employees, or administrators of . No areas of questioning will be pursued that in any way place the subject's present or future employment in jeopardy.

14. RISK/BENEFIT RATIO

There is no potential physical, emotional, or financial risk to the subjects involved in the study. There is only very minimal risk that subjects may be identified by individuals familiar with the setting. Safeguards for the subjects' confidentiality and the subjects' rights to refrain from answering any of the interview questions should eliminate any chance of harming or jeopardizing the subjects' employment status or future employment potential with the College. These rights will be explained to each respondent before consent is requested.

Subjects of this study may benefit by having the opportunity to express their attitudes and feelings of satisfaction and dissatisfaction with their employment status. The more higher education administrators learn about the motivation and needs of this segment of the faculty, the more able they will be to appropriately recognize and reward the contributions of part-time faculty members.

15. CONSENT PROCEDURES

After the purpose and procedures for the study are explained by the researcher, each subject will be asked to read and sign the letter of consent. This will be done prior to the initial interview. Subjects will be guaranteed confidentiality and the option of withdrawing from the study at any time. A copy of the consent letter is attached.

Is your application COMPLETE? Please SEE the CHECKLIST on page four of the UCRIHS Instructions.

APPENDIX C

INTERVIEW CONSENT FORM

APPENDIX C

INTERVIEW CONSENT FORM

Research Study Participant

The purpose of this study is to use the respondent interview method to examine the career perspective of dependent part-time faculty at a small, private college. I will be asking you questions about your attitude toward your faculty position, your level of job satisfaction or dissatisfaction, and your reasons for continuing in your current position.

The initial interview will take approximately one hour. I may find it necessary to contact you again for a follow-up interview. The total time involved in our interviews should not exceed two hours.

All of the notes, tapes, and data resulting from this and the follow-up interview will be treated with strict confidentiality and will be safeguarded at my personal residence. Your name and other identifying information will be changed in the final research report.

Your participation in this study is voluntary. You may choose not to participate at all, refuse to answer any question, or discontinue the interview at any time. There is absolutely no penalty for taking any of these actions.

A copy of the general findings of this research will be available to you upon request at the conclusion of the study. By signing this form below, you indicate that you understand the purpose of this study.

Interview Participant	Date

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BIBLIOGRAPHY

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