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## An Analysis of Multiple Work Roles and Identities of Adjunct Faculty in American Two-Year Colleges

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AN ANALYSIS OF MULTIPLE WORK ROLES AND  
IDENTITIES OF ADJUNCT FACULTY IN  
AMERICAN TWO-YEAR COLLEGES

by

Michael E. Kuchera

A Dissertation Submitted to the Faculty of the Graduate School  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Philosophy

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1986

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## VITA

The author, Michael Kuchera, is the son of Eddie and Lenore Kuchera. He was born on July 12, 1949, in St. Paul, Minnesota.

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In 1982, he began work towards a Ph.D. degree in sociology at Loyola University of Chicago. In his first year, he received a fellowship from the sociology department, and was later awarded the Schmitt Fellowship for dissertation research for the 1985-86 academic year.

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## CHAPTER I

### INTRODUCTION

Higher education in America has often been viewed as the key to increased opportunity for professional employment. It has been the primary means for socializing individuals into the skills and values needed for their future careers (Boocock, 1980). Others, however, view higher education as a "screening device" that allows some individuals access to higher status full-time employment, while at the same time barring others from such positions (Berg, 1969). Achievements, according to this ideology, are based on qualifications which result from individual accomplishments. This assumes, however, that the system provides equal opportunities for access to a college education for all of its citizens.

The development of the two-year colleges, around the turn of the century, attempted to meet this need of making college more accessible and less expensive for students who would not otherwise have had access to a college education. The curriculum in the two-year colleges, also known as community colleges, is generally more varied than that of four-year colleges and universities. The faculty in community colleges are also

expected to spend more time teaching and advising students than four-year college faculty (Thornton, 1972).

The community college systems have witnessed a major increase in the use of part-time faculty over the last 35 years. Leslie and Head (1979) report that approximately half of the community college faculty are presently part-time. Much of this growth in the use of adjuncts in community college systems appears to have been recent, occurring within the last ten years. Justifications for the increased use of adjunct faculty in the community colleges include: the need to offer courses taught by experts working in applied fields, the ability to quickly add or discontinue courses based upon community demand, and the flexibility to respond quickly to fluctuations in student enrollment.

The extensive use of adjuncts is not, however, limited exclusively to the two-year colleges. Higher education in general, which experienced massive growth during the 1950s and 1960s, began to encounter enrollment declines in the 1970s. Along with the declines in enrollment, came increased financial pressures. These factors first affected the small four-year colleges, but eventually extended to most institutions of higher education. This tightening of the institutional purse strings enhanced the economic incentives for the use of increasingly larger numbers of part-timers. From the point of view of administrators, part-timers cut labor costs since they are paid at only

a fraction of the amount of full-timers and usually do not receive fringe benefits. Part-timers also are not given long-term commitments in terms of employment, which helps administrators hedge against future unstable enrollments (Leslie, Kellams & Gunne, 1982).

This flexibility for administrators regarding the employment of adjuncts is made possible partially by the surplus of highly trained people. At the same time that the need for academic personnel has declined, graduate departments continued to produce individuals with advanced degrees. This meant that not every graduate who desired full-time employment in academia would find it. Internal stratification eventually began to intensify in the academic labor market. A certain segment of those completing graduate programs would be fortunate enough to find full-time academic employment. Others, however, would find themselves in either continuous temporary appointments or permanent part-time teaching. These individuals are now part of what Edwards (1979) calls a "secondary labor market," performing roughly equivalent work, but for substantially less money, and with little job security.

The growing number of part-time academicians are generally aware of their tenuous position in the academic institutions at which they are employed. These individuals have little input into departmental affairs, and few privileges that full-time faculty enjoy such as the right to

select the textbooks to be used in the courses which they teach or an office in which to meet with students. Some of these individuals may also teach at three or four colleges to piece together enough classes to produce a full-time load. It is difficult, under these conditions, for such individuals to organize a coherent work life with the conflicting demands of varying employment sources.

Part-time academic employment is not, however, without certain advantages. For business persons and other professionals who have full-time employment outside of academia, part-time college teaching may be seen as enhancing one's prestige. Other persons who are caring for and raising small children may enjoy the flexibility that part-time teaching affords. Still others who are enrolled in graduate school may gain valuable experience and enhanced income from part-time teaching. The bleak full-time academic employment picture, therefore, most clearly affects those part-timers who desire full-time academic employment and are unable to find it.

#### Previous Studies

The increasing interest in the situation of these marginal academicians is of recent concern. Major researchers in this area such as Gappa (1984) and Leslie, Kellams and Gunne (1982), state that the data on part-time instructors in higher education are sparse and that there has been

very little effort in earlier studies to build upon previous research in the area. The best available research is probably found in two studies; a case study performed by Leslie, Kellams and Gunne (1982), and a national survey of adjuncts conducted by Tuckman and associates (1978). The first study examined part-timers at a midwestern community college, an upper-level western college and a large urban eastern university. This study focused on such factors as the percentages of part-timers in different subject areas, as well as their influence both inside and outside of the institution at which they were employed. The Tuckman study, which was conducted under the auspices of the American Association of University Professors, is definitely the most comprehensive. These researchers examined such variables as the sex, race, educational training and experience of the part-timers in higher education. Issues of discrimination in pay and working conditions were also explored. Both of the above groups of researchers express a similar point: that few national statistics on part-timers exist, and that federal agencies should be encouraged to collect such information for future research purposes.

#### The Present Study

The present study attempts to contribute to research in an area which needs additional study. Data relating to

objective features of the academic labor market will be explored as in previous studies. This includes the decline in full-time academic jobs, the lack of amenities such as office space, discrimination in pay and the lack of benefits, and feelings of estrangement from the institutions in which they are employed. In addition to this information, the present study will build upon the work of Tuckman and associates (1978) who developed the understanding that part-timers are not one uniform group, but made up of individuals with differing types of motivation for part-time employment. Some adjuncts are attempting to break into the full-time college market, other individuals are employed either full or part-time in non-college jobs, and still others are primarily involved in childcare responsibilities. This study will explore the issue of multiple work roles and identities for a group of individuals with the same "manifest" role of adjunct, but which differ in their "latent" roles and identities (see Gouldner, 1957). Adjuncts as a group represent an excellent sample on which to explore the question of multiple work roles and identities as discussed by "identity theory." This approach finds its roots in symbolic interactionism (see Mead, 1962), but has been further refined to better account for social-structural variables.

In the present study, the connection will be made between identity theory variables such as "identity sa-



lience," the hierarchical ordering of identities, and variables relating to the nature of the present academic labor market such as the perceived seriousness of the employment picture in full-time college teaching. This study will explore such research questions as: Will different types of part-timers perceive the employment opportunity structure differently? Is the adjunct role-identity more salient for certain types of part-timers? Do proposed models for predicting the amount of hours per week spent in the adjunct role operate effectively? What is the effect of certain demographic variables such as sex, age, years of education, teaching experience and subject taught, on the adjunct role? The data from the present study hope to answer these, as well as other, research questions.

In the following chapters, the research which has been touched upon above, will be explored in greater detail. In addition, this research will be placed into a more comprehensive, theoretical framework. From the existing theory and research, the rationale for the present study will be examined and the specific methodology of the study will be discussed. Later chapters examine the data which have been collected in the present study. Chapter IV focuses most heavily upon the academic labor market and its effects upon adjunct satisfaction. Chapter V explores the connection between the academic labor market situation and the multiple roles and identity issue.

The final chapter will be a synthesis of previous research and theory, with the findings of the present study. The implications of the present research for the population of adjuncts will be examined, and recommendations for future study will also be made.

It is hoped that the present study will contribute to the understanding of the complex situation in which many adjuncts presently work and live. In addition, this study can also be seen as a specific application of sociological theory - especially split labor market theory (see Bonacich, 1972) and identity theory (Stryker, 1980). Theorists such as Stryker have discussed the necessity of building theoretical and empirical links between social system and social psychological variables. The present study hopes to contribute to the understanding of this important area by building a bridge between these levels of analysis.

## CHAPTER II

### A REVIEW OF THE LITERATURE

The academic market in general, as well as the market for academic sociologists in particular, has changed dramatically over the last 35 years, with the most significant changes occurring within the last ten to fifteen years. In the 1950s, the number of sociologists holding Masters and Ph.D. degrees generally exceeded the demand (Lyson & Squires, unpublished), with 74 percent of sociologists employed in academic settings. At that time, there were only about 2,000 sociologists in the United States. The 1960s was an even more promising time for academic sociologists, with increasing enrollments due largely to the baby-boom children entering college. In 1964 the number of sociologists in the U.S. was approximately 2,700, with 77 percent employed in academic settings. By 1972, however, the number of sociologists had skyrocketed to almost 15,000 with 80 percent participating in the academic market. Although enrollments continued to expand during the early part of this period, the number of sociologists were clearly outstripping the number of available academic jobs (Panian & Defleur, 1974). On the basis of survey data, Finsterbusch (1973) estimated a decline in academic

positions for sociologists in higher education from 1,600 in 1971, to 883 in 1972, to 358 in 1973, to 166 in 1974. The trend towards fewer academic positions during this period is clear: the 644 Ph.D.s in sociology who graduated in 1974 would be competing for 166 openings, not only with each other, but with graduates of previous years, as well.

The current situation in the social sciences is probably even more critical than when Finsterbusch's (1973) work was completed. Blumberg (1979) provides projections for the 1974 to 1985 period which finds 50,700 job seekers attempting to fill 20,900 academic jobs. Although these figures include other social scientists in addition to sociologists, the implications are quite evident: there are approximately two Ph.D.s for each academic position. This crisis in the social sciences reflects problems in the academic labor market as a whole. Between 1974 and 1985 there have been approximately 200,000 jobs for Ph.D.s in academic settings. During this same period, however, 423,000 new doctorates will have been graduated. Just as in the social sciences, so also in academia as a whole, there are roughly two persons competing for each job. Applicants in the humanities will be most seriously hit by this oversupply of doctorates, since most of these Ph.D.s go into college teaching. The social sciences are in an intermediate position, with the natural sciences

being least affected (Blumberg, 1979).

For many employers, as well as applicants, the perception of this problem may seem even more acute, since each job seeker often applies for multiple positions, expanding the number of applicants for each opening into the hundreds. It should be pointed out, however, that not all of these Ph.D.s will pursue college teaching as a career, but there are also those teaching in higher education without the doctorate. In the past, this was especially true of those teaching in the community colleges. As the number of available full-time positions in the four-year colleges and universities have declined, academic employment in the community colleges has become increasingly more attractive. This is confirmed in a study conducted by the American Council on Education (1978), which found that the percentage of Ph.D.s employed in community college systems have been slowly increasing over the last ten years.

#### The Split Labor Market in Academia

What have been those factors which have perpetuated and aggravated the employment situation in the academic labor market in higher education? The employment crisis materializing in academia has also been seen historically in other areas of the economy as well. According to Bowles and Gintis (1976), the educational system is involved

in the production of a "reserve army" of labor--a surplus of qualified job seekers who keep those who are already holding jobs in a state of fear regarding their continued employment. This leads individuals to demand less of their employers. School systems also "fragment" workers into "status groups" and allocate them to different occupational categories. Morse (1969), in his theory of "peripherality," makes a similar point: there has always been differentiation in the workforce into one group which is stable full-time, and another which is more "fluctuating" and part-time. The "peripheral" workers have usually been seen as being in a subordinate position within the economic system. What is currently happening in the academic market is simply the extension to this market of factors which have affected other labor markets in the past.

Bonacich (1972) has discussed the split labor market approach in a way that has interesting implications for the academic market. According to Bonacich: "To be split, a labor market must contain at least two groups of workers whose price of labor differs for the same work, or would differ if they did the same work" (1972:549). The labor market splits because businesses will attempt to pay the least amount possible for roughly equivalent labor. Temporary workers are less expensive for companies for a number of reasons. According to Bonacich, certain

"motives" and "resources" of this group affects their labor market status. Under the heading of motives, the author would include the willingness of part-time workers to endure undesirable conditions such as long hours and low pay, viewing their situation as transitory. Some of these individuals may enter the labor market not to earn subsistence income but only to earn supplementary income to make a specific purchase. Since such workers see themselves as remaining in the labor market for only a short period of time, these workers are very difficult to organize.

The problems with organizing the temporary segment of the labor force reflects the weakness of this strata's "political resources." Other resource shortages include such things as: the lack of "information" about the prevailing full-time wage scale in the occupation, or outright poverty which pushes some individuals to sell their labor for whatever wage they are able to obtain. Such potential employees affect their own labor market status and undercut the wage scales for full-time workers. This has the effect of keeping the labor costs low for employers.

The dynamics of the labor market produces three key classes according to Bonacich; "employers," "higher paid labor," which probably equates respectively with what Gordon, Edwards and Reich (1982) refer to as "independent" and "subordinate primary labor market," and finally

"cheap labor," or what the above authors call the "secondary labor market." Although Bonacich's analysis is applied to business settings, it is apparent that a parallel phenomena exists in American higher education. What Bonacich refers to as "employers" can be equated with the college administration, "higher paid labor" with full-time tenured faculty members, and "cheap labor" with part-time faculty members.

There have been consequences of this split labor market for individuals, even those who are currently employed as full-time faculty members. The apprehensiveness regarding the academic market by full-time faculty members increases the cohesive control which administrators have over faculty members. Much of the freedom which many academicians enjoyed in the past was reflected by their ability to move within the growing academic market (Riesman, Gusfield & Gamson, 1970). The currently shrinking academic market has dampened this mobility. In addition, the extensive use of part-timers has extended the control of administrators over faculty members, especially those without tenure. The "junior" faculty, for example, find themselves striving for the security of tenured full-time positions, but at the same time try to keep from falling into the pool of irregular workers (Lauter, 1979). This situation tends to place tremendous pressure on this segment of the college faculty. According to Bonacich (1972), "cheaper



labor," which part-time faculty members represent, acts as a "threatening alternative" to the full-time faculty members, and has the effect of making "higher priced labor" more docile. What is occurring in the academic labor market is a specific example of the functioning of a "reserve army of labor," which has been discussed by other writers, such as Braverman (1974) and Edwards (1979).

### Changing Academic Employment

The increasing use of adjunct faculty members represents one of the most important recent labor market changes in academia which has had a tremendous impact not only on sociologists and other academicians, but also for the institutions that employ them. According to Swofford (1982), between 1972 and 1978, the percentage of adjuncts increased in the colleges and universities by 80 percent. Leslie and Head (1979) report that about one-third of the academic labor force in the U.S. is part-time. The percentage of part-time labor in education, as a whole, is higher than the percentage of part-time nonagricultural labor in general. The use of part-timers is heaviest in the two-year colleges, where as many as half of the faculty members tend to be working less than full-time. The figures for the major universities and liberal arts colleges fall between one-fifth to one-fourth part-timers.

The primary reason for the increasing use of adjuncts

is the desire of administrators to cut labor costs. According to Tuckman and Vogler (1978), there have been distinct economic incentives for institutions of higher education which have encouraged them to make extensive use of part-time faculty members. These include the lower rate of pay for classroom instruction, the lack of the necessity of providing fringe benefits, and the savings of not having to provide office space for part-timers.

Other cost saving measures for the institution result from the "flexibility" provided by using adjuncts. Part-timers provide administrators with the ability to add or drop certain classes, if these became an economic liability or asset. This policy can be carried out without the financial commitment that hiring full-time faculty members would require.

Such administrative behavior is consistent with Bonacich's conception of the labor market sector which she refers to as "business" or the "employers." When labor costs become too high, employers turn to cheaper labor sources, such as part-time faculty members. This seems logical from an administrative point of view. From a part-timer's point of view, however, the flexibility which the institution gains is had at the part-timer's expense, both economically as well as in terms of the ability to practice one's profession.

Regardless of the possible long-term damage of

the excessive use of part-timers on the institution, the incentives for expanding the use of part-timers is great. The differences found in the treatment and reimbursement of part-timers has been justified by the argument that full-time faculty members plan the curriculum, help to govern the college, and advise the students (Times (London) Higher Education Supplement, 1978). These arguments may be, in actuality, rationalizations, since part-time faculty are rarely given an opportunity to engage in such activity. Colleges and universities find themselves in a "buyer's market" deluged with highly qualified applicants. There is therefore little immediate incentive for these institutions to improve the pay or working conditions for part-time faculty members.

A major consequence of these employment practices, for those seeking an academic position, is that one may find himself/herself working part-time, or in a temporary position, rather than being employed full-time. This suggests that there should be a growing concern among academicians relating to differences in pay and working conditions that may exist toward this group of academic "migrant workers." Differences in education, experience and work load, however, make it difficult to explore such questions. Tuckman and Vogler (1978) attempted to correct for such factors by controlling for academic rank and work load. Even using such corrections, salaries were

still 30 percent less for adjuncts than those of full-timers. The differences for fringe benefits were even more striking. While 50 percent of all institutions provide fringe benefits, such as retirement plans to their full-timers, about 12.5 percent of the part-timers receive such benefits. The lack of benefit packages, and the low pay that adjuncts receive, accounts for the fact that 50 percent of those part-timers surveyed in a national sample were discontent with the economic aspects of their employment.

Tuckman and Vogler also reveal the fact that many part-timers are very aware of their "second class" position. This feeling of estrangement is partially the result of the adjunct's awareness of their lower wage scale and lack of fringe benefits. Other factors which encourage adjuncts to perceive themselves as "outsiders" include the fact that part-timers are generally not included in staff meetings and social events; the lack of communication with administration; and the generally limited contact with full-time faculty and other part-timers. In addition, they usually are not aware of instructional services. The lack of office space also communicates to the part-timers their lower status in the institution. Since part-timers generally do not have offices, opportunities for interaction with full-time faculty are low. Adjuncts are also limited in their interactions by the fact that

some are attempting to create full-time employment from a number of part-time positions at three or four different colleges. Although such individuals may be teaching a load equivalent to that of a full-time faculty member, they are doing so at a fraction of the full-time compensation. Such adjuncts also have little chance to become more knowledgeable about college policies and are hindered from building an identification with a college. Even though they perceive themselves to be as equally qualified as those who are full-time, their second-class treatment reinforces a negative self-view and attitude towards the institution.

The response of most full-timers to the second-class position of the part-timers has been found to be resentment rather than empathy: seeing adjuncts uniformly as "cheap labor" that undercuts their own position (Leslie & Head, 1979). This is consistent with Bonacich's (1972) observation that split labor markets develop "ethnic-like antagonism." This resentment and fear among many full-timers toward the part-timers is reflected in the lack of openness of faculty unions to the admittance of part-timers. On the whole, most bargaining units have not been very responsive to the needs of part-timers. Leslie and Head (1979) reveal that in 1977 part-timers were excluded from 2/3 of all faculty bargaining units. This is probably due to the fact that most of these organizations are controlled

by full-time faculty members, who perceive the part-timers as "aliens in academic life," or "wetbacks" of the academic market that undercut the wage scales and increase the work load of the full-timers.

### Types of Adjuncts

The above mentioned social and economic factors, which have given rise to the increase in the number of part-timers and their second-class treatment, impacts upon individual part-timers in varying ways. This is due partially to the fact that part-timers are not one uniform group. From a national study conducted in 1977 by the American Association of University Professors, Tuckman and Tuckman (1980) conclude that adjuncts may be classified into four types according to their "employment objectives." The first category, labeled "hopeful full-timers," are adjuncts who are working part-time, due to the fact that they are unable to obtain full-time academic employment. The second group, labeled the "full-mooners," hold a non-academic job 35 or more hours a week, and teach part-time. The "part-mooners" also hold an outside job, but less than 35 hours per week. The "homeworkers" are adjuncts who, in addition to their part-time teaching, also work in the home as non-paid workers, doing housework and caring for children. The researchers have presented data which reveal that in the "hopeful" category, there

are twice as many women as men. Although this could relate to the academic discipline differences between women and men, or that men may be more academically qualified, other factors would point to job discrimination against women. This category contrasts with the "full-mooner" category in which there are three times as many men as women holding other full-time jobs, and teaching part-time. While the "part-mooner" category had about equal percentages for men and women (about 21% and 19% respectively), the "homeworker" category was primarily female (about 22% to less than 1%).

It should be pointed out that the "hopeful full-timer" group is that group of individuals which has most clearly been the victim of the poor academic labor market. Many very qualified members of this group will continue to hold on to their hope for future full-time academic employment in the face of a poor academic job market (Tuckman & Tuckman, 1980). Other types of part-timers, such as the "half-mooners," may have already accepted the labor market situation and have begun to adapt to it by accepting non-academic employment, although some in this group may pursue such a life-style out of free choice. The "full-mooners" and the "homeworkers" adjuncts are more difficult to uniformly classify regarding the effects of the poor full-time market, since many of these individuals are probably pleased with their non-academic employment, and teach primarily to round out their lives. Others may

have gravitated toward non-academic employment and roles due to disenchantment with the poor employment picture in the academic labor market.

### Theoretical Framework - Identity Theory

It can be seen from the above discussion that the adjunct professor is in a unique position in present-day higher education. It can also be seen that adjunct professors are probably not one uniform group, but form a category of academicians within which a number of subcategories exist. It seems clear that most adjuncts form a group with clearly defined multiple work roles, which probably result in multiple identities. It, therefore, seems productive to apply what is known as "identity theory" to an understanding of these part-time college faculty members. The concept of identity can be viewed as a sub-element of what symbolic interactionists call "self." Much of the early important work on self in symbolic interactionism, goes back to the efforts of George Herbert Mead. Mead explored the self in many of its various aspects. One of his statements about the self has special importance for my subsequent discussion of identity. According to Mead:

...the various elementary selves which constitute, or are organized into, a complete self are the various aspects of the structure of that complete self answering to the various aspects of the structure of the social process as a whole; the structure of the complete self is thus a reflection of the complete social process.



The organization and unification of a social group is identical with the organization and unification of any one of the selves arising within the social process in which that group is engaged, or which it is carrying on (Mead, 1962:144).

This description of the "elementary selves" sounds very much like what contemporary symbolic interactionists, such as Stryker (1980), call "identities." Stryker, in fact, has some problem with Mead's conception of the self, since it is usually presented as more of an "undifferentiated unity." Stryker, as well as a number of other theorists, prefer the concept of "identity" over that of self. "Identities" can be more precisely defined and quantified, hence making it a more useful concept for social research (see Lopata, 1973; McCall, 1978 & Sherwood, 1965).

Stryker moves in a new direction in symbolic interactionism by combining concepts from role theory with more traditional symbolic interactionism, to aid in establishing the links between the "social person" and the social structure. Theorists such as Blumer (1969) suggest that such things as social structure and roles are only "derivations" from how people act with each other. From Blumer's perspective, sociologists who focus on these aspects forget that society is really composed of individuals in action. Stryker, however, assumes the existence of social structure as a thing in itself. He believes that an adequate understanding can only be realized by

a theory which is able to cross the boundaries between the person and the social structure.

The concept of role, within role theory, can be viewed as such a link between the social structure and the individual actor. The use of the term role, adapted from its use on the stage, finds a tradition of application in sociology. Park (1926) for example, noted that individuals are more or less always "playing a role." Mead (1962) discussed the concept, but saw it more as a mental process in which one imaginatively shares the behavior of others, by "taking the role of the other." The most popular definition for role, however, probably originated from the work of Linton (1936) in which he defined a role as the behavior which was associated with a social status. More contemporary writers such as Merton (1968) have analyzed, in more detail, how roles fit into organizational settings, and have discussed the ways in which conflict within the role set can be lessened.

The concept of role does, however, present some difficulty since its popularity has led to multiple meanings. Nieman and Hughes (1951) report that there are currently over one hundred different definitions for the role concept. According to Biddle and Thomas (1966) the most popular definition conceptualizes role as a set of prescriptions that define the behavior of an actor in a social position. This definition is consistent with Stryker who sees "posi-

tions" as the "...relatively stable, morphological components of social structure. The positions carry the shared behavioral expectations that are conventionally labeled 'roles'" (1980:84). Stryker does not, however, see positions and roles as totally determining behavior, since a "role-making process" occurs in an interaction, "making" roles rather than simply "playing" them. In its many variations, however, the concept of role has provided a useful link between larger social units and processes, and individual aspects of the self.

According to this approach, the self is seen as a "product of society":

...it points to the positions that underlie structural relationships among persons and to the social roles that accompany these positions as the significant sources of relevant variation in the self (Stryker & Serpe, 1982:199).

The multiple roles that one plays result in multiple aspects of the self (identities). This view is consistent with that of Wegner and Vallacher (1980) who state that one's different self views are associated with the different roles one engages in.

It should be pointed out, however, that this difference between Stryker and more traditional symbolic interactionism may not be as significant as it appears on the surface. Stryker also sees the internalization of aspects of the social structure like "positions" and "roles," in terms of symbols, which are learned in one's interactions

with others. In addition, Stryker is also in agreement with the traditional symbolic interactionist assumption that social structure is both maintained and modified through the self and social behavior (see Manis & Meltzer, 1978).

According to Stryker, if society itself is very complex in its structure, the self should also reflect this complexity in its structure. This image of the self as a differentiated entity, is what Stryker means by the concept "identity." Identities

...refer to more or less discrete "parts" of the self-internalized positional designations that represent the person's participation in structured role relationships. Thus, there is an intimate relationship between role and identity.... (Stryker & Serpe, 1982:206).

The person has these multiple identities because of the multiple role relationships in which they participate. The person internalizes these roles, producing identities. An individual may then have as many identities as the roles in which they engage. This close connection between roles and identities has led some theorists such as McCall (1978) to refer to these phenomenon as "role-identities."

Another concept which is central to an understanding of identity, is the concept of "identity salience." An identity which is more salient than other identities, is an identity which is more significant to a person. Identities can be thought of as being arranged in a hierarchy. The more salient an identity is in relation to

other identities, the higher in the hierarchy will the identity be located. Identity salience has been refined by McCall (1978) into two concepts, "prominence" and "salience." McCall's conception of prominence resembles more closely Stryker's "salience," since it is a loosely structured hierarchy of identities. "Salience" for McCall is more situational. The identity which one can work into his "performance," depend not only on the prominence of the identity, but also the opportunity structure for engaging in that identity.

The concepts of identity and roles have been presented in slightly different ways, by other sociological writers as well. For Gouldner "...a social role is a shared set of expectations directed toward people who are assigned a given social identity" (1957:283). People have multiple roles and identities due to the complexity of social life. One may, for example, have the roles and identities of husband, professor, male, etc. There are occasions when some identities are more important (salient) than at other times. If one uses the example of role behavior in a classroom, the identity of professor is the more salient identity, of those mentioned above. The other identities, although not as salient at the particular time, impinge on this salient identity. Gouldner, following Merton (1968), uses the terms "manifest" and "latent" identities, to expand upon this point.

It is necessary to distinguish, then, between those social identities of group members which are consensually regarded as relevant to them in a given setting and those which group members define as being irrelevant, inappropriate to consider, or illegitimate to take into account. The former can be called the manifest social identities, the latter, the latent social identities (Gouldner, 1957:284).

In addition, there are "expectations" associated with these manifest and latent identities, which he terms manifest and latent social roles. Although most sociologists have focused on manifest aspects of roles and identities, Gouldner believes that much can be learned from a study of latent roles and identities.

The theoretical schema known as identity theory has potential usefulness for the study of adjunct college professors. Such a population is composed of individuals with the same manifest work role (adjunct professor) but with multiple possibilities in terms of other work roles-identities. Adjuncts as a whole, therefore, represent an excellent sample on which to explore the question of multiple work roles and identities.

## CHAPTER III

### METHODOLOGY: AN APPLICATION OF IDENTITY THEORY TO A STUDY OF ADJUNCT COLLEGE FACULTY

For purposes of the present study, the framework of identity theory was adapted to the study of adjunct professors. Stryker and Serpe's (1980) original variables and ordering have been preserved, although slight changes and adaptations which take into consideration the limitations of the academic labor market, have been considered in the framework to make it more applicable to the study of adjuncts. In addition, more of an effort is made in my formulations to connect social-structural variables to the concepts of identity salience, commitment, and satisfaction, to more completely understand their bearing on the micro level processes.

The first two independent variables, "salience" and "commitment," were measured in a manner similar to that suggested by the above authors. Salience, for example, was arrived at by having subjects hierarchally arrange the roles they engage in, from the most important, to the least important (see Lopata, 1971, 1985). It was then possible to determine where the role-identity of adjunct is placed in relation to other significant roles. "Commitment" was arrived at by a series of questions which

probe the importance of interactions with other adjuncts and full-time academicians, the number of such individuals, and how many are considered close friends or known fairly well.

The dependent variable of "time in role" was measured in the present study, through a method which encompasses a number of items. For time in the teaching role these included: the number of courses taught, the contact hours for each course, hours of preparation for each course taught, and the number of office hours. If the subject teaches at a second or third college or university, the above information was also gathered for the additional teaching positions. Other sources of employment, if any, were also determined, and the hours per week for such employment was asked. In addition, the amount of time spent in childcaring roles and housework was sought.

From a review of the literature, it appears that "satisfaction" in the role is also a key independent variable. It would seem, however, that satisfaction is limited to some degree, by other factors which originate from the larger social and economic environment. These variables are more important in this study than in Stryker and Serpe's (1980) original formulation, since the time spent in the adjunct role is partially determined by the opportunities available. These variables can therefore be collectively referred to as the "opportunity structure."

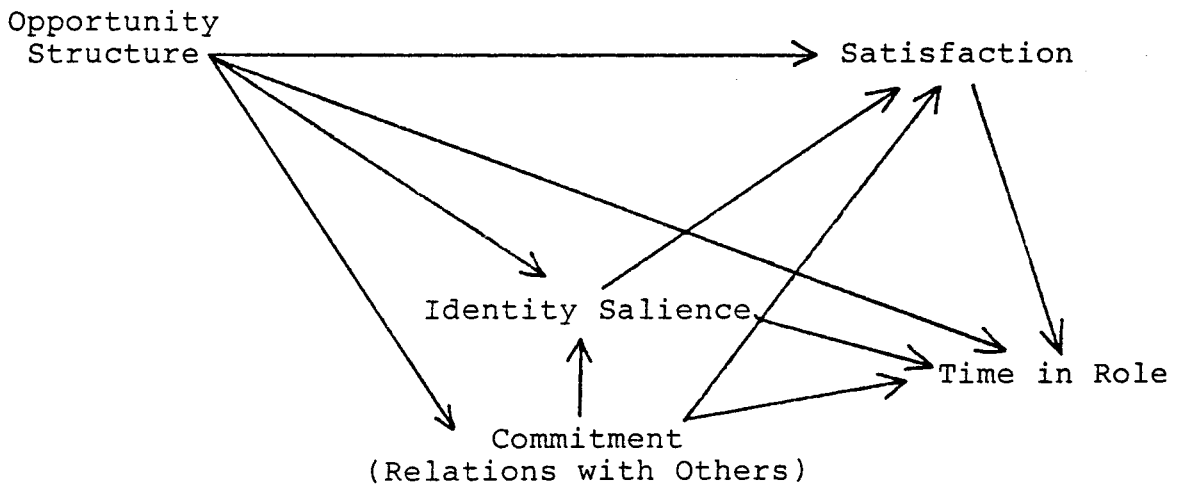


The overabundance of Ph.D.'s (Blumberg, 1979), the "split-labor market" situation of full-time versus permanent part-time (Bonacich, 1976), the excessive growth of the number of part-timers (Leslie & Head, 1979), and discrimination in pay and benefits (Tuckman & Vogler, 1978), act as objective features which limit opportunities for engaging in a particular role. The above factors have been well established by other studies. In the present study, the degree to which adjuncts' perceptions reflect real conditions in the academic labor market is examined. Questions explored the perceived seriousness of the academic job market, if the particular adjunct has sought full-time academic employment, and whether or not they would actually accept full-time academic employment if it were available. It is then possible to develop a composite index for "opportunity structure."

The perceived opportunity structure should effect satisfaction in the role. Satisfaction can be directly measured by examining specific elements of the role of part-time college faculty member. Previous research has indicated that satisfaction is related to salary, benefit packages, office space, involvement in curriculum planning, student advising, college governance, staff meetings, social events, and participation in union membership (Tuckman & Vogler, 1978; Leslie & Head, 1979).

Adjuncts are asked if they are satisfied with

FIGURE 1

PROPOSED MODEL  
USED IN THE STUDY

their opportunities to engage in the above work related activities. A method was used to reduce these items to the most significant elements, and a scale composed of these items was created. Following Stryker and Serpe (1982), it is assumed that satisfaction will have an effect on time spent in the adjunct role, as well as being indirectly effected by the salience of the adjunct identity and the level of commitment. (See the path diagram for the model proposed in this study.)

Demographic variables are also introduced into the data analysis. The literature on part-timers has suggested that the following demographic variables may be significant: sex, race, age, marital status, number and ages of children, geographic mobility, years of education, years of teaching experience, subject taught, income level, and dollar value of fringe benefits. These variables should prove useful for data analysis purposes.

#### The Questionnaire: Pretest and Revision

The actual instrument used in this study was an original questionnaire developed by the researcher based upon a review of the literature, the input of the dissertation committee members, and the researcher's own experience as a faculty member in a community college system. Initially the questionnaire began as an eight-page, 40-item instrument. After some discussion, it was decided

that the revision process would be enhanced through a pretesting process. This process involved a number of face-to-face interviews after which revisions in the survey instrument were made. Once revisions had been completed, the instrument would again be pretested and again revisions were carried out. In the present study, five levels of empirically determined revisions resulted in an instrument which could later be used effectively in the sample survey.

Subjects for these interviews consisted of 15 part-time faculty members who were not selected as part of the random sample drawn for use in the primary sample of respondents for this study. The questionnaire was used as an interview schedule, and notations of not only the subject's answers, but also the usefulness of the questionnaire's categories were noted. At the end of the interview, the respondents were encouraged to provide suggestions for additional important issues, and to discuss any questions that were unclear and should be revised. This process was repeated five times with three subjects each.

Revision of the questionnaire from its original form to the final form included a number of changes. It was determined from the interviews that some questions were difficult to understand or unclear. These questions were rewritten. Other changes included: providing more categories for some fixed alternative questions, changing

other fixed alternative questions to open-ended questions and providing more space for open-ended questions. Nineteen new questions were also developed, based upon the personal interviews. The final questionnaire consisted of a nine-page, 59-item instrument. The revised instrument was now reduced 20% in size to appear less lengthy. The final version was inspected by the dissertation committee chairperson, who made slight revisions and approved the final copy. (The questionnaire in its final form is reproduced in its entirety in the Appendix.)

In addition to the revisions that were made possible by this pretesting process, another interesting element emerged from the interviewing process. It was discovered that the part-timers were very suspicious during the personal interviews. Since in a face-to-face interview the respondents are not anonymous, there was hesitation at revealing personal information such as salary or job satisfaction. Also, since most part-timers are concerned with maintaining their part-time employment or wish to be hired full-time, they may be less open and truthful about their responses in interview situations. Therefore, in the process of studying adjuncts, the anonymous nature of the mailed survey is a preferable method for obtaining truthful responses from this population. Also since the adjunct population is generally a category of persons with graduate degrees, some of the usual problems of mailed

questionnaires, such as the inability to read or write responses, are minimized.

The final product prepared for distribution to the part-timers, dealt with four broad areas: (1) information relating to one's activities as a part-time faculty member, (2) issues focusing upon the non-college work role, if any, (3) housework and childcare issues, and (4) demographic variables. About three-quarters of the questionnaire focused upon adjunct related issues. Questions one through 45 dealt with such issues as: the major field of instruction, degrees held, teaching experience, professional memberships, courses taught, day or evening instruction, role salience, friendships and acquaintances in differing work roles, previous full-time experience, the importance of obtaining full-time employment, the perception of the college teaching job market, the importance of publishing, the method of adjunct compensation, fringe benefits, issues of choice, advance notice and job satisfaction. Questions 46 to 49 dealt with non-college employment related issues such as: hours employed, job title and job satisfaction. The next series of questions, 50 to 56, dealt with homemaker related issues such as: hours spent in housework and childcare, satisfaction with the homemaker role, years out of the workforce for childcare, and family support. The concluding questions involved demographic variables such as income, age, sex,

race, marital status, spouse's occupation, spouse's employment status, and number of children and their ages. The final question was an open-ended question requesting additional comments or suggestions. This final version of the questionnaire was then duplicated and assembled into packets with a cover letter and a return envelope. The assembling of packets, addressing and mailing of the questionnaires required approximately three weeks to complete.

### Sample

The subjects for this study were obtained from a population of part-time faculty members in the community college systems of northern Illinois and southern Wisconsin. The community college adjuncts have been selected over adjuncts at four-year colleges and universities for a number of reasons. Research has indicated (Leslie & Head, 1979) that the highest percentage of part-timers work in the community college system. In addition, the selection of community college adjuncts eliminates the potential problems which might occur if part-timers from universities with graduate programs were used. Such adjuncts are often graduate students, and therefore may not have, as yet, established their final work identities which are the focus of the present study.

The selection of the subjects will also be limited to the baccalaureate adjunct faculty. This is due to

the fact that some community colleges also have technical programs, which may be taught by experts from the field. These individuals may or may not have graduate degrees. Since this study focuses on how the academic market bears on part-time role-identity, the focus on adjuncts in the baccalaureate teaching areas seems most appropriate. Further, the present study will question adjuncts not only in the social sciences, but across the spectrum of fields, since some types of part-timers discussed above, may be more characteristic of only some fields.

It was decided that the sampling area would be delineated which encompasses colleges located in counties in the northern half of Illinois and colleges located in counties in the southern half of Wisconsin. Such an area has the advantage of having a diversity of types of community colleges, some large, some small, some rural and some urban. In addition, while a sample from only Illinois would provide a diversity in type of institution, the advantage of also using Wisconsin colleges is that they represent more centralized systems versus Illinois in which the systems are more locally controlled. A sample which includes both types of systems will hopefully be more representative of community colleges in the U.S. as a whole. The sampling area also has the advantage of allowing for personal contact with college personnel, if necessary, within the economic limitations of this



study.

The actual mechanics of the selection process began by dividing the total number of counties in Illinois and Wisconsin into two equal parts. This meant that in Illinois, 51 counties would be selected, and in Wisconsin 36. In the case of Illinois, the 51 counties proceeding from north to south evenly dividing the state geographically (see Appendix). Wisconsin, on the other hand, proceeding from south to north, would involve 41 counties. Since 36 was the desired number of counties, and a more natural geographic boundary would produce 32 counties, an additional nine counties in southern Wisconsin were assigned a number, and four were drawn at random to produce a total of 36 counties. The actual counties in Wisconsin and Illinois selected for this study can be seen from the maps in the Appendix. The Illinois counties included a total of 41 public and private community colleges. The 36 Wisconsin counties included 13 public and private two-year colleges. Two-year colleges in both Illinois and Wisconsin are largely public, but private two-year colleges were also selected for this study, which hopefully made the data more generalizable to other two-year colleges.

Once the geographic area of the study had been delineated, lists of the names of all public and private community colleges in the study area were obtained from

Barron's Guide to Two-Year Colleges (1981). Microfilm versions of the college catalogs were then examined to determine the highest administrative officer in charge of part-time faculty hiring and retention. In community college systems deans or vice-presidents of instruction usually have this responsibility. Letters describing the purpose of this study and requesting the college's participation were then sent directly to these individuals (see Appendix). Included with the letter was a stamped self-addressed postcard on which the administrator could indicate their willingness to participate or not participate in the study. Cards also included questions regarding the number of full and part-time faculty members employed at the college. In addition to a brief rationale for the study, the initial contact letter included a request for the college to provide a list of the names and addresses of the currently employed part-time faculty members who were teaching in the transfer areas at their institution. Administrators were told that faculty members would be receiving a mailed questionnaire. They were also told that the names and addresses, as well as the individual answers, would be kept confidential. To facilitate cooperation, college officials were informed that the results would be made available to them on completion of the study. They were also informed that while the survey was being conducted under the auspices of the Center for the Compar-

tive Study of Social Roles at Loyola University of Chicago, the researcher is employed full-time in a community college system.

As postcards from the administrators were returned, the date of return of the postcard, number of part-time faculty employed, and willingness to participate in the study were recorded. After approximately ten days from the initial mailing, phone calls were made to those administrators who had not yet returned their cards. Phone calls revealed that while some administrators had simply not returned the card due to other time commitments, others indicated that they were unwilling to participate, believed that lists of part-timers were not accessible, or believed that to release the names of these individuals would be an invasion of privacy. An additional eight administrators were found willing to participate in the study, however, if they would not be required to release the names of part-timers, and could disperse the questionnaires at the college. Such a situation while not ideal, did increase the number of potential subjects for the study, which included several of the larger community colleges. Colleges which were self-distributors were given specific instructions on the distribution of the questionnaires. It can be seen from Table 1 that 55.6% of the colleges in the sampling area were willing to participate in the study.

TABLE 1

## COLLEGE PARTICIPATION IN THE SURVEY

	Agree to Participate	Agree to Participate if Self-Distributed
Black Hawk College (Quad Cities)	No	Yes
Black Hawk College (East Campus)	Yes	
Carl Sandburg College	Yes	
College of DuPage	No	Yes
College of Lake County	Yes	
Danville Area Community College	No	
Elgin Community College	No	
Felician College	No	
Highland Community College	No	
Illinois Central College	No	
Illinois Technical College	No	
Illinois Valley Community College	No	
John Wood Community College	No	
Joliet Junior College	No	Yes
Kankakee Community College	No	
Kishwaukee College	No	
Lincoln College	Yes	
MacCormac Junior College	No	
McHenry County College	Yes	

TABLE 1 - Continued

	Agree to Participate	Agree to Participate if Self-Distributed
Midstate College	Yes	
Moraine Valley Community College	Yes	
Morton College	No	Yes
Oakton Community College	No	
Parkland College	No	
Prairie State College	No	
Richland Community College	Yes	
Rock Valley College	Yes	
St. Augustine Community College	No	Yes
Sauk Valley College	No	Yes
Spoon River College	Yes	
Thorton Community College	No	
Triton College	No	Yes
Waubonsee Community College	No	
William Rainy Harper	No	Yes
Daley College	No	
Kennedy-King College	No	
Loop College	Yes	
Malcolm X College	No	
Olive-Harvey College	Yes	
Truman College	Yes	

TABLE 1 - Continued

	Agree to Participate	Agree to Participate if Self-Distributed
Wright College	Yes	
Madison Area Technical College	Yes	
Milwaukee Area Technical College	No	
Stratton College	No	
U. of W. Center Baraboo-Sauk	No	
U. of W. Center Fond du Lac	No	
U. of W. Center Fox Valley	No	
U. of W. Center Manitowoc	Yes	
U. of W. Center Richland	Yes	
U. of W. Center Rock County	Yes	
U. of W. Center Sheboygan	Yes	
U. of W. Center Washington County	Yes	
U. of W. Center Waukesha	Yes	
Wisconsin Lutheran College	Yes	

Once the total of all colleges willing to participate in the study was obtained, a second letter was then sent requesting the names and addresses of the currently employed part-time faculty members teaching in transfer areas (see Appendix). Some colleges had actually provided these lists after the initial contact letter. Again a number of lists were slow in arriving and additional contacts with college administrators were required.

Once the lists of names and addresses of part-timers had been received by the researcher, a sample of part-time faculty members was selected. It was decided after consultation with the dissertation committee chairperson, that a sample of approximately 1200 should be drawn, which would produce a sufficient number of subjects in each of the part-timer types. The total number of part-timers at the colleges willing to participate in this study was 5933. When the lists of part-timers were eventually received, it was determined that most adjuncts taught in non-transfer areas, with 1445 teaching transfer level courses. Since the focus of the present study is on those part-time faculty that teach in transfer areas, a sample of 1200 or approximately 80% sample of the 1445 transfer part-timers was drawn. For those colleges which were unwilling to release the names of adjuncts, instructions were provided regarding the procedure for assigning

a number to each of the adjuncts, and placing questionnaires in the mailboxes of only those faculty members whose assigned number matched the number on the questionnaire. The randomly selected numbers for individuals which would receive questionnaires, was assigned by the researcher. Colleges who were self-distributors were also asked to maintain their numbered lists so that follow-ups could later be directed to those individuals who had not yet returned their questionnaires. Questionnaire packets were then assembled and mailed in bulk to the self-distributors. Questionnaire packets were individually mailed to the addresses of those adjuncts for which addresses had been provided by the college. A questionnaire packet included the nine-page questionnaire, a letter of introduction explaining the purpose of the study and the confidentiality of the responses, and a stamped self-addressed envelope (see Appendix). Mailing was timed so that the subjects would have at least a month before the end of their semester/quarter, so that other time pressures would not interfere with the completion of the instrument.

All questionnaires were numbered so that returns could be monitored. As questionnaires were returned, the date of the return of the questionnaire was recorded. After approximately ten days the first follow-up was sent. The first follow-up consisted of a postcard (see Appendix)



reminding the adjunct of the questionnaire, and stressing the importance of the study. After approximately ten more days, if the initial questionnaire had not been returned, a second follow-up was sent which consisted of a new contact letter stressing the importance of the study, and providing a new questionnaire. As can be seen in Table 2, the initial mailing involved 1153 subjects, the first follow-up 842, and the second 429. It can be seen from the table that it was not possible to provide follow-ups for all subjects, since for those colleges that were self-distributors, the follow-ups depended upon the willingness of the college to engage in the necessary follow-up secretarial work. All self-distributor colleges except one were willing to distribute the reminder cards to the subjects, but four out of seven were unwilling to distribute the second questionnaire packet. Follow-ups were also not possible for three colleges that provided names and addresses, since college rather than home addresses were provided, and the colleges delayed in sending the initial lists.

It can be seen from an inspection of Table 2 that a total of 585 questionnaires were returned. This is a response rate of 50.7% of the initial sample of 1153. Of the 585 returned questionnaires, it was found that 27 had been so briefly completed, that the answers were unusable. Another 43 subjects did not qualify for inclusion

TABLE 2

## SURVEY RETURN STATISTICS

College	Total Part-timers	Total Transfer Part-timers	Sample	First Follow up	Second Follow up	Total Returned	Unqualified or Incomplete	Usable Questionnaires
Black Hawk (Q.)*	168	35	28	28	17	13	0	13
Black Hawk (E.)	23	8	6	5	4	4	1	3
Carl Sandburg	77	28	22	15	13	13	0	13
College of DuPage*	700	166	133	133	74	80	5	75
College of Lake Co.	335	118	94	61	49	61	8	53
Joliet C.C.*	266	86	69	69	**	31	1	30
Lincoln College	8	7	6	5	4	5	2	3
McHenry C.C.	95	57	46	29	21	30	5	25
Midstate College	11	11	9	5	3	8	1	7
Moraine Valley	347	126	101	70	57	56	6	50
Morton College*	100	26	21	21	13	13	1	12

TABLE 2 - Continued

College	Total Part-timers	Total Transfer Part-timers	Sample	First Follow up	Second Follow up	Total Returned	Unqualified or Incomplete	Usable Questionnaires
Richland C.C.	154	90	72	49	33	48	16	32
Rock Valley	560	31	25	22	21	13	5	8
St. Augustine*	68	68	54	54	49	24	0	24
Sauk Valley C.*	146	68	50	50	**	18	6	12
Spoon River	92	43	34	21	16	24	2	22
Triton C.C.*	1022	188	151	**	**	38	1	37
W.R. Harper*	634	145	116	116	**	46	0	46
Loop College	117	35	28	28	**	6	1	5
Olive-Harvey	30	12	10	**	9	3	1	2
Truman College	18	8	6	6	**	0	0	0
Wright College	18	5	4	3	2	5	0	5
Madison Area Tech.	850	7	6	5	4	4	0	4
U.W.C.-Manitowoc	12	12	10	6	5	8	0	8

TABLE 2 - Continued

College	Total Part-timers	Total Transfer Part-timers	Sample	First Follow up	Second Follow up	Total Re-turned	Unqualified or Incomplete	Usable Questionnaires
U.W.C.-Richland	6	6	5	4	3	3	1	2
U.W.C.-Rock Co.	9	8	6	4	4	5	5	0
U.W.C.-Sheboygan	10	10	8	6	5	7	1	6
U.W.C.-Washington	19	11	9	8	7	4	0	4
U.W.C.-Waukesha	24	16	13	11	10	9	0	9
Wisc. Lutheran	14	14	11	8	6	6	1	5
Totals:	5933	1445	1153	842	429	585	70	515

\* Questionnaires distributed by the college.

\*\* College unable or unwilling to distribute follow-ups.

in the sample since they taught in non-transfer areas. This meant that 515 questionnaires were usable for data analysis purposes.

The issue of whether the subjects that returned questionnaires were similar to the population of transfer adjuncts in the colleges sampled as a whole is an important issue which can be explored. One method of answering such a question is to consider the response rate. If the response rate is fairly high, there is less of a chance of bias in the sample - the sample is more likely to represent the population as a whole. A response rate of over 50% is generally regarded by methodologists (see Babbie, 1979) as acceptable for generalizing from the sample to the population. Since the response rate for the present study exceeded the 50% rate, one could conclude that it is likely that the answers of respondents reflect those of the population of adjuncts under study.

Another method of answering the question of response bias in the survey is to examine known demographic characteristics of the population and determine if the sample has comparable characteristics. Table 3 explores this issue. The first such variable explores the region and college size issue. Colleges were first classified as falling in either a rural or urban area. Urban was defined as a community having a population of over 50,000 people or being a part of a Standard Metropolitan Statis-

TABLE 3

SELECTED DEMOGRAPHIC CHARACTERISTICS  
FOR THE POPULATION AND SAMPLE

Characteristic	Population		Sample	
	No.	%	No.	%
<u>Region and College Size</u>				
Large-Urban	837	57.9	271	52.6
Small-Urban	216	14.9	84	16.3
Large-Rural	118	8.2	53	10.3
Small-Rural	<u>274</u>	<u>19.0</u>	<u>107</u>	<u>20.8</u>
	1445	100.0	515	100.0
<u>Sex Distributions</u>				
Males	758	52.5	259	50.7
Females	<u>687</u>	<u>47.5</u>	<u>252</u>	<u>49.3</u>
	1445	100.0	511	100.0
<u>Instructional Division</u>				
Social Science	293	20.3	101	19.6
Business	189	13.1	58	11.2
Physical Science	446	30.8	162	31.5
Humanities	<u>517</u>	<u>35.8</u>	<u>194</u>	<u>37.7</u>
	1445	100.0	515	100.0

tical Area (S.M.S.A.). Rural would include those communities with less than a population of 50,000 and not falling within a S.M.S.A. College size was also determined. The procedure involved totaling the headcount for all cooperating colleges and dividing by the number of colleges, to arrive at a mean headcount. The total headcount of 328,494 produced a mean of 10,950. Colleges exceeding this enrollment number would be classified as large colleges, those less than 10,950 would be classified as small colleges. College size, in conjunction with rural versus urban, produced a four-category typology of large-urban, small-urban, large-rural, small-rural.

Large-urban colleges in the present study include: Olive-Harvey, Wright College, Truman College, Moraine Valley, Rock Valley, Loop College, Harper, DuPage, Joliet C.C., Black Hawk (Q.), Triton. Small-urban colleges include the following: Richland, St. Augustine, Midstate College, Wisconsin Lutheran, Madison Area Tech., Morton College. One large-rural college was part of the present study, College of Lake County. Small-rural colleges were: Black Hawk (E.), U.W.C.-Washington, U.W.C.-Manitowoc, U.W.C.-Richland, Lincoln College, U.W.C.-Waukesha, Carl Sandburg, Spoon River, U.W.C.-Rock Co., U.W.C.-Sheboygan, McHenry C.C. and Sauk Valley. The total number of transfer part-timers in these four categories of colleges were then compared with the usable responses from the colleges

in these four categories. As can be seen from Table 3 the sample and the population characteristics are very comparable, varying from 1.4 to 5.3 percentage points from each other.

Comparisons between the population and sample were also undertaken for distributions by sex and instructional division. An inspection of Table 3 again reveals comparable statistics. There is roughly a two percentage point difference between the number of males and females in the population and those in the sample, a comparable ratio. Regarding instructional area, differences between the population and the sample varied from .7 to about 2 percent, again comparable figures. From these statistics it appears that the questionnaires returned were representative of the transfer level part-time instructors teaching in the colleges as a whole.

#### Data Analysis

As the completed questionnaires were returned, questions were coded according to a series of predetermined code numbers. An effort was also made to code open-ended responses into a series of general categories. There were some questions, such as number 17, relating to identity salience, which were coded a number of different ways so that information regarding not only the specific role, but also the ordering of the roles would not be lost.



An effort was made not to create categories before the data was coded, but to code it in its most basic form. Although this approach increases the work level during the coding process, it provides the researcher with greater flexibility at a later date if different categorization of the data is required. The data were then directly entered into the computer, after which time the data were "cleaned" for errors. Corrections were made, and data analysis began. The coding process required approximately five months to complete.

Data analysis consisted of procedures such as frequency distributions, crosstabulations and some regression analysis. The nominal level of analysis for some variables such as type of part-timer, restricted the type of statistics which could be appropriately used. Crosstabulations used significance tests such as chi-square and a measure of association such as Eta, appropriate for nominal independent and ordinal dependent variables. Frequency distributions primarily used percentages and means. Path analysis also proved to be a useful technique for the analysis of some of the data (see Asher, 1983). The hypothesized path model was previously illustrated. Path analysis of the data under consideration is useful, since the causal processes can be more clearly delineated and the importance of the path's influence can be explored. The path coefficients were arrived at using the "least

squares regression procedure." This procedure was performed on the adjunct population as a whole, and also for the four types of adjuncts, to determine if the proposed model would be useful for all types of adjuncts. Such an approach should hopefully illuminate the appropriateness of the model, as well as its limitations.

## CHAPTER IV

### RESULTS: THE ACADEMIC LABOR MARKET, ADJUNCT EMPLOYMENT AND WORKER SATISFACTION

An analysis of the current job shortages in academe has revealed recurring themes in the literature on academic employment. Major sources of the problem are the output of individuals with graduate degrees exceeding the available jobs in academe, the decline in undergraduate enrollments, and the new concern for conserving economic resources. Together these factors add up to economic disaster for potential job seekers, as well as the institutions that might hire them. The response of most colleges and universities has not been to create new and innovative programs, but instead, to start cutting funds wherever it is perceived that resources can be conserved. One such tactic used by academic institutions is to hire a large number of adjunct faculty. It appears that a new class of marginal members of the academic community is being created. It reflects the seriousness of the situation, when so many well qualified persons are trapped in this large pool of surplus labor.

In the present chapter the responses of 515 community college adjuncts to questions relating to the academic labor market will be analyzed. Also, other issues

regarding part-time employment will be explored. The results will hopefully lend additional insight to the existing research on adjunct employment and suggest other areas for future examination.

#### Perception of the Academic Labor Market

It appears to be the case, that adjuncts are very aware of the poor labor market situations in which they find themselves. From an inspection of Table 4, it can be seen that about two-thirds of the adjuncts in the sample see the current employment situation in the full-time college market as either poor or very poor. Less than a tenth believe that job possibilities in the full-time college market are either good or very good. These perceptions of the poor full-time college market are reflected in the responses given to an open-ended question requesting comments on the current employment situation in this job market. Of those respondents who indicated that they were seeking full-time academic positions, the most often mentioned response was that jobs were not available because the field was overloaded with highly qualified job applicants, which allowed colleges to save money by hiring large numbers of part-timers at low pay. A typical comment made by an adjunct was that the full-time market is:

bad and declining, due to shrinking student bodies and shrunken budgets, the supply exceeds the demand ... too many degreed qualified candidates, too few genuine opportunities.

TABLE 4

## PERCEPTION OF THE FULL-TIME COLLEGE MARKET

	Frequency	Percent
Very Poor	115	23.6
Poor	201	41.3
Average	130	26.7
Good	34	7.0
Very Good	7	1.4
	<hr/> N = 487	<hr/> 100.0

Another adjunct comments:

Not only in my field (but especially in my field) administrators have found the key to a balanced budget/profits = part-timers. They aren't going to let go of the golden goose.

Although an overwhelming percentage of part-timers correctly perceived the employment picture in higher education to be poor, the perception of the academic market varied by the adjunct's field of instruction. As was indicated in a previous chapter, the academic job market is poorest in the humanities and least serious in the physical sciences. Positions in the business field are not quite as plentiful as in the physical sciences, but are in a slightly better situation than the social sciences which are in an intermediate position (Blumberg, 1979). It would be expected that these employment possibilities in the various fields would effect the perception of the various adjuncts toward the employment situation in the academic market. An inspection of Table 5 reveals there are significant differences between the major academic divisions in their perception of the full-time academic market ( $\chi^2 = 57.55$ ; d.f. = 12, level of significance  $< .001$ ;  $\eta = .30$ ). Of those adjuncts teaching in the humanities, three-quarters view the full-time academic employment situation as poor or very poor. The social sciences follow the humanities with about 70 percent in the poor or very poor categories. In the present study

TABLE 5

PERCEPTION OF THE FULL-TIME COLLEGE MARKET  
BY MAJOR INSTRUCTIONAL DIVISION

Perception of the Full-time College Market	Major Instructional Division			
	Social Sciences	Business	Physical Science	Humanities
Very Poor	23.9% (22)	9.3% (5)	11.1% (17)	37.8% (71)
Poor	46.7% (43)	35.2% (19)	44.4% (68)	37.8% (71)
Average	18.5% (17)	40.7% (22)	33.3% (51)	21.3% (40)
Good	7.6% (7)	11.1% (6)	9.8% (15)	3.2% (6)
Very Good	3.3% (3)	3.7% (2)	1.3% (2)	0.0% (0)
	100.0% (92)	100.0% (54)	100.0% (153)	100.0% (188)

$\chi^2 = 57.55$ ; d.f. = 12;  
level of significance < .001; eta = .30

those in the physical sciences see the employment picture in academia as worse than those in business. A possible explanation for this is that those in business are more committed to the non-academic labor market and are less concerned with the job situation in academia. The general picture which emerges from these statistics is that adjuncts in all fields of instruction generally perceive the full-time academic market as poor, although there is some variation between disciplines.

This perception of the academic labor market is also reflected in the perceptions adjuncts have of the ability to make the transition from a part-time to a full-time teaching position. As can be seen in Table 6, about 70 percent of the adjuncts perceive the transition opportunities from part-time to full-time as either poor or very poor. Only about a tenth saw these opportunities as good. This perception of the lack of transition possibilities between the full- and part-time market have been found in other studies (see Gappa, 1984) and reflect the fact that many adjuncts are very aware of their labor market situation.

#### Work Role Satisfaction

The poor labor market situation in which adjuncts find themselves affects their satisfaction with academic as well as other work roles. Table 7 summarizes data



TABLE 6

## TRANSITION OPPORTUNITY FROM PART-TIME TO FULL-TIME

	Frequency	Percent
Very Poor	187	38.0
Poor	153	31.1
Average	91	18.5
Good	42	8.5
Very Good	19	3.9
	<hr/> N = 492	<hr/> 100.0

TABLE 7

## SATISFACTION WITH ASPECTS OF THE WORK ROLE

KEY						
	VS = Very Satisfied					
	S = Satisfied					
	MS = Moderately Satisfied					
	D = Dissatisfied					
	VD = Very Dissatisfied					
	DNA = Does Not Apply					
	VS	S	MS	D	VD	DNA
<u>Fulfillment that Comes from the Role</u>						
Adjunct Role	38.3% (194)	32.0% (162)	22.7% (115)	3.0% (15)	3.0% (15)	1.0% (5)
Non-College Role	42.6% (142)	31.8% (106)	15.0% (50)	4.5% (15)	2.7% (9)	3.3% (11)
Homeworker Role	18.7% (40)	31.8% (68)	27.6% (59)	6.5% (14)	6.5% (14)	8.9% (19)
<u>Working Hours</u>						
Adjunct Role	27.8% (142)	43.3% (221)	18.6% (95)	7.6% (39)	2.4% (12)	.2% (1)
Non-College Role	34.4% (115)	41.3% (138)	14.7% (49)	4.2% (14)	2.4% (8)	3.0% (10)
Homeworker Role	11.9% (25)	34.8% (73)	29.5% (62)	9.5% (20)	5.7% (12)	8.6% (18)

TABLE 7 - Continued

	VS	S	MS	D	VD	DNA
<u>Planning the Work Schedule</u>						
Adjunct Role	10.0% (51)	15.7% (80)	17.7% (90)	18.9% (96)	12.6% (64)	25.0% (127)
Non-College Role	50.3% (168)	29.6% (99)	6.6% (22)	4.8% (16)	2.7% (9)	6.0% (20)
Homeworker Role	17.2% (36)	37.3% (78)	27.8% (58)	5.3% (11)	2.4% (5)	10.0% (21)
<u>Working Environment</u>						
Adjunct Role	22.0% (112)	38.6% (197)	25.3% (129)	7.5% (38)	4.7% (24)	2.0% (10)
Non-College Role	33.9% (112)	31.2% (103)	18.5% (61)	9.1% (30)	4.5% (15)	2.7% (9)
Homeworker Role	27.8% (58)	43.5% (91)	14.8% (31)	3.3% (7)	1.9% (4)	8.6% (18)
<u>Opportunity for Participation in Management</u>						
Adjunct Role	2.2% (11)	11.3% (57)	13.6% (69)	13.8% (70)	12.8% (65)	46.2% (234)
Non-College Role	34.8% (115)	26.4% (87)	11.5% (38)	7.0% (23)	5.2% (17)	15.2% (50)
Homeworker Role	41.1% (86)	36.4% (76)	10.5% (22)	2.9% (6)	1.0% (2)	8.1% (17)

TABLE 7 - Continued

	VS	S	MS	D	VD	DNA
<u>Opportunity for Participation in Social Events</u>						
Adjunct Role	11.1% (56)	30.5% (154)	23.0% (116)	5.3% (27)	4.8% (24)	25.3% (128)
Non-College Role	26.7% (88)	32.1% (106)	13.9% (46)	3.3% (11)	2.4% (8)	21.5% (71)
Homeworker Role	29.2% (61)	34.4% (72)	14.8% (31)	5.3% (11)	3.3% (7)	12.9% (27)
<u>Salary</u>						
Adjunct Role	4.1% (21)	19.0% (97)	27.6% (141)	26.2% (134)	21.7% (111)	1.4% (7)
Non-College Role	19.2% (64)	31.7% (106)	26.9% (90)	11.4% (38)	6.6% (22)	4.2% (14)
<u>Fringe Benefits</u>						
Adjunct Role	1.4% (7)	2.8% (14)	3.4% (17)	18.8% (95)	41.5% (210)	32.2% (163)
Non-College Role	19.0% (63)	28.3% (94)	15.1% (50)	13.6% (45)	6.0% (20)	18.1% (60)
<u>Office Space</u>						
Adjunct Role	4.9% (25)	10.8% (55)	14.3% (73)	15.9% (81)	27.1% (138)	27.1% (138)
Non-College Role	26.1% (86)	30.4% (100)	15.5% (51)	5.2% (17)	7.6% (25)	15.2% (50)

TABLE 7 - Continued

	VS	S	MS	D	VD	DNA
<u>Use of Company Equipment</u>						
Adjunct Role	25.8% (132)	38.7% (198)	17.6% (90)	8.8% (45)	4.3% (22)	4.7% (24)
Non-College Role	36.5% (120)	30.1% (99)	14.9% (49)	3.0% (10)	2.7% (9)	12.8% (42)
<u>Participation in Staff Meetings</u>						
Adjunct Role	7.7% (39)	19.5% (99)	18.9% (96)	15.9% (81)	11.2% (57)	26.8% (136)
Non-College Role	30.1% (100)	32.5% (108)	10.8% (36)	3.0% (10)	3.0% (10)	20.5% (68)
<u>Participation in Union Activities</u>						
Adjunct Role	.8% (4)	3.2% (16)	2.8% (14)	6.8% (34)	18.5% (93)	67.9% (341)
Non-College Role	12.2% (40)	14.4% (47)	3.4% (11)	2.1% (7)	3.7% (12)	64.2% (210)
<u>Time in Student Advising</u>						
Adjunct Role	5.9% (30)	29.1% (148)	17.1% (87)	8.5% (43)	7.1% (36)	32.3% (164)

relating to work satisfaction issues. It can be seen that there is similarity in the responses for the academic as compared to the non-academic paid employment, in only about three of the satisfaction aspects. Fulfillment is fairly high for both adjunct, as well as non-adjunct employment, with about 70 percent of the respondents reporting being very satisfied or satisfied with the overall fulfillment of the adjunct role. Non-college employment also indicated a high level of satisfaction, with three-quarters of the respondents reporting that they were either very satisfied or satisfied with their employment situation. Other satisfaction items which indicated similar patterns of responses included working hours, the working environment, participation in social events, and the use of company equipment. Other responses to the satisfaction items, however, indicate major differences regarding work satisfaction. Response to the item relating to the planning of the work schedule found major differences between the adjunct and non-college work role. While a high percentage (about 80 percent) of those with non-college employment were satisfied or very satisfied with the opportunity to plan their work schedule, only about a fourth expressed the same level of satisfaction with the adjunct role. The participation in management variable produced a similar pattern. While almost two-thirds of those employed in non-college work roles were

either satisfied or very satisfied, only a little over a tenth of the adjuncts reported a similar level of satisfaction. Other major differences between adjunct and non-adjunct employment were found in the areas of salary, fringe benefits, office space, participation in staff meetings and participation in union activities. The greatest disparity was found to exist in the case of fringe benefits. While about a half of those involved in non-adjunct work were either satisfied or very satisfied, less than 5 percent indicated a similar level of satisfaction for their adjunct employment. This very low level of satisfaction for the adjunct work role is probably the result of the fact that few adjuncts receive fringe benefits from the colleges at which they are employed.

In the case of office space, over half of those in non-adjunct work were either satisfied or very satisfied, but regarding office space as an adjunct, less than a fifth expressed a similar attitude. Salary satisfaction also produced a similar pattern with half of those employed in non-adjunct jobs expressing a high level of satisfaction, as compared to the adjunct employment with about a fifth in the satisfied or very satisfied category. This is consistent with the work of Tuckman and associates (1978) who found low satisfaction regarding economic aspects such as salary and benefits, as well as such issues as the lack of office space. It would appear that while

overall satisfaction with both adjunct and non-adjunct roles is high, there are some major variables which indicate a low level of satisfaction for the adjunct work role.

Some adjuncts were not employed outside the home except for their adjunct employment. These individuals were involved in the care of children and in non-paid housework. Fulfillment was fairly high for this work (about 50 percent in the satisfied or very satisfied categories) but not as high as for the adjunct and non-college work roles. Satisfaction was distinctively lower for working hours for homeworkers when compared with the adjunct and non-college employment roles. While homeworkers generally have autonomy in planning their own work schedules, it was found that the satisfaction level for the variable was higher for those in the non-college work role, but higher for the homemaker role when compared with the adjunct role. Satisfaction for participation in social events also produced mixed results, a similarity existing between the homemaker role and non-college employment role. The working environment variable produced a high level of satisfaction across all adjunct groups. In the case of participation in the management of one's work, the homemaker group was most satisfied, with over three-quarters of the respondents expressing the fact that they were either satisfied, or very satisfied with this aspect



of their work. The comparable statistics for the other groups were about 14 percent for the adjunct role and about 60 percent for the non-college work role. It appears that the greatest overall similarity exists between non-college employment and homemaker activity. Adjuncts are clearly not as satisfied with their adjunct employment as they are with the other work activities in which they may be engaged.

An issue which will be explored in greater detail later in this chapter needs to be addressed briefly at this point. This issue is whether or not male and female differences affect the comparisons of the satisfaction items for the different work roles. For the sake of simplicity these data have not been illustrated in Table 7, however, additional analyses were performed on the satisfaction items controlling for the sex of the respondent. Of the 31 satisfaction items, controlling for sex, significant differences were found on only seven items. These were: overall fulfillment with the adjunct role, opportunity for participation in the management of the non-college office, opportunity for participation in college social events, adjunct salary, non-college fringe benefits, college office space, and participation in college staff meetings. Within each of the work roles, however, male and female responses more closely resembled each other for each satisfaction item than comparisons

within a sex across each different work role. A more detailed discussion of how sex as a variable interacts with the type of part-timer, will be addressed in detail later in this chapter.

Returning to the issue of work role satisfaction, additional insight is gained by examining responses to open-ended questions relating to job satisfaction. Of those adjuncts who completed this question, the most often expressed attitude was that the major reason for teaching part-time was the enjoyment and satisfaction which came with the adjunct role. A typical response was: "I really do get a lot of personal satisfaction and fulfillment from teaching. It certainly has not been the money keeping me here for almost nine years." Another common response indicated that while adjuncts enjoy part-time teaching, they would prefer to have higher pay and to receive fringe benefits for their work.

I love part-time college teaching. However, why isn't the pay reasonable? Part-time high school teachers are paid on a prorated salary scale based on their years of experience .... Sometimes I resent the extra time I spend at the campus doing library work or talking with students when I get such poor pay.

Other often-mentioned responses also reflect the respondents' dissatisfaction with their situations as adjuncts, feeling that they were being taken advantage of and that they were perceived as inferior by the full-time faculty. A typical response was:

It is degrading professionally at least half of the time as a half-time instructor. I am often treated, as are all part-time faculty, as though I have half a brain.

Another part-timer expressed the following attitude:

Part-timers ... have no offices for tutoring students, no voice in either curriculum development or text selection, nor are they regarded as having the same intellectual abilities as their full-time colleagues.

It appears that while many part-timers are satisfied with the fulfillment that comes from their work as adjuncts, they are also very dissatisfied with specific aspects of the adjunct role.

Additional insight regarding employment satisfaction can also be gained by examining comments made by adjuncts regarding their non-college employment. The most frequent responses made by these respondents tended to support a high level of satisfaction with their non-college jobs. Respondents often indicated that they found this work to be "challenging," "rewarding" and "interesting." Also, it was often mentioned that the pay and security was higher at their non-college employment. A typical comment was: "I find my work as an executive to be challenging and interesting ... it uses all my skills and training as a teacher and pays almost three times the money." Another adjunct employed full-time as a trainer and regional supervisor for a weight reduction program expresses the frustration of the pay and job security of part-time college teaching, and the greater stability found in the non-

college market.

I am very seriously considering leaving college teaching, even though I love it, and working full-time for Weight Watchers because the pay and job security in teaching are so poor.

It appears that some of these adjuncts, who are employed full- or part-time outside of academia, may have originally preferred full-time academic employment but have been forced out of the academic market by economic necessity. For others employed full-time at non-academic jobs, part-time teaching is an activity added to an adjunct's existing work roles to round out one's life.

It might prove valuable at this point to examine the types of non-college employment from which these adjuncts appear to be deriving a high level of satisfaction. An inspection of Table 8 reveals that the largest category of non-college employment was that of high school teachers "moonlighting" from their regular jobs. Answers to open-ended questions revealed that many of these individuals taught college part-time to enhance their status and to teach a more mature level of students. Many managers and executives, another major category of non-college employment, expressed similar views that more than the money was gained from part-time teaching. Enhanced status among family, co-workers and friends frequently accompanied the college teaching role. Other often-mentioned occupational categories included: administrators, counselors,

TABLE 8

## NON-COLLEGE JOB TITLE

	Frequency	Percent
None	163	31.7
High School Teacher	81	15.7
Manager/Executive	46	8.9
Educational Administrator	21	4.1
Counselor	20	3.9
Accountant	18	3.5
Lawyer	17	3.3
Tutor	15	2.9
Scientist/Researcher	14	2.7
Writer	13	2.5
Engineer	11	2.1
Secretary	11	2.1
Self-Employed	11	2.1
Consultant	10	1.9
Non-School Teacher (e.g. piano teachers)	10	1.9
Sales/Clerk	8	1.6
Musician	7	1.4
Minister	6	1.2
Laborer	5	1.0
Data Processing	4	.8

TABLE 8 - Continued

	Frequency	Percent
Full-Time College Teacher	3	.6
Adjunct	3	.6
Artist	3	.6
Technician	2	.4
Social Worker	2	.4
Police/Security	2	.4
Coach	2	.4
Librarian	2	.4
Lab Technician	1	.2
Truck Driver	1	.2
Chiropractor	1	.2
Machinist	1	.2
Pilot	1	.2
	N = 515	100.0

and accountants. It would appear that for many of these individuals, part-time college teaching is a secondary source of employment, not the major employment activity.

### An Application of the Adjunct Typology

From what has been seen in Table 7, it would seem that Tuckman and associates' (1978) typology for classifying differing types of part-timers would be useful for the analysis of the data for the present study. Following the work of the above authors, adjuncts employed 35 or more hours per week were classified as "full-mooners." Those employed at non-academic work, but less than 35 hours were classified as "part-mooners." Other adjuncts whose major non-teaching activity involved non-paid work caring for their children and doing housework, were classified as "homeworkers." The fourth major category of adjuncts consisted of individuals whose choice for an ideal position would be a full-time college faculty member, and also did not spend time in childcare or other non-adjunct employment. These individuals are referred to as "hopeful full-timers." An inspection of Table 9 reveals the numbers and percentages of the individuals in the present study which are classified according to the adjunct categories. It can be seen that the largest category of part-timer is the full-mooner group which includes about 48 percent of the sample. The second largest grouping

TABLE 9  
TYPE OF PART-TIMER

	Frequency	Percent
Homeworker	88	17.5
Full-Mooner	240	47.8
Part-Mooner	112	22.3
Hopeful Full-Timer	62	12.4
	<hr/> N = 502	<hr/> 100.0



is made up of the part-mooners with about 22 percent. If the part-mooner and full-mooner groups were combined, they would include over two-thirds of the present sample. So most adjuncts in the present study do not have the adjunct work role as their only paid source of employment. The group who does, however, is the hopeful full-timer group which includes 62 individuals or a little over 12 percent of the sample. The homemaker category makes up the third largest group, or about 18 percent of the sample. It should also be mentioned that there are 13 subjects in the present study who could not be classified according to these categories, due to missing information on their questionnaires.

From an inspection of Table 10 it can be seen that over three-quarters of the full-mooner category is male, higher than for any other type of part-timer. The opposite situation is seen in the case of the homemaker adjuncts which are almost invariably female. The part-mooner and hopeful full-timer categories are roughly two-thirds female and one-third male. These findings very closely resemble Tuckman and associates' (1978) findings which indicated that full-mooners were primarily male, homeworkers mainly female, part-mooner about half male and half female, and hopeful full-timers which were two-thirds females. It would appear that these two samples, while not equivalent, are very comparable. The above

TABLE 10

## TYPE OF PART-TIMER BY SEX

Type of Part-Timer	Sex		Row Totals
	Male	Female	
Homeworker	2.3% .8% (2)	97.7% 33.9% (85)	100.0%  (87)
Full-Mooner	76.2% 73.4% (182)	23.8% 22.7% (57)	100.0%  (239)
Part-Mooner	36.0% 16.1% (40)	64.0% 28.3% (71)	100.0%  (111)
Hopeful Full-Timer	38.7% 9.7% (24)	61.3% 15.1% (38)	100.0%  (62)
Column Totals	100.0% (248)	100.0% (251)	

$x^2 = 156.37$ ; d.f. = 3;  
level of significance < .01; eta = .06

statistics also seem to reflect a division of labor by traditional sex roles, especially for the full-mooner and homemaker adjuncts.

As discussed above, for homeworkers childcare is one of the major daily activities. Childcare is also one of the major factors which could keep one from pursuing full-time paid employment. In response to an open-ended question which requested respondents to indicate any factors which may have kept them from pursuing full-time employment, the problem of childcare was an often-mentioned item. As can be seen in Table 11, of those adjuncts who had been out of the full-time workforce, the most frequently mentioned reason was for childcare (about 22 percent). Of those individuals who had been out of the full-time workforce for childcare responsibilities, one-fifth indicated that they had been out for one to five years, and another 20 percent had been out for six to ten years (see Table 12). While about half of the adjunct sample had been out of the workforce for at least one and possibly as many as 20 years, it is also true, of course, that the other half of the sample has not incurred this difficulty (see Table 12). It is suspected that this finding is the result of the fact that half of the sample is female and half male, and the traditional roles of men and women are reflected in these statistics.

It was hypothesized that the homeworkers were

TABLE 11

## REASONS FOR NOT PURSUING FULL-TIME EMPLOYMENT

	Frequency	Percent
Never Unemployed	73	27.5
Childcare	58	21.9
Education	35	13.2
No Jobs Available	34	12.8
Family Obligations	20	7.5
Health Problems	11	4.2
Relocate	9	3.4
Retirement	5	1.9
Pregnancy	4	1.5
Volunteer Work	4	1.5
Business Failure	3	1.1
Fired	3	1.1
Didn't Need a Job	2	.8
Military Service	1	.4
Commuting	1	.4
Age	1	.4
Dislike Work	1	.4
	N = 265	100.0

TABLE 12  
YEARS OUT OF WORKFORCE FOR CHILDCARE

	Frequency	Percent
None	121	50.4
1 to 5	52	21.7
6 to 10	48	20.0
11 to 15	12	5.0
16 to 20	7	2.9
	N = 240	100.0

$\bar{x} = 3.40$ ; s.d. = 4.78

able to devote their time to the care of children due to the fact that they had a spouse who was employed full-time, bringing sufficient income into the family. As can be seen in Table 13, the homemaker adjuncts almost invariably have a spouse employed full-time. The hopeful full-timer and part-mooner adjuncts also have a high percentage of their spouses employed full-time, over 85 percent and 72 percent respectively. The full-mooner category produced a more mixed result, with about 46 percent having a spouse employed full-time, 26 percent with a spouse employed part-time, and 26 percent had a spouse who was a homemaker. It is important to remember that the full-mooner category is primarily male, while the part-mooner and hopeful full-timer categories are two-thirds female.

Those individuals involved in childcare are also those who are most likely to have a lower personal income. In response to a question requesting the gross yearly income from teaching as well as other sources (not including the spouse's income), it was revealed that about 45 percent of the homemaker group earned less than \$5,000 a year. It can be seen from Table 14 that the percentage of individuals in this category is higher than for any other adjunct type. Even more dramatic is the fact that over 85 percent of the homemaker category falls into the lowest two income categories. It should be pointed out, however, that homeworkers should not be considered as low income

TABLE 13

## TYPE OF EMPLOYMENT OF SPOUSE BY PART-TIMER TYPE

Type of Employment of Spouse	Part-Timer Type			
	Home- Worker	Full- Mooner	Part- Mooner	Hopeful Full- Timer
Homeworker	0.0% (0)	26.0% (44)	11.6% (8)	2.4% (1)
Part-Time	3.8% (3)	26.0% (44)	15.9% (11)	9.8% (4)
Full-Time	94.9% (75)	46.2% (78)	72.5% (50)	85.4% (35)
Unemployed	1.3% (1)	1.8% (3)	0.0% (0)	2.4% (1)
	100.0% (79)	100.0% (169)	100.0% (69)	100.0% (41)

$\chi^2 = 72.16$ ; d.f. = 9;  
level of significance < .001; eta = .29

TABLE 14  
INCOME BY PART-TIMER TYPE

Income	Part-Timer Type			
	Home- Worker	Full- Mooner	Part- Mooner	Hopeful Full- Timer
\$0 to \$4,999	45.9% (39)	1.7% (4)	13.1% (14)	20.0% (12)
\$5,000 to \$9,999	40.0% (34)	1.7% (4)	32.7% (35)	40.0% (24)
\$10,000 to \$14,999	7.1% (6)	3.8% (9)	24.3% (26)	13.3% (8)
\$15,000 to \$19,999	4.7% (4)	8.1% (19)	8.4% (9)	16.7% (10)
\$20,000 or more	2.4% (2)	84.6% (198)	21.5% (23)	10.0% (6)
	100.0% (85)	100.0% (234)	100.0% (107)	100.0% (60)

$x^2 = 340.65$ ; d.f. = 12;  
level of significance < .01; eta = .76



in the usual sense of the concept. For many of these individuals, wages from part-time teaching are seen as supplementary income which improves, but are not essential to the standard of living of the family unit.

The income of the homemaker category contrasts strikingly with the full-mooners in which over 85 percent of the sample fell into the highest income category. The hopeful full-timer and part-mooner adjunct categories produced a different pattern. As would be expected, a large percentage of the hopefuls, 60 percent, fell into the lowest two income categories. Income level for part-mooners were more dispersed and less easily definable than for the other adjunct types.

It could be argued that many of the homemakers would accept full-time academic employment if they were not involved in the care of young children. The following comment reflects this position:

I have an infant daughter who is my major concern right now. I don't want to work any more hours than I currently do, however in the future I would be very interested in a full-time position.

It would be expected that the older one's children are the more likely it would be that homemaker adjuncts would accept full-time college employment. It would appear from the data that this does not seem to be the case. Table 15 compares the ages of the homemakers' children to whether or not they would accept a full-time academic

TABLE 15

WILLINGNESS TO ACCEPT A FULL-TIME COLLEGE JOB BY  
THE AGE OF CHILDREN FOR HOMEWORKER ADJUNCTS

Willingness to Accept a Full-Time College Job	Age of Children			
	0 to 6 years old	7 to 12 years old	13 to 18 years old	19 or more years old
Definitely Not	12.8% (6)	5.0% (1)	16.7% (1)	27.3% (3)
Probably Not	12.8% (6)	20.0% (4)	16.7% (1)	18.2% (2)
Don't Know	14.9% (7)	10.0% (2)	33.3% (2)	18.2% (2)
Probably Yes	31.9% (15)	25.0% (5)	16.7% (1)	9.1% (1)
Definitely Yes	27.7% (13)	40.0% (8)	16.7% (1)	27.3% (3)
	100.0% (47)	100.0% (20)	100.0% (6)	100.0% (11)

$x^2 = 8.16$ ; d.f. = 12;  
not significant at .05; eta = .20

job. Chi-square was not found to be significant at the .05 level, so that those subjects with older children are not more likely to accept full-time academic work than those with younger children. These findings, contrary to the expectation stated above, reveal that those subjects with the youngest children are also those who would most likely accept full-time academic employment. A possible explanation for this finding is that those homeworkers that have the youngest children are also among those in the youngest age categories themselves. The lower combined family income of these younger adjuncts may encourage these homeworkers to desire full-time employment. On the other hand, it is also possible that a self-selection process has occurred. Women without preschool children may already be employed full-time or involved in non-paid voluntary work.

It is probably also true that many homeworkers are satisfied with the part-timer role, in that it allows them the flexibility that many of them need. One adjunct commented:

I appreciate the "freedom" of a part-time position, no committee responsibilities or required summer teaching. Because of childcare and the poor health of elderly family members, I need more free time to care for them.

Such individuals do not necessarily desire full-time employment, although many of these individuals would like to receive prorated pay and fringe benefits.

### Interest in Full-Time College Employment

Regarding career objectives for adjuncts as a whole, it appears that at some time almost one-half of the sample have sought a full-time college teaching job. Table 16 indicates that over 46 percent of the sample have actively sought employment in the full-time college teaching job market. Although many individuals have had such career goals in the past, their efforts to attain such positions appear to be dampened over time. Table 17 reveals that only about a third of the sample actively sought a college teaching job in the last year. One should also note from Table 16 that over a half of the sample have never sought a full-time position. Such individuals are mainly committed to the non-academic labor market.

If originally half of the sample had at some time sought full-time college employment, but only a third have sought such employment in the last year, it could be predicted that the longer one has taught college part-time, the less likely it is that one would be interested in obtaining employment as a full-time faculty member. One can see from an inspection of Table 18 that the data does not support this position, chi-square does not reach the .05 significance level. An inspection of the table reveals that for each category of part-time experience, over 50 percent of the subjects were not interested in a full-time college teaching job, although the percentage

TABLE 16

## ADJUNCT HAS SOUGHT FULL-TIME COLLEGE TEACHING

	Frequency	Percent
No	270	53.3
Yes	237	46.7
	<hr/> N = 507	<hr/> 100.0

TABLE 17

ADJUNCT HAS SOUGHT FULL-TIME COLLEGE TEACHING  
IN THE LAST YEAR

	Frequency	Percent
No	243	66.8
Yes	121	33.2
	<hr/> N = 364	<hr/> 100.0

TABLE 18

IMPORTANCE OF OBTAINING A FULL-TIME COLLEGE  
JOB BY PART-TIME COLLEGE EXPERIENCE

Importance of Obtaining a Full-Time College Teaching Job	Years of Part-Time Experience			
	11 to 35	6 to 10	1 to 5	Less Than a Year
Not Important	67.9% (36)	51.6% (64)	53.8% (134)	55.6% (40)
Somewhat Important	1.9% (1)	6.5% (8)	10.4% (26)	11.1% (8)
Important	15.1% (8)	20.2% (25)	18.9% (47)	20.8% (15)
Very Important	15.1% (8)	21.8% (27)	16.9% (42)	12.5% (9)
	100.0% (53)	100.0% (124)	100.0% (249)	100.0% (72)

$\chi^2 = 10.08$ ; d.f. = 9;  
not significant at .05; eta = .09

for those who had taught part-time for over 11 years was slightly higher, about 67 percent.

Although the desire for full-time college employment does not seem to be related to the years of part-time experience, a variable which might be a better predictor of the desire to be full-time might be the type of adjunct which one is. It can be predicted from Tuckman and associates' (1978) categories, that the hopeful full-timer category should be that segment of the academic labor market which should be most interested in a full-time teaching position. It can be seen from an inspection of Table 19 that the data support this assertion. This finding is, however, largely the result of the way in which this category is defined.

While almost invariably the hopefuls would accept an academic position, a significantly different pattern was observed for other part-timer types ( $\chi^2 = 88.33$ , d.f. = 12; level of significance  $< .001$ ;  $\eta = .38$ ). The clearest difference is in the case of the full-mooners, where only a little over 16 percent of the respondents indicated that they would definitely accept a full-time academic job, a fifth indicated that they might accept such a job. The pattern for the homeworkers was slightly higher regarding acceptance than the full-mooners with over half either willing or very interested in such employment. The pattern for the part-mooners more closely resembles that of the

TABLE 19

WILLINGNESS TO ACCEPT A FULL-TIME COLLEGE  
JOB BY TYPE OF PART-TIMER

Willingness to Accept a Full-Time College Job	Type of Part-Timer			
	Home- Worker	Full- Mooner	Part- Mooner	Hopeful Full- Timer
Definitely Not	13.8% (12)	14.4% (34)	9.1% (10)	0.0% (0)
Probably Not	16.1% (14)	23.3% (55)	8.2% (9)	3.2% (2)
Don't Know	14.9% (13)	25.8% (61)	20.9% (23)	6.5% (4)
Probably Yes	25.3% (22)	19.9% (47)	18.2% (20)	22.6% (14)
Definitely Yes	29.9% (26)	16.5% (39)	43.6% (48)	67.7% (42)
	100.0% (87)	100.0% (236)	100.0% (110)	100.0% (62)

$\chi^2 = 88.33$ , d.f. = 12;  
level of significance < .001; eta = .38



hopefuls, with almost half agreeing that they would accept full-time college employment and about a fifth indicating that they would probably accept such employment. It may be that the part-mooners represent a group of individuals who have begun to accept the poor labor market conditions, and may be shifting their career aspirations toward applied employment. The desire to teach, as well as disenchantment with the full-time college teaching market, is seen in the following comment:

During and at the end of every semester I feel the bitter-sweet experience of being told by at least a half dozen students that I have made a difference for them. That I have helped them to learn to think. It is sweet because it reinforces my conviction that I am good at what I do. It is bitter because although I am more effective and competent than most of my full-time colleagues, I have no realistic hope of joining their ranks.

In the face of negative labor market conditions, many of these adjuncts will continue to hold out hope for full-time positions.

Just as the hopeful full-timer adjuncts are the segment of the part-time labor force most willing to accept full-time academic employment, the degree held by adjuncts may also be a useful predictor of the importance of obtaining a full-time academic job. One might predict that those adjuncts with Ph.D.'s should be the most interested in obtaining full-time academic employment. Table 20 indicates that there is a difference between degree types regarding the importance of obtaining a full-time position,

TABLE 20

IMPORTANCE OF OBTAINING A FULL-TIME COLLEGE  
JOB BY THE HIGHEST DEGREE HELD

Importance of Obtaining a Full-Time College Job	Highest Degree Held		
	B.A.	M.A.	Ph.D.
Not Important	72.5% (37)	53.8% (199)	50.0% (42)
Somewhat Important	7.8% (4)	9.5% (35)	4.8% (4)
Important	11.8% (6)	20.0% (74)	20.2% (17)
Very Important	7.8% (4)	16.8% (62)	25.0% (21)
	100.0% (51)	100.0% (370)	100.0% (84)

$x^2 = 12.38$ ; d.f. = 6;  
not significant at .05; eta = .14

but that the difference approached, but did not reach, the .05 level of significance ( $\chi^2 = 12.38$ ; d.f. = 6; not significant at .05;  $\eta = .138$ ). For the adjuncts with Ph.D.'s, about 45 percent said that they felt it was either important or very important to obtain full-time academic employment. The percentage of M.A. adjuncts falling into these two categories was about 36 percent, while for the B.A. adjuncts the percentage was almost 20 percent. Although the results are not statistically significant, the trend towards the increasing importance of the full-time academic market with increasing education is indicated.

The fact that almost three-quarters of those adjuncts who hold B.A.'s felt that it was not important for them to obtain full-time college employment is not surprising, considering the fact that these individuals should be aware of the fact that full-time employment involving the teaching of transfer level courses generally requires that the applicant at least hold a masters degree. The surprising fact is that these individuals are even a part of the present sample. Since an attempt was made to only sample transfer level faculty, and any questionnaires returned from faculty teaching non-transfer level courses were eliminated from the analysis, the conclusion which must be reached is that individuals with less than a master's degree are teaching courses which are transferable to four-year universities. This statistic is also

interesting in that in terms of the academic labor market as a whole, there is an overabundance of highly trained individuals.

It might also be productive at this point to determine if the highest degree which one holds is a predictor of the type of adjunct which one is. It would generally be predicted that the hopeful full-timer category of adjuncts would have a significantly larger percentage of Ph.D.'s than the other adjunct types. An inspection of Table 21 reveals that there is not a significant difference between the adjunct types regarding the degrees held ( $x^2 = 10.21$ ; d.f. = 6; not significant at .05; eta = .12). Although the hopeful full-timer category has a slightly greater percentage of adjuncts with Ph.D.'s, the percentages of the hopeful group are very similar to those of the full-mooner category. The part-mooners and the homeworkers most resemble each other in terms of the highest degree held. It appears that those employed in non-academic settings are as equally qualified as those who are trying to gain employment in the full-time community college market. It can also be seen that most adjuncts in the present sample hold a master's degree as their highest credential.

The importance of obtaining full-time academic employment for some adjuncts, is partially the result of the fact that many of these adjuncts have been employed

TABLE 21

## HIGHEST DEGREE HELD BY TYPE OF PART-TIMER

Highest Degree	Type of Part-Timer			
	Home-Worker	Full-Mooner	Part-Mooner	Hopeful Full-Timer
B.A.	10.2% (9)	10.8% (26)	11.6% (13)	6.5% (4)
M.A.	78.4% (69)	68.8% (165)	76.8% (86)	67.7% (42)
Ph.D.	11.4% (10)	20.4% (49)	11.6% (13)	25.8% (16)
	100.0% (88)	100.0% (240)	100.0% (112)	100.0% (62)

$x^2 = 10.21$ ; d.f. = 6;  
not significant at .05; eta = .12

in the past as full-time instructors. Table 22 indicates that almost a fifth of the sample falls into this situation. More revealing than this are the reasons which these adjuncts give for leaving their full-time position. The most often-mentioned reason was that they were filling a temporary rather than a permanent position. It appears that there might be a common pool of workers that fill both one-year temporary positions, as well as part-time positions. Other adjuncts, however, indicated that they left a full-time teaching position because their family moved, or that they desired to leave teaching and enter an applied occupation. From other data in this survey, it would appear that women have been the biggest victim of the geographic mobility of their families. Men, however, have most often made the free choice to leave academia for the applied market.

The importance of obtaining full-time college teaching for many adjuncts, is also revealed in their answer to a question which asked respondents to indicate what position they would ideally like to hold five years from now. The greatest percentage of responses, about 45 percent, indicated that they ideally wished to be employed as a full-time college teacher. The second most often selected choice (about 13 percent) also reflects a desire to teach, by wishing to remain in the adjunct position. It would seem that for many, the flexibility of the adjunct

TABLE 22

## ADJUNCT HAS TAUGHT COLLEGE FULL-TIME

	Frequency	Percent
No	413	80.5
Yes	100	19.5
	<hr/> N = 513	<hr/> 100.0

TABLE 23

REASON FOR LEAVING FULL-TIME  
COLLEGE TEACHING POSITION

	Frequency	Percent
Temporary Position	17	17.3
Family Moved	16	16.3
Changed Position	13	13.3
Termination	7	7.1
Never Left	6	6.1
Retired	5	5.1
College Closed	5	5.1
Exchange Teaching	4	4.1
Denied Tenure	4	4.1
Became Administrator	4	4.1
Pregnancy	4	4.1
More Education	4	4.1
Non-Tenure Track	2	2.0
Dissatisfied	2	2.0
Combine Part-Time Jobs	1	1.0
Illness	1	1.0
Unacceptable Commute	1	1.0
District Split	1	1.0
To Write	1	1.0
	N = 98	100.0



TABLE 24

## IDEAL POSITION DESIRED

	Frequency	Percent
Full-Time College Teacher	200	45.2
Same as Now	60	13.6
Retired	33	7.5
Remain Part-Time	32	7.2
Manager	26	5.9
Administrator	24	5.4
Self-Employed	18	4.1
Musician	10	2.3
Researcher	8	1.8
Writer	5	1.1
Minister	4	.9
Coaching	4	.9
Speaker	3	.7
Museum Curator	2	.5
Consultant	2	.5
Lawyer	2	.5
Clinical Psychologist	2	.5
Non-College Teacher	2	.5
Mother	1	.2
Missionary	1	.2
Tour Guide	1	.2
Accountant	1	.2
Physician	1	.2
	N = 442	100.0

work schedule is of major importance. These responses tend to indicate an overall desire to remain or increase one's teaching activities, in spite of the disadvantages of this form of employment and the poor academic labor market.

## CHAPTER V

### RESULTS: A PATH ANALYSIS OF VARIABLES RELEVANT TO THE ADJUNCT WORK ROLE

In the previous chapter, aspects of the academic labor market were examined as they impact upon differing types of adjuncts. It was also seen that the adjunct role is not the only major work role for many part-timers. In the present chapter, a path analysis of the relationship between the major focus of this study - the adjunct role - will be examined as it relates to the academic labor market as well as micro-level processes. Based upon an adaptation of Stryker and Serpe's (1982) formulations, a path analysis of the relationships between the variables in the model proposed earlier will now be undertaken. Path analysis is primarily a method for decomposing and interpreting linear relationships among a set of variables. This method allows one to examine more clearly the structure of the relationship and the amount of influence of the variables in the model, upon one another and upon the model as a whole. Although a weak causal order is assumed to exist among the variables, path analysis does not demonstrate causality in a strict sense. Its purpose is to examine empirically a set of causal assumptions generated from theory. It is the logic of the theory which specifies

the arrangement and the direction of the relationships among the variables. Once the structure and the direction of the relationships has been specified, it is then the function of path analysis to determine if a path between the variables exists statistically. Paths which do not exist from a statistical or theoretical point of view are then eliminated from the model. A revised model, and ultimately a revised theory, can then be delineated (Asher, 1983).

To accomplish this task in the present study, the research procedure developed by Stryker and Serpe (1982) can be adapted to the study of adjuncts. In the original formulation, "identity salience" was one of three independent variables which the authors believed bears significantly upon role performance. By "salience," Stryker and Serpe mean the "...identity in relation to the salience of other identities," or the "location of the ... role identity in the identity salience hierarchy" (1982:210). The subjects were asked to rank various roles, and the higher the role was ranked the more salient was the identity. Following the work of the above authors, it is possible to generate the following hypotheses:

Hypothesis 1: The higher the identity salience, the higher the time spent in the adjunct role.

Hypothesis 2: The higher the identity salience, the higher the adjunct satisfaction.

"Commitment" to a role, Stryker and Serpe believe,

is intimately connected with one's relations with others. According to these authors, commitment is "...defined theoretically as relations to others formed as a function of occupancy of a particular position" (1982:209). Through a number of survey items, the authors believe one is able to arrive at the number and "intensity" of the actor's relations with others due to the particular role. The following hypotheses can therefore be generated:

Hypothesis 3: The higher the commitment, the higher the identity salience of the adjunct role.

Hypothesis 4: The higher the commitment, the higher the time spent in the adjunct role.

Hypothesis 5: The higher the commitment, the higher the adjunct satisfaction.

Satisfaction is also viewed as an independent variable in the model. If satisfaction with the particular role is evaluated as high, this level of satisfaction may result in a greater number of hours being spent in the role.

Therefore:

Hypothesis 6: The higher the adjunct satisfaction, the higher the time spent in the adjunct role.

It should be pointed out that Stryker and Serpe's (1982) original formulation related to time spent in the religious role. To make their framework more applicable to the study of adjuncts, the limitations of the academic labor market should also be considered. This is examined in the present study by the adjunct's perception of the current employment situation in full-time market, as well

as the perceived transition opportunities from the part-time to the full-time market. It is then possible to generate the following hypotheses:

Hypothesis 7: The better the full-time academic job market is perceived to be, the higher the identity salience of the adjunct role.

Hypothesis 8: The better the full-time academic job market is perceived to be, the higher the commitment.

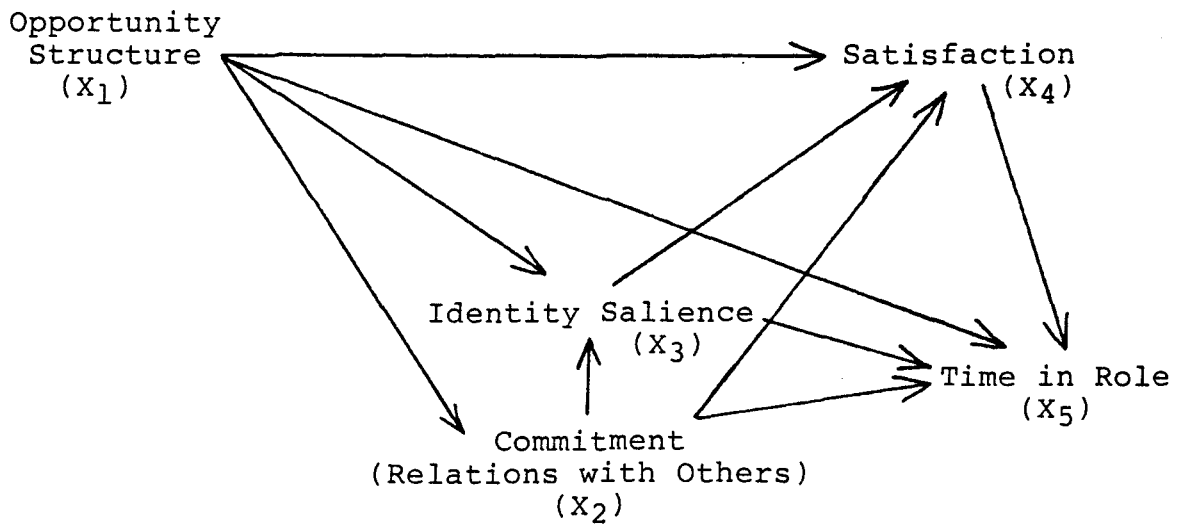
Hypothesis 9: The better the full-time academic job market is perceived to be, the higher the satisfaction with the adjunct role.

Hypothesis 10: The better the full-time academic job market is perceived to be, the higher the time spent in the adjunct role.

A five-variable recursive model was developed using opportunity structure as the exogenous variable, all other variables in the model being endogenous. The dependent variable in the analysis is "time in role," the number of hours per week that the individual engages in role-related activity. Time is a variable which can be assigned a specific numerical value. Stryker and Serpe believe that this is a useful measure of role performance since it is "...behavioral, representing performance within the ... role" (1982:211). The model used in this study is diagrammed in Figure 2.

From the path model, it can be seen that variables such as perceived opportunity structure have both direct and indirect effects. While perceived opportunity directly effects time in role, it also influences time in role

FIGURE 2

PROPOSED PATH MODEL  
FOR ADJUNCT ROLE

indirectly through the variables commitment, identity salience and satisfaction. Commitment also is hypothesized to have a direct effect upon time in the role, but also indirectly effects time in role through salience and satisfaction. The influence of identity salience upon time in the role is also both direct and indirect, the indirect effects being mediated by satisfaction. The variable satisfaction only has direct effects upon the time spent in the adjunct role.

The path coefficients for the above model can be calculated using a correlation matrix, or obtained using the stepwise regression procedure of S.P.S.S. From the regression output of this program, the following standardized path coefficients (beta weights) were produced:  $P_{21} = .111$ ,  $P_{31} = -.015$ ,  $P_{41} = .317$ ,  $P_{51} = -.047$ ,  $P_{32} = .219$ ,  $P_{42} = -.064$ ,  $P_{43} = -.107$ ,  $P_{52} = .264$ ,  $P_{53} = .191$ ,  $P_{54} = -.236$ . The model can now again be diagrammed with the above path coefficients.

A more detailed understanding of these results may be had by inspecting a general decomposition table (see Table 26) similar to that suggested by Kim and Kohout (1975). The values in the table are obtained in the following manner: the  $r$  values originate from the correlation matrix, the direct causal from the regression procedure, the indirect causal from a multiplication of the indirect paths, the indirect non-causal from subtracting the direct



TABLE 25

## CORRELATION MATRIX FOR BETA WEIGHT CALCULATIONS

	Time in Role	Commit- ment	Location of Adjunct Role	Satis- faction	Oppor- tunity	Ad- junct Type
Time in Role	1.000	.313	.276	-.287	-.089	.243
Commitment	.313	1.000	.218	-.052	.111	.216
Location of Adjunct Role	.276	.218	1.000	-.118	.009	.128
Satisfaction	-.287	-.052	-.118	1.000	.309	-.171
Opportunity	-.089	.111	.009	.309	1.000	-.031
Adjunct Type	.243	.216	.128	-.171	-.031	1.000

FIGURE 3

## PATH MODEL FOR ADJUNCT ROLE

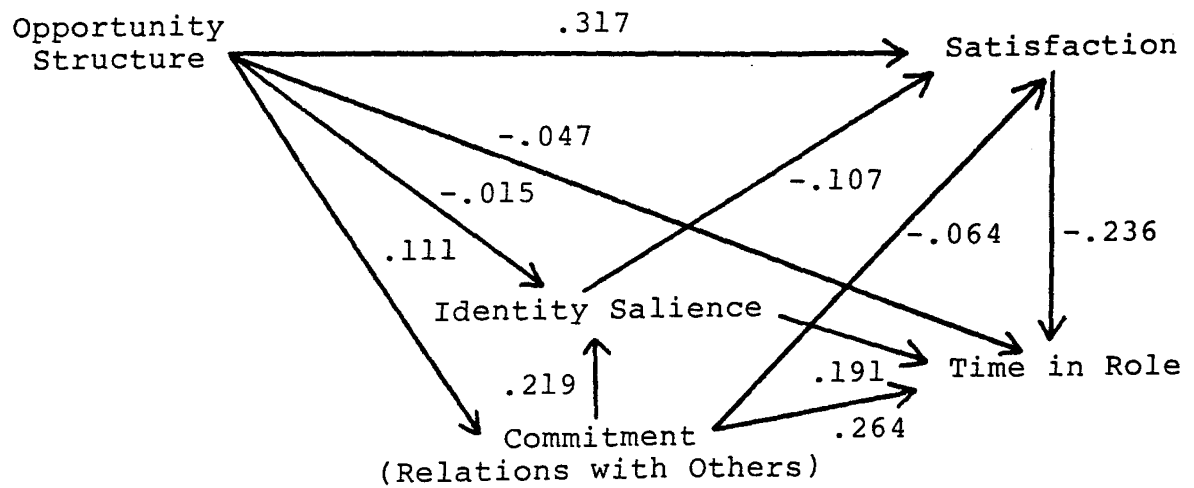


TABLE 26

## GENERAL DECOMPOSITION TABLE FOR ADJUNCT ROLE

Bivariate Relationship	r	Direct	Indirect		Total Effect
			Causal	Non-Causal	
Opportunity x Commitment	.111	.111	0	0	.111
Opportunity x Saliency	.009	-.015	.024	0	.009
Commitment x Saliency	.218	.219	0	-.001	.219
Opportunity x Satisfaction	.309	.317	-.008	0	.309
Saliency x Satisfaction	-.118	-.107	0	-.011	-.107
Commitment x Satisfaction	-.052	-.064	-.023	.035	-.087
Opportunity x Time in Role	-.089	-.047	-.042	0	-.089
Satisfaction x Time in Role	-.287	-.236	0	-.051	-.236
Saliency x Time in Role	.276	.191	.025	.060	.216
Commitment x Time in Role	.313	.264	.062	-.013	.326

plus indirect causal from the  $r$  value, and the total effect which is the addition of the direct and indirect causal.

As can be seen in Table 26, the relationship between perceived opportunity structure and commitment, is direct and causal ( $r = .111$ ). The weak relationship between perceived opportunity and identity salience ( $r = .009$ ) is both direct ( $p = -.015$ ) and indirect causal ( $p = .024$ ), meaning that part of the effect of opportunity structure on identity salience is mediated by the intervening variable of commitment. Both of the above relationships do not have non-causal indirect effects. These non-causal indirect effects are also known as spurious effects, which reflect a path which exists from a statistical point of view, but does not reflect a path derivable from theory.

The relationship between commitment and identity salience ( $r = .218$ ) produced a direct effect of .219, no indirect causal effect, and a spurious effect of  $-.001$ . The relationship between opportunity structure and satisfaction ( $r = .309$ ) produced a direct effect of .317, a causal indirect effect of  $-.008$  and no indirect effect. Identity salience by satisfaction ( $-.118$ ) produced a direct effect of  $-.107$ , no indirect causal effect, and a spurious effect of  $-.011$ . Commitment and satisfaction produced a weak relationship ( $-.052$ ), with direct ( $-.064$ ), indirect causal ( $-.023$ ), and indirect non-causal effects (.035). The relationship between opportunity structure and time

in the role ( $r = -.089$ ) produced a direct effect of  $-.047$ , a causal indirect effect of  $-.042$ , with no spurious effect. Satisfaction by time in the role ( $r = -.287$ ) had a direct effect of  $-.236$ , no indirect causal effect, and a spurious effect of  $-.051$ . The relationship between identity salience and time in the role ( $r = .276$ ) produced a direct effect of  $.191$ , an indirect causal effect of  $.025$  and a non-causal indirect effect of  $.060$ . Finally, commitment by time in the role ( $r = .313$ ) had a direct effect of  $.264$ , an indirect causal effect of  $.062$ , and a spurious effect of  $.326$ . It can be seen that the greatest total effect is produced by the relationship of commitment and time in the role ( $.326$ ). Other major paths include the relationship between opportunity structure and satisfaction with a total effect of  $.309$ , satisfaction and time in role with a total effect of  $-.236$ , commitment by identity salience with a total effect of  $.219$ , and identity salience by time in role with a total effect of  $.216$ . Overall, this model is supported, with  $R^2 = .21$  for the ultimate dependent variable, time in the role. The implications of these findings will be discussed in what follows later.

The above calculations suggest that the original model should probably be revised. Pedhazur (1982) has used the term "theory trimming" to suggest that paths which are not meaningful should be eliminated from the model. One criterion of "meaningfulness," suggested by

this author, is that when beta weights fall below .05, the path may be ignored. Using this criterion, it can be seen that the path between opportunity structure and identity salience, as well as the path between opportunity structure and time in the role, should probably be eliminated. This produces the revised model seen in Figure 4. In this revised model, opportunity structure remains the exogenous variable, but it is no longer viewed as having a direct effect on either identity salience or time in the role. In the case of both of these variables, the effect of opportunity structure is mediated through the intervening variables of commitment and satisfaction.

#### Identity Theory and Types of Part-Timers

The model in Figure 4 provides one with enhanced insight into the relationship between opportunity structure, commitment, identity salience, satisfaction and time in the role, for the adjunct group as a whole. It was seen in the previous chapter, however, that there are some significant differences between the different adjunct types. It would therefore seem profitable, at this point, to examine if there are differences in the way the variables of opportunity structure, commitment, identity salience, satisfaction and time in the adjunct role, are related to each other for each of the adjunct types.

In the present sample, 83 of the 515 subjects

FIGURE 4

## REVISED MODEL FOR ADJUNCT ROLE

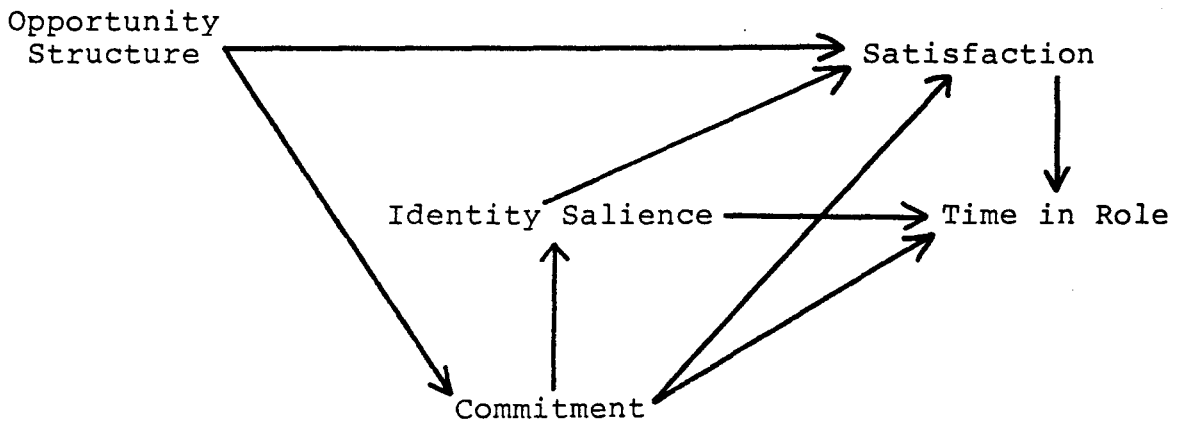
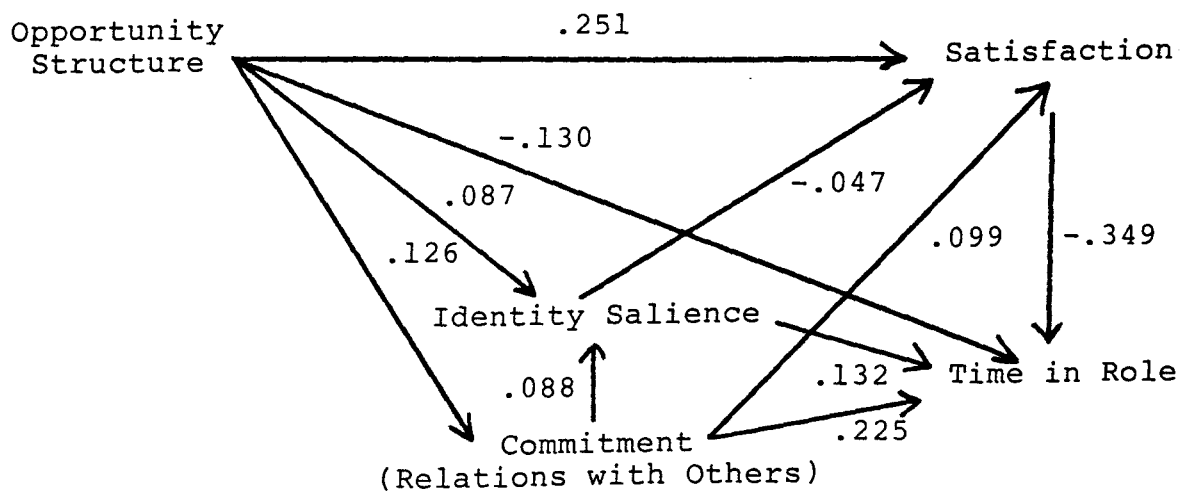


FIGURE 5

## PATH MODEL FOR HOMEWORKER ADJUNCTS





were defined as "homeworkers," individuals whose primary responsibility outside of college teaching, related to childcare and housework. In the path diagram seen in Figure 5, the differences of this group from the adjunct group as a whole, can be seen.

For homeworkers, the paths between opportunity structure and time, as well as between opportunity structure and identity salience exceed the .05 value used for theory trimming. These two relationships which were not significant in the overall model (see Figure 5), should remain in the model for the homeworke<sup>r</sup> adjuncts. Using this .05 criteria, however, it can be seen that the path between identity salience and satisfaction should probably be eliminated. This produces the revised model seen in Figure 6. The overall  $R^2$  for this model was .21.

It can also be seen from the decomposition table for homeworkers, that the greatest total effect was produced for the relationship of satisfaction and time in the role (-.349), opportunity structure and satisfaction (.259), and commitment and time in the role (.203). These three relationships were also found to be the most important for the adjunct group as a whole.

Full-mooners produced a pattern of path coefficients which differed from those seen in the homeworke<sup>r</sup> adjuncts. Full-mooners, those individuals employed 35 or more hours a week at non-college employment, composed

FIGURE 6

## REVISED MODEL FOR HOMEWORKERS

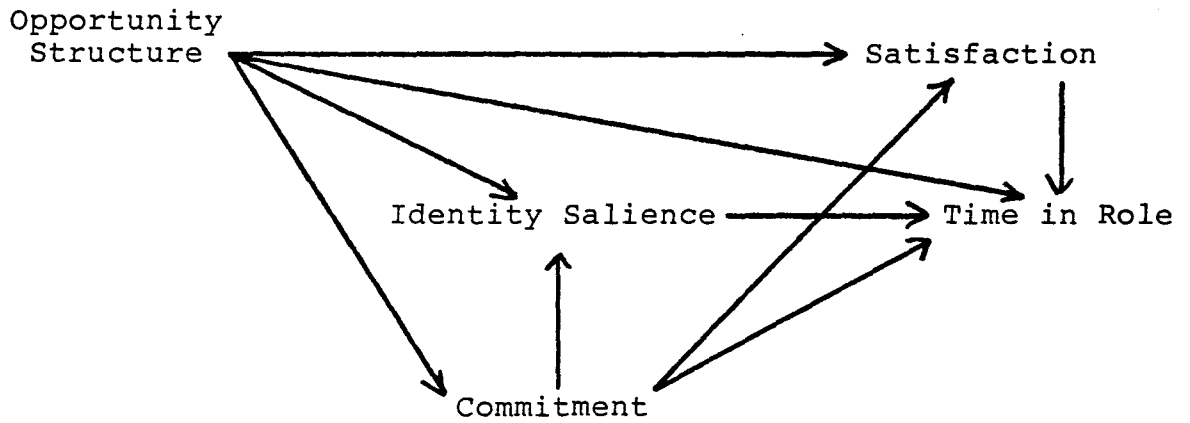


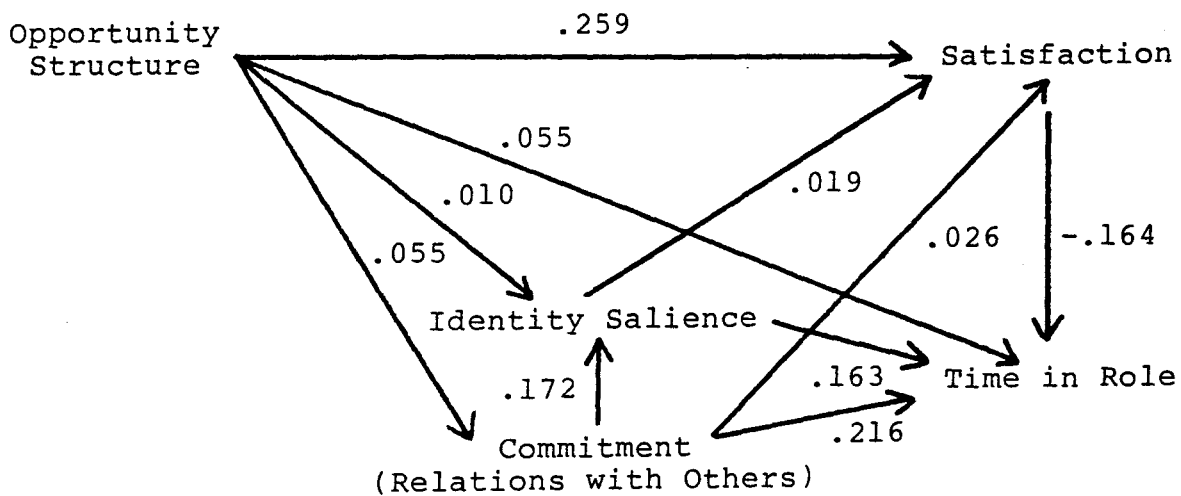
TABLE 27

## GENERAL DECOMPOSITION TABLE FOR HOMEWORKER ADJUNCTS

Bivariate Relationship	r	Direct	Indirect		Total Effect
			Causal	Non-Causal	
Opportunity x Commitment	.126	.126	0	0	.126
Opportunity x Salience	.098	.087	.011	0	.098
Commitment x Salience	.099	.088	0	.011	.088
Opportunity x Satisfaction	.259	.251	.008	0	.259
Salience x Satisfaction	-.012	-.047	0	.035	-.047
Commitment x Satisfaction	.126	.099	-.004	.031	.095
Opportunity x Time in Role	-.180	-.130	-.049	-.001	-.179
Satisfaction x Time in Role	-.356	-.349	0	-.007	-.349
Salience x Time in Role	.146	.132	.016	-.002	.148
Commitment x Time in Role	.177	.225	-.022	-.026	.203

FIGURE 7

## PATH MODEL FOR FULL-MOONER ADJUNCTS



the largest subgroup in the sample, 228 cases. An inspection of the path diagram for this group reveals a number of relationships which can probably be eliminated from the model. As with the original model, the relationship between opportunity structure and identity salience can probably be dropped. As with the homemaker category, the relationship between opportunity structure and time in the role should remain in the model, although the relationship is weak in nature. Another point of similarity between the full-mooner and homemaker category is the elimination of the path between identity salience and satisfaction. The full-mooner category eliminates an extra path, however, that between commitment and satisfaction. The revised model for the full-mooner category can be seen in Figure 8. The overall  $R^2$  for this model was .11.

The general decomposition table for the full-mooner adjuncts indicates that the greatest total effects were explained by the relationships between commitment and time in the role (.239), and opportunity structure and satisfaction (.261). Both of these relationships were also found to produce the greatest total effect for both the homemaker category, as well as for the adjunct group as a whole.

The analysis of the paths for the third category of adjuncts known as part-mooners, again produced a slightly

FIGURE 8

## REVISED MODEL FOR FULL-MOONERS

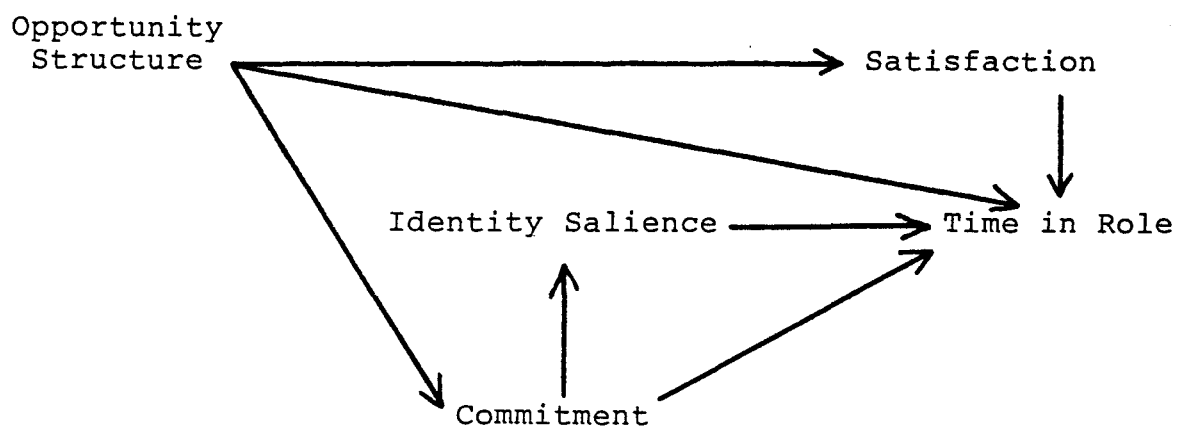


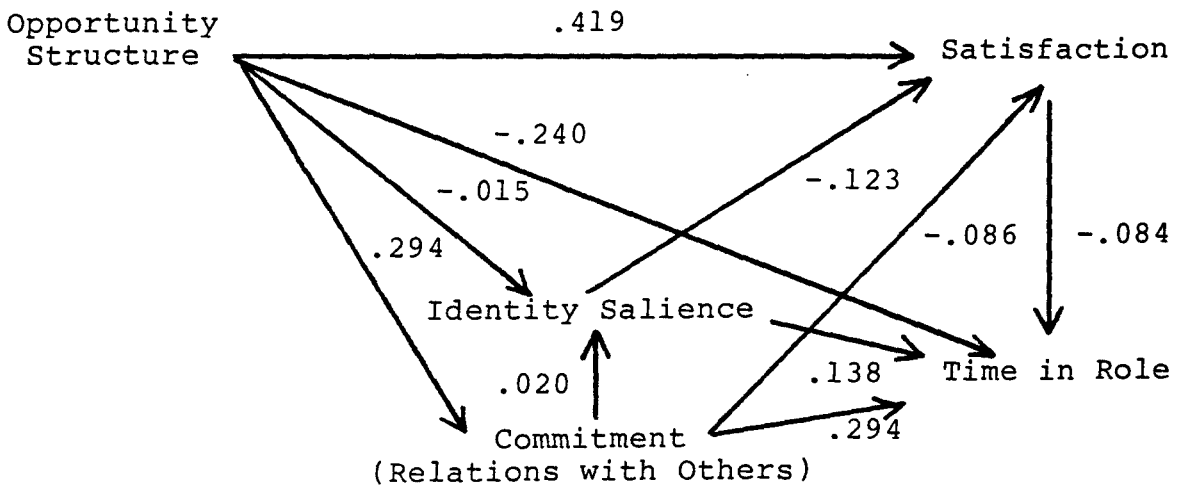
TABLE 28

## GENERAL DECOMPOSITION TABLE FOR FULL-MOONER ADJUNCTS

Bivariate Relationship	r	Direct	Indirect		Total Effect
			Causal	Non-Causal	
Opportunity x Commitment	.055	.055	0	0	.055
Opportunity x Salience	.019	.010	.010	-.001	.020
Commitment x Salience	.173	.172	0	.001	.172
Opportunity x Satisfaction	.260	.259	.002	-.001	.261
Salience x Satisfaction	.025	.019	0	.006	.019
Commitment x Satisfaction	.024	.026	.003	-.005	.029
Opportunity x Time in Role	.027	.055	-.028	0	.027
Satisfaction x Time in Role	-.140	-.164	0	.024	-.164
Salience x Time in Role	.197	.163	-.003	.037	.160
Commitment x Time in Role	.243	.216	.023	.004	.239

FIGURE 9

## PATH MODEL FOR PART-MOONER ADJUNCTS





different pattern from that seen for the other adjunct types. Part-mooners are adjuncts who in addition to being employed as part-time college teachers, are also employed at a non-college job, but less than 35 hours per week. An inspection of the path coefficients reveals the fact that the relationship between opportunity structure and identity salience drops below the .05 cut-off, and should be eliminated from the model. For part-mooners, the path between the variables commitment and identity salience (.020) also does not reach the criterion level for the retention of the path and can be removed. The revised path model for part-mooners is seen in Figure 10. The overall  $R^2$  for this model was .15.

An inspection of the general decomposition table for part-mooners reveals that the largest total effects were produced by the relationship between opportunity structure and satisfaction (.395), commitment and time in the role (.304), and opportunity structure and commitment (.294). These first two relationships have also produced large total effects for the previously discussed part-timer types. For part-mooners, however, opportunity structure by commitment produces a larger total effect than was seen for other adjunct types.

The final category of adjuncts, known as "hopeful full-timers," are those part-timers who are not employed outside of the adjunct position and are not involved in

FIGURE 10

## REVISED MODEL FOR PART-MOONERS

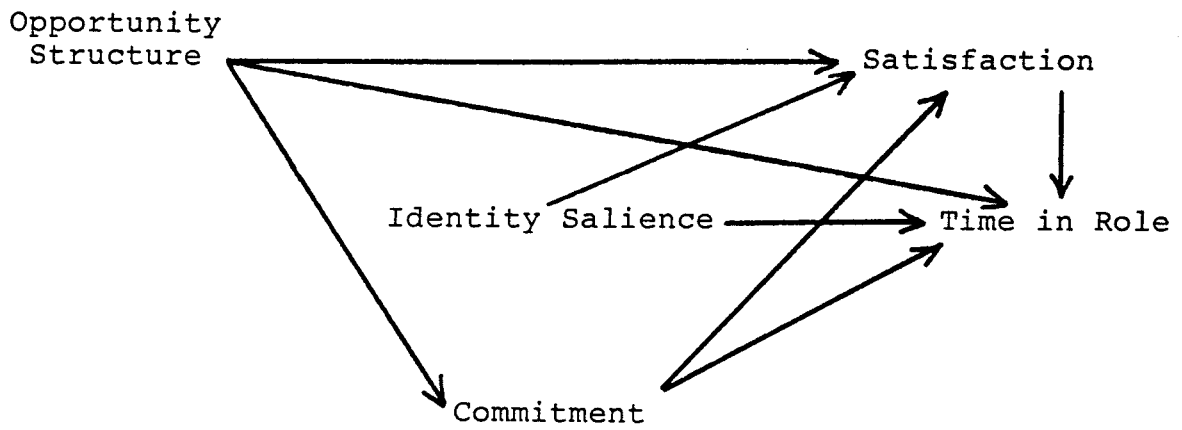


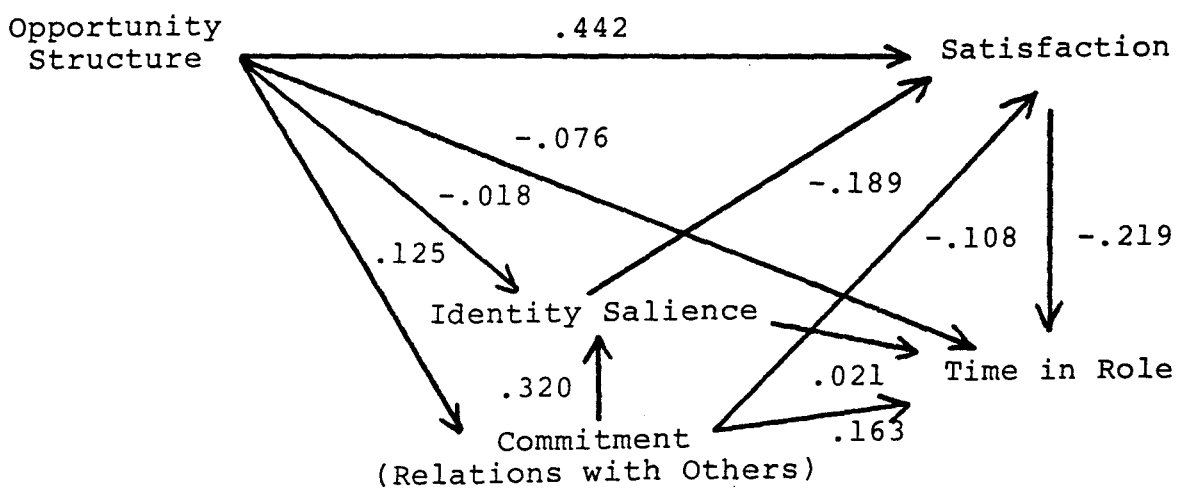
TABLE 29

## GENERAL DECOMPOSITION TABLE FOR PART-MOONER ADJUNCTS

Bivariate Relationship	r	Direct	Indirect		Total Effect
			Causal	Non-Causal	
Opportunity x Commitment	.294	.294	0	0	.294
Opportunity x Salience	-.009	-.015	.006	0	-.009
Commitment x Salience	.016	.020	0	-.004	.020
Opportunity x Satisfaction	.395	.419	-.024	0	.395
Salience x Satisfaction	-.128	-.123	0	-.005	-.123
Commitment x Satisfaction	.036	-.086	-.003	.125	-.089
Opportunity x Time in Role	-.188	-.240	.052	0	-.188
Satisfaction x Time in Role	-.186	-.084	0	-.102	-.084
Salience x Time in Role	.155	.138	.010	.007	.148
Commitment x Time in Role	.223	.294	.010	-.081	.304

FIGURE 11

## PATH MODEL FOR HOPEFUL FULL-TIMER ADJUNCTS



the care of small children or in extensive housework. An inspection of the path coefficients for this model reveals that once again the path between opportunity structure and identity salience should probably be removed from the model. Also the path between identity salience and time in the role does not reach the criteria level of .05 and can probably be dropped. This produces the revised model seen in Figure 12. The overall  $R^2$  for this model was .09.

The general decomposition table for hopeful full-timers reveals that the largest total effects are accounted for by four relationships. These are opportunity structure by satisfaction (.424), commitment by salience (.320), satisfaction by time in the role (-.219) and commitment by time in the role (.207). The first and last of these relationships have appeared for each category of part-timer. Satisfaction and time in the role was also an important relationship for the homemaker category. The commitment and identity salience relationship appears to be most important to this last category of hopeful full-timer.

### Discussion

If one inspects the data for the model as it applies to adjuncts as a whole, it appears that there is a good fit of the data with the theory. All the hypotheses received support, except for Hypothesis 7 which related

FIGURE 12

REVISED MODEL FOR HOPEFUL FULL-TIMERS

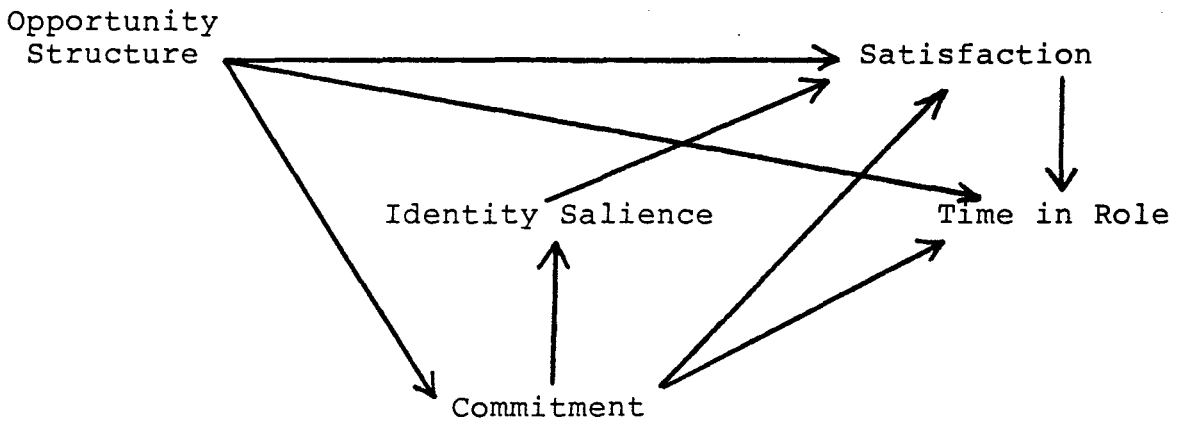


TABLE 30

## GENERAL DECOMPOSITION TABLE FOR HOPEFUL FULL-TIMER ADJUNCTS

Bivariate Relationship	r	Direct	Indirect		Total Effect
			Causal	Non-Causal	
Opportunity x Commitment	.125	.125	0	0	.125
Opportunity x Salience	.022	-.018	.040	0	.022
Commitment x Salience	.318	.320	0	-.002	.320
Opportunity x Satisfaction	.424	.442	-.018	0	.424
Salience x Satisfaction	-.214	-.189	0	-.025	-.189
Commitment x Satisfaction	-.113	-.108	-.061	.056	-.169
Opportunity x Time in Role	-.076	-.076	-.072	.072	-.148
Satisfaction x Time in Role	-.243	-.219	0	-.024	-.219
Salience x Time in Role	.119	.021	.041	.057	.062
Commitment x Time in Role	.194	.163	.044	-.013	.207

opportunity structure with identity salience, and Hypothesis 10 which posited a relationship between opportunity structure and time in the adjunct role. Neither of these relationships, however, are central to identity theory, but do reflect the impinging of the academic labor market upon social-psychological variables. Opportunity structure did, however, produce a low positive association with commitment. The opportunity structure also produced an effect upon satisfaction, a moderate positive association existing between these variables. It would appear that the effects of the academic labor market are mediated through the variables of commitment and satisfaction, rather than having a direct effect upon time in the adjunct role.

Low positive associations were also found for commitment with identity salience, identity salience by time in the role, and commitment with time in the role. These relationships form the core of identity theory. It appears that the higher the level of the adjunct commitment, the more important the adjunct role will be for them. Commitment is also related to the amount of time in the role, so that the more commitment one has, the greater the amount of time one will spend in the adjunct role. In addition, if the role of adjunct is more important to the individual, they will spend more time in the adjunct role. Such results can be interpreted as support



for Stryker and Serpe's (1980) formation of identity theory as applied to an adjunct population.

There were some results, however, which while indicating that a relationship exists, produced path coefficients in the opposite direction to those which were hypothesized. Hypothesis 2, which postulated a positive relationship between identity salience and satisfaction, instead produced a weak negative relationship, indicating that as the role of adjunct becomes more important to the part-timer, they become less satisfied with the role of adjunct. Also, Hypothesis 6, that dealt with the relationship between adjunct satisfaction and time in the role, produced a low negative association. A possible reason for this result may be that part-timers who are more dissatisfied with the adjunct, may invest increasing amounts of time in the role, mistakenly believing that greater efforts will be rewarded with a full-time job or pay increases. Finally a negligible negative relationship was found between commitment and satisfaction. This barely significant result is consistent with the empirical findings of Stryker and Serpe who did not find a relationship between these variables.

While the above results tend to lend support to the formulations of identity theory, the splitting of the sample into subsamples by type of part-timer, produced mixed results. An inspection of Table 31 reveals these

TABLE 31

PATH COEFFICIENTS OF RELATIONSHIPS  
FOR ALL ADJUNCT TYPES

		Path Coeffi- cients
Opportunity x Commitment	(Overall)	.111
	Homeworker	.126
	Full-Mooner	.055
	Part-Mooner	.294
	Hopeful Full-Timer	.125
Opportunity x Salience	(Overall)	-.015
	Homeworker	.087
	Full-Mooner	.010
	Part-Mooner	-.015
	Hopeful Full-Timer	-.018
Commitment x Salience	(Overall)	.219
	Homeworker	.088
	Full-Mooner	.172
	Part-Mooner	.020
	Hopeful Full-Timer	.320
Opportunity x Satisfaction	(Overall)	.317
	Homeworker	.251
	Full-Mooner	.259
	Part-Mooner	.419
	Hopeful Full-Timer	.442
Salience x Satisfaction	(Overall)	-.107
	Homeworker	-.047
	Full-Mooner	.019
	Part-Mooner	-.123
	Hopeful Full-Timer	-.189

TABLE 31 - Continued

		Path Coeffi- cients
Commitment x Satisfaction	(Overall)	-.064
	Homeworker	.099
	Full-Mooner	.026
	Part-Mooner	-.086
	Hopeful Full-Timer	-.108
Opportunity x Time in Role	(Overall)	-.047
	Homeworker	-.130
	Full-Mooner	.055
	Part-Mooner	-.240
	Hopeful Full-Timer	-.076
Satisfaction x Time in Role	(Overall)	-.236
	Homeworker	-.349
	Full-Mooner	-.164
	Part-Mooner	-.084
	Hopeful Full-Timer	-.219
Salience x Time in Role	(Overall)	.191
	Homeworker	.132
	Full-Mooner	.163
	Part-Mooner	.138
	Hopeful Full-Timer	.021
Commitment x Time in Role	(Overall)	.264
	Homeworker	.225
	Full-Mooner	.216
	Part-Mooner	.294
	Hopeful Full-Timer	.163

differences. Those relationships which appear to be most consistent between different part-timer types include: perceived opportunity structure by commitment, opportunity structure by satisfaction, satisfaction by time in the role, and commitment by time in the role. If the path between opportunity structure and time in the role which approaches significance for adjuncts as a whole is included, the results would produce a model with five stable relationships across part-timer types. The most important of these relationships would be commitment by time in the role with a total effect of .326 for adjuncts as a whole (see Table 26). Opportunity structure by satisfaction produced a total effect of .309 for the adjunct group as a whole. While the other four relationships are not central to identity theory, the relationship between the amount of commitment which one has and the time spent in the role, was central to the theory. Although the largest total effect was produced by this last relationship, the mixed results regarding the other variables of major importance to identity for different adjunct types raises more serious questions.

Identity salience as a predictor of the amount of time spent in the adjunct role produced positive associations for all groups except the hopeful full-timers. While the model will work for most adjunct types, it is possible that many hopefuls clearly perceive the fact

that whether or not the role is important to them, the time spent in the role has little relationship to future job prospects. It is also possible that some of the hopefuls, who are anticipating employment in university settings, may see the time spent in the community college adjunct role as unrelated to the importance of their future university position.

Also producing mixed results was the relationship between commitment and identity salience. Positive associations were found for all groups except the part-mooners. Part-mooners are those individuals who may be weaning themselves away from the academic labor market, in the direction of the non-academic job market. It is possible that for these individuals, contacts with others at their college jobs may be becoming less important.

Identity salience and adjunct satisfaction also produced mixed results. This relationship was not found to be important for homeworkers and full-mooners, while having low level negative relationships for other groups. It would appear that for these two groups who probably gain their major sense of identity from sources external to the academic labor market, satisfaction with the adjunct role is irrelevant to the importance of the adjunct role.

The relationship which most clearly does not belong in the model is that between perceived opportunity structure and identity salience. In all groups except that of home-

worker, the path coefficients were not found to be significant. Even for the homeworker group, the low beta weight would raise serious questions about this relationship. Also, the relationship between commitment and satisfaction produced mixed results, with negligible correlations. It probably would be safe to remove these relationships from future models.

From what has been illustrated above, it can be seen that there is good support for the connection of the social-economic variables with the more social-psychological variables in the model. The identity theory variables did, however, produce mixed results for differing adjunct types. This implies that Stryker and Serpe's (1982) model may have limitations, and may be more applicable to certain types of roles and subject populations, than to others.

## CHAPTER VI

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study has examined some of the consequences of the dwindling of the academic labor market in American higher education. These phenomena are due primarily to declines in enrollment and reductions in institutional budgets. An increasingly attractive cost saving measure for many colleges and universities has been to hire an ever increasing number of part-time faculty members. While this policy results in financial savings for these institutions, it has also created a crisis for potential job seekers. Some individuals who desire full-time employment in college teaching will be fortunate enough to find it. Others, however, will find themselves as part of the "secondary labor market" (see Edwards, 1979) in academia, either filling continuous temporary appointments or employed as permanent part-time teachers. One of the purposes of this study has been to examine how these labor market factors impact upon adjuncts, by examining their perceptions of the academic labor market and working conditions in the two-year college market.

As has been seen, the academic labor market affects different adjuncts in varying ways. This is due to the

fact that adjuncts are not one uniform group, but differ according to their employment objectives. Some adjuncts are employed full-time at non-college jobs - their primary career choice. It is possible, however, that some of those individuals may have been forced into the applied market by the poor employment situation in the academic market. Other adjuncts have mixed applied work with their adjunct employment. Still others combine their adjunct employment with childcare and housework. It can be seen that while adjuncts have the same "manifest" role of adjunct, they may differ greatly in their "latent" work roles and identities (see Gouldner, 1957). The above-mentioned labor market factors, as well as adjunct career choices, have contributed to the multi-role nature of many part-timer's work lives. The present study has also attempted to examine how the poor employment picture in the full-time college teaching market impacts upon adjuncts, by analyzing the major variables posited by identity theory (Stryker & Serpe, 1980). This includes such factors as the importance of the adjunct role, the number and intensity of the relations with one's colleagues, and worker satisfaction as it effects behavioral outcomes relating to the adjunct role. This approach both acts as a test of identity theory, as well as enhancing the understanding of the link between the larger social economic issues of the academic labor market and their impact upon part-



timers in terms of their multiple work roles and identities.

### A Summary of Adjunct Employment Results

The general pattern of the results of this study lend additional support to previous work on the adjunct in the current academic labor market. It was found in the present study that the poor employment picture discussed above is correctly perceived by most adjuncts. Roughly 65 percent of the two-year college adjuncts in the present sample indicated that the full-time college teaching market was either poor, or very poor. There were, however, discipline differences between adjuncts regarding the perceived seriousness of the market. Of those adjuncts in the humanities and social sciences, roughly three-quarters perceived the full-time academic market as either poor, or very poor. Those in the physical sciences and business tended to see a more optimistic teaching market in their field of instruction. These perceptions of the market seem to match with actual labor market conditions, since as Blumberg (1979) has noted, the humanities and social sciences have been most seriously affected by the poor job possibilities in academia. On a related point, it was found in the present study that most adjuncts also accurately perceive that the transition opportunity from the part-time to the full-time college teaching market is poor. About 70 percent of the sample

believed that the chances for transition between the two markets was poor or very poor. It appears that many adjuncts are very aware of the employment situation in the academic labor market.

Even though most adjuncts perceive the full-time market as poor, it is important to remember that all adjuncts are not necessarily interested in full-time college teaching. The data in fact reflect a high level of satisfaction with teaching part-time. Over 70 percent of the present sample, said that they were either satisfied or very satisfied with their work as part-time faculty members. Satisfaction was also found to be high for specific aspects of the adjunct role such as the working hours, working conditions, the use of company equipment and involvement in college social events. This pattern of satisfaction with the above work related activities did not, however, differ markedly from the satisfaction level of those adjuncts also employed in non-college jobs. Such individuals were employed outside of their adjunct employment, primarily as high school teachers, managers, administrators, counselors and accountants. The greatest percentage of those individuals were also satisfied or very satisfied with their working hours, working conditions, use of company equipment and involvement in work related social events. Overall satisfaction for non-college employment was also high.

A comparison of other worker satisfaction items, however, revealed a very different pattern. Satisfaction was generally found to be higher for non-college employment, as compared to adjunct employment for issues such as planning the work schedule, opportunity for participation in the management of the work environment, staff meetings and union membership. A higher level of dissatisfaction was also found for adjunct employment when compared to non-college employment on the items relating to salary, office space, and fringe benefits. These findings are consistent with the work of Tuckman and Vogler (1978) and Leslie and Head (1979). It would appear from the data, as well as from earlier research, that satisfaction is, on the whole, higher for non-adjunct employment when compared with adjunct employment.

Those adjuncts who also work in the home caring for their children and doing housework, indicates a slightly different pattern for worker satisfaction. Overall satisfaction for this work activity is generally high (about 50 percent), but was not found to be as high as the overall satisfaction level for the adjunct and non-adjunct work roles (about 70 percent and 75 percent respectively). The variable which explored the satisfaction in planning the work schedule, produced mixed results. Satisfaction with schedule planning was generally lower for the homemaker role than for the non-adjunct employment. Satisfaction

on this variable was higher, however, for the homemaker role than for adjunct employment.

Although homeworkers were the least satisfied of any of the other employment groups with their working hours, they were also the most satisfied of any of the groups regarding the management of their work environment. The most consistent pattern of satisfaction, across adjunct groups regarding employment related issues, related to the working environment. A high level of satisfaction was found not only for those respondents who were homeworkers, but also for the non-adjunct and adjunct employment activities. Overall, the greatest similarity regarding satisfaction and work related issues exists between the homemaker and non-adjunct employment respondents. Respondents seem to be less satisfied with adjunct work activities when compared with other work activities that they may engage in.

After examining the data relating to satisfaction, it becomes more clear why a typology of different adjuncts is useful for a clearer understanding of the part-time college market. Adjuncts are definitely not one uniform group, but differ in their career orientations. In the present study, the sample consisted of about 48 percent full-mooners, those adjuncts also employed 35 or more hours a week, about 24 percent part-mooners who are employed in non-adjunct employment less than 35 hours a

week, about 18 percent homeworkers engaged primarily in caring for their small children and doing housework, and about 12 percent classified as hopeful full-timers who are not employed outside of their adjunct employment and wish to enter the full-time college market. The percentages for the different adjunct types are very comparable to those arrived at by Tuckman and Tuckman (1980). Also comparable were the percentages of males and females found for each adjunct type. The part-mooner and hopeful full-timer categories of the present sample were two-thirds female. Full-mooners were primarily male, about three-quarters of the sample. The homemaker category of adjuncts were almost exclusively female. It appears that the traditional roles of men and women are most clearly seen in the case of the full-mooner and the homemaker adjuncts.

It also appears that adjunct employment for some full-mooners and homeworkers may not be for the purpose of entering the full-time college market, but to add an element of prestige or fulfillment to their life and earn additional non-subsistence income. On the other hand, some adjuncts while gaining the advantages of part-time teaching, would prefer to have a full-time academic position. Some of these individuals are not able to seek full-time employment because of childcare responsibilities. It was found in this study that childcare was the most often-mentioned reason for not seeking full-time employment.

Of those adjuncts who were out of the job market for child-care reasons, about a fifth were out from one to five years and another fifth were out for six to ten years. If childcare is a major reason for being out of the workforce, it would seem logical that the older one's children, the more likely it would be that an adjunct would accept full-time college employment. The data did not, however, support this assumption. Those with the youngest children are also those most willing to accept a full-time college teaching position. It may instead be that career aspirations are highest upon completing graduate school, and become dampened over the period of time involved in the raising of children. Another possibility is that those adjuncts with the youngest children are also in the youngest age categories themselves. Since the younger adjuncts have spouses who are also likely to have lower incomes than their older counterparts, there may be greater economic pressures on these part-timers to be employed full-time.

Homeworkers are also the most likely of the part-timer types to have a spouse employed full-time. This is true in spite of the fact that the part-mooner and hopeful categories were also primarily females. It appears that more important than the sex of the respondent, is their career aspirations. The fact that the homeworkers are the most likely to have their spouse employed full-time outside the home is very logical, since if one of the

spouses specializes in childcare, the other must generate sufficient income to support the family. It is also interesting to note that the full-mooner category, which is primarily male, has the lowest percentage of spouses who are employed full-time outside of the home.

The differences between adjunct types is also revealed in their personal incomes. As might be expected, the full-mooner category of adjuncts produced the greatest percentage of individuals in the highest income category. The homemaker category produced the exact opposite of the results found for the full-mooners, with over 80 percent of the homemakers having incomes in the lowest two income categories. While most hopefuls were also in the lower income categories, the part-mooners produced an income pattern which was more dispersed. While homemakers are the worst off in terms of income, they are also the most likely to have a spouse who is employed full-time. This implies that for many of the homemakers, the income which is earned from their adjunct employment is supplementary income rather than subsistence income. This also means that in terms of adjunct salary as a primary source of family income, the hopeful full-timers are in the poorest economic condition.

Although only about a tenth of the sample can be classified as hopeful full-timers, at one time almost one-half of the sample had sought a full-time college

teaching position. In the last year, however, only about a third of the sample had actively sought a full-time college teaching job. It could be assumed that the longer one has been teaching college part-time, the less likely it would be that an adjunct would desire a full-time teaching career. The statistics do not seem to support this assumption. Regardless of the years of part-time experience, about one-third of the sample desires a full-time academic job. Also, regardless of the years teaching part-time, over 50 percent of the sample has no interest in a college teaching job. It appears that in spite of their years of part-time instruction, a segment of the adjunct market holds out a hope for a full-time college teaching job.

Again clarification of this issue is gained by the use of the Tuckman and Tuckman (1980) typology. More important than the years of part-time college employment, is the type of part-timer which one is. Only about a third of the full-mooners would accept full-time college employment. An analysis of the homeworner and part-mooner categories revealed that over half of the homeworkers and about 60 percent of the part-mooners would accept such employment. As would be expected, almost all of the hopefuls would presently accept full-time college employment. Hopefuls are clearly the group which has incurred the negative effects of the poor academic labor



market, since their career aspiration is primarily for full-time college teaching. The part-mooners are more difficult to analyze in terms of career orientations, since many of these individuals may be holding on to the hope of a full-time college career, while others are beginning to adapt to the poor labor market conditions by accepting work in applied settings.

If the type of part-timer which one is is an accurate predictor of the willingness to accept full-time employment, it would also seem that those individuals with the highest degree would also be the most likely to see obtaining a full-time college job as important to them. This should be true based upon the fact that there is an overabundance of Ph.D.'s (Blumberg, 1979) and that there are an increasing number of Ph.D.'s seeking employment in the community colleges (American Council of Education, 1978). Although the analysis of the data relating to this issue did not reach significance, there did appear to be a slight increase in the importance of obtaining a full-time college teaching job, with an increasing level of education. These results naturally raise the issue that possibly more of those with higher degrees should be located in the hopeful full-timer category of adjuncts. It was found, however, that this was not the case. The hopeful full-timer and the full-mooner categories of adjuncts had equally comparable percentages of Ph.D.'s. It could be argued that some of

the full-mooner adjuncts previously had aspirations for full-time college teaching and have resigned themselves to a non-academic career. Other findings from this study would, however, indicate that non-academic employment may not have been selected out of necessity but out of career choice. These statistics do clearly reflect, however, that the hopefuls are not more likely to have higher qualifications than their full-mooner counterparts.

It was also found that almost 20 percent of the sample had, at some time, held a full-time college position. When asked the reason for leaving these positions, the most often given answer was that they were filling a one-year temporary position. Other often-mentioned responses indicated that respondents gave up full-time positions because their family had moved, which most often affected women. Others said they had left college teaching for an applied career for such reasons as higher income in the applied market - an often-expressed choice by men in the sample. The fact that many of these part-timers have also filled one-year temporary positions, lends support to the argument that similar individuals may fill the ranks of this "reserve army" of peripheral workers.

In spite of the bleak labor market conditions and an awareness of the poor chances of becoming a full-time college instructor, a high percentage of adjuncts perceive the ideal position to be that of a full-time

college instructor. This study found that almost half of the sample saw this as their ideal choice. Other adjuncts, however, are very satisfied with their current situations, mixing part-time teaching with applied work. This was the second most often selected choice for an ideal position. The third most popular choice was for work in an applied field such as market research. It is therefore a mistake to assume that all adjuncts really wish to be employed as full-time college teachers.

#### A Summary of Identity Theory Results

It can be seen that adjuncts are not uniform in their choice of an ideal position. They are also not uniform in the work roles that they engage in outside of their adjunct employment. Satisfaction was also seen to vary for the various types of work activities. An important focus of the present study has also been on how the labor market conditions impact upon the social-psychological aspects of the adjunct role. One point of contact is indicated by the relationship between the variables labeled "opportunity structure" and that of adjunct satisfaction. As was previously discussed, there is an accurate awareness that exists for adjuncts about the poor conditions in the academic labor market. Most adjunct's perceptions of the situation match the actual labor market conditions. It seems logical that the per-

ception of the academic market should also impact on other variables such as adjunct satisfaction. The results of the path analysis revealed that this was the case. The poorer the academic labor market was perceived to be, the more likely it was that respondents would be dissatisfied with the adjunct role. This lends some support to the idea that the poor labor market conditions have forced some adjuncts to accept and be satisfied with part-time employment instead of full-time faculty positions. Also, those adjuncts who saw the academic labor market as good were also satisfied with being an adjunct, probably due to the fact that the adjunct position was satisfactory given their other employment activities.

The perceived opportunity structure was also believed to impact upon the amount of hours per week spent in the adjunct role. "Time in the role" was seen as an indicator of role performance. It is the method which has been suggested (see Stryker & Serpe, 1980), for quantifying the amount of activity relating to a role. It was assumed that the better the academic labor market was perceived to be, the more time the respondent would spend in the adjunct role. The data did not support this hypothesis, although the results of the analysis did approach significance.

It would also seem that the higher the level of adjunct satisfaction, the greater the amount of time spent

in the adjunct role. This also does not seem to be the case. It was found that the more the adjunct was dissatisfied with the adjunct role, the greater the amount of time spent in that role. This unexpected result may be understood when it is realized that for most forms of employment, additional effort is usually rewarded with greater income or a better position. Adjuncts may be applying this approach to work in their adjunct positions believing that they will be rewarded for their additional efforts. Since adjuncts are usually paid a flat rate for their teaching, and studies have shown that transition from part-time to full-time college teaching is unlikely (see ASA Footnotes, 1986), their efforts are likely to go unrewarded.

The perceived opportunity structure was also assumed to impact upon what Stryker and Serpe (1980) call "commitment." Commitment has to do with one's relations with others. The greater the number and intensity of the relations with others, the higher the commitment. It was assumed that the better the adjunct assumed the academic labor market to be, the greater the number and intensity of the relations with others connected with the adjunct role would be. The data supported the idea that the better the perceived opportunity structure, the higher the level of commitment.

Commitment was also assumed to have an effect

upon the amount of time spent in the adjunct role. It was assumed that the greater the number and intensity of the relations with others at the college, the greater the amount of time one would spend at the college engaging in adjunct-related activities. The data supported this hypothesis. The data did not, however, support the assertion that there was a positive relationship between the level of commitment and adjunct satisfaction. Although there is a relationship between these variables, it appears that the higher the level of commitment the less satisfied one is with the adjunct role. It is possible that the greater involvement with others at the college reminds these individuals of their second class position in the institution, and lowers their satisfaction level.

Satisfaction was also assumed to be affected by "identity salience." Identities are the result of the multiple roles which one engages in. The complexity of the social structure should be reflected in the complexity of the self. The differentiated aspects of the self are known as "identities." These identities can be arranged hierarchally from most to least important. This is referred to as "identity salience" (Stryker & Serpe, 1980). It was hypothesized that some of the other variables under investigation would impact upon identity salience, affecting the hierarchical ordering of roles. In other cases identity salience could be viewed as an independent variable having

a direct effect on other variables. The variable "satisfaction" in the present study, was theoretically viewed as falling into the second of these two possibilities. It was assumed that the more salient the adjunct role for the particular part-timer, the higher the level of satisfaction. The results, however, indicate that the reverse is true. The higher the identity salience, the lower the level of satisfaction. It is probably the case that for those adjuncts who see their teaching as the center of their lives, their inability to find full-time college employment results in a low level of satisfaction with their current situation as adjuncts.

The possibility that the importance of a particular role could impact upon role performance variables such as time in the role, was also examined. It was, therefore, hypothesized that the more important the role of adjunct was for the part-timer, the more time they would spend in adjunct-related activities. The data tended to support this assumption, so that as the adjunct identity became more salient, the respondents were also more likely to spend more time in adjunct activities.

Other variables in the model under consideration were theoretically located prior to identity salience in the model. These variables could be seen as independent variables which might affect identity salience. One such variable would be opportunity structure. It was assumed

that the better the full-time academic labor market was perceived to be, the more important the adjunct role would be to the respondent. The data did not support this assertion, since the relationship between these two variables was not found to be significant. It would appear that the state of the academic labor market does not affect the importance or lack of importance of the adjunct role.

Commitment was also believed to affect identity salience. From the tenets of identity theory, it was assumed that the greater the number and intensity of the relations with others at the college, the more important the adjunct role would be for the part-timer. The data did support this hypothesis. The higher the level of commitment for the adjunct, the more salient the adjunct role was for the particular part-timer.

While it appears that the major relationships postulated by identity theory seem to be supported, the splitting of the sample into different adjunct types produced mixed results. The commitment by identity salience relationships discussed above, for example, appears to apply to all adjunct types except the part-mooners. The lack of significance of the relationship for this segment of the population may be the result of the fact that some part-mooners are moving out of the academic labor market, into the applied market. College contacts may be irrelevant at this point to their future career ambitions, and



therefore the identity salience.

Another relationship which produced mixed results was identity salience by adjunct satisfaction. While a low level negative relationship was found between the variables for the hopeful full-timers and the part-mooners, the relationship was not significant for the homeworkers and the full-mooners. For the two groups of part-timers which are most likely to accept a full-time teaching position (the hopeful full-timers and part-mooners), the more important the faculty member role is for them, the less satisfied they are with their present positions. The full-mooner and the homemaker categories, however, did not reveal the same pattern, no significant relationship existed between the variables. It is probably true that for these later adjuncts, their major source of identity is located outside of the academic world and the importance of the adjunct role to adjunct satisfaction is irrelevant.

The relationship between identity salience and time in the role produced consistent results for all types of part-timers, except for the hopeful full-timers. It would appear that while the hierarchical arrangement of an identity would be an accurate predictor of the amount of hours per week that a respondent might engage in the adjunct role, one should be cautious in applying this relationship to all adjunct types. In the case of the hopefuls, it appears that the importance of the adjunct

role is irrelevant to the amount of time one might spend in that role. It is possible that the hopeful full-timers realize that whether or not the role is important to them, the time they spend in adjunct activities will have little impact upon their potential of realizing full-time college employment.

Another important finding of the present study is that there are some hypothesized relationships that do not belong in a model which attempts to explain the amount of time spent in the adjunct role. This is most clearly the case with the hypothesized relationship between the perceived opportunity structure and identity salience. This relationship was not significant for the overall model and also produced the same result for all adjunct types except the homemaker category. Even in this last case, the beta weight was of such a low level, that the relationship is suspect. It would appear that it is safe to say that the situation in the full-time academic labor market does not affect the importance of the adjunct role.

The relationship between the number and intensity of the relationships with others at the college and the satisfaction with the adjunct role is also a questionable relationship. This hypothesized relationship produced mixed results for different adjunct types. Either negligible correlations between the variables were seen, or there was no relationship found for different adjunct

types. These weak mixed results would seem to suggest that the number and intensity of the relations which one has with others at the college has little bearing on the satisfaction one feels with the adjunct role.

Although some of the results appear to be mixed, the overall picture which emerges from this study supports identity theory. The core of the theory involves the relationships: identity salience with time in the role, commitment with identity salience, and commitment with time in the role. These hypothesized relationships were, on the whole, supported by the data, giving credence to Stryker and Serpe's (1980) theoretical and methodological approach for predicting role behavior. Since the results were not, however, totally consistent across adjunct types, there may be certain limitations to their model. It may not be appropriate to apply it universally to all population groups.

It has also been determined from the path analysis that the poor academic labor market does not affect the amount of time spent in the adjunct role in a direct way. It appears from the data that the situation in the full-time market is mediated through the intervening variables of commitment and satisfaction. The poorer the opportunity which is seen in the full-time market, the less satisfied one will be with the adjunct role. The less the satisfaction, the more time one will spend attempting to gain

recognition by increasing adjunct-related behavior. Time in the role is also dependent upon commitment, the number and intensity of relations with others. If the adjuncts perceive the full-time college market to be poor, they will have a lower level of commitment and will spend less time on the job. The situation in the academic labor market does effect the amount of time in the adjunct role, but the variables of commitment and satisfaction must be taken into consideration to fully understand the link between the social economic variables and resulting role behavior.

#### Limitations of the Present Study and Suggestions for Future Research

An important limitation of these findings which needs to be discussed is related to variables in the identity theory model. The principles underlying this theory are not specified as being limited to certain populations, but should have universal application regarding any role behavior, as it is impacted upon by other variables such as identity salience and commitment. Although Stryker and Serpe's (1980) original formulation was applied to a voluntary role - the religious role, this application was seen as a specific test of the theory and not its only application. These researchers have advocated the application of their theory to other roles and other settings, as was attempted in the present study. The present

study does, however, raise some questions about the general applicability of identity theory. Although the general core of the theory was supported, the correlations arrived at for the relationships in the present study were not as high as in Stryker and Serpe's original application.

A more serious threat to their theory, however, is raised by the fact that some of the paths for the major variables lost their significance for some adjunct types. An explanation may be that Stryker and Serpe's formulations have more applicability to voluntary roles and less applicability to roles such as the adjunct role which may or may not be voluntary, depending upon the individual's reason for teaching part-time. If the role is less than voluntary, the time in the role may be determined more by larger social-economic variables. Although Stryker has moved sociology in the direction of making the concept of the self more measurable and has enhanced our understanding of the links between social-structural and social-psychological processes, it would appear that his work may have some limitations. Future research on this theory should explore identity salience, commitment and role behavior issues in varying populations. A comparison of voluntary with less voluntary roles might also prove useful.

Another limitation of the present study is related to the gathering of data. It appears that the anonymous

questionnaire is a preferable method of gathering data from the population of adjuncts. In a series of interviews it was discovered that adjuncts were very suspicious of the researcher's intentions. Since most adjuncts are very concerned with their continued employment, personal interviews tend to produce answers which present the part-timer in a socially desirable light. Answers to questions were also often side-stepped. On the other hand, the anonymous questionnaire seemed to produce answers which were very honest and straightforward. Future research on adjuncts should consider this issue, as well as the issue of questionnaire length. Although the 51 percent response rate is considered reasonable by most methodologists (see Babbie, 1979), an even higher response rate might have been obtained, if the instrument had been reduced to its most essential items. On the whole, the questionnaire seemed to gather successfully the information needed to answer the research questions.

Another major limitation in the case of the present study is the regional nature of the sample. Although a sample of two-year college instructors in Illinois and Wisconsin does provide subjects from a diversity of types of colleges - some small, some large, some rural, some urban, a county-controlled system versus a state-controlled system - a very large national sample might have been preferable. It is possible that some of the findings of

the present study may be applicable to community college instructors in the midwest, limiting the generalability of the findings. Future researchers with less restrictions of finances, may wish to pursue the issues raised in this study on a larger scale.

Another caution needs to be mentioned. The present sample was purposely restricted to two-year college instructors teaching transfer level courses. This was done so that graduate students would be largely eliminated from the sample, the focus of the study being multiple roles and identities after completion of graduate education. The heaviest use of adjuncts is also found in the community colleges. Non-transfer instructors were also eliminated from the study since the implications of the over-supply of individuals with graduate degrees was a central concern. While previous studies have examined adjuncts at four-year universities and colleges (see Gappa, 1984), little has been done with instructors who teach non-transfer level courses. Future studies might wish to sample this major segment of community college instructors.

Another suggestion for future research would be to examine those individuals who cling to the possibility of a full-time position despite the bleak realities of the current academic labor market. While this issue was beyond the scope of the present study, future researchers may wish to examine a number of possible issues related

to those who resist "cooling out" (see Karabel & Halsey, 1977). Potential areas of focus include: the historical period in which the career choice was made; the amount of time and money an individual has invested in an academic career; an individual's changing expectations for full-time academic employment; the role of child rearing in career aspirations; and the role of graduate department responsibility in the "cooling out" process. These and other issues would lend additional insight into the persistence of the hopeful full-timer category of adjuncts.

#### Suggestions Regarding Adjunct Employment

Considering the fact that the present study not only answered certain research questions, but also dealt with a social problem in academia, a few comments regarding the part-time academic market seems warranted. It has become clear that the major reason for the growing use of adjuncts in higher education is that this policy reduces labor costs for the institutions that employ them. It is also clear from this study that many adjuncts are aware that this is the major reason for their part-time employment. This resentment must have some impact on the quality of instruction. Others such as Juravich (1983) have raised additional questions regarding the quality of instruction issue. In the present study it was discovered that individuals without graduate degrees were teaching courses



which are transferable to four-year universities. If part of the source of the decline in academic jobs is the result of the decline in college enrollments, there should be an increased emphasis on the quality of instruction in the freshman and sophomore level courses, courses often taught by adjuncts. Such quality control would benefit the institution and its students by raising the quality of instruction. Adjuncts who are truly qualified for the positions and the most effective classroom teachers would also benefit.

The American Sociological Association has recently addressed this issue of part-time instruction, and has proposed the following guidelines for departments which employ adjuncts:

1. Departments should endeavor to regularize their use of part-time faculty members so they can be appointed in closer conformity to the standards and procedures governing full-time faculty ...
2. Part-time faculty should not repeatedly be appointed at the last minute ...
3. When a course is cancelled after an agreement has been made with a part-time faculty member, he/she should be compensated ...
4. Departments should accord part-time faculty members the protections of academic due process ...
5. Departments, as well as colleges and universities, should accord the opportunity to achieve (part-time) tenure ...
6. ... part-time faculty should be involved in the determination of goals, teaching techniques and schedules for the courses they teach ...

7. Departments ... should use equitable scales for paying part-time faculty members, commensurate with their ... qualifications ... and the length of service ...
8. Fringe benefits available to full-time faculty should be provided to part-time faculty on a pro-rated basis.
9. To the extent possible, part-time faculty should be integrated into the life of the department.  
(ASA Footnotes, 1986:5-6)

These guidelines are very consistent with the results of the present study. The adjuncts in this study while enjoying teaching, at the same time felt cheated by some aspects of their employment experience. Part-timers were very dissatisfied with their low wages, lack of benefits and no office space. They resented being notified at the last minute that a class that they were about to teach had been cancelled. Many part-timers expressed the opinion that they were seen by their full-time colleagues as of lower caliber and felt that there were few rewards for quality teaching or for pursuing advanced education. In spite of these disenchanting aspects of part-time teaching, many individuals continue to teach for the non-material rewards that result. In light of these findings, it would seem that organizations like the American Sociological Association have an ethical responsibility to enhance the employment situations for these part-time academicians.

It should be mentioned that some in higher education

would argue that this concern with the work roles of adjunct professors is unnecessary; that the 1990s will be a time of tremendous growth in the full-time academic job market (see Bowen, 1985); that job shortages for those with advanced degrees will be a thing of the past due to a large number of professors reaching retirement (New York Times, 1985). It should be cautioned, however, that these predictions may be over-optimistic. Institutions of higher education have now learned the economic advantages of the use of adjuncts. Individual job seekers now finishing their graduate educations will need to remain flexible in their career choices. It should be realized that holding a graduate degree in the 1980s and 1990s will not necessarily equate with full-time academic employment. Although a large percentage of those with advanced degrees will remain in academe, an increasing number of individuals will take positions in the growing applied market. Still others will attempt to strike a balance between applied and academic employment. It is clear that the current employment situation in academe and its effects upon the work lives of adjuncts is the consequence of larger political and economic forces. It seems evident that academicians of the future will need to take a more active role in preserving the quality of their work lives and ultimately the quality of instruction for their students.

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APPENDIX

February 28, 1985

Dear

I am conducting a study of part-time faculty in community colleges in northern Illinois and southern Wisconsin. This research forms my doctoral dissertation at Loyola titled: "An Analysis of Multiple Work Roles and Identities of Adjunct Faculty in Two-Year Colleges." As you know, the importance of part-time faculty to community college instruction has increased over the last ten years. This study will examine career related issues such as patterns of employment, job satisfaction, and especially role conflict confronting adjunct faculty. The results should provide valuable information regarding many of the important issues facing part-time faculty and the institutions that employ them.

In order to accomplish this research, I need your assistance in providing names and addresses of the currently employed part-time faculty members, who are teaching in the transfer areas at your institution. These faculty members will be mailed questionnaires of about six pages. The names and addresses, as well as individual answers, will be kept confidential.

Please return the enclosed postcard to indicate your willingness to help in the project. It is obviously important that I obtain responses from your institution, since colleges within the sampling area have been matched on a number of important variables. Those institutions which participate in this study, will be furnished with a report which summarizes the results. These findings should prove useful in the development and implementation of policies regarding part-time faculty.

Thank you in advance for your cooperation as well as your suggestions regarding this study.

Sincerely,

Michael E. Kuchera  
Assistant Professor, Sociology  
College of Lake County

Please indicate your willingness to participate in this study of part-time faculty members, by checking the appropriate box.

\_\_\_\_\_ We will participate in the study.

\_\_\_\_\_ Sorry, we will not be able to participate.

College Name: \_\_\_\_\_

Number of full-time faculty members: \_\_\_\_\_

Number of part-time faculty members: \_\_\_\_\_

April 5, 1985

Dear

I appreciate your response to my request for participation in the part-time faculty survey. As previously stated in my last letter, I will be using a mailed questionnaire, so I am requesting that you now send to the address below, a list of names and addresses (or mailing labels) of the currently employed part-time faculty members teaching in transfer areas. These names and addresses, as well as individual answers, will be kept confidential. Faculty participation in the survey will also be completely voluntary. My objective is to have the questionnaires mailed to the part-time faculty members as soon as possible.

Thank you very much for your prompt response to my request. I will be sending you a summary of the results upon completion of the study.

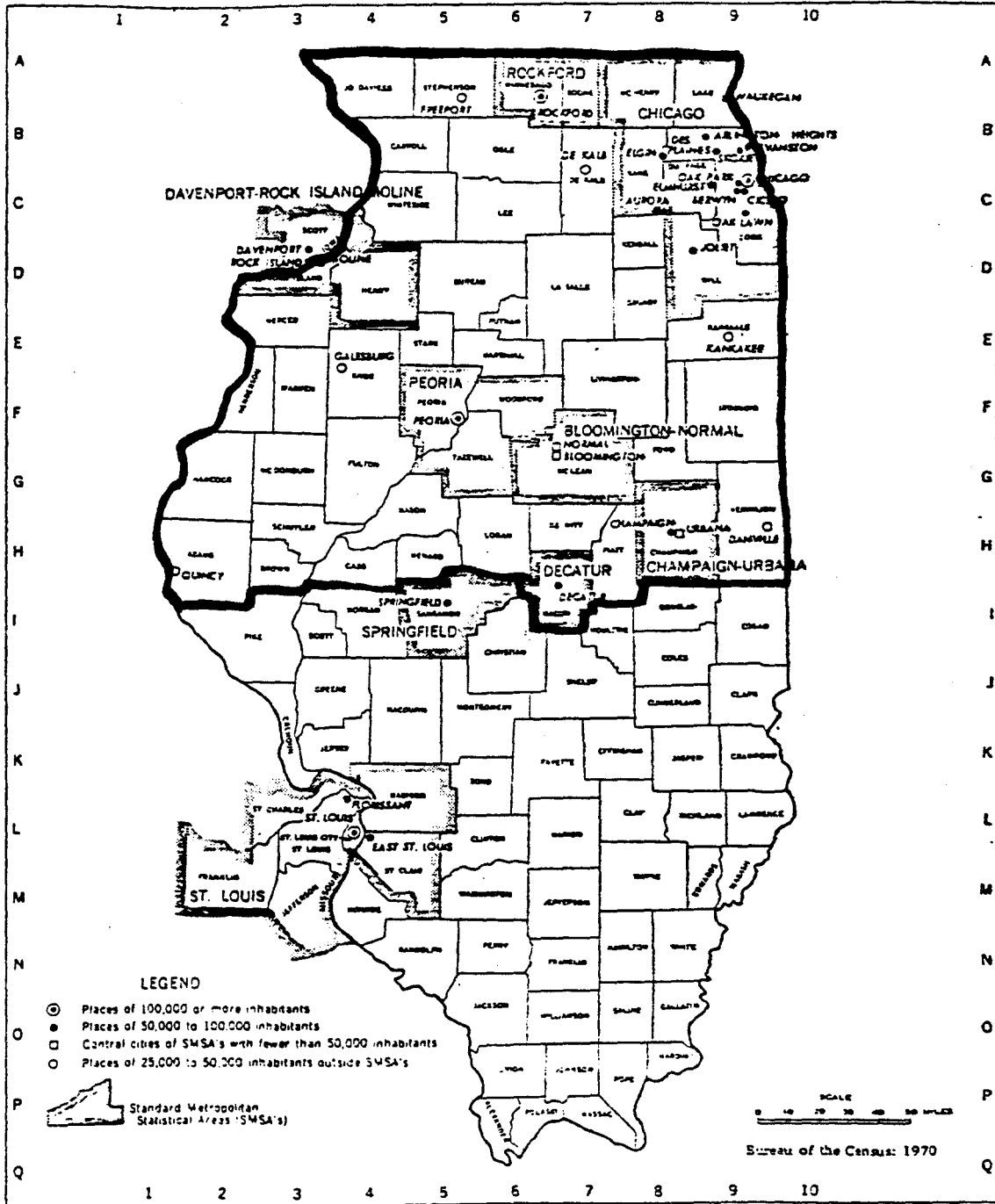
Sincerely,

Michael E. Kuchera

Send to:  
Michael E. Kuchera  
Social Science Division  
College of Lake County  
19351 West Washington St.  
Grayslake, IL 60030

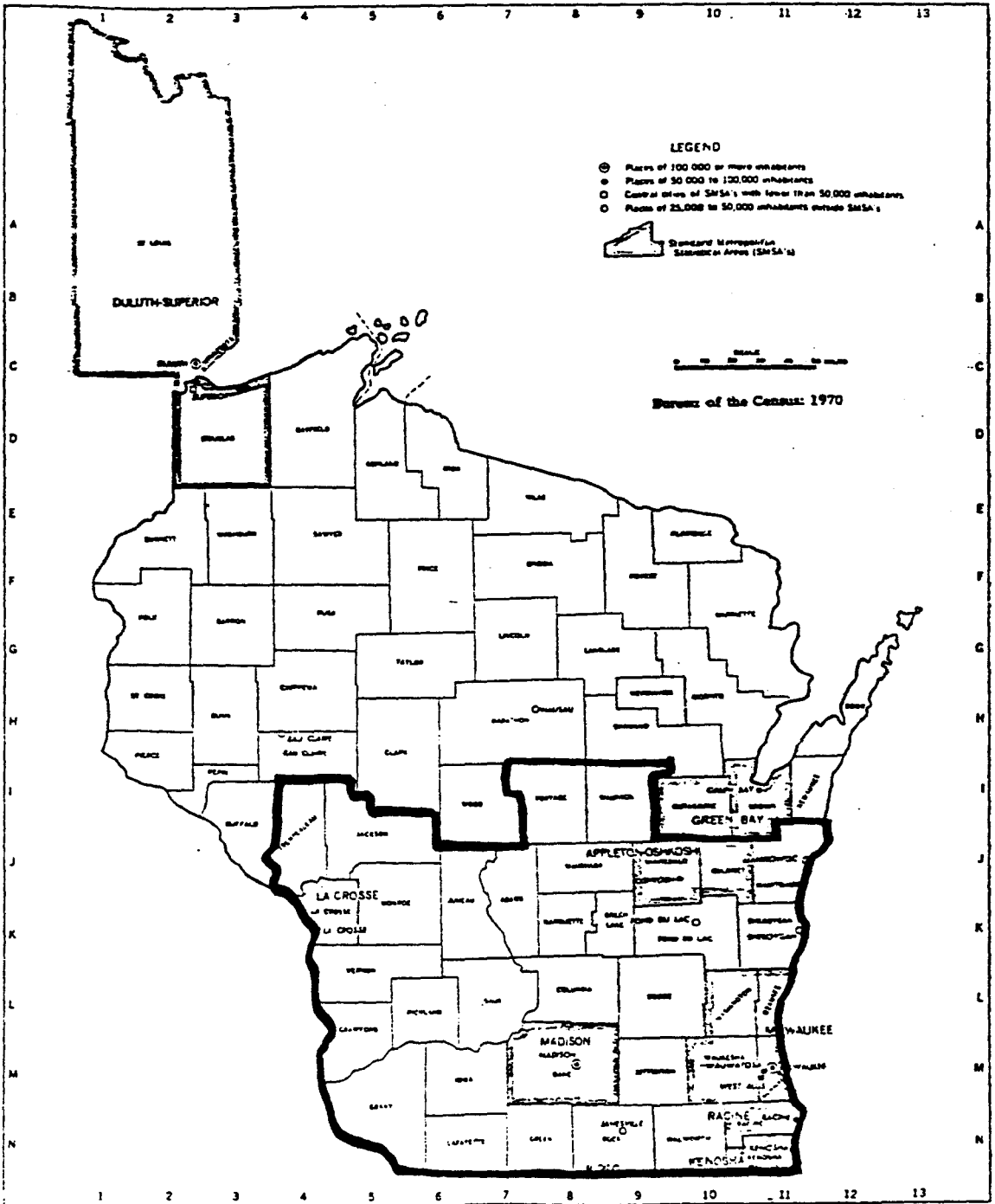
ILLINOIS

State and County Map



WISCONSIN

State and County Map



April 2, 1985

Dear

This package contains the questionnaires for the part-time faculty survey which we discussed in our previous conversations. I would like to sample approximately 80% of your part-time faculty in transfer areas. The procedure we discussed will be to assign a number to each part-timer, and place questionnaires in the mailboxes of only those whose assigned number matches the last three digit number of the questionnaire (e.g. the ninth faculty member on your list gets questionnaire - 009). Please maintain your numbered list so that follow-up cards can later be directed to those individuals who have not yet returned their questionnaire. Also, if you require additional questionnaires or if you have extras, please let me know.

I would like to thank you again for your participation, and if you have any questions please feel free to call.

Sincerely,

Michael E. Kuchera  
(312) 223-6601 ext. 542  
(312) 360-9051

April 1, 1985

Dear Part-time Faculty Member:

I am currently working on a doctoral dissertation in sociology at Loyola University of Chicago. As part of the data collection process, I am surveying part-time faculty members in community colleges in Illinois and Wisconsin. The questions in this survey deal with patterns of employment, job satisfaction and multiple career related issues. Your responses will provide valuable information regarding many of the important issues currently facing you as a part-time faculty member.

The first stage of this study involved contacting community colleges, and requesting the names and addresses of their currently employed part-time faculty members. I have assured the colleges that all names would be kept confidential and that your participation would be completely voluntary. In addition, no individual will be identified in either my dissertation or in summaries returned to colleges. Any subsequent publications of the results will be based only on group findings.

Thank you in advance for your cooperation. A summary of the results of this survey will be available to you upon request.

Sincerely,

Michael E. Kuchera



Dear Part-time Faculty Member:

Several weeks ago you received a questionnaire which dealt with issues facing part-time faculty members. It is very important that you complete and return your questionnaire, since it will aid in making recommendations to community colleges regarding part-time faculty employment.

If you have misplaced your questionnaire, another can be obtained by calling (312)-360-9051. If you have returned the questionnaire, I would like to thank you for your cooperation.

Sincerely,

Michael E. Kuchera  
Loyola University of Chicago

April 20, 1985

Dear Part-time Faculty Member:

Several weeks ago you received a questionnaire which dealt with issues facing part-time faculty members. It is important that you complete and return your questionnaire, since in addition to comprising the data for my doctoral dissertation, the results will aid in making recommendations to community colleges regarding part-time faculty employment.

In the first stage of this study I contacted community colleges in Wisconsin and Illinois, and requested the names and addresses of their currently employed part-time faculty members. I have assured the colleges that all names would be kept confidential and that your participation would be completely voluntary. The front of each questionnaire does, however, contain an identification code. This identification number will be removed as soon as your response is tallied. In addition, no individual will be identified in either my dissertation or in summaries returned to colleges. Any subsequent publications of the results will be based only on group findings.

If you have already returned the questionnaire, I would like to thank you for your cooperation. A summary of the results of this survey will be available to you upon request.

Sincerely,

Michael E. Kuchera

TO:  
FROM: MICHAEL KUCHERA  
RE: PART-TIME FACULTY SURVEY  
DATE:

Enclosed are reminder cards to be placed in the mailboxes of those part-time faculty members who may have not yet returned their questionnaires. I would like to thank you again for your help and assistance.

TO:  
FROM: MICHAEL KUCHERA  
RE: PART-TIME FACULTY SURVEY  
DATE:

Enclosed are the final follow-up questionnaires for the part-time faculty survey. The numbers should correspond with those part-time faculty names on your list which have not yet returned their questionnaire. Please place these questionnaires in the appropriate mailboxes. I would like to thank you again for your help and assistance.

## PART-TIME FACULTY QUESTIONNAIRE

0000

The purpose of this survey is to obtain information regarding your activity as a part-time college faculty member, as well as other work activities that you may engage in. Please answer the following questions as honestly as possible. All responses will remain totally anonymous and confidential.

1. What is your primary field of instruction? Secondary field?

\_\_\_\_\_ Major field

\_\_\_\_\_ Secondary field

2. Please list the degrees which you currently hold, the area of study and the year in which each was awarded.

\_\_\_\_\_ B.A., B.S. or less (year \_\_\_\_\_) (area \_\_\_\_\_)

\_\_\_\_\_ M.A., M.S. (year \_\_\_\_\_) (area \_\_\_\_\_)

\_\_\_\_\_ Ph.D., Ed.D. or equivalent

(year \_\_\_\_\_) (area \_\_\_\_\_)

\_\_\_\_\_ Other (please list \_\_\_\_\_)

(year \_\_\_\_\_) (area \_\_\_\_\_)

3. How many graduate credits do you have beyond a Bachelors degree? (Note: If you have a Ph.D. or equivalent, skip to question 4.)

\_\_\_\_\_ semester hours

\_\_\_\_\_ quarter hours

4. Are you currently pursuing additional graduate training?

\_\_\_\_\_ yes \_\_\_\_\_ no

(If your answer to number 4 is no, skip to question number 6.)

5. If so, which degree are you pursuing?

\_\_\_\_\_ M.A. or M.S. (area of study \_\_\_\_\_)

\_\_\_\_\_ Ph.D. (area of study \_\_\_\_\_)

\_\_\_\_\_ Other (area of study \_\_\_\_\_ )  
 \_\_\_\_\_ Taking graduate courses but not in a program  
 (area of study \_\_\_\_\_ )

6. How many months and years of teaching experience do you have?

Full-time college teaching experience \_\_\_\_\_ years  
 \_\_\_\_\_ months

Full-time non-college teaching experience \_\_\_\_\_ years  
 \_\_\_\_\_ months

Part-time college teaching experience \_\_\_\_\_ years  
 \_\_\_\_\_ months

Part-time non-college teaching experience \_\_\_\_\_ years  
 \_\_\_\_\_ months

7. Please list any professional organizations of which you are a member.

8. How often do you participate in professional conferences and conventions relating to your field of instruction?

\_\_\_\_\_ times a year

9. If you participate in professional conferences and conventions, please list the types of conferences and conventions you attend.

10. Have you ever received funds from your college to cover expenses involved in attending a professional conference?

\_\_\_\_\_ yes \_\_\_\_\_ no

11. How many college courses are you teaching this semester/quarter?

(1st College)	(2nd College)	(3rd College)	(4th College)
# of courses _____	# of courses _____	# of courses _____	# of courses _____

12. How many credit hours do you usually teach per semester (quarter) as a part-time college instructor?

(1st College)	(2nd College)	(3rd College)	(4th College)
____ Sem. hrs.	____ Sem. hrs.	____ Sem. hrs.	____ Sem. hrs.
____ Qtr. hrs.	____ Qtr. hrs.	____ Qtr. hrs.	____ Qtr. hrs.

13. How many credit hours do you usually teach per year as a part-time college instructor?

(1st College)	(2nd College)	(3rd College)	(4th College)
____ Sem. hrs.	____ Sem. hrs.	____ Sem. hrs.	____ Sem. hrs.
____ Qtr. hrs.	____ Qtr. hrs.	____ Qtr. hrs.	____ Qtr. hrs.

14. Do you teach any college level laboratory courses?

\_\_\_\_ yes (please give number of hours per week) \_\_\_\_\_  
 \_\_\_\_\_ no

15. Do you teach primarily during the day or the evening?

\_\_\_\_ day \_\_\_\_\_ evening \_\_\_\_\_ both day and evening

16. How many total hours do you spend per week, on the average, preparing for the course(s) that you teach?

\_\_\_\_\_ hours

17. Please describe yourself in terms of the five most important roles which you perform in your daily life. List the most important role first, the second most important next, and so on to the least important. You may select these roles from the options listed below, or add your own if it is not listed. Be as specific as possible.

Hours

a. Most important role \_\_\_\_\_

b. Second most important \_\_\_\_\_

- c. Third most important \_\_\_\_\_
- d. Fourth most important \_\_\_\_\_
- e. Fifth most important \_\_\_\_\_
- f. Sixth most important \_\_\_\_\_

Social Roles:

- |                          |                       |
|--------------------------|-----------------------|
| Administrator            | Businessperson        |
| Researcher               | Mother or Father      |
| Husband or Wife          | Worker                |
| Part-time Faculty Member | Friend                |
| Daughter or Son          | Volunteer Worker      |
| Homeworker               | Member of a Church,   |
| Executive                | Synagogue, or         |
|                          | Other Religious Group |

18. Please return to the previous list and indicate the amount of time (in hours) you spend a week in each of these roles.
19. Please indicate how many people in the following groups you communicate with in the course of your daily activities.
- a. Number of full-time college teachers \_\_\_\_\_
  - b. Number of part-time college teachers \_\_\_\_\_
  - c. Number of non-teaching college staff members (e.g. secretaries, chairperson, etc.) \_\_\_\_\_
  - d. Number of co-workers at your non-college job \_\_\_\_\_
  - e. Number of neighbors \_\_\_\_\_
  - f. Number of relatives (not immediate family) \_\_\_\_\_
20. How many other individuals from each of the following areas do you consider to be your close friends?
- a. Number of full-time college teachers \_\_\_\_\_
  - b. Number of part-time college teachers \_\_\_\_\_
  - c. Number of non-teaching college staff members (e.g. secretaries, chairperson, etc.) \_\_\_\_\_
  - d. Number of co-workers at your non-college job \_\_\_\_\_
  - e. Number of neighbors \_\_\_\_\_
  - f. Number of relatives (not immediate family) \_\_\_\_\_

21. For the following seven categories of statements below, please check the alternative for each section which you believe to be true. (Please indicate only one answer within each category.)

a.  If the college provides more courses for you to teach, then you will spend more hours a week in part-time teacher activities.\*

If you spend more hours a week in part-time teacher activities, then the college will provide more courses to teach.

Both of these statements are true.

Neither of these statements are true.

(\*Teacher activities include lecturing, preparation, socialization, etc.)

b.  If being a part-time faculty member becomes more important to you, then you would spend more hours a week in teaching related activities.

If you spend more hours a week in part-time faculty activities, then the activities of a part-time faculty member will become more important to you.

Both of these statements are true.

Neither of these statements are true.

c.  If you increased the number of friends at your teaching job, then you will spend more hours a week on the job.

If you spend more hours a week on your teaching job, then you will increase the number of friends on the job.

Both of these statements are true.

Neither of these statements are true.



- d. \_\_\_\_\_ If you become more satisfied with the activities of a part-time instructor, then you will spend more hours a week on the job.
- \_\_\_\_\_ If you spend more hours a week as a part-time faculty member, then you will become more satisfied with the job.
- \_\_\_\_\_ Both of these statements are true.
- \_\_\_\_\_ Neither of these statements are true.
- e. \_\_\_\_\_ If you have a greater number and closer friends who are college teachers, then the importance of being a part-timer will increase.
- \_\_\_\_\_ If being a part-time instructor is more important to you, then you will have a greater number and closer friends on the job.
- \_\_\_\_\_ Both of these statements are true.
- \_\_\_\_\_ Neither of these statements are true.
- f. \_\_\_\_\_ If you become more satisfied with the activities of a part-time instructor, then you will increase the number of friends at your teaching job.
- \_\_\_\_\_ If you increase the number of friends at your teaching job, then you will become more satisfied with the activities of a part-time faculty member.
- \_\_\_\_\_ Both of these statements are true.
- \_\_\_\_\_ Neither of these statements are true.
- g. \_\_\_\_\_ If you become more satisfied with the activities of a part-time instructor, then being a part-time instructor will become more important to you.
- \_\_\_\_\_ If being a part-time instructor becomes more important to you, then you will become more satisfied with the activities of a part-time instructor.
- \_\_\_\_\_ Both of these statements are true.
- \_\_\_\_\_ Neither of these statements are true.

22. Have you ever had a full-time college teaching job?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

23. If yes to question 22, please describe your reason for leaving.

24. Have you ever actively sought a full-time college teaching job?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

(If your answer to number 24 is no, skip to question number 28.)

25. Have you tried to obtain a full-time college teaching job in the last year?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

26. In how many academic years since receiving your graduate degree(s), have you attempted to obtain a full-time college teaching job?

\_\_\_\_\_ years

27. Briefly describe your job hunting strategy.

28. How important is it at this time for you to obtain employment as a full-time college faculty member?

\_\_\_\_\_ very important  
\_\_\_\_\_ important  
\_\_\_\_\_ somewhat important  
\_\_\_\_\_ not important at all

29. How much opportunity do you feel there is at your college(s) to make the transition from being a part-time faculty member to being a full-time faculty member?

\_\_\_\_\_ very good opportunity  
 \_\_\_\_\_ good opportunity  
 \_\_\_\_\_ average opportunity  
 \_\_\_\_\_ poor opportunity  
 \_\_\_\_\_ very poor opportunity

30. How do you perceive the current employment situation to be in the full-time college teaching job market? (Place an X in the appropriate space.)

Very Good                  Good                  Average                  Poor                  Very Poor

31. Please comment on the current employment situation in the full-time college teaching job market in your field.

32. Would you accept a full-time college teaching job if it were offered to you? (Place an X in the appropriate space.)

Definitely                  Probably                  Don't                  Probably                  Definitely  
 Yes                                  Yes                                  Know                                  Not                                  Not

33. What are your reasons for accepting or not accepting full-time college employment?

34. Does your college(s) feel that it is important that part-time faculty members engage in research or publishing?
- \_\_\_\_\_ very important  
 \_\_\_\_\_ important  
 \_\_\_\_\_ somewhat important  
 \_\_\_\_\_ not important  
 \_\_\_\_\_ does not apply
35. How many courses would you ideally like to teach as a part-time instructor in a semester (quarter)?
- \_\_\_\_\_ one    \_\_\_\_\_ two    \_\_\_\_\_ three    \_\_\_\_\_ four    \_\_\_\_\_ five
36. How many courses are actually offered to you to teach in a typical semester (quarter)?
- \_\_\_\_\_ one    \_\_\_\_\_ two    \_\_\_\_\_ three    \_\_\_\_\_ four    \_\_\_\_\_ five
37. Are you paid by the course for the classes which you teach, or by your years of education and experience?
- \_\_\_\_\_ Flat amount per course  
 \_\_\_\_\_ Sliding scale based on education/experience  
 \_\_\_\_\_ Other criteria (please explain) \_\_\_\_\_
38. How much are you paid for each course that you teach?
- | (1st<br>College) | (2nd<br>College) | (3rd<br>College) | (4th<br>College) |
|------------------|------------------|------------------|------------------|
| \$ _____         | \$ _____         | \$ _____         | \$ _____         |
39. Do part-time faculty at the college(s) in which you teach, receive any of the following benefits?
- medical insurance    Yes \_\_\_\_\_    No \_\_\_\_\_    Not sure \_\_\_\_\_
- retirement benefits    Yes \_\_\_\_\_    No \_\_\_\_\_    Not sure \_\_\_\_\_
- pension benefits    Yes \_\_\_\_\_    No \_\_\_\_\_    Not sure \_\_\_\_\_
- dental benefits    Yes \_\_\_\_\_    No \_\_\_\_\_    Not sure \_\_\_\_\_
- no benefits are provided \_\_\_\_\_

40. If you receive fringe benefits as a part-time professor, what is the approximate dollar value of those benefits?

(1st College)	(2nd College)	(3rd College)	(4th College)
\$ _____	\$ _____	\$ _____	\$ _____

41. What is your total yearly gross income including both income which is earned from teaching, as well as from all other sources? (Do not include spouse's income.)

_____ Under \$4,999	_____ \$25,000 to \$29,999
_____ \$5,000 to \$9,999	_____ \$30,000 to \$34,999
_____ \$10,000 to \$14,999	_____ \$35,000 to \$39,999
_____ \$15,000 to \$19,999	_____ \$40,000 or more
_____ \$20,000 to \$24,999	

42. In which of these areas do you usually have some choice? Please check those that apply.

\_\_\_\_\_ what courses you will teach

\_\_\_\_\_ what time schedule you will have

\_\_\_\_\_ what size the class will be

\_\_\_\_\_ what rooms you will teach in

\_\_\_\_\_ what books you will use

\_\_\_\_\_ none of the above

43. When you are asked to teach a course, how much advance notice do you usually get (i.e. letting you know exactly which course it will be)?

44. How satisfied are you with the following aspects of your part-time college teaching position?

## KEY

VS = Very Satisfied

S = Satisfied

MS = Moderately Satisfied

D = Dissatisfied

VD = Very Dissatisfied

DNA = Does Not Apply

<u>Part-time Teaching</u>	<u>VS</u>	<u>S</u>	<u>MS</u>	<u>D</u>	<u>VD</u>	<u>DNA</u>
a. Fulfillment that comes from the part-time faculty role	___	___	___	___	___	___
b. working hours	___	___	___	___	___	___
c. opportunity for involvement in curriculum planning	___	___	___	___	___	___
d. working environment	___	___	___	___	___	___
e. opportunity for participation in college governance	___	___	___	___	___	___
f. opportunity for participation in college social events	___	___	___	___	___	___
g. salary	___	___	___	___	___	___
h. fringe benefits	___	___	___	___	___	___
i. office space	___	___	___	___	___	___
j. use of college equipment (copy mach., telephones etc.)	___	___	___	___	___	___
k. opportunity for participation in staff meetings	___	___	___	___	___	___
l. opportunity for participation in union negotiations	___	___	___	___	___	___
m. time spent in student advising	___	___	___	___	___	___

45. Do you have any additional comments regarding job satisfaction and part-time college teaching?







f. opportunity for  
participation in  
social events \_\_\_\_\_

52. In roughly how many years, if any, have you been out of the workforce because of childcare responsibilities?

\_\_\_\_\_ years

53. Have you been out of the workforce for other than childcare reasons?

\_\_\_\_\_ yes \_\_\_\_\_ no

(If your answer to number 53 is no, skip to question number 55.)

54. In roughly how many years were you out of the workforce when you did not want to be?

\_\_\_\_\_ years

55. Please describe any factors, if any, which may have at some time kept you from pursuing full-time employment?

56. In what way is your family contributing to your career development (e.g. financial support, emotional support, etc.)?

57. What kind of position would you ideally like to hold five years from now?

58. Please provide the following demographic information:

a. What is your age? \_\_\_\_\_

b. Are you \_\_\_\_\_ Male  
\_\_\_\_\_ Female

- c. Are you \_\_\_\_\_ Caucasian  
 \_\_\_\_\_ Black  
 \_\_\_\_\_ Hispanic  
 \_\_\_\_\_ Asian  
 \_\_\_\_\_ American Indian  
 \_\_\_\_\_ Other
- d. Are you \_\_\_\_\_ Single  
 \_\_\_\_\_ Married  
 \_\_\_\_\_ Divorced/Separated  
 \_\_\_\_\_ Widowed
- e. If married, what is your spouse's present occupation?
- f. If married, is your spouse employed \_\_\_\_\_ full-time  
 \_\_\_\_\_ part-time
- g. If you have children, please indicate their ages and sex.
- \_\_\_\_\_ age/sex      \_\_\_\_\_ age/sex      \_\_\_\_\_ age/sex      \_\_\_\_\_ age/sex      \_\_\_\_\_ age/sex

59. Do you have any additional suggestions or comments regarding your academic and non-college work roles and activities? (Use other side if necessary.)

## APPROVAL SHEET

The dissertation submitted by Michael Kuchera has been read and approved by the following committee:

Dr. Helena Z. Lopata, Director  
Professor, Sociology, Loyola

Dr. Philip Nyden  
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

June 30, 1986  
Date

Helena Z. Lopata  
Director's Signature