

DISSERTATION

FACTORS AFFECTING PART-TIME FACULTY JOB SATISFACTION IN THE
COLORADO COMMUNITY COLLEGE SYSTEM

Submitted by

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WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY ALLISON L. CASHWELL ENTITLED FACTORS AFFECTING PART-TIME FACULTY JOB SATISFACTION IN THE COLORADO COMMUNITY COLLEGE SYSTEM BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

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ABSTRACT OF DISSERTATION

FACTORS AFFECTING PART-TIME FACULTY JOB SATISFACTION IN THE COLORADO COMMUNITY COLLEGE SYSTEM

How do part-time faculty members in community colleges view their roles? Data from part-time faculty responses regarding their experiences in higher education vary. Valadez and Antony (2001) analyzed data from 6,811 part-time faculty collected from the National Center for Education Statistics' (NCES) 1992-1993 National Survey of Postsecondary Faculty (NSOPF). They concluded two-year part-time faculty members are satisfied with their roles, but they are concerned with issues regarding salary, benefits, and long-term job security. Similar findings were published by Leslie and Gappa (2002). Other researchers, however, have found dissimilar results (Townsend and Hauss, 2002, Jacoby, 2005). The paradoxical findings from these surveys suggest there are unanswered questions regarding part-time faculty job satisfaction in community colleges. Are part-time faculty members satisfied with their roles in higher education?

Using survey responses from part-time faculty teaching at the thirteen community colleges comprising the Colorado Community College System (CCCS), this study identified statistically significant factors associated with job satisfaction and proposed policy recommendations for improving part-time faculty job satisfaction. A total of 405 respondents (N= 405) answered the part-time faculty satisfaction survey to varying degrees of completion, for a survey response rate of approximately 12% of the total population of part-time faculty who taught in the CCCS during the 2008 calendar year.

Statistical Package for the Social Sciences (SPSS 17) was used to analyze results.

Descriptive statistical analysis revealed part-time faculty members in the CCCS were somewhat satisfied with their authority to make decisions about content and methods in their instructional activities. Part-time faculty members were very dissatisfied with the benefits and health care coverage. Part-time faculty members were somewhat satisfied overall with their jobs in the CCCS.

Inferential statistical analysis included associational analysis between independent-like variables and fifteen dimensions of job satisfaction, the dependent variable. Numerous significant positive associations between variables were found. Medium or typical effect sizes were found for part-time faculty preferring full-time teaching who also prefer teaching contracts and reported they would teach differently if hired full-time. These same associations were found for those respondents who indicated they would seek a full-time position with the CCCS in the future.

The analysis also yielded several significant negative or inverse associations with typical effect sizes. Of those faculty members who reported they would have preferred full-time teaching in the CCCS in 2008, satisfaction with workload, salary, and overall job satisfaction was low. Additionally, these faculty members felt they were not valued in their departments, nor did they feel good teaching is rewarded in the CCCS.

Multiple regression analyses revealed the strongest predictors of overall job satisfaction were if respondents believed part-time faculty members are fairly treated and if they were dedicated enough to teaching to choose an academic career if given the chance to do it over again. The dimensions of job satisfaction identified by Valadez and Antony (2001) to reliably assess job satisfaction, Satisfaction with Authority and

Satisfaction with Demands and Rewards, were found to be valid predictors of overall job satisfaction in this research. Recommendations for improving part-time faculty job satisfaction in the CCCS include increasing part-time faculty salaries, offering health insurance benefits, offering additional inexpensive benefits, establishing a seniority system, offering increased opportunities for online teaching, and offering annual teaching contracts.

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CHAPTER I: INTRODUCTION

Context of the Problem

From the late middle ages to modern times, institutions of higher education have employed part-time faculty (Jacobs, 1998). More so than universities, community colleges have always employed part-time faculty. The use of part-time faculty in community colleges in the United States has a long tradition, with varying rationales for its employ. Whether they are called “part-time,” “adjunct,” “contingent,” or some other descriptor, the reasons part-time faculty continue to be employed in sizable numbers at community colleges are “that they cost less; they may have special capabilities not available among the full-time instructors; and they can be employed, dismissed, and reemployed as necessary” (Cohen & Brawer, 2003, p. 85).

Percentages of classes taught by part-time faculty in postsecondary education have been growing steadily since the 1970s. From 1978 to 1998, the percentage of classes taught by part-time faculty in community colleges increased from about 25 percent to 45 percent (Cohen & Brawer, 2003). Between 1991 and 1996, the number of part-time faculty in all of higher education increased 30 percent. Since 1993, it has been estimated that 65 percent of all faculty teaching in community colleges are part-time faculty (Burnett, 2000, Cohen & Brawer, 2003). In the fall of 2003, part-time faculty accounted for 65 percent of all faculty teaching at degree-granting colleges and universities in the United States (Curtis & Jacobe, 2003).

The shift to hiring more part-time faculty in community colleges is consistent with national employment patterns of downsizing, subcontracting, and outsourcing labor to save money (Wyles, 1998). Professional people are employed from outside academia to cut instructional costs and expand course offerings (Lyons, 1999). One study showed colleges can hire up to two dozen part-time faculty members for the same amount it costs to hire one full-time faculty member, including salary and benefits (Stephens & Wright, 1999). For example, the median pay for a three credit class taught by a part-time instructor in 1995 was \$1,500 (Wyles, 1998). Compared to the full-time faculty median pay of \$3,500 per three credit class, this amount is substantially less than what it would cost to employ a full-time faculty member to teach the same class, including higher pay scale, and benefits such as sick leave and health insurance. According to Burnett (2000), in California, part-time faculty earned 37 cents for every dollar earned by a full-time faculty member.

How do part-time faculty members in community colleges view their roles? Wyles (1998) believed that part-time faculty are marginalized and “have no voice in curricular development, in textbook selection, in the work of their respective divisions, or generally, in the governance of the institution...meaning that part-time faculty are asked to serve with loyalty and dedication without enjoying reciprocal trust and professional respect from their institutions” (p. 90). On the other hand, Lyons (1999) believed most community college part-time instructors are employed elsewhere, and do not desire to be academics. Their reasons for teaching part-time included personal satisfaction, professional career advancement, academic career advancement, and economic gain (Louziotis, 2000).

Data from part-time faculty responses regarding their experiences in higher education vary. For example, Valadez and Antony (2001) analyzed data from 6,811 part-time faculty collected from the National Center for Education Statistics' (NCES) 1992-1993 National Survey of Postsecondary Faculty (NSOPF). They concluded the data indicate that two-year part-time faculty members are satisfied with their roles, but they are concerned with issues regarding salary, benefits, and long-term job security. The authors took another look at the same data and concluded part-time faculty members are even more satisfied with their roles than are full-time faculty (Antony & Valadez, 2002).

Similar findings were published by Leslie and Gappa (2002). Their analysis of the 1992-93 National Survey of Postsecondary Faculty, as well as of a survey of community college faculty conducted by the Center for the Study of Community Colleges (CSCC), indicated part-time faculty are more satisfied with their teaching experience than are full-time faculty. Leslie and Gappa (2002) concluded "part-timers in community colleges look more like full-time faculty than is sometimes assumed. Their interests, attitudes, and motives are relatively similar. They are experienced, stable professionals who find satisfaction in teaching" (p. 65).

Other researchers, however, have found dissimilar results. Townsend and Hauss (2002) surveyed the job satisfaction of 276 part-time history professors in higher education. The survey asked 28 questions, including personal data, reasons for teaching part-time, length of employment, number of schools employed, years employed, professional development during employment, income information, and open-ended questions about improving the working conditions of part-time faculty. Findings indicated that most had been adjunct professors for fewer than five years, and 68 percent

had never been employed as full-time faculty. Sixty-seven percent cited the inability to find a full-time position as their main reason for working part-time.

More recently, Jacoby (2005) explored part-time faculty job satisfaction at a community college in a Washington state suburban corridor. The researcher surveyed 116 part-time faculty respondents, asking 41 questions covering current and recent employment conditions, preferences for hours of work, experience, current income and sources, perceptions of teaching environment and conditions, and personal data. Thirty-seven percent were teaching full-time equivalent loads, and 54 percent reported they would prefer teaching full-time, though fewer than that reported they expected to eventually attain full-time status. Jacoby (2005) concluded that the difference between desire for full-time positions and the expectation for attaining these positions “seems symptomatic of part-time faculty discouragement” over time that they can attain full-time status (p. 143). Faculty who preferred part-time status frequently maintained employment with one community college for long periods of time, while those who preferred full-time employment learned to “work the system to secure heavier-than-average teaching loads,” although the pay for teaching part-time was less than 60 percent of what full-time faculty earned for teaching duties (p. 145). These findings are contrary to Leslie and Gappa’s (2002) conclusion that most part-time faculty at community colleges are not seeking full-time employment.

Statement of the Problem

The paradoxical findings from these surveys suggest there are unanswered questions regarding part-time faculty job satisfaction in community colleges. Are part-time faculty indeed satisfied with their roles in higher education, more so even than full-time faculty, as Antony and Valadez (2002) asserted? What factors are associated with job satisfaction among part-time faculty? Further research on factors contributing to part-time faculty job satisfaction is needed to answer these questions.

Using survey responses from the part-time faculty teaching at the thirteen community colleges comprising the Colorado Community College System, this study attempted to validly define the construct of part-time faculty job satisfaction. Based on part-time faculty survey results, this study identified statistically significant factors associated with job satisfaction and proposed policy recommendations for improving part-time faculty job satisfaction.

Purpose of the Study

Hiring trends in the Colorado Community College System (CCCS) for part-time faculty reflect national hiring trends. Since the turn of the 21st century, Colorado community colleges have become increasingly reliant on part-time faculty for instruction. For example, part-time faculty comprised an average of 78 percent of the total number of faculty teaching in the CCCS in the academic year 2006-2007 (<http://cccs.edu/Docs/Communication/sb/IntroFactSheets.pdf>). During that year, part-time faculty taught roughly two-thirds of all community college courses offered. It is estimated that between 3,000 and 3,500 part-time faculty members teach in the CCCS, although numbers vary each semester.

CCCS oversees career and academic programs in the thirteen state community colleges and CCCOnline, a distance-learning branch, as well as career and technical programs in more than 160 school districts and seven other postsecondary institutions. CCCS comprises Colorado's largest system of higher education. As part-time faculty provided the majority of instruction to the more than 116,000 students who attended college in the CCCS in 2006-07, it can be argued that part-time faculty have the greatest impact on student learning outcomes in the CCCS, and therefore on student learning in all higher education in Colorado.

This study attempted to contribute to the knowledge base by exploring the factors affecting part-time faculty job satisfaction in the CCCS. Using quantitative statistical analysis of dimensions of job satisfaction and factors affecting job satisfaction, the purpose of this study was to examine factors influencing job satisfaction in the CCCS and, based on those findings, to provide suggestions to administrators charged with developing institutional policies to address specific variables which indicated increased job satisfaction among part-time faculty employees. Where relevant, these suggestions may serve as guidelines to improve the working conditions of part-time faculty in community colleges and in postsecondary institutions nationwide.

Research Questions

For the purposes of this research, eight dimensions of job satisfaction were identified to define this dependent variable. These dimensions were taken from the National Study of Postsecondary Faculty (NSOPF) survey administered by the National Center for Education Statistics (NCES). They included satisfaction with 1) decision-making authority, 2) technology-based instructional activities, 3) classroom equipment and facilities, 4) institutional support for teaching improvement, 5) workload, 6) salary, 7) benefits, and 8) overall job satisfaction. Seven additional job satisfaction items were taken from Jacoby's (2005) study at a community college in Washington and adjusted to the demands and rewards in the CCCS. These items included satisfaction with 1) health care coverage, 2) Colorado Public Employees' Retirement Association (PERA) retirement plan, 3) job security, 4) feeling valued in one's department, 5) rewards for good teaching, 6) treatment of part-time faculty, and 7) treatment of female, racial, and ethnic minority faculty members. Valadez and Antony (2001) used factor analysis to group items into four dimensions of job satisfaction. These dimensions included 1) Satisfaction with Autonomy, 2) Satisfaction with Students, 3) Satisfaction with Demands and Rewards, and 4) Overall Job Satisfaction. This research used three of four of these dimensional groupings as well, but excluded items addressing the dimension of Satisfaction with Students.

Fifteen factors affecting job satisfaction were addressed in this research as independent-like variables. These factors included an examination of 1) job status preference, 2) years teaching in the CCCS, 3) total years teaching, 4) field or discipline of

teaching, 5) level of education attained, 6) other jobs held in addition to teaching part-time in the CCCS, 7) hours spent per week on unpaid activities, 8) number of credit hours taught in the 2008 calendar year, 9) type of classes taught (for-credit versus noncredit), 10) delivery format (online versus hybrid or live), 11) retirement status, 12) income, 13) gender, 14) age, and 15) marital status.

Is there an association between number of credits taught by part-time faculty, education levels achieved by part-time faculty, gender, age, number of additional jobs held, income and additional income, number of years teaching, number of hours spent on unpaid activities, class delivery format, and type of classes taught and job satisfaction? Which variables can be identified to predict increased job satisfaction among part-time faculty employees? Is there a combination of factors that can predict job satisfaction?

Significance of the Study

Because the majority of classes in community colleges are taught by part-time faculty, it is imperative that information regarding institutional practices impacting these employees accurately reflect their needs. Part-time faculty members are essential to community colleges' ability to offer the breadth and variety of courses needed by their communities. As the demand increases for part-time labor in higher education, part-time faculty are an integral and crucial labor pool whose needs must be met if they are to satisfactorily provide instruction to a majority of students in postsecondary education.

Research has shown that job satisfaction is associated with general life satisfaction, productivity, longevity in a position, and quality of work produced (Milosheff, 1990). If community colleges are committed to employing a well-qualified faculty to meet the needs of 21st century students, administrators must do a thorough job of identifying variables that are related to job satisfaction, and must develop plans that attend to these needs. Having accurate information regarding factors affecting part-time faculty job satisfaction will allow community colleges to enact systemic changes to improve working conditions for this largest and still growing group of employees.

Definition of Terms

The *Colorado Community College System SB06-144 Report on Adjunct Faculty* (2007) states:

A common description of an adjunct professor is someone who does not have a permanent position at the academic institution. This may be someone with a job outside the academic institution teaching courses in a specialized field, or it may refer to persons hired to teach courses on contractual bases (frequently renewable contracts). It is generally a part-time position with a teaching load below the minimum required to earn benefits (health care, life insurance, etc.), although the number of courses taught can vary from a single course to multiple courses at multiple institutions. (p. 7)

The Colorado “State Board for Community Colleges and Occupational Education (SBCCOE) uses the term ‘instructors’ instead of ‘adjuncts,’ to refer to those who teach on a temporary, as-needed basis. The appointments are by course and are issued semester by semester. According to Board Policy 3-10, instructors are appointed for less than an academic year, but they may have successive appointments on an unlimited basis” (*Colorado Community College System SB06-144 Report on Adjunct Faculty*, 2007, p. 7).

Because each president of the 13 community colleges in CCCS establishes employment standards for faculty, including workload, hiring procedures, performance evaluation, personnel records, etc., a consistent terminology and definition of this work classification is difficult to establish. As the CCCS grants each college the right to define what constitutes a part-time teaching workload, the number of courses or amount of credits taught by part-time faculty is not a reliable means of defining this job description. Because no consistent terminology exists to describe this population, the combined term “part-time faculty” was selected to describe this group being investigated. Using a simple and common feature of this population seems appropriate as an operational definition. For the purposes of this study, “part-time faculty” is defined as “any faculty member who contracts per course with no guarantee of future employment or benefits.”

Limitations and Assumptions

The most significant, though certainly not the sole limitation of this study, is the potential bias of participant responses. Because the survey instrument administered to participants was sent via email to all part-time faculty employed in the CCCS during the 2008 calendar year, it is impossible to avoid a self-selection bias from respondents. Possible biases may include an overrepresentation of part-time faculty who are displeased with their salary or other factors affecting their job satisfaction who therefore eagerly responded to the survey, as well as faculty who are concerned about their future employment status who may not believe their anonymity was respected, and therefore

chose not to respond to the survey, or did not respond honestly to the survey. Thus, no guarantee regarding the validity of responses ensured by sampling techniques can be assured in this research.

Further, because part-time teaching in the CCCS is based on non-guaranteed, semester-to-semester contracts, the high turnover of part-time faculty from semester to semester may cause difficulties in locating the target population. As each college in the CCCS is responsible for maintaining an accurate email contact with and database of current part-time faculty, it is uncertain how many part-time faculty who taught in the targeted 2008 calendar year are no longer employed by the CCCS and therefore did not receive the survey instrument. Accurately indentifying all part-time faculty members who taught in the CCCS during the 2008 calendar year and administering the instrument to them proved to be an impossible task, though it is hoped a high percentage of them received the email containing the link to the online survey.

Delimitations

Three delimitations were defined for this research. First, this research was delimited to surveying part-time faculty teaching in one state, and therefore is not a representative sample of national part-time faculty job satisfaction. Second, as a survey can be considered a “slice-in-time” descriptive research method (Myers, 2008), participation was delimited to those part-time faculty who taught in the CCCS during the 2008 calendar year. Finally, research results included responses only from participants who

identified themselves as teaching part-time, paid on a contractual basis, with no guarantee of future benefits. Therefore, responses from CCCS employees who hold positions in addition to teaching part-time, such as full-time administrators who also teach part-time, were excluded from the research.

Researcher's Perspective

Having taught for seven years as a part-time faculty member at Front Range Community College (FRCC), this researcher has been curious about how part-time faculty members in the Colorado Community College System, of which FRCC is one of thirteen schools, view their roles. This researcher has experienced numerous frustrations while working in the CCCS, including frustration with low pay, lack of benefits, questionable retirement benefits, no health insurance, and no guarantee of employment from semester to semester. Other part-time faculty members have also expressed dissatisfaction with these conditions, and also experienced frustration with a lack of opportunity to work as full-time faculty, to whom such rewards are granted. Because current national research on part-time faculty job satisfaction in higher education is inconclusive, it is hoped this survey research will clarify part-time faculty members' perspectives on their roles in the CCCS, as well as address the biases inherent in this researcher's perspective.

Summary

Chapter I provided a context and rationale for studying factors affecting the job satisfaction of part-time community college faculty. Chapter II will further place the problem in context by reviewing relevant literature on the subject, presenting findings from previous research, and expanding the theoretical base of the study. Chapter III will present the methodology and procedures for conducting the research. The findings of this study will advance understanding of the factors that affect job satisfaction of part-time faculty in community colleges, attempt to clarify paradoxical and contradictory findings from previous research on the subject, and generate suggestions for developing institutional policies aimed at improving the working conditions of part-time faculty in higher education.

CHAPTER TWO: REVIEW OF THE LITERATURE

Increasing use of technology and rapid changes in the workforce has brought students into higher education in growing numbers. Today's higher education institutions face new challenges to meet the needs of a technological workplace and more demanding employers. Increasing numbers of students, coupled with decreasing federal and state funding for higher education, however, have contributed to a fiscal crisis in higher education. Budgetary constraints, along with changing demographics and needs of students and an aging full-time faculty have given rise to an increased reliance on part-time faculty to meet these needs (Roueche, Roueche, & Milliron, 1995). With full-time faculty retiring from academia and part-time faculty leaving higher education due to dissatisfaction with issues such as inadequate salaries, lack of institutional status, respect, and collegiality, meeting student needs has become a challenge to postsecondary education. To meet these challenges, more and better prepared faculty members are needed in higher education. Nonetheless, in an effort to cut budgets, administrators at both two-year and four-year colleges and universities are using increasing numbers of part-time faculty to replace exiting full-time faculty members.

Change in Faculty Demographics

Since the 1970s, a dramatic shift has occurred in the employment of college and university faculty in the United States. Prior to this time, most faculty were employed full-time and held the promise of tenure in tenure-granting institutions. The most rapid growth in recent years has been in part-time positions and limited full-time positions with no opportunity for tenure (Curtis & Jacobe, 2006). Additionally, the use of graduate student instructors has increased. In the fall of 2003, these groups of professors accounted for 65 percent of all faculty at degree-granting colleges and universities in the United States (Curtis & Jacobe, 2006).

Between 1975 and 2003, full-time tenured positions dropped from 37 percent to 24 percent (Curtis & Jacobe, 2003). This drop in full-time positions occurred concomitantly with an overall growth in faculty numbers in postsecondary education, with part-time faculty appointments growing much more rapidly than full-time tenure-track positions. Schuster and Finkelstein (2006) labeled this phenomenon a “seismic shift” in education. As tenured faculty for the coming decade will emerge from these limited tenure-track positions, it seems likely the trend toward hiring limited and part-time faculty will continue for the foreseeable future.

Reasons for Employing Part-Time Faculty

As noted in the Introduction, there are several reasons higher education institutions employ part-time faculty. Three of these reasons include spending less for the institution, utilizing employees who may have current, practical, and specialized capabilities needed by rising numbers of students in today's workplace not available among full-time faculty, and taking advantage of part-time faculty flexibility to meet institutional needs for rare and new class offerings and to staff last-minute or unforeseeable course changes (Cohen & Brawer, 2003). These reasons are explored further in the following paragraphs.

Saving Money

The shift to hiring part-time faculty in increasing numbers is consistent with national employment patterns of downsizing, subcontracting, and outsourcing labor to cut operating costs (Wyles, 1998). Indeed, the most often reported reason and benefit for increasingly utilizing part-time employees is economic savings (Banachowski, 1996). Simply put, the financial burden on an employer is less when employing part-time workers who are paid less and do not receive benefits. This trend towards hiring more part-time workers is reflective of the overall United States economy, where one of every three workers is employed part-time (Pederson, 2001). Yet, higher education seems to have surpassed industry. Leslie (1998) in Schuett noted of his experience in higher education, "Our use of part-time and temporary faculty, especially in the community colleges, is far above that of whatever norms we might find in business" (p. 30).

Despite this trend, Roueche (1999) believed many colleges would prefer a full-time faculty. He noted, however, given the decline in federal and state financial support to

postsecondary institutions over the past 25 years, paying full-time faculty higher salaries plus institutional benefits was no longer economically feasible. The National Status Report on the Affordability of American Higher Education (2002) reported that 41 of 50 states are experiencing budget deficits that have forced them to reduce higher education appropriations. One significant way in which postsecondary education institutions have managed to remain financially solvent is to reduce payroll expenditures for faculty.

In community colleges especially, “colleges have come to depend on low-cost labor to balance the budget. As long as the law or collective bargaining agreements do not stop them, administrators will continue to employ lower-paid part-time instructors. Part-time instructors are to the community college as migrant workers are to the farms” (Cohen & Brawer, 2003, pp. 85-86). Thus, despite “ignoble nicknames such as ‘freeway fliers,’ ‘roads scholars,’ and the like,” part-time faculty have become an indispensable workforce in American higher education (Stephens & Wright, 1999, p. 6).

Increasing Needs and Numbers of Students

The use of part-time faculty has also grown because “more people need to be educated in different ways on more subjects in less time” (Louziotis, 2000, p. 48). The workplace of the twenty-first century demands more highly trained and skilled workers than ever before. Part-time faculty members have professional and current experience in their fields of study, and this expertise enhances student preparedness for work, as well as credibility of academic programming (Louziotis, 2000). Often, part-time faculty are hired because they are professionals who are familiar with the latest developments in their field by virtue of simultaneous involvement with their professions. Cohen and Brawer (2003)

believed part-time faculty “may be more directly connected to the practical aspects of their work, and they may have a greater fund of knowledge than most full-time instructors” (p. 87). This practical experience and expertise is of tremendous benefit to students as workforce skill requirements continue to increase in amount as well as specificity to tasks.

Leslie reported in 1998 steadily escalating enrollment and expanded program offerings in community colleges seem to be the most important reasons for the rise in hiring of part-time faculty. Increased use of part-time faculty has reflected enrollment increases. For example, in 1978, the American Association of Community and Junior Colleges (AACJC) reported part-timers comprised more than 50 percent of all faculty in two-year colleges (Leslie, Kellams, & Gunne, 1982). By 1980, almost 60 percent of faculty in two-year colleges were employed part-time. This number increased to 63 percent by 1990, and to 65 percent by 1993. Overall, from 1970 to 1995, the number of faculty members at two-year institutions grew by 210 percent (Schneider, 1998).

Non-Economic Institutional Needs

Employing part-time faculty also allows colleges to offer courses for which a full-time workload cannot be created: a rare or esoteric topic, such as an uncommonly taught foreign language, or a new and emerging discipline or skill that has not yet been established academically (Cohen & Brawer, 2003). Part-time faculty can also be hired to teach during times of enrollment growth spurts when it is necessary for an institution to respond quickly to community needs and workforce demands. Additionally, using part-time faculty allows an institution to meet last-minute demands for extra sections of

popular courses when full-time faculty workloads requirements are already met. And, given the likelihood that part-time faculty members maintain regular working hours at other positions, it is often the case that this group is willing to teach during traditional non-business hours, such as nights and weekends, to meet the increasing demands for off-hours classes for working students.

Effects of Increased Use of Part-Time Faculty

How does increasing reliance on part-time faculty impact higher education? Are there advantages as well as disadvantages to their increasing numbers? Which stakeholders are affected by the rise in the number of part-time faculty in postsecondary education and in what ways? The following paragraphs explore the ramifications of a shift toward the majority of instruction being offered by part-time faculty on students, on full-time faculty, on higher education as a whole, and on part-time faculty themselves.

Impact On Students

Reliance on part-time faculty impacts students in several ways. First, although research on student evaluations in higher education traditionally show part-time faculty to be as effective as full-time faculty (Grubb, 1999, Leslie & Gappa, 2003, Wyles, 1998), part-time faculty lack the professional support necessary to provide students with quality instruction. Part-time faculty are commonly excluded from professional decisions that impact student learning, such as creation and familiarity with the curriculum. They are

rarely involved in constructing course offerings or programs of study, often do not have a voice in textbook selection, and may even be hired at the last minute to teach courses with which they have little formal training. As such, they may be unable to create a classroom environment that fully utilizes their skills. They also are often not expected to serve students in an advisory capacity regarding sequenced courses, curriculum, and future course offerings.

Additionally, part-time faculty are often not in a position to develop ongoing relationships with students as advisors, mentors, or even as future references. Lack of office space, access to email, and other institutional tools provided to full-time faculty can negatively impact student relationships:

At many community colleges and even large research universities, office space is so scarce that part-time contingents meet with students in lounges, parking lots, and other public spaces. With no door to close for privacy, students are less likely to open up to these teachers, who most frequently encounter them in the tough first and second years of college. These faculty also find it hard to discuss matters that should be confidential, like grades, academic dishonesty accusations, or learning disabilities when students most need those talks. (Curtis & Jacobe, 2006, p. 12)

Even when private space is provided to meet individually with students during office hours, many part-time faculty members hold other jobs outside the institution, or at multiple institutions, and are likely to be less available on campus to meet with students. They must constantly balance a heavy load of scholarship, outside career interests, multiple jobs, and home obligations with student needs, both in private meetings with students as well as in the classroom. And, the transient nature of part-time employment often means part-time faculty are less likely to be at the same institution several semesters later, leaving students without the option of taking future courses with them if they so desire, or to request academic recommendations from them.

Perhaps most importantly, because they lack the due process guarantee awarded to full-time faculty, part-time faculty lack academic freedom. Thus, part-time faculty may be hesitant to raise controversial topics in the classroom, depriving students the opportunity to use critical thinking skills to analyze issues and develop informed opinions of their own. Lacking institutional support for professional development to remain apprised of the latest trends in scholarship and pedagogy, they themselves may be under-informed, again depriving students of opportunities for best practices in the learning environment. And because they are often reliant on student evaluations as a sole measurement of their academic performance, they may hesitate to challenge students for fear that negative evaluations will not amount to future employment with the institution.

Impact On Full-Time Faculty

Professors are the core of a college or university. They develop the instructional and research programs that provide the fundamental reason for the existence of higher education. As part-time faculty members have become the majority of faculty in postsecondary education, full-time professors are impacted in a variety of ways. First, there are fewer full-time faculty members available to oversee and develop the curriculum. This trend results in an overall diminution of faculty voice in an institution. As higher education has turned to a more corporate model through the hiring of part-time faculty, full-time faculty members are increasingly marginalized in institutional decision-making. Faculty at research universities were once expected to participate in scholarship, research, advising, teaching, and governance. However, given the one-purpose nature of part-time appointments in keeping with the corporate model, full-time faculty find their

multifaceted roles becoming increasingly “unbundled into isolated tasks,” such as those found in teaching or research only positions, with decreased participation in institutional governance (Curtis & Jacobe, 2006, p. 14).

Full-time faculty members often object to the use of part-time faculty because they are not as experienced and published when compared to full-time faculty (Louziotis, 2000). A lack of scholarly tradition and experience found among part-time faculty decreases the scholarly perception and respect faculty have established in higher education overall. Their institutional voice diminishes as they decrease in number, and as their positions of respect continue to decline, many full-time faculty are seeing a change in their status never before experienced in higher education.

Finally, the overutilization of part-time faculty increases the administrative workload on full-time faculty (Louziotis, 2000). Those few full-time faculty members are charged with increased tasks that include the hiring, firing, and supporting of part-time faculty. They may become overburdened as the sole full-time liaison in their department, leaving them with the time-consuming tasks of representing the department at all relevant meetings, providing all required advising to students, and acting as the point of contact for the community. All of these administrative requirements can equal less time available for faculty to devote to scholarship, research, and best practices in the classroom.

Impact on Higher Education

The shift towards hiring a majority of part-time faculty in higher education is indicative of a move toward a corporate model for education. This fundamental change in the culture and structure of higher education institutions impacts their role in a democratic society. As part-time faculty appointments increase and overall faculty voice, input, and governance decreases, faculty struggle to continue to shape both curricula the academy as a whole at their individual institutions. Both teaching and research are endangered when institutions ask teachers and researchers to commit to their ideals and standards without providing institutional commitment to their faculty in return.

In the extreme, a shift towards a corporate model of education:

forces all faculty into a situation where the free interplay of teaching and research is constrained, where individuals must focus on the work valued by the institution simply to remain employed. This development may seem far off to some, but contingent faculty already experience it. The nature of contingent employment is stark: an exchange of constrained teaching for minimal pay. The scholarship or collegial participation in shared governance of these faculty members is not of concern to the institution, and if fully 65 percent of the current academic workforce is employed this way, the other 35 percent cannot be far behind. (Curtis & Jacobe, 2006, p. 15)

Academic freedom is central to the teacher-scholar and to the values of higher education in the United States. Faculty members have traditionally relied on their contributions to the academy to be rewarded with the security and freedom of tenure and other forms of job security. The increasing replacement of tenured faculty with part-time and non-tenure track faculty undermines the vital role higher education has always played in a democratic society. Louziotis (2000) challenged higher education administrators “to use adjuncts in ways that meet the needs and demands of the public without damaging the mission of the academy” (p. 52).

Impact On Part-Time Faculty Themselves

Numerous studies and opinion pieces (Leslie & Gappa, 2003, Jacoby, 2005, Curtis & Jacobe, 2006, Schroeder, 2005, Roueche & Roueche, 1996, Vaughan & McDonald, 2005) find part-faculty members are marginalized:

They have no voice in curricular development, in textbook selection, in the work of their respective divisions, or generally, in the governance of the institution...meaning that part-time faculty are asked to serve with loyalty and dedication without enjoying reciprocal trust and professional respect from their institutions. (Wyles, 1998, p. 90)

What impact does the lack of professional development, collegiality, resources, trust, and professional respect have on part-time faculty? Psychologically, it can be argued that part-time faculty can easily become discouraged about their statuses in higher education and choose to leave academia entirely, or become angry and seek legal redress.

Part-time faculty members in the state of Washington's 32 community and technical colleges have filed three separate lawsuits against the two-year college system over pay and benefits. One suit alleges that Washington owes over \$40 million to part-time faculty because they were illegally denied state retirement benefits. This civil suit has been combined with a second suit into a class action complaint including the claim to state health benefits. The third lawsuit is over unpaid wages for grading, counseling, prepping, and attending department functions (Burnett, 2000).

Some legal redresses for part-time faculty have been established. A 1997 California law allocated \$2 million to pay part-time faculty in Los Angeles County for office hours. Additionally, teaching unions in community colleges in Washington, Oregon, and California have advocated for pro rata pay so part-time faculty can earn the same wage per hour as full-time faculty, plus benefits (Stephens & Wright, 1999).

What can part-time faculty do while such lawsuits take years to settle? Likely, the answer is very little. Roueche (1996) at the University of Texas at Austin estimated more than one million academics are underemployed in the United States. Therefore, striking for better working conditions is problematic, as the oversupply of labor means schools can, and do, easily replace dissatisfied part-time faculty. One full-time faculty member at a Colorado community college described part-time psychology faculty as “a dime a dozen. If you don’t like it here, we’ll replace you with somebody who does” (Anonymous, personal communication, August, 2005).

Rasell and Applebaum (1998) noted education is not exempt from the national trend over the past three decades of using "nonstandard work arrangements," defined as "the absence of a regular, full-time, employer-employee relationship" (p. 29). These workers include independent contractors, contract workers, on-call workers, temps, day laborers, self-employed people, and workers employed in a regular work pattern who work less than thirty-five hours per week. The researchers assigned an independent contractor status to part-time faculty for the purposes of their publication, though they noted that not all respondents to the Census for the Bureau of Labor Statistics who identified themselves as part-time postsecondary faculty identified themselves as independent contractors. While using nonstandard work arrangements increases flexibility on the part of both employers and workers, these arrangements can affect the quality of these jobs "if these arrangements are driven by employers' desire to reduce labor costs or if workers seeking regular full-time employment are forced to settle for non-standard employment" (Rasell & Applebaum, 1998, pp. 29-30). The researchers compared standard and nonstandard jobs on the dimensions of wages, receipt of health insurance, and job

security. They concluded nonstandard workers are paid less, receive less health insurance, and enjoy less job security than full-time employees, and these three trends hold true for professional employees, including part-time faculty in higher education.

Paradoxically, research shows teaching part-time can actually have a detrimental effect on the likelihood of achieving a full-time faculty appointment. Anecdotally, many full-time academics express wariness and concern for those who have taught part-time for several years while seeking full-time appointments. Wyles (1998) asserted part-time teaching can be a “red flag on a resume that signals a suspicious pattern of temporary jobs” (p. 89). More recently, Schuster and Finkelstein (2006) researched faculty mobility. They concluded there is little opportunity for tenure-track position appointments in an institution where a faculty member has previously taught part-time:

The preliminary evidence suggests that for the most part these fixed-term, full-time appointments seem to constitute a discernibly different career track from that of traditional, tenure-eligible appointments. That is, the modal pattern discernible among current full-time faculty is one of movements among off-track appointments or among on-track appointments. (p. 222).

The authors noted their analysis may actually represent an overestimate of the potential for faculty mobility, as they did not have access to data on faculty members who became discouraged and left the academy outright.

In keeping with the findings of Schuster and Finkelstein, the 2004 Modern Language Association staffing survey revealed about one-third of faculty hired into tenure-track positions during the 2003-2004 academic year came from part-time or full-time non-tenure-track positions, a percentage almost equal to the proportion hired directly out of graduate school into the tenure track (Laurence, 2004). How long do part-time faculty and full-time non-tenure track faculty have to wait for a tenure-track appointment? In the

Job Market Report from the American Historical Association, Townsend (2005) reported only 60 percent of tenure-track faculty appointments in 2004 went to candidates who had completed a Ph.D. in the preceding three years. Although these reports are for single years and report statistics only for new hires into tenure-track positions, these data paint a grim picture on the likelihood that part-time or non-tenure-track faculty can achieve a timely promotion to tenure-track status in tenure-granting postsecondary institutions. Curtis and Jacobe (2006) concluded, “Part-time faculty are viewed as teachers-for-hire and treated as such by administrators and institutions that value them in the classroom, but not outside it. As such, it is harder for them to transition out of these positions and onto the tenure track” (p. 14).

Research on Part-Time Faculty Job Satisfaction

Several opinion pieces and survey studies (Lyons, 1999, Valadez & Antony, 2001, Antony & Valadez, 2002, Leslie & Gappa, 2002) have revealed most part-time faculty in higher education are happily employed elsewhere full-time, and do not desire to be full-time academics. Reasons for teaching part-time include personal satisfaction, professional career advancement, academic career advancement, and economic gain, among others (Louziotis, 2000). Indeed, Antony and Valadez (2002) concluded part-time faculty are actually more satisfied with their roles than are full-time faculty. Similarly, Leslie and Gappa (2002) believed “part-timers in community colleges look more like full-time faculty than is sometimes assumed. Their interests, attitudes, and motives are relatively similar. They are experienced, stable professionals who find satisfaction in teaching” (p. 65).

In contrast, Townsend and Hauss (2002) and Jacoby (2005) found part-time faculty to be dissatisfied with their part-time teaching roles. Most notably, they pointed to evidence that contradicts the assertion that the majority of part-time faculty do not prefer full-time status. This section examines the research articles cited above in greater detail. It includes analyses of validity, reliability, and descriptive and inferential statistics utilized by the researchers and notes the strengths and weaknesses of each study.

Analysis of Article by Valadez and Antony (2001)

Sampling and purpose of the study. This article, entitled “Job Satisfaction and Commitment of Two-Year College Part-Time Faculty,” described a non-experimental, comparative study applying descriptive statistics, factor analysis and t-test difference inferential statistics to a national survey of postsecondary faculty. Data were collected from the 1992-1993 National Survey of Postsecondary Faculty (NSOPF) from a total of 6,811 subjects. The NSOPF included a sample of 974 institutions and 31,354 faculty members. The National Center for Education Statistics (NCES) selected the institutions and faculty members by using a multistage, clustered, random, stratified sampling technique. The researchers limited their sample to the 20,300 respondents who identified teaching as their primary job responsibility, excluding faculty members who declared research or administrative duties as their primary functions. Further, the researchers determined that 6,811 faculty members who responded were considered part-time (both 4-year and 2-year college) faculty members.

The purpose of the study was to use nationally representative data to study the job satisfaction and commitment of two-year and four-year college part-time faculty members. The goal was to "provide richer definitions of job satisfaction and commitment that for practical and theoretical purposes better capture the multidimensionality of the psychological constructs of job satisfaction and commitment" (Valadez & Antony, 2001, p. 97). The authors used descriptive and inferential statistics in analyzing their data.

Survey instrument reliability. Questions were created using a Likert scale from 1-4, with 1= very dissatisfied, 2 = somewhat dissatisfied, 3 = somewhat satisfied, and 4 = very satisfied. Using principal-component factor analysis of 15 items from the NSOPF questionnaire that addressed various aspects of job satisfaction, the researchers found that 14 of those items could be grouped reliably into one of three dimensions of job satisfaction: (a) Satisfaction With Autonomy, (b) Satisfaction With Students, and (c) Satisfaction With Demands and Rewards. The final item, Overall Job Satisfaction, was a stand-alone variable representing a global measure of job satisfaction.

The researchers used Cronbach's alpha to determine interitem reliability for each dimension. This statistic is appropriate for approximately normal data, which is assumed with Likert-scaled questions. It is also appropriate when there is no one correct answer, as is also true of Likert-scaled questions. Alpha levels for Satisfaction with Autonomy were .87. Reliability coefficients are considered a subset of correlation coefficients. Thus, the .87 reliability obtained by the researchers is considered to be a much larger than typical effect size according to Cohen (Morgan, Leech, Gloeckner, & Barrett, 2007), indicating good reliability for this dimension of job satisfaction. In summary, this strong positive

correlation shows that the higher on the Likert scale the subjects rated each item in this subset, which included Authority to Decide Course Content, Authority to Make Job Decisions, and Authority to Decide Courses Taught, the more satisfied they were with the job satisfaction dimension of Satisfaction with Autonomy.

Cronbach's alpha levels for the dimension of Satisfaction with Students yielded an alpha of .79. The researchers included Time Available to Advise Students, Quality of Undergraduate Students, and Quality of Graduate Students questions as part of this dimension of job satisfaction. Again, these results indicate a much larger than typical effect size according to Cohen. Therefore, the items on the questionnaire that addressed part-time faculty's satisfaction with students are considered a reliable measure of this dimension of job satisfaction.

Satisfaction with Demands and Rewards revealed an interitem alpha level of .67. These results indicate a larger than typical effect size according to Cohen. For the purposes of social science research, this coefficient result is sufficient to conclude that the survey questions grouped into this job dimension, which included Workload, Job Security, Advancement Opportunities, Time Available to Keep Current in the Field, Freedom to do Outside Consulting Work, Salary, Benefits, and Spouse Employment Opportunities, are also a reliable measure of this dimension of job satisfaction (Morgan et al., 2007). Thus, the items selected from the NSOFP to measure job satisfaction in the three dimensions created by the researchers (Satisfaction with Autonomy, Satisfaction with Students, and Satisfaction with Demands and Rewards) are reliable.

Measurement validity. The construct of job satisfaction was measured by the researchers. Although not discussed in the article, questionnaires measuring this construct were created by the National Center for Educational Statistics' National Survey of Postsecondary Faculty (NSOPF),

an instrument that is administered biennially to postsecondary faculty nationwide. The National Center for Education Statistics (NCES) believes the survey instrument validly measures the construct of job satisfaction. Additionally, discriminant evidence of construct validity was found by comparing results from part-time faculty in community colleges versus part-time faculty in four-year colleges and universities. These differences are discussed below. Finally, factorial evidence of construct validity was provided by the authors' reduction of the 15 items measuring job satisfaction on the NSOPF to 14 items they determined to be reliable measures of this construct. The researchers then used factor analysis to cluster the items into the three dimensions of job satisfaction described above, plus an overall or global measure of job satisfaction, as indicated by responses to the question, "If you had it to do over again, would you still choose an academic career?" (NSOPF, 2004).

External validity. External validity deals with generalizability, the extent to which populations and measurement variables can be generalized (Morgan et al., 2007). Regarding population external validity, the data came from a national sample of postsecondary faculty, administered via complex probability sampling techniques (multistaged, clustered, randomized, and stratified). The NCES carefully selects a representative sample from the population of postsecondary faculty in the United States. Therefore, the population external validity is high for this study. The second type of external validity measurement, ecological validity, would be considered of medium strength, as a questionnaire is a somewhat artificial self-report measure in that it is not a direct measure of the participants' actual behavior in a typical or natural environment (Morgan et al., 2007).

Analysis of inferential statistics. Valadez and Antony (2001) used independent samples t-tests to compare responses between part-time faculty in two-year ($n = 3,682$) and four-year ($n = 3,129$) postsecondary institutions on the clusters or dimensions of Satisfaction with Autonomy, Satisfaction with Students, Satisfaction with Demands and Rewards, and Overall Job Satisfaction. Satisfaction was rated using a 4-point Likert scale described above. Significant differences between the groups were found on the dimension of Satisfaction with Autonomy ($p = < .05$), indicating that two-year college faculty members are less satisfied with their level of autonomy than their four-year counterparts. No significant differences were found between the groups on the dimension of Satisfaction with Demands and Rewards, indicating that both groups are equally concerned with matters of salary, benefits, and job security. Significant differences were found on the dimension of Satisfaction with Students ($p = < .001$), with four-year part-time faculty expressing more satisfaction with their students than two-year part-time faculty members. Interestingly, significant differences were also found for the dimension of Overall Job Satisfaction, with part-time faculty reporting higher overall satisfaction than full-time faculty ($p = < .001$).

Additionally, the authors used independent samples t-tests to compare responses between part-time faculty in two-year and four-year postsecondary schools to the question, "If you were to leave your current position, how important would each of the following be in your decision: higher salary, tenure-track/tenured position, job security, opportunities for advancement, benefits, no pressure to publish, good research facilities, good instructional facilities, good opportunities for spouse, good geographic location, good environment/schools for children, greater opportunity to teach, greater opportunity

for research, and greater opportunity for administrative responsibilities?" All items were rated using a 3-point scale. Significant differences were found ($p = < .001$) on the items of salary, tenured position, job security, opportunities for advancement, benefits, good instructional facilities, greater opportunity to teach, and greater opportunity for administrative responsibilities between two-year and four-year part-time faculty members, indicating that these factors would be more important to part-time faculty in two-year institutions to influence their decision to leave their current positions than to part-time faculty in four-year schools. Conversely, significant differences were found ($p = < .001$) on the items of good research facilities and greater opportunity to conduct research between the groups, indicating that these items are more important to part-time faculty in four-year schools than in two-year schools, where research agendas and expectations are less common. The authors concluded the research

seems to indicate that two-year and four-year college faculty members have different outlooks regarding their jobs and career paths. The inference is that four-year college part-time faculty members feel that establishing themselves as researchers or seeking out opportunities to conduct research are key to their commitment to the profession and, presumably, their job satisfaction. (Valadez & Antony, 2001, p. 100)

Authors' conclusions. Survey results indicated 58.9 percent of respondents strongly agreed and 29 percent agreed somewhat with the survey item, "If I had to do it all over again, I would still choose an academic career." The respondents cited a number of reasons they would leave their current positions, however, including higher salary, benefits, job security, tenured position, opportunities for advancement, greater opportunity to teach, good instructional facilities, and greater opportunity for administrative responsibilities. Valadez and Antony (2001) concluded these data

indicated two-year part-time faculty are satisfied with their roles, but they are concerned with issues regarding salary, benefits, and long-term job security:

It is important not to overlook the finding that two-year college part-time faculty members would leave their current positions for better-paying jobs, benefits, and job security...From a policy perspective given that part-time faculty members will continue to play an important instructional role in community colleges, it is critical that community colleges attend to these issues...This should be a signal that they need to provide better compensation, benefits, and opportunities for long-term employment...that will contribute to the improvement of the working conditions, job satisfaction, and commitment of part-time faculty members. (pp. 101-102).

Analysis of Article by Antony and Valadez (2002)

Sampling and research questions. In this article, entitled “Exploring the Satisfaction of Part-Time College Faculty in the United States,” also a non-experimental ex-post-facto comparative design using descriptive and difference inferential statistics, the researchers took another look at the 1992-93 NSOPF survey data, sponsored by the NCES. Again, this data, which provides a national profile of the nation’s faculty, included a sample of 974 institutions of higher education and 31,354 faculty members. For the purposes of this study, the authors used the 20,300 full- and part-time faculty member respondents who declared teaching as their primary job responsibility. Sampling techniques are described in the previous article analysis. Part-time faculty members represented 37% of the final sample (n = 7,552). For this article, the researchers compared responses between full-time and part-time faculty on the NSOPF, as well as responses between part-time faculty at two-year and four-year schools. The researchers asked four questions: “1) Do part-time faculty members really wish they could be full-time and on the tenure track? 2) Are part-

time non-tenure-track faculty members *universally* dissatisfied? 3) Are their full-time tenure-track counterparts more satisfied? 4) Might many part-time non-tenure-track faculty actually choose this status because of its flexibility and professional emphasis on teaching?" (Antony & Valadez, 2002, p. 42).

Survey instrument reliability. The authors criticized previous surveys that studied job satisfaction "for their lack of theoretical rigor when measuring the construct of satisfaction" (Antony & Valadez, 2002, p. 43). In addition to a single variable of Overall Job Satisfaction, the authors referred to their multidimensional measure of job satisfaction established in the previous study, which uses factor analysis to identify three dimensions of job satisfaction in addition to the overall job satisfaction measure, the latter of which was retained in this study so the authors "could compare findings from other studies employing single satisfaction outcomes" (p. 44). As before, they used Cronbach's alpha to determine the reliability of these dimensions, including Satisfaction with Personal Autonomy, Satisfaction with Students, and Satisfaction with Demands and Rewards, the reliability coefficients of which are listed in the previous article. Based on the high Cronbach's alpha coefficients, it can be determined once again that the items selected are a reliable measure of the three dimensions of job satisfaction. Internal and external validity for these data are described in the analysis of the previous article.

Analysis of inferential statistics. The authors first used independent samples t-tests to compare job satisfaction along each dimension between full-time and part-time faculty respondents. Significant differences were found between full-time faculty (n = 13, 497) and part-time faculty (n = 6,811) on the dimension of Satisfaction with Autonomy

($p = < .001$), with full-time faculty reporting greater satisfaction with autonomy ($M = 3.26$) than part-time faculty ($M = 2.95$), on a Likert scale of satisfaction ranging from 1 to 4. The authors also found a significant difference between full-time and part-time faculty along the dimension of Satisfaction with Students ($p = < .001$), with full-time faculty reporting higher levels of satisfaction ($M = 1.80$) than part-time faculty ($M = 1.36$). Interestingly, the authors found no significant differences between full-time and part-time faculty on the dimension of Satisfaction with Demands and Rewards. Evidently, both types of faculty (full-time $M = 2.83$ and part-time $M = 2.79$) are slightly less than somewhat satisfied with this dimension, which includes satisfaction with workloads, job security, opportunities for advancement, salary, and benefits. Finally, both full- and part-time faculty members expressed somewhat moderate satisfaction on the Overall Job Satisfaction question, with a part-time faculty mean of 3.21, slightly higher than the full-time faculty mean of 3.14.

The authors also used independent samples t-test analysis to compare responses between full-time and part-time faculty agreement with the statement, "If you were to leave your current position, how important would each of the following be in your decision: higher salary, tenure-track/tenure position, job security, opportunities for advancement, benefits, no pressure to publish, good research facilities and equipment, good job or job opportunities for spouse/partner, good geographic location, good environment/schools for my children, greater opportunity to teach, greater opportunity for research, greater administrative opportunities?" Items were measured on a 3-point scale. Significant differences ($p = < .001$) influencing full-time faculty to leave their current positions were found in the variables of tenure-track/tenure position, job security,

benefits, good research facilities and equipment, good job opportunities for spouse/partner, good geographic location, and greater opportunity for research. For part-time faculty, greater opportunities to teach and greater administrative opportunities were significantly different variables ($p = < .001$) that would influence their decision to leave their current position.

Antony and Valadez (2002) also compared job satisfaction and job commitment levels between part-time faculty at two-year colleges and part-time faculty at four-year colleges. Using independent samples t-tests, they compared the responses between these two groups to the question asked above. Results indicated significant differences between the groups ($p = < .001$) on the influencing factors of good research facilities and equipment, good job opportunities for spouse/partner, and greater opportunities for research, with part-time faculty at four-year colleges being significantly more likely to leave their current positions for these reasons. In contrast, part-time faculty at two-year colleges were significantly more likely to be influenced to leave their current positions ($p = < .001$) by the factors of tenure-track position, job security, benefits, good instructional facilities and equipment, greater opportunities to teach, and greater administrative opportunities. The authors commented on the surprising finding that part-time faculty at two-year colleges would be more likely to leave their current positions for tenure-track positions than would part-time faculty at four-year colleges, where the tenure system is more prevalent.

Finally, the authors used independent samples t-tests to compare job satisfaction along each dimension between part-time faculty at two-year and four-year schools. Significant differences ($p = < .001$) were found between the groups along the dimensions of

Satisfaction with Autonomy, with part-time faculty at four-year schools ($M = 2.97$) being more satisfied on this dimension than part-time faculty at two-year schools ($M = 2.91$). Similarly, significant differences were found along the dimension of Satisfaction with Students, with part-time faculty at four-year colleges being more satisfied with students ($M = 1.57$) than are part-time faculty at two-year colleges ($M = 1.17$). No significant differences were found between part-time faculty at two-year versus four-year schools along the dimension of Satisfaction with Demands and Rewards, with each group reporting slightly less than somewhat satisfied levels (2.78 and 2.79, respectively).

Authors' conclusions. Based on these results, Antony and Valadez (2002) concluded "it is possible to suggest an alternative model to the one presented in the popular media and in much of the literature on part-time faculty...of being largely disenchanted with their status as part-time faculty" (pp. 54-55). Based on NSOPF survey results, they posited part-time faculty are more satisfied overall with their roles than are full-time faculty, but "part-time and full-time faculty are equally concerned with issues such as pay, benefits, advancement opportunities, and job security" (p. 55). The authors suggested future studies exploring job satisfaction should address whether the dimensions of satisfaction are the same for part-time and full-time faculty, and if valid comparisons can be made using these dimensions. They contended, "Working toward a more nuanced and complete understanding of satisfaction and developing models that would help administrators in two-year and four-year institutions create environments that would contribute to the job satisfaction of [part-time faculty members] is a worthwhile goal" (p. 55).

Analysis of Article by Leslie and Gappa (2002)

Sampling and research questions. This article, titled “Part-Time Faculty: Competent and Committed,” is based on a non-experimental, ex-post-facto comparative research design that summarized findings from a national survey of 2,000 community college faculty members at 114 institutions conducted by the Center for the Study of Community Colleges (CSCC). Like Antony and Valadez (2001, 2002), the authors relied on corroborating data from the National Survey of Postsecondary Faculty (NSOPF) conducted in 1992-93 by the National Center for Education Statistics (NCES). Differing from the previous authors (Valadez & Antony, 2001, Antony & Valadez, 2002), Leslie and Gappa (2002) noted 25,780 responses were received from the randomly sampled 31,354 faculty members who were sent the NSOPF survey instrument. The authors used descriptive statistics and t-tests for independent samples to describe part-time faculty in community colleges. They presented and compared data from both surveys in four parts: demographics, work profile, attitudes and motives, and opinions about teaching and learning.

Survey instrument reliability. No interitem reliability coefficients are reported for the CSCC survey in this article, nor is the survey described in detail. Typically, however, if the researchers do not create the survey instrument, but instead use an instrument already published, then reliability indices should have previously been established. As results were reported in a peer-reviewed journal by nationally recognized authors considered to be experts on the topic of part-time faculty in postsecondary education, it is assumed that adequate survey item reliability exists for the CSCC survey instrument.

Measurement validity. Construct validity evidence was provided through convergent evidence as well as discriminant evidence. The authors used the data from the nationally-recognized NSOPF instrument to corroborate results from the CSCC instrument, comparing and contrasting results from the two instruments when appropriate. Thus, concurrent-criterion evidence was established through comparison of responses to the two instruments.

Additionally, in a footnote to the article, the authors stated though they wanted to use the more recent results from the NSOPF survey conducted in 1999, their article was written prior to the release of the 1999 data. They acknowledged the lack of generalizability between the two NSOPF instruments, noting “the 1993 and 1999 data lack sufficient comparability on key items that would allow a valid comparison” (Leslie & Gappa, 2002, p. 59).

Summary of descriptive statistics. Results from the CSCC survey indicated part-time faculty members are equally likely to be men or women. Part-time faculty surveyed averaged five to six years of teaching experience. Fifty-two percent held master’s degrees. Between 15-17 percent of part-time faculty in community colleges surveyed taught at multiple institutions. Instructional methods were predominately lectures, student discussions, and exams. Only 17 percent of part-time faculty reported belongs to unions.

Analysis of inferential statistics. T-test results indicated no statistically significant differences ($p > .01$) between part-time and full-time faculty with respect to different kinds of journals they read. Similarly, no differences were found between the groups on

the activities they engage in during the academic work week ($p < .01$), nor in the predominant instructional methods they use. T-test did reveal a statistically significant difference between part-time and full-time faculty in regard to autonomy, relations with administrators, and their perspectives on student enthusiasm for learning, with part-time faculty viewing their experiences more favorably on these variables ($p = < .01$). They also reported being less stressed than full-time faculty ($p < .001$). Comparing full-time and part-time responses to both survey instruments, the authors concluded that part-time faculty members are more satisfied with their teaching experience than full-time faculty.

Regarding work environment in general, the CSCC data showed no difference between the groups. Both groups rated the work environment as “good” on a 3-point scale, though the items of salary and job security were rated by both groups as “fair.” In response to salary questions, part-time faculty members are significantly more supportive of pro rata pay for their efforts ($p < .001$) than are full-time faculty members. While full-time faculty “are ambivalent about pay,” part-time faculty members are more emphatic that they “should be paid the same, per class taught, as full-timers” (p. 64). The authors viewed this difference as potentially volatile, noting “on a politically potent pocketbook issue, this difference in attitude could lead to conflict between the two groups, particularly when budgets are tight” (Leslie & Gappa, 2002, p. 64).

Authors’ conclusions. Echoing the conclusions of Antony and Valadez (2001, 2002), the authors concluded, “Part-time faculty should be considered an integral asset among all of those who teach. Investing in their capabilities-instead of treating them like

replaceable parts-should yield long-term returns in teaching effectiveness, morale, and institutional loyalty” (Leslie & Gappa, 2002, p. 66).

Analysis of Article by Townsend and Hauss (2002)

Sampling and purpose of the study. The purpose of this study, entitled “The 2002 AHA-OAH Survey of Part-Time and Adjunct Faculty,” was to explore job satisfaction of part-time history professors in higher education. The authors of this research article distributed this survey through the newsletters of the American Historical Association (AHA) and the Organization of American Historians (OAH). They received 276 responses from the estimated 11,000 part-time history professors in higher education, with 256 responses from currently-employed part-time history professors. The survey asked 28 questions, including personal data, reasons for teaching part-time, length of employment, number of schools employed, years employed, professional development during employment, income information, and open-ended questions about improving working conditions of part-time faculty.

Analysis of descriptive statistics. Approximately 66 percent of those surveyed had completed a history Ph.D., with another 16 percent either “all but dissertation” (ABD) or in a Ph.D. program. Twenty-three percent of respondents were employed at community colleges, with 10 percent dually employed at community colleges and at four-year institutions. Most respondents had been part-time professors for fewer than 5 years, and 68 percent had never been employed as full-time faculty. Respondents taught an average

of three classes per semester, with over 30 percent employed by two or more schools. In addition to time spent teaching, 54 percent reported spending more than sixteen hours per week on course-related activities, such as office hours, grading, and preparing lectures. Increase in pay was the most commonly cited demand, followed by compensation for non-teaching responsibilities, such as committee work. Sixty-seven percent cited the inability to find a full-time position as their main reason for working part-time. The authors noted that age discrimination, cited by 12 percent of respondents, was a “noteworthy change” since the 1999 survey, displacing previous “perceptions about race and gender discrimination that were prevalent in the earlier survey” (Townsend & Hauss, 2002, p. 3).

Despite disappointment with a lack of collegiality, pro rata pay, and declining hope of obtaining full-time status, a slight majority, 53 percent of those surveyed, said they were still inclined to continue teaching part-time rather than leave the profession. Nevertheless, nearly 33 percent of respondents stated they had reached or surpassed the point where they intended to seek full-time employment outside of academia.

Authors’ conclusions. Townsend and Hauss (2002) noted “a sense of growing despair about poor work conditions, absent collegiality, and the possibility of being relegated to a permanent underclass in the profession pervades the responses” to their survey (p. 1). They quoted one part-time history professor’s complaint that “once you become an adjunct, you are “damaged goods”-no one wants [to hire] the profession’s leftovers” (p. 4). Quoting another respondent who recently obtained a Ph.D. in history

and was employed part-time, “The employment situation can be summed up quite simply: ‘No jobs, no money, no status, no hope’” (p. 1).

Analysis of Article by Jacoby (2005)

Sampling and research questions. The purpose of this non-experimental study, entitled “Part-Time Community-College Faculty and the Desire for Full-Time Tenure-Track Positions: Results of a Single Institution Case Study” was to explore part-time faculty job satisfaction at a community college in a Washington state suburban corridor. The author of this research article used a logistical regression analysis of survey findings obtained from 116 contingent faculty members. The survey asked 41 questions covering current and recent employment conditions, preferences for hours of work, experience, current income and sources, perceptions of teaching environment and conditions, personal demographic data, and desire for full-time faculty appointment. Noting the traditional difficulty in obtaining survey results from part-time faculty at community colleges, Jacoby selected one college where a high response rate had been obtained in a previous statewide survey of part-time faculty. The target sample included 290 part-time faculty members, and the available sample was reduced to 239 after some participants were excluded due to factors such as having been dismissed, not teaching in the current quarter, etc. Of the accessible population, 116 survey responses were obtained, for a response rate from this nonrandom, purposeful sample of nearly 50%.

Analysis of inferential statistics. Jacoby (2005) used regression analysis to determine which variables significantly change the odds that an instructor will prefer full-time teaching work versus part-time teaching work. The variables the researcher hypothesized to influence these odds included age, gender, family structure, teaching experience, income drawn from non-teaching sources, and faculty perceptions of satisfactory employment alternatives. Chi square analysis revealed a significant difference between subjects who desired full-time status and those not desiring full-time status on the number of credits they taught ($p = < .03$).

Fifty-four percent of respondents reported they would prefer teaching full-time, though fewer than that reported they expect to eventually attain full-time status. These results indicate that a majority of part-time faculty members actually do prefer full-time employment. Jacoby (2005) concluded the difference between desire for full-time positions and the expectation for attaining these positions “seems symptomatic of part-time faculty discouragement” over time that they can attain full-time status (p. 143).

Jacoby used logistic regression analysis to identify factors that alter the odds than an instructor will prefer full-time teaching work versus part-time teaching work. In specification one, variables predicted to influence desire for full-time work were compared by academic discipline. In specification two, these same variables were compared by faculty perceptions of satisfactory employment based on Likert-scale survey responses. For specification one, results indicated the factors of other sources of income, age, and the teaching fields of business, physical sciences, and humanities were significant factors predicting desire for full-time employment ($p = < .05$). Because age was negatively correlated, Jacoby concluded that the younger the professor, the more

likely s/he will prefer full-time employment over part-time employment. For specification two, results indicated the factors of other sources of income, age, teaching experience (both in current and in outside institutions) were significant factors to predict desire for full-time employment ($p = < .05$), with age again being negatively correlated. Thus, the factors the researcher hypothesized to be predictors of desire for full-time employment correctly included other sources of income, age, and teaching experience. The predicted factors of gender and family structure, however, were not found to be a significant predictor of desire for full-time academic employment with this sample. In his analysis of data, Jacoby (2005) stated:

It is counterintuitive that belonging to the business faculty is positively related to the desire to work full-time in education, though this result was obtained only after the effect of outside income was taken into consideration. Still, specification 2 produced more intuitive results and suggests that faculty who agree with the proposition that they have satisfactory alternative sources of employment have reduced odds of preferring full-time tenure track work.” (p. 144)

Author’s conclusions. Jacoby (2005) concluded the majority of those part-time faculty members he surveyed, 54 percent, do indeed desire full-time faculty status. Those faculty who prefer part-time status frequently maintain employment with one community college for long periods of time, while those who prefer full-time employment learn to “work the system to secure heavier-than-average teaching loads,” including teaching at multiple institutions (p.143). He noted many part-time faculty report a willingness to teach the equivalent of a full-time teaching load, despite the fact that the pay for teaching part-time is less than 60 percent of what full-time faculty earn for similar teaching duties.

Synthesis and Discussion

The first three articles in this analysis all reached similar conclusions about part-time faculty job satisfaction. All three used a non-experimental, ex-post-facto design to analyze data from the 1992-93 National Survey of Postsecondary Faculty. Valadez and Antony (2001) used factor analysis to group the items on this national survey into three different dimensions of job satisfaction with a reliable Cronbach's alpha for the three dimensions of Satisfaction with Autonomy, Satisfaction with Students, and Satisfaction with Demands and Rewards, plus an overall or global measure of Job Satisfaction. In their first article, the authors limited analysis to responses of 6,811 part-time faculty members in two-year and four-year colleges. Their next article used the same data, this time including responses from full-time faculty, to compare similarities and differences between these two groups, as well as to compare similarities and differences between two-year and four-year part-time faculty members. While full-time faculty expressed greater satisfaction with autonomy and with students, the researchers concluded part-time faculty members are generally satisfied with their professional roles, more so even than full-time professors. No significant differences were found between full-time and part-time faculty, however, on the dimension of Satisfaction with Demands and Rewards, indicating that issues such as salary, job security, and benefits, are of concern to all faculty members who responded to the survey, and would influence a decision to leave a current employer for both groups. In both articles, the researchers were careful to point out that even though part-time faculty seem satisfied overall with their professional experiences in higher education, those faculty teaching in two-year schools expressed lower levels of satisfaction with autonomy and with demands and rewards, indicating a

need to create a more inclusive work environment, with less turnover, for this group. The researchers, however, seemed convinced that the majority of part-time faculty members in higher education are not seeking full-time employment.

The article by Leslie and Gappa (2002) used the 1992-93 NSOPF as a comparison for another national survey, this one issued by the Center for the Study of Community Colleges to 2,000 community college faculty members. Comparing responses between full-time and part-time faculty at community colleges, the researchers, like Antony and Valadez (2002), concluded part-time faculty seem more satisfied with their professional roles than are full-time faculty. The results of these three articles seem to paint a fairly rosy picture of life as a part-time faculty member in postsecondary education. On the other hand, Valadez and Antony (2002) were careful to state that it is possible that the comparisons on these two instruments may not be a valid one, as some items on the questionnaire may not be appropriate to the experiences that part-time faculty encounter in higher education.

Another interesting discrepancy was found in the Leslie and Gappa (2002) article using an actual sample that was smaller than the assumed actual sample of respondents to the NSOPF according to Antony and Valadez. Whereas Antony and Valadez reported that 31,354 faculty members responded to the 1992-93 survey instrument, it appears this was the number of surveys sent out, and not the actual number of surveys that were returned. Leslie and Gappa's research revealed that, in fact, only 25,780 responses were received, indicating that perhaps Valadez and Antony were unaware of the actual sample size for this research.

The final two articles analyzed reached strikingly dissimilar conclusions from those

reached in the first three articles. Although Townsend and Hauss (2002) received a relatively small number of responses (256) to their survey of history professors compared to the estimated 11,000 historians employed part-time in higher education, Jacoby (2005) moved away from a randomized sampling technique in favor of a sample of part-time faculty at one community college. Having read and cited the articles analyzing the NSOPF data, Jacoby noted that national sampling of part-time faculty has always been problematic, in that it is difficult to identify part-time faculty at community colleges, as there is often such high turnover that administrators may not actually have an accurate count of part-time faculty employed at their institution at any given time a survey is administered. Thus, the presumed random sample data of part-time faculty members at community colleges reported by the NSOPF is likely not a representative sample of the target population of all part-time faculty in community colleges or in four-year schools in the United States. Therefore, he purposefully selected a college that had high prior survey response rates.

Jacoby also pointed out that the NSOPF survey did not specifically address the question of whether part-time faculty are satisfied with their status as part-time employees, or would prefer full-time work. Whereas the previous three studies based on national data (NSOPF) inferred that part-time faculty are satisfied with their roles as part-time professionals who have other interests (and presumably, other sources of income), both Townsend and Hauss (2002) and Jacoby (2005) created survey instruments to ask this very question. Their results were in direct contrast to the findings of both Antony and Valadez and Leslie and Gappa. Townsend and Hauss (2002) found the majority of survey respondents (67 percent) cite the inability to secure a full-time teaching position as the

reason for teaching part-time. Similarly, Jacoby (2005) found the majority of part-time faculty surveyed at the community college he selected (54 percent) also prefer full-time teaching to part-time employment. Both researchers noted the longer they retain the part-time faculty status, the more discouraged part-time faculty become of eventually obtaining full-time faculty status.

Rationale for Further Research and Summary

The contradictory results from these five survey studies suggest there are unanswered questions regarding part-time faculty job satisfaction in two-year and community colleges. There is inconclusive evidence of job satisfaction among part-time community college faculty. Which factors affect job satisfaction among part-time faculty? Are the majority of them frustrated academics, hoping to secure a full-time position with higher salaries, job security, and other benefits? Further study is needed, using survey techniques in which efforts are made to secure responses from part-time faculty who are normally underrepresented in national surveys such as the NSOPF. The NSOPF validly measures the construct of faculty job satisfaction, and Valadez and Antony (2001, 2002) reliably grouped dimensions of job satisfaction. Although the NSOPF instrument does contain an overall measure of job satisfaction, because it is not specifically designed for part-time faculty, it lacks certain important questions, most notably, the question of whether those employed part-time would prefer full-time faculty status.

The review of the literature indicates the majority of all faculty members in higher education, 65 percent, hold part-time status, and the percentage is rising. There are many

reasons for employing part-time faculty. These including monetary savings for increasingly financially-strapped postsecondary institutions, student benefits from part-time faculty's real-world expertise and experience in an ever-demanding and complex technological workplace, and non-monetary institutional benefits, such as increased flexibility of course offerings, both in time and content. Increasing use of part-time faculty, however, negatively impacts stakeholders including students, full-time faculty, higher education as a whole, and part-time faculty themselves. Survey research on part-time faculty job satisfaction reveals contradictory results. This study will attempt to clarify which factors affect part-time faculty job satisfaction. Results will be used to make specific policy recommendations to community college administrators in one state to increase the job satisfaction and commitment of this largest constituency of workers in higher education.

CHAPTER III: METHODOLOGY

Research indicates college administrators have a desire to attend to the needs of part-time faculty (Goodall, 2003, McNeil-Hueitt, 2003, Morris, 2004). Still, there needs to be more clarity about which factors impact job satisfaction and what policy recommendations can address these factors. The two main research questions addressed in this study are 1) What specific factors are associated with part-time faculty job satisfaction in the Colorado Community College System? and 2) What policy recommendations can address the significant factors found in this study to improve part-time faculty job satisfaction?

Research Design

Epistemological Stance

Objectivism is the epistemological stance that meaning is found in reality (Crotty, 2003). Meaning and truth exist, waiting to be discovered. This knowledge may be acquired in a number of ways, such as through data collection and scientific experimentation. From this epistemological stance, the presence of human beings does not give meaning. Rather, universal, measurable truths exist regardless of human interaction. An objectivist epistemological stance was utilized for this research.

Theoretical Perspective

The theoretical perspective of Positivism goes hand in hand with objectivism. Positivists believe meaning is posited or given based on direct experience or observation (Crotty, 2003). It is the notion of using empirical science to explain the world or reality. This research is based on empirical science, and a quantitative methodology was used to gather information.

Additionally, the theoretical perspective of critical inquiry encourages researchers to identify social problems and propose suggestions for how to change what is perceived to be unjust or wrong about them (Crotty, 2003). It is assumed the management of part-time faculty in postsecondary education warrants improvement. The overarching goal of this research was to use statistical analysis of data to suggest improvements to the working conditions for part-time faculty in higher education.

Method

A nonexperimental, ex-post-facto study using the quantitative method was used by the investigator. A quantitative methodology is used when the researcher must have the ability to exert control over variables to increase the probability that observed changes can be attributed to the manipulation of specific variables, rather than to influences or variables beyond the control of the researcher. Quantitative research allows the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables (Creswell, 2002). Advantages to using this design are that the investigator can be deliberate and systematic in controlling for variables, and s/he has the ability to generalize the variable relationships to a broader population. The investigator is

cautioned to be cognizant of other factors that can influence the outcome of the research, however, as not all variables can be controlled for in a nonexperimental quantitative research design (Morgan, Leach, Gloeckner, & Barrett, 2007). Independent or predictor and dependent or outcome variables were identified, and associational relationships between independent and dependent variables were investigated.

Independent or predictor variables. Sixteen factors affecting job satisfaction were identified as independent variables in this research. These factors included 1) job status preference, 2) years teaching in the CCCS, 3) total years teaching, 4) field or discipline of teaching, 5) level of education attained, 6) other jobs held in addition to teaching part-time in the CCCS, 7) hours spent per week on unpaid activities, 8) number of credit hours taught in the 2008 academic year, 9) type of classes taught (for-credit versus noncredit), 10) delivery format (online versus hybrid or live), 11) retirement status, 12) income, 13) gender, 14) age, 15) marital status, and 16) college(s) taught at in the CCCS.

Dependent or outcome variable. For the purposes of this research, job satisfaction was the dependent variable. Fifteen dimensions of job satisfaction were identified. Eight of these dimensions were taken from the National Study of Postsecondary Faculty (NSOFP) survey administered by the National Center for Education Statistics (NCES). They included satisfaction with 1) decision-making authority, 2) technology-based instructional activities, 3) classroom equipment and facilities, 4) institutional support for teaching improvement, 5) workload, 6) salary, 7) benefits, and 8) overall job satisfaction.

Seven additional job satisfaction items were taken from Jacoby's (2005) study at a community college in Washington and adjusted to the demands and rewards in the CCCS. These facets included satisfaction with 1) health care coverage, 2) Colorado Public Employees' Retirement Association (PERA) retirement plan, 3) job security, 4) feeling valued in one's department, 5) rewards for good teaching, 6) treatment of part-time faculty, 7) treatment of female and racial and ethnic minority faculty members.

Valadez and Antony (2001) used factor analysis to group items into four dimensions of job satisfaction. These dimensions included 1) Satisfaction with Autonomy, 2) Satisfaction with Students, 3) Satisfaction with Demands and Rewards, and 4) Overall Job Satisfaction. This research used three of these four dimensional groupings as well, excluding Satisfaction with Students. Satisfaction with Autonomy included survey items addressing decision-making authority. Satisfaction with Demands and Rewards was the largest dimension measured, and included survey items addressing satisfaction with technology-based instructional activities, classroom equipment and facilities, institutional support for teaching improvement, workload, salary, benefits, health care coverage, Colorado Public Employees' Retirement Association (PERA) retirement plan, job security, feeling valued in one's department, rewards for good teaching, treatment of part-time faculty, and treatment of female and racial and ethnic minority faculty members. Overall job satisfaction was assessed using two survey questions, including "If you had it to do over again, would you still choose an academic career?"

Participants

Nonprobability, convenience sampling was the method used in selecting participants for this study. The population included all part-time faculty who taught in the Colorado Community College System during the 2008 calendar year, including Spring, Summer, and/or Fall semesters. The Colorado Community College System (CCCS) comprises the state's largest system of higher education, serving more than 116,000 students annually. CCCS oversees career and academic programs in the thirteen state-supported community colleges and CCCOnline, a distance learning program. Additionally, it oversees career and technical programs in more than 160 school districts and seven other postsecondary institutions. In the academic year 2005-06, part-time faculty comprised 78 percent of the total number of faculty teaching in the CCCS and taught roughly two-thirds of all courses offered. Between 3,000 and 3,500 part-time instructors taught in the CCCS during the calendar year 2008.

Procedures and Data Collection

Pilot Survey Instrument

A 31-item survey instrument was developed by the researcher and pilot tested to 29 participants during the fall of 2008. The survey instrument was sent electronically with a link to the survey on Survey Monkey.com. A copy of this pilot survey is included in Appendix A. Statistical Package for the Social Sciences (SPSS) analysis was performed to determine which variables were found to be significant and should be included in the study, versus those which might be excluded. Suggestions for improvement from

participants included open-ended style questions for opinion items that were measured with a 4-point Likert scale. Additional improvement suggestions included expanding the explanation of the purpose of the research, spacing concerns between items, and including an open-ended final question soliciting suggestions for other factors affecting job satisfaction that were not included in the survey.

Data Analysis

Statistical Package for the Social Sciences (SPSS) 17.0 was used to analyze the pilot data. Data from the survey were exported via Microsoft Excel spreadsheet and coded numerically for SPSS statistical analysis. Descriptive statistics were employed to ensure there were no coding errors, and that the minimum and maximum values corresponded to possible survey responses. Descriptive statistical analysis was also applied to the ordinal and scale variables to look for normality versus skewness. Due to the small number of cases and missing responses, skewness, as indicated by results greater than plus or minus 1.0, was found for the majority of the variables analyzed, with the exceptions of Support for Teaching Improvement, Satisfaction with Workload, Satisfaction with Benefits, etc. Therefore, the nonparametric Spearman Rho was used to determine significant associations between the skewed variables.

Inferential statistics were used to determine associations between independent variables and dependent variables. Pearson and Spearman correlation matrixes were created in SPSS to identify statistically significant associations between variables. Table 1 lists the variables that were found to be statistically significantly correlated, and reports correlation coefficients (including the strength and direction of relationship) as r ,

significance or confidence levels reported as $p < .05$ (indicating the maximum percentage of significance allotted to chance), and effect sizes, according to Cohen, for social science research.

Table 1

Significant Associations Among Variables

IV	DV	(r)	Sig.	Effect Size
Years in CCCS	Total Yrs Teaching	+.495	.019	large
Years in CCCS	Overall Job Satisfaction	+.460	.031	typical
Years in CCCS	Age	+.636	.001	large
Years in CCCS	Still Choose Teaching	+.451	.035	typical
Total Yrs Teaching	# credits hrs taught in 2008	+.544	.009	large
Total Yrs Teaching	Nonacademic Employment	-.512	.015	large
Total Yrs Teaching	Age	+.719	.001	large
Degree Earned	Additional Teaching	+.511	.015	large
Degree Earned	Total Household Income	+.423	.050	typical
Degree Earned	Female Faculty Treated Fairly	-.575	.005	large
# Other Jobs	Additional Teaching	+.619	.002	large
# Other Jobs	Sat. Quality of Equip/Facilities	+.501	.018	large
# Other Jobs	Expect to be FT faculty	+.572	.005	large
# Other Jobs	Sat. Job Security in CCCS	-.465	.029	typical
# Other Jobs	Feel Valued in Department	-.580	.005	large
# Other Jobs	Teach Differently if FT	+.545	.009	large
# Other Jobs	Good Teaching Rewarded	-.522	.013	large
Add'l Teaching	Hrs. Unpaid/Week	-.498	.018	large
Add'l Teaching	Sat. w/Decision Making	+.430	.046	typical
Add'l Teaching	Feel Valued in Department	-.556	.007	large
Hrs Unpaid/wk	Sat w/Decision Making	-.537	.010	large
Hrs Unpaid/wk	CCCS Income	+.449	.036	large

Table 2 identified statistically significant associations between independent variables and various aspects of the dependent variable, job satisfaction.

Table 2

Significant Associations Between Variables

DV	IV	(<i>r</i>)	<i>Sig.</i>	<i>Effect Size</i>
Sat w/Decisions	Additional Teaching	+ .430	.046	typical
Sat w/Technology	No Interactions Found			
Sat w/Equip/Facil	# other jobs held	+ .501	.018	large
Sat. w/Equip/Facil	Annual Contracts	+ .496	.019	large
Sat. w/Equip/Facil	Nonacademic Employment	+ .520	.013	large
Sat w/Sup Teaching	No Interactions Found			
Sat w/Workload	Expect FT employment	- .478	.025	large
Sat w/Workload	Annual Contracts	- .561	.007	large
Sat w/Salary	Annual Contracts	- .426	.048	typical
Sat w/Salary	Total Personal Income	+ .547	.008	large
Sat w/Benefits	# credit hrs. Taught	- .451	.035	large
Sat w/Benefits	Annual Contracts	- .458	.032	large
Sat w/Benefits	Total Personal Income	+ .443	.039	typical
Overall Sat	Yrs in CCCS	+ .460	.031	large
Overall Sat	Expect FT	- .602	.003	large
Overall Sat	Teach Differently if FT	- .562	.007	large
Overall Sat	Total HH Income	+ .448	.036	large
Sat Health Care	Total Personal Income	+ .481	.024	large
Sat w/PERA	No Interactions Found			
Sat Job Security	Expect FT	+ .583	.004	large
Sat Job Security	Annual Contracts	+ .425	.049	typical
Sat Job Security	Teach Differently if FT	- .454	.034	large
Feel Valued	# of other Jobs	- .580	.005	large
Feel Valued	Additional Teaching	- .556	.007	large
Feel Valued	Workload	+ .472	.036	large
Feel Valued	expect FT	- .614	.002	large
Feel Valued	Annual Contract	- .514	.014	large
Feel Valued	Teach Differently if FT	- .532	.001	large
Teaching Rewarded	Expect FT	+ .611	.003	large
Teaching Rewarded	Teach Differently if FT	- .475	.026	large

Discussion

Some interesting and unexpected findings came from these pilot data. For example, a negative correlation ($r = -.478, p = .025$) was found between the variables of Satisfaction with Workload and the Expectation of Full-Time Teaching in the future. Perhaps this finding is indicative of those part-time faculty members who are satisfied with teaching only part-time, and are not seeking full-time employment in academia. This preliminary finding is in keeping with Valadez and Antony's (2001, 2002) conclusions from their 1992-93 NSOPF studies. Those participants who were satisfied with their workloads also did not support annual teaching contracts ($r = -.561, p = .007$), indicating satisfaction with current CCCS hiring practices. Additionally, those respondents who were satisfied with their salaries from the CCCS were less likely to see the need for annual teaching contracts ($r = -.426, p = .048$). These findings seem to support Valadez and Antony's conclusion that many part-time faculty members are satisfied with their current part-time arrangements.

Satisfaction with salary and benefits were, predictably, significantly positively correlated with total personal income, indicating that those participants who are satisfied with the money they earn from outside employment perhaps are not as concerned with salary and benefit issues from the CCCS. Their alternative vocations likely provide them with the coverage they need to survive. Similarly, those respondents expressing significant satisfaction with current benefits were also less likely to desire annual teaching contracts ($r = -.458, p = .032$).

Significant negative associations were found between satisfaction with job security and the independent variables of expecting full-time teaching employment in the future,

preferring annual contracts, and reporting they would teach differently if employed full-time. Negative correlations were found between the dependent variable of feeling valued in the department where one teaches and the number of other jobs held outside the CCCS, additional teaching jobs held outside the CCCS, preference for an annual teaching contract, expectation of full-time teaching position in the future, and reporting one would teach differently if employed full-time. Once again, it seems those who feel valued with their current roles in the CCCS may be less likely to be seeking full-time teaching, either in the CCCS or elsewhere. Finally, a negative association was found between the dependent variable of believing good teaching is rewarded and those who expect full-time teaching positions in the future, along with those who reported they would teach differently if employed full-time. Here again there is evidence that those participants who do not desire a change in teaching status from part-time to full-time are more satisfied with their experiences in the CCCS than those who do desire full-time teaching positions.

Excluded Variables

Three independent variables from the pilot survey were either excluded from statistical analysis or yielded no results from respondents. These included the variables of field or discipline of teaching in the CCCS, number of non-credit hours taught, and race/ethnicity. The nonrandom sample of respondents to this survey consisted almost exclusively of part-time faculty teaching in the social and behavioral sciences at only one community college, making it unlikely that significant differences would be found between responses from part-time faculty based on discipline. A similar phenomenon was found in the respondents' racial/ethnic identification. Descriptive statistics revealed over

96 percent identified as White/Caucasian. Finally, none of the respondents taught non-credit classes. Thus, no results were obtained for this variable.

Suggestions for Improvement

The most helpful and practical suggestions for improving this survey instrument came from a variety of sources, including respondents, whose suggestions are included above, as well as from the Vice-President for Institutional Research at CCCS, who approved the instrument. This suggestion included using Likert-scales/ordinal measurements for questions such as number fifteen (“How many credit hours did you teach during the 2008 calendar year in the CCCS?”), where an open-ended response was allowed. Further consideration is needed to decide whether more accurate data would be obtained by allowing the open-ended responses versus the scaled responses. Conversely, an additional recommendation for improving the survey included allotting open-ended responses for additional variables not identified in this survey, as well as any qualitative-type responses participants would like to add.

Summary

Analysis of several recent articles addressing part-time faculty job satisfaction in postsecondary and community colleges (Valadez & Antony, 2001, Antony & Valadez, 2002, Leslie & Gappa, 2002, Townsend & Hauss, 2002, Jacoby, 2005) reveals contradictory conclusions. Whereas Valadez and Antony (2002) and Leslie and Gappa

(2002) concluded that survey data from the 1992-93 National Survey of Postsecondary Faculty (NSOPF) indicates part-time faculty members are satisfied with their roles, even more so than full-time faculty members, Townsend and Hauss (2002) and Jacoby (2005), using different survey instruments, concluded part-time faculty members would prefer full-time status in higher education. All of these researchers used quantitative descriptive and/or inferential statistical analyses of survey data to reach their conclusions.

Recognizing the need for further research into factors affecting part-time faculty job satisfaction in community colleges, this researcher created a 31-question pilot survey based on NSOPF questions and additional questions from Jacoby's survey, which includes a question specifically asking participants if they would prefer a full-time teaching position. Sixteen factors affecting job satisfaction were identified as independent-like variables, and fifteen dimensions of job satisfaction were identified to define the dependent variable. Using SPSS, descriptive and inferential associational statistical analyses were performed on the responses from 30 participants to a pilot survey administered during the Fall 2008 semester. Statistical analyses explored the associations between independent-like variables and their relationships to part-time faculty job satisfaction, the dependent variable. Correlations were found between many of the independent variables and dependent variables, and most of the results were logical and meaningful. With some changes and improvements, and with CSU Internal Review Board and CCCS approval (See Appendix B), the finalized survey instrument was emailed in May 2009 to the estimated 3,000-3,500 part-time instructors who taught in the CCCS during the 2008 calendar year.

Statistically significant variables will be identified, and where appropriate, policy recommendations for improving the working conditions of part-time faculty members teaching in the CCCS will be made. Research results will be presented to administrators at the Colorado Community College system office, as well as to stakeholders at each of the thirteen colleges comprising the CCCS as requested. Where relevant, these suggestions may serve as guidelines to improve the working conditions of part-time faculty in community colleges and in postsecondary institutions nationwide.

CHAPTER IV: RESULTS

Analysis of Descriptive Statistics

A total of 405 respondents (N= 405) answered the part-time faculty satisfaction survey to varying degrees of completion, for a survey response rate of approximately 12% of the total population of part-time faculty who taught in the CCCS during the 2008 calendar year. A copy of this finalized survey is included in Appendix C. As an exact number of part-time faculty members who received the survey via their CCCS email accounts proved impossible to obtain, the possible number of respondents was estimated to be between 3,000-3,500 part-time faculty members, the number of part-time faculty reported to teach for the CCCS from semester to semester by the CCCS Human Resources department (cccs.edu). An average of 3,250 possible respondents was selected as the total population.

Demographic Information

Ninety-four percent of respondents reported they did teach part-time during the 2008 calendar year, for a valid N of 400 respondents. The majority of survey respondents, 63 percent, were women. The average respondent reported being married, with less than one dependent child in the household. Average level of education reported by part-time faculty was the Master's Degree, and the average age of respondents was 49 years. This

average age is comparable to the national average age of community college professors, which is 51 years (<http://www.comnet.edu/doc/FAD2002AbbreviatedReport.doc>).

Regardless of educational level attained, only 21% reported they were currently pursuing an additional degree, while 25% reported they were retired from another full-time job.

Respondents reported they earned less than \$10,000 per year before taxes in their roles as part-time faculty in the CCCS. Average annual gross personal income reported was about \$37,000 per respondent. Average annual gross household income reported was about \$62,500 per respondent.

Teaching and Other Work Experience

The average number of years respondents have taught in the CCCS was 6.3 years, with a total average of 13.6 years of teaching experience at any level. Fifty-three percent of respondents considered their part-time teaching as their primary employment in 2008. Thirty-percent of respondents reported holding another full-time job while teaching part-time in the CCCS in 2008. Of those reporting holding additional employment in 2008, 31% of CCCS part-time faculty reported they also taught classes outside the CCCS. Although CCCS part-time faculty respondents held an average of one additional job in 2008, approximately half (49%) of respondents stated they would have preferred a full-time faculty position in the Colorado Community College System.

Regarding their work as part-time professors in the CCCS in 2008, the average number of credits hours taught was 15.36 over three total semesters, or the entire 2008 calendar year. Respondents reported spending an average of 11.8 hours per week working on unpaid, outside-the-classroom activities, such as class preparation, research, office

hours, tutoring, etc. CCCS part-time faculty reported teaching an average of 2.18 credit hours online in 2008, and 46% of respondents reported they would prefer to teach in the online format, or to teach additional online classes.

Regarding their future teaching employment, participants were asked to respond to the following two questions on a Likert scale ranging from 0-4, with 0=Not Applicable, 1=Strongly Disagree, 2=Somewhat Disagree, 3=Somewhat Agree, and 4=Strongly agree: 1) I will seek a full-time teaching position in the CCCS, and 2) I expect to become a full-time teacher somewhere in the future. Results indicated respondents somewhat disagree with both statements. These results seem contradictory to the approximately 50% of respondents who would have preferred a full-time teaching position in the CCCS during the 2008 calendar year.

Finally, part-time faculty members were asked to respond to the following question: “If you had it to do over again, would you still choose an academic career?” Fully 89% of respondents indicated they would choose academia if they had it to do over again. These results clearly indicate a passion for the profession of teaching.

Satisfaction with CCCS Job Dimensions

Eight dimensions of job satisfaction with teaching were identified from the National Center for Education Statistics’ (NCES) National Survey of Postsecondary Faculty (NSOPF) for this survey research. These dimensions included 1) satisfaction with the authority part-time faculty had to make decisions about content and methods in their

instructional activities, 2) satisfaction with the institutional support for implementing technology-based instructional activities, 3) satisfaction with the quality of equipment and facilities available for classroom instruction, 4) satisfaction with institutional support for teaching improvement (including grants, mentoring, release time, professional development, etc.), 5) satisfaction with workload, 6) satisfaction with salary, 7) satisfaction with benefits, and 8) overall job satisfaction. Two additional dimensions of job satisfaction specific to teaching in the CCCS were added to the survey. These included satisfaction with health care coverage and satisfaction with the Colorado Public Employees' Retirement Association (PERA) retirement benefits. Responses were based on a Likert scale ranging from 0-4, with 0=Not Applicable, 1=Very Dissatisfied, 2=Somewhat Dissatisfied, 3=Somewhat Satisfied, and 4=Very Satisfied. Table 3 presents descriptive statistical results.

Table 3

Part-Time Faculty Satisfaction with CCCS Job Dimensions

Variable	Total Number of Respondents (N= 405)	Mean
Satisfaction with Authority	362	3.48
Satisfaction with Technology	361	3.06
Satisfaction with Workload	362	3.03
Overall CCCS Job Satisfaction	361	3.03
Satisfaction with Facilities	363	3.01
Satisfaction with PERA Retirement	362	2.51
Satisfaction with Institutional Support	359	2.25
Satisfaction with Salary	356	2.08
Satisfaction with Benefits	360	1.46
Satisfaction with Health Care Coverage	360	1.04

CCCS part-time faculty members are the most satisfied with their decision-making authority regarding class content and teaching methods. They are somewhat satisfied with CCCS support for technology-based teaching activities, the quality of available classroom facilities and equipment, and their workloads. Part-time faculty members are somewhat dissatisfied with institutional support for teaching improvement, with salary, and with the PERA retirement plan. Part-time faculty members are very dissatisfied with benefits and health care coverage, which is logical, as none are currently offered to part-time faculty teaching in the CCCS. Finally, results indicate respondents are somewhat satisfied overall with their part-time teaching roles in the Colorado Community College System.

Part-Time Faculty Opinions

Part-time faculty members were also asked to give their opinions on the following nine issues: 1) adequate job security in the CCCS, 2) feeling valued in their department(s), 3) annual teaching contracts for part-time faculty, 4) whether they would teach differently if they were employed full-time, 5) ability to obtain satisfactory employment outside of teaching, 6) whether the CCCS rewards good teaching skills, 7) fair treatment of part-time faculty, 8) fair treatment of female faculty, and 9) fair treatment of minority faculty. Responses were based on a Likert scale ranging from 0-4, with 0=Not Applicable, 1=Strongly Disagree, 2=Somewhat Disagree, 3=Somewhat Agree, and 4=Strongly Agree. Table 4 summarizes these results.

Table 4

Part-Time Faculty Opinions

Variable	Total Number of Respondents (N= 405)	Mean
Believe in Annual Teaching Contracts	352	3.07
Feel Valued in the Department	359	2.96
Believe Female Faculty Treated Fairly in CCCS	356	2.85
Believe Good Teaching is Rewarded in CCCS	360	2.61
Believe Part-Time Faculty Treated Fairly in CCCS	359	2.51
Able to Obtain Satisfactory Non-Academic Employ	358	2.47
Believe Minority Faculty Treated Fairly in CCCS	356	2.31
Would Teach Differently if Full-Time Faculty	359	1.99
Believe CCCS Provides Adequate Job Security	360	1.99

Part-time faculty in the CCCS somewhat agree that they feel valued in their departments, and somewhat agree that part-time faculty should be given annual teaching contracts. They also somewhat agree that female faculty members are treated fairly in the CCCS. Part-time faculty somewhat disagree that the CCCS provides adequate job security for part-time faculty. They also somewhat disagree that they would teach differently if employed full-time. There seems to be no consensus regarding their ability to obtain satisfactory nonacademic employment, their beliefs that good teaching is rewarded in the CCCS, or that part-time faculty and minority faculty members are treated fairly in the CCCS.

Analysis of Inferential Statistics

Independent Variables

Fifteen factors affecting job satisfaction were identified as independent variables in this research. These factors included 1) job status preference, 2) years teaching in the CCCS, 3) total years teaching, 4) field or discipline of teaching, 5) level of education attained, 6) other jobs held in addition to teaching part-time in the CCCS, 7) hours spent per week on unpaid activities, 8) number of credit hours taught in the 2008 academic year, 9) type of classes taught (for-credit versus noncredit), 10) delivery format (online versus hybrid or live), 11) retirement status, 12) income, 13) gender, 14) age, and 15) marital status.

Dependent Variable

For the purposes of this research, job satisfaction was the dependent variable. Fifteen dimensions of job satisfaction were identified. Eight of these dimensions were taken from the National Study of Postsecondary Faculty (NSOFP) survey administered by the National Center for Education Statistics (NCES). They included satisfaction with 1) decision-making authority, 2) technology-based instructional activities, 3) classroom equipment and facilities, 4) institutional support for teaching improvement, 5) workload, 6) salary, 7) benefits, and 8) overall job satisfaction. Seven additional job satisfaction items were taken from Jacoby's (2005) study at a community college in Washington and adjusted to the demands and rewards in the CCCS. These facets included satisfaction with 1) health care coverage, 2) Colorado Public Employees' Retirement Association

(PERA) retirement plan, 3) job security, 4) feeling valued in one's department, 5) rewards for good teaching, 6) treatment of part-time faculty, 7) treatment of female and racial and ethnic minority faculty members.

Research Questions

Inferential statistical analysis was used to answer the following research questions: Is there an association between number of credits taught by part-time faculty, education levels achieved by part-time faculty, gender, age, number of additional jobs held, income and additional income, number of years teaching, number of hours spent on unpaid activities, class delivery format, and type of classes taught and job satisfaction? Which variables can be identified to predict increased job satisfaction among part-time faculty employees? Is there a combination of factors that can predict job satisfaction?

Statistical Assumptions

“Every inferential statistical test has assumptions. Statistical assumptions are much like the directions for appropriate use of a product found in an owner's manual” (Morgan et al., 2007, p. 54). One assumption is that data are normally distributed; oftentimes, however, the data are skewed. To determine which types of statistical analyses were appropriate with this data set, skewness was tested for each variable. Results indicated skewness was found for the following variables: Satisfaction with Authority, Satisfaction with Technology, Prefer Annual Teaching Contracts, CCCS Annual Income, Believe Female Faculty Are Fairly Treated, and Would Choose Academic Career Again.

When performing correlational or associational research, the appropriate inferential statistic for normally distributed data is the parametric statistic, Pearson product moment correlation. For non-normally distributed, or skewed data, the nonparametric Spearman rho statistic is used (Morgan et al., 2007). Both Pearson and Spearman inferential analyses were applied to all variables. Results indicated because the data were only slightly skewed, statistical significance was not changed for any variable based on the application of either the parametric or nonparametric analyses. Thus, both Pearson and Spearman statistical analyses yielded similar results for these data, and correlation coefficients using Pearson product moment statistics were reported.

Associational Findings

Table 5 lists the independent-like variables (IV) and dependent variables (DV) that were found to be both positively and practically statistically significantly correlated, and reports correlation coefficients as r . Significance (reported as *Sig.*) was determined for this social science research based on confidence levels set at $p < .05$, which allows for a maximum of 5% of finding allotted to chance, or the probability of a Type I error. A Type I error occurs when a statistically significant relationship is found between variables when, in fact, there is no relationship between the variables (Morgan et al., 2007). Finally, effect sizes, indicating the strength of relationship between variables, was reported based on Cohen's (1998) descriptions. Effect sizes are used to determine practical significance (Morgan et al., 2007).

Table 5

Significant Positive Associations Between Variables

IV	DV	(r)	Sig.	Effect Size
Prefer Full-Time	Prefer Teaching Contracts	+.314	.000	Typical
Prefer Full-Time	Would Teach Differently	+.296	.000	Typical
Seek FT in CCCS	Prefer Teaching Contracts	+.293	.000	Typical
Seek FT in CCCS	Would Teach Differently	+.252	.000	Typical

Findings indicate four practical (as indicated by medium or typical effect sizes) positive correlations between independent-like and dependent variables. Those part-time faculty members who stated they would have preferred full-time teaching in the CCCS in 2008 and intend to seek a full-time teaching position in the CCCS also preferred annual teaching contracts as opposed to at-will, semester-to-semester contracts. Additionally, those respondents who preferred a full-time teaching position in 2008 and intend to seek future full-time status in the CCCS indicated they would teach differently if employed full-time instead of part-time. Although the exact nature of the difference in teaching styles was not explored in the survey, it can be assumed that part-time faculty would spend more time on teaching activities if they were paid an annual salary for their efforts.

Table 6 shows practical and statistically significant negative, or inverse correlational findings between variables.

Table 6

Significant Negative Associations Between Variables

IV	DV	(r)	Sig.	Effect Size
Prefer Full-Time	Satisfaction with Workload	-.328	.000	Typical
Prefer Full-Time	Part-Time Treated Fairly	-.303	.000	Typical
Prefer Full-Time	Satisfaction with Salary	-.294	.000	Typical
Prefer Full-Time	Overall Job Satisfaction	-.272	.000	Typical
Prefer Full-Time	Feel Teaching is Rewarded	-.266	.000	Typical
Prefer Full-Time	Feel Valued in Department	-.228	.001	Typical

As indicated in Table 5, the independent-like variable of teaching status preference was significant. Findings indicate those part-time faculty members who preferred a full-time teaching appointment in 2008 were dissatisfied with various dimensions of job satisfaction, including their workloads, salary, and the overall job satisfaction variable. They also reported their belief that part-time faculty members are treated unfairly. Additionally, they felt good teaching is not rewarded in the CCCS, and they did not feel valued in their respected departments as part-time faculty members.

Numerous other statistically significant associations between variables were found in this research. However, because the effect sizes were found to be small, they have been included in Appendix D. Some of these finding are discussed in Chapter Five.

Multiple Regression

Simultaneous multiple regression was conducted to investigate the best predictors of part-time faculty job satisfaction in the CCCS. Because numerous statistically significant associations were found among variables, three multiple regression analyses were

computed in groups of 10 variables, based on associational strength results from highest to lowest r values. These independent-like variables found to be statistically significant are presented in Tables 7a, 7b, and 7c, with standardized beta coefficients, which are interpreted like correlation coefficients (Morgan et al., 2007). The **t** value and the **Sig** values opposite each independent variable indicate that variable significantly contributed to the equation for predicting the dependent variable, overall job satisfaction. Results for multiple regression analysis of all statistically significant variables are included in Appendix E.

Table 7a

Simultaneous Multiple Regression Analysis Summary for Variables Predicting Job Satisfaction

Variable	Standardized Beta Coefficients	T values	Sig
Satisfaction with Workload	+.293	+6.41	.000
Satisfaction with Authority	+.211	+5.18	.000
Satisfaction with Salary	+.209	+4.43	.000
Part-Time Treated Fairly	+.144	+2.64	.009
Good Teaching is Rewarded	+.101	+2.31	.021
Satisfaction with PERA	+.085	+2.23	.026

Table 7b

Simultaneous Multiple Regression Analysis Summary for Variables Predicting Job Satisfaction

Variable	Standardized Beta Coefficients	T values	Sig
Prefer Teaching Online	+0.231	+3.70	.000
Satisfaction with Benefits	+0.187	+3.54	.000
Satisfaction with Facilities	+0.174	+3.29	.001
Prefer Teaching Contracts	-0.170	-3.06	.002
Prefer Full-Time	-0.138	-2.37	.019
Do Over Again	+0.133	+2.55	.011

Table 7c

Simultaneous Multiple Regression Analysis Summary for Variables Predicting Job Satisfaction

Variable	Standardized Beta Coefficients	T values	Sig
Would Teach Differently	-0.127	-2.30	.022
CCCS Primary Employment	-0.226	-2.98	.003
Total Household Income	+0.181	+2.78	.006
Other Jobs Held in 2008	-0.153	-2.28	.023
Years in CCCS	-0.144	-2.42	.016

The results of the multiple regression statistical analyses indicate colinearity between the variables. That is to say, the strongest predictors of overall job satisfaction are specific job satisfaction variables, such as Satisfaction with Workload, Satisfaction with Authority, Satisfaction with Salary, Satisfaction with Benefits, and Satisfaction with Facilities. High levels of specific factors of job satisfaction are most likely to predict overall job satisfaction. While these results are good indicators of instrument reliability,

they are not really informative job satisfaction predictors. Therefore, multiple regression analysis was performed again on the following nine statistically significant variables, which yielded more useful information about factors predicting overall job satisfaction: 1) Part-Time Faculty Believe They Are Treated Fairly, 2) Part-Time Faculty Would Have Preferred Full-Time Teaching in CCCS in 2008, 3) Part-Time Faculty Would Teach Differently if Employed Full-Time, 4) Part-Time Faculty Would Prefer Annual Teaching Contracts, 5) Part-Time Faculty Would Still Choose an Academic Career if They Had It to Do Over Again, 6) Number of Years Spent Teaching in the Colorado Community College System, 7) Total Household Income, 8) Part-Time Faculty Considered Teaching in CCCS in 2008 Their Primary Income, and 9) Part-Time Faculty Would Prefer Teaching Online Courses. Table 8 shows the statistically significant results.

Table 8

Simultaneous Multiple Regression Analysis Summary for Variables Predicting Job Satisfaction

Variable	Standardized Beta Coefficients	T values	Sig
Part-Time Treated Fairly	+.464	+8.93	.000
Prefer Full-Time	-.110	-2.11	.035
Do Over Again	+.101	+2.17	.031

Based on these results, it seems the best predictor of overall part-time faculty job satisfaction in the CCCS is whether part-time faculty members believe they are treated

fairly. To a lesser degree, the indication that they would still choose an academic career if they had it to do over again is also a predictor of overall job satisfaction. Because such a high percentage of participants, 89%, did respond “yes” to the question, “If you had it to do over again, would you still choose an academic career?”, however, this variable loses its practical significance to predict overall job satisfaction.

The only other statistically significant variable found to predict overall job satisfaction, Would Have Preferred Full-Time Teaching in 2008, revealed a negative association. That is to say, the more a part-time faculty member preferred a full-time teaching appointment, the less satisfied s/he was overall with her or his part-time teaching experience in the Colorado Community College System. Thus, satisfaction with teaching status is, logically, a significant factor in predicting overall job satisfaction.

Results of Job Dimensional Groupings

Simultaneous multiple regression analysis was also performed with the three dimensions of job satisfaction identified by Valadez and Antony (2001), the independent-like variables of Satisfaction with Authority and Satisfaction with Demands and Rewards, and Overall Job Satisfaction, the dependent variable. Satisfaction with Authority was measured by responses to the survey item requesting satisfaction levels with “The authority you had to make decisions about content and methods in your instructional activities.” Satisfaction with Demands and Rewards was indicated by computing the mean responses to Satisfaction with Workload, Satisfaction with Salary, Satisfaction with Benefits, and Satisfaction with Job Security. As was true with Satisfaction with

Authority, the dimension of Overall Job Satisfaction, used as the dependent variable, was a stand-alone variable, or single survey item response. Table 9 indicates results of this analysis.

Table 9

Simultaneous Multiple Regression Analysis Summary for Job Dimensions Predicting Job Satisfaction

Variable	Standardized Beta Coefficients	T values	Sig
Satisfaction with Authority	+.299	7.41	.000
Satisfaction with Demands and Rewards	+.537	13.33	.000

Table 9 results indicate the survey items addressing the specific dimensions of job satisfaction identified by Valadez and Antony (2001) as reliable indicators of job satisfaction are, indeed, reliable with the CCCS participants. Thus, the survey items borrowed from the National Center for Educational Statistics' National Survey of Postsecondary Faculty seem to be appropriate variables to investigate the job satisfaction of part-time faculty in the Colorado Community College System.

Summary

A total of 405 responses were obtained from the population of approximately 3,250 part-time faculty members who taught in the Colorado Community College System in 2008, for a response rate of about 12%. Of those who responded to the survey, 400 participants indicated they taught part-time, and their responses were presented. Statistical Package for the Social Sciences (SPSS 17.0) was used to analyze results. Descriptive statistical analysis revealed part-time faculty members in the CCCS were somewhat satisfied with their authority to make decisions about content and methods in their instructional activities. Part-time faculty members were very dissatisfied with the benefits and health care coverage offered to part-time faculty members by the CCCS. Part-time faculty members were somewhat satisfied overall with their jobs in the CCCS.

Inferential statistical analysis included associational analysis between independent-like variables and fifteen dimensions of job satisfaction, the dependent variable. Numerous significant positive associations between variables were found. Medium or typical effect sizes were found for part-time faculty preferring full-time teaching who also prefer teaching contracts and reported they would teach differently if hired full-time. These same associations were found for those respondents who indicated they would seek a full-time position with the CCCS in the future.

The analysis also yielded several significant negative or inverse associations with typical effect sizes. Of those faculty members who reported they would have preferred full-time teaching in the CCCS in 2008, satisfaction with workload, salary, and overall

job satisfaction was low. Additionally, these faculty members felt they were not valued in their departments, nor did they feel good teaching is rewarded in the CCCS.

Multiple regression statistical analyses indicated colinearity between the variables. That is to say, the strongest predictors of overall job satisfaction were specific job satisfaction variables, such as Satisfaction with Workload, Satisfaction with Authority, Satisfaction with Salary, Satisfaction with Benefits, and Satisfaction with Facilities. Additional multiple regression analyses revealed the strongest predictors of overall job satisfaction were if respondents believed part-time faculty members are fairly treated and if they were dedicated enough to teaching to choose an academic career if given the chance to do it over again. Finally, the dimensions of job satisfaction identified by Valadez and Antony (2001) to reliably assess job satisfaction, Satisfaction with Authority and Satisfaction with Demands and Rewards, were found to be valid predictors of overall job satisfaction in this research.

Chapter Four presented descriptive and inferential statistical analyses from the survey data. Chapter Five will compare the results to the results obtained by previous researchers on part-time faculty job satisfaction and discuss implications for the data for the Colorado Community College System. Suggestions for improvement for future studies on job satisfaction will also be discussed. Additionally, based on these survey results, policy recommendations for improving the job satisfaction of CCCS part-time faculty will be presented.

CHAPTER V: DISCUSSION

The results obtained from this survey research both corroborate and contradict the research findings from the studies presented in the literature review. This chapter will discuss major similarities and discrepancies between this research and the findings from the five studies examined in depth in the literature review. Additionally, weaknesses of the research and suggestions for improvement will be discussed. Finally, based on these findings, practical policy recommendations for improving part-time faculty working conditions in the Colorado Community College System are presented.

Comparisons with Valadez and Antony (2001) and Antony and Valadez (2002)

Data from this research indicate striking similarities to the conclusions drawn by these researchers from their analysis of the 1992-93 National Survey of Postsecondary Faculty (NFOPF). The researchers concluded, “Despite the low pay and lack of benefits, part-time faculty members are satisfied with their decision to pursue academic careers” (Valadez & Antony, 2001, p. 101). This statement is corroborated by this research. Fully

89% of part-time faculty respondents reported they would choose an academic career if given the choice to do it all over again; however, this finding comes despite concerns about salaries, benefits, and job security. Antony and Valadez (2001) stated “part-time faculty members have indicated that salary, benefits, and job security are important issues” (p. 101). Their findings are corroborated with participants in this research reporting they are “somewhat dissatisfied” with salaries (M= 2.08), benefits (M=1.46), and job security (M=1.99). Paradoxically, these data should indicate low levels of job satisfaction, but as with Valadez and Antony (2001), participants reported they are “somewhat satisfied” on the Overall Job Satisfaction variable (M=3.03).

Several comments from the open-ended survey question, “If you have any additional comments, please feel free to include them here” corroborate this passion for teaching despite a lack of satisfaction with salary, benefits, and job security (See Appendix E). For example, one respondent stated, “I love to teach and have sacrificed much to continue to teach.” Another part-timer responded, “I enjoy teaching, which is why I still do it, but this is not my main source of income. I am very sympathetic to faculty who are trying to exist on their adjunct teaching salaries.” Yet another participant wrote, “I love what I do but am grossly underpaid/compensated.”

In their discussion, Valadez and Antony (2001) put it thusly:

One conclusion of this study is that part-time faculty members are pursuing the profession that gives them the opportunity to do what they enjoy, that is, teach...Instead of being largely disenchanted with their roles, part-time faculty members are engaged in the kind of work they enjoy-work that brings them a degree of satisfaction. (p. 101)

Despite the lack of adequate salary and job security, and even when faced with nonexistent benefits, it seems teachers in higher education will “soldier on” in the name

of teaching. This passion for teaching in spite of the lack of satisfaction with remuneration seems to be as true with Colorado Community College System part-time faculty members as it is with the National Survey of Postsecondary Faculty part-time respondents.

Comparisons with Leslie and Gappa (2002)

Similar to the above findings, Leslie and Gappa (2002) found “over 85 percent of part-timers responded that they are satisfied or very satisfied with their jobs on the whole,” and “part-time faculty would choose academic work again, given the choice” (p. 63).

Regarding their exploration of commitment and academic accomplishments, Leslie and Gappa (2002) stated:

Part-timers may or may not be eligible for teaching awards or to receive financial assistance with expenses associated with attending professional conferences. They may be teaching courses that have multiple sections and standard syllabi, allowing less opportunity for course development. To the extent that they are marginalized in their departments, they may have no voice in curricular development or textbook selection. It is difficult to interpret these differences, and additional research is needed. (p. 65)

Data from this research can be applied to answering this question, and seem to corroborate the hypothesis that part-time faculty members are given fewer opportunities to integrate into academia than are full-time faculty members. Research participants in this study reported they are “somewhat dissatisfied” with institutional support for teaching improvement, including grants, mentoring, release time, professional development funds, etc. (M=2.25). Open-ended survey responses also reveal a lack of institutional support for part-time faculty members: “We have no true voice and are often left out of the loop.” Another respondent wrote, “I think that if I were full-time faculty,

my input into the long-term planning and goals would be better received or acknowledged.” Even more tellingly, another participant stated, “We have no say in text choices or classes offered. I have asked several times to be involved in text choice committees, but have not been engaged in the activity.”

Perhaps the main contradiction between Leslie and Gappa’s conclusions and these data centers on desire for full-time academic employment. Leslie and Gappa (2002) concluded:

Contrary to popular images, only a small fraction of part-timers are eagerly seeking full-time positions and subsisting on starvation wages while holding multiple part-time jobs—the prevalent stereotype so often profiled in the popular media. (p. 65)

Data from this research both corroborate and contradict this statement. For example, while 53% of respondents reported they considered their part-time teaching in the CCCS in 2008 their primary income, the average number of outside jobs held was 1.13, indicating the need for additional jobs to supplement part-time teaching wages for those dedicated to the profession, if not the need for “multiple” part-time jobs stated above.

The strongest contradiction between Leslie and Gappa’s (2002) statement and these data is with their conclusion that “only a small fraction of part-timers are eagerly seeking full-time positions” (p. 65). Fully 49%, almost half of the respondents, indicated they would have preferred a full-time teaching position in the CCCS in 2008. Perhaps this discrepancy can be explained in geographical and basic economic terms. Because so many academics prefer to live in Colorado for the lifestyle benefits it provides, e.g., good weather, outdoor activities, low crime rates, et cetera, there may be too few full-time teaching positions in higher education to support the demand for full-time teaching positions. That is to say, demand for full-time postsecondary teaching positions outstrips

the supply of teachers preferring full-time teaching employment. This conclusion is supported by the so-called “Colorado paradox,” which asserts, “Despite having one of the most highly educated populations in the nation, Colorado has consistently underperformed in sending students who grow up here to college” (http://www.denverpost.com/opinion/ci_10762545). This paradox is often explained by highly educated people relocating to Colorado, bringing their education with them from other states rather than attending college in Colorado.

Comparisons with Townsend and Hauss (2002)

Descriptive statistical analytical comparisons between the survey performed with part-time postsecondary history faculty members by Townsend and Hauss (2002) and this research yield many similarities. For example, Townsend and Hauss (2002) reported almost 50% of respondents have been teaching in postsecondary education for more than six years, which is consistent with this researcher’s finding that respondents have been teaching an average of 6.3 years in the CCCS. Townsend and Hauss (2002) reported 67% of their respondents cited the reason they teach part-time is because they cannot find a full-time position. Similarly, as stated above, nearly 50% of participants in this research stated they would prefer full-time teaching. How can the 13% difference in full-time teaching preference be explained? Townsend and Hauss (2002) also reported that just under two-thirds of their respondents hold a PhD in History, while the average level of education attained in this research was the Master’s degree. It is quite possible that higher

levels of education attained are indicative of a desire for full-time teaching. Indeed, a significant positive correlation was found in this research between respondents preferring full-time teaching and those currently pursuing an additional degree ($r = +.14, p = .008$). Here again, perhaps an oversupply of history professors in Colorado can explain why such a large percentage of them report they work part-time because they cannot find a full-time teaching position. As Townsend and Hauss (2002) noted:

The current surfeit of history PhDs on the job market frustrates the aspirations of a number of job applicants, particularly those who had not completed the PhD. This arises, in part, from unrealistic expectations about their employment options. (p. 3)

Another similar finding between the surveys was the percentage of respondents reporting they teach at two or more schools. Townsend and Hauss reported over 30% of their respondents were employed at two or more colleges, while this research revealed that 31% of respondents reported teaching at more than one school in 2008.

In contrast to the findings by Valadez and Antony (2001, 2002) and Leslie and Gappa (2002), these data seem indicative that part-time faculty members would prefer full-time teaching, both in history, as well as in other disciplines.

Townsend and Hauss (2002) stated, "Lack of health insurance and retirement plans were major issues irrespective of the age or length of career of the respondent" (p. 4). These findings are corroborated with CCCS faculty reports on satisfaction with these variables. Part-time faculty in the CCCS were "very dissatisfied" with benefits ($M = 1.46$) and health care ($M = 1.04$), and "somewhat dissatisfied" with the PERA retirement plan ($M = 2.51$). Open-ended responses regarding dissatisfaction with lack of benefits and CCCS health care provisions included: "I find it especially appalling that part-time faculty can't at least purchase health insurance as a member of the group that provides

benefits for full-timers.” Another respondent wrote, “If part-time faculty could buy into the health care coverage system, it would help our lot considerably.” Still another part-timer put it this way: “Health care is the crucial issue. I would be able to teach more if CCCS offered benefits...I think it is ironic that the full-time cashier working at the corporate retail store probably has health insurance benefits, but when she decides to go to community college to try to better herself she very likely will be taught by instructors who, despite their education and professionalism, are not accorded that same privilege.”

Comparisons with Jacoby (2005)

Unlike the 1992-93 National Survey of Postsecondary Faculty analyzed by Antony and Valadez (2001, 2002) and Leslie and Gappa (2002), Jacoby (2005) included a question asking part-time faculty whether they desire full-time teaching. He found that 55.4% of respondents replied “they prefer full-time tenure track appointments” (Jacoby, 2005, p. 142). This research yielded similar findings, in that 49%, slightly less than the majority reported by Jacoby, did desire a full-time teaching position in 2008. Further, when Jacoby asked respondents if they intend to seek full-time teaching in the future, he found a “substantial decline” in the number of those part-time faculty members desiring full-time status who reported they will apply for full-time positions, or who expect full-time appointments in the future. He noted, “The decline from desire to search and from search to expectation seems symptomatic of part-time faculty discouragement” (Jacoby, 2005, p. 143). This discouragement appears to be present in this research, as well. CCCS

part-time faculty reported they “somewhat disagree” they will seek full-time work in the Colorado Community College System ($M= 2.32$), and even fewer ($M= 2.25$) reported they expect full-time teaching somewhere in the future. As one part-time faculty put it, “I know I have a better chance of being hit by an asteroid than getting a full-time teaching job here.”

Additionally, Jacoby (2005) stated, “The data suggest that discouragement increases both with age and experience” (p. 143). This conclusion is confirmed in the current research through associational findings. Age of respondent was significantly negatively correlated with the intention to seek full-time teaching in the CCCS ($r = -.278, p = .000$), and age was also significantly negatively correlated with respondent expectations they will teach full-time in the future ($r = -.392, p = .000$). When looking at experience, again, Jacoby’s findings are corroborated by this research. A significant negative correlation was found between years teaching part-time in the CCCS and the intention to seek full-time teaching in the CCCS ($r = -.140, p = .008$), as well as between years teaching part-time in the CCCS and expectation for teaching full-time somewhere in the future ($r = -.238, p = .000$). Jacoby concluded:

Even with Leslie and Gappa’s suggestion that substantial numbers of faculty were not actively seeking [full-time] employment, the findings here are that diminished search is likely the result of discouragement after years of frustration. (p. 146)

Although slightly fewer than 50% of respondents in the CCCS survey reported a desire for full-time employment, this conclusion is still relevant to the current research. Of especial concern to this researcher is the finding that the longer a part-timer works in the CCCS, the less they expect full-time teaching work elsewhere in the future. Indeed, these

data do seem symptomatic of part-time faculty discouragement that they cannot obtain full-time teaching work, though half would prefer it.

Suggestions for Research Improvement

Four major suggestions for improving the research process are discussed in this section. First, and unfortunately not uncommonly, the response rate for this survey was approximately 12%. While this response rate is acceptable by survey response rate standards, it is nonetheless low. Response rates such as the one obtained by Jacoby (2005) of over 50% are rare, especially given the “information fatigue” experienced in the twenty-first century, perhaps especially by working professionals. Additionally, because this survey was administered via email, it is possible not all members of the population received it, or if they did, are not regular with checking their work emails. Because part-time faculty members are not paid for work outside their teaching duties, some may view checking email as yet another unpaid activity, and choose to avoid contact with their college(s) beyond the bare requirements of teaching.

Second, because the survey questions for this study were drawn from three sources, namely, from the National Study of Postsecondary Faculty, the survey performed by Jacoby at a small Washington suburban corridor college, and from conditions specific to teaching in the Colorado Community College System, a variety of Likert-scale measurements, those endemic to the specific surveys from which the questions came, were used. Thus, reporting of satisfaction, opinions, and demographic information differed in the scaling used. While this technique was intentional, so as to better compare

results from this survey with the previous studies that used the other instruments, the data are, at times, difficult to interpret. Additionally, some questions might have yielded better, or more accurate results, were they formed differently. For example, a yes or no format for some of the satisfaction questions might have been preferable, namely, for the questions around whether the respondent will seek a full-time teaching position, both in the CCCS or elsewhere in the future.

Third, because the open-ended question at the end of the survey revealed such detailed information, a mixed-methods approach giving more attention to the qualitative data and using more sophisticated qualitative analyses would undoubtedly have deepened the results of this research, made it richer, and shed more light on the factors affecting part-time faculty job satisfaction. Teachers are talkers, as well as deep thinkers, and it is likely this population's thoughts about job satisfaction are paradoxical and difficult to fully answer with a closed-ended, quantitative-style survey such as the one used in this research. Indeed, one respondent, who teaches at multiple colleges in the CCCS, wrote, "My job satisfaction varies a bit with the individual college policies, so it makes generalizing on a survey like this difficult." Another stated, "While I understand that the wording of questions is difficult, there is a sense in this survey that the respondent is focused entirely on academia either as (1) a non-academic retiree, or (2) an academic seeking ultimate full-time employment." Yet another respondent wrote, "There were some questions I would have answered 'unsure,' but you didn't have that as an option, questions like pursuing a full-time position, and some of the satisfaction questions." Clearly, a mixed-methods approach that thoroughly evaluates open-ended responses

would yield a more thorough understanding of part-time faculty job satisfaction in higher education.

Fourth, it is possible that curvilinear relationships exist between some independent-like variables and the dependent variable of job satisfaction. For example, while job satisfaction was found to decrease over time spent teaching in the CCCS and with age, further research could determine if job satisfaction begins to increase with additional years spent teaching in the CCCS or increasing age. In other words, it is possible that those part-time faculty members who are dissatisfied with their teaching experience after seven years spent teaching in the CCCS would cease teaching, thus removing themselves from the sample. Thus, those part-time faculty members reporting they have taught for ten or more years in the CCCS might actually show increased levels of job satisfaction, which could explain why they continue to teach over time. Additional research should be performed exploring this possibility.

Policy Recommendations

Several policy recommendations for Colorado Community College System administrators are indicated from the results of this survey. These suggestions are based on descriptive and inferential statistical analysis of the 400 survey responses received from those part-time faculty members teaching in the CCCS in the calendar year 2008. Specific policy recommendations and their rationales are stated below.

Increase Part-Time Faculty Salaries

First, it is recommended that part-time faculty be paid higher wages for the work they do. Even for the 30% of respondents who held a full-time job in addition to teaching part-time in the CCCS in 2008, lack of sufficient pay for part-time teaching all too often results in qualified and experienced faculty leaving academia in order to make a living wage. As one part-time faculty member stated, “We consider our students underpaid at \$16-18 per hour at the AA level, but we are required to have master’s degrees for \$16.21 without benefits. Ultimately, students may or may not get the education they deserve because your itinerant faculty are trying to put food on the table while teaching at 3-6 different institutions.” Another part-timer responded, “We are expected to have an MA in the field [in which] we are teaching and yet [we are] paid as if we only had a high school degree.”

Raising part-time faculty salaries would do much to insure that they remain in higher education, thus providing continuity for students, and better-quality of instruction from experienced, stable professors. One participant wrote, “Colorado Community College salaries are exploitative. This is an area which needs some of the best teaching possible. Yet, low salaries make teaching at this level unattractive and more prone to teachers who go on to better things.” Another responded, “I am looking for alternative employment; if the pay were better, I would keep teaching here forever!” One participant even described part-time faculty in the CCCS as “the immigrant worker of higher education.” It seems evident that raising part-time faculty salaries would clearly improve the working conditions, attitudes, and satisfaction levels of this constituency, thereby improving the quality and continuity of instruction for students in the CCCS.

Offer Part-Time Faculty Health Insurance Benefits

A second policy recommendation for CCCS administration is to offer health insurance options to part-time faculty members. Indeed, the lowest satisfaction levels were found for this variable out of all satisfaction variables, with respondents reporting they were “very dissatisfied” with health insurance benefits ($M= 1.04$). While not all part-timers would prefer health insurance through the CCCS, many stated they would take advantage of such an opportunity if it were available. Comments such as, “We also need benefits,” and “I would like the option of a medical savings account for part-time employees” and “Health Insurance. Health Insurance and Health Insurance. How hard is it!?” clearly revealed many part-time faculty members would take advantage of the opportunity to buy into the health insurance plans offered to full-time faculty and staff in the CCCS.

Gappa, Austin, and Trice (2006) identified employment equity as one of five essential elements of academic work important to faculty members. Equitable employment policies include offering equitable compensation plans, including benefits, which “are developed centrally and implemented consistently across the institution” (p. 38). Establishing health insurance benefit options for all faculty members at the system level would likely increase part-time faculty perceptions of employment equity. Indeed, this research found feeling one is being treated fairly and equitably was the best predictor of overall job satisfaction.

Offer Other Benefits to Part-Time Faculty

If offering part-time faculty members increased salaries and health insurance benefits proves too cost-prohibitive for the CCCS, other less-costly benefits might improve part-time faculty job satisfaction. For example, offering tuition discounts for part-time employees and their family members without requiring up-front tuition payment could improve job satisfaction. In support of this suggestion, one part-time wrote, “If the CCCS is about the students then they should want to take good care of good teachers and retain them as long as possible along with offering tuition assistance as incentive to attain a higher degree or specialized training.” Another respondent suggested part-time faculty benefits “should include tuition discounts for faculty and immediate family.” Unlike health insurance benefits, perquisites such as tuition discounts cost the CCCS very little, and could go a long way to improving part-time faculty job satisfaction.

Recognize Part-Time Faculty Commitment to the CCCS

Teachers are good soldiers. They teach, adhere to guidelines, and follow administrative mandates, even when they disagree, and usually without complaint. Despite dissatisfaction with remuneration, lack of health insurance options, and no guarantee of job security, part-time faculty in the CCCS expressed they are “somewhat satisfied” overall with their jobs. Multiple regression analysis showed that the best predictor of part-time faculty job satisfaction is whether faculty members feel they are being treated fairly. To this end, establishing a seniority system to recognize those part-time faculty members who continue to teach in the CCCS over time could improve job satisfaction. For example, senior part-time faculty members could be given first choice

regarding course preferences and teaching times, which would cost the CCCS nothing. Additionally, seniority could take the form of incremental raises, perhaps at the five-year, seven-year, and ten-year milestones, or even based on number of classes taught or number of semesters worked. One part-time faculty member remarked, “Adjunct/part-time faculty must be allowed to take steps toward higher income levels and status that includes more responsibility as a full member of the college academic community.” Feeling valued is important to part-time faculty members, and establishing a fair and unilateral seniority system across the CCCS is one equitable means of showing appreciation for commitment to the job.

Further, Gappa, Austin and Trice (2006) suggested administrators provide “opportunities for faculty members to feel part of a mutually respectful community of colleagues who value their contributions to the institution and feel concern for their well-being” (p. 38). Examples of inclusion activities are allowing part-time faculty members to participate in departmental discussion and decision-making and regularly communicating that all faculty contributions are valued, regardless of part-time versus full-time status. Inviting part-time faculty members to departmental, college-wide, and institutional meetings and providing recognition ceremonies for long-term commitment for both full-time and part-time faculty members is yet another low-cost suggestion for recognizing part-time faculty commitment to the CCCS.

Offer Additional Online Teaching Opportunities

Opportunities for teaching online courses have heretofore been relegated primarily to full-time faculty members, who have first choice in which classes they will teach, at what

times, and in which formats. As 46% of respondents stated they would prefer teaching online classes, or adding additional online classes to their workloads, the CCCS could require colleges to offer a certain percentage of online courses to part-time faculty for instruction. Additionally, when and where economically feasible, the CCCS could provide funding to part-time faculty for the time required to create and implement online courses, which is a time-intensive endeavor, thereby increasing remuneration for money earned teaching, and reducing the number of hours spent on unpaid activities for those part-time faculty members teaching online classes.

Offer Annual Teaching Contracts

Finally, part-time faculty in the CCCS reported they would prefer annual teaching contracts. This preference is evident in both descriptive ($M = 3.07$) and inferential statistical analyses, especially if the respondent preferred full-time teaching ($r = +.314$, $p = .000$). Part-time faculty members reported they are somewhat dissatisfied with job security ($M = 1.99$). Annual teaching contracts would assuage this uncertainty by guaranteeing a specified amount of employment and income for an entire academic year. As one respondent stated, “The hardest part of this job is uncertainty, never quite sure you’ll have the same class load.” This yearly guarantee may do much to convince part-time faculty to remain with the CCCS, thereby insuring teaching continuity and best practices for students.

Conclusion

Because adding new full-time faculty positions in the CCCS is economically unfeasible in these uncertain financial times, in lieu of adding full-time positions, implementing some of the above recommendations, such as increasing part-time salaries, offering inexpensive benefits, establishing a seniority system, and offering annual teaching contracts could do much to improve the job satisfaction of part-time faculty in the Colorado Community College System. Indeed, those part-time faculty members who indicated they would prefer full-time teaching, and would seek a full-time position in higher education in the future also indicated they would teach differently if they were employed full-time ($r = +.296, p = .000$). One respondent wrote, “If there were more time/pay available, the level of instruction would definitely be improved. For example, in working other jobs, I do not have the discretionary time needed to improve my courses or do additional research that would add beneficial content. My classes have remained somewhat static because of this lack of time for research and study.” If fewer than ever new full-time faculty positions are likely to be created in the CCCS and in higher education in general, then these suggestions could go a long way to improving working conditions for part-time faculty members. If the CCCS truly strives to provide quality instruction to the students it serves, improving the job satisfaction and commitment of its largest contingent of workers should be priority number one.

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APPENDIXES

Appendix A

Pilot Survey

Hi. My name is Allison Cashwell. I am working towards a Ph.D. in Education at Colorado State University. I am studying part-time faculty job satisfaction in the Colorado Community College System. Would you please take 20 minutes to complete my pilot survey? Feel free to add suggestions and comments at the end. Any and all pointers are encouraged. Thanks so much for your time!

1. During the 2008 calendar year, did you have any instructional duties in the Colorado Community College System (CCCS)? This includes teaching students in one or more credit or noncredit courses.
2. During the 2008 calendar year, were your TEACHING DUTIES considered as fulltime or part-time?
3. Do you consider your part-time teaching position in the CCCS to be your primary employment?
4. Would you have preferred a full-time teaching position for the 2008 calendar year in the CCCS?
5. How many years have you taught in the CCCS?
6. How many total years have you spent as a teacher, including time spent in primary, secondary, and postsecondary education?
7. What is your principal field or discipline of teaching in the CCCS?
8. What is the highest degree you have completed?
 - Doctoral degree (Ph.D., Ed.D., etc.)
 - Professional degree (M.D., D.O., D.D.S., J.D., D.V.M., etc.)
 - Master of Fine Arts (M.F.A.) or Master of Social Work (M.S.W.)
 - Other Master's Degree (M.A., M.S., M.B.A., M.Ed., etc.)
 - Bachelor's Degree (B.A., B.S., etc.)
 - Associate's Degree or Equivalent (A.A., A.S., etc.)
 - Certificate or Diploma for completion of undergraduate program (other than Associate's or Bachelor's)

9. Are you currently working towards an additional degree?
10. While you were employed in the CCCS, how many OTHER jobs did you hold during the 2008 calendar year?
11. Were you employed FULL-TIME at any other job while you worked for the CCCS during the 2008 calendar year?
12. IF you had additional jobs while employed by the CCCS during the 2008 calendar year, how many of these jobs involved teaching at another postsecondary institution outside the CCCS?
13. Since receiving your highest degree, have you held any jobs outside of education?
14. While teaching in the CCCS during the 2008 calendar year, on average, how many HOURS PER WEEK did you spend on UNPAID ACTIVITIES (e.g., class preparation, research, tutoring, club assistance, attending institution events, professional development, etc.)?
15. How many credit hours did you teach during the 2008 calendar year in the CCCS?
16. How many classes did you teach in the CCCS NOT FOR CREDIT during the 2008 calendar year (e.g., continuing education, community/professional development classes, etc.)?
17. How many credit hours did you teach through distance education or online, including hybrid classes, in the CCCS during the 2008 calendar year? (Do not include live classes that include an online supplement).
18. Would you prefer to teach any or additional online classes in the CCCS?

The next few questions ask you to report your satisfaction with several aspects of teaching in the CCCS. Please answer them using the Likert scale given.

19. In regard to your teaching duties in the CCCS, how satisfied are you with the following:

very satisfied somewhat satisfied somewhat dissatisfied very dissatisfied N/A

The authority you had to

make decisions about content and methods in your instructional activities

The institutional support for implementing technology-based instructional activities

The quality of equipment and facilities available for classroom instruction

Institutional support for teaching improvement (including grants, mentoring, release time, professional development funds, etc.)

Your workload
Your salary

The benefits available to you

Your job in the CCCS, overall

20. Please respond to the following items:

Strongly agree Agree Disagree Strongly Disagree N/A

I will seek a full-time teaching position in the CCCS.

I expect to become a fulltime teacher somewhere in the future.

I am satisfied with my health care coverage.

I am satisfied with the PERA retirement plan.

I have adequate job security in the CCCS.

I feel valued in my department.

Part-time faculty should be given annual teaching contracts.

I would teach differently if I were employed fulltime.

I have been or am able to obtain satisfactory employment in a nonacademic setting.

We are almost finished. The next questions will be about your compensation and background. Your responses to these items, as with all items on this instrument, are voluntary and strictly confidential. They will be used only in statistical summaries.

21. Have you retired from another full-time job?

22. What was your income before taxes for your teaching duties in the CCCS during the 2008 calendar year?

- \$1-\$9,999
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$49,999
- \$50,000 or more

23. What was YOUR total income before taxes from ALL SOURCES for the 2008 calendar year?

- \$1-\$24,000
- \$25,000-\$49,999
- \$50,000-74,999
- \$75,000-\$99,999
- \$100,000 or more

24. What was your TOTAL HOUSEHOLD INCOME before taxes for the 2008 calendar year?

- \$1-\$24,000
- \$25,000-\$49,999
- \$50,000-74,999
- \$75,000-\$99,999
- \$100,000 or more

25. Are you male or female?

26. In what year were you born?

27. Please select one or more of the following choices to best describe your race and/or ethnicity:

- American Indian
- Asian
- African-American or Black
- White/Caucasian
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander

28. During the 2008 calendar year, were you:

- Single and never married
- Married
- Living with partner/significant other
- Separated, divorced, or widowed

29. How many dependent children do you support? A dependent child is a person 24-years-old or younger for whom you provide at least half of his/her financial support?

- 0
- 1
- 2
- 3
- 4
- 5 or more

The final questions ask you to give your opinion on a few items.

30. Please give your opinion on the following statements. In the CCCS:

Strongly agree Somewhat agree Somewhat disagree Strongly disagree N/A

Good teaching is rewarded.

Part-time faculty are treated fairly.

Female faculty members are treated fairly.

Faculty who are members of racial and/or ethnic minorities are treated fairly.

31. Finally, if you had it to do over again, would you still choose an academic career?

Please feel free to comment on the length and content of this survey. I welcome suggestions and opinions. The more specific you can be, the better this survey will become. Please write your comments below. Again, your time and assistance is invaluable.

32. About how long did it take you to complete this survey?

33. What suggestions do you have to improve this survey?

Appendix B

Research Approval



COLORADO COMMUNITY
COLLEGE SYSTEM

April 2, 2009

Ms. Cashwell,

Congratulations on passing your research preliminary exam and receiving approval from your dissertation committee to proceed with your research. This letter is to officially inform you and Colorado State University that your request to survey part-time faculty teaching at each of the 13 colleges in the Colorado Community College System (CCCS) as part of your PhD dissertation research has been approved by each respective president and CCCS with a few requirements including:

- A copy of the approved IRB will be provided to CCCS and each college.
- A copy of the completed research will be provided to CCCS and each college.
- The process cannot interrupt any class offerings or take time from others on campus.
- The survey cannot take an excessive amount of time.
- In addition, PCC requires the following:
 - 1) Contact of the PCC part-time faculty be coordinated and conducted through the Director for the Center for Teaching Excellence and Academic Leadership, Ms. Jan Lewis;
 - 2) The raw data of the PCC subjects in the survey will be immediately shared with the IR Director, Dr. Patricia Diawara before other analysis is conducted.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kristin Corash".

Kristin Corash
Associate Vice President of Strategic Planning and Research
Colorado Community College System
9101 E. Lowry Blvd.
Denver, CO 80230
Phone 303-595-1560
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kristin.corash@cccs.edu

Appendix C

Part-Time Faculty Job Satisfaction Survey

Dear Colleagues:

Hello. My name is Allison Cashwell. I have been a part-time instructor at Front Range Community College since 2002. I am currently working on a Ph.D. from Colorado State University's School of Education. My advisor is Dr. Gene Gloeckner. My dissertation is entitled "Factors Affecting Part-Time Faculty Job Satisfaction in the Colorado Community College System." I have received permission from the Colorado Community College System (CCCS) Vice-President for Institutional Research to conduct a survey of all people who taught part-time in one or more of the 13 community colleges that comprise the CCCS during the 2008 calendar year. This survey addresses factors such as number of years teaching, field or discipline of teaching, age, and income and satisfaction with a variety of institutional factors, such as autonomy, facilities, technology, salary, and benefits. I have been asked to present my findings to the CCCS and any interested colleges in order to identify factors that contribute to teaching part-time in the CCCS, and to make recommendations for improving the working conditions of part-time faculty.

The survey should take no more than 10 minutes to complete. Should you choose to participate, please be assured that your individual identity is protected. The internet survey company I selected, Survey Monkey, allows me to block all ISP addresses from respondents. There is no way for me or anyone else to identify individual respondents. Your anonymity and confidentiality are protected. Additionally, though I would greatly appreciate your answering all survey questions, you have the right to skip or omit any question or questions you do not desire to answer.

This survey will be available for you to take at your convenience for the next few weeks. By clicking on the link to the survey below, you indicate your informed consent to participate in this research. My goal is to analyze the data over the summer and be prepared to present the findings to all interested parties by the beginning of the Fall 2009 semester.

If you have any questions, please feel free to contact me at Allison.cashwell@frontrange.edu. You may also contact my advisor at CSU, Dr. Gene Gloeckner, at gene.gloeckner@colostate.edu. Thank you for your valuable time. It is my sincerest hope that your participation will result in improved working conditions for part-time faculty teaching in the Colorado Community College System.

By clicking on the link below, I consent to participate in this research:

http://www.surveymonkey.com/s.aspx?sm=_2bZ5gISfPkawYnXGtdeusdg_3d_3d

If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator, at 970-491-1655.

1. During the 2008 calendar year, did you have any instructional duties in the Colorado Community College System (CCCS)? This includes teaching students in one or more credit or noncredit courses.

- No
- Yes

2. During the 2008 calendar year, were your TEACHING DUTIES considered as full-time or part-time?

- Full-time
- Part-time
- Other (please specify)

3. Do you consider your part-time teaching position in the CCCS to be your primary employment?

- No
- Yes

4. Would you have preferred a full-time teaching position for the 2008 calendar year in the CCCS?

- No
- Yes

5. How many years have you taught in the CCCS?

6. At which college(s) in the Colorado Community College System did you teach during the 2008 calendar year?

7. How many total years have you spent as a teacher, including time spent in primary, secondary, and postsecondary education?

8. What is your principal field or discipline of teaching in the CCCS?

9. What is the highest degree you have completed?

- Doctoral degree (Ph.D., Ed.D., etc.)
- Professional degree (M.D., D.O., D.D.S., J.D., D.V.M., etc.)
- Master of Fine Arts (M.F.A.) or Master of Social Work (M.S.W.)
- Other Master's Degree (M.A., M.S., M.B.A., M.Ed., etc.)
- Bachelor's Degree (B.A., B.S., etc.)
- Associate's Degree or Equivalent (A.A., A.S., etc.)
- Certificate or Diploma for completion of undergraduate program (other than Associate's or Bachelor's)

10. Are you currently working towards an additional degree?

- No
- Yes

11. While you were employed in the CCCS, how many OTHER jobs did you hold during the 2008 calendar year?

- 0
- 1
- 2
- 3
- 4
- 5 or more

12. Were you employed FULL-TIME at any other job while you worked for the CCCS during the 2008 calendar year?

- No
- Yes

13. IF you had additional jobs while employed by the CCCS during the 2008 calendar year, how many of these jobs involved teaching at another postsecondary institution outside the CCCS?

- 0
- 1
- 2
- 3
- 4

5 or more

14. Since receiving your highest degree, have you held any jobs outside of education?

No

Yes

15. While teaching in the CCCS during the 2008 calendar year, on average, how many HOURS PER WEEK did you spend on UNPAID ACTIVITIES (e.g., class preparation, research, tutoring, club assistance, attending institution events, professional development, etc.)?

16. How many credit hours did you teach during the 2008 calendar year in the CCCS? 17. How many classes did you teach in the CCCS NOT FOR CREDIT during the 2008 calendar year (e.g., continuing education, community/professional development classes, etc.)?

17. How many classes did you teach in the CCCS NOT FOR CREDIT during the 2008 calendar year (e.g., continuing education, community/professional development classes, etc.)?

18. How many credit hours did you teach through distance education or online, including hybrid classes, in the CCCS during the 2008 calendar year? (Do not include live classes that include an online supplement).

19. Would you prefer to teach any or additional online classes in the CCCS?

- No
- Yes

The next few questions ask you to report your satisfaction with several aspects of teaching in the CCCS. Please answer them using the Likert scale given.

20. In regard to your teaching duties in the CCCS, how satisfied are you with the following:

	very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied	N/A
The authority you had to make decisions about content and methods in your instructional activities	<input type="checkbox"/> In regard to your teaching duties in the CCCS, how satisfied are you with the following:	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A

	very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied	N/A
	The authority you had to make decisions about content and methods in your instructional activities very satisfied				
The institutional support for implementing technology-based instructional activities	<input type="checkbox"/>	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A
The quality of equipment and facilities available for classroom instruction	<input type="checkbox"/>	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A
Institutional support for teaching improvement (including grants, mentoring, release time, professional development funds, etc.)	<input type="checkbox"/>	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A

	very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied	N/A
	<input type="checkbox"/> funds, etc.) very satisfied				
Your workload	<input type="checkbox"/> Your workload very satisfied	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A
Your salary	<input type="checkbox"/> Your salary very satisfied	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A
The benefits available to you	<input type="checkbox"/> The benefits available to you very satisfied	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A
Your job in the CCCS, overall	<input type="checkbox"/> Your job in the CCCS, overall very satisfied	<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> somewhat dissatisfied	<input type="checkbox"/> very dissatisfied	<input type="checkbox"/> N/A

21. Please respond to the following items:

	Strongly agree	Agree	Disagree	Strongly Disagree	N/A
I will seek a full-time teaching position in the CCCS.	<input type="checkbox"/> Please respond to the following items: I will seek a full- time teaching position in the CCCS. Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A
I expect to	<input type="checkbox"/> I expect	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly	<input type="checkbox"/> N/A

	Strongly agree	Agree	Disagree	Strongly Disagree	N/A
become a full-time teacher somewhere in the future.	to become a full-time teacher somewhere in the future. Strongly agree			Disagree	
I am satisfied with my health care coverage.	<input type="checkbox"/> I am satisfied with my health care coverage. Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A
I am satisfied with the PERA retirement plan.	<input type="checkbox"/> I am satisfied with the PERA retirement plan. Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A
I have adequate job security in the CCCS.	<input type="checkbox"/> I have adequate job security in the CCCS. Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A
I feel valued in my department.	<input type="checkbox"/> I feel valued in my department. Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A
Part-time faculty should be given annual teaching contracts.	<input type="checkbox"/> Part-time faculty should be given annual teaching contracts.	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A

	Strongly agree	Agree	Disagree	Strongly Disagree	N/A
I would teach differently if I were employed full-time.	<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A
I have been or am able to obtain satisfactory employment in a non-academic setting.	<input type="checkbox"/> I have been or am able to obtain satisfactory employment in a non-academic setting. Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> N/A

We are almost finished. The next questions will be about your compensation and background. Your responses to these items, as with all items on this instrument, are voluntary and strictly confidential. They will be used only in statistical summaries.

22. Have you retired from another full-time job?

- No
- Yes

23. What was your income before taxes for your teaching duties in the CCCS during the 2008 calendar year?

- \$1-\$9,999
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$49,999
- \$50,000 or more

24. What was YOUR total income before taxes from ALL SOURCES for the 2008 calendar year?

- \$1-\$24,000
- \$25,000-\$49,999
- \$50,000-74,999
- \$75,000-\$99,999
- \$100,000 or more

25. What was your TOTAL HOUSEHOLD INCOME before taxes for the 2008 calendar year?

- \$1-\$24,000
- \$25,000-\$49,999
- \$50,000-74,999
- \$75,000-\$99,999
- \$100,000 or more

26. Are you:

- Male

- Female

27. In what year were you born?

28. During the 2008 calendar year, were you:

- Single and never married
- Married
- Living with partner/significant other
- Separated, divorced, or widowed

29. How many dependent children do you support? A dependent child is a person 24-years-old or younger for whom you provide at least half of his/her financial support?

- 0
- 1
- 2
- 3
- 4
- 5 or more

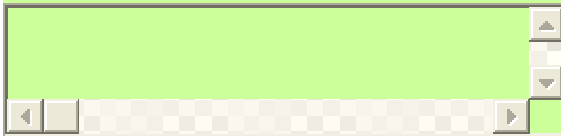
The final questions ask you to give your opinion on a few items.

30. Please give your opinion on the following statements. In the CCCS:					
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	N/A
Good teaching is rewarded.	<input type="radio"/> Please give your opinion on the following statements. In the CCCS: Good teaching is rewarded. Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> N/A
Part-time faculty are treated fairly.	<input type="radio"/> Part-time faculty are treated fairly. Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> N/A
Female faculty members are treated fairly.	<input type="radio"/> Female faculty members are treated fairly. Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> N/A
Faculty who are members of racial and/or ethnic minorities are treated fairly.	<input type="radio"/> Faculty who are members of racial and/or ethnic minorities are treated fairly. Strongly agree	<input type="radio"/> Somewhat agree	<input type="radio"/> Somewhat disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> N/A

31. Finally, if you had it to do over again, would you still choose an academic career?

- No
- Yes

**32. If you have any additional comments, please feel free to include them here.
Thank you again for your time.**

A text input field with a light green background. The field is mostly empty, with a scrollable area at the bottom indicated by a horizontal scrollbar with a checkered pattern. There are small up and down arrow buttons on the right side of the field.

Appendix D














Other Statistically Significant Correlations

















IV	DV	(r)	Sig.	Effect Size
Seek FT in CCCS	Satisfaction with Workload	-.183	.011	Small
Seek FT in CCCS	Satisfaction with Salary	-.182	.011	Small
Seek FT in CCCS	Part-Time Treated Fairly	-.182	.011	Small
Expect FT Teaching	Satisfaction with Workload	-.156	.029	Small
Expect FT Teaching	Satisfaction with Salary	-.158	.028	Small
Expect FT Teaching	Prefer Teaching Contracts	+.180	.012	Small
Expect FT Teaching	Would Teach Differently	+.244	.001	Small
Expect FT Teaching	Part-Time Treated Fairly	-.158	.027	Small
Years in CCCS	Satisfaction with Facilities	-.202	.005	Small
Years in CCCS	Satisfaction with Benefits	-.178	.013	Small
Tot Yrs Teaching	Satisfaction with Facilities	-.153	.032	Small
Tot Yrs Teaching	Satisfaction with Benefits	-.195	.006	Small
Tot Yrs Teaching	Satisfaction with Health Care	-.166	.021	Small
Tot Yrs Teaching	Minorities Treated Fairly	+.184	.010	Small
Field or Discipline	Satisfaction with Authority	-.143	.046	Small
Level of Education	Satisfaction with Salary	-.208	.003	Small
Other Jobs in 2008	Satisfaction with Benefits	+.152	.034	Small
Held Other FT Job	Satisfaction with Workload	+.175	.014	Small
Held Other FT Job	Overall Job Satisfaction	+.163	.022	Small
CCCS Primary Job	Prefer Teaching Contracts	+.165	.021	Small
CCCS Primary Job	Satisfaction with Workload	-.211	.003	Small
CCCS Primary Job	Satisfaction with Salary	-.160	.026	Small
CCCS Primary Job	Satisfaction with Benefits	-.164	.022	Small
CCCS Primary Job	Satisfaction with PERA	-.190	.008	Small
CCCS Primary Job	Overall Job Satisfaction	-.238	.001	Small













Appendix E

















Open-Ended Survey Responses


















33. If you have any additional comments, please feel free to include them here. Thank you again for your time.

















1.	The salary calendar for adjuncts just shows how little they're valued. The whole June 19th "we're not going to pay you for four weeks because we're ending the fiscal year," is really an abhorrent way to treat staff.	Fri, Jun 19, 2009 1:36 AM	 Find...
2.	A recognition program for adjunct faculty is needed.	Tue, Jun 9, 2009 9:13 AM	 Find...
3.	I hope I wasn't too late to be useful. I lost this at the bottom of my in-box!	Tue, Jun 2, 2009 9:17 AM	 Find...
4.	Just to clarify, part-time instructors receive no health benefits. Also, I'm not privy to how other instructors are treated or regarded, but I do know that there is an effort to ensure quality instructors are hired and retained. Good luck with your project!	Mon, Jun 1, 2009 12:14 PM	 Find...
5.	I think the people who make the schedules need to connect w/ dept. heads and part-timers. Those who commit to the year should get some say as to when their course will be offered. The current system leaves us at the mercy of the people who design the schedule, thus my life has to entirely change every semester. How can I hold down another regular job w/ this situation?	Sun, May 24, 2009 10:07 PM	 Find...
6.	retired from full time Faculty at CCA.	Thu, May 21, 2009 12:42 PM	 Find...
7.	Red Rocks Community College is a good place to teach. Part-time faculty are valued somewhat there. The Community College of Denver is not a good place to teach. The math department chair tried to force me to change my way of grading and the way I teach to suit a few students at the expense of the rest of the class. I was also told I was harsh for requiring students to learn mathematics, rather than just work for a grade.	Sun, May 17, 2009 3:43 PM	 Find...
8.	Higher education in Colorado should not be one of the least funded in the nation, especially with as much resources the state has. I love to teach and have sacrificed much to try to continue to teach but it has become financially impossible with low pay and no benefits offered to part-timers. Part-timers have felt like 3rd class citizens within the CCCS and it is time for a change for the better. Educators should be one of the highest paid professions and at the least not worry about benefits or paying their mortgage. Even teachers that win awards such as myself have not been given classes with no explanation or obligation and many, many students were upset who felt like they were paying to keep around good educators that have proven themselves. If the CCCS is about the students then they should want to take good care of good teachers and retain them as long as possible along with offering tuition assistance as incentive to attain a higher degree or specialized training. Thank You!!	Fri, May 15, 2009 8:10 PM	 Find...
9.	The question about "teaching differently" if teaching full-time needs to be refined: "differently" is too vague. Teach better? Develop and teach new courses? Etc.	Fri, May 15, 2009 10:55 AM	 Find...
10.	We make far too little for what is required for the job we must perform. We have no true voice and are often left out of the loop.	Wed, May 13, 2009 6:38 PM	 Find...
11.	Adjunct faculty are exploited by higher education at all levels in Colorado, but most especially by the urban CCCS system. Salary and benefits are totally inadequate; we consider our students underpaid at \$16-18 hour at the AA level, but we are required to have master's degrees for \$16.21 without benefits. Ultimately, students may or may not get the education they deserve because your itinerant faculty are trying to put food on the table while teaching at 3-6 different institutions.	Tue, May 12, 2009 2:56 PM	 Find...
12.	Thank you for the survey. Part time faculty are being exploited for their services. The community colleges depend on us, but do not support us sufficiently.	Mon, May 11, 2009 11:44 PM	 Find...
13.	The reward of teaching is from the students not the salary and benefits. I find it especially appalling that part time faculty can't at least purchase health insurance as a member of the group that provides benefits for full-timers. Even though I would love a full time job, I would want it academic year not calendar year. From my observations, full time employees are overworked to the max. I'd need the time off to recover.	Sun, May 10, 2009 2:59 PM	 Find...














14.	I have taught in different departments then the one I based my 2008 answers on. I currently teach in the CTE classification, however, another population that is considered CTE that would have completely different results would be the Vocational Program. These employees are considered CTE and adjunct like I am currently, however their entire system is different. I would be interested in separate results for those that teach minors only. My experience was not the same for both areas. Thank you.	Sat, May 9, 2009 12:20 PM	 Find...
15.	It is rewarding part time employment. Allows me to apply my skills and education in a completely different way	Sat, May 9, 2009 9:36 AM	 Find...
16.	the limits placed on the classes we can teach sometimes make no sense. I have been teaching a class for 7 years...i created the course content, how to assess learning, a profile used now for all you teach the class. They then decided to make it a degree required class, and you have to have a masters to teach it. So, I created it all, got kicked out of the one, yet I can teach the more advanced class of the same computer program. And they have a hard time keeping instructors for the class, and enrollment in the course has dropped dramatically. Also placing limits on the number of hours we can teach as part-time has forced us all to have to get other jobs, as well as they placed limits on how many credit hours full time faculty can teach, I think 2 classes a semester, but those who are favored are allowed to teach much more than that...usually by taking classes from that us part-time people have taught for years. There is much bitterness within the CCA system	Fri, May 8, 2009 1:39 PM	 Find...
17.	You're welcome. Good luck.	Fri, May 8, 2009 1:03 PM	 Find...
18.	I was essentially new to teaching in the community college setting. I wish now that I had sat in on some classes conducted by the regular faculty. New part-time faculty could be video taped so that they and/or others could critique the content and conduct of the class. This might be a hard sell.	Thu, May 7, 2009 2:41 PM	 Find...
19.	The greatest problem with adjuncts in Colorado is that we are expected to have an MA in the field we are teaching and yet paid as if we only had a high school degree.	Thu, May 7, 2009 10:19 AM	 Find...
20.	One of the areas I feel parttimers are not treated fairly happened twice on a different FRCC campus. I put in 15-30 hours of preparing syllabi and Lesson plans for a class that was cancelled due to low enrollment. No compensation. That was totally unfair because there is no way you can be ready to teach a class in less than a week. I think if a class is cancelled, the part-time instructor should be reimburse at least \$75. Sometimes other jobs are turned down to teach and if a class is cancelled, it is even more unfair.	Wed, May 6, 2009 11:43 AM	 Find...
21.	They need to open up full time postions and pay part time faculty who are teaching full time credit loads. (like 11 credit hours or more)	Tue, May 5, 2009 7:26 PM	 Find...
22.	It is impossible to teach and have another full-time job, as the week is chopped up by teaching. If my husband didn't have a full-time job with family benefits, it would be impossible to maintain my part-time teaching career.	Tue, May 5, 2009 2:51 PM	 Find...
23.	There needs to be a system to reward part time faculty who have seniority with first class choices and higher pay. We also need benefits.	Tue, May 5, 2009 12:33 PM	 Find...
24.	We must remember that there is a large number of adjunct faculty who value teaching on a part-time temporary basis and who prefer salary and the PERA retirement program along with the ability to participate in a tax deferred program without participating in a medical plan. Any funds that may be paid out as a medical benefit should be done so in a cafeteria style as not to interrupt the method currently used to pay adjunct faculty.	Tue, May 5, 2009 9:26 AM	 Find...
25.	Good luck with the study	Mon, May 4, 2009 8:13 PM	 Find...
26.	This is an awesome job for a mom of 2 kids who wants to keep her foot in science and be able to share her passion (science!) with others and yet still be a part of her children's lives. I am there to pick my kids up from school and go to evening activities with them so part time teaching is perfect for me. I teach while they are in elementary school.	Mon, May 4, 2009 3:30 PM	 Find...
27.	I went through college and became a teacher (HS) at the tender age of 38 after having worked as a paralegal in my "previous life." I loved teaching high school (English) and the student interaction. I'm very blessed to be able to continue doing what I love. How many others are as fortunate?	Mon, May 4, 2009 2:55 PM	 Find...
28.	Those questions about job satisfaction and salary were jokes, right?	Mon, May 4, 2009 2:11 PM	 Find...
29.	Adjunct/part time faculty must be allowed to take steps toward higher income levels and status that	Mon, May 4,	 Find...

















	includes more responsibility as a full member of the college academic community -- with the right to organize and be respected for doing so!	2009 11:23 AM	Find...
30.	I am looking for alternative employment; if the pay were better, I would keep teaching here forever!	Mon, May 4, 2009 10:56 AM	 Find...
31.	these answers are somewhat confusing..I teach for 2 very different CCCS colleges and their treatment of and respect for adjunct faculty vary greatly.	Mon, May 4, 2009 10:23 AM	 Find...
32.	Good that work on this topic is being researched and addressed. College Community College salaries are exploitative. This is an area which needs some of the best teaching possible. Yet, low salaries make teaching at the level unattractive and more prone to teachers who go on to better things.	Mon, May 4, 2009 10:13 AM	 Find...
33.	I have been trying to get an online class for over a year. Permanent faculty have priority for online classes. I finished my CTE certification and I'm still waiting. I have begun to apply to other colleges so that I can get some online classes.	Sun, May 3, 2009 3:40 PM	 Find...
34.	To explain the discrepancy in total credit hours taught (42) and my salary (22,200): For classes with less than 8 students, I am paid tuition only.	Sun, May 3, 2009 3:38 PM	 Find...
35.	1. Perhaps some consistency between depts as to scheduling and yearly contracts would give a sense of continuity and clarity of expected employment which is one of the big issues for part time instructors. "Do I have a job next semester or even "Do I possibly have employment next semester". The issue of unemployment benefits also comes to mind immediately following the above issue. 2. Another issue is placing a cap on how many fulltimers it takes to run a department. Having three certainly leaves little classes for parttimers to teach once the fulltimers fulfill their required number of classes to teach. To cap the # of fulltimers in a single dept or cap the # of class required of fulltimers to teach would provide a greater variety for the student body to choose from and ensure diversity. Classes taught by only fulltimers takes away the "practical" or applied senarios as they are only working in academics and not "out in the field". Fulltimers may stay up to date on issues within the field of education but by doing so may lack up to date knowledge on the latest techniques, methods, research... in the subject field. Personally, when I approached my supervisors to discuss a relatively new therapeutic technique, 2 of the 3 were unaware of it and therefore, were not able to discuss it in their own classes. I did not approach the third dept head as I was sorely disheartened by the lack of awareness as to what was new and "up and coming" within the field. I'm sure they were aware of new writing criteria, trained in the latest technology, and who is up for retirement, but not in their specific field. This is very disheartening and a grave diservice to the students in general. It would be interesting to find out if this is specific to FRCC or indicative of all comm. colleges.	Sun, May 3, 2009 12:27 PM	 Find...
36.	I am adjunct so I do not do this as a career. I cannot live on the salary. I do it as a hobby.	Sat, May 2, 2009 9:34 PM	 Find...
37.	good luck on your Ph.D.	Sat, May 2, 2009 8:52 PM	 Find...
38.	Health care is the crucial issue. I would be able to teach more if CCCS offered benefits. As it stands, I must work another job I'm overqualified for and dislike in order to maintain insurance. This wears on me. I know colleagues (some of whom are my elders) who do not have health insurance. And of course, one isn't going to be able to save enough through PERA to have it make all that much difference when it comes time to retire (if any of us are realistically going to be able to do that). This is appalling. Another issue is job security. Basically, there is no real guarantee that you'll be teaching from one semester to the next. We make do, and in some cases do very well, with this system, because many of us are incredibly dedicated. Still, I think it is ironic that the full-time cashier working at the corporate retail store probably has health insurance benefits, but when she decides to go to community college to try to better herself she very likely will be taught by instructors who, despite their education and professionalism, are not accorded that same privilege.	Sat, May 2, 2009 8:22 PM	 Find...
39.	I trained for online teaching in 2008 and am currently teaching my first online class at FRCC. I teach online classes at 2 other institutions currently and would prefer a full time teaching postion with only one institution. We returned to Colorado after being overseas 8 years, teaching full time.	Sat, May 2, 2009 4:27 PM	 Find...
40.	As a retired PERA member, I must abide by the 110 calendar days restriction, so I do not want a full time position. I truly enjoy my work here at the Westminster campus, because everyone is so helpful from colleagues, to department members and particularly the chair, to the Faculty Support Center women, to members of other departments, to the library people, all the way up to the Vice President's office (the VP being the interim president, I believe). And the students are so engaged, generally willing to relish in intellectual stimulation. As for benefits, I do not need them, since I am covered with PERA. The salary could be a bit better, especially since Metro State pays \$3,000 per three-credit class, as does CSU; as opposed to \$2,400 per three credit class. Given the preparation time necessary for composition classes, the increased pay would adequately cover that time expenditure. Still, I just love it here, and wish I had taught here my whole career, instead of local, public high schools! Thank you.	Sat, May 2, 2009 1:56 PM	 Find...
41.	I am semi-retired. I appreciate that RRCC has not seemed to me to exercise age-discrimination	Sat, May 2, 2009	 Find...


















		11:55 AM	
42.	While I didn't retire from other full time employment, I was laid off from a successful high paying professional position in nonprofit field. This is my first teaching position. While making very little money I do love it and hope to get more class (do have one class for summer and 2 for fall). I believe salary should be higher and benefits should include tuition discounts for faculty & immediate family.	Sat, May 2, 2009 10:10 AM	 Find...
43.	For me respect is a major problem for part-timers. There is minimal support beyond the platitudes made by the administration and full-time faculty that "We couldn't do it without you!". It's tragic that higher ed in this country depends on this type of system. The students pay the biggest price. Shame on all of us!	Fri, May 1, 2009 4:18 PM	 Find...
44.	Facilities workers @ FRCC run interference with my ability to teach and service my students; the actual workspace is incredibly noisy, poorly lit, unusually dirty and lacking in adequate equipment, having insufficient work and storage space, NO COMPUTERS in classroom, and meager raw materials/supplies are available for use in the educational context of my class; unacceptable access issues for operational processes intrinsic to the subject I teach, very limited access by my students to facilities in non-class hours.	Fri, May 1, 2009 2:05 PM	 Find...
45.	While autonomy can be good, as a new instructor I would have preferred more direction (guidance) since I hadn't taught before. The CCCS/Front Range environment is a bit of 'sink or swim'.	Fri, May 1, 2009 12:29 PM	 Find...
46.	Having an administration that appreciates part timers and will even hire them on an occasion full time schedule if enrollment increases.	Fri, May 1, 2009 11:55 AM	 Find...
47.	For every year of teaching at FRCC there should be a small raise.	Fri, May 1, 2009 11:54 AM	 Find...
48.	As an adjunct instructor, I feel part of a highly-educated and fairly large segment of the population with no health benefits. From some perspectives, I feel appreciated and from another perspective I know the mangement of the organizations I work for really doesn't care about me as a person - whether I live or die, to put it bluntly.	Fri, May 1, 2009 11:32 AM	 Find...
49.	At this time, with the economy in such turmoil, I don't feel anyone has job security, full time or part time, although part time employees are definately more vulnrable.	Fri, May 1, 2009 11:10 AM	 Find...
50.	My teaching experience at FRCC has been wonderful in many ways, including the support and support of my full-time colleagues. While I would love to have a full-time position, I am also realistic about the possibilities of obtaining such a position when I do not have a PhD. I taught one 3-credit class during my first 3 semester at FRCC, then 8 credits, and currently am teaching 11 credits. My lead faculty (I teach in multiple departments), are offering me more and more opportunities, but I am prohibited from teaching more than 12 credits in a given semester, so at the moment I am looking at a very clear glass ceiling. This situation is simultaneously frustrating and encouraging; frustrating because if I could teach all of the classes being offered to me, I would basically be a full-time instructor, however all indications are that this will never happen; encouraging, because at the moment I am able to teach enough courses that I do not have to pursue other work as much as I have had to in the past.	Fri, May 1, 2009 10:18 AM	 Find...
51.	I am very happy working for the math department at the Larimer campus. This department treats me with respect, and encourages good teaching. I would like to see that respect translate into a more adequate pay scale. I would also like to see our department as a whole have the respect it deserves from the administration, specifically when looking at classroom and office assignments.	Fri, May 1, 2009 10:06 AM	 Find...
52.	I feel all adjunct should be paid the same as CSU, CU.	Fri, May 1, 2009 9:26 AM	 Find...
53.	I've been fairly treated and enjoy my job at FRCC. However, I know I have a better chance of being hit by an asteroid than getting a full-time teaching job here. Right now I can afford to work this migrant-laborer job. But if that changes, I'll be leaving academia, as I've done many times before. Being an eternal adjunct is a reality I accept but obviously would like to change.	Fri, May 1, 2009 9:09 AM	 Find...
54.	If part time faculty could buy into the health care coverage system, it would improve our lot considerably. Thank you.	Fri, May 1, 2009 7:04 AM	 Find...
55.	I teach part time because I'm a full time mom. Teaching at FRCC allows me to make a little extra money and be home for my kids. Although the money isn't great, I feel valued by my department and my lead instructor and I appreciate the fact that I have freedom to run my classroom as I see fit. Overall, I've enjoyed the time I've spent at FRCC.	Fri, May 1, 2009 12:01 AM	 Find...
56.	I enjoy teaching, which is why I still do it, but this is not my main source of income. I am very sympathetic to faculty who are trying to exist on their adjunct teaching salaries, however. I have health benefits through my husband. My main concern is the lack of compensation when I have to completely redesign my two web classes because someone else has made the decision to change a textbook and I have to revise my entire course to fit a new textbook. There is no compensation for this.	Thu, Apr 30, 2009 10:06 PM	 Find...
57.	My institution, my colleagues, and my job in general are as good as it gets.	Thu, Apr 30, 2009 8:40 PM	 Find...

58.	I gave a very conservative estimate of the amount of time that I spend preparing lessons and grading papers. This last semester was taught without a textbook and I had to develop much of my course from scratch. This took much more time than normal, so I figured I was lucky to be making \$10. per hour. We had to learn Blackboard Vista and now they are changing that. We've had to change the content of our courses every year, so that's more work. The pay does not go up in relationship to the workload. No, I would not ever encourage a new young person to go into the field of education for several reasons. First of all, the financial compensation does not equal the amount of education a teacher has or the amount of work that goes into the job. Secondly, teachers are often left out of important decisions by administrators. Thirdly, often teachers are not appreciated for their hard work but blamed by students for the students own lack of success.	Thu, Apr 30, 2009 8:20 PM	 Find...
59.	Maybe there should be an "I do not know at this time" option on the survey, at least for some of the questions.	Thu, Apr 30, 2009 7:37 PM	 Find...
60.	My other 'full time' job is motherhood. Your survey does not appear to include this, and it's a huge reason a lot of us are willing to work part time to keep our resumes active. We are suffering the poor pay because at least we are professionally active and keeping our minds going. You asked if we were retired, which is an obvious pool of part time employees, but you missed the boat on moms!	Thu, Apr 30, 2009 6:16 PM	 Find...
61.	I have found my adjunct experience to be a wonderful and fulfilling experience. I wish the opportunity would arise for the dept to expand and a full time position to open for which I would qualify. I have learned much from being exposed to the students.	Thu, Apr 30, 2009 4:53 PM	 Find...
62.	The HR department at Front Range Community College has absolutely zero respect for people who interview for positions. I have and was never given courtesy of even a "Sorry, but no thank you letter". That was at the Westminster campus and that sucks big time! It gives a pretty good indication of your value to the people in the ivory tower...	Thu, Apr 30, 2009 4:38 PM	 Find...
63.	I believe in the community college system and the students and administration i serve. I love what i do but am grossly underpaid/compensated. The only reason i am able to exist on the salary is because, have no children, i live off the grid ie.totally solar powered,and live simply in general. If i had the bills other folks have i could not exist on a CCCS salary.	Thu, Apr 30, 2009 4:38 PM	 Find...
64.	I may skew the results. I only work because I love to teach. I am fortunate that I don't need the income so I have less concern about the other issues. However, if this was my only source of income, I would say it's way underpaid.	Thu, Apr 30, 2009 3:44 PM	 Find...
65.	I enjoy the academic atmosphere at FRCC/Boulder County	Thu, Apr 30, 2009 3:40 PM	 Find...
66.	I love teaching, no matter the circumstances. Taught at private schools in central Mexico for two years--no books, shabby classrooms, poor equipment. But the students and I thrived.	Thu, Apr 30, 2009 3:19 PM	 Find...
67.	My biggest frustration is with my inability to affect the way the system works for the student and faculty because I am "just a part-timer." I think that if I were full-time faculty, my input into the long-term planning and goals would be better received or acknowledged.	Thu, Apr 30, 2009 2:44 PM	 Find...
68.	While I am classified as a part time faculty, I am also a full-time instructional dean.	Thu, Apr 30, 2009 2:39 PM	 Find...
69.	I am a nurse, with education as a side job	Thu, Apr 30, 2009 2:01 PM	 Find...
70.	I taught during the Spring of 2009, and not in 2008	Thu, Apr 30, 2009 1:54 PM	 Find...
71.	I don't feel like the head of departments, who seem to be in charge of what classes I get and how many I get, have any idea what my teaching is like. They go off the student surveys, but should be more involved personally so as to help direct instruction and award good teaching.	Thu, Apr 30, 2009 1:42 PM	 Find...
72.	I have previously taught at CSU, and the FRCC students challenge me in new ways; although the experience is rewarding, the work is far harder than my previous teaching experiences. The range of students, their diversity of needs, learning disabilities, life situations, and maturity disparities impact my approach. I find that I must constantly adjust and find new structures for each of my classes -- often week to week.	Thu, Apr 30, 2009 1:38 PM	 Find...
73.	31. Part-time faculty are treated fairly: Full-time faculty appear to have total first choice on courses/sections to teach and total first choice in hours in the Math Lab.	Thu, Apr 30, 2009 1:21 PM	 Find...
74.	There were some questions I would have answered "unsure," but you didn't have that as an option. Questions like pursuing a full time postion, and some of the satisfaction questions. Thank for doing this, hope your dissertation goes well.	Thu, Apr 30, 2009 12:37 PM	 Find...

75.	Lack of adequate office space for meeting with students and doing work that must be done on site is lacking for part time faculty.	Thu, Apr 30, 2009 12:21 PM	 Find...
76.	I think that budget constraints restrict hiring full time. Cheaper to hire temp part time per semester.	Thu, Apr 30, 2009 12:21 PM	 Find...
77.	I was born in Italy and studied there. I moved to the US 22 years ago. I was married and never needed a permanent job. I worked a lot as a volunteer. After becoming a widow and having my children go away to college, I was glad I could go back to teaching. In Europe it wouldn't have been possible. I don't care about how much money I make; I just want to help students and have a reason (beside my children) to get up in the morning.	Thu, Apr 30, 2009 12:09 PM	 Find...
78.	Adjuncts are expected to have at least a master's degree, experience in their field, and additional qualities to teach at a Community College. Yet, they are paid poorly, given no benefits, and little recognition. What is going on here? Clearly higher education institutions are taking advantage of their most precious resource. It's an abusive system which exploits quality educators, and the sad part is that those who want to become full-time instructors really have to begin as an adjunct and hope to catch a break, while institutions rake in money off the backs of hard-working instructors!	Thu, Apr 30, 2009 12:08 PM	 Find...
79.	It is sad, as an adjunct, I owe \$60,000 in student loans but my paycheck is \$158 every two weeks for teaching a single class.	Thu, Apr 30, 2009 11:46 AM	 Find...
80.	This position is only one job I have held in my career. I have not been a long-term academician.	Thu, Apr 30, 2009 11:43 AM	 Find...
81.	Good luck with your dissertation!	Thu, Apr 30, 2009 11:34 AM	 Find...
82.	Pay is only one factor that contributes to my dissatisfaction as a community college adjunct educational instructor. In my experience, there are no standards for a Department Chairs engagement with adjunct faculty. Department Chairs are not required to let adjunct faculty know about possible adjunct opportunities in a timely manner. As a consequence, we may be informed about classes we are teaching within days of start dates. We have no say in text choices or classes offered. I have asked several times to be involved in text choice committees, but have not been engaged in the activity. Additionally, because we do not encourage consistency in adjunct faculty, meaning we do not retain the talent (select the best, brightest, and best performers that are willing and have the time), students can not plan to take an instructor for future classes. I find the process slow, not structured and devaluing!	Thu, Apr 30, 2009 11:33 AM	 Find...
83.	The survey is a bit misleading. For example question 32.	Thu, Apr 30, 2009 11:01 AM	 Find...
84.	Pay is insulting, benefits non-existent. We are treated like scum. The students are fortunate so many good people enjoy teaching, even though CCCS makes it almost impossible to do!	Thu, Apr 30, 2009 11:01 AM	 Find...
85.	I wish the salaries of academics (both part-time and full-time) were higher to reflect the need for great educators.	Thu, Apr 30, 2009 10:48 AM	 Find...
86.	I am retired from a career of teaching at various colleges and Universities and Environmental consulting. The role of the college instructor has changed significantly over this time, and that change is manifested directly in the expectations of the students, the school systems and administrative. Perhaps it is the nature of social change, but teaching has become a MUCH less satisfying profession than when I started in 1972.	Thu, Apr 30, 2009 10:42 AM	 Find...
87.	Colorado needs to get it's priorities in order as far as seeing teaching as a value.	Thu, Apr 30, 2009 10:29 AM	 Find...
88.	I had a long career as a professional licensed architect and professional commercial interior designer prior to patially retiring in 2000. Since that time , I have "given back" for all the help I had from educators and mentors over many years. I was able to do that and get some monetary compensation by teaching part time in interior design programs at Colorado State University and Front Range Community College.	Thu, Apr 30, 2009 10:22 AM	 Find...
89.	While I understand that the wording of questions is difficult, there is a sense in this survey that the respondent is focused entirely on academia either as (1) a non-academic retiree, or (2) an academic seeking ultimate full-time employment.	Thu, Apr 30, 2009 10:13 AM	 Find...
90.	I feel that part-time faculty at FRCC Boulder County Campus are treated well, and given opportunities for professional development.	Thu, Apr 30, 2009 10:12 AM	 Find...

91.	The main dissatisfaction that I receive from my employment in the CCCS system, is that I work around 50 hours/week, earn less than if I had started working at McDonald's, and have other part-time jobs (catering, secondary substitute teaching, and occasional construction jobs).	Thu, Apr 30, 2009 10:11 AM	 Find...
92.	I only hear from my department head or the dean when there is a problem with my course. In five years I have had one piece of positive feedback.	Thu, Apr 30, 2009 9:56 AM	 Find...
93.	I primarily teach at present because no one else is available with a comparable degree. I have actually been retired since 2001, but have taught at least 1 class or more a year since then. The salary is pitiful. During the first year I taught the Advanced Medical-Surgical Nursing class, I 30 to 40 hours in preparation, grading etc. and was paid \$1545 for the semester. If I did not have so much loyalty to the nursing program here at NJC I would not do it. I am treated extremely well by the individual instructors within the nursing program.	Thu, Apr 30, 2009 9:51 AM	 Find...
94.	Would love to see the results. Please circulate an email when you are complete so we can see what you found out. Good luck!	Thu, Apr 30, 2009 9:29 AM	 Find...
95.	the amount of stress created by having to have multiple jobs to even think about making a living when one has a tremendous amount of experience is tragic.	Thu, Apr 30, 2009 9:28 AM	 Find...
96.	Just a couple of thoughts about your survey. 1. If you ask if females are treated fairly you should also ask if males are treated fairly as well. We are shifting toward a female dominated society and men are being abused in much the same way women were. Somewhere there should be equality in the system for all. 2. As you can see by my answers I am not an academic even though I have a Ph.D. in my field. I am vastly more interested in teaching than in research even though I've done some fun and interesting research as well. I am very dissatisfied that in the CCCS my corporate/business/gov experience counts for nothing and I'm paid less than the average bus driver by a factor of 2. I try to maintain a view that this is a systemic issue rather than a personal one. The truth is the pay affects feelings of self worth. When confronting these feelings I've decided that even though I love teaching and the students I will seek more gainful employment. Either I will be paid enough to survive on and thrive a little or I'll leave.	Thu, Apr 30, 2009 8:12 AM	 Find...
97.	I think it is unrealistic to ask us to generalize about the CCCS when we work for one (or more) colleges in the CCCS and may have VERY different experiences at each, FYI.	Wed, Apr 29, 2009 8:38 PM	 Find...
98.	The last question is would I still choose an academic career, and I still would but not in Colorado.	Wed, Apr 29, 2009 5:21 PM	 Find...
99.	It would be nice if adjunct faculty could take graduate courses at CU Denver. Also, it seems that RTD passes should be included.	Wed, Apr 29, 2009 5:08 PM	 Find...
100.	Adjunct treatment at CCA is and has historically been pathetic. In more than one department, some of the experienced faculty (quite a few of whom have left) worked for several years to build their departments and the reputation of CCA. What was the "thanks"? Younger less experienced people were given assistant professor status and pay and were put in charge of evaluating older staff. In at least one case, a young evaluator had minimal (if any) knowledge of the specific course content for the course and instructor she was evaluating. If the older instructor involved had not been committed to quality teaching, the college would have lost one of its most committed adjuncts. Another point is that in our department it certainly appears that there is favoritism in scheduling courses and in "who gets bumped first". I got bumped from a class and the department chair did not have the courtesy to tell me; I heard it at the last minute through someone in another department on another campus. My final comment is that many staff (not just adjuncts) are sick to death of having demands forced down our throats regarding Blackboard - and having TERRIBLE training. Administrators who demand that faculty use such trash should be required to teach a class and follow every jot and tittle of the requirements they dump on us. They should have to attend EVERY training, meet EVERY deadline, and then maybe they would get a REMOTE clue how bad it is. I love teaching, I love students, I love my fields..... but the way adjuncts are treated does not bring any applause to CCA from me (or from many others). Other comments: hybrids generally are not successful avenues for course work. Students who have completed pre-requisites for my courses online are NOT prepared.	Wed, Apr 29, 2009 4:57 PM	 Find...
101.	I started this semester. The two main issues are availability of classes from one semester to the next, and pay. Otherwise, I like it very much and pay is important but not critical.	Wed, Apr 29, 2009 4:51 PM	 Find...
102.	Best of luck to you. I hope that your program brings you more value than just the piece of paper you receive at the end.	Wed, Apr 29, 2009 4:27 PM	 Find...
103.	As a part time instructor in the CCCS, there are few to no health care benefits available to part time instructors. I would like the option of a medical savings account for part time employees, however, with little cost of accounting to PERA or the Human Resource	Wed, Apr 29, 2009	 Find...

	Department. It would cost more, however, taking a deduction out of a part time employees paycheck toward a flexible medical savings account would be a good option.	4:15 PM	
104.	I appreciate my students' diversities and the support I get from my administrators.	Wed, Apr 29, 2009 4:15 PM	 Find...
105.	We have too few people doing too many jobs for too little money. It has a negative affect on motivation. Dr Herzberg said money is a hygiene factor. In other words money does not motivate. The lack of money can create reduce motivation. When you add this to the overall uncertainty over the future of higher education in Colorado I see storm clouds on the horizon.	Wed, Apr 29, 2009 3:17 PM	 Find...
106.	The only reason I wouldn't choose teaching again is the salary difference between me and my age peers--my RN and business friends make literally double or triple what I made.	Wed, Apr 29, 2009 2:50 PM	 Find...
107.	I have the best of both worlds--I am practicing both nursing and teaching.	Wed, Apr 29, 2009 12:56 PM	 Find...
108.	Adjust faculty--the immigrant worker of higher education	Wed, Apr 29, 2009 11:40 AM	 Find...
109.	I teach at 2 CCCS institutions and responded based on my most favored campus. Responses would be different if based on my least favorite institution. =)	Wed, Apr 29, 2009 11:21 AM	 Find...
110.	My job satisfaction varies a bit with the individual college policies, so it makes generalizing on a survey like this difficult.	Wed, Apr 29, 2009 11:13 AM	 Find
111.	The expectations in terms of workload for part time faculty are ridiculous considering the amount of pay. It is more like slave labor. Too much is expected for the amount of pay. Every semester there are new requirements for more technology use or more evaluations for students etc., yet there is no change in the amount of pay. The addition of technology has some advantages, but it has also increased the amount of work. I can spend anywhere from 1 to 3 hours just answering student emails. That takes away from time being spent on other more important duties. I have found that the student's ability to listen in class goes down the more they know they can just send an email to get what was already explained in class. Some full time instructors only teach one more class than most part time, but the pay difference is huge.	Wed, Apr 29, 2009 11:11 AM	 Find...
112.	In 2009 I was offered and am working as a full time instructor--in a temporary fashion--ie I have to be reevaluated due to budget concerns for fall 2009	Wed, Apr 29, 2009 10:55 AM	 Find...
113.	I would be very interested in seeing the results of the survey. joe.straub@rrcc.edu	Wed, Apr 29, 2009 10:35 AM	 Find...
114.	Part-time faculty support varies from CC to CC within the system, from adequate to non-existent. Nothing better than adequate, however.	Wed, Apr 29, 2009 10:16 AM	 Find...
115.	IT Support at FRCC Westy is non existant or so difficult that I avoid them whenever possible. Courses offered do not reflect the reality of what is needed in the IT job market.	Wed, Apr 29, 2009 10:14 AM	 Find...
116.	Teaching at any level is rewarding. To help facilitate the light of understanding in others rejuvenates the soul. We are all learners on this journey and we teach each other!	Wed, Apr 29, 2009 9:28 AM	 Find...
117.	I'm very concerned that the proliferation of online courses is compromising the quality of education that a student can obtain. Students frequently comment about, cheating, etc. in online courses.	Wed, Apr 29, 2009 8:42 AM	 Find...
118.	appreciate the opportunity to teach part time at NJC	Wed, Apr 29, 2009 8:15 AM	 Find...
119.	Your questions on teaching have left out non-academic adult education. This is an important type of instruction as I work within the training division of a government agency. Many of the same skills needed for academic teaching are required except I deal with a much more discerning audience - adults. Adult education (andragogy) can be much more challenging than students in an academic setting (pedagogy). Perhaps your survey should have taken this into account.	Wed, Apr 29, 2009 7:39 AM	 Find...

120.	hard to respond to some questions because I teach at more than one campus and my answers are not the same for both campuses	Wed, Apr 29, 2009 1:46 AM	 Find...
121.	It would be nice if part time faculty were given classes on the basis of length of service.	Wed, Apr 29, 2009 12:10 AM	 Find...
122.	Please note that my experiences at FRCC have been much more pleasant than CCD. FRCC provides a much more supportive and organized department.	Tue, Apr 28, 2009 10:09 PM	 Find...
123.	since i am a part time instructor and teach on campus only in the evenings, it would be nice to have resources available in the evenings or have workshops available on the weekends	Tue, Apr 28, 2009 9:31 PM	 Find...
124.	Of course, pay level for adjunct faculty is an issue (an adjunct must have other jobs to make ends meet). In addition, if there were more time/pay available, the level of instruction would definately be improved. For example, in working other jobs, I do not have the discretionary time needed to improve my courses or do additional research that would add beneficial content. My classes have remained somewhat static because of this lack of time for research and study.	Tue, Apr 28, 2009 8:46 PM	 Find...
125.	I'm retired from CCCS full time teaching and teaching adjunct. Some questions were difficult to answer accurately because I teach at two colleges. One pays well the other doesn't etc. Best wishes on your degree.	Tue, Apr 28, 2009 8:28 PM	 Find...
126.	I would really like to evaluate results/conclusions of this survey . . . How about making such available online to the community college system at large?	Tue, Apr 28, 2009 7:00 PM	 Find...
127.	Some CCCS colleges do a better job at hiring adjuncts into full time positions. CCD makes a concerted effort to hire adjuncts into full time positions. Front Range does not even acknowledge qualified adjuncts who apply for full time positions and almost never hires an adjunct.	Tue, Apr 28, 2009 6:38 PM	 Find...
128.	I have also been employed with grant funding and in coordinating positions as an exempt employee.	Tue, Apr 28, 2009 6:18 PM	 Find...
129.	The faculty and administration are only interested in themselves and not the institution nor the students. It is all about them protecting their jobs and their over paid salaries. They are highly paid and do not earn what they get.	Tue, Apr 28, 2009 6:15 PM	 Find...
130.	I think that part-time teachers should be allowed to teach as many classes as they can. I am tired of being told which classes I can teach. I am tired of snobby full-time teachers who think they are hot shit 'cause they have a lousy full-time job where they can make a wopping 40 grand a year. My husband makes twice that with hi BS in science. I am sick of the disfunctional education system. It sucks and I wish every day that I wasn't a part of it.	Tue, Apr 28, 2009 5:53 PM	 Find...
131.	Quality teachers who are dedicated to their jobs should be encouraged with better pay and benefit packages.	Tue, Apr 28, 2009 5:43 PM	 Find...
132.	The faculty members at Red Rocks truly care about the welfare of their students. I feel fortunate to be able to associate with such fine people.	Tue, Apr 28, 2009 5:23 PM	 Find...
133.	There are STUPID rules for full time employees who teach part time. I always had a full time job outside CCCS before I came here and taught 15 hours a semester. As a full timer, I am limited to 6. It's STUPID!!!	Tue, Apr 28, 2009 4:58 PM	 Find...
134.	This was a little tricky for me to fill out because I went from part-time to full-time during this acadmeic year. I tried to fill it out from the perspective of my adjuncting time (when I had full-time employment outside of academia).	Tue, Apr 28, 2009 4:43 PM	 Find...
135.	The hardest part of this job is uncertainty, never quite sure you'll have the same classload. Also lack of benefits. I have to buy private health insurance and there really doesnt seem to be much hope of a permanent position at my school	Tue, Apr 28, 2009 4:42 PM	 Find...
136.	Health Insurance, Health Insurance and Health Insurance. How hard is it!?	Tue, Apr 28, 2009 4:28 PM	 Find...

Appendix F

Multiple Regression Analysis for Statistically Significant Variables Predicting Job Satisfaction

Variable	Standardized Beta Coefficients	T Value	Sig
CCCS Primary Employment	-.004	-.046	.964
Prefer Full-Time	+.039	+.511	.610
Years in CCCS	-.021	-.300	.764
Institutions(s) Taught at in CCCS	+.021	+.366	.715
Total Years Teaching	+0.30	+.402	.688
Discipline	+.023	+.411	.682
Highest Degree Completed	+.012	+.202	.840
Seeking Additional Degree	-.060	-1.01	.314
Other Jobs Held	-.064	-.944	.347
Other Full-Time Job	+.010	+.138	.891
Other Teaching Jobs Held	+.043	+.669	.504
Hours Spent on Unpaid Activities	+.009	+.128	.899
Number of Credit Hours Taught	+.047	+.741	.460
Satisfaction with Authority	+.219	+3.74	.000
Satisfaction with Technology	-.055	-.862	.390
Satisfaction with Facilities	+.017	+.266	.790
Satisfaction with Support	+.067	+1.15	.252
Satisfaction with Workload	+.182	+2.67	.008
Satisfaction with Salary	+.253	+3.13	.002
Satisfaction with Benefits	+.078	+1.32	.191
Will Seek Full-Time in CCCS	-.003	-.034	.973
Expect Full-Time Teaching	+.047	+.658	.512
Satisfaction with Health Care	+.025	+.421	.674
Satisfaction with PERA	+.137	+2.27	.025
Satisfaction with Job Security	+.068	+1.09	.277
Feel Valued in their Department	-.039	-.556	.579
Prefer Annual Teaching Contracts	-.148	-2.40	.018
Would Teach Differently if Full-Time	-.118	-1.91	.059
CCCS Income	-.181	-2.78	.006