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PART-TIME UNIVERSITY FACULTY MEMBERS:
THE RELATIONSHIP BETWEEN ENVIRONMENT AND SATISFACTION

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Education Administration

By

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May, 2005

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This work is dedicated to Jim West, Sr. and Dave Kleppinger, who tirelessly encouraged me to finish my doctorate, yet who both died within months of its attainment.

Returned to ashes, perhaps, but their love for each other and for me

have left an immutable mark on this world.

ACKNOWLEDGMENTS

In his book *The Road Less Traveled*, M. Scott Peck jests about the manner in which people get into long-term relationships. When people fall in love, he explains, it is during this euphoric, giddy delirium that they bravely pledge these commitments, and by the time they come to their senses, it is too late. In similar fashion, I became infatuated with my scholarly pursuits, and by the time I came to my senses, I was already inextricably committed to the doctoral program. After the euphoria diminished and despair set in, I would not have finished this work without the help of a number of people who cared, counseled and, at times, cajoled me.

I am eternally grateful for my chair and comrade, Jim Killacky, who agreed to assist me at a time when he was already burdened with responsibilities. I cherish the thought of our continued friendship. I am also thankful for the support of my committee members, especially those who agreed to remain on my committee after leaving the university: Amy Wells, whom I had the pleasure of meeting while she was but a doctoral student herself; and Peggy Kirby, whose kind encouragement and hard work were the veritable sword and shield that slay my statistical Leviathan. My fourth committee member, Randall Scott, is a dear friend as well as a colleague. He talked me into applying to the program, and now I must recant my allegations that he had ruined my life. Other members of the department deserve mention as well: Barbara Johnson tolerated me during my academic adolescence and offered me opportunities to grow as a scholar, and Mike Paulsen helped re-direct my creative fervor. Another scholar, Linda S. Hagedorn, allowed me to use her framework and patiently listened to my prattle, and Valerie Conley gave me confidence even as she scolded me for creating my own instrument. I must also

mention David Leslie and Ernie Benjamin, whose conversations and correspondence, not to mention scholarly work, helped inspire this work.

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Of course, I would suffer both in this world and the next if I did not mention my family, especially my parents. No matter how insignificant and downtrodden I have felt, they have always made me think that I could make a difference in the world. They may never truly know how their love and support carried me when I was too weary to travel on my own.

To all of you: Thank you. Who I am and what I do would not exist without you.

Foreword

In the 1970s and 1980s, works by Tuckman and by Gappa and Leslie began to look at what was then a fledgling phenomenon: the growing percentage of part-time faculty members in four-year universities. Though part-time faculty members could be found on most four-year college campuses before the 1980s, many of the ones who had assumed those teaching positions in previous years had been chosen because they had expertise in a particular vocation or discipline. Many of these part-time, or adjunct, faculty members had full-time jobs, yet they taught on the side. But in the seventies, the role of part-time faculty began to change. After years of prosperity and unprecedented growth, many universities began to experience financial difficulties. Why were full-time faculty members being replaced by part-time faculty? Was it possible for universities to have fiscal problems? How could such a thing come to pass?

A little history, overly simplified for purposes of brevity, gives some perspective on the issue. Higher education began to boom after World War II. First, there were the tens of thousands who took advantage of the G.I. Bill, and later, it was their children who came in droves. Higher Education was in its heyday: With a growing pool of students, tuition was sufficient to supplement the erstwhile generous state contributions; the federal government was instituting programs that finally encouraged underrepresented populations to attend college. In the midst of these glory days, the image of the college professor was to be revered, the positions coveted. But ...what happened? Why was there less money to pay faculty? There is no simple answer to this question, but there are a number of factors that can be mentioned to set the scene.

In the days of higher education splendor, government funded many of the universities directly. When postsecondary funding efforts began to include a “consumer” model, in which the

student received the money and made the choice about where to spend it, universities scrambled to adjust. One of the items they adjusted was their budgets, and in many cases they accomplished this feat by changing the tenure line positions of retiring faculty to part-time positions.

As the consumer model became more prevalent as a means of institutional choice, many universities were trying to adjust their curricula to appear more attractive. For example, some student-consumers wanted to move more quickly into their majors without “wasting” too much time on those “pesky” liberal arts courses. Curricula were altered. Budgets changed. Not surprisingly, part-time positions began to grow at an incongruent rate in the humanities colleges.

Another challenge to universities in recent decades has occurred in those states that have been pinched for funds. States often consider higher education to be discretionary funding, so it is often the line item that gets the red ink. The more red ink, the more universities have to adjust, and the more part-timers there are.

Governing bodies have also been known to pass legislation that creates mandates but does not fund them. For example, even though Disabilities legislation was monumental in its importance and undoubtedly a necessary move, the legislation created a general panic among universities that had little discretionary income. Quite often, whenever it was possible, money was saved by hiring part-timers. “Benefits are expensive, after all, and think of all that money we save on part-timers hired as contract workers.”

Also, in the latter half of the twentieth century, the concept of “student affairs” began to encompass more and more of college life. The growth in the importance of student affairs was accompanied by a growth in student affairs staff, which sometimes meant a reduction in instructional budgets, and that meant a growth in part-time faculty positions.

An institution is an amazing bureaucracy, and bureaucracies need bureaucrats. Two hundred years ago, the administration of a university consisted of a few faculty members and, maybe, a small clerical staff. Today, especially with the recent outcry for more accountability, there has been a tremendous growth in administrators over the past two to three decades. Money doesn't grow on trees, but it appears that part-timers do.

Granted, this foreword is a gross oversimplification of the complexities that have occurred over the last half century, but the fact is that, in many cases, part-time faculty members have been used as a means to balance university budgets. In four-year institutions, part-time faculty make up about 40% of the teaching population. In two-year institutions that number is closer to 60%.

Aside from this brief foreword, this study does not try to address the history of higher education, nor does it attempt to directly argue for or against the use of part-time faculty. The fact is that part-time faculty members will probably continue to be a significant participant in the university culture for many, many years. Therefore, the charge for researchers, policy makers, and practitioners is to acknowledge this phenomenon and decide how best to deal with it.

The research in this dissertation seeks to understand how a university's environment is related to the satisfaction of its faculty members. Some of the literature indicates that liberal arts faculty members seem to be the most demoralized; indeed, it seems that the walls of liberal arts bastions have been breached more than any other. Therefore, using a conceptual framework that attempts to predict satisfaction, this study looks at liberal arts colleges within four-year institutions and compares them with business colleges within those same institutions. This comparison, along with the results of statistical analysis, is intended to better equip policy

makers and administrators with knowledge so that they may, ultimately, improve the quality of education.

Maybe the heyday is over. Maybe the romantic images surrounding tenured college professors are beginning to fade. Still, the American university system is a formidable entity in the modern world, but it will only remain so if it keeps pace in a rapidly changing landscape. Understanding predictors of faculty satisfaction—especially part-time faculty satisfaction—is a vital means to ensuring that the quality of American higher education remains intact.

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ABSTRACT

The purpose of this study was to explore the relationship between the environment and the satisfaction of certain part-time university faculty members. A web-based, confidential questionnaire was made available to voluntary participants. The data collection occurred during the Fall semester of 2004. The survey provided data from 10 Louisiana universities in the top four Carnegies categories of Doctoral Extensive, Doctoral Intensive, and Masters I and II universities. Though a total of 610 faculty members participated in this study, the final sample included 542 participants. The research questions of this study focused on job status (part-time or full-time) and academic discipline (liberal arts or business). These were the two major categories from which participants were solicited and into which the participating faculty members were divided. The research utilized Benjamin's (1998) categorization on what he considered to be two "umbrella" groups of faculty members: liberal arts-related disciplines and vocationally-related disciplines. This latter cluster was represented in this study by colleges of business, which fit into that category. The study also used Linda Hagedorn's (2000) conceptual framework, which contends that certain motivators, hygienes, triggers, and environmental factors have a significant relationship to faculty satisfaction. Her framework is based in large part upon Herzberg's (1959) work, which developed the concept of motivators and hygienes as significant predictors of worker satisfaction. Hagedorn's conceptual framework was modified to address certain environmental conditions that are unique to part-time faculty members.

The regression models for both full-time and part-time faculty are highly significant ($p = .001$) and account for 52.6% of the variance in the full-time population and 64.6% for the part-timers. Six variables indicated significant differences between full-time faculty and part-time

faculty, five at the .001 level. Four variables indicated significant differences between liberal arts and business faculty: climate of the university ($p < .01$), climate of the college ($p < .05$), climate within the department ($p < .05$), and overall satisfaction between Benjamin's (1998) categories.

CHAPTER I

Introduction

Since 1970, postsecondary institutions have increasingly relied upon adjunct and part-time faculty to teach core curriculum courses (Foster & Foster, 1998; Leslie, Kellams, & Gunne, 1982; Schuster, 1998). Because of the increasing presence of part-time faculty in higher education, studies have begun to explore the extent to which part-time faculty influence higher education (Antony & Valadez, 2002; Leslie & Gappa, 1992). Some of these studies have sought to understand if there is a relationship between the use of part-time faculty and the quality of education (Gappa, 2000).

Several studies have revealed a strong relationship between job satisfaction and academic performance of full-time faculty members (Antony & Valadez, 2002; Conley, Leslie, & Zembler, 2002), and organizational research has shown that the academic environment exerts a strong influence on job satisfaction and, therefore, academic performance (Hackham, Oldham, Janson, & Purdy, 1989). In higher education, however, the environment surrounding part-time faculty members, including the resources provided to them, can vary markedly from the environment of full-time faculty.

This study explored the relationship between the environment and the satisfaction of certain part-time faculty members. Because studies have revealed that there is a relationship

between environment and satisfaction for faculty in general (Hackham, Oldham, Janson, & Purdy, 1989), research is needed to investigate the unique working environment of part-time faculty. The importance of this study is that, ultimately, it could foster better understanding of the ways in which administrators can enhance part-time faculty performance.

Overview of Part-Time Faculty Situation

It has been estimated that in two-year institutions, part-time faculty constitute as much as 63% of the instructional staff (Cohen, 1992; McArthur, 1999; National Survey of Postsecondary Faculty [NSOPF]:99). Overall, more than 40% of university faculty are part-time employees (Leslie, 1998a), a fact confirmed by Conley, Leslie, and Zimbler (2002). Of the full-time positions that remain, more and more are being filled by non-tenure track faculty members who work full-time, but only on a per-contract basis (Leatherman, 2001).

How does the employment of part-time employees affect higher education? Viewpoints regarding effects have ranged from the assertion that part-time faculty have undermined academic excellence (Foster & Foster, 1998) to the counter assertion that the only difference between part-time faculty and full-time faculty is the rate of compensation (Bowen & Schuster, as cited in German, 1996). It has been argued that replacing tenure-track research jobs with adjunct positions will negatively affect colleges and universities (Reichard, 1998). On the other hand, it has been asserted that the employment of adjunct faculty contributes to the quality of institutions (Clark, 1993). A statement by the American Association of University Professors (AAUP) has adopted an extreme position: "The AAUP believes that both the exploitation and the excessive use of part-time and non-tenure-track faculty undermine academic freedom, academic quality and professional standards" ("Guidelines for Good Practice: Part-Time and Non-Tenure-Track Faculty," <http://www.aaup.org/Issues/part-time/Ptguide.htm>).

Neither administrators nor academics are arguing that all college and university faculty should be full-time employees; however, Jacobs (1998) and Greenwood (1980), among others, have endorsed that adjunct faculty should be treated more favorably. Seibert (1996) pointed out that organizational responses should be in place to address this phenomenon and the corresponding ethical obligations that educational institutions should consider. Part-time faculty members often work from semester to semester without any evidence of job security or the receipt of benefits provided to tenure-track faculty.

As members of the instructional staff, part-time faculty have been fulfilling a vital role in colleges and universities. At the majority of institutions in the 1980s, part-time faculty members were teaching at least 15% of the teaching load (Gappa, 1984; Tuckman, 1981). During the early 1980s, the ratio of full-time faculty to part-time faculty was about 4 to 1 in four-year institutions (Gappa, 1984; Tuckman, 1981). Since then, this ratio has increased considerably: At least 40% of college and university faculty are now part-time employees, and their teaching load has increased, as well (Leslie, 1998a).

The Growth of Part-Time Faculty

The use of part-time or adjunct faculty has increased steadily since 1970 (Kezar, 1999). Although there is no simple explanation for this increase, two reasons are commonly identified in the literature. First, the number of new community colleges increased markedly in the 1960s and 1970s, creating the need for full-time faculty and an ever-greater need for part-time faculty (Cohen & Brawer, 2003). Second, institutions spend markedly fewer dollars by hiring part-time faculty (Leslie, 1998a). For example, a community college could hire a full-time employee for \$50,000 per year plus other benefits such as health and life insurance. This faculty member would teach five 3-unit classes. The same institution could spend \$50,000 and hire 25 part-time

faculty members, each of whom the institution would pay \$2,000 to teach one 3-unit class. Furthermore, by not paying a benefits package, the institution would save approximately \$8,000, which could possibly pay for the employment of four additional part-time faculty members. Thus, it is easy to understand the popularity among postsecondary institutions to employ part-time faculty, a practice outpacing the increase of similar arrangements in other professions (Rasell & Applebaum, 1998).

Needs and Reasons for Hiring Part-Time Faculty

Tightening budgets may make part-time faculty members a necessary component to the fiscal success of institutions of higher education. Part-timers are more than just a financial stopgap; they contribute to higher education in numerous ways. They add diversity, bring knowledge and experience from nonacademic areas (Gaddy, 1998; Jacobs, 1998), and support an institution's educational programs and goals (Haeger, 1998). Many qualified individuals are available to meet the need for part-time teachers—eager workers who want to acquire teaching experience to increase the breadth of their backgrounds and to pursue their chosen profession.

The most fundamental need for the use of part-timers seems to center around finances. The majority of educational institutions are not financially comfortable (Schuster, 1998), despite the revenue colleges and universities generate each year from tuition, room and board fees, and corporate sponsorships of athletic programs. State governments are continuing to decrease tax allocations, and very few schools have endowments large enough to allay mounting concerns regarding financial security (Pulley, 2001). Every college and university is in some sense unique; however, all institutions of higher education share one common factor: The cost of faculty salaries constitutes the most expensive budget allocation.

Most colleges and universities are unable to employ *only* full-time faculty for every position in every department and provide salary and other benefits for all of them. For most postsecondary institutions, the only way to accomplish this commitment to full-time employment would be to drastically raise tuition and fees. The use of part-time faculty and adjunct faculty permits institutions to staff their classes by allocating reasonable amounts to pay for faculty salaries (Gappa, 1984; Haeger, 1998; Head & Kelley, 1978).

Another need for part-timers stems from trends related to enrollment. The employment of part-time faculty and adjunct faculty by colleges and universities has resulted from increasing student populations (Heller, 2001). As student loans, scholarships, tuition breaks, discounts, and various other means of assistance have become more available, more persons have been able to afford to attend college. As student enrollment has increased, colleges and universities have responded by increasing the number of full-time faculty and part-time faculty to offer the courses and programs that students need (Koltai, 1978). Student populations and retention rates are often unpredictable; thus, hiring only full-time faculty could prove risky. It is easier to adjust the number of part-time faculty members to meet the needs of students instead of hiring and firing full-time faculty whenever student populations change.

For some institutions, the use of part-time faculty serves as the most logical staffing practice in a volatile and competitive market within which is little room for budgeting errors, particularly for public or private institutions without endowments. For example, if a college offers only a few classes in a field such as television production without offering a major or minor in this field, the college could hire only the part-time faculty member(s) needed instead of spending the amount needed to hire a full-time time faculty member for teaching media (Head & Kelley, 1978).

Some schools may be in the process of phasing out programs of study due to decreased interest or changes in university curricula (Koltai, 1978). For instance, since 1970, departments in colleges of liberal arts are not drawing the numbers of students that they once did (Bennett, 1995). Also, students appear to be more pragmatic in their approach to education and seek curricula that focus more quickly on their desired careers (Ditmore, 2001). This approach means that there is less room in these curricula for the inclusion of more liberal arts courses. Beyond matters related to student choice, public policy in recent decades has encouraged a move to utilitarian education tracts, usually at the expense of the humanities (Scott, 1995). Thus, there is less demand for full-time faculty in some of these liberal arts disciplines because the number of classes is diminishing. In these cases, again, part-time or adjunct faculty can (arguably) function just as well in any such dwindling departments.

Sometimes a need for part-time faculty members arises from a short-term need. Some universities occasionally allow their full-time, tenured faculty to take time off for a sabbatical. During the time that the faculty member is away, a part-time faculty member may be needed to assist with some of the workload that would otherwise be distributed among other already-busy, tenured faculty members.

Yet another reason for hiring part-time faculty is because of the unique contributions they can make to an institution. An age-old criticism of institutions of higher education is that the academic elite are so removed in their “ivory towers” that they have lost touch with the pragmatic, work-a-day world in which the students live and in which they will soon be working. A part-time faculty member can actually have a full-time career in a related field yet find time to teach one or even two classes a semester. For example, students may benefit by having a full-time CPA teach a business class about tax regulations. Such an individual who is immersed in a

related vocation can bring practical anecdotes to the classroom and exponentially increase the students' education (Banachowski, 1996).

Part-time faculty can also be relied upon to step in when a tenured faculty member is steeped in research projects. For example, some professors may not have even a modicum of pedagogical skills, but they may have been hired strictly because of unique research skills. Adjunct faculty members could be hired to step in and handle some of those classes while these academicians are involved with their forte: research, development and, of course, publishing.

The above examples illustrate several—certainly not all—legitimate reasons for postsecondary institutions to use part-time, or adjunct, faculty. It may be perceived from casual observers outside of Academe that the hiring of part-time faculty members is based upon capricious decision-making practices; but in all fairness to administrators around the nation, many researchers and policymakers acknowledge that most institutions are legitimately trying to be the best stewards of the resources they have (Head & Kelley, 1978).

Just as financial resources are vital, so are human resources. Yet it seems that the contributions provided by part-time faculty members are often not taken seriously (Foster & Foster, 1998). There is some concern about the way that part-timers are hired indiscriminately (Jacobs, 1998). In some cases, more than two-thirds of part-time appointments are made less than 30 days before the start of classes (Jacobs, 1998). These quick decisions could be subject to scrutiny, especially since, in any given semester, one out of three part-time faculty members may be new (Jacobs, 1998).

Job Satisfaction and Part-Time Faculty

Approximately 50% of part-time faculty members reported they preferred teaching part-time (Leslie, editor's notes, 1998; Rasell & Applebaum, 1998); however, approximately 43%

stated they taught part-time only because they could not secure a full-time position (Leslie, 1998a). Leslie did not report whether these part-time faculty were satisfied with their jobs. Fulton (2000) pointed out that among part-time faculty who taught humanities classes, less than half wanted to work only part-time, the result of the paucity of full-time job availability. The National Survey of Postsecondary Faculty (1999) supported this finding.

The National Center for Educational Statistics (NCES) conducted three surveys of faculty members, each one titled *The National Survey of Postsecondary Faculty* (1988, 1993, 1999). These surveys addressed job satisfaction, and while the instrument was designed so that analysis related to satisfaction could be performed on the data, it is possible that the questions were too general for substantive relationships to be discovered with regard to the part-time faculty members who answered the survey.

Regardless of individual preferences, across the nation part-timers are often relegated to a lower caste (Sayer, 1999). In many cases, not only are part-timers largely ignored, but tenure-track faculty members often refuse to acknowledge that part-timers can even offer anything of substance to the institution (Foster & Foster, 1998). In an article in which they reveal the stories of three part-time faculty members, Foster and Foster interviewed an instructor who said, “The drawbacks of being an adjunct have to do with the lack of recognition by the tenured faculty and the administration of the value that qualified adjuncts bring to the classroom” (p. 31).

Statement of Research Problem

The purpose of this study was to explore the relationships between part-timers’ environment and their job satisfaction. Ultimately, the research problem of this study is based upon the likelihood that the lack of job satisfaction among part-time faculty members negatively affects the quality of postsecondary courses and programs (Gappa, 2000; Gappa & Leslie, 1993;

Kezar, 1999). Research on organizational theory has demonstrated that job satisfaction is related to the quality of education students receive (Bingham, 1996; St. Charles, 2002). This present study does not address the benefits or negative aspects of employing part-time faculty instead of full-time faculty; in fact, the employment of part-time faculty has become a full-time personnel practice. This research is mostly descriptive, exploring selected aspects and effects of hiring part-time instructional personnel. Investigated in more detail is the relationship among selected aspects of school environment and job satisfaction. Also explored in greater detail are data related to part-timers who teach liberal arts courses, since the NSOPF surveys (Conley, Leslie, & Zimble, 2002) and Benjamin (1998) indicate a greater degree of dissatisfaction on the part of these faculty members.

Addressing the Research Problem

This study is largely inspired by the research of Linda Hagedorn (2000), who used Herzberg's (1959) theory of job satisfaction to understand job satisfaction of postsecondary faculty members. Her study was designed primarily to study the satisfaction of full-time faculty members. This study drew upon her model, modified it, and applied it to all faculty members, including part-time faculty members. This section introduces the integral terms that are essential to the model. Chapter 2 includes a more in-depth look at the literature and the conceptual framework.

Hagedorn (2000) used Herzberg's (1959) concept of triggers and mediators, including motivators and hygienics, to determine what increases satisfaction or decreases dissatisfaction. She hypothesized that there are two types of constructs related to job satisfaction: triggers and mediators. Triggers are about changes in a person's life situation, and mediators are job-related factors such as salary, the work itself, and the institutional environment.

The mediators that increase satisfaction are called motivators, and mediators that decrease dissatisfaction are called hygienes. The environmental conditions in the model include the relationships one has with other faculty and students. These conditions also include the institutional climate, and the current study differs slightly from Hagedorn's model in that it addressed "resources" along with these other environmental conditions. The specifics of these resources are addressed in detail in Chapter 3.

Hagedorn's (2000) model is adapted for use in this study as follows: Under "environmental conditions," the current study includes "resources," since the availability of resources—or lack thereof—is considered a part of the working environment. In an attempt at greater disaggregation, this study introduces Benjamin's (1998) concept that there are two "clusters" that exist among postsecondary faculty members: a vocationally-oriented cluster and a liberal arts-oriented cluster. This study explored how relationships differ between and among these clusters.

Research Questions

This research addresses three overarching questions.

1. Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between full-time and part-time faculty (status)?
2. Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between liberal arts-oriented and vocationally-oriented faculty (discipline)?

For both of these questions, *t* tests and correlations were performed to determine the effects of each of the independent variables on intervally scaled dependent variables. Multiple Chi Square analyses were used to test the effects on categorical dependent variables.

The third question approaches understanding of the experience of part-time liberal arts and business faculty members. Studies have been conducted that explore the relationships between faculty environment and satisfaction, but the studies have been primarily targeted at full-time faculty or, if studies in the past targeted part-time faculty, they were usually studied in the aggregate. The NSOPF surveys (1988, 1993, and 1999) have several questions about satisfaction, but the surveys do not include sufficient questions about the resources provided to faculty members. The reasons for this decision to exclude explicit questions may have involved parsimony, but the reasons more probably involved the supposition that resources such as an office, a desk, and a phone are normally provided for faculty members, because the NSOPF surveys are intended mainly for full-time faculty members, who are provided these resources as a matter of course. Several questions (19-29) in the survey of the current study explored the availability of specific resources. In keeping with the Hagedorn (2000) model, the survey also addresses the motivators and hygienes, demographics, triggers, and other environmental factors besides resources.

3. What motivators and hygienes, demographics, environmental factors, resources, and triggers best predict job satisfaction for faculty members at select universities?

This question, which seeks predictors of satisfaction, includes two ancillary questions that further disaggregate the data:

- a. With regard to the difference between full-time and part-time faculty, what significant relationships are there?

- b. Do these relationships differ for liberal arts-oriented faculty and business-oriented faculty?

Methodology

These three overarching questions are addressed by the study. To measure the variables, the researcher designed a survey instrument that is web-based, though participants were also given the option of using a traditional, paper-based survey.

The primary participants identified for this research were both full-time and part-time humanities and business faculty members at 11 public universities in the state of Louisiana that are identified as belonging to Research Extensive, Research Intensive, Masters I, and Masters II universities according to the Carnegie classifications.

In the study, *t* tests and Chi Square analyses were utilized to determine the effects of motivators and hygienes, environmental conditions, resources, and triggers on satisfaction. These same tests were used to understand if the relationships of these variables differed by status (part-time or full-time) and discipline (liberal arts-oriented or business-oriented). Multiple regression analysis was used to determine the relationships of motivators and hygienes, environmental conditions, and triggers to satisfaction for: 1) part-time faculty, and 2) full-time faculty. The application “SPSS” is the software program that was used to perform all of the analyses.

Need For the Study

The greatest deficiency in the literature is the mere fact that not a great deal of research has been conducted on part-time faculty members because of the relatively recent emergence of part-timers’ prominence in institutions of higher education and, concomitantly, because of researchers’ relatively recent interest. This void in the knowledge base will be clearly evident following the literature review in the second chapter.

More research pertaining to adjunct and part-time faculty is needed, especially due to the fact that, ultimately, the quality of post-secondary educational systems could be at risk (Clark, 1993). Studies such as this one assist administrators and tenured faculty members in understanding one of the motivating variables for part-time faculty members, namely how their environment can be a factor in determining their satisfaction.

Another need for this study is that, in most previous studies involving part-time faculty members, there has not been a great enough degree of disaggregation (Leslie, 1998b). Many previous studies involving part-time faculty members have been conducted across all disciplines, but now the literature is beginning to reveal that the responses of faculty members can be markedly different in different departments and disciplines (Benjamin, 1998; Leslie, 1998b). Future research, such as this current study, needs to be more focused and less generalized.

With regard to the differences that exist among individual disciplines, Ernst Benjamin (1998) referred to what he calls two “clusters”: a vocationally-oriented cluster and a liberal arts-oriented cluster. The vocationally-oriented cluster includes disciplines like business administration, and the liberal arts-oriented cluster includes those disciplines traditionally associated with the humanities, such as history and philosophy. In this attempt at disaggregation, Benjamin began the work that this study hopes to continue. In his study, he uncovered some similarities that these two clusters share. His study also revealed differences, but this study hopes to continue this process of disaggregating. By performing research that reveals information that is more specific, university administrators and researchers in education can use these more finely tuned data in order to understand how to influence the various colleges within a university or even to improve individual departments across the campus.

An important area that needs to be addressed involves the working environment of part-time faculty members. There appears to be a need to improve the working environment for part-time faculty members, because even though the hiring of part-timers has become a necessity because of fiscal matters, college and university administrators have maintained only a tenuous relationship with this growing contingent (Haeger, 1998). There is a void in the literature regarding the exploration of part-time faculty members' environment, because most surveys are designed for full-time faculty. This study helps to fill that void.

A significant gap exists in the knowledge base because part-time faculty members are often examined only as add-ons to studies involving all faculty members. In the course of this treatise, the National Survey of Postsecondary Faculty (NSOPF) is referred to as a study that does not adequately address the situation of part-time faculty members. NSOPF's instrument does ask participants about their status; however, the section on environment in the survey does not ask questions appropriate for part-time faculty members. Research is needed to address issues specific to part-timers.

Significance of the Study

It is the underlying contention of this study that, ultimately, the extent of satisfaction among part-time faculty members is related to job performance. If Benjamin's (1998) study indicated nothing else, it seems to have indicated that there must be many factors related to their jobs that make them satisfied. What are those "many things"? Here lies the fertile ground for this research. This research does not directly explore the relationships between satisfaction and job performance. However, literature exists throughout the social sciences (Arvey & Dewhirst, 1979; Bardo & Ross, 1982; Cote, 1999), including education (Antony & Valadez, 2002; Conley, Leslie, & Zembler, 2002), indicating that satisfaction is related to job performance. More

recently, post-communist Russia is beginning to understand the importance of that relationship as their evolving economy moves to more capitalist models of industry (Linz, 2003).

One of the uses of this study may be to allow administrators a way to predict the future performance of part-time faculty members based upon ratings of job satisfaction. Another use of the study involves the web-based instrument that was designed specifically for this research. The use of this study's instrument, or one similar to it, can provide a great deal of insight to department heads and other administrators. This study can be especially significant if it reveals that there is a relationship between an institution's environment and the satisfaction of part-time faculty members. The reason for this significance is that the implementation of gradual improvements, or alterations, to the organizational culture is a process that does not require money from the budget. It is often assumed that "improvement" equates "cost." However, there is the possibility that providing more recognition and acknowledgment of these part-time faculty members or improving the way in which part-time faculty members are treated by other faculty and by staff, could improve job satisfaction that would positively affect the quality of an institution's educational programs (Gappa, 2000).

Although it may seem obvious that satisfied workers are more productive, there is no extant literature that addresses this issue regarding part-time faculty members in college and universities. As this research indicates possible relationships between satisfaction and performance, the ramifications for policy are fairly straightforward.

The growing use of part-time faculty members means that this considerable contingent of the teaching faculty has a substantive influence on the outcome/products of institutions of higher learning. This important influence alone merits further study. This study sought to explore the relationships between the environment and satisfaction/dissatisfaction. The results of this study

could challenge future scholars and administrators about how they may positively influence the satisfaction of part-time faculty members.

Definitions

Cluster. The term “cluster” is sometimes used in reference to one or the other of the two categories by Benjamin (1998). In this study, the vocationally-oriented cluster is represented by faculty members who teach in colleges of business. In the survey instrument, the liberal arts cluster primarily includes the disciplines of Anthropology, Classical Studies, Communications/Journalism, Drama/Theatre, English, Fine Arts, Foreign Languages and Literature, General Studies, Geography, History, Linguistics, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, and Sociology.

Environment. Environment refers to the aggregate of conditions or influences, tangible and intangible, with which part-time faculty members interact. Tangible examples include the resources provided to faculty, such as an office, a desk, a telephone, or supplies. Intangible examples include the attitude or treatment of part-time faculty by full-time faculty and staff members.

Liberal arts or humanities faculty. In this study, the “liberal arts faculty” disciplines mentioned in the survey were: Anthropology, Classical Studies, Communications/Journalism, Drama/Theatre, English, Fine Arts, Foreign Languages & Literatures, General Studies, Geography, History, Linguistics, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, and Sociology.

Part-time faculty. Part-time faculty members are sometimes referred to as adjunct faculty, non tenure-track faculty, or nonstandard workers (Rasell & Applebaum, 1998). One fastidious reviewer of my research castigated me for equating the terms “adjunct” and “part-time,” because

in some universities the title “adjunct” faculty member indicates a more elevated status than “part-time.” In this study, faculty members are defined by what they are *not* as well as by what they *are*. Adjunct faculty members are *not* full-time; therefore, for the purposes of this study, they are considered part-time.

Part-time faculty participants in this study consist principally of part-time faculty who teach business courses or courses in a liberal arts-related discipline. These faculty members at four-year institutions have instructional responsibilities but are not tenure-track employees. These teachers instruct at universities that are classified in one of the following four Carnegie categories: Research Extensive, Research Intensive, Master’s I, or Master’s II.

Part-timers. In some instances in the course of this work, part-time faculty are referred to as “part-timers,” a vernacular term quite often used in higher education circles as a reference to part-time faculty members. While the term may seem to imply a certain insouciance, it is merely the vulgate abbreviation; nonchalant disrespect is not intended.

Vocationally-oriented faculty members. Faculty members who belong to this “cluster” (Benjamin, 1998) are those who teach in disciplines related to a specific career, such as accounting or engineering. In this study, this cluster is represented by faculty members in colleges of business.

Organization of the Study

The following chapter explores the literature related to the part-time faculty phenomenon and presents the reason why this one segment of the teaching population is worthy of scrutiny. This literature review reveals the existing research related to part-time faculty members, the environment of institutions of higher education, and models of measuring satisfaction. The conceptual framework is introduced at the end of the chapter.

The three remaining chapters deal more directly with the current research. Chapter III explains the methodology that was used. Chapter IV presents the findings of the study. The final chapter summarizes the questions and results, presents detailed analysis of the findings, then addresses possible implications for practice, policy, and future research.

CHAPTER II

Review of the Literature

Introduction

There are two reasons that are most commonly cited for the growth in part-time faculty in recent decades. One is that, during the 1960s and 1970s, community colleges expanded rapidly and hired part-timers to fill in that expansion gap, and the second is that financially strapped institutions have saved money by relying on the use of part-time faculty members (Leslie, 1998a).

There is a fair amount of research on part-time faculty members at community colleges, since the existence of a preponderance of part-time faculty members at most two-year institutions has been a mainstay for many more years than it has been at the four-year institutions addressed in this study (Cohen & Brawer, 2003). However, the purview of this study does not include community colleges; instead, this study is concerned with Leslie's (1998) second reason: financially strapped universities, especially four-year, research universities that have liberal arts colleges.

The literature began showing an increased interest in part-time faculty back in the 1970s (e.g., Leslie, 1978; Tuckman, 1978), but it was not until the 1980s that concerns about the exponential increase in part-time faculty began to rise (Gappa, 1984). There was a marked

growth of part-timers between 1965 and 1975 of 55%; however, during that same time period full-time faculty members increased by over 66% (Leslie, 1978).

The following subsections explore the literature that is pertinent to the study. First, the literature includes several endeavors at categorizing the types of part-time faculty members. Second, the literature involving the roots of part-timer dissatisfaction is examined in part. Third, the environment at institutions of higher education is explored. Finally, the literature review examines research that relates the environment to satisfaction.

Categorization

In 1978, Tuckman was the first to develop categories in which he described the several different types of part-time faculty members. He created the following seven categories:

1. Semi-retirees are those part-timers who are still performing some aspects of teaching, even though they have formally left the field.
2. Graduate students are those who teach at a university other than the one in which they are studying.
3. Hopeful Full-Timers are those who would prefer full-time work but cannot find it.
4. Full-Mooners (the largest single group) are those who have a full-time job (at least 35 hours a week) but who “moonlight” in academe.
5. Homeworkers are academics who work part-time because they are taking care of family.
6. Part-Mooners are faculty members whose other job is less than 35 hours a week.
7. Part-Unknowners were those in his survey (11.8%) who did not fit into the other categories.

There are obviously, then, different types of part-time faculty members, and Tuckman's (1978) work was the first substantial effort at disaggregation. Judith Gappa and David Leslie (1993) studied Tuckman's categorizations and devised their own. Ernst Benjamin (1998) studied both Tuckman's categories and those of Gappa and Leslie and devised yet another way of categorizing part-time faculty members. First, we look at the 1993 work.

Gappa and Leslie (1993) created four loose categories into which they divide part-time faculty members: career-enders (those who are retired and wish to do a little part-time teaching), specialists/professionals (those who work full-time in the private sector), aspiring academics (mostly new PhDs who are looking for a full-time, tenure-track position), and freelancers (those who don't quite fit into other molds, or who work a number of jobs in an alternative, perhaps counter-cultural means of vocational occupation). The NSOPF surveys reveal that humanities part-timers are more likely than other disciplines to fall into the "aspiring academics" category. Not only are there different types of part-time faculty members, but these people can also be further delineated by virtue of their discipline. As aforementioned, Benjamin (1998) found that he could divide faculty into what he calls two "clusters": a vocationally-oriented cluster (for faculty members in disciplines such as business) and a liberal arts-oriented cluster. In general, Benjamin's study revealed that liberal arts-related faculty members were much less satisfied overall than were their vocationally-related counterparts. Benjamin sought attitudes regarding four issues: benefits, salary, job security, and time to keep current in the field, and then he seeks part-timers' satisfaction with the "job overall." From 65% to 96.7% of the part-time faculty members from every discipline were satisfied with the "job overall," though many of the disciplines, especially the liberal arts, averaged as low as 36% satisfaction when the above four

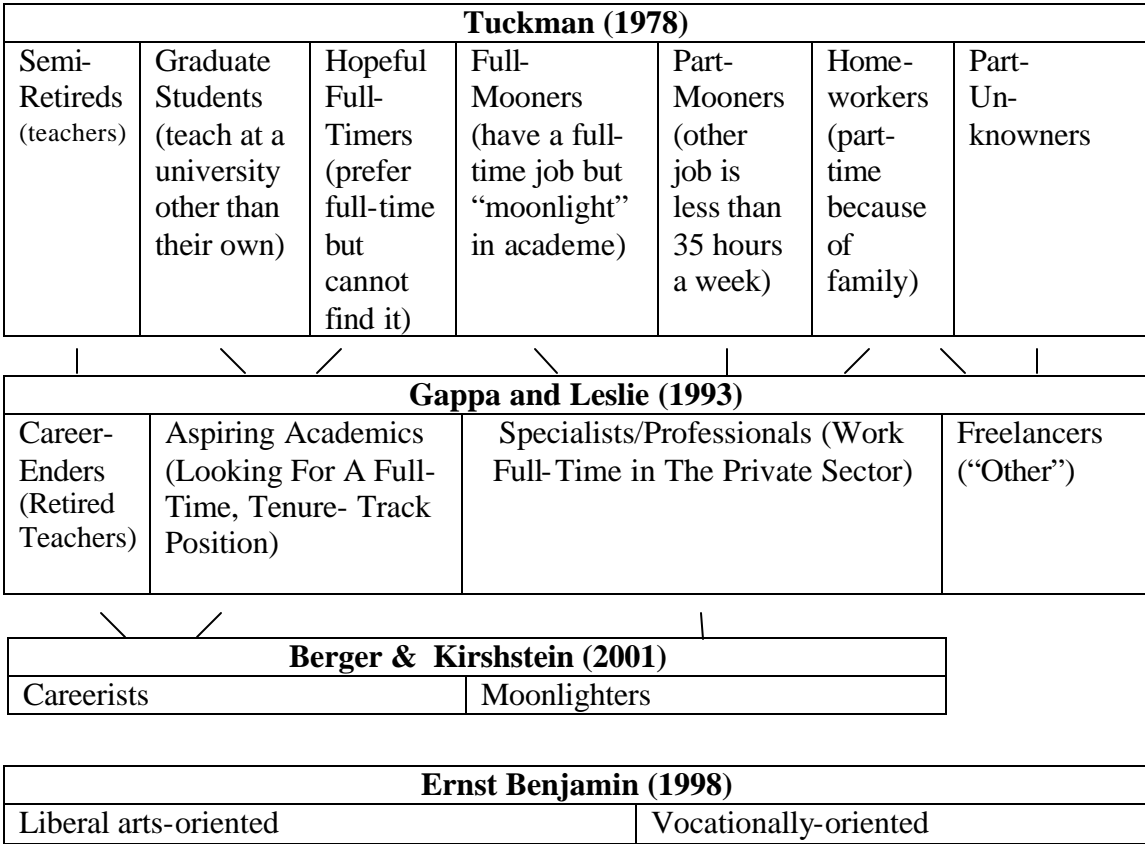


Fig. 1. *Different Categorizations of Part-Time Faculty Members*

issues were accounted for. For example, only 39.75% of part-time English teachers indicated that they were satisfied with benefits, salary, job security, and time to keep current in the field, but 76% of those same teachers indicated satisfaction with the job overall. This disparity between the high percentages of overall satisfaction and the low percentages of satisfaction with regard to certain issues leaves one hanging. What issues or variables exist which could be constituted as a part of the “job overall”? This disparity indicates a possible hole in the literature and, therefore, it reveals an area in which more research needs to be done. The environment is a possible variable that may help to explain the gap that exists between overall job satisfaction and the dissatisfaction with Benjamin’s four issues. This study attempts to examine that possibility.

Related to Benjamin's (1998) work, there is a report by Conley, Leslie, and Zimble (2002) based upon the 1993 NSOPF data. There are interesting facts in the report that also show clear implications for future research. For instance, 61.6% of Humanities (Benjamin's "liberal-arts-related") faculty members were working part-time because they were unable to find a full-time job. That percentage is significantly higher than vocationally-oriented part-time faculty members, of whom less than 40% were looking for full-time jobs as faculty members. Is it possible that the greater degree of dissatisfaction on the part of liberal arts part-timers is strongly related to their inability to find full-time work? Also interesting is the fact that dissatisfaction is higher among liberal arts faculty members who would prefer full-time work but who work part-time because they are unable to find full-time employment as faculty members (Conley et al., 2002; Scafide, 2002). There are definitely implications to these observations that further research could explore.

Berger & Kirshstein (2001) made a contribution to the literature by creating their own categorizations, which classify part-timers as either "careerists" or "moonlighters." Though this approach does not further the mission of disaggregation, it does generalize the situation of part-timers into the two largest categories. Unfortunately, the over-generalization does not take into account the situation of "others" who do not quite fit into either category.

Part-Time Faculty Members as Second Class Citizens

A review of the literature makes it clear that, even though part-time faculty members are being accepted on an increasing basis, their satisfaction is lacking because they are not accorded the same consideration or support as other faculty members, and they are under-appreciated (Townsend, 2000). Sayer (1999) writes, "The typical adjunct is horribly overworked, horribly underpaid, and totally under-appreciated" (p. 102).

Needless to say, based on these types of statements, there is probably a great deal of dissatisfaction among part-time faculty members. Rasell and Applebaum (1998) write that, compared to other non-standard professionals who work part-time, adjunct faculty members are considerably more dissatisfied.

Researchers must bear in mind, however, that many part-time faculty members may not care so much about how they're treated or what benefits they receive. David Leslie (personal communication, July 28, 2001) writes that "lots of part-timers are already fully employed professionals who enjoy teaching on the side and don't care all that much about pay and privileges." As was mentioned above, there are many part-timers who are quite content to be just that—part-timers; however, many are not happy just working part-time. For example, almost 50% of liberal arts part-time faculty members indicated a desire for a position as a full-time faculty member, but full-time jobs were not available for them (Conley, Leslie, & Zimbler, 2002).

Sixty-three percent of part-time faculty members have full-time jobs besides their teaching (Leslie, 1998a). This means that a majority of part-time faculty members may see teaching as an alternative, not a primary choice; therefore, their commitment may be less fortified (Jacobs, 1998). This study proposes to explore if a relationship exists between the level of satisfaction of part-timers and some of their perceptions and attitudes surrounding their teaching experiences.

There are yet other matters being addressed in the field of educational research. For example, some articles in the literature focus on research that revealed that there is often a disparity between the grades given by adjunct faculty members and those given by tenure-track faculty. The trend seems to indicate that part-timers are more likely to be lenient in their grading

system (Foster & Foster, 1998; McArthur, 1999; Sonner, 2000), perhaps because they have a need for students' approval in the absence of other means of affirmation. There is not yet any in-depth research that empirically verifies the relationship between higher grades and part-time faculty members.

Finally, we return to the main reason that administrators claim they use part-time and adjunct faculty members, and that is because they cannot afford to hire people full-time. Advocates for part-timers complain that universities are using financial difficulties as an excuse to short-change part-time teachers. Others purport that the resulting enmity might endanger teaching quality. In one qualitative study, a part-time faculty member who was interviewed clearly indicated that he worked harder for the school that paid him more (Scafide, 2001).

What are the long-term effects of these fiscal savings? Foster and Foster (1998) point out that hiring part-timers may actually end up losing money for the universities in the long run, because graduates (read: alumni who make donations) may not have the same amount of loyalty to the institution because of diminished interactions with faculty members. And Schuster (1998) makes the point that the university may be spilling more red ink on the ledger because the success of any business or organization is often tied to loyalty, and it's difficult to engender loyalty when the main concern seems to be "the bottom line." He writes that faculty morale suffers, too, when the institution fails to make a commitment to hiring more full-time teachers.

Despite the number of articles regarding the fact that part-time faculty numbers have grown over the years, there is still a void in the literature with relation to degrees of satisfaction of this faculty segment; therefore, this study hopes to address that void. Though it is relatively small in its scope, this research will add to the literature base by providing data regarding the ways in which part-timers perceive how they are treated by the institution and how their

satisfaction is related to the environment within that institution. If the research is compelling enough, then it will generate more interest in this direction. Eventually, this vein of research can help practitioners mold policy in such a way that part-timers become more a part of the culture of the university, thereby identifying more strongly with the role, appreciating the role, and growing in their commitment to that role. In doing so, institutions succeed in adhering to their missions.

The Environment

The culture is certainly part of the environment for faculty members, but as defined in this study, the environment can also be more tangible. It also involves a part-time faculty member's physical environment. Research reveals that environment is related to worker satisfaction (Herzberg, Mausner, & Snyderman, 1959). Some researchers hold that "even a nice chair" can have a very positive effect on a person's psychological demeanor (Syptak, Marsland, & Ulmer, 1999).

Part-time faculty dissatisfaction generally falls into two categories: work conditions and institutional culture (Jacobs, 1998). Jacobs writes, "Institutional culture can be a vehicle for improving satisfaction and productivity" (p. 17). It is not a matter of appeasing part-timers by including them; rather, the inclusion is the only way that they learn what is valued and expected by the institution. Having part-time faculty in a separate culture adversely affects the students, because part-time faculty members who are uninformed are faculty members who are culturally ineffective (Jacobs, 1998).

However, it is not common for part-timers to be included in the institution's culture. That could be because of the fact that, often, part-timers are not recognized as professionals; therefore, by not being invited to meetings or by not being included in other decision-making processes, they are not included in curriculum and pedagogical decisions made by full-time faculty

(McArthur, 1999). In one report, part-timers are referred to as “gypsy scholars” and “the academic underclass” (Banachowski, 1996).

It would seem that simply offering part-time faculty members the opportunity to interact with tenure-track faculty members would be enough to foster relationships and, possibly, satisfaction. However, Crannell (1998) observed in one instance that, even though the part-time faculty members used the full-time faculty lounge as a place to meet with students, conversation rarely occurred between the full-timers and part-timers.

And it seems they are just that—two different groups of people. Gappa and Leslie (1996) call it a “bifurcated employment system” that injudiciously categorizes faculty as part-time or full-time. In some departments, even though full-time faculty members have made efforts to make part-timers feel included, there is often still a great deal of tension that exists between these two groups (Tolbert, 1998).

Most institutions continue to treat part-time faculty members like marginal employees and give them no incentives to make a commitment to the institution (Gappa & Leslie, 1996). If they are not made to feel appreciated and respected, how can we expect part-timers to be motivated to increase their commitment? Schuster (1998) writes:

. . . the effects of diminished loyalties in higher education settings can take a serious toll on faculty morale and commitment. The undermining of loyalty—extending from institutions to their faculty and vice versa—is complicit in contingency staffing. Its erosion, however difficult to measure, is likely to compromise the quality of the academic workplace (p. 51).

Not only are part-timers not meaningfully encouraged in their work, but they are often over-burdened by it. German (1996) writes that when “. . . we hold part-time faculty responsible for our courses, yet do not allow them to vote on issues pertinent to their classrooms . . . and participate in course improvement, we are increasing job-related stress” (p. 238). By acting thus,

we are decreasing the likelihood of job satisfaction, and therefore we are detracting from the possibility of increased time and commitment to their work and, therefore, to their instruction quality and the attainment of the institution's mission.

The fact that part-timers are often viewed as expendable may be adversely affecting their commitment to quality teaching. Adjunct faculty members often feel like they have “second class status” and that their valuable contributions to the academe are not recognized by the tenured faculty or the administration (Foster & Foster, 1998). Often, the rich reservoirs of part-timers remain untapped because administrators and tenured faculty fail to exploit these riches (Foster & Foster).

Another theme in the literature seems to touch on the issue regarding benefits—or the lack thereof. Only very limited benefits are made available to part-timers, and most of them do not get benefits such as health care (Fulton, 2000). Very few are offered office space, and there are a number of other benefits that they are denied (Leslie & Gappa, 1995).

Environment and Satisfaction

In an effort to explore the relationship between environment and satisfaction of all postsecondary faculty members, Linda Hagedorn (2000) used Herzberg's (1959) concept regarding mediators, which includes motivators and hygienes, and the concept of triggers to determine what increases satisfaction or decreases dissatisfaction. She hypothesized that there are two types of constructs related to job satisfaction: triggers and mediators. Triggers are about changes in a person's life situation, such as moving to a new institution, changes in moods or life stages, changes promulgated by promotion, or more personal changes with regard to family or other relationships. A mediator is a job-related factor such as salary, the work itself, and the institutional environment. Mediators are divided into three groups:

1. Motivators and hygienes
2. Demographics
3. Environmental conditions

The triggers to which Hagedorn (2000) refers could be considered beyond the scope of this study. The triggers are, nonetheless, included in this study even though Hagedorn discovered that they did not have any substantive relationship to the job satisfaction of faculty members. The mediators, however, include more tangible data that are within the purview of this study.

A motivator, such as recognition, is a mediator that increases satisfaction. A hygiene is a mediator that decreases dissatisfaction. The most obvious example of a hygiene is salary, though Herzberg (1959) also thought that salary could be a motivator, as well. The environmental conditions include the relationships one has with other faculty and students. These conditions also include the institutional climate, and the current study differs slightly from Hagedorn's model in that it addresses "resources" along with these other environmental conditions.

Herzberg (1959) ultimately determined that only a few factors were involved in affecting satisfaction: achievement, recognition, the work itself, responsibility, advancement, and salary (Hagedorn, 2000). In Hagedorn's study, which used data from the 1993 NSOPF survey, the most highly predictive mediators were the work itself, salary, relationships with administration, student quality and relationships, and institutional climate and culture. As stated in Chapter I, her study was limited by the fact that she was using data from NSOPF, and NSOPF does not adequately address environment in its instrument. Again, the reasoning behind NSOPF's exclusion of questions regarding tangible resources is that the survey addresses mainly full-time faculty members, and there is an overriding assumption that full-time faculty members have their own offices, their own desks and telephones, computers, and access to other kinds of resources.

Conceptual Framework

The conceptual framework of this study is largely inspired by the research of Linda Hagedorn (2000), who used Herzberg's (1959) theory of job satisfaction to understand job satisfaction of postsecondary faculty members. Her study was designed primarily to study the satisfaction of full-time faculty members. The current study drew upon her model, modified it, and applied it to all faculty members, including part-time faculty members.

Hagedorn (2000) adapted Herzberg's (1959) concept of motivators and hygies (mediators) to determine what increases satisfaction or decreases dissatisfaction. She hypothesized that there are two types of constructs related to job satisfaction: triggers and mediators. Triggers are about changes in a person's life situation, and mediators are job-related factors such as salary, the work itself, and the institutional environment.

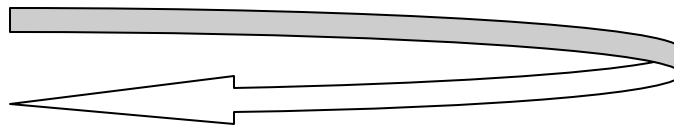
The mediators that increase satisfaction are called motivators, and mediators that decrease dissatisfaction are called hygies. The environmental conditions in the model include the relationships one has with other faculty and students. These conditions also include the institutional climate, and in addition to the environmental elements included in Hagedorn's model, the current study adjoins the variable "resources." The specifics of these resources are addressed in detail in Chapter 3.

In Hagedorn's study, which used data from the 1993 NSOPF study, the most highly predictive mediators were the work itself, salary, relationships with administration, student quality and relationships, and institutional climate and culture. In her model, she uses a "continuum" of engagement to describe the relationship between the predictors and job satisfaction. In her model, she proposes that the more satisfied the faculty members are, the more engaged they are likely to be in their work.

It should be noted that Hagedorn's (2000) study was limited by the fact that she was using data from NSOPF, and it is the contention of this study that NSOPF does not adequately address environment in the instrument used for that study. Again, the reasoning behind NSOPF's exclusion of questions regarding tangible resources is that the survey addresses mainly full-time faculty members, and there is an overriding assumption that full-time faculty members have their own office, their own desk and telephone, computer, and access to other kinds of resources.

Even in Hagedorn's (2000) study, there is no addressing the provision of adequate resources for part-time faculty members. This failure to address the matter of resources is not the fault of Hagedorn; rather, it is the limitation of the NSOPF instrument that generated the data with which she was working.

Mediators			Triggers
Motivators and Hygienes	Demographics	Environmental Conditions	Change or Transfer
<ul style="list-style-type: none"> • Achievement • Recognition • Work Itself • Responsibility • Advancement • Salary 	<ul style="list-style-type: none"> • Gender • Ethnicity • Institutional Type • Academic Discipline 	<ul style="list-style-type: none"> • Collegial Relationships • Student Quality/Relationships • Administration • Institutional Culture/Climate 	Change in: <ul style="list-style-type: none"> • Life Stage • Family or personal Circumstances • Rank or tenure • Perceived justice • Mood or emotional state Transfer to: <ul style="list-style-type: none"> • New Institution



Job Satisfaction Continuum

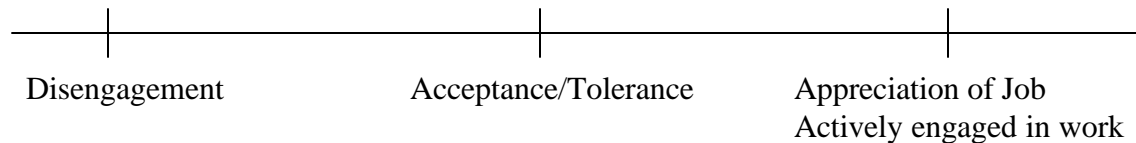


Fig. 2. Hagedorn's Conceptual Framework of Faculty Job Satisfaction¹

Hagedorn's (2000) model was adapted for use in this study as follows: Under "environmental conditions," the current study included "resources," since the availability of resources—or lack thereof—is considered a part of the working environment. Also, to maintain integrity, this study included the "triggers" as part of the model, though by Hagedorn's own discovery in her study, none of the triggers had a noticeable relationship to job satisfaction for full-time faculty.

¹ © 2000, Linda Hagedorn. "Conceptualizing Faculty Job Satisfaction: Components, Theories, and Outcomes." *New Directions for Institutional Research*, Volume 105. Reprinted by permission of the author and John Wiley & Sons, Inc.

Also, in an attempt at greater disaggregation, the conceptual model for this study introduces Benjamin's (1998) concept that two “clusters” exist among postsecondary faculty members: a vocationally-oriented cluster and a liberal arts-oriented cluster. This study explored how relationships differ between and among these clusters.

It is the literature involving the environment of part-time faculty that leads to the third chapter of this study. Because of a dearth of reliable, quantitative information involving the environmental conditions of part-time faculty members, this study explored these conditions in order to better understand the relationship between the environment and the satisfaction of faculty members. Hagedorn's (2000) study was a successful treatise concerning the issue of environment and satisfaction for all faculty members; this study continued that exploration and, in the process, focused more attention on part-time faculty members.

Despite the number of articles regarding the fact that part-time faculty numbers have grown over the years, there still seems to be a void in the literature with relation to unique identifiers and predictors within this faculty segment; therefore, this study hopes to help fill in that rift. Though it is relatively small in its scope, this research adds to the literature base by providing data regarding the way in which part-time faculty differ from full-time faculty in both demographics and predictability. Furthermore, this study makes a contribution to the literature base by better understanding the relationship between environment and satisfaction of part-time faculty members. Perhaps the most important contribution of this research is the disaggregation of all of this data by Benjamin's (1998) categories.

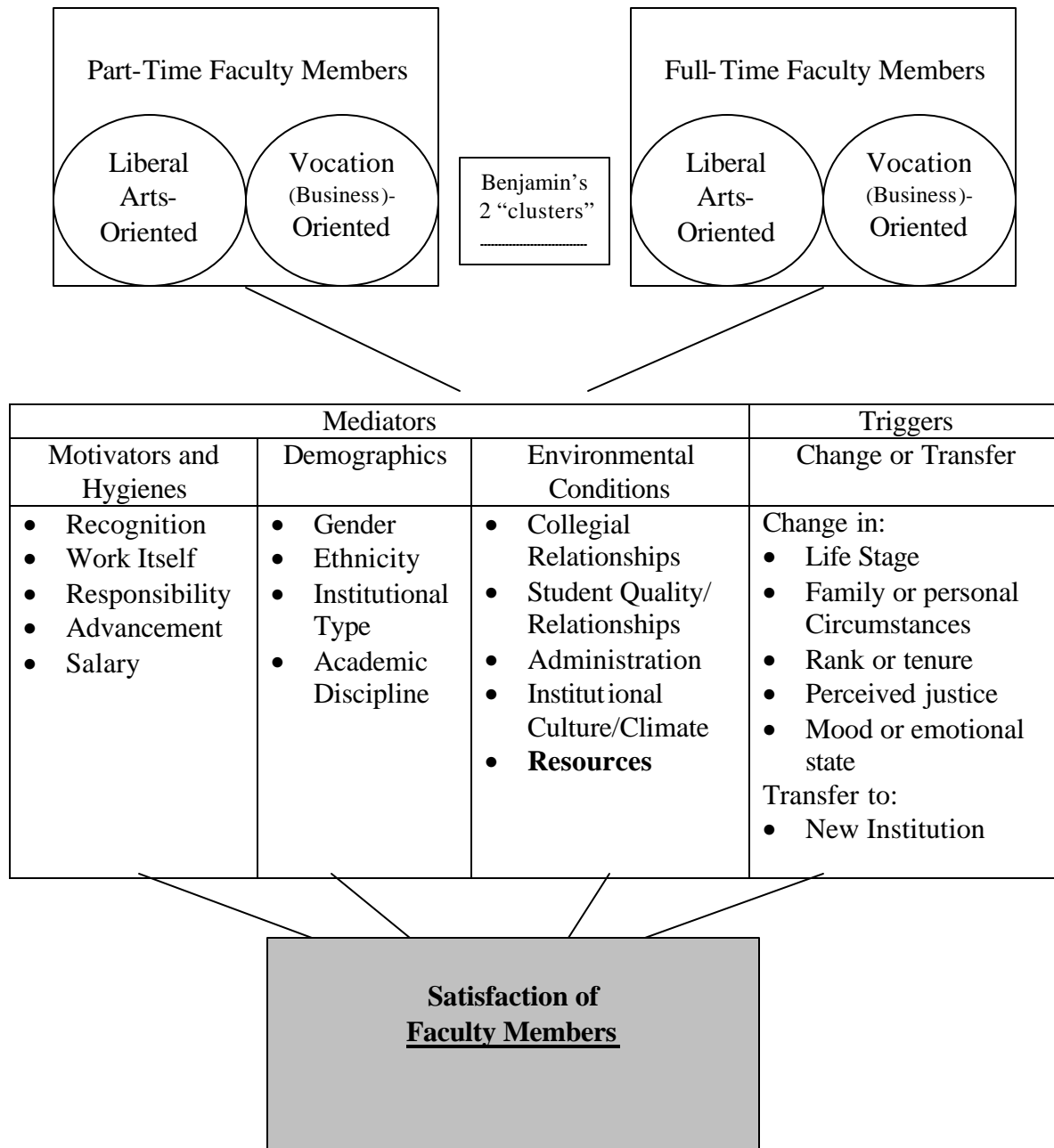


Fig. 3. *Scafide's Initial Adaptation of Hagedorn's (2000) model*

The growing use of part-time faculty members means that this considerable contingent of the teaching faculty has a substantive influence on the outcome/products of institutions of higher

learning. The literature review convincingly conveys the message that this important influence alone merits further study. The next chapters detail the methodology of the research, the findings, and future implications.

CHAPTER III

Methodology

Introduction

The purpose of this study is to explore relationships between certain mediators and environmental variables and the satisfaction of faculty members. More specifically, the study uses a conceptual framework that includes the independent variables of motivators and hygienes, demographics, the environment, and triggers to examine these relationships based upon faculty members' job status (part-time or full-time) and academic discipline (liberal arts or business). As Chapter Two also indicates, there are a number of studies that explore overall satisfaction of part-timers, but there is a dearth of research regarding the relationships involved. This lack of information, therefore, leads to several research questions.

This study addresses three overarching questions.

1. Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between full-time and part-time faculty (status)?
2. Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between liberal arts-oriented and business-oriented faculty (discipline)?

For both of these questions, *t* tests were utilized to determine the effects of each of the independent variables on interally-scaled dependent variables. Multiple Chi Square analyses

were used to test the effects on categorical dependent variables. Bivariate comparisons were made for selected variables with faculty status, and significant correlations were sought. Correlation figures are included in the tables to better identify the strength of relationships between groups. Also, in the process of generating data for these questions, a great deal of demographic data was obtained. Therefore, this demographic data is provided in some detail.

The third question approaches understanding of the experience of part-time liberal arts and business faculty members. Studies have been conducted that explore the relationships between faculty environment and satisfaction, but the studies have been primarily targeted at full-time faculty. The NSOPF surveys (1988, 1993, and 1999) have several questions about satisfaction, but the surveys do not include sufficient questions about the resources provided to faculty members. The reasons for this decision to exclude explicit questions may have involved parsimony, but the reasons more probably involved the supposition that resources such as an office, a desk, and a phone are normally provided for faculty members, because the NSOPF surveys are intended mainly for full-time faculty members, who are provided these resources as a matter of course. Several questions (19-29) in the proposed instrument explore the availability of specific resources. In keeping with the Hagedorn (2000) model, the survey also addresses the motivators and hygienes, demographics, triggers, and other environmental factors besides resources.

3. What motivators and hygienes, demographics, environmental factors, resources, and triggers best predict job satisfaction for faculty members at select universities?

This question, which seeks predictors of satisfaction, includes two ancillary questions that further disaggregate the data:

- a. With regard to the difference between full-time and part-time faculty, what significant relationships are there?
- b. Do these relationships differ for liberal arts-oriented faculty and business-oriented faculty?

Multiple regression analysis was employed to answer these two ancillary questions. A backward elimination multiple regression model allowed the research to discover the predictors that, together, most increased the F ratio and best accounted for the variance.

Justification for Use of Survey Instrument

The reason a survey was developed for this research is that other instruments do not sufficiently take into account the unique situation of part-time faculty members. Most survey instruments are designed to measure the satisfaction levels and environmental issues of only (or at least mostly) full-time faculty. This survey was distributed in a manner that ensures that data was collected over a short period of time.

The survey was self-administered over the Internet, with notifications concerning the survey being announced in three different ways: by conventional mail sent to the departments, by e-mail, and in some cases by personal visits and/or phone calls from the researcher, who contacted the appropriate administrators on the campuses to ensure that the faculty members were given the instructions about how to access the survey. No personal, face-to-face contact was made with the faculty members, as such interaction could have been deemed inappropriate or, at the least, could have called into question the anonymity of the participants or the confidentiality of their responses. It is possible that faculty members may have encountered the researcher in passing during a visit to the universities; however, the only introductions and interactions occurred with administrators. In some cases, participants—of their own accord—

wrote e-mails to the researcher to ask questions or, in some cases, merely to opine. Their e-mail correspondence was kept in the strictest confidence.

Participants

The participants who were initially intended to participate in this research were both full-time and part-time liberal arts and business faculty members at 13 public universities in the state of Louisiana that were identified as belonging to Research Extensive, Research Intensive, Masters I, and Masters II universities according to the Carnegie classifications. The universities that fit these classifications, listed alphabetically, are: Grambling State University, Louisiana State University in Shreveport, Louisiana Tech University, Louisiana State University in Baton Rouge, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, Southern University at Baton Rouge, Southern University at New Orleans, University of Louisiana at Lafayette, University of Louisiana at Monroe, and University of New Orleans.

Not all of these universities were included in the final sample. At one of the universities, the Institutional Review Board (IRB) outright denied permission for the survey to be administered. Yet another university's IRB was unable to approve the study because the paperwork process was not complete. Finally, one other university did not have a sufficient response rate as defined in the proposal, which outlined a procedure protecting confidentiality of faculty at each institution by setting a minimum number of respondents. However, when the decision was made to forgo the disaggregation by university and instead disaggregate only by Carnegie classification, it was possible to reclaim the data from this last university while completely maintaining the confidentiality of those respondents. The final number of institutions participating, therefore, was 11. All four of the largest Carnegie categories were represented in

the final sample: Research Extensive, Research Intensive, and Masters I and II. For purposes of achieving equanimity and homogeneity, as well as additionally ensuring the confidentiality of the participants, Masters I and II universities were combined and are usually referred to in the study as Masters Level universities.

Contact Process

Names of all of the department heads within the liberal arts colleges and the business schools were obtained from the Internet or by telephone calls to the college offices. Also obtained in this manner were the names of the deans of those colleges. The deans were the first individuals the researcher contacted. From them was obtained information about the number of faculty members in the respective colleges. This information was gathered so that the response rate could be calculated. Since contact information on the Internet is usually not comprehensive, especially information about part-time faculty members, someone was hired to assist in the process of gathering contact information. This person assisted in the procedure of obtaining the names and e-mail addresses of the faculty members in both the liberal arts and business colleges of each university. Gathered information was cross-checked before any correspondence was delivered.

Once preparation for the research was complete and after approval was granted by the University of New Orleans Institutional Review Board (Appendix A), packages were prepared for the dean of each college. In accordance with the revised IRB approval, research could not commence without the permission of the college dean. Therefore, the first survey-related contact with the participating institutions was made by express-mailing packages to the deans at each of the participating colleges. Within each package was:

1. A letter to the dean;

2. A summary of the study;
3. A copy of the UNO IRB approval form;
4. A permission slip to be signed by the dean;
5. A form that requested the number of full-time faculty and the number of part-time faculty working within the college;
6. Letters to be distributed to the chairs of each department in the respective colleges;
7. A self-addressed, stamped envelope.

In some of the instances in which there was no reply from the dean, phone calls or personal visits to the deans' offices were made. Also, there were some instances in which the dean's office would not distribute the introductory letters to the department chairs. In some instances, these letters were hand-delivered to conventional mailboxes in the respective departments.

The second round of contacts was made by e-mail (if possible) about one week before the instrument was made available to them. The purpose of these two contacts was simply to announce the coming survey. The third round of contacts was also made by e-mail, when the researcher sent the hyperlink address to the targeted participants. By clicking on the hyperlink or by pasting the URL into the web browser window, the participant was able to connect directly to the web-based survey.

Because this was a confidential survey, there was no way to determine which faculty members answered the on-line survey. As with any survey that is mass distributed and meant to be answered anonymously, there is the possibility that someone may answer the survey more than once. However, the instructions clearly indicated that the only reason for answering the

survey more than once is if that participant worked at more than one university. Still, within the realm of possibilities, it must be acknowledged that a faculty member could have answered the survey more than once. There is no way to counter this possibility without sacrificing the anonymity, and since candid honesty is integral to the success of this survey, it was an acceptable risk. Other limitations to this on-line survey are addressed below. The survey system included a type of barrier to dissuade anyone from trying to “stuff the ballot box.” An obstacle to such an attempt is that the web server was capable of recognizing static Internet Protocol (IP) addresses; therefore, if a person used the same computer and tried to log on to the survey for a second time, the survey engine would have directed that person to a page that stated, “Thank you for taking the survey,” and the person could not re-take the survey from that same computer. The ability of the survey engine to recognize IP addresses was very helpful, because this mechanism also allowed those who had, perhaps, not completed the survey on a first attempt to return later and resume where they had interrupted the process earlier. While fixed IP addresses of computers could possibly indicate, to some degree, the location of a computer, the means of such tracking was not available to the researcher. Neither was such tracking sought or desired, as this was a confidential survey.

Upon the recommendation of the methodologist, the goal was to obtain a 50% response rate from the part-time faculty members, and nearly that amount from full-time faculty members. Full-time faculty members also received questionnaires to determine whether or not the dissatisfaction is possibly related to institutional, or environmental, factors unique to a particular institution and not just because the participants were part-time faculty members. As the initial response rate was, in most cases, rather light, the researcher sent out another e-mail less than one

week after the first one was sent. The desired return was still not achieved, so the researcher sent out yet another e-mail request.

After these many attempts to encourage greater faculty participation, the goal of a 50% response rate was still not achieved. At that time, the researcher sent out an e-mail requesting that part-time faculty members from the participating universities participate in a focus group. The intent was to allow these focus group participants to discuss their experiences as part-time faculty members. However, no one responded to the invitation. Instead, focus was placed on over 300 qualitative comments that the participants provided. The next chapter provides a detailed analysis of these subjective data.

Instrumentation

Survey Design

The researcher designed the survey instrument, as no thorough existing instrument was available to explore the unique situation of part-time faculty members in institutions of higher education, especially with regard to the environment and resources. The survey was designed and administered using a web-based application provided by “surveymonkey.com,” a private company that provides this service for a monthly fee. The instrument explored demographic background, the available resources, the environment, and the attitudes of participants.

Some of the survey questions used a form of path logic, so that certain answers allowed the participants to “skip” unnecessary questions. For example, if participants responded that they were full-time faculty members, the web-based design automatically skipped the next two questions, intended only for part-time faculty only, that asked why they were working part-time and how much they were paid per course. Part-time faculty members answered up to 43 questions, depending upon their respective selections. Full-time faculty members were asked to

answer a few less, especially since most of them have their own offices, desks, etc., so the “path” allowed them to skip over questions for them.

To ensure that the survey was of a sufficient quality, two experts familiar with survey development were asked to examine and revise the instrument. These methodologists examined the instrument and made suggestions. All suggestions were implemented. Upon the committee’s acceptance of the research, the instrument was field-tested at a university to determine its reliability. A private university in the region was used to pilot test the instrument. One may argue that private universities have institutional environments that can be very different from the culture in public universities, but for the purposes of field testing the survey, this uniqueness was not relevant, as the data were not used for anything but the pilot study. This particular university had full-time and part-time faculty members who taught in either the liberal arts college or the business college, and these pilot participants provided valuable feedback and suggestions that resulted in an improved instrument.

Both full-time and part-time faculty members were asked to complete the survey in the pilot study. Several open-ended questions appeared throughout the instrument. These questions asked the participants if there were any confusing elements to the survey. The resulting instrument, as it appeared on the web site, is included among the appendices (Appendix F). The raw text, verbatim, is presented later in this chapter. Each variable was addressed by one or more specific questions as described below. They are original questions, not direct questions from NSOPF, though the NSOPF surveys were a source of inspiration. Some of the questions are similar enough to the NSOPF questions to merit consideration as benchmarks in future part-time faculty research.

Motivators and Hygienes

In Hagedorn's (2000) conceptual framework, the variable grouping of "motivators and hygienes" included the variable "achievement," which is difficult to measure with part-time faculty members. There are several questions in the NSOPF survey, utilized by Hagedorn, that address the matter of achievement. These questions probe the participant for number of publications, conferences, etc. Since many part-time faculty members often do not have the time—or inclination—for such endeavors, unless they are in the category of "academic hopefuls," this instrument would not adequately measure achievement. While Herzberg (1959) found that achievement was a significant predictor for workers in general, Hagedorn did not find achievement to be a significant predictor in a specifically academic working environment. In summation, then, the question involving number of courses taught could be used as an indicator of achievement, but it would not be an adequate one. Therefore, achievement was not measured in this study. (See "Limitations," in the section on "Research Design," below.)

The variables and their corresponding questions are listed below. Also below is a detailed table with all of the survey questions and the variables.

Recognition is addressed by two questions. Question 34: How much recognition for your work as a faculty member do you receive from administrators in your college? Question 35: How much recognition for your work as a faculty member do you receive from administrators in your college? Response choices were: none at all, very little, a satisfactory level, and a great deal.

Work Itself is addressed by two questions. One (6) is about the number of courses taught at the institution, and the second (31) asks about the faculty members' perception of their work. In the end, it was this latter question that was utilized as the independent variable. The question

was, “Overall, how do you feel about the work you currently perform as a faculty member? This is a question about the work you perform and not about salary, resources, etc.” It was decided that this qualifying comment after the question was necessary to assist the faculty member’s understanding of the question.

Responsibility is a construct that, in a conventional, contemporary university setting, is more appropriately assigned to full-time faculty members. The question (32) asks about the degree of responsibilities that are given outside of teaching responsibilities. It was understood, in advance, that this variable would not be a reliable indicator, because the data would be skewed due to the nature of full-time faculty members’ responsibilities outside of the realm of classroom instruction.

Advancement is addressed by one question (33) about opportunities for advancement.

Salary, one of the hygiene mediators, was measured based upon a range of payment schedules per course. This question (5) was directed to part-time faculty only, and since salary was not a part of the conceptual framework, it was not used as an independent variable; rather, this question provided demographic, descriptive information.

Demographics

The demographic questions were straightforward, asking about gender, ethnicity, institutional type, and, for liberal arts faculty, academic discipline (Anthropology, Drama/Theatre, English, Foreign Languages & Literatures, General Studies, Geography, History, Linguistics, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Visual Arts). In this study, the business faculty members were not disaggregated by discipline, though future research could benefit from such a disaggregation.

Environmental Conditions

Relations with the Administration, Collegial Relationships, and Student Relationships were addressed by Question 41, Question 42, and Question 43, respectively.

Institutional Culture/Climate is measured in part by the relationships question immediately above. It was also addressed more specifically by asking the participants about how they would describe the institutional climate, or culture: How would you describe the institutional climate, or culture, within your college? (Very Negative, Negative, Positive, or Very Positive) After the pilot study, institutional climate was divided into university, college, and department (37, 38, and 39).

Resources is an added variable that is unique to the current study's conceptual framework. Questions 19 through 29 inquire about specific resources that are available to faculty members. If participants answered affirmatively to the first question, "Do you have your own private office?", they received a higher score than those who, for instance, shared an office or did not have an office at all. Other specific resources probed were: access to a desk, availability of places to meet privately with students, access to a telephone and other means of communication (an office mailbox, voice mail, an answering machine, and an e-mail address), access to a photocopying machine, and the availability of support staff ("a secretary or similar support staff"). The responses to these questions were scored, and the total score was entered into one recoded variable labeled "Resources."

Fig. 4. Survey Text, Questions, and Corresponding Variables

Survey Questions (verbatim from the web site)	Mediators			Triggers
	Motivators & Hygienes	Demo- graphics	Environ- mental Conditions	Change or Transfer
<p>Welcome!</p> <p>Thank you for participating in this survey, which should take only a few minutes to complete. Some pages may have more than one question, so please answer each question before moving on to the next page. You will also be given several opportunities to make comments.</p> <p>TIPS:</p> <ol style="list-style-type: none"> 1. If you need to move back and forth between pages, use the arrows at the bottom of the page. 2. It may be necessary to scroll down to answer all the questions or to find the "Next" button that allows you to proceed. 				
<p>* 1. Are you a full-time or a part-time (adjunct) faculty member?</p> <ul style="list-style-type: none"> ○ Part-time or adjunct faculty member or grad student teaching assistant (You are NOT--or are no longer-- in a tenure-track position or NOT in a full-time contract position for more than one year.) ○ Full-time faculty member at one university (You have tenure, you are on a tenure track, or you are a full-time adjunct with a contract for more than one academic year.) ○ Other (Please read the other 		X		

two options carefully before selecting "other. " If you are a faculty member, please select one of the other two options.)				
2. [This question and the five thereafter were directed only to those who answered "part-time" in the previous question.] What is the PRIMARY reason you are working part-time? <input type="radio"/> I aspire to be a full-time academic, but an acceptable full-time teaching job was not available. <input type="radio"/> I'm semi-retired; part-time work is preferable to me. <input type="radio"/> I am knowledgeable in a specific field, and my teaching is related to my full-time career. <input type="radio"/> I am working part-time while finishing my degree. Other (please specify)		X		
* 3. Do you have a full-time job outside of this institution? <input type="radio"/> Yes <input type="radio"/> No		X		
* 4. What is your full-time job outside of your part-time job at this institution? <input type="radio"/> Another post-secondary teaching job <input type="radio"/> A PK-12 Teaching Job <input type="radio"/> Other (please specify)		X		
* 5. What is the average amount you are paid at this institution per course? <input type="radio"/> Less than \$2,000 <input type="radio"/> \$2,000 - \$2,799 <input type="radio"/> \$2,800 - \$3,600 <input type="radio"/> More than \$3,600	Salary			
* 6. On average, how many courses do you teach each YEAR at this institution? <input type="radio"/> 1-2 <input type="radio"/> 3-4 <input type="radio"/> 5-6 <input type="radio"/> 7-8 <input type="radio"/> 9 or more		X		
7. If you have any comments or				

suggestions regarding the question(s) on this page, please note them here.				
<p>* 8. You work in which of the following fields?</p> <ul style="list-style-type: none"> <input type="radio"/> Liberal Arts-oriented discipline (e. g. , history, english, philosophy) <input type="radio"/> Business-oriented discipline (e. g. , business, advertising) <input type="radio"/> Other (please specify) 		Academic Discipline		
<p>* 9. [This question was directed only to those who answered “liberal arts” in the previous question.] In which field do you work? If your discipline is not listed, try to choose the one closest to your discipline.</p> <ul style="list-style-type: none"> <input type="radio"/> Anthropology <input type="radio"/> Classical Studies <input type="radio"/> Communications/Journalism <input type="radio"/> Drama/Theatre <input type="radio"/> English <input type="radio"/> Fine Arts <input type="radio"/> Foreign Languages & Literatures <input type="radio"/> General Studies <input type="radio"/> Geography <input type="radio"/> History <input type="radio"/> Linguistics <input type="radio"/> Mathematics <input type="radio"/> Music <input type="radio"/> Philosophy <input type="radio"/> Political Science <input type="radio"/> Psychology <input type="radio"/> Religious Studies <input type="radio"/> Sociology <input type="radio"/> Other (please specify) 		Academic Discipline (This study did not disaggregate at this level.)		
<p>* 10. What is your gender?</p> <ul style="list-style-type: none"> <input type="radio"/> Female <input type="radio"/> Male 		Gender		
<p>* 11. What is the highest degree you have earned?</p> <ul style="list-style-type: none"> <input type="radio"/> Associate degree <input type="radio"/> Bachelor's degree 		X		

<ul style="list-style-type: none"> ○ Certificate beyond Bachelor's ○ Master's degree or equivalent ○ MFA ○ Doctorate 				
<p>* 12. What is your marital status?</p> <ul style="list-style-type: none"> ○ Single ○ Married ○ Living with partner ○ Divorced 		X		
<p>* 13. What is your primary ethnicity?</p> <ul style="list-style-type: none"> ○ White/Caucasian ○ African American ○ Native American ○ Hispanic/Latino/a ○ Asian ○ Other 		Ethnicity		
<p>* 14. What is your age range?</p> <ul style="list-style-type: none"> ○ < 25 ○ 25-34 ○ 35-44 ○ 45-54 ○ 55-64 ○ 65 or older 		X		
<p>* 15. Do you work at more than one institution of higher education?</p> <p>Yes No</p>		X		
<p>* 16. [This question was directed only to those who answered "yes" in the previous question.]</p> <p>Since you work at more than one university, think about only one institution when you answer the questions throughout this survey. If you wish, you may take the questionnaire another time and answer the questions as they are related to the other institution(s) where you work.</p> <p>On average, how many courses</p>		X		

<p>do you teach each YEAR when you total the number of courses at all of the institutions where you work?</p> <ul style="list-style-type: none"> ○ 2-4 ○ 5-7 ○ 8-10 ○ 11-13 ○ 14 or more 				
<p>* 17. What is the Carnegie Classification of your institution?</p> <ul style="list-style-type: none"> ○ Doctoral Extensive University (LSU) ○ Doctoral Intensive University (La Tech, UL Lafayette, or UNO) ○ Master's Colleges and Universities I (Grambling, LSUS, McNeese, Nicholls, Northwestern, SELU, Southern, UL Monroe) ○ Master's Colleges and Universities II (Southern at New Orleans) 		<p>Institutional Type</p>		
<p>* 18. At what institution do you work?</p> <ul style="list-style-type: none"> ○ Grambling State University ○ Louisiana State University in Shreveport ○ Louisiana Tech University ○ LSU ○ McNeese State University ○ Nicholls State University ○ Northwestern State University ○ Southeastern Louisiana University ○ Southern University at Baton Rouge ○ Southern University at New Orleans ○ University of Louisiana at Lafayette ○ University of Louisiana at Monroe 		<p>X</p> <p>(This study did not disaggregate at this level.)</p>		

<input type="radio"/> University of New Orleans <input type="radio"/> Other (please specify)				
* 19. Do you have your own private office? <input type="radio"/> No <input type="radio"/> Yes			Resources	
* 20. Do you have your own desk? <input type="radio"/> No <input type="radio"/> Yes			Resources	
* 21. Do you have a desk you share with one or more other faculty members? <input type="radio"/> No <input type="radio"/> Yes			Resources	
* 22. If you do not have a desk or an office, do you have an assigned place where you are able to meet with students privately? <input type="radio"/> No <input type="radio"/> Yes			Resources	
* 23. What answer best describes your access to a telephone? <input type="radio"/> I have no access to a telephone. <input type="radio"/> I am/would be allowed to use the phone in the department office. <input type="radio"/> I share a telephone that is designated for one or more other faculty members. <input type="radio"/> I have my own telephone.			Resources	
* 24. Do you have an office mailbox or mail slot? <input type="radio"/> No <input type="radio"/> Yes			Resources	
* 25. Do you have voice mail or your own answering machine? <input type="radio"/> No <input type="radio"/> Yes			Resources	
* 26. Does the institution provide you--or offer to provide you--an e-mail address? <input type="radio"/> No <input type="radio"/> Yes			Resources	
27. If you have any comments or suggestions regarding the question(s) on this page, please note them here.			Resources	

<p>* 28. When you need to make photocopies, is it convenient for you to so do?</p> <ul style="list-style-type: none"> <input type="radio"/> No <input type="radio"/> Yes 			Resources	
<p>* 29. Is there a secretary or similar support staff available to assist you?</p> <ul style="list-style-type: none"> <input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Frequently <input type="radio"/> Always 			Resources	
<p>30. If you have any comments or suggestions regarding the question(s) on this page, please note them here.</p>				
<p>* 31. Overall, how do you feel about the work you currently perform as a faculty member? This is a question about the work you perform and not about salary, resources, etc. Choose the statement that best describes your feelings.</p> <ul style="list-style-type: none"> <input type="radio"/> Overall, I am very unhappy with the work I currently perform as a faculty member. <input type="radio"/> Overall, I am unhappy with the work I currently perform as a faculty member. <input type="radio"/> Overall, I am happy with the work I currently perform as a faculty member. <input type="radio"/> Overall, I am very happy about the work I currently perform as a faculty member. 	Work Itself			
<p>* 32. Describe the degree of faculty-related responsibilities you have outside of your teaching responsibilities.</p> <ul style="list-style-type: none"> <input type="radio"/> I have no other responsibilities. <input type="radio"/> I have very little other responsibilities. <input type="radio"/> I have a sufficient amount of 	Responsibility			

responsibilities. ○ I have a lot of other responsibilities.				
* 33. How satisfied are you about your opportunities for advancement (even if you have tenure)? ○ Very dissatisfied ○ Dissatisfied ○ Satisfied ○ Very satisfied	Advance- ment			
* 34. How much recognition for your work as a faculty member do you receive from other faculty in your college? ○ None at all ○ Very little ○ A satisfactory level ○ A great deal	Recognition			
* 35. How much recognition for your work as a faculty member do you receive from administrators in your college? ○ None at all ○ Very little ○ A satisfactory level A great deal	Recognition			
* 36. How welcome are you made to feel in your department? ○ I do not feel welcome. ○ I don't have enough interaction to feel welcome. ○ I feel welcome. ○ I feel very welcome.			Collegial Relationships And Institutional Culture	
* 37. How would you describe the institutional climate, or culture, within your university? ○ Very negative ○ Somewhat Negative ○ Positive ○ Very positive			Institutional Culture/ Climate	
* 38. Within your college? ○ Very negative ○ Somewhat Negative ○ Positive			Institutional Culture/ Climate	

<input type="radio"/> Very positive				
* 39. Within your department? <input type="radio"/> Very negative <input type="radio"/> Somewhat Negative <input type="radio"/> Positive <input type="radio"/> Very positive			Institutional Culture/ Climate	
* 40. How satisfied are you with the resources provided (or not provided) to you? <input type="radio"/> Very Dissatisfied <input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Very Satisfied	This question about "satisfaction with resources" sought differences between this variable and the re-coded variable "resources" (from Questions 19-29), which gave a score to the discrete resources indicated by each faculty member.			
* 41. How satisfied are you by the relationships you have with administrators within your institution? <input type="radio"/> Very Dissatisfied <input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Very Satisfied			Administration	
* 42. How satisfied are you by the relationships you have with colleagues within your institution? <input type="radio"/> Very Dissatisfied <input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Very Satisfied			Collegial Relationships	
43. How satisfied are you by your relationships with your students? <input type="radio"/> Very Dissatisfied <input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Very Satisfied			Student Quality/ Relationships	
* 44. How satisfied are you overall in your job as a faculty member? <input type="radio"/> Very Dissatisfied <input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Very Satisfied	This is the dependent variable, "satisfaction."			
* 45. Do any of the following scenarios pertain to you and your situation? Please check all				Change in: Life Stage

<p>that apply. (Interpret "recent" as you see fit. If surrounding circumstances continue to substantially affect you, then it is probably still "recent. ")</p> <ul style="list-style-type: none"> ○ a recent change in life stage ○ recent difficulties with family or personal circumstances ○ a recent change in rank or tenure ○ a recent change in my emotional state or mood ○ a recent transfer to a new institution ○ none of the above 				
<p>* 46. Overall, do you think that you, as a faculty member, are justly treated? (E. g. , with regard to matters such as salary, work load, etc.)</p> <ul style="list-style-type: none"> ○ No, I think that I am treated very unjustly. ○ No, I think that I am treated unjustly. ○ Yes, I think that I am treated justly. ○ Yes, I think that I am treated very justly. 				<p>Perceived justice</p>
<p>* 47. You teach at a postsecondary educational institution. How important is your teaching to your identity as a person?</p> <ul style="list-style-type: none"> ○ Very important ○ Somewhat important ○ Not very important ○ Not important at all 	<p>Exploration of Identity as a possible indicator</p>			
<p>48. [This question was directed only to those who answered "other" to Question 1.] If you are not a faculty member, what is your occupation?</p> <ul style="list-style-type: none"> ○ <typed in response> 				

<p>49. [This question was also directed only to those who answered “other” to Question 1.]</p> <p>This survey is designed to better understand the attributes of university faculty members. Since you have indicated that you are not a faculty member, this survey would not be appropriate for you. (If you are a faculty member, please click on the "back" button and choose one of the faculty member options.) If you wish, you may add comments below. Thank you for your time.</p>	
<p>50. (OPTIONAL) If you would like to make any comments about your experiences as a faculty member, please do so now. You may also use this opportunity to comment upon this survey.</p>	
<p>You have completed the survey. Please know that your contribution is much appreciated.</p> <p>This survey is being used to explore the relationship(s) between environment and satisfaction among university and college faculty in Louisiana.</p> <p>Thank you.</p>	

** These questions required a response before the participant was allowed to proceed.*

Research Design

This research employed non-probability cluster sampling, as access to the part-time population was difficult to obtain because of the nature of the employment (high turnover, limited time on campus, questionable contact information, etc.). With regard to stratification, women are more likely to be part-time faculty members than are men. (As expected, the percentage of respondents fell along this line. See Chapter 4, “Gender.”) Group comparisons and correlational techniques (*t* tests, chi square analyses, and regression analysis) were used to answer the research questions. The section below on procedure addresses these matters in more detail.

Procedure

Distribution

As stated above, the instrument was distributed by the researcher on each campus according to a predetermined time line. Campus contacts were called several different times to gather information about the success of the distribution. From the beginning of the study it was hoped that most of the participants would use the web-based version of the instrument, because the web-based version allowed the data to be directly imported into SPSS, thereby eliminating human error. Participants were offered the option of taking a paper survey, but all of the respondents chose the web-based survey option.

Time Line

The original intent was to complete the entire process—from the first letter to the dean to the last e-mail to the participants—in less than one month. The hope was that this intense period would keep participants interested and engaged in the process. In fact, from the first mail-out to the collection of data, a period of approximately 11 weeks transpired. Delays and other obstacles

involving the approval process set back the time line considerably. The final data were collected on December 16, 2004.

Analysis

Analysis of variance (ANOVA) and regression were utilized to study the data. ANOVA is a procedure that evaluates the mean differences between part-time and full-time faculty members in business colleges and liberal arts colleges. Regression analysis was performed to discover if there were relationships strong enough to be indicators, or predictors, of faculty satisfaction.

Descriptive statistics, as well as inferential, were used to further analyze relationships. Multivariate analysis of variance was utilized to determine the effects of status, discipline, and the interaction between the two on motivators and hygienes, environmental conditions, triggers, and satisfaction. Multiple Chi Square analyses were used to test the effects of demographics. These analyses studied frequencies, goodness of fit, and patterns. To test the relationships of motivators and hygienes, environmental conditions, and triggers on satisfaction, three multiple regression analyses were used—one for the total sample and one each for part-time and full-time faculty. As mentioned above, these regression analyses were performed to discover if there were any relationships strong enough to be reliable indicators of faculty satisfaction.

Limitations and Delimitations

This study was limited to full-time and part-time faculty members in 11 public colleges and universities in Louisiana. Although the quest for generalizability would be better served by the inclusion of participants from other additional states, the focus of resources on one state strengthened the study.

Because the study is based in part upon Benjamin's (1998) two clusters of liberal arts-related and vocationally-related disciplines, it was necessary to choose disciplines that would be representative of those two clusters. Since universities usually have colleges that include all (or most) of the traditional humanities disciplines, colleges of liberal arts were chosen to represent one of the clusters. In the process of choosing faculty representatives from the vocationally-oriented disciplines, a little common sense prevailed. It was necessary to select a set of vocationally-related disciplines that would be represented in all of the universities. The most obvious choice seemed to be colleges of business. Full-time faculty members were included in the study to provide comparison and to help explain any possible error term related to a particular university's environment.

The focus of the study does not attempt to make generalizations with regard to part-time teachers in disciplines outside of liberal arts and business colleges, though some inferences may be made regarding characteristics and experiences that are in common with other faculty members.

The fact that this research was conducted via the use of a new instrument is a weakness, though the instrument was field tested first. The pilot study was done at a private university.

The variable "achievement" could not be adequately measured. Hagedorn (2000) used the NSOPF variable that queried the number of publications of faculty members. Except for "aspiring academics," part-time faculty members usually do not dedicate time to publishing. Thus, this study does not address "achievement" as a variable. Because Hagedorn's study did not find a significant relationship between achievement and satisfaction, the removal of achievement as a variable was deemed an acceptable loss.

Because part-time positions are, often by nature, transitory, a limitation in the methodology is the ability to contact current faculty members of that status. Every effort was made to contact all part-time liberal arts and business faculty members at the participating institutions; however, many of these part-time faculty members were inaccessible, or their fleeting relationship with the institution was not sufficient to establish a commitment to take the survey.

A major delimitation is that the study only addresses faculty members of business colleges as representatives of Benjamin's (1998) vocationally-oriented cluster. There are many other vocationally-oriented disciplines, such as education, but this research only explored business colleges in that "vocationally-oriented" category.

Human Subjects

Before research began, permission to conduct the study was obtained from the University of New Orleans Committee on the Use of Human Subjects, also called the Institutional Review Board (IRB). After permission was initially granted, the IRB rescinded that permission temporarily in order to include more rigorous requirements involving the acquisition of signed permission forms obtained from the college deans. (See Appendix C for a sample of the approval form that was signed by the deans.)

As this was an anonymous (confidential), web-based survey administered to voluntary participants who were at least 18 years of age and, in most cases, are intimately familiar with matters involving research, there was relatively little concern that ethical issues would surface. However, out of an abundance of caution, the data received from the survey was managed solely by the researcher and the methodologist. Before the data reached the dissertation committee or

anyone thereafter, any remotely identifying markers were completely removed from the data, which were only presented in an aggregate form based upon the Carnegie classifications.

CHAPTER IV

Results

Introduction

The purpose of this study was to explore the relationship between the environment and the satisfaction of certain part-time university faculty members. The survey provided data from 11 Louisiana universities in the top four Carnegies categories of Doctoral Extensive, Doctoral Intensive, and Masters I and II universities. Though a total of 610 faculty members participated in this study, the final sample included 542 participants. Some of the participants did not finish the survey. Other participants were administrators and not faculty. Also, there were 12 faculty members whose discipline did not fit into the category of liberal arts or business. When all of these ineligible participants were eliminated, the final sample was 542.

In an attempt to disaggregate the part-time faculty data and to better understand how the relationships between environment and satisfaction may be unique to part-time faculty, several independent variables were used. The research questions of this study focused on job status (part-time or full-time) and academic discipline (liberal arts or business). These were the two major categories from which participants were solicited and into which the participating faculty members were divided. The reason for conducting research on participants from either liberal arts or business disciplines was to utilize Benjamin's (1998) categorization on what he considered to be two "umbrella" groups of faculty members: liberal arts-related disciplines and vocationally-related disciplines. Due to the fact that colleges of business were consistently

present at all of the institutions that were included as part of this study, the business disciplines were chosen as the most viable ones to serve as the comparison group representing the vocationally-oriented disciplines.

A web-based, confidential questionnaire was made available to voluntary participants. The study drew upon Hagedorn's (2000) conceptual framework, which contended that certain motivators, hygienes, triggers, and environmental factors had a significant relationship to faculty satisfaction. Her framework is based in large part upon Herzberg's (1959) work, which developed the concept of motivators and hygienes as significant predictors of worker satisfaction. Hagedorn's model was developed with the purpose of researching full-time faculty members, whereas the current survey applied the model to part-time faculty.

A thorough investigation failed to discover an existing instrument that could address issues related to the working environment specific to part-time faculty members in institutions of higher education; therefore, a unique instrument was designed. This chapter presents the descriptive data as well as inferential statistics. Also, as many of the participants chose to present written comments about their experiences as faculty members, a brief overview of some of these data is presented.

Participants

A total of 610 people chose to participate in the study. However, after removing from the database the responses of those participants who did not complete the questionnaire and those participants who were not part of the intended population, the *n* was reduced to 554. Also, a decision was made to eliminate 12 participants who did not seem to fit in either the business or the liberal arts categories. The final number of participants included in the study, therefore, was 542 from 11 universities. Of this number, 452 were full-time faculty members, and 90 were part-

time faculty members. The deans of the participating colleges were asked to disclose the number of part-time and full time faculty members working in their colleges. Based upon the numbers provided by these deans, the total response rate was determined to be 27%. The response rate for part-time faculty was determined to be 20%.

Descriptive Statistics

Table 1 displays the frequency counts for selected variables. A total of 90 part-time faculty members participated (16.6%), along with 452 full-time faculty members (83.4%).

A series of questions was asked only of the part-time faculty member participants: Question 2 was based on Gappa and Leslie's (1993) four categories of part-timers. When asked the reason for working part-time, the most common responses were that they wanted full-time faculty work, but it was not available (35.6%), or they were knowledgeable, but had a full-time career (26.7%). Question 3 asked if the part-time faculty members worked full-time outside the institution and 27.8% reported that they did. Question 5, directed to part-time faculty only, asked how much they were paid, on average, for each course (Less than \$2,000 / \$2,000-\$2,799 / \$2,800-\$3,600 / More than \$3,600). Interpolation revealed an approximate range of \$1,500 to \$4,500 and a median of \$3,200. The number of courses taught each year by the part-time faculty members was a median of 3.5 courses.

Using Benjamin's (1998) categorization for the faculty categories, Question 8 asked if the participants were from a liberal arts-related discipline or a business-related discipline. In this study, 68.1% of faculty member respondents were from colleges of liberal arts, and the remaining 31.9% were in the business-oriented disciplines.

As some of the literature revealed that liberal arts-related faculty members were unique in their levels of dissatisfaction (Benjamin, 1998; Conley, Leslie, & Zimblar, 2002; Leslie, 1998b),

the researcher further scrutinized and disaggregated part-time faculty data by dividing the liberal arts faculty members according to discipline. The most common fields of study (Question 9) of the participants were English (22.9%) and History (6.8%). The 31.9% of the respondents who did not report their field of study were those who indicated that they were from a business-related discipline.

Table 1
Frequency Counts for Selected Variables (N = 542)

	<i>n</i>	%
Q1 Faculty Status		
Part-time	90	16.6
Full-time	452	83.4
Q2 Reason for Part-time Work ^a		
Want full-time but not available	32	35.6
Semi-retired	11	12.2
Knowledgeable but full-time career	24	26.7
Working part-time while finishing degree	15	16.7
Other	8	8.9
Q3 Full-time Job Outside of this Institution ^a		
Yes	25	27.8
No	65	72.2
Q5 Average Amount Paid per Course ^a		
Under \$2,000	20	22.2
\$2,000–\$2,799	13	14.4
\$2,800–\$3,600	39	43.3
Q5 Average Amount Paid per Course (cont'd) ^a		
More than \$3,600	18	20.0
Q6 Courses Taught Per Year ^a		
1–2 courses	33	36.7
3–4 courses	28	31.1
5–6 courses	11	12.2
7–8 courses	12	13.3
9 or more courses	6	6.7

^a Question asked to part-time faculty only (*n* = 90)

(Table 1 Continues)

Table 1 Continued

	<i>n</i>	%
Q8 Benjamin's Categorization–Faculty Category		
Liberal Arts	369	68.1
Business–oriented discipline	173	31.9
Q9 Field of Study		
Anthropology	14	2.6
Classical Studies	2	0.4
Communications/Journalism	20	3.7
Drama/Theatre	6	1.1
English	124	22.9
Fine Arts	19	3.5
Foreign Languages and Literature	25	4.6
General Studies	1	0.2
Geography	13	2.4
History	37	6.8
Linguistics	3	0.6
Math	2	0.4
Music	17	3.1
Philosophy	7	1.3
Political Science	26	4.8
Psychology	10	1.8
Religious Studies	3	0.6
Sociology	31	5.7
Other	9	1.7
Did not report	173	31.9
Q10 Gender		
Female	229	42.3
Male	313	57.7
11 Highest Degree		
Associate degree	1	0.2
Bachelor's degree	5	0.9
Master's degree	128	23.6
Master's – fine arts	35	6.5
Doctorate	373	68.8
Q12 Marital Status		
Single	98	18.1
Married	383	70.7
Living with partner	18	3.3
Divorced	43	7.9

^a Question asked to part-time faculty only ($n = 90$)

(Table 1 Continues)

Table 1 Continued

	<i>n</i>	%
Q13 Primary Ethnicity		
White	490	90.4
African-American	15	2.8
Native American	1	0.2
Hispanic	11	2.0
Asian	12	2.2
Other	13	2.4
Q14 Age Range		
Under 25 years	1	0.2
25–34 years	100	18.5
35–44 years	119	22.0
45–54 years	168	31.0
55–64 years	136	25.1
65 or older	18	3.3
Q15 Work in More than One Institution		
Yes	39	7.2
No	503	92.8
Q17 Carnegie Classification		
Doctoral extensive university	140	25.8
Doctoral intensive university	216	39.9
Master's colleges and universities I	185	34.1
Master's colleges and universities II	1	0.2
Triggers in Life (Multiple Responses)		
Life change	130	24.0
Difficulties with family	103	19.0
Change in rank or trigger	80	14.8
Recent transfer to new institution	55	10.1
Change in emotional state	51	9.4
None of above triggers	262	48.3

Question 10 asked the participant's gender. Fifty-eight percent were male, and the remaining 42.3% were female. With respect to the highest degree the participant had been awarded, 68.8% reported having a Doctoral degree. Regarding marital status, 70.7% reported being married, and 18.1% reported being single. Almost all (90.4%) were Caucasian. Of those

participating, the median age was 49.5 years. Seven percent reported working at more than one institution.

In responding to Question 17, using the Carnegie (2000) classification to denote the type of university in which they worked, 25.8% reported that they taught at doctoral extensive universities, 33.9% were at doctoral intensive universities, and 34.3% worked at a Masters I or II university.

The motivators and hygienes, along with the environmental variables, are examined in the inferential statistics section (below) with other interval-level data. The triggers can also be mentioned here, since their nominal nature can provide some descriptive information. A series of multiple-response questions queried the respondents about the “triggers” in their life, and 48.3% reported that none of the triggers were evident. Triggers are about changes in a person’s life situation, such as changes in life stage, family or personal circumstances, rank or tenure, perceived justice, mood (or emotional state), or a transfer to a new institution. Of those noting triggers, the most frequent triggers were some type of life change (24.0%) and difficulty with family (19.0%) (Table 1).

Table 2 displays the descriptive statistics for 18 selected variables. These statistics include means and standard deviations for the scores as well as for what group of variables they represent. The conceptual framework places these variables in different “groupings”: Motivators and hygienes (MH), environmental conditions (EC), triggers (T), resources (R), and the dependent variable, satisfaction (S).

These particular variables were selected for this table because they are continuous variables and can be differentiated from the nominal variables in the previous table. They also proved to be significant in the regression models that resulted from Research Question 3, which

is addressed below. Some of these 18 variables displayed significant relationships for both full-time and part-time faculty. For example, answers to the question probing the variable “the work itself” (Question 31) displayed a mean of 3.23 on a scale of 1 to 4. The regression models indicate that this variable is a significant predictor of satisfaction for both full-time and part-time faculty.

Table 2
Descriptive Statistics for Selected Variables (N = 542)

	Grouping ^a	<i>M</i>	<i>SD</i>	Low	High
Q31 The work itself	MH	3.23	0.78	1	4
Q32 Degree of faculty-related responsibilities	MH	3.20	0.89	1	4
Q33 Satisfaction with advancement opportunities	MH	2.75	0.83	1	4
Q34 Recognition from other faculty	MH	2.66	0.77	1	4
Q35 Recognition from administrators	MH	2.38	0.87	1	4
Q36 How welcome they feel	EC	3.27	0.80	1	4
Q37 Climate within your university	EC	2.65	0.70	1	4
Q38 Climate within your college	EC	2.79	0.70	1	4
Q39 Climate within your department	EC	2.87	0.85	1	4
Q40 Satisfaction with resources provided	EC	2.58	0.75	1	4
Q41 Satisfaction with relationships with administrators	EC	2.82	0.71	1	4
Q42 Satisfaction with relationships with colleagues	EC	3.15	0.62	1	4
Q43 Satisfaction with relationships with students	EC	3.39	0.57	1	4
Q44 Overall satisfaction level	S	3.10	0.64	1	4
Q46 How justly treated they are	T	2.75	0.72	1	4
Q47 Importance of teaching to personal identity	n/a ^b	1.51	0.64	1	4
Number of Triggers	T	0.77	1.02	0	5
Total Available Office Resources	R	3.73	0.66	0	4

^a Grouping: *MH* = *Motivators and Hygiene*; *D* = *Demographics*; *EC* = *Environmental Conditions*; *T* = *Triggers*; *R* = *Resources*; *S* = *Satisfaction*

^b *Not part of the model*

While some of these variables indicate significant relationships for both full-time and part-time faculty members, others have significance for only one or the other. For example, Question 35, “Recognition from Administrators,” has a relatively non-directional mean of 2.38 on a scale of 1 to 4. This variable was only significant for full-time faculty members. The lack of significance for the part-time faculty members brought the mean down to 2.38.

Inferential Statistics

Research Question One

Research Question One asked, *Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between full-time and part-time faculty?* Table 3 displays the bivariate comparisons for selected variables with faculty status, and Table 4 reveals the results of *t* tests run for selected variables according to status (part-time [PT] or full-time [FT]).

Inspection of Table 3 reveals that faculty status was significantly correlated with 6 of the 20 variables. The *t* tests in Table 4 support these significant differences. Specifically, full-time faculty members placed significantly higher merit on Question 34, *Recognition from other faculty* ($r = .11$) and Question 35, *Recognition from administrators* ($r = .15$). Full-time faculty members scored significantly higher on Question 32, *Greater degree of faculty-related responsibilities* ($r = .55$) and on Question 33, *Satisfaction with advancement opportunities* ($r = .18$). Full-timers were also more likely to be male ($r = .16$), and they had significantly more total office resources ($r = .61$).

(Table 3, in toto, next page)

Table 3
Correlations for Selected Variables with Faculty Status, Faculty Category and Satisfaction (N = 542)

	Grouping ^a	Faculty status ^b	Faculty category ^c	Satisfaction
Q34 Recognition from other faculty	MH	.11**	-.01	.31****
Q35 Recognition from administrators	MH	.15****	.08	.37****
Q31 The work itself	MH	-.02	.08	.46****
Q32 Degree of faculty-related responsibilities	MH	.55****	-.06	.05
Q33 Satisfaction with advancement opportunities	MH	.18****	.03	.46****
Q5 Average amount paid per course part-time only (n = 90)	MH	n/a	.11	-.14
Q10 Gender ^d	D	.16****	.07	.05
Race/Ethnicity ^e	D	-.03	.02	.01
Doctoral Extensive Institution ^f	D	.01	-.09	-.03*
Doctoral Intensive Institution ^f	D	-.06	-.06	-.06
Q8 Benjamin's categorization ^c	D	-.02	1.00	.11**
Q42 Satisfaction with relationships with colleagues	EC	.01	.02	.51****
Q43 Satisfaction with relationships with students	EC	-.08	.01	.34****
Q41 Satisfaction with relationships with administrators	EC	-.06	.06	.47****
Q36 How welcome they feel	EC	.08	.01	.46****
Q37 Climate within your university	EC	-.07	.14**	.44****
Q38 Climate within your college	EC	-.03	.10*	.49****
Q39 Climate within your department	EC	.05	.10*	.48****
Triggers	T	.03	-.05	-.06
Office Resources	R	.61****	.01	.04
Q44 Overall Satisfaction Level	S	.01	.11**	1.00

* $p = .05$. ** $p = .01$. *** $p = .005$. **** $p = .001$.

^a Grouping: MH = *Motivators and Hygiene*; D = *Demographics*; EC = *Environmental Conditions*; T = *Triggers*; R = *Resources*; S = *Satisfaction*

^b Status: 1 = *Part-time*; 2 = *Full-time*

^c Category: 1 = *Liberal Arts*; 2 = *Business*

^e Race/Ethnicity: 0 = *Others*; 1 = *Caucasian*

^f Type of institution: 0 = *No*; 1 = *Yes*

Table 4

t Tests for Selected Variables according to Status (Part-time [PT] or Full-time [FT])

Q#	Question	Grouping ^a	PT ^b	PT ^b	FT ^b	FT ^b	<i>t</i> ^c
			Mean	SD	Mean	SD	
Q34	Recognition from other faculty	MH	2.48	.851	2.69	.744	-2.463*
Q35	Recognition from administrators	MH	2.10	.925	2.44	.847	-3.406*
Q31	The work itself	MH	3.26	.815	3.22	.770	.407
Q32	Degree of faculty-related responsibilities	MH	2.11	.988	3.42	.683	-15.316***
Q33	Satisfaction with advancement opportunities	MH	2.41	.833	2.81	.812	-4.260*
Q5	Average amount paid per course (part-time only; n = 90)	MH	2.61	1.046	valid miss	valid miss	valid miss
Q10	Gender ^d	D	1.4	4.93	1.61	.488	-3.775*
Q13	Race/Ethnicity ^e	D	.922	.269	.9	.3	.640
Q8	Benjamin's categorization ^f	D	1.34	.478	1.31	.465	.562
Q42	Satisfaction with relationships with colleagues	EC	3.14	.628	3.15	.616	-.146
Q43	Satisfaction with relationships with students	EC	3.49	.546	3.37	.570	1.894
Q41	Satisfaction with relationships with administrators	EC	2.91	.647	2.81	.725	1.286

* $p < .05$. ** $p < .01$. *** $p < .001$.^a Grouping: MH = *Motivators and Hygiene*; D = *Demographics*;EC = *Environmental Conditions*; T = *Triggers*; R = *Resources*; S = *Satisfaction*^b Status: 1 = *Part-time*; 2 = *Full-time*^c equal variances assumed^d Gender: 1 = *Female*; 2 = *Male*^e Race/Ethnicity: 0 = *Others*; 1 = *Caucasian* (Question 13 recoded)^f Category: 1 = *Liberal Arts*; 2 = *Business*

(Table 4 Continues)

Table 4 Continued

t Tests for Selected Variables according to Status (Part-time [PT] or Full-time [FT])

Q#	Question	Grouping ^a	PT ^b Mean	PT ^b SD	FT ^b Mean	FT ^b SD	<i>t</i> ^c
Q36	How welcome they feel	EC	3.13	.824	3.30	.790	-1.848
Q37	Climate within your university	EC	2.76	.624	2.63	.710	1.555*
Q38	Climate within your college	EC	2.83	.658	2.78	.707	.649
Q39	Climate within your department	EC	2.77	.849	2.88	.850	-1.206
Recorded	Triggers	T	.7000	1.1062	.7876	1.0007	-.745
Recorded	Office Resources	R	2.8222	1.1276	3.914	.28109	-18.014***

* $p < .05$. ** $p < .01$. *** $p < .001$.

^a Grouping: MH = Motivators and Hygiene; D = Demographics;

EC = Environmental Conditions; T = Triggers; R = Resources; S = Satisfaction

^b Status: 1 = Part-time; 2 = Full-time

^c equal variances assumed

^d Gender: 1 = Female; 2 = Male

^e Race/Ethnicity: 0 = Others; 1 = Caucasian

^f Category: 1 = Liberal Arts; 2 = Business

Research Question Two

Research Question Two asked, *Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between liberal arts-oriented and business-oriented faculty (discipline)?* Faculty categorization (liberal arts or business) had significant correlations and differences with 5 of the 20 variables (Table 3 and Table 4). One of the five was based upon the nominal variable “institutional type,” in which the business-oriented faculty participants were less likely to be in a doctoral extensive institution ($r = -.09$). The business faculty members had higher scores for all of the climate questions: Question 37, *The climate within the university* ($r = .14$); Question 38, *The climate within the college* ($r =$

.10); and Question 39, *The climate within the department* ($r = .10$). Business faculty also scored higher than liberal arts faculty on Question 44, *Overall satisfaction level* ($r = .11$). The t tests (Table 5) also indicated these significant differences according to Benjamin's (1998) categories (Liberal Arts [LA] or Business [Bus.])

Table 5
t Tests for Selected Variables according to Benjamin's (1998) Categories (Liberal Arts [LA] or Business [Bus.])

Q#	Question	Grouping ^a	Lib. Arts ^b Mean	Lib. Arts ^b SD	Bus. ^b Mean	Bus. ^b SD	t^c
Q34	Recognition from other faculty	MH	2.66	.756	2.65	.791	.234
Q35	Recognition from administrators	MH	2.34	.867	2.48	.867	-1.8
Q31	The work itself	MH	3.18	.772	3.31	.782	-1.790
Q32	Degree of faculty-related responsibilities	MH	3.24	.890	3.13	.88	1.395
Q33	Satisfaction with advancement opportunities	MH	2.73	.858	2.78	.761	-.673
Q5	Average amount paid per course (pt only; n = 90)	MH	2.53	1.04	2.77	1.055	-1.073
Q10	Gender ^d	D	1.55	.498	1.63	.484	-1.698
	Race/Ethnicity ^e	D	.9	.301	.9133	.282	-.499

* $p < .05$.

^a Grouping: MH = *Motivators and Hygiene*; D = *Demographics*; EC = *Environmental Conditions*; T = *Triggers*; R = *Resources*; S = *Satisfaction*

^b Category: 1 = *Liberal Arts*; 2 = *Business*

^c equal variances assumed

^d Gender: 1 = *Female*; 2 = *Male*

^e Race/Ethnicity: 0 = *Others*; 1 = *Caucasian*

(Table 5 Continues)

Table 5 Continued

t Tests for Selected Variables according to Benjamin's (1998) Categories (Liberal Arts [LA] or Business [Bus.]

Q#	Question	Grouping ^a	Lib. Arts Mean	Lib. Arts SD	Bus. Mean	Bus. SD	<i>t</i>
Q42	Satisfaction with relationships with colleagues	EC	3.14	.629	3.17	.595	-.523
Q43	Satisfaction with relationships with students	EC	3.38	.570	3.39	.566	-.047
Q41	Satisfaction with relationships with administrators	EC	2.79	.723	2.88	.689	-1.401*
Q36	How welcome they feel	EC	3.27	.798	3.29	.798	-.282
Q37	Climate within your university	EC	2.59	.699	2.79	.676	-3.242*
Q38	Climate within your college	EC	2.74	.670	2.90	.748	-2.436*
Q39	Climate within your department	EC	2.81	.846	2.99	.849	-2.318*
Reco ded	Triggers	T	.81	1.036	.694	.9787	1.244
Reco ded	Office Resources	R	3.726	.6413	3.746	.7104	-.317

* $p < .05$.

^a Grouping: *MH* = *Motivators and Hygiene*;
D = *Demographics*;
EC = *Environmental Conditions*;
T = *Triggers*; *R* = *Resources*;
S = *Satisfaction*

^b Category: 1 = *Liberal Arts*; 2 = *Business*

^c equal variances assumed

^d Gender: 1 = *Female*; 2 = *Male*

^e Race/Ethnicity: 0 = *Others*; 1 = *Caucasian*

Research Question Three

Research Question Three asked, *What motivators and hygienes, demographics, environmental factors, resources, and triggers best predict job satisfaction for faculty members at select universities?*

In Table 3, the respondents' overall level of satisfaction (Question 44) was correlated with the same 20 variables that were used in Research Question 2. Twelve of the 20 were positively correlated with satisfaction. The other eight variables were not deemed to have significant correlations.

The highest correlations regarding overall satisfaction, the strength of which is indicated in Table 3, were found in: Question 31, *The work itself*, ($r = .46$); Question 33, *advancement opportunities*, ($r = .46$); Question 42, *relationships with colleagues*, ($r = .51$); Question 41, *relationships with administrators*, ($r = .47$); Question 36, *How welcome they feel*, ($r = .46$); Question 37, *The climate within the university*, ($r = .44$); Question 38, *Climate within the college*, ($r = .49$); and Question 39, *The climate within the department* ($r = .48$) (Table 3).

It should be noted here that the question (36) about “how welcome” they feel is actually just another means of judging the perception of the climate. This question was designed for the part-timers who may not be on the campus enough to feel confident about making comments about the climate, which is a construct more encompassing than part-timers may be prepared to address. The reliability of this attempt is evident in the similarity in the strength of correlations. Therefore, of the 11 positive correlations significant at the .001 level, four of the independent variables were related to “climate,” which in the model is an environmental variable. In fact, all of the environmental variables were significant at the .001 level.

There were also two ancillary questions, both of which are addressed below, that seek predictors unique to job status (part-time or full-time) or to Benjamin’s categorization (liberal arts or business). Table 6 displays the associations of selected variables with faculty status (full-time or part-time), using chi-square tests of significance. Full-time faculty were more likely to be male ($p = .001$). No differences between full-time faculty and part-time faculty were found for race/ethnicity ($p = .52$), faculty category ($p = .57$), or the type of institution ($p = .32$).

Table 6
Association of Selected Variables with Faculty Status. Chi-Square Tests of Significance (N = 542)

	Part-Time <i>n</i> = 90		Full-Time <i>n</i> = 452	
	<i>n</i>	%	<i>n</i>	%
Gender ^a				
Female	54	60.0	175	38.7
Male	36	40.0	277	61.3
Race/Ethnicity ^b				
Others	7	7.8	45	10.0
Caucasian ²	83	92.2	407	90.0
Faculty Category ^c				
Liberal Arts	59	65.6	310	68.6
Business-oriented discipline	31	34.4	142	31.4
Type of Institution ^d				
Doctoral extensive university	22	24.4	118	26.1
Doctoral intensive university	42	46.7	174	38.5
All Master’s colleges and universities	26	28.9	160	35.4

^a Gender: $\chi^2 (1, N = 542) = 13.93, p = .001$.

^b Race/Ethnicity: $\chi^2 (1, N = 542) = 0.41, p = .52$.

^c Faculty category: $\chi^2 (1, N = 542) = 0.32, p = .57$.

^d Type of institution: $\chi^2 (2, N = 542) = 2.26, p = .32$.

² Since 92.2% of the participants indicated that they were Caucasian, no meaningful relationships could be established among the various ethnicities. Therefore, non-Caucasians were grouped into “other” so that a parametric statistic could be used.

Table 7 displays the association of selected variables with faculty category based on chi-square tests of significance. The chi-square tests were used for nominal data that could not be measured by using parametric tests. Business-oriented faculty participants tended to more likely be male ($p = .09$), but no differences were found between liberal arts-oriented and business-oriented faculty members with respect to race/ethnicity ($p = .62$). A significant association was found between the type of institution and the faculty category. Inspection of Table 7 reveals that business-oriented faculty who participated were more likely to be at a Master's I or II university (43.9% versus 29.8%), and less likely to be at doctoral extensive universities (20.2% versus 28.5%) or doctoral intensive universities (35.8% versus 41.7%).

Table 7
Chi-Square Tests of Significance for Association of Selected Variables with Faculty Category.
 (N = 542)

	Liberal Arts <i>n</i> = 369		Business <i>n</i> = 173	
	<i>n</i>	%	<i>n</i>	%
Gender^a				
Female	165	44.7	64	37.0
Male	204	55.3	109	63.0
Race/Ethnicity^b				
Others	37	10.0	15	8.7
Caucasian	332	90.0	158	91.3
Type of Institution^c				
Doctoral extensive university	105	28.5	35	20.2
Doctoral intensive university	154	41.7	62	35.8
All Master's colleges and universities	110	29.8	76	43.9

^a Gender: $\chi^2(1, N = 542) = 2.88, p = .09$.

^b Race/Ethnicity: $\chi^2(1, N = 542) = 0.25, p = .62$.

^c Type of institution: $\chi^2(2, N = 542) = 10.96, p = .004$.

Regression Analysis

Table 8 displays the prediction of satisfaction for full-time faculty members ($n = 452$). For this analysis, a backward elimination multiple regression model was performed, using level of satisfaction as a dependent variable and a total of 21 variables as predictors. The variables chosen were those from the current study’s conceptual framework³. The final model was significant ($p = .001$), and included eight predictor variables, which accounted for 52.6% of the variance related to full-time faculty member satisfaction. Inspection of the beta weights in Table 8 revealed that full-time faculty satisfaction was related to greater amounts of happiness with the work itself ($p = .001$), more satisfaction with advancement opportunities ($p = .001$), being at a doctoral extensive institution ($p = .012$), more satisfaction with relationships with colleagues ($p = .001$), more satisfaction with relationships with students ($p = .001$), more satisfaction with relationships with administrators ($p = .012$), a more favorable climate within their university ($p = .001$), and a more favorable climate within their department ($p = .001$) (Table 8).

Table 8
Prediction of Faculty Satisfaction. Backward Elimination Regression. Full-Time Faculty Sample Only (n = 452)

	Grouping ^a	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>sr</i>
Q31 The work itself	MH	0.203	0.030	.241	.001	.223
Q33 Satisfaction with advancement opportunities	MH	0.102	0.032	.128	.001	.105

Note. $F(8, 443) = 61.41, p = .001. R^2 = .526. \text{Adjusted } R^2 = .517$

sr = Part correlations

^a Grouping: *MH* = *Motivators and Hygiene*; *D* = *Demographics*; *EC* = *Environmental Conditions*

^b Doctoral extensive: 0 = *No*, 1 = *Yes*

(Table 8 Continues)

³ In the framework, “recognition” and “climate” are listed but once. In the study, recognition was divided into two variables (recognition from administrators or from faculty) and climate into three variables (university, college, and department).

Table 8 Continued
Prediction of Faculty Satisfaction. Backward Elimination Regression. Full-Time Faculty Sample Only (n = 452)

	Grouping ^a	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>sr</i>
Doctoral Extensive Institution ^b	D	0.124	0.049	.08	.012	.08
Q42 Satisfaction with relationships with colleagues	EC	0.272	0.042	.258	.001	.214
Q43 Satisfaction with relationships with students	EC	0.160	0.040	.140	.001	.131
Q41 Satisfaction with relationships with administrators	EC	0.099	0.039	.110	.012	.083
Q37 Climate within your university	EC	0.132	0.040	.145	.001	.109
Q39 Climate within your department	EC	0.103	0.031	.135	.001	.107

Note. $F(8, 443) = 61.41, p = .001. R^2 = .526. \text{Adjusted } R^2 = .517$

sr = Part correlations

^a Grouping: *MH* = *Motivators and Hygiene*; *D* = *Demographics*;

EC = *Environmental Conditions*

^b Doctoral extensive: 0 = *No*, 1 = *Yes*

Table 9 displays the results of a similar backward regression model, but selecting only part-time faculty members ($n = 90$). The model was significant ($p = .001$), and the five remaining independent variables accounted for 64.6% of the variance in part-time faculty member satisfaction. Inspection of Table 9 reveals that part-time faculty member satisfaction was positively correlated with happiness with the work itself ($p = .001$), more satisfaction with advancement opportunities ($p = .001$), more satisfaction with the relationship with students ($p = .001$), more satisfaction with how welcome they felt in the department ($p = .001$), and fewer triggers in their life ($p = .004$) (Table 9).

(Table 9, in toto, next page)

Table 9
Prediction of Faculty Satisfaction. Backward Elimination Regression: Part-time Faculty Sample Only (n = 90)

	Grouping ^a	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>sr</i>
Q31 The work itself	MH	0.227	0.058	.302	.001	.253
Q33 Satisfaction with advancement opportunities	MH	0.244	0.051	.333	.001	.310
Q43 Satisfaction with relationships with students	EC	0.299	0.082	.267	.001	.238
Q36 How welcome they feel	EC	0.204	0.056	.274	.001	.236
Number of Triggers	T	-0.108	0.037	-.195	.004	-.192

Note. $F(5, 84) = 30.61, p = .001. R^2 = .646. \text{Adjusted } R^2 = .625$

sr = Part correlations

^a Grouping: *MH* = *Motivators and Hygiene*; *EC* = *Environmental Conditions*;

T = *Triggers*

Table 10 displays a comparison of predictors of satisfaction between the part-time faculty sample (Table 8, $n = 90$) and the full-time faculty sample (Table 9, $n = 452$). Three variables were similar in the two models (The work itself, satisfaction with advancement opportunities, and satisfaction with the relationship with their students). The part-time faculty model included two unique variables (how welcome they felt and the number of triggers in their lives). The full-time faculty model included five other variables not in the part-time model. These variables were: being at a doctoral extensive university, satisfaction with the relationship with colleagues, satisfaction with the relationships with administrators, climate at their university, and climate within their department (Table 10).

Table 10

Comparison of Predictors of Satisfaction for Part-Time and Full-Time Faculty

			Part-Time ^b	Full-Time ^c
			<i>n</i> = 90	<i>n</i> = 452
		Grouping ^a	β	β
Q31	The work itself	MH	.30	.24
Q33	Satisfaction with advancement opportunities	MH	.33	.13
Q43	Satisfaction with relationships with students	EC	.27	.14
Q36	How welcome they feel	EC	.27	
	Number of Triggers	T	-.20	
	Doctoral Extensive University ^d	D		.08
Q42	Satisfaction with relationships with colleagues	EC		.26
Q41	Satisfaction relating to administrators	EC		.11
Q37	Climate at your university	EC		.15
Q39	Climate within your department	EC		.14

Note. Blank beta weights are for variables not included in that specific model

^a Grouping: *MH* = *Motivators and Hygiene*; *D* = *Demographics*; *EC* = *Environmental Conditions*; *T* = *Triggers*

^b Part-Time Model: $F(5, 84) = 30.61, p = .001. R^2 = .646. \text{Adjusted } R^2 = .625$

^c Full-Time Model: $F(8, 443) = 61.41, p = .001. R^2 = .526. \text{Adjusted } R^2 = .517$

^d Doctoral extensive: 0 = *No*, 1 = *Yes*

Open-Ended Responses

In all, the participants chose to write 306 comments or questions. In some cases, a participant wrote more than one remark. Most of these comments included information about the working environment of the faculty members, and other comments made suggestions about how the survey might have been improved. For this study the responses of the part-time faculty members were examined.

Though the statistical analysis did not reveal a significant relationship between resources and satisfaction, many of the comments were about the lack of resources. The liberal arts participants ($n = 59$) were the most vocal about the lack of resources, in particular the low pay. Some comments were indicative of isolated instances or of particular circumstances that were

not included in the study's model (e.g., the "rooms stink."). The comments examined below were chosen because they were consistent with the extant literature or because they were thematic representations of common concerns of other part-timers.

Salary

Liberal arts participants made references to the low pay, to the desire for more perquisites to compensate for the paltry salary, and to the frustration of wanting to teach more courses that were not available to them. At least one part-time business faculty member complained about the low pay. Two of the comments from the part-time business participants implicitly acknowledged the realization that their conditions were better than some of the other colleges: One was concerned that other part-time faculty members would be angry because of their lower wages; another openly referred to the difference in part-time salary among colleges.

Resources

Liberal arts faculty members made a number of references to the lack of resources. There were comments about not having access to resources, not having any sort of office, or, in several responses, there were complaints that too many people shared the same office. In one case, a liberal arts faculty member explained that s/he shared two computers with 16 people. In rather stark contrast, a business faculty member complained that s/he shared a computer with one other person.

Perceived Injustice, Lack of Respect

One of the business part-time faculty members made reference to the fact that full-time faculty "have it easy" because s/he carries a heavy course load and the full-timers, while being paid more and doing less, have only a couple of courses a semester. There were many comments that referred to a greater degree of perceived injustice among the liberal arts part-timers. There

were comments about having “no power” or about administrators having “too much power.” Senior faculty, said one, sometimes use their superior position to eliminate part-timers whom they see as a “threat” to their own positions. One said that being a part-time faculty member was like working at Wal-Mart, and another expressed concern for the lack of advancement opportunities. There was one comment that directly addressed the feeling of not being valued, and another mentioned a lack of respect. Since the study has determined that there is a significant relationship between the climate (“how welcome they feel”) and satisfaction, comments such as these may also be significant.

Concern for Quality

A few liberal arts part-time faculty members expressed concerns related to quality of education, especially for undergraduates. Four part-timers specifically opined that the “flagship agenda” was detrimental to education. One wrote that there were no performance reviews and no job descriptions.

Summary

This study involved 11 universities: one doctoral extensive, two doctoral intensive, and seven Masters-level institutions. The data collection, which included a final sample of 542 eligible participants, occurred during the Fall semester of 2004. It was inspired by Hagedorn’s (2000) faculty satisfaction conceptual framework and modified to address certain environmental conditions that are unique to part-time faculty members. Hagedorn’s framework, based in large part on Herzberg’s (1959) satisfaction theory involving certain mediators (motiva tors and hygienes), sought to discover predictors of faculty satisfaction and, consequently, to discover faculty members’ degree of “engagement” in their work.

In addition to noting differences between part-time faculty members and full-time faculty members, the current study also found differences between Benjamin's (1998) dual categorization of the liberal arts-related cluster of part-timers and the vocationally-related cluster of part-timers. This latter cluster was represented in this study by colleges of business, which fit into that category.

The descriptive statistics describe a fairly homogenous within-group population, a fact which gives more credibility to the inferential statistics. The between-group comparison is not as strong, as the number of part-timers in four-year universities is close to 40% (NSOPF:99). In this study, the sample of part-time faculty members is less than 20% of the participants. The next chapter will make comparisons to the existing literature during the discussion of these sample descriptors.

The results of the inferential statistics indicate that the regression models for both full-time and part-time faculty are highly significant ($p = .001$) and account for 52.6% of the variance in the full-time population and even more, 64.6%, for the part-time faculty population.

Hagedorn's (2000) model, which used the large NSOPF:93 database, had a much larger F ratio, which indicates that her study is potentially more powerful. However, her model—limited by some of the questions which did not adequately address the variables—only accounted for 49% of the variance.

The next chapter begins with a summary of each of the research questions, and after each summary is a brief description of the results as they have been presented in this chapter. Next comes an analysis of these results in greater detail. During this analysis, the extant literature will be revisited, and the study's significance will be discussed. There will also be an examination of

the ramifications for institutional policy, followed by statements about the possibilities for future research.

CHAPTER V

Discussion of the Findings

Introduction

This study was undertaken to examine relationships between satisfaction and environment of part-time faculty members. More specifically, the research sought to discover these relationships while taking into account job status (part-time or full-time) and certain academic disciplines (liberal arts or business). Because of emerging concerns about what influence part-time faculty members may be having on the quality of higher education (Gappa, 2000; Kezar, 1999), this study attempted to address those concerns in two ways. First, the research answered the call to disaggregate the data (Leslie, 1998b), and second, the study identified predictors of satisfaction for faculty members. A potentially vital contribution to the literature base is the identification of satisfaction predictors for part-time faculty.

This study's attempt to better understand part-time faculty members is a creditable undertaking, because the literature indicates that satisfaction may, ultimately, be related to the quality of education that students receive (Bingham, 1996; St. Charles, 2002), and because part-time faculty make up approximately 40% of the teaching force in four-year institutions, research regarding the satisfaction of this growing population may be an essential contribution to the success of higher education in the years to come.

The previous chapter presented the findings in detail. This chapter begins with a summary of the findings, then it continues with an analysis of those findings *vis a vis* the existing literature base and the available demographic data (NSOPF:93, NSOPF:99). The remainder of the chapter explores implications for policy and practice and offers suggestions for further research.

Research Question 1

Summary

The first research question was, “Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between full-time and part-time faculty (status)?”

The rationale behind this question was for purposes of comparing full-time and part-time faculty members and for the identification of possible relationships. The source of data for this question was the entire final sample (n = 542) of both full-time and part-time faculty members.

Results for Research Question 1

The results of *t* tests and correlations revealed that there were six variables that indicated significant differences between full-time faculty and part-time faculty: Recognition from colleagues, recognition from administrators, amount of responsibility, advancement opportunities, gender, and resources. The results indicate that full-time faculty members receive more recognition from both their colleagues ($p < .01$) and administrators ($p < .001$). Most full-time faculty members are male (60%), whereas just the opposite demographic occurs with most part-timers, who were more likely (60%) to be female ($p < .001$) The results also indicated that full-time faculty members were more likely to have more resources available to them ($p < .001$).

This last finding was expected, as full-time faculty members have full-time resources provided to them.

Research Question 2

Summary

The second research question was, “Are there differences in motivators and hygienes, demographics, environmental conditions, triggers, resources, and satisfaction between liberal arts-oriented faculty and business-oriented faculty?”

Whereas the first question sought relationships based upon job status (part-time or full-time), this question sought differences based upon discipline (liberal arts or business). This question considered the conceptual framework’s adoption and adaptation of Benjamin’s (1998) classifications, in which he asserts that there are substantively unique attributes between part-timers who teach in liberal arts fields and those who teach in vocationally-related disciplines. In the current research, vocationally-oriented faculty are represented by business faculty members. The sample ($n = 542$) includes both full-time and part-time faculty members from both liberal arts colleges and business colleges.

Results for Research Question 2

The results of t tests and correlations revealed that there were four variables that indicated a significant difference between liberal arts faculty and business faculty. In three of those instances, the business faculty scored significantly higher: Question 37 on the institutional climate of the university ($p < .01$), Question 38 on the institutional climate of the college ($p < .05$), and Question 39 on the climate within the department ($p < .05$). There was also a significant difference in the overall satisfaction between Benjamin’s (1998) two categories. This question did not address indicators of satisfaction, but a t test did indicate that business faculty members

were, overall, significantly more satisfied ($p < .01$) than liberal arts faculty. Worthy of mention is the fact that there are differences in gender between the two categories of business and liberal arts ($p = .09$), with more women teaching liberal arts; however, at the .09 level, the relationship is not strong enough to make definite conclusions.

Research Question 3

Summary

The third research question was, “What motivators and hygienes, demographics, environmental factors, resources, and triggers best predict job satisfaction for faculty members at select universities?”

This third research question, which directly addresses the independent variables (motivators and hygienes, environment, and triggers) from the conceptual framework, includes two ancillary questions. The first of those two questions was, “With regard to the difference between full-time and part-time faculty, what significant relationships are there?” The second was, “Do these relationships differ for liberal arts-oriented faculty and business-oriented faculty?”

Results for Research Question 3

The greatest predictors of overall satisfaction for all of the faculty member participants were: the work itself, advancement opportunities, relationships with colleagues, relationships with administrators, “feeling welcome,” and other aspects of the climate (university, college, and department). All of the environmental variables, with the exception of “resources,” were significant at the .001 level.

First ancillary question

The first ancillary question revealed that the full-time faculty participants were more likely to be male. During the process of discovering what variables were the most significant predictors of satisfaction, a backward regression technique yielded a total of 15 models. This process resulted in a final full-time model that was significant at the .001 level. Eight predictor variables accounted for 52.6% of the variance related to full-time faculty member satisfaction. Seven of these predictors are: the work itself, advancement opportunities, relationships with colleagues, relationships with students, relationships with administrators, climate within the university, and climate within the department. The eighth possible predictor of satisfaction in the full-time model was with regard to a significant relationship with a demographic variable: satisfaction of full-time members at doctoral extensive universities ($p = .012$). This final predictor was not in the conceptual framework model, so it was an unanticipated outcome.

The part-time model was also significant at the .001 level, and five independent variables accounted for an impressive 64.6% of the variance in part-time faculty member satisfaction. Part-time faculty member satisfaction was positively correlated with the work itself ($p = .001$), more satisfaction with advancement opportunities ($p = .001$), more satisfaction with the relationship with students ($p = .001$), more satisfaction with how welcome they felt in the department ($p = .001$), and fewer triggers in their lives ($p = .004$).

Second ancillary question

In answer to the second ancillary question, which sought relationships of predictors of satisfaction between liberal arts faculty members and business faculty members, the most apparent demographic variability was due to the fact that business faculty participants were more likely to be male. Again, therefore, the gender disparity is palpable. The original intent of this

question was to seek different predictors between liberal arts and business *part-time* faculty members. Since the part-time faculty sub-sample was 90, and because the representation of part-time faculty from the colleges of business was less than half that amount, it was not possible to determine any meaningful predictors of satisfaction while exercising such an intense degree of disaggregation..

Analysis of the predictors of satisfaction between the part-time faculty and the full-time faculty sample revealed that three variables were similar in the two models: The work itself, satisfaction with advancement opportunities, and satisfaction with the relationships with students. The part-time faculty regression model included two unique variables: How welcome they felt, and the number of triggers in their lives. The full-time faculty model, in turn, had variables that were not in the part-time model. These variables were: Satisfaction with the relationship with colleagues, satisfaction with the relationships with administrators, climate at their university, and climate within their department.

Before further surveillance is made, a comment is in order about the question concerning “how welcome” the faculty members felt. This question was designed especially for part-time faculty members, who may or may not have enough interaction with faculty, administrators, or staff to make informed comments about institutional climate. The question was designed with the intent that this more vernacular expression, “how welcome you feel,” would be more appropriate to determine part-timers’ perception of climate. Since part-timers most often have interpersonal interactions primarily at the department level, it can be reasonably inferred that this “welcome” predictor can be considered similar to the predictor about climate within the department, which was determined to be a significant predictor for full-time faculty. Therefore, there could be four

common predictors of satisfaction for both part-time and full-time faculty: The work itself, advancement opportunities, relationships with students, and climate within the department.

Analysis of the Findings

Revisiting the Literature

A review of the literature has revealed that, even though the part-time and adjunct faculty population has grown to an impressive 40% of the instructing populace at four-year institutions and 60% at two-year institutions (NSOPF:99), there is still relatively little that is known about the part-time faculty population. Over the years, several important steps have been made. First came the acknowledgment of the growth of part-time faculty (Gappa, 1984; Leslie, 1978; Tuckman, 1978). Next came the attempts at categorization (Benjamin, 1998; Berger & Kirshstein, 2001; Gappa & Leslie, 1993; Tuckman, 1978). In more recent years, studies have focused on more specific aspects of part-timers' presence in academia, such as concerns that part-time faculty members inflate grades (Foster & Foster, 1998; McArthur, 1999; Sonner, 2000). Much of the literature has revolved around the themes of wearisome working conditions (Banachowski, 1996; Crannell, 1998; Sayer, 1999; Scafide, 2001) and dissatisfaction (Rasell & Applebaum, 1998), especially for those who want full-time work and cannot find it (Conley, Leslie, & Zimbler, 2002). The contribution of the NSOPF surveys (1988, 1993, 1999) is that they have provided the knowledge base with solid demographic data.

The literature indicates that there are both trials and triumphs in the experiences of part-time faculty. The above referenced literature reveals that trials are manifold, yet the paradox is that, overall, most part-time faculty are satisfied. The current study was inspired in part by Benjamin (1998), who noted this paradox, but who also noticed that satisfaction levels were lower among liberal arts faculty. When Conley, Leslie, and Zimbler (2002) concurred with the

ostensible dissatisfaction among part-timers in the liberal arts disciplines, it became apparent that a solid step toward disaggregation would be to foster research that sought to understand the reason for this higher level of dissatisfaction. The current research takes that step by borrowing a faculty satisfaction model from Hagedorn (2000) and impressing upon it the dual part-time categorization proffered by the work of Benjamin (1998).

This next section of the chapter re-examines the genesis of the conceptual framework, and a comparison with the existing literature base, including some of the NSOPF data, will allow some perspective on the current study. As the chapter moves forward, analysis of the utility of the conceptual framework will culminate with the study's implications for policy, practice, and future research.

The Conceptual Framework

Hagedorn's Continuum of Engagement

Hagedorn (2000) uses Herzberg's (1959) concept of triggers and mediators, along with motivators and hygienes, to determine what increases satisfaction or decreases dissatisfaction. Her hypothesis was that there are two types of constructs related to job satisfaction: triggers and mediators. Triggers are about changes in a person's life situation, and mediators are job-related factors such as salary, the work itself, and the institutional environment.

The mediators that increase satisfaction are called motivators, and mediators that decrease dissatisfaction are called hygienes. The environmental conditions in the model include the relationships one has with other faculty and students. These conditions also include the institutional climate, and the current study differs slightly from Hagedorn's model in that it addresses "resources" along with these other environmental conditions. As it turned out in the current study, resources were not significant predictors of faculty satisfaction.

In Hagedorn's (2000) model, she uses a "continuum" of engagement to describe the relationship between the predictors and job satisfaction. Herzberg (1959), whose work inspires the integral aspects of Hagedorn's continuum of engagement, ultimately determined that only a few factors were involved in affecting satisfaction. These factors were: achievement, recognition, the work itself, responsibility, advancement, and salary (Hagedorn, 2000). In Hagedorn's study, which used data from the 1993 NSOPF study, the most highly predictive mediators were the work itself, salary, relationships with administration, student quality and relationships, and institutional climate and culture.

The findings of the current study were similar; in fact, of the five significant predictors that Hagedorn (2000) discovered, the current study shared three of them. Like Hagedorn's research, the current study found that the work itself was the greatest predictor of satisfaction. This predictor was common for both part-time and full-time faculty. Also similar to her findings was that student relationships and institutional (department) culture were significant predictors. Unique to the current study was that "advancement opportunities" was a significant predictor. Certainly, this variable would be obvious for part-time faculty members who are aspiring academics.

It is important to note that salary was not used in the current study, as it was deemed beyond the scope of possibility to address what amounts to a complicated variable for the gamut of part-time faculty members. Also worthy of note is that the triggers, or personal life issues, seemed to be a greater predictor of satisfaction for part-timers.

There were, then, some commonalities between Hagedorn's work and this current study, but the current conceptual framework went beyond Hagedorn's by seeking to understand why

liberal arts part-timers seem to be more dissatisfied. Thus, imposed upon her framework are the dual categories introduced by Ernst Benjamin in his 1998 work.

Benjamin's Two Clusters

Benjamin (1998) used the NSOPF:93 database to probe patterns of satisfaction with regard to part-time faculty members. In the process, he discovered that levels of satisfaction seemed to fall into two basic categories: liberal arts-related disciplines and vocationally-oriented disciplines. He called these two groups "clusters." The current study supports Benjamin's findings. Indeed, there is greater dissatisfaction among all liberal arts faculty, both full- and part-time, though the part-time dissatisfaction in this liberal arts cluster is pronounced. In this study, the vocationally-oriented cluster was represented by colleges of business.

The Current Study's Model: The Merging of Two Ideas

In the study at hand, the work of two scholars coalesced, with some revisions, to form Scafide's Model (Figure 5). First, the research utilized Hagedorn's (2000) framework for seeking predictors of satisfaction, then an adaptation of Benjamin's (1998) concept of two clusters was impressed upon that framework. This merged, revised model enabled the study to further disaggregate part-time faculty data by seeking unique predictors of satisfaction for the part-time population. In addition to this disaggregation, the study achieved even greater detail by analyzing the data using Benjamin's categories. Even though the data were not of a numerical quantity sufficient enough to make gross generalizations based upon specifically, for example, the study's part-time business faculty sample ($n = 31$), nonetheless, reasonable extrapolations are made possible by comparing all of the liberal arts faculty (full-time and part-time, $n = 369$) and all of the business faculty (full-time and part-time, $n = 173$).

The next section continues the data analysis process by revisiting the literature that pertains to part-time demographic data. Specifically, the more recent NSOPF surveys (1993 and 1999) have provided the most reliable quantitative data with regard to both part-time and full-time faculty.

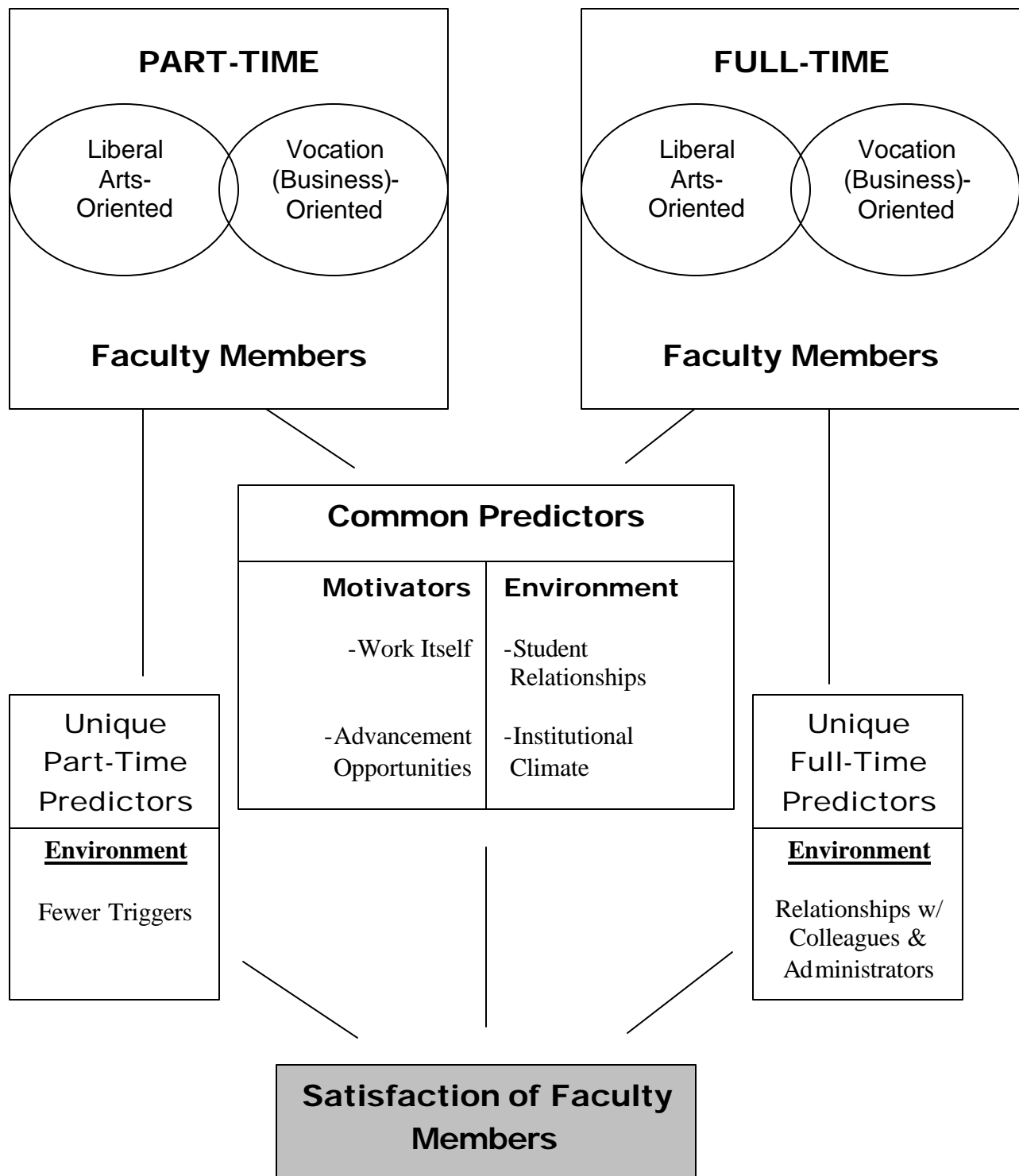


Fig. 5. Scafile's Conceptual Framework of Faculty Job Satisfaction.

The NSOPF Surveys and Gappa and Leslie's (1993) Work

The demographics in this study are similar to those found in the 1993 and 1999 NSOPF surveys. The National Studies of Post-secondary Faculty (NSOPF:93, 99), a cornerstone for current faculty research, have been instrumental in assisting researchers who are trying to study the part-time faculty phenomenon. The NSOPF surveys revealed that liberal arts⁴ part-timers are more likely than other disciplines to fall into the “aspiring academics” category. For example, of those surveyed in 1993, 61% of the liberal arts faculty members answered that they were “part-time because full-time is unavailable.” The difference between the two clusters (liberal arts and business) in that same 1993 survey is evidenced by the fact that only 31% of the business faculty selected that answer. In the 1999 survey, the disparity between liberal arts part-timers and business part-timers became even more apparent, as 66.8% of the liberal arts part-timers indicated they were not part-time by choice (Scafide, 2002). That figure represents a 5% increase in only six years.

The percentages represented in these NSOPF data are similar to those in the current study. The bold print in Table 11 shows that, among all part-timers in the study, 35% were aspiring academics. However, much like the results of the NSOPF survey, the shaded rows in Table 12 reveal that, when disaggregating by Benjamin's (1998) categories (in this study: liberal arts and business), there are clearly a greater number of liberal arts part-time faculty members who wish to find full-time work but are unable to do so.

⁴ NSOPF often uses the term “humanities” instead of liberal arts.

Table 11. *The Current Study's Frequency Counts for the Variable "Reason for Part-Time"*
(*N* = 90)

	<i>n</i>	%
Q2 Reason for Part-time Work		
Want full-time but not available	32	35.6
Semi-retired	11	12.2
Knowledgeable but full-time career	24	26.7
Working part-time while finishing degree	15	16.7
Other	8	8.9

Table 12. *Current Study Distribution of "Aspiring Academics" when divided according to Gappa & Leslie's (1993) Categories and Benjamin's (1998) Categories.*

Gappa and Leslie, 1993 (n = 95⁵)							
Career-Enders (Retired Teachers)		Aspiring Academics (Looking For A Full- Time, Tenure- Track Position)		Specialists/Professionals (Work Full-Time in The Private Sector)		Freelancers (or "Other") 15 Graduate Students + 21 "other"	
11.8%		36.6%		26.9%		24.7% +	
LA	Bus.	LA	Bus.	LA	Bus.	LA	Bus.
11	1	16	9	9	13	12+16	3+5

These results are fortified by Conley, Leslie, and Zimbler (2002), whose work indicated that 61.6% of Humanities (Benjamin's "liberal-arts-related") faculty members were working part-time only because they were unable to find a full-time job. That percentage is significantly higher than business part-time faculty members, of whom less than 40% were looking for full-time jobs as faculty members.

⁵ The *n* for this calculation was 95. For the regression analysis and the examination of relationships in the current study, five of these respondents were filtered out because they did not answer all of the questions. For the purposes of observing the demographic makeup of the overall sample, these five additional participants were retained.

Breakdown according to Discipline, Preference

Table 13 indicates a breakdown by discipline for those who work part-time only because full-time is unavailable (NSOPF:99). In this study, there were not enough part-time liberal arts members to adequately disaggregate by discipline. This figure (9) reveals, once again, that 66.8% of part-time Liberal Arts faculty members who were teaching in the Liberal Arts were teaching part-time only because they were unable to find a full-time job. The only other group that had a higher number was the Life Sciences, and barely so at 66.9%. It should be noted, however, that this group seems to have the most full-time professors/faculty members in the academy (Table 13).

Table 14 reveals the percentage, across disciplines, of full-time and part-time faculty. Over 80% of the faculty members in the life sciences discipline were considered full-time, as compared to just over 50% in the Liberal Arts. The discipline with the largest percentage of part-time faculty is Fine Arts (54.5%), followed by Vocational Education (48.6%) and Liberal Arts (48.3%). The high percentage of part-time Fine Arts professors may be explained by the fact that many Fine Arts professors are actually performing artists who are unable to make long-term commitments to full-time teaching. In this study, there were a number of Fine Arts faculty members who participated, but there were not enough to establish meaningful relationships or demographic trends.

With regard to the Vocational Education grouping, that high number may be attributed to the fact that this field naturally looks to “active” artisans/workers to teach these courses, as they are the most experienced. These numbers seem to contrast sharply with Leslie’s (1998) numbers, which indicated that most part-timers taught part-time because they preferred it that way. By Leslie’s own admission, however, his research was not disaggregated.

Table 13. *NSOPF:99 Part-Time Faculty Members: Work part-time only because full-time unavailable (By Principal Field of Teaching, Recoded)*

Discipline	Yes %	No %
Business	51.8	48.2
Education	50.2	49.8
Engineering and Computer Sciences	54.6	45.4
Fine Arts	65.0	35.0
Health Sciences	49.6	50.4
Human Services	52.0	48.0
Liberal Arts	66.8	33.2
Life Sciences	66.9	33.1
Natural and Physical Sciences and Mathematics	60.9	39.1
Social Sciences	60.2	39.8
Vocational Education	60.4	39.6
Total	58.3	41.7

Table 14, in toto, on the following page

Table 14. NSOPF: 99 Breakdown by Full-Time or Part-Time Status at Institution:

<i>Principal Field of Teaching (Recoded)</i>	Part-Time %	Full-Time %
Business	43.4	56.6
Education	44.4	55.6
Engineering and Computer Sciences	41.0	59.0
Fine Arts	54.5	45.5
Health Sciences	36.4	63.6
Human Services	47.4	52.6
Liberal Arts	48.3	51.7
Life Sciences	19.7	80.3
Natural and Physical Sciences and Math	40.8	59.2
Social Sciences	44.1	55.9
Vocational Education	48.6	51.4
Total	42.6	57.4

Gender

The results concerning gender differences between liberal arts faculty and business faculty, though not significant in the current study, are consistent with research that examines gender differences. Forty-three percent of the NSOPF:99 participants who were part-time Liberal Arts teachers were male. Females made up 56.6% of the group. Though women have made gains in traditionally underrepresented fields, such as business or engineering, they have made gains in every other field as well, except for Fine Arts and Agriculture/Home Economics, in which men made small gains.

In the current study, most full-time faculty members were male (60%), whereas, just the opposite, most part-timers (60%) were female ($p = .001$). Once again, the present study included data results similar to the NSOPF data. Thus, the current study seems to be in line with the

national trend, which indicates that women still have a greater presence in the liberal arts while men are more prevalent in business-related fields.

Categorization

Part of the analysis process for the current study involved the part-time participants being divided into the two types of categories: Gappa and Leslie’s (1993) four categories of Career-Enders (Retired Teachers), Aspiring Academics (Looking For A Full-Time, Tenure- Track Position), Specialists/Professionals (Work Full-Time in The Private Sector), and Freelancers (or “Other”). Further, the participants were divided into Benjamin’s (1998) categories (liberal arts-oriented or vocationally-oriented). Table 15, which also includes Gappa and Leslie’s categorizations, reveals the breakdown.

Table 15. *Current study distribution when divided according to Gappa & Leslie’s (1993) categories and Benjamin’s (1998) categories. Benjamin’s categories are in white print on a black background. The grey background portrays the current study’s similarity NSOPF participation percentages. The white area in between is the breakdown of the part-time sample.*

Gappa and Leslie, 1993 (n = 95⁶)							
Career-Enders (Retired Teachers)		Aspiring Academics (Looking For A Full-Time, Tenure- Track Position)		Specialists/Professionals (Work Full-Time in The Private Sector)		Freelancers (or “Other”) 15 Graduate Students + 21 “other”	
11.8%		36.6%		26.9%		24.7% +	
LA	Bus.	LA	Bus.	LA	Bus.	LA	Bus.
11	1	16	9	9	13	12+16	3+5
Scafide '05 --		63%	37%				
NSOPF:93 --		61%	31%				

⁶ The n for this calculation was 95. For the purposes of regression analysis and the examination of relationships, five of these respondents were filtered out because they did not answer all of the questions. For the purposes of observing the demographic makeup of the overall sample, these five additional participants were retained.

Benjamin's study

The study revealed results that were similar to those in Benjamin's (1998) study in which he indicated the higher dissatisfaction on the part of liberal arts-related faculty members. In the study, Benjamin revealed that from 65% to 96.7% of the part-time faculty members from every discipline were satisfied with the "job overall," but they were often deeply dissatisfied with matters related to benefits, salary, job security, and time to keep current in the field.⁷ Many of the disciplines, especially the liberal arts, averaged as low as 36% satisfaction when these four issues were accounted for. For example, only 39.75% of part-time English teachers indicated that they were satisfied with benefits, salary, job security, and time to keep current in the field, but 76% of those same teachers indicated satisfaction with the job overall.

In the current study, some of the results were similar to Benjamin's. In the many written comments that were submitted, for example, a common theme was dissatisfaction with pay, benefits, and job security. However, Benjamin's comment about "time to keep current in the field" does not appear to be an issue among these participants. This phrase, "time to keep current in the field," is based directly on the wording of a question in the NSOPF instruments. Most of the literature surrounding part-time faculty does not even refer to a desire of part-timers to keep current in the field. In this study, the only comments about needing time to "keep current" originated with full-time faculty members. Therefore, in this study, at least, this concern about keeping current in the field does not seem to be an important factor for the part-time faculty members.

⁷ Benjamin's data was obtained from the NSOPF:93 study.

Hagedorn's study

In Hagedorn's (2000) study, which used data from the 1993 NSOPF study, the most highly predictive mediators were the work itself, salary, relationships with administration, student quality and relationships, and institutional climate and culture. The current research is consistent with that of Hagedorn in that the strongest indicator of satisfaction is the work itself. This conclusion is also consistent with Herzberg's (1959) research.

In the conceptual framework, "recognition" is one variable. During the process of testing the instrument during the pilot study, it became apparent that in an institution of higher education, there are layers of people who provide recognition to faculty. Participants commented that even within the administration, there are yet more levels of administrators who offer—or do not offer—recognition. For the purposes of this study, it was decided that splitting the question into two was sufficient. Thus, Question 34 asks about recognition from colleagues, and Question 35 asks about recognition from administrators.

Analysis of Other Findings

Second Class Citizens

This study is consistent with the literature that points out that part-time faculty dissatisfaction is sometimes due to the fact that they are not given the same consideration as other faculty members or, for that matter, other professionals (Rasell and Applebaum, 1998), and also that they are under-appreciated (Sayer, 1999). Liberal Arts faculty members, especially, are dissatisfied with their working conditions (Conley, Leslie, & Zimbler, 2002). Herzberg's (1959) work alone revealed that environment is related to worker satisfaction.

Syptak, Marsland, & Ulmer (1999) wrote that "even a nice chair" can have a very positive effect on a person's psychological demeanor. In this study, however, it did not seem that

specific resources had a significant relationship to satisfaction. The anecdotal data indicated that many part-timers would indeed be happy to have a more comfortable environs, but the statistics did not reveal a significant relationship.

Gappa and Leslie (1996) referred to a “bifurcated employment system” of part-time or full-time faculty members. This study backs up that observation. The literature also mentions that there is often tension that exists between these two groups (Tolbert, 1998). Comments by part-time faculty members in this study affirm this observation. According to data from this study, for example, the perception of some part-time faculty members is that full-time faculty are sometimes threatened by part-timers who are enthusiastic or who promote innovation; therefore, animosity and feelings of injustice abound.

Culture as a Predictor

Jacobs (1998) found that part-time faculty dissatisfaction generally falls into two categories: work conditions and institutional culture. This study found that his statement is true, though the latter, culture, is what seems to have real power as a predictor. In Gappa and Leslie’s (1993) work, they pointed out that, overall, the satisfaction rates of part-time and full-time faculty were about the same; however, they noted, the dissatisfaction was higher among these Liberal Arts faculty members who were looking for full-time work.

Implications of the Scafide Conceptual Framework

The results of the study indicate that the conceptual framework can be a valuable asset to those seeking to understand possible indicators of satisfaction for part-time faculty. Granted, the current research has a much smaller sample than Hagedorn’s NSOPF database, thus a less powerful F ratio. That fact notwithstanding, the Coefficient of Determination (adjusted R^2)

indicates that this model explains about 63% of the variance for part-time faculty, whereas the Hagedorn model explained 49% for all faculty.

In addition to predictors, the model also helps to explain differences between part-time and full-time faculty. For instance, results indicate that full-time faculty members receive more recognition from both their colleagues ($p < .01$) and administrators ($p < .001$). The results also indicate that full-time faculty members were more likely to have more resources available to them ($p < .001$). This fact comes as no surprise, as full-time faculty members usually have their own offices, computers, etc.

Growing Category of Administrators/Faculty

It appears that a new, growing category of part-timers are those who are also employed as administrators in the same institution in which they teach. In this study, five of the liberal arts faculty members indicated that they also each held an administrative position at the same university. Some of the comments indicated that there was the possibility that some of the participants who checked off “full-time faculty member” at the beginning of the survey may have done so because the combination of their two part-time positions constituted one full-time position, even though the full-time amalgamation position was not akin to that of a traditional, tenure track faculty member.

Implications for Future Research

Collaboration with Psychology and Business

Though a thorough application of the tenets of psychology surrounding job satisfaction is a bit beyond the purview of this research, it is in this area that exploration can be done. Educational institutions could benefit from more generalizable means of measuring the satisfaction of faculty members. In the future, researchers might benefit from the careful

examination of theories, and the resulting instruments, that are employed by Human Resources managers from the business sector. Admittedly, subsequent adaptations of these theories, molded in an effort to work within the unique postsecondary environment, may be a frustrating experience. Implementation of such theories with regard to part-time faculty would probably be even more exasperating, since many of them do not even have an office on the campus. Environmental improvement, for instance, would not benefit the off-campus crowd very much. Full-time faculty, and the part-timers who essentially work full-time, may benefit. However, full-time faculty members—especially with regard to larger institutions—are usually so loosely coupled within the system that they cannot be attended to as are employees in the business sector. There are pros and cons to this loose coupling, but one of the biggest drawbacks to the particularly loosely coupled organizational systems in higher education is that employee satisfaction may not be a concern of university administrators as it would be for managers of a corporation, which by nature is a profit-driven vehicle that depends upon material production or service to provide a profit. The “bottom line” of a business entity is a tangible, necessary goal for survival, and successful businesses know that satisfied employees are productive employees. Productivity is closely monitored in the business milieu, whereas academe’s less corporeal results involving scholastic achievement do not require—or allow, for that matter—proximate monitoring of faculty work.

One of the breakthroughs in the research about faculty members in general, or part-timers specifically, could come from better interdisciplinary collaboration. Scholars in higher education, therefore, could benefit from teaming up with experts in other fields. Collaborative work that capitalizes on the skills of other disciplines could further the work of faculty-related research. Just as collaboration with a psychology scholar could be beneficial, the development of the

conceptual framework and the survey instrument could have benefited from an association with an expert in job satisfaction theories.

Identity: A Construct with Potential Significance

Another theoretical pursuit involves discovering the many different ways that the unique nature of the professoriate influences satisfaction. For example, the error term in regression analysis might be lessened if the role of “identity” is explored in the part-time faculty member’s job satisfaction equation. The work by Kuchera and Miller (1988) explored the concept of identity salience and part-time members’ perception of the job market. Using a similar conceptual framework, it would be possible to explore how identity salience is related to job satisfaction or performance. In the current study’s survey, one question probed the matter of identity, but this ineffectual attempt to introduce a construct as complicated as identity did not produce any meaningful relationships. Yet here is an excellent example of how a collaborative effort between a higher education scholar and someone with psychological expertise could be beneficial. A researcher from the discipline of psychology could assist with the process of defining the construct of identity and could be helpful with the design of an appropriate instrument. A higher education scholar, educated about and steeped in the theoretical and practical world of the postsecondary institution, could contribute that knowledge to the research.

More Disaggregation

There is certainly a need for continuing research that disaggregates part-time faculty members. This research has strengthened the results of other studies (Benjamin, 1998; Conley, Lesley, & Zimble, 2000) that have indicated the unique dissatisfaction of liberal arts faculty members. Further disaggregation among the disciplines is needed. This research attempted to perform some such disaggregation; however, since the participating faculty members came from

so many different disciplines within liberal arts, it was impossible to discover any meaningful relationships⁸. For example, there seemed to be a pattern of intense dissatisfaction among English faculty, but the n was so small that generalizability would be ill advised. Even work that pursues and describes Benjamin's (1998) two clusters would be a good start. Eventually, work that fully describes attributes and relationships of all disciplines would be most beneficial.

Research that Better Defines "Full-Time"

In the future, research regarding part-time faculty members should make the query about job status very carefully. In this study, for example, the question simply asked if someone was a full-time faculty member or a part-time faculty. Of course, there was an "other" category that 12 people selected. As the analysis continued, it became apparent that more people would fit into the "other" category, but they checked "full-time" instead. The reason some of the participants selected "full-time" was because the combination of two or more positions at the same university allowed them to be considered full-time employees at that university, with the benefits that go with such a position. The combination faculty/administrator is one such phenomenon, and it is mentioned in more detail below. As the process of disaggregation uncovers an increasing presence of nuances among these higher education instructors who are traditionally lumped into the one, all encompassing category of part-time or adjunct faculty, future researchers should be aware of the need to carefully design any survey questions that seek to classify job status.

Liberal Arts Faculty: Reasons for Entering an Uncertain Career

Research could delve into the reasons why liberal arts faculty "wanna-bes" chose to pursue a career in which the achievement of a full-time position is nearly impossible. Were they encouraged to choose this career? Were they given, as it were, bad advice? Or did they choose

⁸ In this study, there were 14 liberal arts disciplines represented.

these careers freely, even against their own better judgment or the advice of their professors? The current research has strengthened the findings of other studies (e.g., Conley, Leslie, & Zimble, 2002) that reveal a uniquely dissatisfied liberal arts faculty. Part of the dissatisfaction could simply spring from regret at having chosen a career with little-to-no job security and, in some cases, with even less compensation and benefits. Qualitative research in this arena could also be helpful; however, quantitative research might best be suited to identify attitudes that are commonly prevalent. Later, qualitative research can focus on more personal experiences of these dissatisfied faculty members.

Doctoral Extensive Universities: Happier Faculty?

There was an unanticipated discovery in the research that merits reflection and consideration. This accidental finding involved a possible predictor of satisfaction in the full-time model with regard to a significant relationship with a demographic variable: satisfaction of faculty members at doctoral extensive universities ($p = .012$). Institutional type was one of the variables; however, the intent of the study was to have three Carnegie categories: Doctoral Extensive, Doctoral Intensive, and Masters I and II institutions. (These last two categories were combined into one group for a total of three institutional types.) When all three of these categories were included in the Chi Square analysis, which is the statistical approach that was used to examine the nominal variables, no significant relationship was noticed. However, by recoding the variable into three separate, continuous variables in which a “0” represented “not in this type of institution” and a “1” meant “in this type of institution,” a significant relationship ($p < .05$) was discovered. In this study, it seems that faculty at doctoral extensive universities were more satisfied than those at other institutions. Of the ten participating institutions that were chosen to be part of the final sample, only one of those ten was a doctoral extensive institution;

therefore, generalizability should be considered with caution. Nonetheless, this finding merits consideration for future research.

An Emerging Category: The Part-Time Faculty Member/Part-time Administrator

Perhaps one of the most interesting findings in this study was the seeming emergence of, possibly, a new category of part-time faculty members. A number of participants indicated that they were part-time faculty, but that they also managed to find another part-time job within the university. The combination of the two allowed them to claim the benefits of full-time employment. While this is not a novel concept in itself, I did not find anything in the literature that mentioned this arrangement as a possible category. In a subsequent discussion with a colleague (V. Conley, personal communication, March 18, 2005), she concurred that the “part-time faculty member/part-time administrator *cum* full-time employee” could be an emerging category. This new faction could actually be a sub group of the “aspiring academics.” However, written comments from the survey indicate that some of them seem to be content teaching only part-time, as long as they are getting the benefits that come with full-time employment. Further research could seek out these faculty member/ administration combinations and learn more about them.

Implications for Policy and Practice

One of the most pressing needs for further research involves the implications for practice. Even if there is but a modicum of concern about the potentially deleterious effects of part-timers on the quality of higher education, there is a valid reason for pursuing mitigating policy changes. The literature indicates that there are not many institutions that have in place an adequate means of observing and assessing the instruction of part-timers. There are even less instances of assistance for the part-timers who may request help with, for example, teaching techniques. It is

amazing that, in order to teach in a K-12 setting, one must be subjected to an entire curriculum and practicum that addresses pedagogy, whereas in order to teach in a college, one need only have a Masters degree with 18 field-specific hours, and not one of those hours needs to involve teaching skills.⁹ Increasingly, we are becoming more aware of the unique learning approaches and needs of adult learners (Knowles, 1984), yet many of our faculty, including full-time faculty, were never provided opportunities to develop skills to address those needs.

For an institution, a very inexpensive practice would be to offer monthly seminars for part-time faculty who wish to learn about better instructional methods. In some cases, even remedial assistance might radically change an instructor's effectiveness. For example, most college instructors utilize the lecture style as the mainstay of their pedagogy. If one such instructor could learn about the effectiveness of engaged learning or cooperative learning, the quality of that instruction could improve dramatically.

While this study limited itself to four-year colleges, there are possible implications for community colleges. Certainly, the conceptual framework could be modified to address the different situation of community college part-time faculty, but there are some implications that can be made without further research. For example, the predictors that are common to both full-time and part-time faculty might be found to be common with a significant percentage of faculty in two-year colleges. If such commonality exists among the predictors, then implications can also be shared.

⁹ I speak from experience. For my first postsecondary teaching position, I was hired the day before classes began and was offered absolutely no assistance. Their only provision was a crinkly, poorly contrived syllabus—probably prepared by a predecessor who also had no inkling of what was going on.

Some of the research (Leslie, 1998; Benjamin, 1998) has probed part-time faculty members job satisfaction, but even the NSOPF surveys fall short of addressing specific ways in which an institution treats its employees. Certainly, the most obvious way that an institution “treats” its employees is by providing a salary, but there are many other ways that a faculty member can be compensated.

Though this study cannot establish a significant relationship, there still exists the possibility that resources could provide part-time faculty members with greater levels of satisfaction. Perhaps there are faculty members who want to increase their presence on campus but do not have adequate office space. While resources on just about any campus seem to be scarce these days, is space one such commodity? If it is, could offices be assigned on rotating shifts to accommodate the non-traditional schedules of part-timers? It may be asking a lot of a full-time faculty member to share his/her office with a part-timer, but that is just one possible practice change.

Another common resource is computers. Computers are expensive, but it seems to be increasingly common for institutions to buy new computers for their employees every three or four years. The older, used computers are often still functional, but they are discarded (or “surplused”) when the new computers arrive. While these older computers may not house the latest technology, they could probably serve part-timers well for their limited needs on campus.

The above are implications for the dissemination of resources, but there are many other variables that could come into play in the influence of attitudes. Some of the literature reveals that part-timers feel under-appreciated (Sayer, 1999; Townsend, 2000). Perhaps tokens of gratitude could have an influence on their attitude. In this study, it was determined that recognition was significantly higher among full-time faculty. Socialization could be a factor, as

well. In Scafide's qualitative study (2001), there were indications that part-time faculty members spent more times on campuses where they felt welcome. Also, since institutional culture is such a significant predictor, all levels of these cultural relationships need to be explored.

Since there are so many part-timers who really want a full-time job, there are definitely implications for policy and practice with regard to the retention of faculty members. Since some faculty members who were surveyed said that they were only working part-time because they could not find a full-time job, the reasonable assumption is that they would accept a full-time job if someone offered one to them. Obviously, then, there is the strong potential for a high turnover rate. It seems unlikely, due to budgetary constraints, that the change in practice would be for a university administration to immediately find full-time jobs for all of these people. However, there may be other ways in which part-time faculty members could be "coerced" to remain part-time. Salary is only one means of remuneration, and much of the literature has focused on part-time faculty dissatisfaction with insufficient compensation. Perhaps more avenues of compensation or recognition need to be explored so that these part-timers may be willing to remain in their positions. Undoubtedly, a full-time job will probably still have a stronger appeal for most of these part-timers, but if they are satisfied, maybe their pursuit of a full-time position elsewhere may not be as aggressive.

The current study has uncovered the possibility of an emerging category of part-timers: those who also work as administrators. From the written comments of some of the participants, it seems that they are content with teaching part-time, because combined with the part-time administrative job, they have garnered full-time benefits. Thus, it appears that some institutions have already become creative with discovering ways to keep part-time faculty happy. Yet again, this is another reason to research this prospective phenomenon of the part-time faculty/part-time

administrator *cum* full-time employee. While not entirely novel, this innovative approach of creating a full-time position appears to offer a promising practice for colleges and universities.

One of the questions that led to this research involved an indistinct hypothesis that resources—or the lack thereof—could be a significant predictor of satisfaction for part-timers. Once again, the concession is made that this research has proven otherwise, though not definitively. While this initial tenet shall go unfulfilled, that disappointment is overshadowed by the indisputable significance of the other environment variables. Much of the literature, both anecdotal and quantitative, focuses on the lack of benefits and the poor salary. While social responsibility for matters of justice mandate that the issue of benefits and salary remain in the forefront of our policy consciousness, we must also look to enhance the overall satisfaction of these faculty members. The comments in this research indicate that part-timers are still working hard to educate their students, even though the money situation is deplorable.

The current research has identified environment, including institutional culture, as a significant indicator of satisfaction. Due to the complex nature of culture and the overall mystique that surrounds the university professor persona, culture may be one of the most difficult aspects of university life to transform (Duderstadt & Womack, 2003). That fact notwithstanding, there is an abundance of research signifying that satisfaction is related to better job performance, so it is only logical that policy and practice become based upon enhancing the environment as much as possible. Perhaps more faculty interaction would encourage camaraderie. Scheduled times to meet with full-time faculty would also increase collegiality. Secretaries could be better oriented about how part-time faculty could be treated, and since part-time faculty (especially “moonlighters”) often spend very little time at the university, the support staff may serve as the most corporal visage that is seen by part-timers. A policy in which

support staff are trained to respect and assist part-time faculty members may be a worthwhile investment in the pursuit of ensuring job satisfaction.

Long-Term Implications

There are several implications with regard to the long term. While colleges and universities may find that immediate financial relief can be attained by filling former tenure-line positions with part-timers, there could be long-term problems. Cameron and Smart (1998) point out that a “short term crisis mentality can lead to the neglect of long-term planning.” Many deans, especially of liberal arts colleges, must make difficult budget decisions based upon the immediate situation of the academic “marketplace” (Duderstadt & Womack, 2003), but sometimes the desire for immediate results comes at the cost of the overall well-being of an organization. There is a negative relationship between organizational effectiveness and downsizing, the latter of which often manifests itself in higher education by the hiring of part-time faculty members (Cameron & Smart, 1998).

There is general agreement that part-time faculty members contribute greatly to institutions of higher education. They provide unique expertise, they are flexible, and there are many part-timers who prefer to concentrate on pedagogy while full-timers prefer to do research. The question remains: Are part-timers detracting from the quality of higher education? There is no short answer to this question. A more involved, yet evasive answer is that, in any organization, anyone can detract from quality. The quality of work depends upon an individual’s ability (i.e., competence, aptitude, education, credentials), motivation (satisfaction: environment, triggers, the work itself), and performance (practice, outcome). This maxim about “quality of work” applies to tenured faculty, as well. In fact, if one were to form some opinion about the quality of instruction based solely upon some of the current study’s part-time faculty members’

comments, it might be possible to assert that it is the full-time faculty who are diminishing the worth of higher education, and not the part-time faculty. It would be ludicrous to make the assertion that full-time faculty are lessening the quality of education, yet in some cases, it is possible that part-time faculty members may be more effective teachers.

This study was limited to certain variables related to satisfaction and environment; therefore, it would not be prudent to state definitive opinions about determining better instructional outcomes. However, the implication is that in order to monitor the quality of part-timers' instruction, universities need to endorse sound policy that institutes quality control measures. The results of these measures, based in large part upon the observation and critique of part-timers' instruction, could lead to professional development that improves the teaching skills of part-time faculty. With proper guidance and the intervention of professional development opportunities, part-time faculty members can continue to make a valuable contribution to the higher education system.

Conclusion

This study developed subsequent to a lengthy examination of existing literature on part-time faculty members that revealed a need for additional research. What also developed during this process was a conceptual framework to address a part of that need, which was to seek relationships regarding the status (part-time or full-time) of faculty members and their academic disciplines (liberal arts or business) and how select variables in the created conceptual framework are able to predict job satisfaction of college faculty. Relationships were, in fact, discovered. Common predictors of satisfaction for all faculty members were the work itself, opportunities for advancement, institutional culture, and relationships with students.

Ultimately, the significance of research regarding part-time and adjunct faculty is that the part-time faculty phenomenon is having an increasing influence on higher education (Antony & Valadez, 2002; Leslie & Gappa, 1992). The mere existence of this influence is merit for study, but even greater concern revolves around the possibility that part-time faculty members are having a lasting effect on the quality of education (Gappa, 2000).

More long-term research is needed to discover how the contributions of part-time faculty members will influence the educational horizon. In the meantime, research must continue in earnest to understand the many facets of this growing phenomenon. Prior to this study, there was very little information that disaggregated part-time faculty members. Both in his writings and in his personal communication during the course of the current study, David Leslie has made known his opinion that disaggregating part-time faculty members is needed in the literature. This study has made a small contribution to the literature base. In his literature and in conversation, Ernst Benjamin has conveyed the need to understand the commonalities of “clusters” of part-time faculty members. This current research has affirmed his assertions that liberal arts faculty exhibit characteristics unique to them and dissimilar to the vocationally-related business disciplines.

This study did not begin as an attempt to lobby for or against the use of part-timers, nor did it attempt to pass judgment on the usage thereof. What the study has managed to do is shed some light on certain aspects of the part-time phenomenon. For the foreseeable future, it appears that budgetary constraints, along with a myriad of other variables outside of the purview of this study, portend that the use of part-time faculty members will continue; in fact, the growing body of research indicates that the usage may grow. As continued research better informs policy and practice, concerns about the possible deleterious effects of using part-time faculty can be

mitigated or eliminated. Until then, studies like this one seek to better understand the unique attributes of part-timers—across disciplines—and how best to capitalize on their contributions.

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APPENDICES

Appendix A

Human Subjects Approval

*University Committee for the Protection
of Human Subjects in Research
University of New Orleans*

Form Number: 09AUG04

(please refer to this number in all future correspondence concerning this protocol)

Principal Investigator Kyle Scafide Title: Graduate Student

Faculty Supervisor: D. James Killacky *(if PI is a student)*

Department: Educational Leadership College: Education and HD

Project Title: Part-Time University Faculty Members: The Relationship between Environ

Date Reviewed:

Dates of Proposed Project Period From 08/01/2004 to 12/01/2004

**approval is for one year from approval date only and may be renewed yearly.*

Note: Consent forms and related materials are to be kept by the PI for a period of three years following the completion of the study.

Approval Status

Date

Full Committee Approval

Expedited Approval

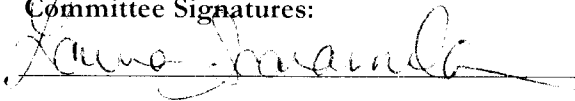
Continuation

Rejected

The protocol will be approved following receipt of satisfactory response(s) to the following question(s) within 15 days:

9-2-04

Committee Signatures:



Laura Scaramella, Ph.D. (Chair)

Pamela Jenkins, Ph.D.

Anthony Kontos, Ph.D.

Betty Lo, M.D.

Richard B. Speaker, Ph.D.

Gary Talarchek, Ph.D.


L. Allen Witt, Ph.D.



*University Committee for the Protection
of Human Subjects in Research
University of New Orleans*

Campus Correspondence

To: Kyle Scafide, graduate student
C. James Killacky, faculty supervisor

From: Scott C. Bauer, Ph.D. 
Associate Professor and Chair
University Committee for the Protection of Human Subjects in Research

Date: 7/19/04

RE: proposed study, "Part-time university faculty

Because of the anonymous nature of your project it is exempt from committee review as stated in section 46.101 B, paragraph 2 of the OHRP guidelines.



Human Participant Protections Education for Research Teams

Completion Certificate

This is to certify that

Kyle Scafide

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 07/14/2004.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
 - ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
 - the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
 - a description of guidelines for the protection of special populations in research.
 - a definition of informed consent and components necessary for a valid consent.
 - a description of the role of the IRB in the research process.
 - the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.
-

National Institutes of Health
<http://www.nih.gov>

Appendix B

Copyright Approval Letter



PERMISSIONS DEPARTMENT
111 River Street
Hoboken, NJ 07030

TEL 201.748.6000
FAX 201.748.6008

April 9, 2004

Kyle Scafide
University of New Orleans
1201 Hagan Ave.
New Orleans, LA 70119
VIA FACSIMILE: 504 263 1545

Dear Mr. Scafide:

RE: Your April 6, 2004 request for permission to republish one page from *What Contributes to Job Satisfaction Among Faculty and Staff* (2001) Vol. 105. This material will appear in your forthcoming dissertation, to be published by University of New Orleans in December of 2004.

1. Permission is granted for this use, except that if the material appears in our work with credit to another source, you must also obtain permission from the original source cited in our work.
2. Permitted use is limited to your edition described above, and does not include the right to grant others permission to photocopy or otherwise reproduce this material except for versions made for use by visually or physically handicapped persons. Up to five copies of the published thesis may be photocopied by a microfilm company.
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4. This license is non-transferable. This license is for non-exclusive **English language print** rights and microfilm storage rights by University of New Orleans only, throughout the world. *For translation rights, please reapply for a license when you have plans to translate your work into a specific language.*

Sincerely,

Paulette Goldweber
Senior Permissions Asst.

Appendix C

Documents Mailed to College Deans



UNIVERSITY *of*
NEW ORLEANS
College of Education and Human Development

<date>

<name>

<address>

Dear Dean <name>:

I am a doctoral candidate at the University of New Orleans, and I am requesting your assistance in allowing me to include the faculty members of your college in an anonymous survey. I have written a similar letter to another dean of your university. The University of New Orleans Human Subjects Research Committee has approved this research project, and the UNO Institutional Review Board requests that I ask for your permission before proceeding.

I am conducting my dissertation research on the relationship between the environment and satisfaction of faculty members at 13 universities in the state of Louisiana. The focus of the study is part-time faculty members, but the survey also seeks responses from full-time faculty. Faculty members in your college will receive an e-mail or a letter that includes the web address of a short, web-based survey. Involvement is voluntary.

Please be assured that this is a confidential survey and that the data generated from this study will be handled in an appropriate manner. If you have any questions regarding this study, please contact me at kscafide@uno.edu or my dissertation chair, Dr. Jim Killacky, at ckillack@uno.edu. Your prompt assistance in this matter is greatly appreciated. **Please sign the form and fax it to (504) 263-1545.**

Sincerely,

Kyle Scafide
Doctoral Candidate
1201 Hagan Avenue
(504) 615-8578 (cell)
(504) 482-0009 (home)
kscafide@uno.edu

I grant permission to Kyle Scafide of the University of New Orleans to distribute an anonymous survey to the faculty members of the College of _____ at _____ (*name of university*).

This survey will be distributed during the period between <date> and <date>, 2004. I understand that, in order to maintain the anonymity of the participants, the results of this survey will not indicate the name of the university or the college.

Number of full-time faculty members in this college: _____

Number of part-time faculty members in this college: _____

Signature of Dean or Assignee

Date



UNIVERSITY OF NEW ORLEANS

DEPARTMENT OF EDUCATIONAL LEADERSHIP,
COUNSELING AND FOUNDATIONS

September 15, 2004

Dear Department Chair:

I am a doctoral candidate at the University of New Orleans, and I am requesting your assistance with an anonymous survey for the members of your department. I am conducting my dissertation research on the relationship between the environment and satisfaction of faculty members at 13 universities in the state of Louisiana. The focus of the study is part-time faculty members, but the survey also seeks responses from full-time faculty. Faculty members in your department will receive an e-mail or a conventional letter that includes the web address of a short, web-based survey. Involvement is voluntary. The results of this survey will not indicate the name of the university or the college.

The University of New Orleans Human Subjects Research Committee has approved this research project, and I have requested permission from your dean in order to conduct this research at your institution. Please be assured that this is an anonymous survey and that the data generated from this study will be handled in an appropriate manner. If you have any questions regarding this study, please contact me at kscafide@uno.edu or my dissertation chair, Dr. Jim Killacky, at ckillack@uno.edu. In the next two weeks, you will receive letters to be distributed in your faculty members' mail boxes. Your assistance in this matter is greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kyle Scaffide', written over a light blue horizontal line.

Kyle Scaffide
Doctoral Candidate
University of New Orleans

Dates of proposed project period: August 2004-December 2004

1. Title

Part-Time University Faculty Members: The Relationship between Environment and Satisfaction

2. Investigators

PI: Kyle Scafide, M.A., M.Ed., Doctoral candidate

Department of Educational Leadership, Counseling, and Foundations

College of Education and Human Development, University of New Orleans

Home Telephone: 504-482-0009

Faculty supervisor: Dr. C. James Killacky, Associate Professor of Education,

College of Education and Human Development, University of New Orleans

3. Introduction

This proposed study will explore the relationship between the environment and the satisfaction of certain part-time faculty members. Because studies have revealed that there is a relationship between environment and satisfaction for faculty in general (Hackham, Oldham, Janson, & Purdy, 1989), research is needed to investigate the unique working environment of part-time faculty. The importance of this study is that, ultimately, it could foster better understanding of the ways in which administrators can enhance part-time faculty performance.

Since 1970, postsecondary institutions have increasingly relied upon adjunct and part-time faculty to teach core curriculum courses (Foster & Foster, 1998; Leslie, Kellams, & Gunne, 1982; Schuster, 1998). Because of the increasing presence of part-time faculty in higher education, studies have begun to explore the extent to which part-time faculty influence higher education (Antony & Valadez, 2002; Leslie & Gappa, 1995). Some of these studies have sought to understand if there is a relationship between the use of part-time faculty and the quality of education (Gappa, 2000).

Several studies have revealed a strong relationship between job satisfaction and academic performance of full-time faculty members (Antony & Valadez, 2002; Conley, Leslie, & Zembler, 2002), and organizational research has shown that the academic environment exerts a strong influence on job satisfaction, and, therefore, academic performance (Hackham, Oldham, Janson, & Purdy, 1989). In higher education, however, the environment surrounding part-time faculty members, including the resources provided to them, can vary markedly from the environment of full-time faculty. This study will explore that environment in 13 public Louisiana universities.

4. Participants

The participants in this research are both full-time and part-time liberal arts and business faculty members at 13 public universities in the state of Louisiana that are identified as belonging to Research Extensive, Research Intensive, Masters I, and Masters II universities according to the Carnegie classifications. The universities that fit these classifications, listed alphabetically, are: Grambling State University, Louisiana State University in Shreveport, Louisiana Tech University, Louisiana State University in Baton Rouge, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, Southern

University at Baton Rouge, Southern University at New Orleans, University of Louisiana at Lafayette, University of Louisiana at Monroe, and University of New Orleans.

5. Justification for using this particular population

There are many colleges and universities in the state of Louisiana. However, the conceptual framework of this study depends upon the exploration of the attributes and the environments of part-time and full-time faculty members in both liberal arts and business disciplines. Consequently, this study includes only those universities in the state of Louisiana that have both a liberal arts college and a college of business. The 13 public universities in Louisiana that fit the requirements for this study are those universities that belong to the top four Carnegie classifications.

6. Subject Recruitment Procedures

First, the researcher will obtain permission from the deans to contact the faculty members. A letter of introduction to the study will be sent to the department heads. The e-mail addresses of the participants, both full-time and part-time faculty members, will be obtained from the web sites of the universities and, if necessary, from the departments within the university. A letter introducing the study and the researcher (Appendix) will be emailed to all of the participants. Within a few days, another e-mail will be sent to the participants with a hyperlink to the web survey, which is anonymous and requires no identification on the part of the participant. If sufficient response (50%) is not obtained, another letter will be sent to the participants. If, after yet another request, sufficient response is not achieved, another letter to the participants will ask for volunteers who wish to participate in a focus group.

7. General Experimental Procedure

The procedure begins when the participant receives correspondence introducing the study. Later, an email correspondence will include the link to the web based survey. Participants will be asked to click on the hyperlink or to paste the address into the browser window. Once the participants have accessed the survey, they will be asked approximately 40 questions. A copy of the survey is attached. It will take the participants about six to eight minutes to complete the survey.

8. Procedure for obtaining subject consent

This study uses an anonymous survey. Within the text of an email, participants will be informed that the survey is completely voluntary. The introductory letter includes a statement indicating that the participant may withdraw from the study at any time without consequence. According to the guidelines of universities in Louisiana, other forms of subject consent are not necessary.

9. Discussion of anonymity, confidentiality and handling of data collected in the study.

This is an anonymous survey. However, out of an abundance of discretionary caution, only the researcher, the faculty adviser, and the methodologist will have access to the data. If there are less

than 10 responses from a university, the data from that university will not be used. The names of the universities will not be used.

10. Debriefing procedures

The participants will be informed about the nature of the study in advance when they receive an introduction letter from the researcher. They will be informed that the results of the study will be made available when the research and analysis is complete. All participants will be given the name of the researcher and contact information in the event they wish to receive more information.

11. Describe potential risks to subjects and measures that will be taken to minimize risks (attach medical clearance form if appropriate).

There are no foreseeable risks to the participants in this study.

12. Reference List

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Appendix D

Examples of Correspondence Sent to Participants

November 22, 2004

Dear Faculty Member:

I am a doctoral candidate at the University of New Orleans, and I am conducting research on the relationship between the environment and satisfaction of faculty members at select universities in the state of Louisiana. You may have already received e-mail regarding this research. If you have already answered the survey, thank you. If you have not, I urge you to do so, as a greater response rate from your institution is needed.

Please take a few minutes to complete the survey. Your involvement is vital, though completely voluntary. This is a confidential survey, and the data generated from this study will be handled accordingly.

For this study to be a successful one, your participation is essential. **Response from both part-time and full-time faculty members is integral to this research.** Your contribution is greatly appreciated.

If you have any questions regarding this study, please contact me (kscafide@uno.edu) or my advisor, Dr. Jim Killacky (ckillack@uno.edu).

To take the survey, type the following address into your browser window:

<http://www.surveymonkey.com/s.asp?u=90327656150>

Thank you very much.

Sincerely,



Kyle Scafide
Doctoral Candidate
University of New Orleans
(504) 482-0009
kscafide@uno.edu

<date>

Dear <university> Faculty Member:

This is a follow-up to the e-mail sent to you recently. Below is the link to the survey.

Background: I am a doctoral candidate at the University of New Orleans, and I am conducting research on the relationship between the environment and satisfaction of part-time faculty members at select universities in the state of Louisiana. Your dean and the <university> IRB have granted permission for this research to be conducted.

Please take a few minutes to complete the survey. Your involvement is vital, though completely voluntary. This is a confidential survey, and the data generated from this study will be handled in an appropriate manner.

For this study to be successful, your participation is essential. **Response from both part-time and full-time faculty members is integral to this research.** Your contribution is greatly appreciated. If you have any questions regarding this study, please contact me (kscafide@uno.edu) or my advisor, Dr. Jim Killacky (ckillack@uno.edu).

To take the survey, click the following link. (If that does not work, please paste the address into your browser.)

<http://www.surveymonkey.com/s.asp?u=90327656150>

Thank you very much.

Sincerely,

Kyle Scafide
Doctoral Candidate
University of New Orleans
Department of Educational Leadership,
Counseling, and Foundations ED 348
New Orleans, LA 70148
(504) 482-0009 (H)
kscafide@uno.edu

December 1, 2004

Dear Faculty Member:

This is the second e-mail regarding this research. Because of the importance of confidentiality, it is not possible to track who has already taken the survey. Thus, if you have already answered the survey, I thank you, and I ask that you please pardon this reminder. If you have not, I urge you to do so, as a greater response rate from your institution is needed.

Summary: I am a doctoral candidate at the University of New Orleans, and I am conducting research on the relationship between the environment and satisfaction of faculty members at select universities in the state of Louisiana. Please take a few minutes to complete the survey. Your involvement is vital, though completely voluntary. This is a confidential survey, and the data generated from this study will be handled accordingly.

For this study to be a successful one, your participation is essential. **Response from both part-time and full-time faculty members is integral to this research.** If you know of part-time faculty members who do not have e-mail addresses posted on your web site, I would be grateful if you would forward this e-mail to them. Your contribution is greatly appreciated. If you have any questions regarding this study, please contact me (kscafide@uno.edu) or my advisor, Dr. Jim Killackey (ckillack@uno.edu).

To take the survey, click the following link. (If that does not work, please copy and paste the address into your browser window or type the address into your browser window.)

<http://www.surveymonkey.com/s.asp?i=90327656150>

Sincerely,
Kyle Scafide
Doctoral Candidate
University of New Orleans
Department of Educational Leadership,
Counseling, and Foundations ED 348
New Orleans, LA 70148
(504) 482-0009
kscafide@uno.edu

Final E-Mail Correspondence to Faculty Members

Dear Faculty Member:

Congratulations on making it through the semester! This is the last group-mailing regarding the faculty satisfaction survey. Some of you indicated that November/December was a bad time for taking a survey, so in accordance with those suggestions, I am re-submitting the link now that the semester is over.

Because of the importance of confidentiality, it is not possible to track who has already taken the survey. Thus, if you have already answered the survey, I thank you, and I ask that you please pardon this reminder. If you have not, I urge you to do so.

To take the survey, click the following link. (If that does not work, please copy and paste the address into your browser window or type the address into your browser window.)

<http://www.surveymonkey.com/s.asp?u=90327656150>

Response from both part-time and full-time faculty members is integral to this research. If you know of part-time faculty members who do not have e-mail addresses posted on your web site, I would be grateful if you would forward this e-mail to them. I am also seeking part-time faculty members willing to volunteer to be in a focus group. If you are a part-time/adjunct faculty member and would like more information, please respond to this e-mail.

Background: I am a doctoral candidate at the University of New Orleans, and I am conducting research on the relationship between aspects of the environment and satisfaction of faculty members at select universities in the state of Louisiana. Your involvement is vital, though completely voluntary. This is a confidential survey, and the data generated from this study will be handled accordingly.

Your contribution is greatly appreciated. If you have any questions regarding this study, please contact me (kscafide@uno.edu) or my advisor, Dr. Jim Killacky (ckillack@uno.edu).

Sincerely,
Kyle Scafide, M.A., M.Ed.
Doctoral Student
University of New Orleans
College of Education and Human Development
Educational Leadership, Counseling, and Foundations
(504) 482-0009 (H)
kscafide@uno.edu

Appendix E

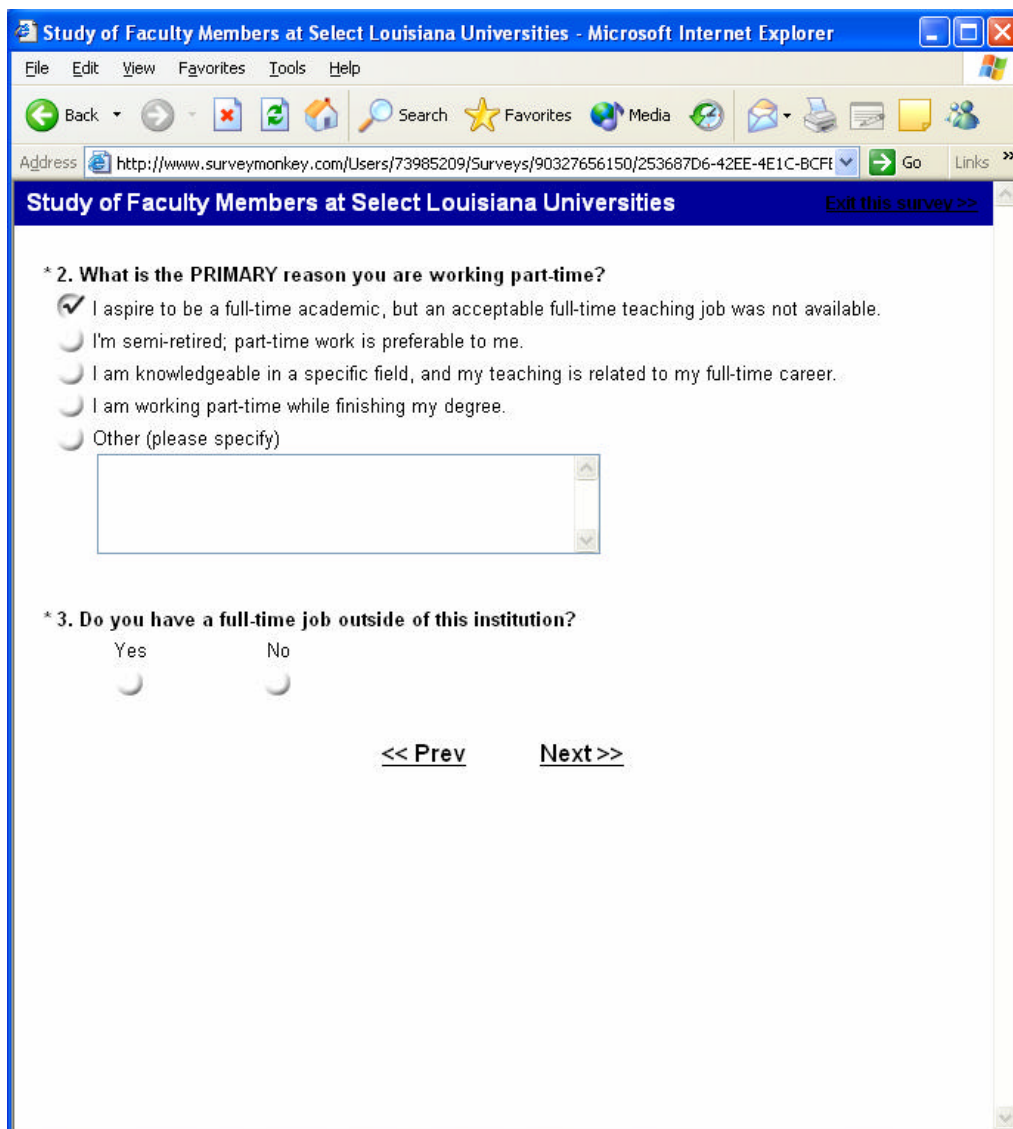
The Survey Web Site

The following pages reveal information about the survey, which utilized service provided by “surveymonkey.com.”

1. An example of the screen view for participants
2. All of the questions as they appeared in the “design survey” mode

E.1 This is a captured image of how the computer screen would appear when viewed by a participant. This particular screen image would have come into sight if the participant checked “part-time faculty member” on the previous question. Participants who indicated that they were “full-time faculty members” were automatically directed past these questions that were intended only for the part-timers.

Illustration 1
Example of the screen view during the survey process



E.2 The following pages represent, visually, how the survey appeared in “design” mode. The survey was edited online by using this view as a starting point.



Design Survey [Show All Pages and Questions](#)

[Back](#) [Preview](#)

To change the **look** of your survey, select a choice below. Click 'Add' to create your own custom theme.

Theme: Blue Ice [Add](#)

Study of Faculty Members at Select Louisiana Universities [Edit Title](#) [Edit Numbering](#) [Add Logo](#)

[Add Page](#)

1. Welcome! [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Thank you for participating in this survey, which should take only a few minutes to complete. Some pages may have more than one question, so please answer each question before moving on to the next page. You will also be given several opportunities to make comments.

TIPS:

1. If you need to move back and forth between pages, use the arrows at the bottom of the page.
2. It may be necessary to scroll down to answer all the questions or to find the "Next" button that allows you to proceed.

[Add Question](#) [Add Page](#)

2. Employment Status [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

* 1. Are you a full-time or a part-time (adjunct) faculty member?

- Part-time or adjunct faculty member or grad student (You are NOT--or are no longer-- in a tenure-track position or NOT in a full-time contract position for more than one year.)
- Full-time faculty member at one university (You have tenure, you are on a tenure track, or you are a full-time adjunct with a contract for more than one academic year.)
- Other (Please read the other two options carefully before selecting)

[Add Question](#) [Add Page](#)

3. Part-Time Faculty Members [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

* 2. What is the PRIMARY reason you are working part-time?

- I aspire to be a full-time academic, but an acceptable full-time teaching job was not available.
- I'm semi-retired; part-time work is preferable to me.
- I am knowledgeable in a specific field, and my teaching is related to my full-time career.
- I am working part-time while finishing my degree.
- Other (please specify)

* 3. Do you have a full-time job outside of this institution?

Yes No

4. Other full-time job

* 4. What is your full-time job outside of your part-time job at this institution?

- Another post-secondary teaching job
- A PK-12 Teaching Job
- Other (please specify)

5. Pay per course and number taught per year

* 5. What is the average amount you are paid at this institution per course?

<input type="checkbox"/> Less than \$2,000	<input type="checkbox"/> \$2,000 - \$2,799	<input type="checkbox"/> \$2,800 - \$3,600	<input type="checkbox"/> More than \$3,600
--	--	--	--

* 6. On average, how many courses do you teach each YEAR at this institution?

1-2 3-4 5-6 7-8 9 or more

[Edit](#) [Delete](#) [Copy/Move](#)

7. If you have any comments or suggestions regarding the question(s) on this page, please note them here.

[Add Question](#) [Add Page](#)

6. Ernst Benjamin's twofold categorization [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

* 8. You work in which of the following fields?

- Liberal Arts-oriented discipline (e.g., history, english, philosophy)
- Business-oriented discipline (e.g., business, advertising)
- Other (please specify)

[Add Question](#) [Add Page](#)

7. Liberal Arts/Humanities [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 9. In which field do you work? If your discipline is not listed, try to choose the one closest to your discipline.

- Anthropology
- Classical Studies
- Communications/Journalism
- Drama/Theatre
- English
- Fine Arts
- Foreign Languages & Literatures
- General Studies
- Geography
- History
- Linguistics
- Mathematics
- Music
- Philosophy

<input type="checkbox"/> Political Science <input type="checkbox"/> Psychology <input type="checkbox"/> Religious Studies <input type="checkbox"/> Sociology <input type="checkbox"/> Other (please specify)
--

8. More Demographics

Please remember that you may need to scroll down to see all of the questions.

<input type="button" value="Edit"/> <input type="button" value="Delete"/> <input type="button" value="Copy/Move"/> <input type="button" value="Add Logic"/>
<p>* 10. What is your gender?</p> <p>Female Male</p>

<input type="button" value="Edit"/> <input type="button" value="Delete"/> <input type="button" value="Copy/Move"/> <input type="button" value="Add Logic"/>
<p>* 11. What is the highest degree you have earned?</p> <p>Associate degree Bachelor's degree Certificate beyond Bachelor's Master's degree or equivalent MFA Doctorate</p>

<input type="button" value="Edit"/> <input type="button" value="Delete"/> <input type="button" value="Copy/Move"/> <input type="button" value="Add Logic"/>
<p>* 12. What is your marital status?</p> <p>Single Married Living with partner Divorced</p>

<input type="button" value="Edit"/> <input type="button" value="Delete"/> <input type="button" value="Copy/Move"/> <input type="button" value="Add Logic"/>
<p>* 13. What is your primary ethnicity?</p> <p>White/Caucasian African American Native American Hispanic/Latino/a Asian Other</p>

<input type="button" value="Edit"/> <input type="button" value="Delete"/> <input type="button" value="Copy/Move"/> <input type="button" value="Add Logic"/>
<p>* 14. What is your age range?</p> <p>< 25 25-34 35-44 45-54 55-64 65 or older</p>

9. Your Employment [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 15. Do you work at more than one institution of higher education?

- Yes
- No

[Add Question](#) [Add Page](#)

10. Employed by More than One Institution [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 16. Since you work at more than one university, think about only one institution when you answer the questions throughout this survey. If you wish, you may take the questionnaire another time and answer the questions as they are related to the other institution(s) where you work.

On average, how many courses do you teach each YEAR when you total the number of courses at all of the institutions where you work?

<input type="checkbox"/> 2-4	<input type="checkbox"/> 5-7	<input type="checkbox"/> 8-10	<input type="checkbox"/> 11-13	<input type="checkbox"/> 14 or more
------------------------------	------------------------------	-------------------------------	--------------------------------	-------------------------------------

[Add Question](#) [Add Page](#)

11. Your Institution [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 17. What is the Carnegie Classification of your institution?

- Doctoral Extensive University (LSU)
- Doctoral Intensive University (La Tech, UL Lafayette, or UNO)
- Master's Colleges and Universities I (Grambling, LSUS, McNeese, Nicholls, NWestern, SELU, Southern, UL Monroe)
- Master's Colleges and Universities II (Southern at New Orleans)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 18. At what institution do you work?

- Grambling State University
- Louisiana State University in Shreveport
- Louisiana Tech University
- LSU
- McNeese State University
- Nicholls State University
- Northwestern State University

- Southeastern Louisiana University
- Southern University at Baton Rouge
- Southern University at New Orleans
- University of Louisiana at Lafayette
- University of Louisiana at Monroe
- University of New Orleans
- Other (please specify)

[Add Question](#) [Add Page](#)

12. Resources at Your Institution [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

* 19. Do you have your own private office?

- No
- Yes

[Add Question](#) [Add Page](#)

13. Desk [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

* 20. Do you have your own desk?

- No
- Yes

[Add Question](#) [Add Page](#)

14. Shared Desk [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

* 21. Do you have a desk you share with one or more other faculty members?

- No
- Yes

[Add Question](#) [Add Page](#)

15. Assigned Meeting Place [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 22. If you do not have a desk or an office, do you have an assigned place where you are able to meet with students privately?

No
 Yes

[Add Question](#) [Add Page](#)

16. Telephone [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
* 23. What answer best describes your access to a telephone?
 I have no access to a telephone.
 I am/would be allowed to use the phone in the department office.
 I share a telephone that is designated for one or more other faculty members.
 I have my own telephone.

[Add Question](#) [Add Page](#)

17. Mailbox and Voice Mail [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
* 24. Do you have an office mailbox or mail slot?
 No Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
* 25. Do you have voice mail or your own answering machine?
 No Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
* 26. Does the institution provide you--or offer to provide you--an e-mail address?
 No Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)
27. If you have any comments or suggestions regarding the question(s) on this page, please note them here.

[Add Question](#) [Add Page](#)

18. Other Office Resources [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 28. When you need to make photocopies, is it convenient for you to so do?

No Yes

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 29. Is there a secretary or similar support staff available to assist you?

Never Sometimes Frequently Always

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

30. If you have any comments or suggestions regarding the question(s) on this page, please note them here.

[Add Question](#) [Add Page](#)

19. Other Motivators & Hygienes [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 31. Overall, how do you feel about the work you currently perform as a faculty member? This is a question about the work you perform and not about salary, resources, etc. Choose the statement that best describes your feelings.

- Overall, I am very unhappy with the work I currently perform as a faculty member.
- Overall, I am unhappy with the work I currently perform as a faculty member.
- Overall, I am happy with the work I currently perform as a faculty member.
- Overall, I am very happy about the work I currently perform as a faculty member.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 32. Describe the degree of faculty-related responsibilities you have outside of your teaching responsibilities.

- I have no other responsibilities.
- I have very little other responsibilities.
- I have a sufficient amount of responsibilities.
- I have a lot of other responsibilities.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 33. How satisfied are you about your opportunities for advancement (even if you have tenure)?

Very dissatisfied Dissatisfied Satisfied Very satisfied

[Add Question](#) [Add Page](#)

20. Environment [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 34. How much recognition for your work as a faculty member do you receive from other faculty in your college?

None at all Very little A satisfactory level A great deal

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 35. How much recognition for your work as a faculty member do you receive from administrators in your college?

None at all Very little A satisfactory level A great deal

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

* 36. How welcome are you made to feel in your department?

- I do not feel welcome.
- I don't have enough interaction to feel welcome.
- I feel welcome.
- I feel very welcome.

[Add Question](#) [Add Page](#)

21. Climate

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
*** 37. How would you describe the institutional climate, or culture, within your university?**
Very negative Somewhat Negative Positive Very positive

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
*** 38. Within your college?**
Very negative Somewhat Negative Positive Very positive

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
*** 39. Within your department?**
Very negative Somewhat Negative Positive Very positive

[Add Question](#) [Add Page](#)

22. Satisfaction [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Please remember that you may need to scroll down to see all of the questions.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
*** 40. How satisfied are you with the resources provided (or not provided) to you?**
Very Dissatisfied Dissatisfied Satisfied Very Satisfied

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
*** 41. How satisfied are you by the relationships you have with administrators within your institution?**
Very Dissatisfied Dissatisfied Satisfied Very Satisfied

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
*** 42. How satisfied are you by the relationships you have with colleagues within your institution?**
Very Dissatisfied Dissatisfied Satisfied Very Satisfied

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

43. How satisfied are you by your relationships with your students?

Very Dissatisfied Dissatisfied Satisfied Very Satisfied

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

*** 44. How satisfied are you overall in your job as a faculty member?**

Very Dissatisfied Dissatisfied Satisfied Very Satisfied

[Add Question](#) [Add Page](#)

23. Triggers [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

*** 45. Do any of the following scenarios pertain to you and your situation? Please check all that apply. (Interpret "recent" as you see fit. If surrounding circumstances continue to substantially affect you, then it is probably still "recent.")**

- a recent change in life stage
- recent difficulties with family or personal circumstances
- a recent change in rank or tenure
- a recent change in my emotional state or mood
- a recent transfer to a new institution
- none of the above

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

*** 46. Overall, do you think that you, as a faculty member, are justly treated? (E.g., with regard to matters such as salary, work load, etc.)**

- No, I think that I am treated very unjustly.
- No, I think that I am treated unjustly.
- Yes, I think that I am treated justly.
- Yes, I think that I am treated very justly.

[Add Question](#) [Add Page](#)

24. Identity Salience [Edit Page](#) [Delete Page](#) [Copy/Move](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

*** 47. You teach at a postsecondary educational institution. How important is your teaching to your identity as a person?**

- Very important

Somewhat important
Not very important
Not important at all

[Add Question](#) [Add Page](#)

25. Non-Faculty Members [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Thank you for your time.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)
* 48. If you are not a faculty member, what is your occupation?

[Add Question](#) [Add Page](#)

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49. This survey is designed to better understand the attributes of university faculty members. Since you have indicated that you are not a faculty member, this survey would not be appropriate for you. (If you are a faculty member, please click on the "back" button and choose one of the faculty member options.) If you wish, you may add comments below. Thank you for your time.

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26. Thank you for your time. [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

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50. (OPTIONAL) If you would like to make any comments about your experiences as a faculty member, please do so now. You may also use this opportunity to comment upon this survey.

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You have completed the survey. Please know that your contribution is much appreciated.

This survey is being used to explore the relationship(s) between environment and satisfaction among university and college faculty in Louisiana.

Press "Done" to exit.

Thank you.

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VITA

Kyle Scafide was born in Houma, Louisiana in 1962. He graduated from Lafayette High School in 1980, and after receiving a B.A. from St. Joseph Seminary College in 1984, he entered graduate school at De Katholieke Universiteit te Leuven in Belgium. He finished his M.A. at Notre Dame Seminary in 1990 and began teaching part-time at Delgado Community College, where he worked for four years. In 1991, he began teaching at Holy Cross College, where he held a part-time position until 1996.

During the years between 1988 and 1996, he pursued a career in real estate, worked as a cantor, and taught in the evenings. In 1992, he purchased a publication, *IMPACT*, and worked first as a editor-in-chief. He sold the publication in 1998.

Scafide has been very active in the community. He was on the founding local committee of the Human Rights Campaign and was a founding board member of the Lesbian & Gay Community Center of New Orleans. In 1997 he was chosen by *Gambit Weekly* as one of New Orleans' "Top 40 under 40."

In 1999, he began taking classes at UNO, where he completed his M.Ed. in 2001 and immediately pursued the doctorate. While at UNO, he worked as a Graduate Assistant, and in 2003 the College of Education hired him to serve as the Accountability Coordinator. In 2004, an educational software company recruited him for a position as the Account Manager. He returned to UNO in 2005 in order to assist the college with the NCATE accreditation process. He was serving in that role at the time of this printing.

Scafide, along with his sisters, owns a grocery store and delicatessen in Houma, where he often spends part of his weekends. He owns a triplex in Faubourg St. John, where he has lived for the past 13 years.